

RATIONALE

In a rapidly changing global environment, the need to be able to communicate effectively in at least one foreign language has become a pre-requisite for both economic and intellectual growth. With respect to the Caribbean context, it is vital that one effectively communicates in either French or Spanish or both since, along with, English these are the two most widely used languages.

The study of French and Spanish exposes students to the cultures of Francophone/Hispanic societies which in turn enable students to appreciate the way of life of these societies. The study of French/Spanish offers scholastic benefits since knowledge of at least one foreign language is becoming increasingly mandatory for entry into certain universities. Furthermore, the command of at least one foreign language is advantageous to individuals who are desirous of obtaining jobs within the service industry.

In short, this curriculum seeks to broaden the pupils' range of communication and in so doing, enables them to optimize the opportunities that the study of at least one foreign language affords. Through emphasis on the four strands of language, namely, listening, speaking, reading and writing students would develop a desired level of competency in the target language, and an appreciation for a culture other than their own.

USE OF METHODS IN FOREIGN LANGUAGE TEACHING

In any syllabus or curriculum, an eclectic approach to the teaching of a Foreign Language is necessary. Many approaches and methods have been put forward to ensure that Foreign Language learning becomes a pleasurable experience for the students. There are theories ranging from Grammar Translation Method to the most recent Communicative Language Teaching Approach.

The Grammar Translation Method (late nineteenth and early twentieth centuries) became outdated, as it focused mainly on two of the skills associated with

Foreign Language learning, namely the reading and the writing skills. The students taught by this method lacked the ability to communicate in the Foreign Language as the skills of listening and speaking were not developed during the interaction within the classroom. This led different linguists to study the acquisition of native languages and to pattern their theories of *second language acquisition* to *first language acquisition*.

Human beings, according to Noam Chomsky are “genetically *prewired* to acquire language”; therefore it is necessary for the brain to be ‘triggered’ by (spoken language if speech is developed).

The Direct method (late nineteenth century) was developed to take care of shortcomings of the *Grammar Translation Method*. A native speaker was used as the instructor. The grammar was taught inductively. The students were given comprehensible input, but speech was produced only when the students were ready. This method lost its popularity because it could not be taught successfully in the public schools.

Linguists continued to search for a method that would encompass the four skills of the Foreign Language (listening, speaking, reading and writing). A series of other methods and approaches were introduced; for example the *Audio-Lingual Method*, *Oral stimulation Approach*, *Total Physical Response*, to name a few. They all used the strengths of the earlier methods or approaches, especially when they focused on the Foreign Language as a means of communication.

The Communicative Language teaching method (1986) is now the latest approach to the teaching of foreign languages. This can be called an *eclectic approach* to Foreign Language teaching, for it incorporates a number of the other methods and approaches. It may have some drawbacks, but at present it is the most effective approach/methodology. The goal of the *Communicative Language Teaching Method* is for the student to achieve communicative competence. The student is provided with a lot of comprehensible (linguistic) input and becomes an active participant in the learning process.

This is what this curriculum guide aims to achieve within the classroom. It is to guide Foreign language Teaching and Learning. Teachers therefore will have to plan their lessons using activities and different resources, to ensure that an eclectic approach is maintained. This will allow the students to enjoy lessons as they learn.

AIMS OF THE CURRICULUM

This curriculum seeks to:

1. Provide students with knowledge of foreign language for effective communication in everyday situations.
2. Develop basic language skills (listening, speaking, reading, writing)
3. Develop an appreciation for the cultures of francophone/Hispanic countries.
4. Teach the language through enjoyment.
5. Encourage a positive attitude towards the learning of French and Spanish.

ASSESSMENT

Regular assessment to ascertain students' progress, and provide feedback is an integral part of the teaching-learning process. Suggestions and approaches for assessing units are made. However, these are not binding. It is expected that the teacher will use forms and approaches as deemed relevant. The use of the target language in communications, through brainstorming, role playing, applying phrases, vocabulary and idioms of the target language must be maximized.

SKILLS TO BE ASSESSED

In order to facilitate the teaching – learning process, the basic language skills are organized under four strands:

1. Listening and Speaking
2. Reading
3. Writing

PURPOSE OF THE CURRICULUM GUIDE

The guide is designed to facilitate the implementation of the Foreign Language Curriculum. It consists of concepts, themes, topics included in the curriculum and suggestions for activities. However, the activities and suggestions are not exhaustive. The inclusion of ICT¹ in lessons where there is access to such facilities, as well as for homework assignments, is highly recommended.

Teachers should therefore be flexible and continue to use relevant resources, activities and ideas to stimulate learning. A reference of texts and relevant websites are included.

A glossary of terms used in the outcomes and activities is also included.

NB: It is expected that, the cultural components be integrated in lessons as is appropriate.

¹ ICT- Information Communication Technology

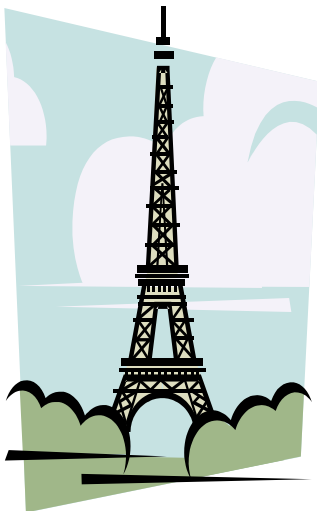
FRENCH FRENCH

« Bonjour, Je parle français et toi? » « Bonjour, Bienvenue en France. »



« Sa ou fè ? Mwen soti Matnik. »
guadeloupéen. »

« Je m'appelle Jean-René. Je suis



« C'est super l'arc de triomphe. »



« Vous prenez du pain, du fromage et du vin ? »



« Voilà ma bagnole. C'est une Citroën

2CV. !!»

« J'aime visiter le sacré cœur de Montmartre. »

FRENCH : YEAR 1-YEAR3

STRANDS

LISTENING AND SPEAKING

READING

WRITING

THEMES COVERED UNDER THE STRANDS

LISTENING AND SPEAKING

- Personal Information
- Communication for Social Interaction
- Numbers in my World
- Culture

READING

- Reading for Communication and Expression
- Reading for Recreational and Cultural Expression

WRITING

- Writing for Communication/Expression
- Writing for Recreational and Cultural Expression

YEAR 1 – PROGRAMMES OF LEARNING

STRAND 1: LISTENING AND SPEAKING

Attainment Target: Listen attentively to respond and communicate appropriately to stimuli in the target language.

We will know that the learner has achieved this Attainment Target when he/she can.

Learning Outcomes:

- Listen and respond appropriately to information on self and family members
- Communicate appropriately to a number of persons in the target language
- Ask and give numerical data from 0-100
- Understand and appreciate the cultural heritage of Hispanic/Francophone countries

STRAND 2: READING

Attainment Target: Students can read and understand a variety of simple text produced in different genres on a range of themes.

We will know that the learner has achieved this Attainment Target when he/she can.

Learning Outcomes:

- Read simple high frequency words, phrases and sentences with correct intonation, pronunciation and fluency
- Read for leisure and cultural enrichment, a range of stimuli in the target language

STRAND 3: WRITING

Attainment Target: Students can utilise grammatical structures to communicate accurately, coherently and appropriately through the writing process for different purposes and audiences.

We will know that the learner has achieved this Attainment Target when he/she can.


Learning Outcomes:

- Respond to given situations in both the target and native languages
- Respond graphically and in written form various cultural themes

YEAR 1

STRAND ONE: LISTENING **AND SPEAKING**

Attainment Target: *Listen attentively to respond and communicate appropriately to stimuli in the target language.*

 *We will know that the learner has achieved this attainment when he/she can:*

Learning outcomes:

- (a) Listen and respond appropriately to information on self and family members.
- (b) Communicate appropriately to a number of persons in the target language.
- (c) Ask for and give numerical data from 0-100
- (d) Understand and appreciate the cultural heritage of Hispanic/Francophone territory.

Achievement Indicators:

- Greet and address a range of persons in formal and informal settings
- Respond to such greetings.
- Make simple introductions of self and others.
- Respond appropriately on being introduced.
- Find out who someone is.
- Use simple courtesy expressions.
- Give information using numbers from 0-100 in context to include age, date of birth, telephone number, post office box number.
- State the days/weeks, months of the year
- Seek and give information about days and months.
- Say and ask the date.
- State their birthdates and enquire about someone else's birthday.
- Seek and give information about dates and activities
- Understand the significance of days used on the French calendar.
- Listen to and recall basic information about self and family members (name, age, address, telephone number, nationality).
- Listen to and respond to texts/stimuli giving information on family (gender, number of people in the family).
- State what relationship a family member is to you and his/her name.
- Talk about a pet, identifying its likes and dislikes.
- Describe oneself (physical features).
- Talk about one's home saying where it is located and the type of rooms therein.
- Simply describe one's bedroom; its size and some of the items (furniture) found therein.
- Identify the time at which different activities occur during the day (to include timetable, list of subjects).
- Identify objects in the classrooms.
- Ask what something is.
- Describe the objects in the classroom, pencil case etc.

- Make simple negative statements.
- Follow and give basic classroom instructions.
- Tell the time (hour, half hour, quarter hour and minutes).
- Identify and describe the flags of selected Hispanic and Francophone countries.
- Identify the national anthems of selected Hispanic/Francophone countries.
- Listen to native speakers talk about their countries.
- Identify and appreciate the national Heroes of Hispanic/Francophone countries.
- Listen to and identify music of Francophone and Hispanic countries.

YEAR 1



STRAND TWO: READING

Attainment Target: *Students can read and understand a variety of simple texts produced in different genres on a range of themes.*

✚ We will know that the learner has achieved this attainment target when he/she can.

Learning outcomes:

- (a) Read simple high frequency words, phrases with correct intonation, pronunciation and fluency.
- (b) Read for leisure and cultural enrichment, a range of stimuli in the target language.

Achievement Indicators

- _ Read aloud simple words phrases and sentences based on vocabulary learnt
- Read with correct pronunciation/meaning of words/phrases in vocabulary learnt.
- Report orally on texts read and discuss information read.
- Dramatise a scene read.
- Read simple poems based on the culture of the Hispanic and francophone countries.
- Read extracts from comic strips in the target language and identify main characters in material read.
- Recreate simple sentences based on vocabulary learnt.
- Answer questions in the native and target languages from texts written in the target language.

STRAND 3: WRITING



Attainment Target: *Students can utilise grammatical structures to communicate accurately, coherently and appropriately through the writing process for different purposes.*

- ✚ We will know that the learner has achieved this attainment target when he/she demonstrates competency through the achievement indicators.

Learning outcomes:

- (a) Respond to given situations in both the target and native languages.
- (b) Represent graphically and in written form various cultural themes

Achievement Indicators:

- Listen to and write words, short phrases and simple sentences.
- List the names of the common animals: pets and familiar animals.
- Write simple dialogues and short texts on a given topic.
- Answer questions in both the native and target languages from texts written in the target language.
- Use appropriate titles to address different audiences.
- Describe through writing their personal school routine, daily and weekend activities.
- Write brief responses to given situations (for example electronic media text).
- Draw and label flags of Hispanic/francophone countries using the target language.
- Draw and label charts showing various cultural and recreational customs (mealtimes, school timetable).
- Advertise an event that is going to take place in one of the target language countries.
- Engage in composing simple poems/songs in the target language.

YEAR 1

GRAMMATICAL STRUCTURES

- Bonjour, Bonsoir, au revoir, á bientôt
- ça va? ça va bien merci
- comment vas-tu?
- Ça va mal; Bof! Pas mal
- Et toi
- Informal/polite forms of address Tu/Vous
- Bien venu/Bienvenue/Bienvenus/Bienvenues
- Je regrette
- Qui est-ce? C'est.....
- Je suis.....
- The verb s'appeler, 1st, 2nd, 3rd, persons of the present tense
- Idiomatic use of avoir to express age
- Comment t'appelles-tu?
- Je m'appelle.....
- Comment s'appelle – t-il/-t-elle?
- Il s'appelle/Elle s'appelle
- Comment ça s'écrit?
- Epelle, Epelez';
- Je suis enchanté (e)
- Je suis Vincentien/Vincentienne/Vincentais/Vincentaise
- J'habite...../á la montagne/en ville....
- Qú habite-tu?/Oú habitez-vous
- Qú est-ce que tu habites?.....
- Quel áge as-tu?

- Quel âge avez-vous
- J'ai (douze) ans
- Idiomatic use of 'avoir' to express age.
- C'est quel Jour? C'est quel mois?
- Quel Jour sommes-nous?
- J'habite....Il, Elle habite.....
- Un deux – cent (Revision)
- Nous sommes cinq
- Il ya cinq personnes
- Combien de.....?
- Vous êtes combine dans le famille? Une grande chambre/une petite cuisine
- J'ai un frere' des freres/ ... une soeur des soeurs qui s'appelle(nt)
- Mon/ma/ mes freres/soeurs s'appelle(nt)
- J'ai un chien/une chienne
- J'ai un chat.....

Indefinite/definite article/singular/plural/concept of gender

-deux plus quatre egale=six

- les voyelles/les consonnes

- le drapeau national

- C'est de quelle couleur?...les couleurs – blanc/blanche

- Quelle est la date de ton anniversaire?

- Mon anniversaire est.....

- Quelle est la date aujourd'hui?

- Aujourd'hui c'est.....

- Les couleurs – bleu, blanc/blanche.....

- C'est de quelle couleur? C'est
- Adjective/Noun agreement (gender and number)
- Form of adjectives of colour eg. Noir, noire, noirs, noires, le stylo est rouge, etc.\
- Position of adjectives eg. un crayon vert.
- Use of present tense of etre ,avoir , for description.
- C'est commen? C'est ...
- Ne..pas
- Idiomatic use of 'faire' to describe the weather
- Quel temps fait-il?
- Il fait.../Il y a....
- Il pleut, neige, Il fait du vent, du soleil, Il fait beau

RELATED VOCABULARY

Bonjour salut, Bonsoir, Bof, Bonne nuit

Désolè, pardon

Monsieur, Madame, Mademoiselle

Ici, La Guadeloupe, La Martinique, La France, L'Haiti Chateaubelair, La Pompe,
La Soufrière

Aujourd'hui, demain, hier le lendermain, le lundi, mardi.....mercredi matin,
Fermé, ouvert, j'ouvert, dimanche gras, mardi gras.

Janvier, février, mars-

En Martinique, à Saint Vincent une ferme, anglais, français

Las numéros du telephone une trousse, la mère

Silence/attention

Maman, papa, mère, père

(demi – frère/demi-soeur) fille/fils enfant unique

Oiseau

La chienne/la chatte/la chat

Le chien

Dans ma chambre, la cuisine

Le garage, l'ordinateur

Le weekend, les vacances

Beau, chaud, froid, gris

ACTIVITIES:

- Teacher pronounces names of French countries/places, and students locate them on the map
- Group work to research importance of learning the Foreign Language
- Songs eg. Alphabet songs
- Use greetings, introductions, goodbyes, in role play situations.
- Identify self and others in role play/Miming
- Respond to specific yes/no, either/or questions
- Students distinguish between different vowel sounds
- Spelling aloud
- Game (song or vowel sounds)
- Playing games with numbers. Eg. Bingo
- Place numbers written in words in chronological order
- Make a calendar
- Answer questions based on calendar dates, Eg. Identify dates of national holidays, important events...

- Listen to and say names of colours
- Identify and name colours
- Making sentences of the body using words of description
- Students match names of animals with pictures
- Students draw and label a family tree
- Students create/solve puzzles using vocabulary for family members
- Drawing of the house
- Flash cards with relevant words
- Matching
- Games eg. (i) dans ma chambre il y a un lit. (ii) dans ma chambre il y a un lit, un ordinateur etc.
- Work in pairs interviewing partner about likes/dislikes and report responses orally or in writing
- Identify true/false statements related to weather depicted in pictures.
- Describe the weather on a particular day.

RESOURCES:

- World Map
- Flags of countries
- Flash cards, photos with relevant information
- Tape recorder, cassette, CDs
- Coloured paper and Chalk
- Songs
- Charts, Diary, Timetable
- Videos, computer

ASSESSMENT:

- Students identify countries, labeling map
- Situation responses
- Students give names of places and people in quiz
- Students greeting, introducing and taking leave of one another in pairs
- Sentence completion
- True/False Statement
- Responses (oral/written) to situations
- Short Dialogues
- Peer work
- Listening Comprehension
- Dialogue expressing wishes and preferences.
- Students say how many days there are in a week/month
- Place date and work in chronological order
- Students listen to and record dates related to cues given by teacher. Eg. Photos.
- Students use photos to describe different members orally/in writing.
- Oral Reading
- Students identify/ select objects as directed by teacher. e.g passe-moi/ passez-moi un stylo.
- Students create sentences from pairs of nouns and colours.
- Students colour pictures as suggested by a key.
- Students listen to descriptions and draw pictures/ respond to questions.
- Write short descriptive sentences and present them orally.
- Students do completion exercises e.g. C'est ma mere. Elle s'appelle Sophie.
- Students identify rooms in a house. Match verbs with activity done in room e.g. Il mange dans la salle à manger.
- Students write five (5) sentences to describe their house/room basic furniture.

- Talk/write about preferences for birthday, Christmas, sports using verb structures.
- Describe the weather in simple sentences as depicted in pictures.
- Students respond to teacher's questions on weather

YEAR TWO-PROGRAMMES OF LEARNING

STRAND 1: LISTENING AND SPEAKING

Attainment Target: Listen attentively to respond and communicate appropriately to stimuli in the target language.

We will know that the learner has achieved this attainment target when he/she can:

Learning Outcomes

- Give information about self and others
- Communicate appropriately to a number of persons in the target language
- Use numbers between 0-10 000 to give information in different situations
- Understand and appreciate the cultural heritage of Hispanic/Francophone countries

STRAND 2: READING

Attainment Target: Students can read and understand a variety of simple text produced in different genres on a range of themes.

We will know that the learner has achieved this attainment target when he/she can:

Learning Outcomes

- Read fluently (aloud or silently) a variety of grade texts with correct intonation, pronunciation and fluency
- Read simple adapted texts for enjoyment and cultural appreciation

STRAND 3: WRITING

Attainment Target: Students can utilise grammatical structures to communicate accurately, coherently and appropriately through the writing process for different purposes and audiences.

We will know that the learner has achieved this attainment target when he/she can:

Learning Outcomes

- Write detailed responses to guided writing tasks in the target and native languages
- Write for enjoyment and cultural expression in a variety of forms for different purposes

YEAR 2

STRAND 1: LISTENING **AND SPEAKING**

Attainment Target: *Listen attentively to respond and communicate appropriately to stimuli in the target language.*

✚ We will know that the learner has achieved this attainment when he/she can:

Learning Outcomes:

- Give information about self and others
- Communicate appropriately to a number of persons in the target language
- Use numbers between 0-10,000 to give information in different situations
- Understand and appreciate the cultural heritage of Hispanic/Francophone territories.

Achievement Indicators:

- Describe one's physical and emotional state.
- Give oral description of their daily and weekend activities.
- Describe their physical features and those of others.
- Greet and address a range of persons appropriately.
- Respond to such greetings.
- Distinguish and use formal and informal greetings appropriately.
- Use more complex courtesy expressions appropriately.

- Use expressions in the target language to give information/ to express opinions.
- Use number from 0-10. 000.
- Identify the time at which different activities occur during the day (to include timetable, arrival/departure at school).
- Request items using quantitative data size, weight, quantity and price.
- Listen to and identify traditional and contemporary music of Hispanic/Francophone countries.
- Listen to and identify various musical instruments in the target language.
- Show appreciation for the cultural heritage of Hispanic/Francophone countries (to include religion, sports, music. birthdays, siesta, currency, other celebrations/festival).
- Describe and exchange information about home and community.
- Going to restaurant and shopping for food.
- Identify and appreciate the national Heroes of Hispanic/Francophone countries.
- Listen to and identify traditional music of Hispanic/Francophone countries.

STRAND 2: READING



Attainment Target: *Students can read and understand a variety of simple texts produced in different genres on a range of themes.*

✚ We will know that the learner has achieved this attainment target when he/she can:

Learning Outcomes

- ✚ Read fluently (aloud or silently) a variety of texts with correct intonation, pronunciation and fluency.
- ✚ Read simple adapted texts for enjoyment and cultural appreciation.

Achievement Indicators:

- Read aloud paragraph or dialogues
- Infer meanings of unfamiliar words based on context
- Use a vocabulary list or dictionary to check meanings
- Respond appropriately to the customs/culture as presented in the dialogues/narratives
- Read short narratives/dialogues in the target language on the customs/culture of Hispanic/Francophone countries.
- Read simple advertisements and magazines clippings in the target language.
- Respond to questions based on material read in the target language.
- Read and respond to simple instructions (recipes and signs) in the target language.
- Recognise important words relevant to the culture in the target language.

STRAND 3: WRITING



Attainment Target: *Students can utilize grammatical structures and vocabulary to communicate accurately, coherently and appropriately through the writing process for different purposes.*

✚ *We will know that the learner has achieved this attainment target when he/she can.*

Learning Outcomes

- ✚ Write responses to guided writing tasks in the target and native languages.
- ✚ Write for enjoyment and cultural expression in a variety of forms.

Achievement Indicators:

- Identify members of an extended family.
- Reproduce a summary based on pictorial stimuli.
- Write about their daily and weekend activities and that of family.
- Describe each member as having a particular character trait: (e.g.) lazy, talkative, hardworking etc.
- Rewrite given information in chronological order
- Write responses to situation/comprehension type questions.
- Listen to and write words, phrases, sentences and short passages.
- Describe through writing their personal school routine, daily and weekend activities.
- Write descriptions of their favourite group, singer, in the target language.
- Write short paragraphs about their hobbies in the target language countries.
- Write emails/letters to pen pals in target language.
- Draw and label charts showing various cultural and recreational customs (mealtimes, daily routines, school timetables) in the target language.
- Write short texts with main idea in appropriate position in the target language.

YEAR 2

GRAMMATICAL STRUCTURES, RELATED VOCABULARY, ACTIVITIES AND ASSESSMENT

Students should develop and apply the language knowledge outlined below through communicative activities in all three strands.

Grammatical structures: (Verbs mentioned must be done with students)

- Je me lève, tu te leves; je m'habille; je me brosse, je me lave, je me couche tu te lèves, etc.
- se lever, se brosser, se coucher, se laver etc.
- le déjeuner; retourner à la maison; regarder la télé, faire les devoirs, faire la vaisselle/ le jardinage, etc.
- Je pars, je bois, je lis etc.
- Qu'est-ce que tu fais le weekend? le dimanche? en famille? l'après-midi, le vendredi soir? Etc.
- Jouer au foot; aller à la plage, quitter, arriver, partir
- Aujourd'hui je joue, je vais jouer au football, cricket/ jouer de la guitare/ du piano.
- Quel est ton passe-temps préféré/favori? Je me passionne pour je suis un/une passionné(e) de/je suis fanatique de...etc.
- Qu'est ce qui se passe ? Ca va ?
- Je me sens mal/J'ai mal à la tête etc.

RELATED VOCABULARY:

- The parts of the body
- The different means of transportation.
- Adjectives for describing physical and emotional states.
- Je pense que/Je crois que
- Silence/Attention
- Matin, midi, après-midi, soir, nuit, mais, quand, d'habitude, quelquefois, tout de suite, puis, comme d'habitude
- Vocabulaire de sports et de musique : piano, trombone, guitare, jeux video
- L'emploi du temps, collègue
- L'anglais, le français, la littérature, les maths -le cours, la récréation, le déjeuner
- La bibliothèque, la salle des profs, la cantine
- Parce que, intéressant, moche, ennuyeux, chouette, génial.

ACTIVITIES:

- Use songs to teach different topics or themes
- Play games, for example, Simon "dit".
- Use art to depict different transportation/collecting pictures and labeling them.
- Role plays depicting physical and emotional states.
- Listening comprehension with pictures/ illustrations.
- Reading comprehension.
- Complete a table of activities, using the help of tape/oral stimuli.
- Describe routine based on pictures.
- Keep record of activities and time they occur.
- Labeling pictures / symbols of activities Interviews/Reports.
- Restructure a jumbled text.
- Make their own timetable for a particular day.
- Ask and answer questions about school, timetable, and meal times.

RESOURCES:

- A large picture of the body labeled.
- Clothing items to be bought (dialogue/skit).
- Pictures of different types of transportation.
- Flash Cards / Tape Recorder.
- Blank timetables etc.

ASSESSMENT:

- Writing dialogues/skits.
- Filling in arrows on a drawing of parts of the body.
- Students draw and label a plan of their school.
- Matching – Students match English and French Subjects.
- Students give opinions (written/oral) about school/subjects.
- Students write a diary of their daily activities.
- Students talk about their typical school day.
- True/False statements.
- Listening comprehension based on order of activities.
- Situational responses.
- Oral/written dialogue.
- Fill in the blanks based on listening comprehension.
- Write/say what they like to do/do not like to do on weekends.
- Write letters of invitation /E-mail accepting /rejecting invitation.
- Questionnaire on daily/weekend activities.

SPELLING RULES, STRATEGIES AND PRONUNCIATION SKILLS:

- Use of related spelling pattern, knowledge of cognates (e.g. adore/adorer, nutrition/nutritive, universel/universelle).
- Use of some generalizations about spelling (e.g. word families: musique/musical /musicalement/musician/muscienne).

- Use of resources (e.g. classroom-displayed vocabulary, text, visual dictionary) to check spelling.
- Further develop their skills of reading and speaking with correct intonation and stress.
- Further develop control of pronunciation paying particular attention to problematic vowel and consonant sounds.
- Distinguish consonant, vowel sounds which are different from English.

YEAR THREE: PROGRAMMES OF LEARNING

STRAND 1: LISTENING AND SPEAKING

Attainment Target: Listen attentively to respond and communicate appropriately to stimuli in the target language.

We will know that the learner has achieved this Attainment Target when he/she can.

Learning Outcomes:

- Give information about self and others
- Communicate in the target language using expressions associated with hobbies and social activities
- Listen to text and respond to questions based on numerical data
- Understand and appreciate the cultural heritage of Hispanic/Francophone countries

STRAND 2: READING

Attainment Target: Students can read and understand a variety of simple text produced in different genres on a range of themes.

We will know that the learner has achieved this Attainment Target when he/she can.

Learning Outcomes

- Read new and unfamiliar words to demonstrate understanding of text
- Read for enjoyment a variety of detailed contextualized texts for recreational and cultural purposes

STRAND 3: WRITING

Attainment Target: Students can utilise grammatical structures to communicate accurately, coherently and appropriately through the writing process for different purposes and audiences.

We will know that the learner has achieved this Attainment Target when he/she can.

Learning Outcomes

- Write detailed responses to given situations in independent writing task using the target and native languages
- Write independently in the target language a variety of detailed texts based on various cultural themes

YEAR 3

STRAND 1: LISTENING **AND SPEAKING**

Attainment Target: *Listen attentively to respond and communicate appropriately to stimuli in the target language.*

✚ We will know that the learner has achieved this attainment when he/she can.

Learning Outcomes

- ✚ Give information about self and others.
- ✚ Communicate in the target language using expressions associated with hobbies and social activities.
- ✚ Listen to the text and respond to questions based on numerical data.
- ✚ Understand and appreciate the cultural heritage of Hispanic/Francophone countries.

Achievement Indicators

- Relate personal activities done in the past.
- Greet others in a variety of circumstances (people seen after a long absence etc).
- Describe how he/she spent the weekend (to include likes/dislikes; approval/disapproval).
- Describe how he/she will spend the weekend and relate what they bought, did and paid for at various public venues (to include shops, stores, and supermarkets).
- Say what kinds of products are found in which shops and request the price for an article.
- Ask for a particular shoe size/clothing size/cost of item/items in a store.
- Describe what someone is wearing.
- Ask for someone's opinion about a particular outfit and give your opinion about someone's mode of dress.

- Say what you would wear at different occasions and weather conditions.
- Name the country he/she would like to visit or has visited.
- Describe the country/countries you have visited and when.
- Describe how you like to spend your holidays.
- Listen to recordings (television and others) in the target language and use the tenses (past, present and future).
- Develop and express interest in recreational activities.
- Express interest in one's social activities
- State likes/dislikes of recreational activities.
- Make reservations.
- State likes/dislikes of social activities (to include shopping, eating out, and travel).
- Tell and ask someone what they would like to have for breakfast/lunch/dinner.
- Order a meal at a restaurant/ café.
- Say what types of foods different family members like or dislike.
- Use numbers from 0-1.000.000.
- Understand and report numerical data heard.
- Listen to and complete text using numerical data.
- Use numbers to quantify situations in context e.g. number of persons at carnival, a cricket match, in a football team etc.
- Listen to narratives about the school system in Hispanic/Francophone countries (using native speakers, cd's, tapes).
- Discuss (in the target language) the similarities/differences between the Vincentian school system and the Hispanic/Francophone school system.
- Listen to narratives about the various modes of transportation in Hispanic/francophone countries.
- Discuss (in the target language) the similarities and differences between the Vincentian transportation system and the Hispanic/Francophone.
- Listen to narratives of different cultural/religious celebrations that take place in Hispanic/Francophone countries.

- Discuss (in the target language) the similarities/differences between the different cultural/religious celebrations that take place in the Hispanic/Francophone countries.
- Show appreciation for the differences which exist between the cultures.
- Select and present material of his/her own choice.



STRAND 2: READING

Attainment Target: *Students can read and understand a variety of simple texts produced in different genres on a range of themes.*

+ We will know that the learner has achieved this attainment target when he/she can

Learning Outcomes

- + Read new and unfamiliar words to demonstrate understanding of text***
- + Read for enjoyment a variety of detailed contextualized texts for recreational and cultural purposes***

Achievement Indicators:

- Read aloud observing correct intonation and phrasing.
- Read aloud extracts from different sources (for example newspapers, products) in the target language.
- Transfer information read to another mode (statement, command, and question).
- Read aloud and silently simple comic strips
- Read aloud and silently simple articles about self and others (movie stars, singers)
- Read recipes and menus in a restaurant setting.
- Demonstrate the ability to match recipes with relevant pictorial ingredients

- Recognise and identify grammatical structures embedded in material learnt
- Read, understand and respond to information on brochures and related documents pertaining to travel.
- Read and understand short passages and respond to information given.

STRAND 3: WRITING



Attainment Target: *Students can utilize grammatical structures to communicate accurately, coherently and appropriately through the writing process for different purposes.*

- ✚ *We will know that the learner has achieved this attainment target when s/he demonstrates competency through the achievement indicators.*

Learning Outcomes

- ✚ Write detailed responses to given situations in independent writing task using the target and native languages
- ✚ Write independently in the target language a variety of detailed texts based on various cultural themes

Achievement Indicators:

- List the verbs that are conjugated.
- Relate incidents or activities done in the past.
- Describe your past weekend to someone.
- Relate an incident in the past and link your sentences using connectives such as (mais, puis, et, parce que, ensuite, malheureusement) etc.
- List the names of different pieces of clothing and the different types of shops in France.
- Write detailed responses to given situations in independent writing tasks using the target and native languages.

YEAR 3

GRAMMATICAL STRUCTURES, RELATED VOCABULARY, ACTIVITIES, RESOURCES AND EVALUATION:

Students should develop and apply the language knowledge outlined below through communicative activities in all three strands.

- Review: Present Tense er, ir, re – verbs
- Passé composé with avoir and être for regular, er, ir, re verbs and irregular verbs
- Agreement of past participle with verbs using être. E.g. Elle est allée en ville
- Revision of expressions of quantity e.g. beaucoup de combien de, trop de, un peu de/un tout petit peu de, une boîte de, un pot de, un sachet de, une paire de, Puis-je avoir, je voudrais, j'aimerais donnez-moi, Je peux vous aider? Vous désirez ?
- Où sont ces personnes? /C'est dans quel magasin?
- Vous payez comment? /en espèces, en liquide, en cheque, en carte de crédit,
- Ça fait combien? /- Ça coûte combien?
- Le kilo/la douzaine/le gramme/ La livre etc.?
- Qu'est-ce que tu as acheté hier?
- C'est magnifique, nul c'était
- cher/bon marché;
- Tu fais /vous faites quelle taille? /quelle taille? (vêtements)/ quelle pointure? (chaussures)
- En soie, en cuir, en coton, en laine, en plastique, en polyester, en dentelle, en velours, en toile
- Demonstrative adjectives eg. Ce, cet, cette, ces
- Use of imperatives and object pronouns
- Revise expressions of hunger and thirst
- Garçon/Madame s'il vous plaît; le menu/la carte
- Je voudrais, je prends, qu'est-ce que vous prenez?
- Je désire, donnez-moi, Prenez- vous un dessert?

- J'ai faim/soif.
- Comme dessert? /boisson? le plat du jour? le plat de résistance/ l'addition,
- Merci, de rien, je vous en prie, bonne journée, bon appétit, à très bientôt
- Vous avez bien mangé? /Vous avez choisi? /Vous avez terminé.
- Une carafe de à la carte
- Je n'aime pas/Je déteste /la salade composé, le goûter,
- Comment c'était?
- A votre santé
- Je joue/j'aime jouer au/à la, à l', aux
- Je joue/j'aime jouer du/de la/de l'/des
- D'habitude/normalement, je vois
- Pourquoi? Parce que
- C'est chouette /super /génial /ennuyeux /barbant/intéressant, moche/dangereux etc.
- Avec qui? avec moi, avec lui/elle, avec ma classe/ mes camarades de classe/ mes copines/ mes parents etc.
- Qu'est-ce que tu fais/vous faites en famille le week-end?
- Où?..... à la plage, à la montagne, à la piscine, en ville, au bord de la mer etc.
- Lire, jouer (à l'ordinateur) Faire de
- Je préfère, Je n'aime pas / je l'aime
- Et toi? Je ne l'aime pas
- Comparisons/pronouns etc.
- je ne l'aime pas etc. / moins/plus intéressant que ...
- Est-ce que tu veux sortir avec moi? /Es-tu libre ce soir? /Si on allait au cinéma ce soir?
- Oui, je veux bien/ Non, je ne peux pas.

RELATED VOCABULARY:

-La récréation /Le déjeuner /Le petit déjeuner/Le diner, le goûter

-Première année, deuxième année etc.

-Types of shops : boutique, supermarché, hypermarché, grand magasin, grande surface, centre commercial /centres commerciaux, pâtisserie, boulangerie, pharmacie, quincaillerie, Boulangerie – pâtisserie, bar-tabac, Boucherie-charcuterie, librairie-papeterie, le rayon de...

-La note, l'addition, la facture, le billet, l'argent, la pièce, la monnaie, l'Euro, la caisse, la caissière.

-Le pantalon, la chemise, les chaussures, le chemisier, la veste, la jupe, la robe, les bottes.

Le passe-temps, le temps libre, (les moments de loisirs),

-Les sports, le football, l'équitation, la lecture, le cinéma, les jeux vidéos, la plage, la piscine etc.

-les centres sportifs, le vélo, la randonnée, les sports nautiques etc.

-Verbs with être: Mourir, monter, aller arriver, venir, partir, sortir, entrer, descendre, naître, mourir, rester, tomber, retourner.

-Le weekend dernier, la semaine dernière hier, hier soir, hier matin etc.

-au cinéma/à l'église /au parc/ bien passé /catastrophe.

ACTIVITIES:

- Mini-stores/shops /Make scrapbook of food/ clothing using French labels.

- Report to class on quality, price and ingredients

- Prepare a shopping gift list and budget, etc

- Crossword/word puzzles using related vocabulary

- **Role Play:** Students take it in turns to pretend they are buying something from a shop.

- Game: "I went to the market/store and I bought"

- Use newspaper and magazine ads to ask and answer questions about the cost of school supplies and other articles.

- Listen to recorded passages, describing events in the past.
- Make entries in a diary using regular/irregular verbs with ***avoir*** and ***être***.
- Read aloud with correct pronunciation and stress in Present and Past Tenses (passé composé)
- Ask and answer questions orally and in writing about past Create invitation cards.
- Games, Completion exercises, Word puzzles, Listening Comprehension.
- Work in pairs to interview partner about type of film or book they like to watch/read and why. Write answers down.
- Invite a friend to go out with you and say what your plans are.

RESOURCES:

- Magazines /Flash cards/Tape/Menus

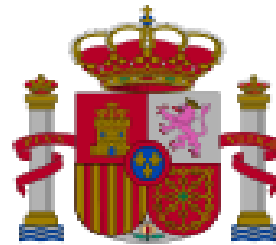
ASSESSMENT:

- Students listen to brief dialogues and identify at what shops they are taking place/identify what items are being purchased.
- Students link items to various shops, e.g. – chaussures magasin
- Students compose a dialogue about a shopping scene and act it out
- Students compose comic strips of different shopping scenes.
- Situation Responses
- Dialogue – returning an item.-
- Describe a shopping trip you had.
- Complete cartoon speech bubbles of a shopping scene
- Multiple choice items /True/false statements
- Listening comprehension
- Sentence completion using correct form of the verb in passé compose
- Convert sentences from Present Tense into passé compose
- Guided composition relating activities of self/friends/family during the past week/weekend/ holidays

- Dialogue completion
- Ask students to write about films they have seen/ books they have read etc.
- Students match pictures to social activities.
- Students do written exercise where they replace pictures with text.
- Pupils link an activity to a particular setting/place.
- Students do completion exercise.
- Students write a letter to a friend telling him/ her hobbies/pastimes.

SPANISH

« Hola, ¿como te va? Chévere, amigo. »



“Hola, soy Don Quixote.”



SPANISH

STRANDS

LISTENING AND SPEAKING

READING

WRITING

THEMES

LISTENING AND SPEAKING

- Personal Information
- Communication for Social Interaction
- Numbers in my World
- Culture

READING

- Reading for Communication and Expression
- Reading for Recreational and Cultural Expression

WRITING

- Writing for Communication/Expression
- Writing for Recreational and Cultural Expression

YEAR 1 - PROGRAMMES OF LEARNING

STRAND 1: LISTENING AND SPEAKING

Attainment Target: Listen attentively to respond and communicate appropriately to stimuli in the target language.

We will know that the learner has achieved this Attainment Target when he/she can.

Learning Outcomes:

- Listen and respond appropriately to information on self and family members
- Communicate appropriately to a number of persons in the target language
- Ask and give numerical data from 0-100
- Understand and appreciate the cultural heritage of Hispanic/Francophone countries

STRAND 2: READING

Attainment Target: Students can read and understand a variety of simple text produced in different genres on a range of themes.

We will know that the learner has achieved this Attainment Target when he/she can.

Learning Outcomes:

- Read simple high frequency words, phrases and sentences with correct intonation, pronunciation and fluency
- Read for leisure and cultural enrichment, a range of stimuli in the target language

STRAND 3: WRITING

Attainment Target: Students can utilise grammatical structures to communicate accurately, coherently and appropriately through the writing process for different purposes and audiences.

We will know that the learner has achieved this Attainment Target when he/she can.

Learning Outcomes:

- Respond to given situations in both the target and native languages
- Respond graphically and in written form various cultural themes

YEAR 1

STRAND ONE: LISTENING **AND SPEAKING**

Attainment Target: *Listen attentively to respond and communicate appropriately to stimuli in the target language.*

✚ We will know that the learner has achieved this attainment when he/she can:

Learning outcomes:

- (a) Listen and respond appropriately to information on self and family members.
- (b) Communicate appropriately to a number of persons in the target language.
- (c) Ask for and give numerical data from 0-100
- (d) Understand and appreciate the cultural heritage of Hispanic/Francophone countries

Achievement Indicators:

- Greet and address a range of persons in formal and informal settings
- Respond to such greetings.
- Make simple introductions of self and others.
- Respond appropriately on being introduced.
- Find out who someone is.
- Use simple courtesy expressions.
- Give information using numbers from 0-100 in context to include age, date of birth, telephone number, post office box number.
- State the days/weeks, months of the year
- Seek and give information about days and months.

- Say and ask the date.
- State their birthdates and enquire about someone else's birthday.
- Seek and give information about dates and activities
- Understand the significance of days used on the French calendar.
- Listen to and recall basic information about self and family members (name, age, address, telephone number, nationality).
- Listen to and respond to texts/stimuli giving information on family (gender, number of people in the family).
- State what relationship a family member is to you and his/her name.
- Talk about a pet, identifying its likes and dislikes.
- Describe oneself (physical features).
- Talk about one's home saying where it is located and the type of rooms therein.
- Simply describe one's bedroom; its size and some of the items (furniture) found therein.
- Identify the time at which different activities occur during the day (to include timetable, list of subjects).
- Identify objects in the classrooms.
- Ask what something is.
- Describe the objects in the classroom, pencil case etc.
- Make simple negative statements.
- Follow and give basic classroom instructions.
- Tell the time (hour, half hour, quarter hour and minutes).
- Identify and describe the flags of selected Hispanic and Francophone countries.
- Identify the national anthems of selected Hispanic/Francophone countries.
- Listen to native speakers talk about their countries.
- Identify and appreciate the national Heroes of Hispanic/Francophone countries.
- Listen to and identify music of Francophone and Hispanic countries.

YEAR 1



STRAND TWO: READING

Attainment Target: *Students can read and understand a variety of simple texts produced in different genres on a range of themes.*

✚ We will know that the learner has achieved this attainment target when he/she can.

Learning outcomes:

- (a) Read simple high frequency words, phrases with correct intonation, pronunciation and fluency.
- (b) Read for leisure and cultural enrichment, a range of stimuli in the target language.
- (c) Respond to given situations in both the target and native languages.

Achievement Indicators:

- _ Read aloud simple words phrases and sentences based on vocabulary learnt
- Read with correct pronunciation/meaning of words/phrases in vocabulary learnt.
- Report orally on texts read and discuss information read.
- Dramatise a scene read.
- Read simple poems based on the culture of the Hispanic and francophone countries.
- Read extracts from comic strips in the target language and identify main characters in material read.

- Recreate simple sentences based on vocabulary learnt.
- Answer questions in the native and target languages from texts written in the target language.

YEAR 1

STRAND 3: WRITING



Attainment Target: *Students can utilize grammatical structures to communicate accurately, coherently and appropriately through the writing process for different purposes.*

✚ We will know that the learner has achieved this attainment target when he/she can.

Learning outcomes:

- (a) Respond to given situations in both the target and native languages
- (b) Represent graphically and in written form various cultural themes

Achievement Indicators:

- Listen to and write words, short phrases and simple sentences.
- List the names of the common animals: pets and familiar animals.
- Write simple dialogues and short texts on a given topic.
- Answer questions in both the native and target languages from texts written in the target language.
- Use appropriate titles to address different audiences.
- Describe through writing their personal school routine, daily and weekend activities.
- Write brief responses to given situations (for example electronic media text).
- Draw and label flags of Hispanic/francophone countries using the target language.
- Draw and label charts showing various cultural and recreational customs

(mealtimes, school timetable).

- Advertise an event that is going to take place in one of the target language countries.
- Engage in composing simple poems/songs in the target language

YEAR 1

Grammatical structures, Related Vocabulary, Activities, Resources and Evaluation:

Students should develop and apply the language knowledge outlined below through communicative activities in all three strands.

Grammatical structures: (Note that the list below is not exhausted).

The Present Indicative of the verbs as well as the concept of gender must be taught.

Vowel sounds (a, e, i, o, u,) and consonants, especially (ch, h, j, ll, ñ, rr, v, z) (ge, gi,) must be taught.

- The Registers (Tú vs. usted)
- ¿Qué tal? ¿Cómo estás? ¿Cómo está usted? ¿Cómo están ellos/ ellas?
- ¿Y tú? ¿Y usted?
- The verb 'llamarse' 1ST, 2nd and 3rd person singular and 3rd person plural of the present tense.

¿Cómo te llamas? Me llamo.....

¿Cómo se llama? Se llama.....

¿Cómo se llama usted? Me llamo.....

¿Cómo se llaman ellos/ ellas? Se llaman.....

- ¿Cual es tu nombre? ¿Cual es su nombre?

- ¿Cuál es tu apellido?

- Te presento a....., Le presento a.....,

- Este es....., Esta es.....
- Mucho gusto /Encantada/Encantado
- El gusto es mío.
- Hasta luego. Hasta la vista.
Hasta mañana. Hasta pronto.
Nos vemos.
- ¿Quién eres? ¿Quién es? ¿Quiénes son?
- soy, eres, son
- Omission/use of Definite Article in addressing or talking about someone.
- ¿Qué día es (hoy, mañana, pasado mañana? ¿Qué día fue (ayer, anteayer)?
- Use of definite article with the days of the week.
- ¿En qué mes estamos?
- ¿Qué número es?
- ¿Qué fecha es hoy? Es el.... de.....
- ¿A cuántos estamos hoy? Estamos a.....
- ¿Cuántos años tienes? ¿Cuántos años tiene usted/él/ella?
- ¿Cuántos años tienen ellos/ellas?
- ¿Cuándo es/cae tu/su cumpleaños?
- Mi cumpleaños es el..... Su cumpleaños es el.....
- Mi número de teléfono es..... Su número de teléfono es.....
- Concept of gender un, una, unos, unas, el, la, los, las
- ¿Qué hora es? Son las , Es la, media, y, menos
- Me levanto a las....., salgo de casa a las, voy a la escuela/al colegio a las ...,
- Tengo las matemáticas a las....,
- ¿Qué es esto? Es....
- ¿Qué son estos? Son....
- ¿Qué tienes en la mano? Tengo.....

Related Vocabulary:

- Señor, Señora, Señorita, Don, Doña
- Ángela, Christina, Pablo, Fernando, etc.
- **Family members**: mamá, papá, hermano/a, hermanastro/a, abuelo/a, bisabuelo/a, padrastro, madrastra
- El abrazo
- (Muy) bien, Regular, Mal, Terrible, Fenomenal
- Nada de nuevo.
- Cao. Adiós
- La bendición
- Bienvenido/a/os/as
- Profesor/a
- Gracias. De nada
- Por favor, con permiso, perdón, Lo siento
- Lunes, martes etc.
- Enero, febrero etc.
- Cardinal numbers 0-60
- y/ mas, menos, por
- las matemáticas, el inglés, la historia, etc.
- préstame un lápiz/ un bolígrafo etc.
- La mano
- Estos, este
- Names of Hispanic Countries

Activities :

- Use greetings introductions, good-byes, etc. in role play situations.
- Identify self and others in role-play.
- Create/act out dialogues.
- Respond to specific yes/no, either or questions.
- Song

- Reading comprehensions.
- Use monopoly money for addition and subtraction.
- Draw a simple family tree.
- Briefly describe your family orally and written.
- Create a family album with brief descriptions of each family member.
- Make clocks and use them in asking and telling the time, Games (Mr. Wolf).
- Write in words/say the time shown on a clock.
- Describe their daily activities.
- Speak about their class timetables (time and subjects).
- Speak about objects in the classroom

Resources:

- Flash cards
- Photos
- Tape recorder
- Charts
- Clock
- Monopoly money
- Timetables
- Pictures of daily activities and Items in the classroom

ASSESSMENT

- Students greeting, introducing and taking leave of one another in pairs.
- Asking and answering questions about self and others.
- True/false statements.
- Sentence completion.
- Responses (oral/written) to situations.
- Dialogues/dialogue completion.

- Listening comprehension.
- Students match numerals.
- Students write vehicle/telephone numbers read out by teacher.
- Students take turn saying their ages.
- Students formulate and solve Math problems orally using monopoly money.
- Students count and spell numbers in oral and written test.
- Students listen to and write numbers for words.
- State time displayed on clock.
- Students speak and or write about their daily activities.
- Students respond to questions on items in the classroom.
- True/false statements.
- Listening Comprehension

YEAR TWO –PROGRAMMES OF LEARNING

STRAND 1: LISTENING AND SPEAKING

Attainment Target: Listen attentively to respond and communicate appropriately to stimuli in the target language.

We will know that the learner has achieved this Attainment Target when he/she can.

Learning Outcomes:

- Give information about self and others
- Communicate appropriately to a number of persons in the target language
- Use numbers between 0-10 000 to give information in different situations
- Understand and appreciate the cultural heritage of Hispanic/Francophone countries

STRAND 2: READING

Attainment Target: Students can read and understand a variety of simple text produced in different genres on a range of themes.

We will know that the learner has achieved this Attainment Target when he/she can.

Learning Outcomes:

- Read fluently (aloud or silently) a variety of grade texts with correct intonation, pronunciation and fluency
- Read simple adapted texts for enjoyment and cultural appreciation

STRAND 3: WRITING

Attainment Target: Students can utilise grammatical structures to communicate accurately, coherently and appropriately through the writing process for different purposes and audiences.

We will know that the learner has achieved this Attainment Target when he/she can.

Learning Outcomes:

- Write detailed responses to guided writing tasks in the target and native languages
- Write for enjoyment and cultural expression in a variety of forms for different purposes

YEAR 2

STRAND 1: LISTENING **AND SPEAKING**

Attainment Target: *Listen attentively to respond and communicate appropriately to stimuli in the target language.*

We will know that the learner has achieved this attainment when he/she can.

Learning Outcomes:

- ✚ Give information about self and others
- ✚ Communicate appropriately to a number of persons in the target language
- ✚ Use numbers between 0-10 000 to give information in different situations
- ✚ Understand and appreciate the cultural heritage of Hispanic/Francophone countries

Achievement Indicators:

- Describe one's physical and emotional state.
- Give oral description of their daily and weekend activities.
- Describe their physical features and those of others.
- Greet and address a range of persons appropriately.
- Respond to such greetings.
- Distinguish and use formal and informal greetings appropriately.
- Use more complex courtesy expressions appropriately.
- Use expressions in the target language to give information/to express opinions
- Use number from 0-10. 000.
- Identify the time at which different activities occur during the day (to include timetable, arrival/departure at school).

- Request items using quantitative data size, weight, quantity and price.
- Listen to and identify traditional and contemporary music of Hispanic/Francophone countries.
- Listen to and identify various musical instruments in the target language.
- Show appreciation for the cultural heritage of Hispanic/Francophone countries (to include religion, sports, music. birthdays, siesta, currency, other celebrations/festival).
- Describe and exchange information about home and community.
- Going to restaurant and shopping for food.
- Identify and appreciate the national Heroes of Hispanic/Francophone countries.
- Listen to and identify traditional music of Hispanic/Francophone countries.



STRAND 2: READING

Attainment Target: *Students can read and understand a variety of simple texts produced in different genres on a range of themes.*

✚ *We will know that the learner has achieved this attainment target when he/she can.*

Learning Outcomes

- ✚ Read fluently (aloud or silently) a variety of texts with correct intonation, pronunciation and fluency.
- ✚ Read simple adapted texts for enjoyment and cultural appreciation.

Achievement Indicators:

- Read aloud paragraph or dialogues
- Infer meanings of unfamiliar words based on context
- Use a vocabulary list or dictionary to check meanings
- Respond appropriately to the customs/culture as presented in the dialogues/narratives

- Read short narratives/dialogues in the target language on the customs/culture of Hispanic/Francophone countries.
- Read simple advertisements and magazines clippings in the target language.
- Respond to questions based on material read in the target language.
- Read and respond to simple instructions (recipes and signs) in the target language.
- Recognise important words relevant to the culture in the target language.



STRAND 3: WRITING

Attainment Target: *Students can utilize grammatical structures and vocabulary to communicate accurately, coherently and appropriately through the writing process for different purposes.*

- ✚ *We will know that the learner has achieved this attainment target when he/she can.*

Learning Outcomes

- ✚ Write responses to guided writing tasks in the target and native languages.
- ✚ Write for enjoyment and cultural expression in a variety of forms.

Achievement Indicators:

- Identify members of an extended family.
- Reproduce a summary based on pictorial stimuli.
- Write about their daily and weekend activities and that of family.
- Describe each member as having a particular character trait: (e.g.) lazy, talkative, hardworking etc.
- Write responses to situation/comprehension type questions.
- Listen to and write words, phrases, sentences and short passages.

- Describe through writing their personal school routine, daily and weekend activities.
- Write descriptions of their favourite group, singer, in the target language.
- Write short paragraphs about their hobbies in the target language etc.
- Write emails/letters to pen pals in target language.
- Draw and label charts showing various cultural and recreational customs (mealtimes, daily routines school timetables) in the target language.

YEAR 2

GRAMMATICAL STRUCTURES, RELATED VOCABULARY, ACTIVITIES AND EVALUATION:

Students should develop and apply the language knowledge outlined below through communicative activities in all three strands.

Grammatical structures: (Verbs mentioned must be done with the Students. Note that the list below is not exhausted).

The Present Indicative of the verbs must be taught.

The concept of gender must be taught.

- Me siento mal, débil
- Me duele/n
- ¿Qué te pasa?
- ¿Qué tienes?
- ¿Estás bien?
- ¿Qué talla lleva(s)?
- ¿Me queda bien?
- ¿Cuánto cuesta(n)? / ¿Cuánto es?
- ¿Cómo va(s) al colegio?

- Yo opino /creo /pienso
- Tener razón
- Estar de acuerdo
- Use these verb structures without explanation:
- (escucha/en , repite/an, saca/saquen etc)
- The agreement of the past participle with the verb estar

RELATED VOCABULARY:

- The parts of the body
- The different means of transportation.
- Adjectives for describing physical and emotional states
- En mi opinión
- Silencio
- Atención
- Listo/a/os/as
- Adelante

ACTIVITIES:

- Use songs to teach parts of the body
- Simón dice
- Songs
- Drawing of the different transportation/collecting pictures and label
- Skits depicting physical and emotional states

RESOURCES:

A large picture of the body labeled.

Clothing items to be bought (dialogue/skit).

Pictures of different types of transportation.

ASSESSMENT

Writing dialogues/skits.

Filling in arrows on a drawing of parts of the body.

YEAR THREE – PROGRAMMES OF LEARNING

STRAND 1: LISTENING AND SPEAKING

Attainment Target: Listen attentively to respond and communicate appropriately to stimuli in the target language.

We will know that the learner has achieved this attainment target when he/she can.

Learning Outcomes:

- Give information about self and others
- Communicate in the target language using expressions associated with hobbies and social activities
- Listen to text and respond to questions based on numerical data
- Understand and appreciate the cultural heritage of Hispanic/Francophone countries

STRAND 2: READING

Attainment Target: Students can read and understand a variety of simple text produced in different genres on a range of themes.

We will know that the learner has achieved this attainment target when he/she can.

Learning Outcomes:

- Read new and unfamiliar words to demonstrate understanding of text
- Read for enjoyment a variety of detailed contextualized texts for recreational and cultural purposes

STRAND 3: WRITING

Attainment Target: Students can utilise grammatical structures to communicate accurately, coherently and appropriately through the writing process for different purposes and audiences.

We will know that the learner has achieved this attainment target when he/she can.

Learning Outcomes

- Write detailed responses to given situations in independent writing task using the target and native languages
- Write independently in the target language a variety of detailed texts based on various cultural themes

YEAR 3

STRAND 1: LISTENING **AND SPEAKING**

Attainment Target: *Listen attentively to respond and communicate appropriately to stimuli in the target language.*

- ✚ We will know that the learner has achieved this attainment when s/he demonstrates competency through the achievement indicators.

Learning Outcomes

- ✚ Give information about self and others.
- ✚ Communicate appropriately to a number of persons in the target language.
- ✚ Listen to text and respond to questions based on numerical data
- ✚ Understand and appreciate the cultural heritage of Hispanic/Francophone countries.

Achievement Indicators:

-Relate personal activities done in the past.

-Greet others in a variety of circumstances (people seen after a long absence etc).

-Describe how he/she spent the weekend (to include likes/dislikes; approval/disapproval).

Describe how he/she will spend the weekend and relate what they bought, did and paid for at various public venues (to include shops, stores, and supermarkets).

-Say what kinds of products are found in which shops and request the price for an article.

-Ask for a particular shoe size/clothing size/cost of item/items in a store.

- Describe what someone is wearing.
- Ask for someone's opinion about a particular outfit and give your opinion about someone's mode of dress.
- Say what you would wear at different occasions and weather conditions.
- Name the country he/she would like to visit or has visited.
- Describe the country/countries you have visited and when.
- Describe how you like to spend your holidays.
- Listen to recordings (television and others) in the target language and use the tenses (past, present and future).
- Develop and express interest in recreational activities.
- Express interest in one's social activities
- State likes/dislikes of recreational activities.
- Make reservations.
- State likes/dislikes of social activities (to include shopping, eating out, and travel).
- Tell and ask someone what they would like to have for breakfast/lunch/dinner.
- Order a meal at a restaurant/ café.
- Say what types of foods different family members like or dislike.
- Use numbers from 0-1.000.000.
- Understand and report numerical data heard.
- Listen to and complete text using numerical data.
- Use numbers to quantify situations in context e.g. number of persons at carnival, a cricket match, in a football team etc.
- Listen to narratives about the school system in Hispanic/Francophone countries (using native speakers, cd's, tapes).
- Discuss (in the target language) the similarities/differences between the Vincentian school system and the Hispanic/Francophone school system.
- Listen to narratives about the various modes of transportation in Hispanic/francophone countries.

- Discuss (in the target language) the similarities and differences between the Vincentian transportation system and the Hispanic/Francophone.
- Listen to narratives of different cultural/religious celebrations that take place in Hispanic/Francophone countries.
- Discuss (in the target language) the similarities/differences between the different cultural/religious celebrations that take place in the Hispanic/Francophone countries.
- Show appreciation for the differences which exist between the cultures.
- Select and present material of his/her own choice.

STRAND 2: READING



Attainment Target: *Students can read and understand a variety of simple texts produced in different genres on a range of themes.*

✚ We will know that the learner has achieved this attainment target when he/she can

Learning Outcomes

- ✚ Read new and unfamiliar words to demonstrate understanding of text
- ✚ Read for enjoyment a variety of detailed contextualized texts for recreational and cultural purposes

Achievement Indicators:

- Read aloud observing correct intonation and phrasing.
- Read aloud extracts from different sources (for example newspapers, products) in the target language.
- Transfer information read to another mode (statement, command, and question).
- Read aloud and silently simple comic strips
- Read aloud and silently simple articles about self and others (movie stars, singers)
- Read recipes and menus in a restaurant setting.
- Demonstrate the ability to match recipes with relevant pictorial ingredients
- Recognise and identify grammatical structures embedded in material learnt
- Read, understand and respond to information on brochures and related documents pertaining to travel.
- Read and understand short passages and respond to information given.

STRAND 3: WRITING



Attainment Target: *Students can utilize grammatical structures to communicate accurately, coherently and appropriately through the writing process for different purposes.*

- ✚ We will know that the learner has achieved this attainment target when s/he demonstrates competency through the achievement indicators.

Learning Outcomes

- ✚ Write detailed responses to given situations in independent writing task using the target and native languages
- ✚ Write independently in the target language a variety of detailed texts based on various cultural themes

Achievement Indicators:

- List the verbs that are conjugated.
- Relate incidents or activities done in the past.
- Describe your past weekend to someone.
- Relate an incident in the past and link your sentences using connectives such as (mais, puis, et, parce que, ensuite, malheureusement) etc.
- List the names of different pieces of clothing and the different types of shops in France.
- Write detailed responses to given situations in independent writing tasks using the target and native languages.

YEAR 3

Grammatical structures, Related Vocabulary, Activities, Resources and Evaluation

Students should develop and apply the language knowledge outlined below through communicative activities in all three strands.

Grammatical structures:

Revision and continuation of numbers (1,000-10,000)

- Revision of expressions of quantity
- Demonstrative adjectives
- Adjectives of comparison
- Use of imperatives and object pronouns
- Revise expressions of hunger and thirst
- The Preterite of the regular and irregular verbs.
- The Imperfect Indicative
- The verb **gustar**
- The verb **desear**
- The verb **preferir**
- The verb **poder**
- Agreement of past participle with verbs using *estar*.
- ¿Cuánto cuesta/an?
- ¿Cuánto es/son?
- Quisiera
- Me gustaria/an

RELATED VOCABULARY

The vocabulary on the different topics:

- Shopping (food, clothes)
- Sports
- Social/recreational activities
- The school system
- ¿En qué puedo ayudarle/les?

ACTIVITIES:

Mini-stores/shops /Make scrapbook of food/ clothing using Spanish labels.

Report to class on quality, price and ingredients

Prepare a shopping gift list and budget, etc

Crossword/word puzzles using related vocabulary

Role Play: Students take it in turns to pretend they are buying something from a shop.

- Game: "I went to the market/store and I bought"
- Use newspaper and magazine ads to ask and answer questions about the cost of school supplies and other articles.
- Listen to recorded passages, describing events in the past.
- Make entries in a diary using regular/irregular verbs.
- Read aloud with correct pronunciation and stress in Present and Past Tenses.
- Ask and answer questions orally and in writing about past activities
- Create invitation cards
- Games, Completion exercises, Word puzzles, Listening Comprehension

- Work in pairs to interview partner about type of film/book they like to watch/read and why and write answers down.
- Invite a friend to go out with you. Say what your plans are.

RESOURCES:

Magazines /Flash cards/Tape/Menus

ASSESSMENT:

- Students listen to brief dialogues and identify at what shops they are taking place/identify what items are being purchased.
- Students link items to various shops, e.g. – un par de zapatos, la zapatería
- Students compose a dialogue about a shopping scene and act it out, and also about returning an item.-
- Students compose comic strips of different shopping scenes.
- Situation Responses.
- Describe a shopping trip you had.
- Complete cartoon speech bubbles of a shopping scene.
- Multiple choice items /true/false statements.
- Listening comprehension
- Sentence completion using correct form of the verb in the preterite or imperfect tense
- Convert sentences from Present Tense into preterite or imperfect tenses
- Guided composition related activities of self/friends/family during the past week/weekend/holiday.

- Dialogue completion
- Ask students to write about films they have seen/ books they have read etc.
- Pupils match pictures to social activities.
- Listening comprehension
- Pupils do written exercise where they replace pictures with text. Pupils link an activity to a particular setting/place.
- Pupils do completion exercise.
- Pupils write a letter to a friend telling him/ her hobbies/pastimes.

ADDITIONAL TEXTS

FRENCH

BOURDAIS, Daniele et al- EQUIPE

Series 1-4

OFUP, 2004

MEIER, Ton et al- EXPO

Series 1-4

Heinemann, 2003

MCNAB, Rosi- METRO

Series 1-3

Heinemann, 2003

SIMMONDS, K.A et al- COMPREHENSIVE CXC FRENCH

Charran Publishing House, 2001

WINTER, Janis- FRENCH GRAMMAR FOR CXC

Charran Publishing House, 2002

Website: www.frenchabout.com

SPANISH

ALLSOP, Janet et al- DIME Series 1 and 2

DIME MUCHO

Mc Millan Caribbean, 2003

EVERET, Vincent et al- AMIGOS Series 1 and 2

OFUP, 2006

DE SUEDA, Isabel et al- ESPANOL DE PRIMERO

Series 1-3, OFUP, 2004

KEMCHAND, Ingrid et al-

CHEVERE

Series 1-4

Pearson-Longman, 2006

KOLKOWSKA, Ana et al-

ARRIBA

Series 1-4

Heinemann, 2001

RAMCHARITAR, Salima et al- EN CAMINO

Charran Publishing House, 2005

RAMCHARITARJ

SPANISH GRAMMAR FOR THE CARIBBEAN

Charran Publishing House, 1999

BRITTON, Jeffrey et al,

QUE HAY

Series 1-3

Nelson Thornes Ltd, 2007

Website: www.spanishabout.com

Appendix 1: Additional Support Material

SPELLING RULES/STRATEGIES AND PRONUNCIATION SKILLS

- Produce vowel sounds (oral or nasal vowels)
- Produce consonant sounds
- Use of lower case letters for the days of the week and months of the year
- Use of rhyming words such as père and mère, and basic sounds and their related spelling patterns in French.
- Use of related spelling patterns and sounds associated with accents. (aigu, grave, cédille)
- Use of abbreviations to spell frequently used words (e.g. Monsieur/M, Madame/Mme, Mademoiselle/Mlle, professeur/prof)
- Use of resources (e.g. classroom-displayed vocabulary, text, visual dictionary) to confirm spelling.

LESSON PLAN

SUBJECT: FRENCH

SUBTOPIC: The tenses of verbs: the simple present tense of [ER] verbs in French

FIRST YEAR/SECOND YEAR

DURATION: 80 mins

Date:

LESSON: 1

AGE GROUP:

SPECIFIC OBJECTIVES:

At the end of the lesson students should:

- 1) Identify the different verb groups in French.
- 2) Form the simple present tense in French or regular [ER] verbs.
- 3) Associate the subject pronoun to a verb ending.

PREVIOUS KNOWLEDGE: Students would have done verbs in the simple present tense in English.

LANGUAGE SKILLS:

- Reading
- Speaking
- Writing

TEACHING STRATEGY:

- Whole class discussion
- Individual work
- Whole class participation

ILLUSTRATIVE MATERIAL: Table of verbs

SUMMARY OF CONTENT:

- Form the simple present tense of regular [ER] verbs in French.
- Understand the different verbs groups that exist in French.
- Complete a verb table to distinguish pattern of verbs of the same group.
- Verb conjugation:
 1. Regular [ER] verbs are all conjugated in the same way and use the following endings in French-

1st person singular-----Je-e

2nd person singular-----Tu- es

3rd person singular -----Il/elle/on- e

1st person plural-----Nous-ons

2nd person plural-----Vous-ez

3rd person plural-----Ils/elles- ENT

Example: Regarder- to look at...

Je regarde/tu regardes/il/elle/on regarde/ nous regardons/vous regardez/ils/elles regardent

INTRODUCTION:

Set 1: Teacher highlights that there are different types of verbs in French and that verbs are used to help create sentences and reading passages.

Set 2: Objectives are stated and then teacher begins to teach the lesson.

PROCEDURES:

Teacher activity

Step 1: Teacher highlights to the students that three verbs groups that are present in French and shows a level of distinction between them.

Step 2: Teacher will teach the simple present tense by going through each step by demonstrating which verb is conjugated-

The teacher states the subjects of the verb>>>>> understand the different endings and where they go>>>>>the stem and endings.

Student Activity

Step 3: Students will complete a series of additional regular [ER] verbs on a table and discuss the patterns of conjugation that they notice.

Step 4: Students will conjugate additional [ER] verbs and use them in sentences.

CLOSURE:

- Form the simple present tense of other regular [ER] verbs.
- Make sentences using the present tense of verbs studied and other regular ER verbs in French.

STUDENT EVALUATION:

- Questioning: Oral questions will be asked in French.
- Students complete a table of verbs in French.
- Sentence completion: Students complete simple sentences

LESSON PLAN

SUBJECT: FRENCH

SUBTOPIC: Introduction to hobbies and pastimes: *le centre de loisirs*

SECOND YEAR/THIRD YEAR

Duration: 40 mins

Date:

AGE GROUP: 13-14 yrs

LESSON: 1

SPECIFIC OBJECTIVES:

At the end of the lesson students should:

- 1) Identify activities that are done in a leisure centre.
- 2) Identify the gender of different activities in a leisure centre.
- 3) Identify and use new vocabulary for development.

PREVIOUS KNOWLEDGE: Students would have been exposed to activities in their real life experiences.

LANGUAGE SKILLS:

- Speaking
- Reading
- Writing

TEACHING STRATEGY:

- Whole class discussion
- Individual work
- Whole class participation

ILLUSTRATIVE MATERIAL: Handout, flash cards.

SUMMARY OF CONTENT:

Qu'est-ce que c'est un centre de loisir ? Qu'est-ce qu'on fait dans un centre de loisir ?

C'est quelle activité? C'est de/de la/de l'-

NB: In French, all nouns have genders and in this case the activities that one practices or does in a leisure centre is not exempt.

The verb: faire- to do/to make

Je fais/tu fais/il/elle/on fait/nous faisons/vous faites/ils/elles font

Eg : On fait de la natation/du judo

Ils font de l'orchestre

Vocabulary development

Vocabulary is necessary for the development of students' speaking skills and holistic development.

La natation-swimming / la plongée- diving/ le karaté- karate

Le centre de loisir- leisure centre etc.

La GRS-(Gymnastique Rythmique et Sportive)-Gymnastics

INTRODUCTION:

Set 1: Teacher reviews with students about what they did in the previous sessions and informs them about the importance of learning the verbs.

Set 2: Objectives are stated and then teacher begins class.

PROCEDURES:

Teacher/student Activity

Step 1: Teacher starts to discuss the importance of staying fit and healthy.

Step 2: As the discussion comes to an end the teacher distributes some handouts with and asks the students to look through it so that the session can start.

Teacher Activity

Step 3: Teacher will use this point to start questioning students about the activities that are done in the leisure centre and also uses this point for instruction on the different activities.

Student Activity.

Step 4: In small groups students will develop a few flash cards to advertise an activity done at the leisure centre.

CLOSURE:

- Review the different types of activities by questioning students about what do like to do.

STUDENT EVALUATION:

- Students create a brochure for a leisure centre in their community.

LESSON PLAN

FIRST YEAR

SUBJECT: SPANISH

SUBTOPIC: El Transporte (At school)

DURATION: 40 mins

Date:

AGE GROUP: 11-13 yrs

LESSON: 1

SPECIFIC OBJECTIVES:

At the end of the lesson in Spanish students will be able to

- 1) Name the different modes of transportation.
- 2) Tell the mode of transportation they take to school everyday using the verb "IR"
- 3) Construct a dialogue with a classmate stating the type of transport they take to get to school

PREVIOUS KNOWLEDGE: Students use different types of transportation to get to school every day.

LANGUAGE SKILLS:

- Listening
- Reading
- Speaking
- Writing

TEACHING STRATEGY:

- Whole class discussion
- Pair work/pair share
- Whole class participation

ILLUSTRATIVE MATERIAL: Informative chart, flash cards

SUMMARY OF CONTENT:

- The topic ¿ Como vas al colegio? deals with the types of transportation students can take to get to school. The vocabulary is as follows:

a pie, en autobús, en tren, en bicicleta, en coche, en metro, en moto, a veces, voy

- These modes of transport will be used with the first person singular of the verb “IR”, in order to have students state the modes of transportation they use to get to school. For example:

Juan: ¿como vas al colegio, Pepe?

Pepe: Voy en metro.

OR

Pepe: A veces voy en moto.

INTRODUCTION:

Set 1: Teacher displays different modes of transportation, and then asks students to guess the topic to be studied.

Set 2: Teacher records the concept then the teacher declares the objectives.

PROCEDURES:

Teacher activity

Step 1: Teacher illustrates each mode of transportation and gives their names while students are asked to listen.

Teacher/student activity

Step 2: Teacher calls the words again and then ask students to repeat. Teacher then displays the chart and further teaches students the pronunciation of the words.

Teacher/Student Activity

Step 3: Teacher introduces the first person singular of the verb “to go”- voy, and teaches students how to use this verb with the modes of transportation to express themselves. Students take turn with each other and they ask and answer the question ¿ Como vas a la escuela?

Teacher/students Activity

Step 4: Teacher introduces the word “a veces” and have students state how they get to school each day. This would be done in the form of a song to reinforce the pronunciation of the words.

CLOSURE:

- Students give the names of the modes of transportation.

STUDENT EVALUATION:

- Students construct a dialogue with a classmate stating how they get to school.

Cultural Interactive Page

***Guadeloupe or Karoukera
Patois***

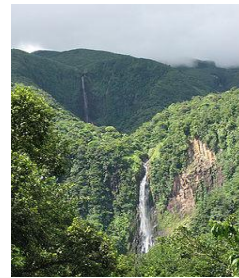
Languages Spoken: French and

***Currency used: Euro
Terre***

Capital: (1) Pointe à Pitre (2) Basse-

Airport : Le Raizet-Pole Caraïbes

Population : 452,776



Les chutes du

Carbet



L'église du Sacré-Cœur de Mont Marte, Paris



Local flag and banner

representing the island of Martinique



Plage des Salines-Secteur Sud, St. Anne

Martinique.



Martinique or Madinina

Languages spoken: French & Patois

Currency used: Euro

Capital: Fort de France

Airport: Le Lamentin- Aime Césaire Population: 426,000



National Flag and the Coat of Arms of the Republic of Cuba

Motto: *Patria o Muerte: "Our homeland or death"*

Capital: *La Havana*

Official Language: *Spanish*
International

Airport: *José Martí*



Beach on Cayo Largo del sur



El Matador y el toro- la corrida, Spain



El Matador



National Flag and Coat of Arms of

Venezuela

Motto: *Dios y federación- God and Federation*

Capital: *Caracas*

Language Spoken: *Spanish*

Airport: *Maiquetia International*



Archaeological site of Chichén-Itzá, Mexico.



National Flag and Coat of Arms of Mexico

United Mexican States: *Estados Unidos mexicanos*

Capital: *México City*

Official Language: *Spanish*

Airport: *Lic. Benito Juarez International*

National Language(s): *Spanish and sixty-two indigenous Amerindian languages*