
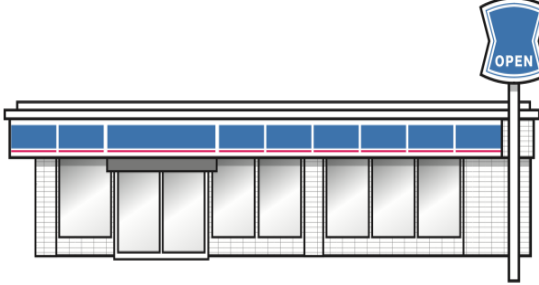
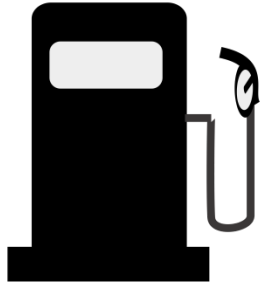


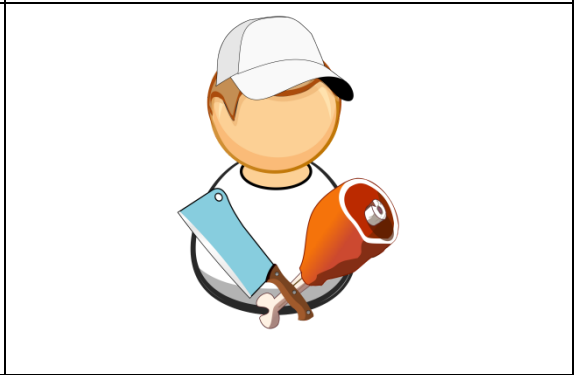
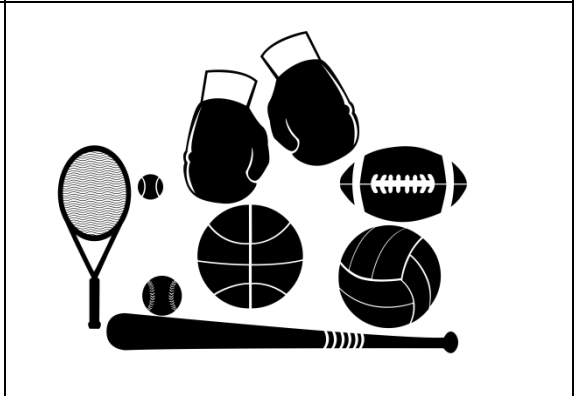


Annexe:

Activity 3 – Mix and Match – Stores



Supermarket	Video game shop
Drugstore	Office supply store
Convenience store	Sport shop
Gas station	Clothing store
Post office	Library
Restaurant	Butcher's
Bank	Bakery
Petshop	Hardware store

# Activity 3 – Mix and Match – Objects

 <p><b>FLOUR</b></p>	<p><b>Croissants</b></p> 	<p><b>Candies</b></p> 
<p><b>Pizza</b></p> 	<p><b>Stamps</b></p> 	<p><b>Windshield washer</b></p> 
<p><b>Check</b></p> 	<p><b>Aquarium</b></p> 	<p><b>Pipes</b></p> 
<p><b>Video Game</b></p> 	<p><b>Highlighters</b></p> 	<p><b>Skates</b></p> 

Dress

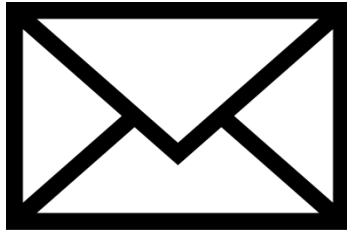


Book

Steak



Envelopes



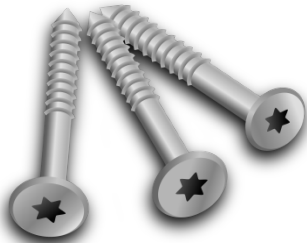
Cough syrup



Muffins



Screws



Milk



Pain killers



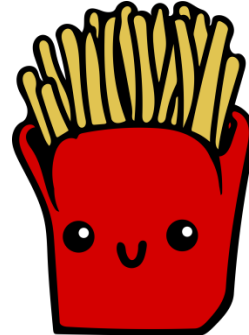
Collection coins



Helmet

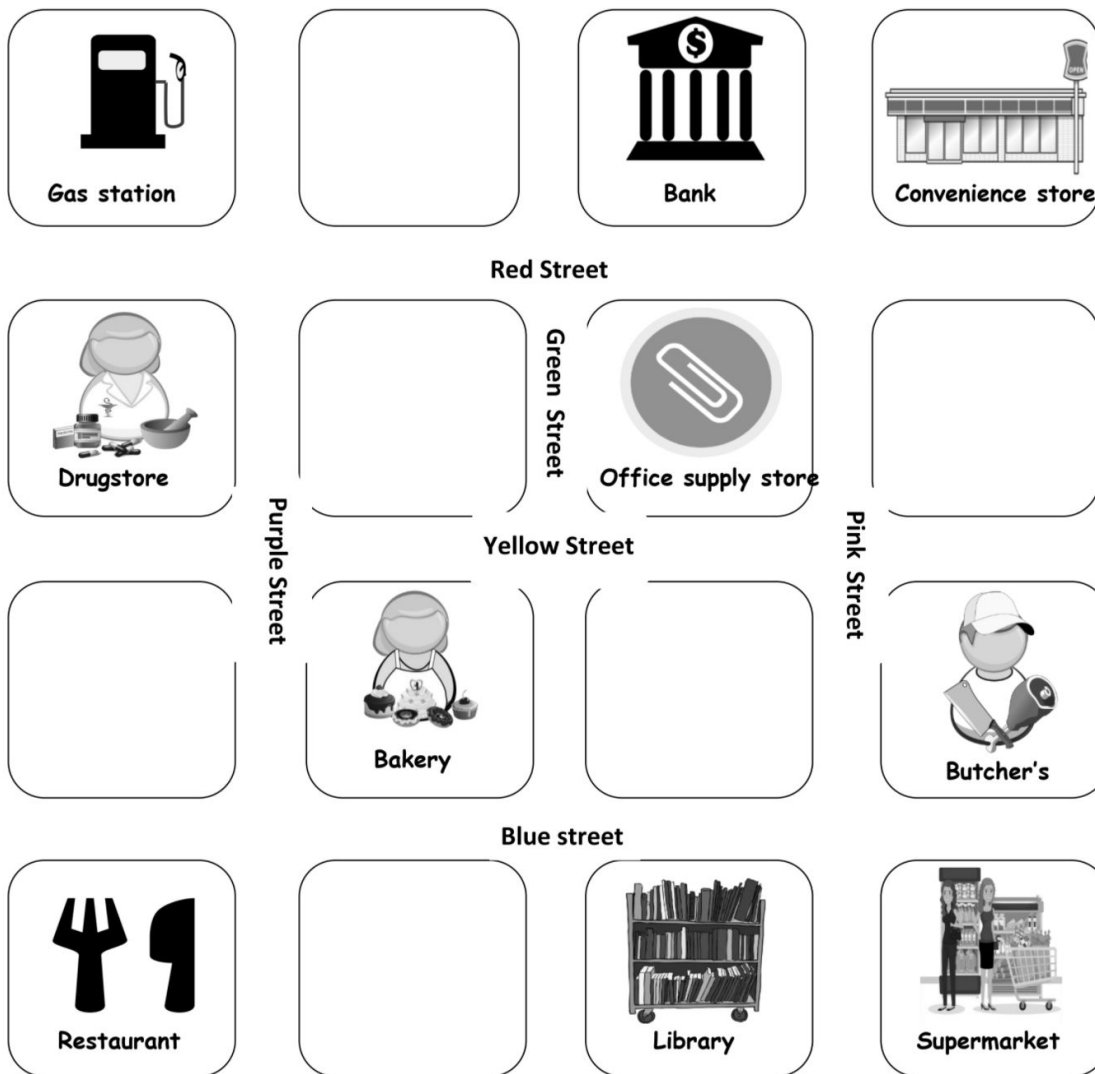


Fries



# Activity 4 – Getting Around

Version A

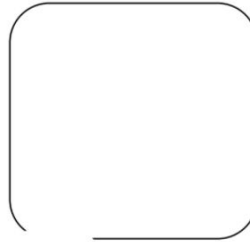


**Ask your partner :**

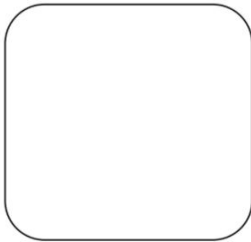
- How do you get from the **supermarket** to the **clothing store** ?
- How do you get from the **restaurant** to the **video game shop** ?
- How do you get from the **restaurant** to the **hardware store** ?
- How do you get from the **gas station** to the **pet shop** ?
- How do you get from the **convenience store** to the **post office**?
- How do you get from the **convenience store** to the **sports shop** ?

## Activity 4 – Getting Around

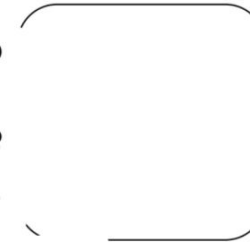
### Version B



Red Street



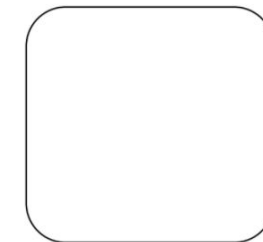
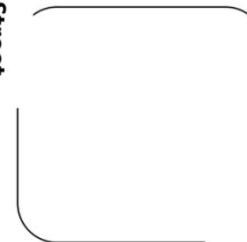
Green Street



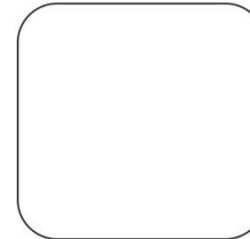
Purple Street

Yellow Street

Pink Street



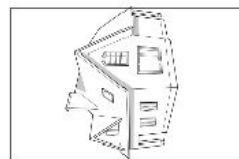
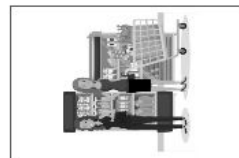
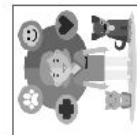
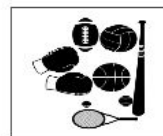
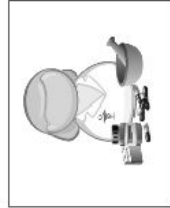
Blue Street



Ask your partner :

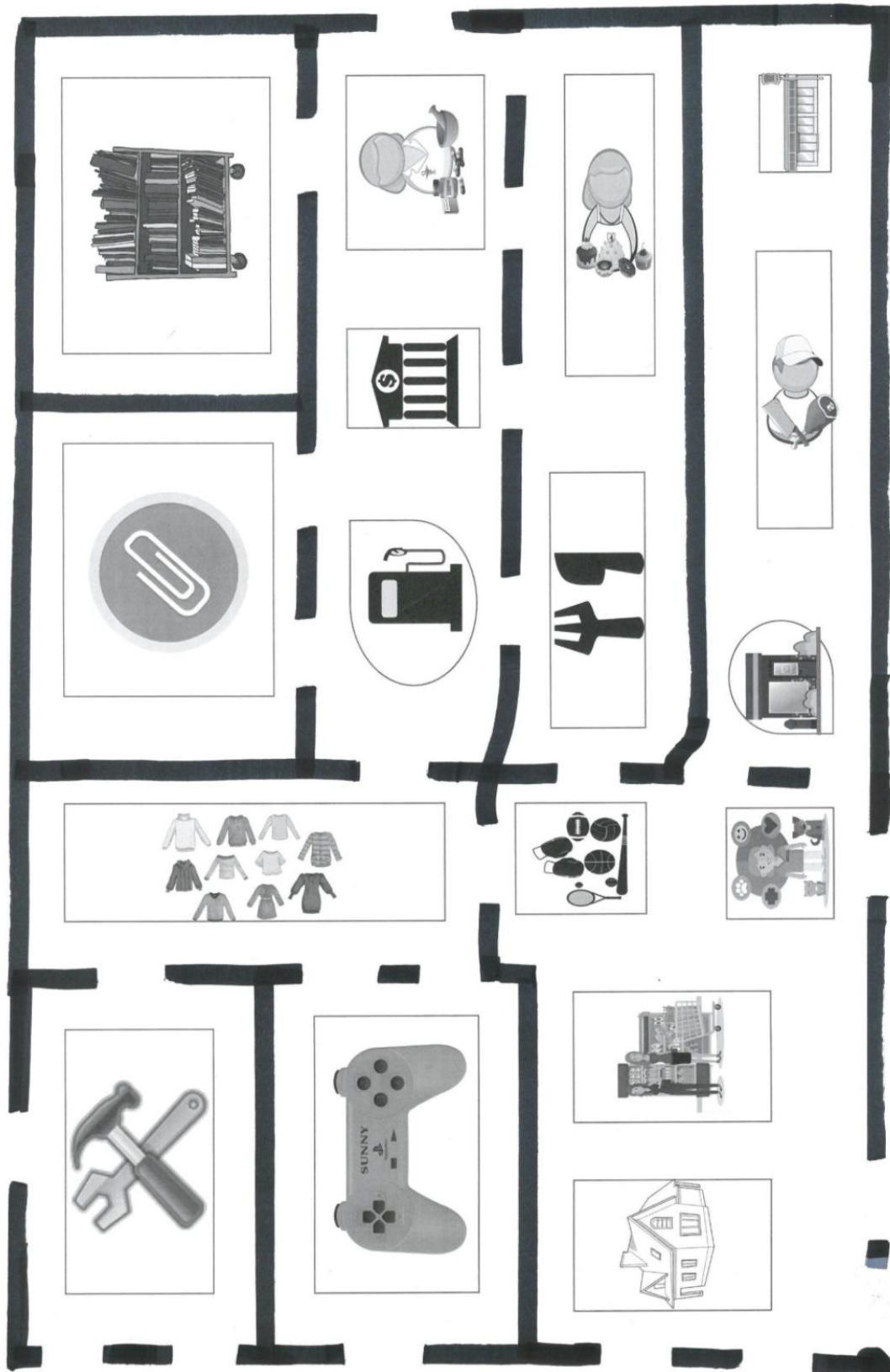
- How do you get from the **grocery store** to the **drugstore** ?
- How do you get from the **grocery store** to **bank** ?
- How do you get from the **restaurant** to the **office supply store** ?
- How do you get from the **gas station** to the **library** ?
- How do you get from the **gas station** to the **butcher's**?
- How do you get from the **convenience store** to the **bakery** ?

Activity 6 – Let's Practice (EMPTY MAP)

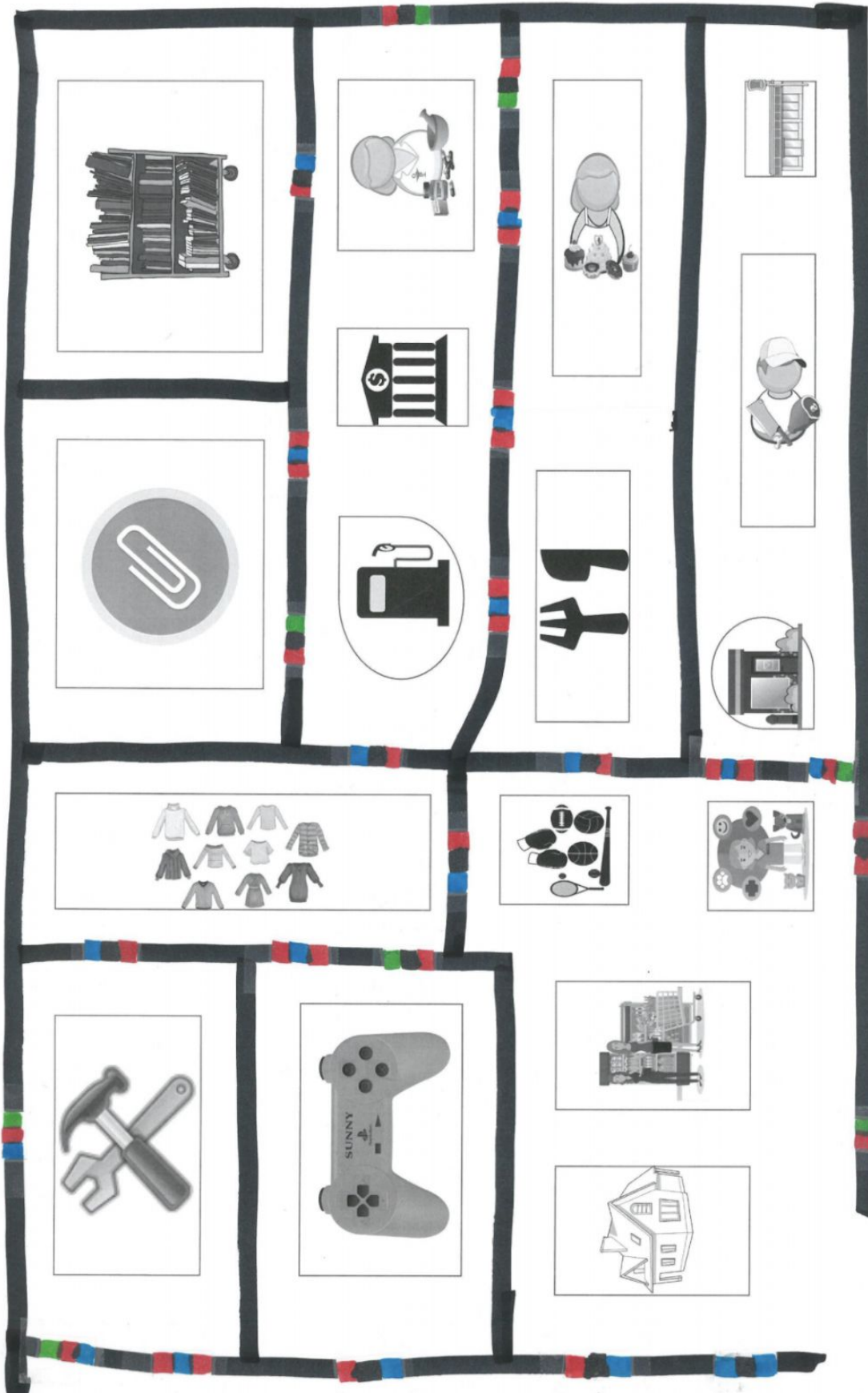





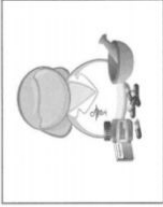









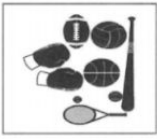



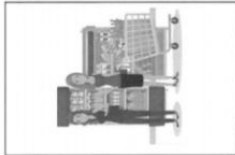

Activity 6 – Let's Practice, Part 1



Activity 6 – Let's Practice, Part 1, ANSWER KEY



Activity 6 – Let's Practice, Part 2

Activity 6 – Let's Practice, Part 2, ANSWER KEY



### Activity 3 – C1 Evaluation grid

ELEMENTARY CYCLE THREE ESL GENERIC EVALUATION TOOL (MEES, 2017) COMPETENCY 1, TO INTERACT ORALLY IN ENGLISH		
Participation in exchanges	20	<ul style="list-style-type: none"> <li>● Speaks throughout</li> <li>● Contributes substantial content (Explains, elaborates)</li> <li>● Creates true interaction (asks questions, reacts to and builds on partner's answers.)</li> </ul>
	16	<ul style="list-style-type: none"> <li>● Speaks throughout</li> <li>● Contributes substantial content (Explains, elaborates)</li> </ul>
	12	<ul style="list-style-type: none"> <li>● Speaks throughout</li> <li>● Contributes limited content (incomplete sentences, simple ideas).</li> </ul>
	8	<ul style="list-style-type: none"> <li>● Speaks sporadically</li> </ul>
	4	<ul style="list-style-type: none"> <li>● Speaks <u>rarely</u>.</li> </ul>
Use of vocabulary and useful expressions  (Names of places, verbs <i>to buy</i> and <i>to pick up</i> , objects, functional language)	15	<u>Quickly accesses a variety of</u> vocabulary and expressions.
	12	Uses <u>a variety of</u> vocabulary and expressions.
	9	Uses <u>basic</u> vocabulary and expressions. (Uses generic expressions, repeats others' words)
	5	<u>Lacks</u> vocabulary. (Uses French words, hesitates for a long time)
Comprehension of messages by an anglophone	15	Messages are <u>easily understood despite errors</u> , if any.
	12	Messages are understood with <u>some interpretation</u> .
	9	Messages are understood with <u>considerable interpretation</u>
	6	<u>Some messages</u> are <u>not understood despite interpretation</u> .
	3	Messages are understood; however, they are <u>very brief</u> , <u>very simple</u> and/or <u>very few</u>
TOTAL /50		
<b>Challenges</b> <ol style="list-style-type: none"> <li>1. Using English words (V)</li> <li>2. Pronouncing keywords clearly. (C)</li> <li>3. Using a variety of words (V)</li> <li>4. Expressing more ideas (P)</li> <li>5. Elaborating on ideas (giving examples, details, etc.) (P)</li> <li>6. Expressing a personalized message (P)</li> <li>7. Asking questions to maintain interaction, ask for details, ask for clarification, etc. (P)</li> <li>8. Reacting to what partner says (P)</li> <li>9. Initiating an exchange (P)</li> <li>10. Using vocabulary from available resources (V)</li> </ol>		
		* If a student does not participate OR does not speak English, allot 0/50. * If most or all messages cannot be understood, allot 0/50.

## Activity 7 – C1 Evaluation grid

ELEMENTARY CYCLE THREE ESL GENERIC EVALUATION TOOL  
(MEES, 2017)  
COMPETENCY 1, TO INTERACT ORALLY IN ENGLISH

Participation in exchanges	20	<ul style="list-style-type: none"> <li>● Speaks throughout</li> <li>● Contributes substantial content (Explains, elaborates)</li> <li>● Creates true interaction (asks questions, reacts to and builds on partner's answers.)</li> </ul>
	16	<ul style="list-style-type: none"> <li>● Speaks throughout</li> <li>● Contributes substantial content (Explains, elaborates)</li> </ul>
	12	<ul style="list-style-type: none"> <li>● Speaks throughout</li> <li>● Contributes limited content (incomplete sentences, simple ideas).</li> </ul>
	8	<ul style="list-style-type: none"> <li>● Speaks sporadically</li> </ul>
	4	<ul style="list-style-type: none"> <li>● Speaks <u>rarely</u>.</li> </ul>
Use of vocabulary and useful expressions  (Names of places, verbs to buy and to pick up, objects, directions, functional language)	15	<u>Quickly accesses a variety of</u> vocabulary and expressions.
	12	Uses <u>a variety of</u> vocabulary and expressions.
	9	Uses <u>basic</u> vocabulary and expressions. (Uses generic expressions, repeats others' words)
	5	<u>Lacks</u> vocabulary. (Uses French words, hesitates for a long time)
Comprehension of messages by an anglophone	15	Messages are <u>easily understood despite errors</u> , if any.
	12	Messages are understood with <u>some interpretation</u> .
	9	Messages are understood with <u>considerable interpretation</u>
	6	<u>Some messages are not understood despite interpretation</u> .
	3	Messages are understood; however, they are <u>very brief, very simple and/or very few</u>
TOTAL /50		
<b>Challenges</b> <ol style="list-style-type: none"> <li>11. Using English words (V)</li> <li>12. Pronouncing keywords clearly. (C)</li> <li>13. Using a variety of words (V)</li> <li>14. Expressing more ideas (P)</li> <li>15. Elaborating on ideas (giving examples, details, etc.) (P)</li> <li>16. Expressing a personalized message (P)</li> <li>17. Asking questions to maintain interaction, ask for details, ask for clarification, etc. (P)</li> <li>18. Reacting to what partner says (P)</li> <li>19. Initiating an exchange (P)</li> <li>20. Using vocabulary from available resources (V)</li> </ol>		
		* If a student does not participate OR does not speak English, allot 0/50. * If most or all messages cannot be understood, allot 0/50.

Task 7 – C3 evaluation grid

ELEMENTARY CYCLE THREE ESL GENERIC EVALUATION TOOL (MEES, 2017) COMPETENCY 3, TO WRITE TEXTS				
		<b>For feedback purpose</b> + good job   - to work on		
	10	The text is easily understood despite errors, if any.	<b>Content</b> + - clarity + - detail + - flow + - paragraphing + - pertinent + - _____	<b>Form</b> + - articles + - capitalization and/or punctuation + - pronouns / possessive adjectives / possessive forms + - sentence structure (e.g. word order) + - singular/plural + - verbs (e.g. tense, agreement) + - vocabulary + - _____
	8	The text is understood with some interpretation.		
	6	The text is understood with considerable interpretation. One or two sentences may not be understood		
	4	Parts of the text are not understood despite interpretation.		
	5	Very effective	Accurate Complete (all necessary information) Easy to follow Well developed Well organized	Essential information missing Inaccuracies Insufficient detail or development Lack of logic Lack of organization Poor paragraphing Repetition Some content that does not make sense, is confusing OR Is not understood Some content that is inappropriate OR not pertinent to the task Task requirements missing
	4	Effective		
	3	Mostly effective		
	2	Mostly ineffective		
	0	Ineffective		
TOTAL		/20		