

2014

REVISED

The Ontario Curriculum  
Grades 9 to 12

# French as a Second Language

CORE FRENCH • EXTENDED FRENCH • FRENCH IMMERSION



support every child  
reach every student

 Ontario

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# PREFACE

This document replaces *The Ontario Curriculum, French as a Second Language – Core, Extended, and Immersion French, Grades 9 and 10, 1999* and *The Ontario Curriculum, French as a Second Language – Core, Extended, and Immersion French, Grades 11 and 12, 2000*. Beginning in September 2015, all secondary French as a second language (FSL) courses will be based on the expectations outlined in this document.

## **SECONDARY SCHOOLS FOR THE TWENTY-FIRST CENTURY**

The goal of Ontario secondary schools is to support high-quality learning while giving individual students the opportunity to choose programs that suit their skills and interests. The updated Ontario curriculum, in combination with a broader range of learning options outside traditional classroom instruction, will enable students to better customize their high school education and improve their prospects for success in school and in life.

The revised curriculum recognizes that, today and in the future, students need to be critically literate in order to synthesize information, make informed decisions, communicate effectively, and thrive in an ever-changing global community. It is important that students be connected to the curriculum; that they see themselves in what is taught, how it is taught, and how it applies to the world at large. The curriculum recognizes that the needs of learners are diverse, and helps all learners develop the knowledge, skills, and perspectives they need to be informed, productive, caring, responsible, healthy, and active citizens in their own communities and in the world.

## **SUPPORTING STUDENTS' WELL-BEING AND ABILITY TO LEARN**

Promoting the healthy development of all students, as well as enabling all students to reach their full potential, is a priority for educators across Ontario. Students' health and well-being contribute to their ability to learn in all disciplines, including FSL, and that learning in turn contributes to their overall well-being.

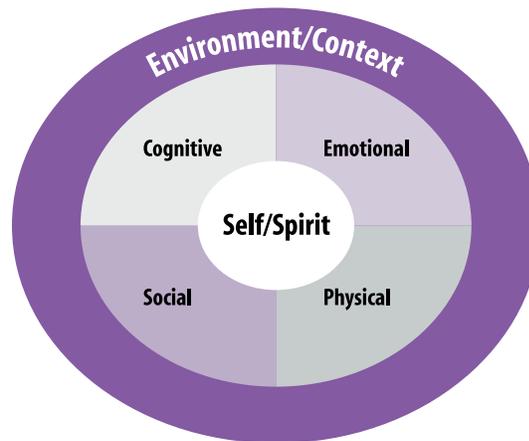
Educators play an important role in promoting children and youth's well-being by creating, fostering, and sustaining a learning environment that is healthy, caring, safe, inclusive, and accepting. A learning environment of this kind will support not only students' cognitive, emotional, social, and physical development but also their mental health, their resilience, and their overall state of well-being. All this will help them achieve their full potential in school and in life.

A variety of factors, known as the "determinants of health", have been shown to affect a person's overall state of well-being. Some of these are income, education and literacy,

gender and culture, physical and social environment, personal health practices and coping skills, and availability of health services. Together, such factors influence not only whether a person is physically healthy but also the extent to which he or she will have the physical, social, and personal resources needed to cope and to identify and achieve personal aspirations. These factors also have an impact on student learning, and it is important to be aware of them as factors contributing to a student’s performance.

An educator’s awareness of and responsiveness to students’ cognitive, emotional, social, and physical development is critical to their success in school. A number of research-based frameworks, including those described in *Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings* (2007) and *Stepping Stones: A Resource on Youth Development* (2012),<sup>1</sup> identify developmental stages that are common to the majority of students from Kindergarten to Grade 12. At the same time, these frameworks recognize that individual differences, as well as differences in life experiences and exposure to opportunities, can affect development, and that developmental events are not specifically age-dependent.

The framework described in *Stepping Stones* is based on a model that illustrates the complexity of human development. Its components – the cognitive, emotional, physical, and social domains – are interrelated and interdependent, and all are subject to the influence of a person’s environment or context. At the centre is an “enduring (yet changing) core” – a sense of self, or spirit – that connects the different aspects of development and experience (p. 17).



Source: *Stepping Stones: A Resource on Youth Development*, p. 17

Educators who have an awareness of a student’s development take each component into account, with an understanding of and focus on the following elements:

- **cognitive development** – brain development, processing and reasoning skills, use of strategies for learning
- **emotional development** – emotional regulation, empathy, motivation

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1. Best Start Expert Panel on Early Learning, *Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings* (2007) is available at [www.children.gov.on.ca/htdocs/English/topics/earlychildhood/early\\_learning\\_for\\_every\\_child\\_today.aspx](http://www.children.gov.on.ca/htdocs/English/topics/earlychildhood/early_learning_for_every_child_today.aspx), and Government of Ontario, *Stepping Stones: A Resource on Youth Development* (2012), is available at [www.children.gov.on.ca/htdocs/English/topics/youthopportunities/steppingstones/youth\\_policy.aspx](http://www.children.gov.on.ca/htdocs/English/topics/youthopportunities/steppingstones/youth_policy.aspx).

- *social development* – self-development (self-concept, self-efficacy, self-esteem); identity formation (gender identity, social group identity, spiritual identity); relationships (peer, family, romantic)
- *physical development* – physical activity, sleep patterns, changes that come with puberty, body image, nutritional requirements

## The Role of Mental Health

Mental health touches all components of development. Mental health is much more than the absence of mental illness. Well-being is influenced not only by the absence of problems and risks but by the presence of factors that contribute to healthy growth and development. By nurturing and supporting students' strengths and assets, educators help promote positive mental health in the classroom. At the same time, they can identify students who need additional support and connect them with the appropriate services.<sup>2</sup>

What happens at school can have a significant influence on a student's well-being. With a broader awareness of mental health, educators can plan instructional strategies that contribute to a supportive classroom climate for learning in all subject areas, build awareness of mental health, and reduce stigma associated with mental illness. Taking students' well-being, including their mental health, into account when planning instructional approaches helps establish a strong foundation for learning.

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2. See the ministry document *Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being* (2013).

# INTRODUCTION

## VISION AND GOALS OF THE FRENCH AS A SECOND LANGUAGE CURRICULUM

All programs in the FSL curriculum at the elementary and secondary levels share a common vision, as follows:

### Vision and Goals for French as a Second Language – Core, Extended, and Immersion, Grades 1 to 12

#### Vision

Students will communicate and interact with growing confidence in French, one of Canada’s official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.

#### Goals

In all French as a second language programs, students realize the vision of the FSL curriculum as they strive to:

- use French to communicate and interact effectively in a variety of social settings;
- learn about Canada, its two official languages, and other cultures;
- appreciate and acknowledge the interconnectedness and interdependence of the global community;
- be responsible for their own learning, as they work independently and in groups;
- use effective language learning strategies;
- become lifelong language learners for personal growth and for active participation as world citizens.

In order to achieve the goals of the elementary and secondary FSL curriculum, students need to:

- acquire a strong oral foundation in the French language and focus on communicating in French;
- understand the value of learning another language;
- develop the skills needed to strengthen traits of resilience and to secure a sense of self, through opportunities to learn adaptive, management, and coping skills, to practise communication skills, to build relationships and interact positively with others, and to use critical and creative thinking processes.

## THE IMPORTANCE OF THE FRENCH AS A SECOND LANGUAGE CURRICULUM

The ability to speak and understand French allows students to communicate with French-speaking people in Canada and around the world, to understand and appreciate the history and evolution of their cultures, and to develop and benefit from a competitive advantage in the workforce.

While the knowledge of any language has value, French is not only a global language but the mother tongue of many Canadians and an integral part of the Canadian identity. Learning French equips students to communicate with French-speaking Canadians and millions of French speakers around the world.

In addition to strengthening students' ability to communicate, learning another language develops their awareness of how language and culture interconnect, helping them appreciate and respect the diversity of Canadian and global societies. When a student is exposed to another culture through its language, he or she begins to understand the role that language plays in making connections with others. Learning an additional language not only challenges a mind but also teaches understanding, encourages patience, and fosters open-mindedness.

Knowledge of an additional language strengthens first-language skills. The ability to speak two or more languages generally enhances cognitive development, as well as reasoning and creative-thinking skills. It also enhances the student's confidence as a learner, facilitates the learning of additional languages, and contributes to academic achievement. As their strengths develop, French language learners become more flexible and adaptable in new and unforeseen situations. For example, second-language learners tend to be more divergent thinkers, with improved memory and attention span.

Positive outcomes for students in the FSL curriculum include:

- increased mental flexibility;
- improved problem-solving skills;
- a better understanding of aspects of a variety of cultures;
- a greater awareness of global issues, including those related to the environment and sustainability;
- expanded career opportunities.

The ability to speak both of Canada's official languages helps prepare students for their role as active and engaged citizens in today's bilingual and multicultural Canada. Moreover, the language learning strategies that students develop in the FSL program can contribute to an interest in learning languages throughout their lives and provide them with the skills to do so. Such abilities benefit the individual; but Canadian society – as well as the global community – also stands to gain from having plurilingual citizens.<sup>3</sup>

## **ENDURING IDEAS IN THE FRENCH AS A SECOND LANGUAGE CURRICULUM**

By studying a second language, students learn a great deal about interacting effectively with others, because they have to focus closely on what it is they are trying to communicate; what they need others to understand, and why; how their oral or written expression is received and interpreted; and what others are trying to communicate to them, and why. As they learn to exchange information and ideas in another language, they also learn about other ways of thinking, other ways of doing things, and other ways of living – in short, about other people and other cultures.

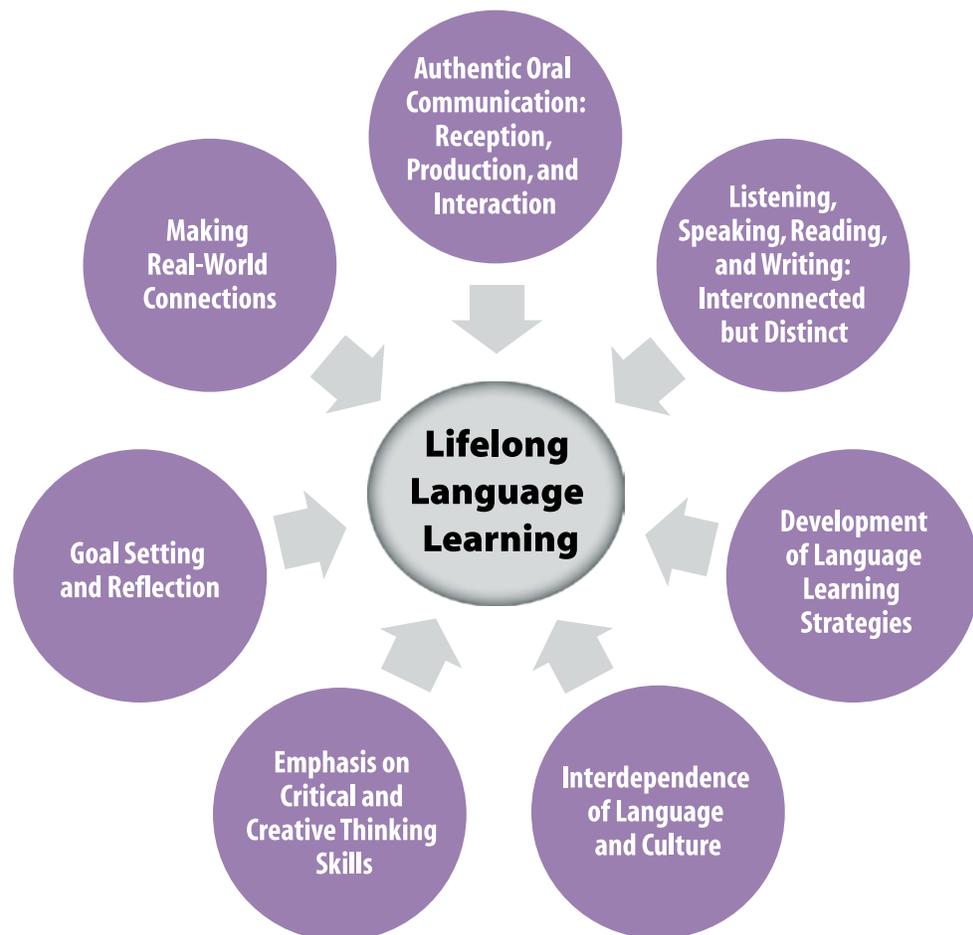
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3. For more information on plurilingualism, see Council of Europe, *Plurilingual Education in Europe: 50 Years of International Co-operation*, Strasbourg, February 2006; available at [www.coe.int/t/dg4/linguistic/Source/PlurilingualEducation\\_En.pdf](http://www.coe.int/t/dg4/linguistic/Source/PlurilingualEducation_En.pdf).

The FSL curriculum emphasizes communicating a message by using knowledge of vocabulary, language conventions, and grammar while taking into consideration the purpose, the audience, and the situation or context. This focus on the sociolinguistic and cultural aspects of language allows students to apply their language knowledge in a variety of real-world situations and contexts.

Through the study of French, students experience multiple opportunities to communicate for authentic purposes in real-life situations. These opportunities enable students to build on and apply their knowledge of French in everyday academic and social situations, thus developing effective communication skills. Students can take control of their learning through observation, listening, and rehearsing with others; refining their use of language; and making thoughtful and meaningful connections to the world around them. If students see aspects of the FSL curriculum modelled and reinforced by educators, family members, and community members, their learning is reinforced and validated as more relevant to their lives.

The FSL curriculum strives, ultimately, to foster an interest in language learning that continues not only during a student’s time in school but later in life. The FSL curriculum is therefore founded on seven fundamental concepts, or “enduring ideas”, which focus, from Grade 1 to Grade 12, on the development of skills that are also necessary as a basis for lifelong language learning. These enduring ideas are discussed on pages 9–11.



## Authentic Oral Communication: Reception, Production, and Interaction

The main purpose of learning a language is communication. Communication is a social act. In order to learn French, therefore, students need to see themselves as social actors communicating for real purposes. Teaching language as a system of disconnected and isolated components gives learners some knowledge of the language, but does not allow them to use the language effectively. In contrast, communicative and action-oriented approaches to teaching French put meaningful and authentic communication at the centre of all learning activities.

To reach their potential, students need to hear, see, use, and reuse French in meaningful yet developmentally appropriate contexts. One of the key terms in second-language learning is “comprehensible input”. It is the teacher’s responsibility to provide comprehensible input, ensuring that the messages that students receive are understandable. Making the input *relevant* – to the learner, the context, the situation – is one way of doing this. Repetition and recycling are also integral to making input comprehensible. Effective comprehensible input must be slightly challenging in order to provide the scaffolding students need to be able to begin “producing” – that is, speaking and writing – French in an authentic way. In order to go beyond receptive skills, students need to use and negotiate the input they receive by conversing in authentic situations.

Interaction in French is essential in this curriculum. Research indicates that language instruction must provide significant levels of meaningful communication and interactive feedback in the target language so that students can develop both language proficiency and cultural understanding.

## Listening, Speaking, Reading, and Writing: Interconnected but Distinct

In order to develop the skills necessary to become lifelong language learners, students will be given multiple opportunities to:

- listen and respond to texts and to others;
- speak and interact with others;
- read, view, and respond to a variety of texts;
- write a variety of texts for many different purposes and audiences.

Listening and speaking skills are the springboards to reading and writing. While the curriculum strikes a balance between these four distinct but interconnected skills, oral communication – listening and speaking – is paramount for second-language acquisition. If students hear it, they can say it. If students can say it, they can read it. And if students can read it, they can write it.

## Development of Language Learning Strategies

Successful French language learners use a number of strategies to learn more effectively. These language learning strategies are often categorized as cognitive, metacognitive, and social/affective. Cognitive strategies involve the direct manipulation of the language itself, such as remembering information and understanding or producing messages in French. Metacognitive strategies involve planning, thinking about the learning process as it is taking place, and monitoring and evaluating one’s progress. Social and affective strategies enhance cooperation and help students regulate their emotions, motivations, and attitudes as they learn French through interacting with others.

Most students will benefit from explicit classroom instruction regarding the use of French language learning strategies in authentic and relevant contexts. It is important to note that the language learning strategies are not grade or program specific and that they are used to help students communicate effectively and make meaning in their daily interactions and activities. Once students are consciously aware of strategies, have practised using them, can select the most effective ones for a particular task, and can see the link between their own actions and their learning, they will be able to monitor their use of the strategies, set goals for improvement, and become more motivated and more effective French language learners.

### **Interdependence of Language and Culture**

Language and culture are strongly intertwined. Language is not only a major aspect of culture but also a means of accessing other cultural manifestations. Understanding the language is a major advantage when exploring other aspects of a culture. When studying a language, and the cultures in which it is spoken, students need to recognize that cultures are not homogeneous: diversity exists not only between but also within cultures. It is important for FSL educators to help students develop their understanding of, and appreciation and respect for, diverse cultures. Two essential elements of the FSL curriculum are intercultural awareness and intercultural competence. Educators encourage students to develop their intercultural awareness by exploring diverse cultures and expanding their ability to differentiate between personal, cultural, and universal behaviours, traditions, and beliefs. In addition, educators encourage students to develop the attitudes, knowledge, and skills, including their French-language skills, needed to interact with people in French-speaking cultures effectively and respectfully.

Throughout the FSL curriculum, expectations that deal with the development of intercultural understanding are included in each of the four interconnected strands (Listening, Speaking, Reading, and Writing). These expectations help students make connections and relate to diverse French-speaking communities and other societies. Students will develop skills in accessing and understanding information about various French-speaking communities and cultures, and will apply that knowledge for the purposes of interaction. Intercultural awareness and understanding are key aspects of global citizenship, which encompasses citizenship at all levels, from the local school and community to Canada and the world beyond.

### **Emphasis on Critical and Creative Thinking Skills**

Learners of a second language are engaged in critical and creative thinking on a daily basis. In order to make sense of what they are hearing, reading, and viewing, and to communicate their messages clearly, students need to solve problems, for example. Problem-solving skills are thus an integral part of learning and interacting in a second language.

In some courses where students have had few opportunities to experience FSL, students will be exposed to a variety of texts with simplified language and will need support and guidance to understand and interpret their messages. As students become more proficient in French, they will use a range of strategies to comprehend and respond to texts. When students think critically about what they are hearing, reading, and viewing, they also begin to develop critical literacy skills.

## Goal Setting and Reflection

Students need to take responsibility for their learning by being aware of their abilities and monitoring their progress. Goal setting and reflection are thus important aspects of the FSL curriculum that will serve students both in the classroom and beyond.

When teachers communicate clear learning goals and criteria for successful achievement in a particular activity or task, students can understand the purpose for their learning. Descriptive feedback from teachers and peers helps students monitor their learning and use of French, set goals, and identify their own strengths and areas in need of improvement. As students reflect on their learning and the achievement of their goals, they will be able to determine what strategies contributed to their success and how they can apply, adapt, and/or modify these strategies as they pursue their goals for future learning.

## Making Real-World Connections

The learning across all strands of the FSL curriculum is highly connected and relevant to the lives of students, helping them see and articulate the immediate and long-term benefits of learning French. Through the exploration of themes and topics related to other subject areas, students will see that communicating in French is an important skill that is applicable beyond the FSL classroom. In addition, meaningful contact with French-speaking individuals in their community enables students to develop their language learning skills in real-life situations.

When students are unable to interact with French speakers in their community, teachers can use authentic materials, electronic communications, and multimedia resources to support language learning. Teachers can also facilitate student participation in exchanges, language camps or immersion experiences, and field trips or longer excursions. Schools or communities can be twinned, or visitors invited into the school.

# ROLES AND RESPONSIBILITIES IN THE FRENCH AS A SECOND LANGUAGE PROGRAMS

## Students

Students' responsibilities with respect to their own learning develop gradually and increase over time as they progress through elementary and secondary school. With appropriate instruction and with experience, students come to see how applied effort can enhance learning and improve achievement. As they mature and develop their ability to persist, to manage their behaviour and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their learning and progress. There are some students, however, who are less able to take full responsibility for their learning because of special challenges they face. The attention, patience, and encouragement of teachers can be extremely important to the success of these students. Learning to take responsibility for their improvement and achievement is an important part of every student's education.

Mastering the skills and concepts connected with learning in the FSL curriculum requires ongoing practice, personal reflection, an effort to respond to feedback, and commitment from students. It also requires a willingness to try new activities, take risks in using

French, and work respectfully with peers. Through ongoing practice and reflection about their development, students will deepen their appreciation and understanding of the French language as well as of themselves and others.

In addition to their learning experiences in the classroom, students should be encouraged to:

- pursue opportunities outside the classroom to listen to and speak French;
- seek out recreational reading materials and multimedia works in French, as well as in their first language, to extend their knowledge of the world around them;
- discuss with their parents what they are reading, writing, and learning.

## Parents

Parents<sup>4</sup> have an important role to play in supporting student learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the curriculum, parents can better appreciate what is being taught in the courses their daughters and sons are taking and what they are expected to learn. This awareness will enhance parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress. Knowledge of the expectations will also enhance parents' ability to work with teachers to improve their children's learning.

Effective ways in which parents can support their children's learning include attending parent-teacher interviews, participating in parent workshops, and becoming involved in school council activities (including becoming a school council member). Parents who encourage and monitor homework or project completion further support their children in their FSL studies.

In connection with their children's learning of French, parents can also:

- provide a language-rich environment in the home;
- encourage their children to talk, read, and write at home in their first language to strengthen their first-language skills, which are the foundation for learning French;
- encourage their children to go to the library to borrow books, music, and DVDs in their first language and in French, and talk about them with their children;
- watch and listen to French-language programs, films, and documentaries;
- join a local group to meet other parents and to find out about French resources and cultural opportunities in the community.

## Teachers

Teachers and students have complementary responsibilities. Teachers develop appropriate instructional strategies to help students achieve the curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing different student needs and ensuring sound learning opportunities for every student. Teachers reflect on the results of the learning opportunities they provide, and make adjustments to them as necessary to help every student achieve the curriculum expectations to the best of his or her ability.

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4. The word *parent(s)* is used in this document to refer to parent(s) and guardian(s). It may also be taken to include caregivers or close family members who are responsible for raising the child.

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop and refine their critical-thinking, problem-solving, and communication skills while engaged in FSL activities, projects, and exploration. The activities offered should give students opportunities to relate their knowledge of and skills in FSL to the social, environmental, and economic conditions and concerns of the world in which they live. Such opportunities will motivate students to participate in their communities as responsible and engaged citizens and to become lifelong learners.

Teachers can help students understand that problem solving of any kind, including solving problems associated with second-language learning, often requires a considerable expenditure of time and energy and a good deal of perseverance. Teachers can also encourage students to explore alternative solutions and to take the risks necessary to become successful problem solvers.

FSL teachers provide students with frequent opportunities to practise their skills and apply new learning and, through regular and varied assessment, give them the specific feedback they need in order to further develop and refine their skills. By assigning tasks that promote the development of higher-order thinking skills, teachers help students to become thoughtful and effective communicators, assess various materials that they listen to and read, and develop informed opinions.

Teachers have the important role of being a French-language model for their students and the disseminator of information about French-speaking cultures. Often FSL teachers are the students' first contact with the French language. It is essential that French be the language of communication in all classroom interactions so that students receive constant exposure to the language in a variety of situations. Teachers also need to expose students to the many social and geographical varieties of French through a range of authentic materials, as well as through speakers of different ages and geographic origins and from various sociocultural groups. This will help students develop an understanding and appreciation of the diversity within French-speaking cultures.

Active engagement in meaningful, authentic, and cognitively stimulating tasks and projects is key to motivating FSL students. Students are more likely to engage in learning when they have a certain degree of choice and can express preferences with regard to tasks, projects, and activities. When teachers involve students in the learning process, students are at the centre of their own learning, which is critical in developing their engagement, motivation, and success.

As part of effective teaching practice, teachers communicate with parents about what their children are learning. This communication occurs through the sharing of course outlines, ongoing formal and informal conversations, curriculum events, and other means of regular communication, such as newsletters, website postings, and blogs. Communication enables parents to work in partnership with the school, promoting discussion, follow-up at home, and student learning in a family context. Stronger connections between the home and the school support student learning and achievement.

## Principals

The principal works in partnership with teachers and parents to ensure that each student has access to the best possible educational experience. To support student learning, principals ensure that the Ontario curriculum is being properly implemented in all classrooms

using a variety of instructional approaches. They also ensure that appropriate resources are made available for teachers and students. To enhance teaching and learning in all subjects, including FSL, principals promote learning teams and work with teachers to facilitate their participation in professional development activities. Principals are also responsible for ensuring that every student who has an Individual Education Plan (IEP) is receiving the modifications and/or accommodations described in his or her plan – in other words, for ensuring that the IEP is properly developed, implemented, and monitored.

Principals can support students' learning in FSL by promoting the value of learning French. They can foster an atmosphere of collegiality among all staff members, and include FSL teachers/educators in school improvement planning and in professional learning communities concerning student learning and the use of evidence-based strategies. Principals also can ensure that information about FSL programs and events is included in school newsletters, in yearbooks, on school bulletin boards, in awards assemblies, and in letters to parents. They can also encourage students to participate in such extracurricular activities as student clubs in which French is spoken.

Principals are responsible for ensuring that up-to-date copies of the outlines of all of the courses of study for courses offered at the school are retained on file. These outlines must be available for parents and students to examine. Parents of students under the age of eighteen are entitled to information on course content since they are required to approve their child's choice of courses, and adult students need this information to help them choose their courses.

### Community Partners

Community partners can be an important resource for schools and students. They can be models of how the knowledge and skills acquired through the study of the curriculum relate to life beyond school. Partnerships with community organizations can enrich not only the educational experience of students but also the life of the community.

Schools and school boards can play a role by coordinating efforts with community partners. They can involve community volunteers in supporting instruction and in promoting a focus on French inside and outside the school. Community partners can be included in events held in the school, including presentations by guest speakers who are part of the local French-speaking community. School boards can collaborate with leaders of existing community-based programs for youth, such as language camps, programs offered in public libraries or community centres, or events sponsored by French-language organizations. Many local, provincial, and national institutions can provide valuable resources and can serve as rich environments for field trips and for exploration of French-speaking communities.

In choosing community partners, schools should build on existing links with their local communities and create new partnerships in conjunction with ministry and school board policies. These links are especially beneficial when they have direct connections to the curriculum. Teachers may find opportunities for their students to participate in community events, especially events that support the students' learning in the classroom, are designed for educational purposes, and provide descriptive feedback to student participants.

# THE PROGRAMS IN FRENCH AS A SECOND LANGUAGE

## OVERVIEW OF THE PROGRAMS

The study of French is an important part of the secondary school curriculum. French is not only one of Canada's two official languages but is also widely used around the world.

Knowledge of a second language is valuable for a number of reasons. Through learning a second language, students strengthen their first-language skills, enhance their critical and creative thinking abilities, and increase their understanding of other cultures. In addition, the ability to communicate in another language provides students with a distinct advantage in a number of careers, both in Canada and internationally.

The primary goal of FSL programs in Ontario is to increase, within realistic and well-defined parameters, a student's ability to use French effectively. The programs enable students to better understand the stages of language learning and the use of language learning strategies in order to become proficient second-language learners. All programs emphasize the development of listening, speaking, reading, and writing skills through the use of a contextual approach and a variety of authentic resources.

There are three FSL programs in Ontario – Core, Extended, and Immersion. School boards must offer a Core French program. The offering of Extended French and French Immersion programs by school boards is optional.

The three FSL programs are designed to provide students with different levels of intensity in the development of students' French-language knowledge and skills, as follows:

*Core French.* Students are taught French as a subject. At the secondary level, academic, applied, and open courses are offered in Core French in Grades 9 and 10; university preparation and open courses are offered in Grades 11 and 12.

*Extended French.* Students are taught French as a subject, and French serves as the language of instruction in at least one other subject. At the secondary level, there are academic courses in Extended French in Grades 9 and 10, and university preparation courses in Grades 11 and 12. In the Extended French program, students accumulate seven

credits in French: four are for FSL courses; three are for other subjects in which French is the language of instruction. Schools may grant a certificate in Extended French if the student fulfils these requirements.

**French Immersion.** Students are taught French as a subject, and French serves as the language of instruction in two or more other subjects. At the secondary level, there are academic and applied courses in French Immersion in Grades 9 and 10, and university preparation and open courses in Grades 11 and 12. In the French Immersion program, students accumulate ten credits in French: four are for FSL courses; six are for other subjects in which French is the language of instruction. Schools may grant a certificate in French Immersion if the student fulfils these requirements.

Generally, the program a student selects at the secondary school level is determined by the total number of hours of French instruction accumulated by the end of Grade 8 (a minimum of 600 for Core French, a minimum of 1260 for Extended French, and a minimum of 3800 for French Immersion).<sup>5</sup> The principal has the right to permit individual students to enrol in a course for which they may not have the entrance requirements if they have achieved the necessary language competence through other means.

One FSL credit (110 hours) from any of the three programs is compulsory for secondary school graduation.

For subjects other than FSL that are taught in French in an Extended French or French Immersion program, the expectations in each course are those outlined in the English-language curriculum policy documents. It is recognized that expectations in these subjects may need to be adapted to meet the needs of students who are studying the subjects in French instead of in English.

See pages 17 and 18 for charts showing all of the FSL courses for Grades 9 to 12 with their prerequisites.

### Leading Students to Proficiency

French must be the language of communication in class in all FSL courses, so that students develop the ability to interact effectively. Also, learning activities must include a balance of listening, speaking, reading, and writing skills and strategies, which should be taught in contexts that reflect students' interests so that they can apply their knowledge of French in authentic situations that are meaningful to them.

In each course, students are taught a range of specific language structures and they are given opportunities to use them in a variety of contexts. The use and re-use of both familiar

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5. Students who have completed a French Immersion program in elementary school may proceed to either an Extended French or a French Immersion program at the secondary level. Where only a Core French program is offered in secondary schools, students who have studied in Extended French or French Immersion programs at the elementary level should receive special consideration when selecting an appropriate pathway in the Core French program.

### Courses in French as a Second Language, Grades 9 to 12\*

Grade	Course Name	Course Type	Course Code**	Prerequisite
<b>Core Program</b>				
9 <sup>†</sup>	Core French	Academic	FSF1D	Minimum of 600 hours of French instruction, or equivalent
9	Core French	Applied	FSF1P	Minimum of 600 hours of French instruction, or equivalent
9	Core French	Open	FSF1O	None
10	Core French	Academic	FSF2D	Core French, Grade 9, Academic or Applied
10	Core French	Applied	FSF2P	Core French, Grade 9, Academic or Applied
10	Core French	Open	FSF2O	Core French, Grade 9, Open
11	Core French	University	FSF3U	Core French, Grade 10, Academic
11	Core French	Open	FSF3O	Core French, Grade 10, Academic, Applied, or Open
12	Core French	University	FSF4U	Core French, Grade 11, University
12	Core French	Open	FSF4O	Core French, Grade 11, University or Open
<b>Extended Program</b>				
9	Extended French	Academic	FEF1D	Minimum of 1260 hours of French instruction, or equivalent
10	Extended French	Academic	FEF2D	Extended French, Grade 9, Academic
11	Extended French	University	FEF3U	Extended French, Grade 10, Academic
12	Extended French	University	FEF4U	Extended French, Grade 11, University
<b>Immersion Program</b>				
9	French Immersion	Academic	FIF1D	Minimum of 3800 hours of French instruction, or equivalent
9	French Immersion	Applied	FIF1P	Minimum of 3800 hours of French instruction, or equivalent
10	French Immersion	Academic	FIF2D	French Immersion, Grade 9, Academic or Applied
10	French Immersion	Applied	FIF2P	French Immersion, Grade 9, Academic or Applied
11	French Immersion	University	FIF3U	French Immersion, Grade 10, Academic
11	French Immersion	Open	FIF3O	French Immersion, Grade 10, Academic or Applied
12	French Immersion	University	FIF4U	French Immersion, Grade 11, University
12	French Immersion	Open	FIF4O	French Immersion, Grade 11, University or Open

\* Each course has a credit value of 1.

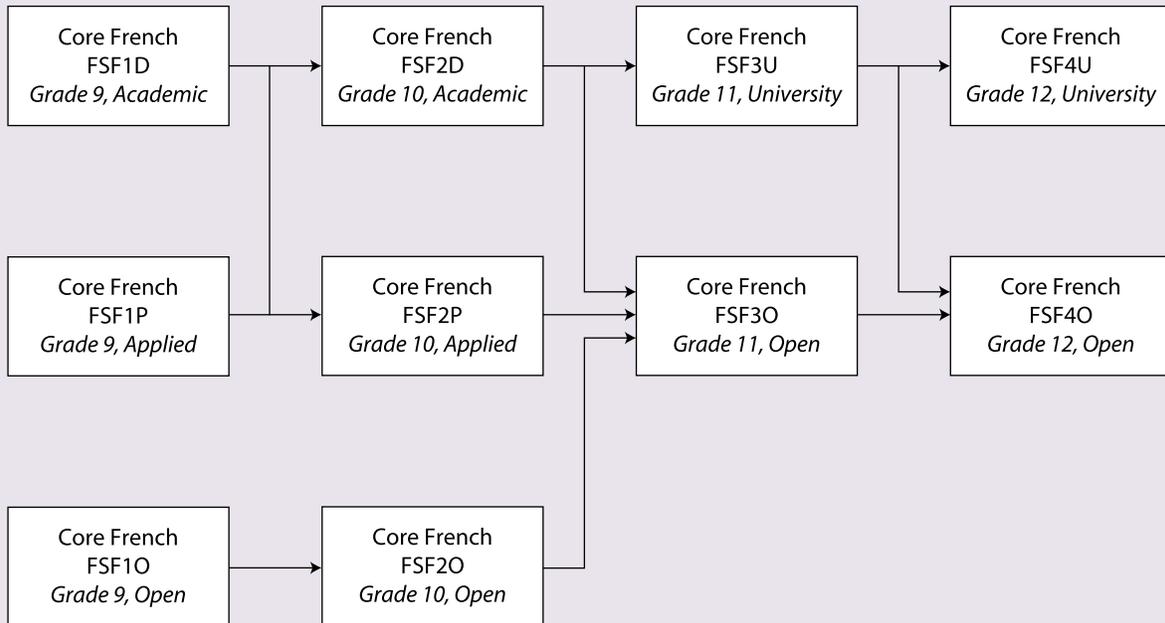
\*\* Course codes consist of five characters. The first three characters identify the discipline and, in the case of FSL, also the program (i.e., FSF refers to Core French, FEF to Extended French, and FIF to French Immersion); the fourth character identifies the grade (i.e., Grade 9 courses are represented by 1, Grade 10 by 2, Grade 11 by 3, and Grade 12 by 4); and the fifth character identifies the type of course (i.e., D refers to “academic”, P to “applied”, U to “university”, and O to “open”).

<sup>†</sup> Any FSL course will meet the secondary school diploma requirements for a compulsory credit in French as a second language. The compulsory credit would normally be earned in Grade 9.

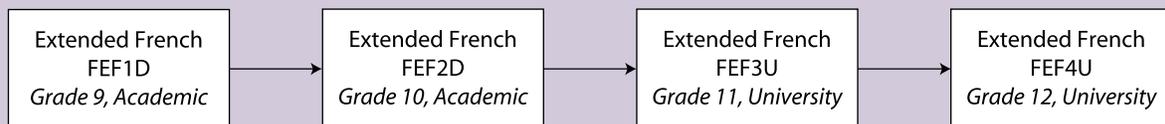
## Prerequisite Charts for French as a Second Language, Grades 9–12

These charts map out all of the courses in each program in FSL and show the links between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from course to course.

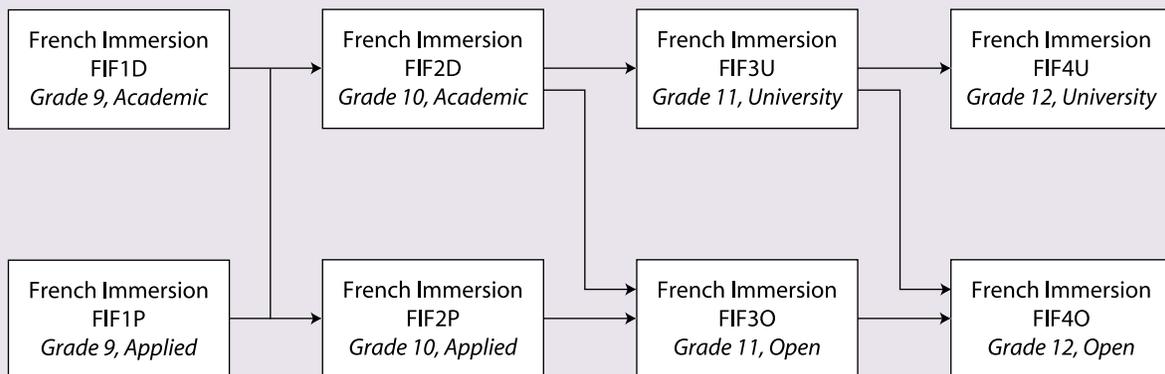
### Core French



### Extended French



### French Immersion



and newly acquired structures and vocabulary are natural in language use and essential in language study. The more students use French, and the more varied the contexts in which they use it, the greater the competence they will develop in the language.

As students study French, they gain an appreciation of the French language, including French literature, and an understanding of French societies around the world. Because language and culture are inseparable, the study of French-language cultures should be integrated into daily instruction rather than presented in an isolated fashion or on an occasional basis. Such an approach will increase students' intercultural awareness, as well as their understanding of regional variations in the French language.

As students move through the grades in the secondary curriculum, they will develop the ability to use the French language with greater fluency, proficiency, and accuracy in an increased range of situations, and they will apply their language skills in more challenging and complex ways.

### A Framework for French as a Second Language in Ontario Schools

In order to help school boards and schools in Ontario maximize opportunities for students to reach their full potential in FSL, the Ministry of Education has published *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12, 2013*. This foundational document presents a call to action to strengthen FSL programming, promote the benefits of studying FSL, and increase public confidence in FSL education.

The framework articulates the following three goals with respect to FSL in Ontario:

- to increase student confidence, proficiency, and achievement in FSL
- to increase the percentage of students studying FSL until graduation
- to increase student, educator, parent, and community engagement in FSL

The framework also provides guiding principles and strategies to inform decision making and promote dialogue about FSL. The document is available in English and French on the ministry's website.

### Half-Credit Courses

The courses outlined in the Grade 9 to 12 FSL curriculum document are designed as full-credit courses. However, *with the exception of Grade 12 university preparation courses*, they may also be delivered as half-credit courses.

Half-credit courses, which require a minimum of fifty-five hours of scheduled instructional time, adhere to the following conditions:

- The two half-credit courses created from a full course must together contain all of the expectations of the full course. The expectations for each half-credit course must be drawn from all strands of the full course and must be divided in a manner that best enables students to achieve the required knowledge and skills in the allotted time.

- A course that is a prerequisite for another course in the secondary curriculum may be offered as two half-credit courses, but students must successfully complete both parts of the course to fulfil the prerequisite. (Students are not required to complete both parts unless the course is a prerequisite for another course they wish to take.)
- The title of each half-credit course must include the designation *Part 1* or *Part 2*. A half credit (0.5) will be recorded in the credit-value column of both the report card and the Ontario Student Transcript.

Boards will ensure that all half-credit courses comply with the conditions described above, and will report all half-credit courses to the ministry annually in the School October Report.

## CURRICULUM EXPECTATIONS

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations – overall expectations and specific expectations – are listed for each *strand*, or broad area of the curriculum. (The strands are numbered A, B, C, and D.) Taken together, the overall and specific expectations represent the mandated curriculum.

The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course.

The *specific expectations* describe the expected knowledge and skills in greater detail. The specific expectations are grouped under numbered subheadings, each of which indicates the strand and the overall expectation to which the group of specific expectations corresponds (e.g., “B2” indicates that the group relates to overall expectation 2 in strand B). This organization is not meant to imply that the expectations in any one group are achieved independently of the expectations in the other groups. The subheadings are used merely to help teachers focus on particular aspects of knowledge and skills as they plan learning activities for their students.

Most specific expectations are accompanied by examples, teacher prompts, and instructional tips, as requested by educators. All of these elements reflect the progression in knowledge and skills from grade to grade. The examples, given in parentheses, are meant to clarify the requirement specified in the expectation, illustrating the kind of knowledge or skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. The teacher prompts are meant to illustrate the kinds of questions teachers might pose to students in relation to the requirement specified in the expectation. The instructional tips suggest instructional strategies and authentic contexts for the effective modelling, practice, and application of language in real-world situations.

The examples, teacher prompts, and instructional tips have been developed to model appropriate practice for the course and are meant to serve as illustrations for teachers. They are intended as suggestions for teachers rather than as exhaustive or mandatory

lists. Teachers can choose to use the examples, prompts, and tips that are appropriate for their classrooms, or they may develop their own approaches that reflect a similar level of complexity. Whatever the specific ways in which the requirements outlined in the expectations are implemented in the classroom, they must, wherever possible, be inclusive and reflect the diversity of the student population and the population of the province.

The diagram on page 22 shows all of the elements to be found on a page of curriculum expectations.

## **STRANDS IN THE FRENCH AS A SECOND LANGUAGE CURRICULUM**

The expectations for FSL are organized into four distinct but interrelated strands:

- A. Listening
- B. Speaking
- C. Reading
- D. Writing

The language structures, grammar, and language learning skills in the four strands overlap with and strengthen one another. Effective instructional activities often blend expectations from two or more strands in order to provide students with the kinds of experiences that promote meaningful learning. Students can develop skills covered in multiple strands by engaging in richly integrated tasks such as participating in a debate on a current issue, discussing strategies for organizing ideas in a writing assignment, or offering constructive and descriptive feedback about work produced by their peers. A high-quality FSL program should provide daily opportunities for students to engage in various oral activities in connection with expectations in all four strands.

The curriculum at all levels is designed to develop a range of essential skills in the four interconnected strands, incorporating the use of analytical, critical, and metacognitive thinking skills. Because students learn best when they are provided with opportunities to monitor and reflect on their learning, each strand includes a specific expectation that calls for such reflection. Each strand also includes an overall expectation on the development of intercultural understanding.

### **Listening**

Well-developed listening skills are essential for students' development of French proficiency. French language learners need to develop listening skills for a variety of purposes, including their interactions with others; comprehension of classroom presentations, radio or television broadcasts, or audiobooks; and numerous other social and school purposes. In secondary schools, as their competence grows, students might demonstrate their listening skills by taking point-form notes during classroom presentations or contributing to a discussion following a multimedia presentation.

To develop their listening and interaction skills, French language learners need extensive, daily opportunities to listen to people's opinions on, discuss, and reflect on a range of

A *numbered subheading* introduces each overall expectation. The same heading is used to identify the group of specific expectations that relates to the particular overall expectation (e.g., “A1. Listening to Understand” relates to the first overall expectation in strand A, Listening).

The *overall expectations* describe in general terms the knowledge and skills students are expected to demonstrate by the end of each course. Three overall expectations are provided for each strand in every course. The numbering of overall expectations indicates the strand to which they belong (e.g., A1 through A3 are the overall expectations for strand A).

Expectations in each course are organized into four *strands*, numbered A, B, C, and D.

Grade 10, Academic

THE ONTARIO CURRICULUM, GRADES 9–12 | French as a Second Language: Core

**A. LISTENING**

**OVERALL EXPECTATIONS**  
By the end of this course, students will:

- A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

**SPECIFIC EXPECTATIONS**

**A1. Listening to Understand**  
By the end of this course, students will:

**A1.1 Using Listening Comprehension Strategies:** identify a range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., *note key information when listening to aid understanding; visualize elements of the text while listening to help them remember content; make predictions before a listening task and confirm them during and after the task; identify what they know about a topic before listening to a text; make connections to personal experiences and opinions*)

**Teacher prompts:** “Que fais-tu pour te rappeler de ce que tu viens d’écouter?” “Pourquoi fait-on des prédictions?” “Pourquoi est-il important de faire des liens entre les nouvelles idées et ce que tu connais avant de répondre?” “Pourquoi est-il important de trouver le sens du message?”

**Instructional tips:**  
(1) Teachers can ask questions to activate students’ prior knowledge related to the topic of an oral text they are about to hear, and then can encourage students to relate new material in the text to what they already know.  
(2) Teachers can suggest that students listen for how linking words are used to highlight explanations or affirmations (e.g., “c’est-à-dire”, “en fait”, “d’ailleurs”, “notamment”, “après tout”, “à vrai dire”, “en réalité”).

**A1.2 Demonstrating Understanding:** demonstrate an understanding of messages in oral French texts about academic and familiar topics, with support as appropriate (e.g., *identify key events and place them on a timeline when listening to a partner’s account of childhood memories; identify the purposes of a variety of telephone messages; summarize the main ideas and significant supporting details in a speaker’s presentation; identify information about movie or concert programs, times, and prices in a recording*)

**Teacher prompts:** “Pourquoi faut-il faire attention au temps des verbes en écoutant un message?” “Quels éléments utilisés dans la présentation facilitent la compréhension du message?”

**Instructional tip:** Teachers can ask students to listen for the particular meaning of the *imparfait* regarding events in the past (e.g., *description*: “C’était un excellent match de football”; *state of emotion*: “J’avais peur des chiens”; *repetition*: “Il voyageait en Europe tous les ans”).

**A2. Listening to Interact**  
By the end of this course, students will:

**A2.1 Using Interactive Listening Strategies:** identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions (e.g., *restate key points to affirm understanding and show interest; ask for clarification when needed; lean forward*)

The *specific expectations* describe the expected knowledge and skills in greater detail. The expectation number identifies the strand to which the expectation belongs and the overall expectation to which it relates (e.g., A1.1 and A1.2 relate to the first overall expectation in strand A).

The *examples* help to clarify the requirement specified in the expectation and to suggest its intended depth and level of complexity. The examples are illustrations only, not requirements. They appear within parentheses and are set in italics.

**Teacher prompts** illustrate the kinds of questions that teachers might pose in relation to the requirement specified in the expectation. They are illustrations only, not requirements. Teacher prompts follow the specific expectation and examples.

**Instructional tips** suggest teaching and/or learning strategies and contexts for the specific expectations. They are illustrations only, not requirements. Instructional tips follow the teacher prompts.

topics, including those related to school subjects and current affairs and those of personal relevance. Students need to hear their teachers and peers speak French in a variety of interactive settings (e.g., in pairs, in groups, and in whole class discussions/activities). It is important that teachers contextualize listening interactions and activities for students. This can be done through brainstorming to identify what students already know about the topic of a new text they are about to hear or view. French programs should provide many cognitively challenging opportunities for students to engage in listening activities.

## Speaking

French language learners need to speak and interact daily in French in a purposeful way – for example, through collaborative learning in pairs and small groups that allows them to engage in speaking and listening for authentic purposes. Through multiple rich opportunities to speak in various groupings, students not only enhance their competence in communicating information, but also explore and come to understand ideas and concepts; identify and solve problems; and express and clarify their thoughts, feelings, and opinions.

In developing their speaking skills, students benefit from having the language modelled by their teachers. Not only do teachers offer students instruction and supportive feedback related to speaking, but they also demonstrate communication conventions that are appropriate in both academic and social contexts. Teachers must take into account differences in the norms and conventions associated with oral communication in different cultures to ensure that all students benefit from the opportunities provided for speaking.

## Reading

An effective reader not only grasps the ideas communicated in a text but is able to apply them in new contexts. To do this, the student must be able to think clearly, creatively, and critically about the ideas and information encountered in texts. He or she can then understand, analyse, and absorb them and recognize their relevance in other contexts. The FSL curriculum develops the knowledge, strategies, and skills that will enable students to become effective readers in both of Canada's official languages. Students will be given opportunities to apply a range of comprehension strategies as they read a wide variety of texts in French.

Students entering secondary school may come to the task of reading French equipped with skills developed in reading both their first language and French. As they read various materials in French, they use their growing knowledge of French vocabulary and language structures to determine the meaning of written texts, as well as their knowledge of the sound system of the French language, which they have gained from listening to and speaking French.

Students will be exposed to texts with language that is appropriate to their age and language development. With teacher guidance and support, students will continue to develop their ability to understand the meaning of the texts they read. As students develop their reading skills, they will be able to read texts of increasing complexity and will have many

opportunities to read for a variety of purposes (e.g., to get directions or advice, for personal interest or enjoyment, for practice, to build vocabulary, to satisfy curiosity, or for research).

Reading is a complex process that involves the application of many strategies before, during, and after reading. Teachers need to model the use of such strategies, engage students in shared and guided exploration of texts, and foster the independent application of reading strategies. Teachers must use their professional judgement in deciding which comprehension strategies to model and teach, based on the identified learning needs of the students in their classrooms and on the nature of the particular texts students are reading.

It is important that students read a range of authentic materials illustrating the many uses of writing, because these texts serve as models for texts that they will create. By reading widely, students will develop a richer vocabulary and become more attuned to the conventions of written language. Reading various kinds of texts in all areas of the curriculum will also help students discover, pursue, and develop their interests and abilities.

The reading program should therefore include a wide variety of literary, informational, and graphic texts – for example, graphic and literary novels; poetry; myths, fables, and folktales; biographies, autobiographies, memoirs, and journals; plays and radio, film, or television scripts; encyclopedia entries; advertisements; websites; graphs, charts, and diagrams in textbooks or magazine articles; recipes, instructions, and manuals; comic books and cartoons; newspaper articles and editorials; and essays and reports.

## Writing

Students need to become disciplined thinkers in order to communicate their ideas clearly and effectively in writing. The process of writing in turn enables them to clarify their thinking and express their thoughts and feelings. Writing activities should also give students opportunities to sort out and develop their thoughts, opinions, and ideas orally in French.

To become good writers who are able to communicate ideas with ease and clarity, students need frequent opportunities to write for various purposes and audiences and to master the skills involved in the various tasks associated with the writing process. To this end, teachers need to establish a well-balanced writing program that uses a variety of strategies to support students throughout the writing process.

While students are learning a second language, the planning stage of the writing process is critical. Students must become skilled at choosing the correct French vocabulary while selecting and organizing their ideas. They must also keep in mind the purpose for which they are writing and the audience they are addressing. To communicate clearly and effectively, they need to learn to use standard written forms and French language conventions. However, learning to write as clearly, correctly, and precisely as possible is only part of the goal of writing instruction. Students should be given opportunities to produce interactive writing, different types of creative writing, and writing that addresses topics

that are of interest to them and that reflects their capacity for independent critical thought. Writing activities that are meaningful to students and that challenge them to think creatively about topics and concerns of interest to them will lead to a fuller and more lasting command of the essential skills of writing.

# ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

## BASIC CONSIDERATIONS

*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010* sets out the Ministry of Education’s assessment, evaluation, and reporting policy. The policy aims to maintain high standards, improve student learning, and benefit students, parents, and teachers in elementary and secondary schools across the province. Successful implementation of this policy depends on the professional judgement<sup>6</sup> of educators at all levels, as well as on their ability to work together and to build trust and confidence among parents and students.

A brief summary of some major aspects of the current assessment, evaluation, and reporting policy, with a focus on policy relating to secondary schools, is given below. Teachers should refer to *Growing Success* for more detailed information.

## Fundamental Principles

*The primary purpose of assessment and evaluation is to improve student learning.*

The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;

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6. “Professional judgement”, as defined in *Growing Success* (p. 152), is “judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction”.

- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

### Learning Skills and Work Habits

The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a course, should *not* be considered in the determination of a student's grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits *separately* allows teachers to provide information to the parents and the student that is specific to each of these two areas of achievement.

The six learning skills and work habits are responsibility, organization, independent work, collaboration, initiative, and self-regulation.

### Content Standards and Performance Standards

The Ontario curriculum for Grades 1 to 12 comprises *content standards* and *performance standards*. Assessment and evaluation will be based on both the content standards and the performance standards.

The content standards are the overall and specific curriculum expectations identified in the curriculum documents for every subject and discipline.

The performance standards are outlined in the achievement chart, which is provided in the curriculum documents for every subject or discipline (see pages 32–33). The achievement chart is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline. It enables teachers to make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

The purposes of the achievement chart are to:

- provide a common framework that encompasses all curriculum expectations for all subjects/courses across the grades;
- guide the development of high-quality assessment tasks and tools (including rubrics);
- help teachers plan instruction for learning;

- provide a basis for consistent and meaningful feedback to students in relation to provincial content and performance standards;
- establish categories and criteria with which to assess and evaluate students' learning.

### Assessment *for* Learning and *as* Learning

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

As essential steps in assessment *for* learning and *as* learning, teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
- analyse and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer assessment and self-assessment.

### Evaluation

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on assessment *of* learning that provides evidence of student achievement at strategic times throughout the course, often at the end of a period of learning.

All curriculum expectations must be accounted for in instruction and assessment, but *evaluation focuses on students' achievement of the overall expectations*. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

Determining a report card grade involves the interpretation of evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation), combined with the teacher's professional judgement and consideration of factors such as the number of tests/exams or assignments for evaluation that were not completed or submitted and the fact that some evidence may carry greater weight than other evidence.

Seventy per cent of the final grade (a percentage mark) in a course will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. Thirty per cent will be based on a final evaluation administered at or towards the end of the course.

## Reporting Student Achievement

The Provincial Report Card, Grades 9–12, shows a student's achievement at specific points in the school year or semester. There are two formal reporting periods for a semestered course and three formal reporting periods for a non-semestered course. The reports reflect student achievement of the overall curriculum, as well as development of learning skills and work habits.

Although there are formal reporting periods, communication with parents and students about student achievement should be continuous throughout the course, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home.

## THE ACHIEVEMENT CHART FOR FRENCH AS A SECOND LANGUAGE

The achievement chart, on pages 32–33, identifies four categories of knowledge and skills and four levels of achievement in FSL. The components of the chart are explained below. (See also the section "Content Standards and Performance Standards", on pages 27–28.)

### Categories of Knowledge and Skills

The categories represent four broad areas of knowledge and skills within which the expectations for any given subject or course can be organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories help teachers focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application.

The categories of knowledge and skills are as follows:

- **Knowledge and Understanding.** Subject-specific content acquired in each grade or course (knowledge), and the comprehension of its meaning and significance (understanding).
- **Thinking.** The use of critical and creative thinking skills and/or processes.

- **Communication.** The conveying of meaning and expression through various forms.
- **Application.** The use of knowledge and skills to make connections within and between various contexts.

In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills.

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on “balance” reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation. However, it also indicates that for different courses, the *relative* importance of each of the categories may vary. The importance accorded to each of the four categories in assessment and evaluation should reflect the emphasis accorded to them in the curriculum expectations for the subject or course, and in instructional practice.

## Criteria and Descriptors

To further guide teachers in their assessment and evaluation of student learning, the achievement chart provides “criteria” and “descriptors”.

A set of criteria is identified for each category in the achievement chart. The criteria are subsets of the knowledge and skills that define the category. The criteria identify the aspects of student performance that are assessed and/or evaluated, and they serve as a guide to what teachers look for. In the FSL curriculum, the criteria for each category are as follows:

### Knowledge and Understanding

- knowledge of content
- understanding of content

### Thinking

- use of planning skills
- use of processing skills
- use of critical/creative thinking processes, skills, and strategies

### Communication

- expression and organization of ideas and information in oral, visual, and/or written forms
- communication for different audiences and purposes in oral, visual, and/or written forms
- use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms

## Application

- application of knowledge and skills in familiar contexts
- transfer of knowledge and skills to new contexts
- making connections within and between various contexts

“Descriptors” indicate the characteristics of the student’s performance, with respect to a particular criterion, on which assessment or evaluation is focused. *Effectiveness* is the descriptor used for each of the criteria in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion.

## Levels of Achievement

The achievement chart also identifies four levels of achievement, defined as follows:

*Level 1* represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving in specific areas, as necessary, if they are to be successful in a course in the next grade.

*Level 2* represents achievement that approaches the standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

*Level 3* represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent courses.

*Level 4* identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. *However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the course.*

Specific “qualifiers” are used with the descriptors in the achievement chart to describe student performance at each of the four levels of achievement – the qualifier *limited* is used for level 1; *some* for level 2; *considerable* for level 3; and *a high degree of* or *thorough* for level 4. Hence, achievement at level 3 in the Thinking category for the criterion “use of planning skills” would be described in the achievement chart as “[The student] uses planning skills with *considerable* effectiveness”.

## THE ACHIEVEMENT CHART: FRENCH AS A SECOND LANGUAGE (CORE, EXTENDED, AND IMMERSION), GRADES 9–12

Categories	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b> – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
<b>Knowledge of content</b> (e.g., vocabulary and expressions; concepts, opinions, ideas, facts; language conventions; aspects of culture)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
<b>Understanding of content</b> (e.g., concepts, ideas, opinions, and facts and their relationship to forms; language structures and strategies; forms and characteristics of texts)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
<b>Thinking</b> – The use of critical and creative thinking skills and/or processes				
	The student:			
<b>Use of planning skills</b> (e.g., establishing a focus; setting goals; generating ideas; formulating questions; researching and organizing information; contextualizing and elaborating on ideas; selecting and using strategies and resources)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
<b>Use of processing skills</b> (e.g., predicting; inferring; discussing; interpreting; summarizing; analysing; evaluating; constructing and defending an argument; revising and restructuring)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
<b>Use of critical/creative thinking processes, skills, and strategies</b> (e.g., using language-learning, inquiry, and problem-solving strategies; prioritizing; critiquing; hypothesizing; synthesizing; forming and justifying conclusions)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
<b>Communication</b> – The conveying of meaning through various forms				
	The student:			
<b>Expression and organization of ideas and information</b> (e.g., clear expression, logical organization) in oral, visual, and/or written forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Categories	Level 1	Level 2	Level 3	Level 4
<b>Communication (continued)</b>				
	The student:			
<p><b>Communication for different audiences</b> (e.g., self, peers, teacher, community members) <b>and purposes</b> (e.g., to interact, discuss, collaborate; to inform, raise awareness, explain, instruct; to entertain, perform; to persuade; to express feelings and ideas; to solve problems) <b>in oral, visual, and/or written forms</b></p> <p><b>Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms</b> (e.g., elements of style and usage; phrasing and punctuation conventions; appropriate language conventions in particular social and cultural contexts)</p>	<p>communicates for different audiences and purposes with limited effectiveness</p> <p>uses conventions, vocabulary, and terminology of the discipline with limited effectiveness</p>	<p>communicates for different audiences and purposes with some effectiveness</p> <p>uses conventions, vocabulary, and terminology of the discipline with some effectiveness</p>	<p>communicates for different audiences and purposes with considerable effectiveness</p> <p>uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness</p>	<p>communicates for different audiences and purposes with a high degree of effectiveness</p> <p>uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness</p>
<b>Application – The use of knowledge and skills to make connections within and between various contexts</b>				
	The student:			
<p><b>Application of knowledge and skills</b> (e.g., strategies, concepts, processes) <b>in familiar contexts</b></p> <p><b>Transfer of knowledge and skills</b> (e.g., strategies, concepts, processes) <b>to new contexts</b></p> <p><b>Making connections within and between various contexts</b> (e.g., between personal, global, cultural, historical, and/or environmental contexts; between French and other languages; between the school and other social contexts)</p>	<p>applies knowledge and skills in familiar contexts with limited effectiveness</p> <p>transfers knowledge and skills to new contexts with limited effectiveness</p> <p>makes connections within and between various contexts with limited effectiveness</p>	<p>applies knowledge and skills in familiar contexts with some effectiveness</p> <p>transfers knowledge and skills to new contexts with some effectiveness</p> <p>makes connections within and between various contexts with some effectiveness</p>	<p>applies knowledge and skills in familiar contexts with considerable effectiveness</p> <p>transfers knowledge and skills to new contexts with considerable effectiveness</p> <p>makes connections within and between various contexts with considerable effectiveness</p>	<p>applies knowledge and skills in familiar contexts with a high degree of effectiveness</p> <p>transfers knowledge and skills to new contexts with a high degree of effectiveness</p> <p>makes connections within and between various contexts with a high degree of effectiveness</p>

# SOME CONSIDERATIONS FOR PROGRAM PLANNING IN FRENCH AS A SECOND LANGUAGE

## **INSTRUCTIONAL APPROACHES**

*Effective instruction is key to student success.* To provide effective instruction, teachers need to consider what they want students to learn, how they will know whether students have learned it, how they will design instruction to promote the learning, and how they will respond to students who are not making progress.

When planning what students will learn, teachers identify the main concepts and skills described in the curriculum expectations, consider the contexts in which students will apply the learning, and determine students' learning goals.

Instructional approaches should be informed by the findings of current research on instructional practices that have proved effective in the classroom. For example, research has provided compelling evidence about the benefits of the explicit teaching of strategies that can help students develop a deeper understanding of concepts. Strategies such as "compare and contrast" (e.g., through Venn diagrams and comparison matrices) and the use of analogy give students opportunities to examine concepts in ways that help them see what the concepts *are* and what they *are not*. Although such strategies are simple to use, teaching them explicitly is important in order to ensure that all students use them effectively.

A well-planned instructional program should always be at the student's level, but it should also push the student towards his or her optimal level of challenge for learning, while providing the support and anticipating and directly teaching the skills that are required for success.

## A Differentiated Approach to Teaching and Learning

An understanding of students' strengths and needs, as well as of their backgrounds and life experiences, can help teachers plan effective instruction and assessment. Teachers continually build their awareness of students' learning strengths and needs by observing and assessing their readiness to learn, their interests, and their learning styles and preferences. As teachers develop and deepen their understanding of individual students, they can respond more effectively to the students' needs by differentiating instructional approaches – adjusting the method or pace of instruction, using different types of resources, allowing a wider choice of topics, even adjusting the learning environment, if appropriate, to suit the way their students learn and how they are best able to demonstrate their learning. Unless students have an Individual Education Plan with modified curriculum expectations, *what* they learn continues to be guided by the curriculum expectations and remains the same for all students.

## Lesson Design

Effective lesson design involves several important elements. Teachers engage students in a lesson by activating their prior learning and experiences, clarifying the purpose for learning, and making connections to contexts that will help them see the relevance and usefulness of what they are learning. Teachers select instructional strategies to effectively introduce concepts, and consider how they will scaffold instruction in ways that will best meet the needs of their students. At the same time, they consider when and how to check students' understanding and to assess their progress towards achieving their learning goals. Teachers provide multiple opportunities for students to apply their knowledge and skills and to consolidate and reflect on their learning. A three-part lesson design (e.g., "Minds On, Action, and Consolidation") is often used to structure these elements.

## Instructional Approaches in French as a Second Language

Instruction in FSL should help students acquire the knowledge, skills, and attributes they need in order to achieve the curriculum expectations and to be able to enjoy communicating in French throughout their lives. Effective instruction motivates students and instils positive habits of mind, such as curiosity and open-mindedness; a willingness to think, question, challenge, and be challenged; and an awareness of the value of listening or reading closely and communicating clearly. To be effective, instruction must be based on the belief that all students can be successful and that learning French is important and valuable for all students.

Action-oriented and communicative approaches to teaching FSL focus on meaning over form; emphasize meaningful interactive activities; centre on communicative language needs; and, when possible, highlight authentic tasks within the context of a classroom environment. While the communicative approach centres on communicating in the target language, the action-oriented approach requires students to perform a task in a wider social context.

## The Value of Oral Language

To develop literacy in any language, it is critical for students to develop oral language skills. Through frequent opportunities to converse with their peers, students develop their listening and speaking skills, as well as an overall sense of the language and its

structure. In addition, through talk, students are able to communicate their thinking and learning to others. Talk thus enables students to express themselves, develop healthy relationships with peers, and define their thoughts about themselves, others, and the world.

Both teacher talk and student talk are essential to the development of all literacy skills. Talk is a means of constructing meaning. It is used to develop, clarify, and extend thinking. This is true not only of the prepared, formal talk of interviews, book talks, debates, and presentations but also of the informal talk that occurs when, for example, students work together and ask questions, make connections, and respond orally to texts or learning experiences, or when a teacher models a think-aloud.

Three forms of oral language are important to consider when planning lessons in French:

- *Informal talk* is used in conversations and dialogues throughout the school day for a wide range of learning purposes, such as asking questions, recounting experiences, expressing opinions, brainstorming, problem solving, and exchanging opinions on an impromptu or casual basis.
- *Discussion* involves a purposeful and extended exchange of ideas that provides a focus for inquiry or problem solving, often leading to new understanding. Discussions may involve responding to ideas in a story or other piece of fiction or exchanging opinions about current events or issues in the classroom or community.
- *Formal talk* involves speaking in prepared or rehearsed presentations to an audience. Some examples are storytelling, poetry readings, role playing, oral reports, book talks, interviews, debates, and multimedia presentations.

For more information on developing oral language skills and literacy, see page 48.

## Instructional Strategies in French as a Second Language

Teachers should use a variety of strategies to help students understand that they can be successful in learning French. Teachers can provide a learning environment that encourages all students to take risks – to speak and write French without being afraid of making mistakes, since making mistakes is part of learning a new language. Also, whenever possible, students should be given opportunities to experience speaking, listening, reading, and writing in French as interconnected processes requiring a set of skills and strategies that cannot be separated and that build on and reinforce one another.

Instruction should include a balance of direct, explicit instruction; teacher modelling; shared and guided instruction; and opportunities for students to practise, apply skills and strategies, and make choices. As well as teaching and modelling the French language, teachers explicitly teach and model learning strategies. They also encourage students to reflect on and talk about their thinking and learning processes (metacognition), and offer students ongoing, meaningful, and respectful feedback that clearly acknowledges progress and helps them focus on “next steps” and goals.

Teachers need to provide daily opportunities for students to speak and interact in French. The teacher sets up learning situations based on authentic communicative tasks, such as requesting information or conveying messages. Learning activities that are based on students’ interests, needs, and desire to communicate will achieve the best results in a classroom.

As facilitator, the teacher selects the communicative situation, models the effective use of language, and plans activities to enable students to continually develop their communication skills in various contexts.

By providing guidance to students as they carry out practice activities and work on tasks and projects, teachers also assume the role of coach. Teachers coach, for example, when they guide a group in a discussion of the advantages and disadvantages of learning another language or when they model sentence structure and fluency while speaking with students.

Well-designed lessons include a variety of instructional strategies, such as structured simulations, guided inquiry, cooperative learning, and open-ended questions. Teachers should conduct frequent comprehension checks to ensure that students understand the information being conveyed, including both general concepts and specific vocabulary. Teachers can use various tools, such as body language, gestures, and auditory or visual supports, to support student comprehension. Teachers should encourage students to develop their self-expression in and spontaneous use of French, eliciting talk that increases in fluency, accuracy, and complexity over time. Teachers should also model a variety of strategies that students can use for requesting clarification and assistance when they have difficulty understanding.

As stated earlier, it is essential that French be the language of communication in class so that students have constant exposure to correct models of the language and many opportunities to speak in French. To help students improve their ability to interact in class, teachers can:

- use a deliberate pace while speaking French to ensure maximum understanding, explaining explicitly and in various ways to address the needs of all learners;
- give clear instructions by providing them orally and in writing, taking care to meet individual needs (e.g., numbering and labelling the steps in an activity);
- present information in smaller, more manageable pieces;
- check often for comprehension using a variety of tools (e.g., thumbs up, thumbs down);
- allow sufficient response time when students are interacting in French;
- use a variety of strategies to selectively correct students' errors in speaking and writing;
- offer ongoing descriptive feedback so that students are aware of which areas need improvement;
- scaffold and observe independent practice, ensuring that all students are able to communicate in French in both familiar and new contexts.

Teachers can employ a variety of instructional strategies to support French language learners in their acquisition of French. For example, teachers can:

- design meaningful lessons and activities that are achievable by students and that take into account their background knowledge and experiences;
- provide frequent opportunities for collaboration and practice in pairs, small groups, and large groups;
- provide targeted instruction for students during shared or guided practice, in which they lead students to explore texts or concepts;

- have students listen to, read, or view mentor texts to help them decide what their final product might be;
- model various learning processes by demonstrating how to listen to, read, view, and interact with appropriate texts;
- contextualize new vocabulary through visuals, gestures, and written and oral texts;
- allow students to demonstrate their understanding of a concept in alternative ways (e.g., through visual art, songs, music, drama, reader’s theatre);
- value and acknowledge the importance of students’ literacy skills in other languages;
- encourage students to share information about their own languages and cultures with other students in the classroom.

Teachers can also make use of classroom and school resources to enrich students’ learning. For example, teachers can:

- introduce vocabulary and illustrate concepts using picture books, visuals, age-appropriate informational texts and media, and real objects (e.g., magazine pictures, photos, posters, flyers, brochures, advertisements, forms, timetables, schedules, money, models, and maps);
- reinforce vocabulary in various ways (e.g., using word walls, visuals, or anchor charts) to increase students’ understanding and enhance their ability to communicate;
- use technology to support language and literacy development;
- demonstrate the use of a variety of graphic organizers.

## **PLANNING FRENCH AS A SECOND LANGUAGE PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS**

Classroom teachers are the key educators of students with special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Classroom teachers commit to assisting every student to prepare for living with the highest degree of independence possible.

*Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013* describes a set of beliefs, based in research, that should guide program planning for students with special education needs in all disciplines. Teachers planning FSL programs need to pay particular attention to these beliefs, which are as follows:

- All students can succeed.
- Each student has his or her own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design<sup>7</sup> and differentiated instruction<sup>8</sup> are effective and interconnected means of meeting the learning or productivity needs of any group of students.

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7. The goal of Universal Design for Learning (UDL) is to create a learning environment that is open and accessible to all students, regardless of age, skills, or situation. Instruction based on principles of universal design is flexible and supportive, can be adjusted to meet different student needs, and enables all students to access the curriculum as fully as possible.

8. Differentiated instruction, as discussed on page 40 of this document, is effective instruction that shapes each student’s learning experience in response to his or her particular learning preferences, interests, and readiness to learn.

- Classroom teachers are the key educators for a student’s literacy and numeracy development.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

In any given classroom, students may demonstrate a wide range of strengths and needs. Teachers plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs.

In planning FSL courses for students with special education needs, teachers should begin by examining both the curriculum expectations in the course appropriate for the individual student and the student’s particular strengths and learning needs to determine which of the following options is appropriate for the student:

- no accommodations<sup>9</sup> or modified expectations; or
- accommodations only; or
- modified expectations, with the possibility of accommodations; or
- alternative expectations, which are not derived from the curriculum expectations for a course and which constitute alternative programs and/or courses.

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). More detailed information about planning programs for students with special education needs, including students who require alternative programs and/or courses,<sup>10</sup> can be found in *The Individual Education Plan (IEP): A Resource Guide, 2004* (referred to hereafter as the *IEP Resource Guide, 2004*). For a detailed discussion of the ministry’s requirements for IEPs, see *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000* (referred to hereafter as *IEP Standards, 2000*). (Both documents are available at [www.ontario.ca/edu](http://www.ontario.ca/edu).)

### Students Requiring Accommodations Only

Some students with special education needs are able, with certain accommodations, to participate in the regular course curriculum and to demonstrate learning independently. Accommodations allow the student with special education needs to access the curriculum without any changes to the course expectations. The accommodations required to facilitate the student’s learning must be identified in his or her IEP (*IEP Standards, 2000*, p. 11). A student’s IEP is likely to reflect the same accommodations for many, or all, subjects or courses.

9. “Accommodations” refers to individualized teaching and assessment strategies, human supports, and/or individualized equipment (see *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, p. 72).

10. Alternative programs are identified on the IEP by the term “alternative (ALT)”.

Providing accommodations to students with special education needs should be the first option considered in program planning. Instruction based on principles of universal design and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners.

There are three types of accommodations:

- *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. Some examples include the use of graphic organizers, photocopied notes, or assistive software.
- *Environmental accommodations* are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.
- *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 29 of the *IEP Resource Guide, 2004* for more examples).

If a student requires “accommodations only” in FSL courses, assessment and evaluation of his or her achievement will be based on the regular course curriculum expectations and the achievement levels outlined in this document. The IEP box on the student’s provincial report card will not be checked, and no information on the provision of accommodations will be included.

## Students Requiring Modified Expectations

In FSL courses, modified expectations for most students with special education needs will be based on the regular course expectations, with an increase or decrease in the number and/or complexity of the expectations. Modified expectations must represent specific, realistic, observable, and measurable goals, and must describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations.

It is important to monitor, and to reflect clearly in the student’s IEP, the extent to which expectations have been modified. The principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student.

Modified expectations must indicate the knowledge and/or skills that the student is expected to demonstrate and that will be assessed in each reporting period (*IEP Standards, 2000*, pp. 10 and 11). Modified expectations should be expressed in such a way that the student and parents can understand not only exactly what the student is expected to know or be able to demonstrate independently, but also the basis on which his or her performance will be evaluated, resulting in a grade or mark that is recorded on the provincial report card. The student’s learning expectations must be reviewed in relation to the student’s progress at least once every reporting period, and must be updated as necessary (*IEP Standards, 2000*, p. 11).

If a student requires modified expectations in FSL courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. If some of the student's learning expectations for a course are modified but the student is working towards a credit for the course, it is sufficient simply to check the IEP box on the provincial report card. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box must be checked and the appropriate statement from *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, page 62, must be inserted. The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, as well as next steps for the student's learning in the course.

## **PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS**

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the students in Ontario's English-language schools is a language other than English. In addition, some students use varieties of English – also referred to as dialects – that differ significantly from the English required for success in Ontario schools. Many English language learners were born in Canada and have been raised in families and communities in which languages other than English, or varieties of English that differ from the language used in the classroom, are spoken. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

When they start school in Ontario, many of these students are entering a new linguistic and cultural environment. All teachers share in the responsibility for these students' English-language development, including teachers of FSL, who can also contribute to students' understanding of the enormous importance of literacy in general within the context of learning French.

English language learners (students who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Teachers will find positive ways to incorporate this diversity into their instructional programs and into the classroom environment.

Most English language learners in Ontario schools have an age-appropriate proficiency in their first language. Although they need frequent opportunities to use English at school, there are important educational and social benefits associated with continued development of their first language while they are learning English. Teachers need to encourage parents to continue to use their own language at home in rich and varied ways as a foundation for language and literacy development in English. It is also important for teachers to find opportunities to bring students' languages into the classroom, using parents and community members as a resource.

In the context of FSL, research confirms that a prior language learning experience can facilitate and accelerate further language learning. Indeed, many English language learners are motivated and able to excel in French, while in other areas of the curriculum, where their success may depend on their knowledge of English, the achievement gap between themselves and their peers may be much greater. In other words, the study of French offers them a context in which they can soon function on the same level as their English-speaking peers. In addition, the positive experience of succeeding in learning French has been shown to help English language learners improve their English-language skills.

During their first few years in Ontario schools, English language learners may receive support through one of two distinct programs from teachers who specialize in meeting their language-learning needs:

*English as a Second Language (ESL)* programs are for students born in Canada or newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools.

*English Literacy Development (ELD)* programs are primarily for newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools, and who arrive with significant gaps in their education. These students generally come from countries where access to education is limited or where there are limited opportunities to develop language and literacy skills in any language. Some First Nations, Métis, or Inuit students from remote communities in Ontario may also have had limited opportunities for formal schooling, and they also may benefit from ELD instruction.

In planning programs for students with linguistic backgrounds other than English, teachers need to recognize the importance of the orientation process, understanding that every learner needs to adjust to the new social environment and language in a unique way and at an individual pace. For example, students who are in an early stage of English-language acquisition may go through a “silent period” during which they closely observe the interactions and physical surroundings of their new learning environment. They may use body language rather than speech or they may use their first language until they have gained enough proficiency in English to feel confident of their interpretations and responses. Students thrive in a safe, supportive, and welcoming environment that nurtures their self-confidence while they are receiving focused literacy instruction. When they are ready to participate in paired, small-group, or whole-class activities, some students will begin by using a single word or phrase to communicate a thought, while others will speak quite fluently.

In a supportive learning environment, most students will develop oral language proficiency quite quickly. Teachers can sometimes be misled by the high degree of oral proficiency demonstrated by many English language learners in their use of everyday English and may mistakenly conclude that these students are equally proficient in their use of academic English. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations. Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes.

Responsibility for students' English-language development is shared by the classroom teacher, the ESL/ELD teacher (where available), and other school staff. Volunteers and peers may also be helpful in supporting English language learners in the classroom. Teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms. Appropriate adaptations include:

- modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, and scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity);
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Teachers need to adapt the program for English language learners as they acquire English proficiency. For students in the early stages of language acquisition, teachers need to modify the curriculum expectations in some or all curriculum areas. Most English language learners require accommodations for an extended period, long after they have achieved proficiency in everyday English.

When curriculum expectations are modified in order to meet the language-learning needs of English language learners, assessment and evaluation will be based on the documented modified expectations. Teachers will check the ESL/ELD box on the provincial report card only when modifications have been made to curriculum expectations to address the language needs of English language learners (the box should *not* be checked to indicate simply that they are participating in ESL/ELD programs or if they are only receiving accommodations). There is no requirement for a statement to be added to the "Comments" section of the report cards when the ESL/ELD box is checked.

Although the degree of program adaptation required will decrease over time, students who are no longer receiving ESL or ELD support may still need some program adaptations to be successful.

For further information on supporting English language learners, refer to the following documents:

- *English Language Learners – ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007*
- *Supporting English Language Learners with Limited Prior Schooling: A Practical Guide for Ontario Educators, Grades 3 to 12, 2008*
- *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom, 2005*

## ENVIRONMENTAL EDUCATION AND FRENCH AS A SECOND LANGUAGE

*Ontario's education system will prepare students with the knowledge, skills, perspectives, and practices they need to be environmentally responsible citizens. Students will understand our fundamental connections to each other and to the world around us through our relationship to food, water, energy, air, and land, and our interaction with all living things. The education system will provide opportunities within the classroom and the community for students to engage in actions that deepen this understanding.*

*Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, 2009, p. 6*

*Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, 2009*, outlines an approach to environmental education that recognizes the needs of all Ontario students and promotes environmental responsibility in the operations of all levels of the education system.

The three goals outlined in *Acting Today, Shaping Tomorrow* are organized around the themes of teaching and learning, student engagement and community connections, and environmental leadership. The first goal is to promote learning about environmental issues and solutions. The second is to engage students in practising and promoting environmental stewardship, both in the school and in the community. The third stresses the importance of having organizations and individuals within the education system provide leadership by implementing and promoting responsible environmental practices throughout the system so that staff, parents, community members, and students become dedicated to living more sustainably.

There are many opportunities to integrate environmental education into the teaching of FSL. Some examples related to environmental education have been included in the examples and teacher prompts in the curriculum. Teachers are encouraged to select French texts about environmental topics, enabling students to learn about issues of concern to different communities around the world. Throughout the FSL curriculum, students can be encouraged to read about, discuss, listen to programs about, or make presentations on environmental issues that are of interest to them.

A resource document – *The Ontario Curriculum, Grades 9–12: Environmental Education, Scope and Sequence of Expectations, 2011* – has been prepared to assist teachers in planning lessons that integrate environmental education with other subject areas. It identifies curriculum expectations and related examples and prompts in disciplines across the Ontario curriculum that provide opportunities for student learning “in, about, and/or for” the environment. Teachers can use the document to plan lessons that relate explicitly to the environment, or they can draw on it for opportunities to use the environment as the *context for learning*. The document can also be used to make curriculum connections to school-wide environmental initiatives. This publication is available on the Ministry of Education’s website, at [www.edu.gov.on.ca/eng/curriculum/secondary/enviro9to12.pdf](http://www.edu.gov.on.ca/eng/curriculum/secondary/enviro9to12.pdf).

## HEALTHY RELATIONSHIPS AND FRENCH AS A SECOND LANGUAGE

Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships –

the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted. Healthy relationships do not tolerate abusive, controlling, violent, bullying/harassing, or other inappropriate behaviours. To experience themselves as valued and connected members of an inclusive social environment, students need to be involved in healthy relationships with their peers, teachers, and other members of the school community.

Several provincial policies and initiatives, including the Foundations for a Healthy School framework, the equity and inclusive education strategy, and the Safe Schools strategy, are designed to foster caring and safe learning environments in the context of healthy and inclusive schools. These policies and initiatives promote positive learning and teaching environments that support the development of healthy relationships, encourage academic achievement, and help all students reach their full potential.

In its 2008 report, *Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships*, the Safe Schools Action Team confirmed “that the most effective way to enable all students to learn about healthy and respectful relationships is through the school curriculum” (p. 11). Teachers can promote this learning in a variety of ways. For example, they can help students develop and practise the skills they need for building healthy relationships by giving them opportunities to apply critical-thinking and problem-solving strategies and to address issues through group discussions, role play, case study analysis, and other means. Co-curricular activities such as clubs and intramural and interschool sports provide additional opportunities for the kind of interaction that helps students build healthy relationships. Teachers can also have a positive influence on students by modelling the behaviours, values, and skills that are needed to develop and sustain healthy relationships, and by taking advantage of “teachable moments” to address immediate relationship issues that may arise among students.

Communication and social skills, as well as intercultural awareness, are significant components of the FSL curriculum. These skills and this awareness contribute to the students’ ability to form and maintain healthy relationships. Students have many opportunities to practise relating positively and respectfully as they interact in the classroom in French.

## **EQUITY AND INCLUSIVE EDUCATION IN THE FRENCH AS A SECOND LANGUAGE PROGRAMS**

The Ontario equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. Antidiscrimination education continues to be an important and integral component of the strategy.

In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community – regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors – are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the school community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students

see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences.

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to strive for high levels of achievement, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the broader society. Antidiscrimination education promotes fairness, healthy relationships, and active, responsible citizenship.

Teachers can give students a variety of opportunities to learn about diversity and diverse perspectives. By drawing attention to the contributions of women, the perspectives of various ethnocultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples, teachers enable students from a wide range of backgrounds to see themselves reflected in the curriculum. It is essential that learning activities and materials used to support the curriculum reflect the diversity of Ontario society. In addition, teachers should differentiate instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

Interactions between the school and the community should reflect the diversity of both the local community and the broader society. A variety of strategies can be used to communicate with and engage parents and members from diverse communities, and to encourage their participation in and support for school activities, programs, and events. Family and community members should be invited to take part in teacher interviews, the school council, and the parent involvement committee, and to attend and support activities such as plays, concerts, co-curricular activities and events, and various special events at the school. Schools may consider offering assistance with childcare or making alternative scheduling arrangements in order to help caregivers participate. Students can also help by encouraging and accompanying their families, who may be unfamiliar with the Ontario school system. Special outreach strategies and encouragement may be needed to draw in the parents of English language learners and First Nations, Métis, or Inuit students, and to make them feel more comfortable in their interactions with the school.

## FINANCIAL LITERACY IN FRENCH AS A SECOND LANGUAGE

The document *A Sound Investment: Financial Literacy Education in Ontario Schools, 2010* (p. 4) sets out the vision that:

*Ontario students will have the skills and knowledge to take responsibility for managing their personal financial well-being with confidence, competence, and a compassionate awareness of the world around them.*

There is a growing recognition that the education system has a vital role to play in preparing young people to take their place as informed, engaged, and knowledgeable citizens in the global economy. Financial literacy education can provide the preparation Ontario students need to make informed decisions and choices in a complex and fast-changing financial world.

Because making informed decisions about economic and financial matters has become an increasingly complex undertaking in the modern world, students need to build knowledge and skills in a wide variety of areas. In addition to learning about the specifics of saving, spending, borrowing, and investing, students need to develop broader skills in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial issues, so that they can analyse and manage the risks that accompany various financial choices. They also need to develop an understanding of world economic forces and the effects of those forces at the local, national, and global level. In order to make wise choices, they will need to understand how such forces affect their own and their families' economic and financial circumstances. Finally, to become responsible citizens in the global economy, they will need to understand the social, environmental, and ethical implications of their own choices as consumers. For all of these reasons, financial literacy is an essential component of the education of Ontario students – one that can help ensure that Ontarians will continue to prosper in the future.

In the FSL program, students have multiple opportunities to investigate and study financial literacy concepts in relation to the texts explored in class. Students can build their understanding of personal financial planning by participating in role play of interactions in the local community, such as buying and selling goods or engaging in personal financial transactions. They can also become familiar with the variety of currencies used in French-speaking countries or regions (e.g., the Canadian dollar, euro, gourde). Through their study of French-speaking communities worldwide, students will learn about global economic disparities and their impact on the quality of life in different countries. Examples related to financial literacy are included in some examples and teacher prompts that accompany the expectations in the FSL curriculum.

A resource document – *The Ontario Curriculum, Grades 9–12: Financial Literacy, Scope and Sequence of Expectations, 2011* – has been prepared to assist teachers in bringing financial literacy into the classroom. This document identifies curriculum expectations and related examples and prompts, in disciplines across the Ontario curriculum, through which students can acquire skills and knowledge related to financial literacy. The document can also be used to make curriculum connections to school-wide initiatives that support financial literacy. This publication is available on the Ministry of Education's website, at [www.edu.gov.on.ca/eng/document/policy/FinLitGr9to12.pdf](http://www.edu.gov.on.ca/eng/document/policy/FinLitGr9to12.pdf).

## **LITERACY, INQUIRY SKILLS, AND NUMERACY IN FRENCH AS A SECOND LANGUAGE**

A vision of literacy for adolescent learners in Ontario schools might be described as follows:

All students are equipped with the literacy skills necessary to be critical and creative thinkers, effective meaning makers and communicators, collaborative co-learners, and innovative problem solvers. These are the skills that will enable them to achieve personal, career, and societal goals.

Students, individually and in collaboration with others, develop skills in three areas, as follows:

- **Thinking:** Students access, manage, create, and evaluate information as they think imaginatively and critically in order to solve problems and make decisions, including those related to issues of fairness, equity, and social justice.

- Expression: Students use language and images in rich and varied forms as they read, write, listen, speak, view, represent, discuss, and think critically about ideas.
- Reflection: Students apply metacognitive knowledge and skills to monitor their own thinking and learning, and in the process, develop self-advocacy skills, a sense of self-efficacy, and an interest in lifelong learning.

As this vision for adolescent literacy suggests, literacy involves a range of critical-thinking skills and is essential for learning across the curriculum. Students need to learn to think, express, and reflect in discipline-specific ways. Teachers support them in this learning by not only addressing the curriculum expectations but also considering, and purposefully teaching students about, the literacy demands of the particular subject area. Literacy, inquiry skills, and numeracy are critical to students' success in all subjects of the curriculum, and in all areas of their lives.

As stated earlier, oral communication skills are fundamental to the development of FSL literacy and are essential for thinking and learning. The expectations in all strands give students a chance to engage in brainstorming, reporting, and other oral activities to identify what they know about a topic, discuss strategies for solving a problem, present and defend ideas or debate issues, and offer critiques or feedback on work, skill demonstrations, or opinions expressed by their peers.

Activating prior knowledge and connecting learning to past experiences help students acquire French literacy skills. Making connections to the literacy skills and strategies students already possess in their first language contributes to their literacy development in both languages. A focus on developing strategies that help students understand as well as talk and write about texts that are authentic, interesting, challenging, age appropriate, and linguistically accessible will increase student engagement, motivation, and success in FSL.

The Ministry of Education has facilitated the development of materials to support literacy instruction across the curriculum in Grades 7–12. Helpful advice for effectively addressing the literacy demands of different curriculum areas, including FSL, may be found in resource materials available in the literacy domain of the EduGAINS website, at <http://www.edugains.ca/newsite/literacy/index.html>.

### Critical Thinking and Critical Literacy

Critical thinking is the process of thinking about ideas or situations in order to understand them fully, identify their implications, make a judgement, and/or guide decision making. Critical thinking includes skills such as questioning, predicting, analysing, synthesizing, examining opinions, identifying values and issues, detecting bias, and distinguishing between alternatives. Students who are taught these skills become critical thinkers who can move beyond superficial conclusions to a deeper understanding of the issues they are examining. They are able to engage in an inquiry process in which they explore complex and multifaceted issues, and questions for which there may be no clear-cut answers.

Students use critical-thinking skills in FSL when they assess, analyse, and/or evaluate the impact of something and when they form an opinion and support that opinion with a rationale. In order to think critically, students need to ask themselves effective questions

in order to: interpret information; detect bias in their sources; determine why a source might express a particular bias; examine the opinions, perspectives, and values of various groups and individuals; look for implied meaning; and use the information gathered to form a personal opinion or stance, or a personal plan of action with regard to making a difference.

Students approach critical thinking in various ways. Some students find it helpful to discuss their thinking, asking questions and exploring ideas. Other students may take time to observe a situation or consider a text carefully before commenting; they may prefer not to ask questions or express their thoughts orally while they are thinking.

*Critical literacy* is the term used to refer to a particular aspect of critical thinking. Critical literacy involves looking beyond the literal meaning of a text to determine what is present and what is missing, in order to analyse and evaluate the text's complete meaning and the author's intent. Critical literacy is concerned with issues related to fairness, equity, and social justice. Critically literate students adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable, who benefits from the text, and how the reader is influenced.

Critically literate students understand that meaning is not found in texts in isolation. People make sense of a text, or determine what a text means, in a variety of ways. Students therefore need to take into account: points of view (e.g., those of people from various cultures); context (e.g., the beliefs and practices of the time and place in which a text was created and those in which it is being read or viewed); the background of the person who is interacting with the text (e.g., upbringing, friends, communities, education, experiences); intertextuality (e.g., information that a reader or viewer brings to a text from other texts experienced previously); gaps in the text (e.g., information that is left out and that the reader or viewer must fill in); and silences in the text (e.g., the absence of the voices of certain people or groups).

In FSL, students who are critically literate are able, for example, to actively analyse media messages and determine possible motives and underlying messages. They are able to determine what biases might be contained in texts, media, and resource materials and why that might be, how the content of these materials might be determined and by whom, and whose perspectives might have been left out and why. Only then are students equipped to produce their own interpretation of an issue. Opportunities should be provided for students to engage in a critical discussion of "texts", including books and textbooks, television programs, movies, documentaries, web pages, advertising, music, gestures, oral texts, newspaper and magazine articles, letters, and other forms of expression. Such discussions empower students to understand the impact on members of society that was intended by the text's creators. Language and communication are never neutral: they are used to inform, entertain, persuade, and manipulate.

The literacy skill of *metacognition* supports students' ability to think critically through reflection on their own thought processes. Acquiring and using metacognitive skills has emerged as a powerful approach for promoting a focus on thinking skills in literacy and across all disciplines, and for empowering students with the skills needed to monitor their own learning. As they reflect on their strengths and needs, students are encouraged to advocate for themselves to get the support they need in order to achieve their goals. In FSL, a metacognition expectation is included in each of the four strands – Listening,

Speaking, Reading, and Writing. Students therefore develop metacognitive skills that are specific to each strand. Initially, students may find themselves relying on their first language in this process. However, through ongoing modelling and practice, students will develop proficiency in using French to reflect on their thinking processes as well as on their skill in using the French language.

### **Inquiry Skills**

Inquiry and research are at the heart of learning in all subject areas. In FSL courses, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. As they advance through the grades, they acquire the skills to locate and gather relevant information from a wide range of print and electronic sources, including books, periodicals, dictionaries, encyclopedias, interviews, videos, and relevant Internet sources. The questioning they practised in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways.

In FSL, students develop their inquiry skills when they are required to reflect on what they have learned, how they have come to know what they have learned, and what other resources they may need to consult to reach an informed conclusion.

The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.

### **Numeracy Skills**

The FSL program also builds on, reinforces, and enhances numeracy, particularly in areas involving problem solving, data management, and graphing. For example, calculations and graphing are often used when reporting the results of surveys or exploring everyday financial transactions or plans. In addition, clear, concise communication within verbal text often involves the interpretation and use of diagrams, charts, and tables.

## **THE ROLE OF THE SCHOOL LIBRARY IN THE FRENCH AS A SECOND LANGUAGE PROGRAMS**

The school library program can help build and transform students' knowledge in order to support lifelong learning in our information- and knowledge-based society. The school library program supports student success across the FSL curriculum by encouraging students to read widely, teaching them to examine and read many forms of text for understanding and enjoyment, and helping them improve their research skills and effectively use information gathered through research.

The school library program enables students to:

- develop a love of reading for learning and for pleasure;
- acquire an understanding of the richness and diversity of artworks, fiction, and informational texts produced by French-speaking artists and writers in Canada and around the world;

- obtain access to programs, resources, and integrated technologies that support all curriculum areas;
- understand and value the role of public library systems as a resource for lifelong learning.

The school library program plays a key role in the development of information literacy and research skills. Teacher-librarians, where available, collaborate with classroom or content-area teachers to design, teach, and provide students with authentic information and research tasks that foster learning, including the ability to:

- access, select, gather, process, critically evaluate, create, and communicate information;
- use the information obtained to explore and investigate issues, solve problems, make decisions, build knowledge, create personal meaning, and enrich their lives;
- communicate their findings to different audiences, using a variety of formats and technologies;
- use information and research with understanding, responsibility, and imagination.

In addition, teacher-librarians can work with teachers of FSL to help students:

- develop literacy in using non-print forms, such as the Internet, CDs, DVDs, and videos, in order to access information, databases, demonstrations, and a variety of texts and performances in French;
- design inquiry questions for research for FSL projects;
- create and produce single-medium or multimedia presentations.

Teachers of FSL are also encouraged to collaborate with both local librarians and teacher-librarians on collecting digital, print, and visual resources for projects (e.g., culture-specific image collections; informational videos; CDs of French music; and DVDs of French-language films and plays as well as documentaries on the history and culture of French-speaking societies around the world). Librarians may also be able to assist in accessing a variety of online resources and collections (e.g., professional articles, image galleries, videos).

In addition to resource materials in the school library, teachers may be able to access specialized libraries of copyright-free authentic texts in French, including audiobooks and music from a variety of cultures in which French is spoken. Teachers need to discuss with students the concept of ownership of work and the importance of copyright in all forms of media.

## **THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY IN THE FRENCH AS A SECOND LANGUAGE PROGRAMS**

Information and communications technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support student learning. ICT tools include multimedia resources, databases, websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. ICT can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

The integration of ICT into the FSL programs represents a natural extension of the learning expectations. Current technologies are useful as both research and reference tools. For example, online dictionaries, thesauri, encyclopedias, and other reference works may be helpful tools for students when conducting research or editing and revising their work. Through ICT, teachers and students can also access authentic texts – including broadcasts, music, blogs, newspapers, magazines, dialogues, and advertisements – by French-speaking people from a variety of cultures in Canada and around the world.

Whenever appropriate, students should be encouraged to use ICT to support and communicate their learning. For example, students working individually or in groups can use computer technology and/or websites to gain access to authentic French-language materials, such as those listed above. They can also use portable storage devices to store information, as well as CD-ROM and DVD technologies and digital cameras and projectors to organize and present the results of their research and creative endeavours to their classmates and others.

Although the Internet is a powerful learning tool, there are potential risks attached to its use. All students must be made aware of issues related to Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred.

ICT tools are also useful for teachers in their teaching practice, both for whole-class instruction and for the design of curriculum units that contain varied approaches to learning in order to meet diverse student needs. A number of educational software programs to support learning in FSL are licensed through the ministry and are listed at [www.osapac.org/db/software\\_search.php?lang=en](http://www.osapac.org/db/software_search.php?lang=en).

## **THE ONTARIO SKILLS PASSPORT: MAKING LEARNING RELEVANT AND BUILDING SKILLS**

The Ontario Skills Passport (OSP) is a free, bilingual, web-based resource that provides teachers and students with clear descriptions of the “Essential Skills” and work habits important in work, learning, and life. Teachers planning programs in FSL can engage students by using OSP tools and resources to show how what they learn in class can be applied in the workplace and in everyday life.

The Essential Skills identified in the OSP are:

- Reading Text
- Writing
- Document Use
- Computer Use
- Oral Communication
- Numeracy: Money Math; Scheduling or Budgeting and Accounting; Measurement and Calculation; Data Analysis; and Numerical Estimation
- Thinking Skills: Job Task Planning and Organizing; Decision Making; Problem Solving; Finding Information; and Critical Thinking

Work habits specified in the OSP are: working safely, teamwork, reliability, organization, working independently, initiative, self-advocacy, customer service, and entrepreneurship.

Essential Skills, such as Reading Text, Document Use, and Problem Solving, are used in virtually all occupations and are the foundation for learning other skills, including technical skills. OSP work habits such as organization, reliability, and working independently are reflected in the learning skills and work habits addressed in the provincial report card. Essential Skills and work habits are transferable from school to work, independent living, and further education or training, as well as from job to job and sector to sector.

Included in the OSP are videos and databases that focus on everyday tasks and occupation-specific workplace tasks, which teachers can use to connect classroom learning to life outside of school. Teachers can also consult *A Guide to Linking Essential Skills and the Curriculum, 2009*, which illustrates how to integrate explicit references to Essential Skills into classroom activities as well as how to give feedback to learners when they demonstrate these skills.

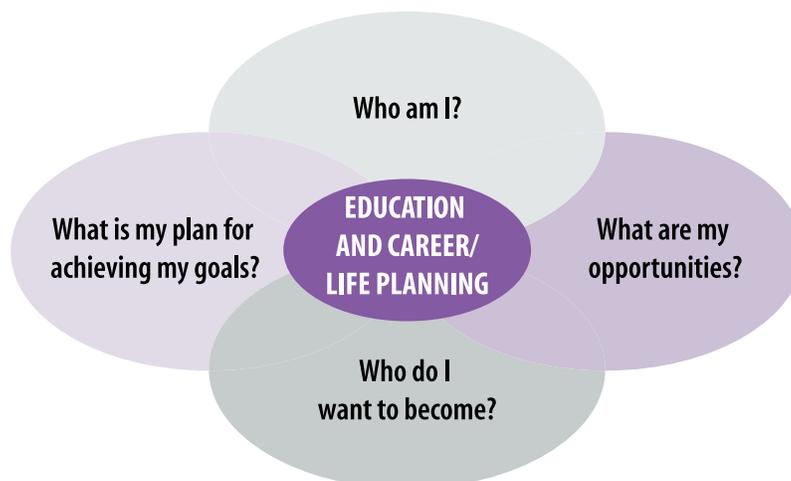
For further information on the Ontario Skills Passport, including the Essential Skills and work habits, visit <http://ontario.ca/skillspassport>.

## EDUCATION AND CAREER/LIFE PLANNING THROUGH THE FRENCH AS A SECOND LANGUAGE CURRICULUM

The goals of the Kindergarten to Grade 12 education and career/life planning program are to:

- ensure that all students develop the knowledge and skills they need to make informed education and career/life choices;
- provide classroom and school-wide opportunities for this learning; and
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

The framework of the program is a four-step inquiry process based on four questions linked to four areas of learning: (1) knowing yourself – Who am I?; (2) exploring opportunities – What are my opportunities?; (3) making decisions and setting goals – Who do I want to become?; and, (4) achieving goals and making transitions – What is my plan for achieving my goals?



Classroom teachers support students in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four inquiry questions, that allow them to apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self-directed planners. The curriculum expectations in FSL provide opportunities to relate classroom learning to education and career/life planning that will prepare students for success in school, work, and life.

## **COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING**

Planned learning experiences in the community, including job shadowing and job twinning, field trips, work experience, and cooperative education, provide students with opportunities to see the relevance of their classroom learning in a work setting, make connections between school and work, and explore a career of interest as they plan their pathway through secondary school and on to their postsecondary destination. In addition, through experiential learning, students develop the skills and work habits required in the workplace and acquire a direct understanding of employer and workplace expectations.

Experiential learning opportunities associated with various aspects of the FSL curriculum help broaden students' knowledge of employment opportunities in a wide range of fields, including interpreting, translating, and publishing and other media-related industries.

Students who choose to take a two-credit cooperative education program with an FSL course as the related course are able, through this package of courses, to meet the Ontario Secondary School Diploma additional compulsory credit requirements for Groups 1, 2, and 3.

Policies and guidelines regarding workplace opportunities, including job shadowing, work experience, and cooperative education, are outlined in *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*, available on the ministry website, at [www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf](http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf).

For guidelines to ensure the provision of Workplace Safety and Insurance Board (WSIB) coverage for students who are at least fourteen years of age and are on work placements of more than one day, see Policy/Program Memorandum No. 76A, "Workplace Safety and Insurance Coverage for Students in Work Education Programs" (September 2000), at [www.edu.gov.on.ca/extra/eng/ppm/76a.html](http://www.edu.gov.on.ca/extra/eng/ppm/76a.html). Teachers should also be aware of the minimum age requirements outlined in the Occupational Health and Safety Act for persons to be in or working in specific workplace settings.

## **PLANNING PROGRAM PATHWAYS AND PROGRAMS LEADING TO A SPECIALIST HIGH SKILLS MAJOR**

FSL courses are well suited for inclusion in Specialist High Skills Majors (SHSMs) or in programs designed to provide pathways to particular apprenticeship, college, university, or workplace destinations. In some SHSM programs, courses in this curriculum can be bundled with other courses to provide the academic knowledge and skills important to

particular economic sectors and required for success in the workplace and postsecondary education, including apprenticeship training. FSL courses can serve as the in-school link with cooperative education credits that provide the workplace experience required not only for some SHSM programs but also for various program pathways to postsecondary education, apprenticeship training, and workplace destinations.

## **HEALTH AND SAFETY IN THE FRENCH AS A SECOND LANGUAGE PROGRAMS**

As part of every course, students must be made aware that health and safety are everyone's responsibility – at home, at school, and in the workplace. Teachers must model safe practices at all times and communicate safety requirements to students in accordance with school board and Ministry of Education policies and Ministry of Labour regulations.

Concern for safety should be an integral part of instructional planning and implementation. Teachers should follow board safety guidelines to ensure that students have the knowledge and skills needed for safe participation in all learning activities. Wherever possible, potential risks must be identified and procedures developed to prevent or minimize incidents and injuries. In a safe learning environment, the teacher will:

- be aware of up-to-date safety information;
- plan activities with safety as a primary consideration;
- observe students to ensure that safe practices are being followed;
- have a plan in case of emergency;
- show foresight;
- act quickly.

Health and safety issues not usually associated with FSL education may be important when the learning involves field trips. Out-of-school field trips can provide an exciting and authentic dimension to students' learning experiences, but they also take the teacher and students out of the predictable classroom environment and into unfamiliar settings. Teachers must preview and plan these activities carefully to protect students' health and safety.



# THE CORE FRENCH PROGRAM, GRADES 9 TO 12

# Core French, Grade 9

Academic

FSF1D

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Minimum of 600 hours of French instruction, or equivalent

## Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

# A. LISTENING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### A1. Listening to Understand

By the end of this course, students will:

#### A1.1 Using Listening Comprehension

**Strategies:** identify a range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., *activate prior knowledge; preview a list of words to listen for; use context and background knowledge to make inferences while listening; take notes while listening to help them recall the information later; use a graphic organizer to help them organize ideas after listening to a text*)

**Teacher prompts:** “Comment le fait de faire des liens avec tes expériences personnelles t’aide-t-il à comprendre le texte?” “Comment le fait de connaître le sujet du texte t’aide-t-il à prédire le vocabulaire et les détails importants?” “Comment une liste de contrôle peut-elle t’aider à faire ressortir les idées clés d’un texte sonore?”

#### Instructional tips:

(1) Teachers can provide a daily oral warm-up routine that allows multiple opportunities for students to hear and respond to questions using different tenses and language structures (e.g., “Comment te sens-tu aujourd’hui?”, “Qu’est-ce que tu as fait hier soir?”, “Qu’est-ce que tu as regardé à la télévision?”, “As-tu aimé l’émission? Pourquoi?”, “Qu’est-ce que tu feras ce soir?”).

(2) During a read-aloud, teachers can encourage students to listen for temporal adverbs, such as “aujourd’hui”, “hier”, and “demain”, and verb tenses, such as *passé composé*, *présent*, and *futur*, to distinguish between past, present, and future events.

(3) Teachers can encourage students to infer the meaning of new and unfamiliar words based on the surrounding words and sentences (e.g., “débuter”: “L’année débute le 1<sup>er</sup> janvier”), and words in the same family.

**A1.2 Demonstrating Understanding:** demonstrate an understanding of the purpose and meaning of oral French texts about new and familiar topics, with contextual and visual support (e.g., *identify essential information from recorded messages, songs, audio webcasts, and live presentations; deduce the subjects being taught after hearing excerpts from lessons that include unfamiliar vocabulary; extract key points from an oral text about an environmental issue; compare the information or ideas in two oral texts on the same topic; listen to a dialogue set in an airport and use the context to help them determine the meaning of new words; trace the route to a location in their community while listening to directions; paraphrase an oral text*)

**Teacher prompts:** “Quelles sont les idées principales de cette présentation?” “Que dois-tu faire

avec l'information présentée dans le message téléphonique?" "Comment peux-tu montrer ta compréhension?"

**Instructional tips:**

(1) Teachers can suggest that students listen for linking words (e.g., "premièrement", "avant tout", "mais", "cependant", "pourtant", "malgré", "tandis que") and identify how they highlight or delineate the relationships among key ideas.

(2) Teachers can encourage students to listen for specific information, vocabulary, and expressions related to part-time work (e.g., "gardienne d'enfants", "livreur de journaux", "caissier", "responsable", "intuitif", "débrouillard", "honnête", "disponible", "emploi à temps partiel", "prendre en charge", "mettre à jour les fichiers") to develop their understanding of the responsibilities of and qualifications for jobs.

## A2. Listening to Interact

By the end of this course, students will:

### A2.1 Using Interactive Listening Strategies:

identify and use interactive listening strategies to suit a variety of situations while participating in structured and guided social and academic interactions (e.g., *use culturally appropriate body language and eye contact when listening during a discussion; take turns speaking and avoid interrupting others during an informal discussion or debate; clarify and confirm the messages in a presentation by commenting and asking questions afterwards; express interest during a discussion with peers; use think-pair-share sessions to discuss new topics with a peer; respond to directions by action, writing a note, or drawing on a map*)

**Teacher prompts:** "Pourquoi dois-tu regarder tes auditeurs dans les yeux?" "Qu'est-ce qui t'aide à poser des questions pertinentes pendant une conversation ou après une présentation?" "Comment peux-tu mieux participer à la discussion?" "Qu'est-ce qui t'aide à anticiper les réponses des autres pendant une conversation?"

**Instructional tip:** Teachers can encourage students to work in pairs, with one student formulating questions related to the answers provided by his or her partner (e.g., "Lait": "Comment s'appelle le liquide produit par les vaches?", "Quelle est la boisson que les enfants prennent souvent avec leur collation?", "Quel est l'alimentation indispensable pour les bébés?").

**A2.2 Interacting:** respond with understanding to what others say while participating in a variety of structured and guided interactions about new and familiar topics, in formal and informal situations (e.g., *formulate questions in response to a peer's statements about personal information, interests, and/or experiences; participate in paired and small-group conversations on familiar topics, such as healthy eating or environmental issues in their community; respond to statements and questions of others during a role play; share with a partner feelings evoked when listening to a multimedia text; provide constructive feedback during a peer conference*)

**Teacher prompts:** "Quelles questions peux-tu poser afin de prolonger une discussion?" "Comment intègres-tu les mots employés par ton partenaire dans tes commentaires pour lui fournir une rétroaction appropriée?" "Quelles informations t'aident à former une opinion pendant une discussion?"

**Instructional tips:**

(1) Teachers can suggest that students listening to a dialogue identify commonly used verbs (e.g., "venir", "aller", "mettre", "savoir", "voir", "prendre") and reflexive verbs (e.g., "se lever", "se brosser", "s'habiller") and the contexts in which they are used (e.g., "Je vais au cinéma, tu viens?", "Je me réveille tôt le matin, et toi, à quelle heure te réveilles-tu?").

(2) Teachers can review a variety of negative forms (e.g., "ne...jamais", "ne...plus", "ne...rien", "ne...personne") and encourage students to use them to respond appropriately in their interactions.

(3) Teacher can encourage social interaction by providing opportunities for students to react to and express themselves on familiar topics (e.g., pairs of students could describe their bedrooms to each other, using expressions such as "par terre", "sur le mur", "contre le mur", "sur le meuble", "sous un meuble", "dans l'armoire", "sur l'étagère", "derrière le lit").

### A2.3 Metacognition:

(a) describe strategies they found helpful before, during, and after listening;  
 (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., *identify practices that helped them to understand and allowed them to interact more effectively during a discussion; determine next steps after assessing the effectiveness of the listening strategies they use most often*)

**Teacher prompts:** "Quelles stratégies t'aident à bien t'organiser avant et pendant l'exercice

d'écoute?" "Quelles stratégies t'aident à mieux te rappeler les points importants?" "Quelles questions te poses-tu pour vérifier que tu as bien compris le message?" "Quelles autres stratégies aimerais-tu essayer (p. ex., aspects réussis, pistes d'amélioration, moyens à adopter)? Pourquoi?"

**Instructional tips:**

(1) Teachers can clarify the learning goals and help students understand the success criteria related to students' use of context and background knowledge to make inferences while listening.

(2) Teachers can suggest that students use a checklist to track ways in which they use effective listening practices and that they review the list when reflecting on their listening strengths and areas in need of improvement.

### A3. Intercultural Understanding

By the end of this course, students will:

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *listen to commercials promoting the same product in different French-speaking communities in Africa or Asia, and identify specific differences; listen to various media clips describing family habits or teens' hopes and dreams, issues, and concerns in a French-speaking region, and draw comparisons with their own families; listen to music that would be heard at cultural festivals in French-speaking Africa or Asia, and compare it to the music played at a festival in their own community*)

**Teacher prompts:** "Comment les différentes communautés sont-elles représentées à travers la musique?" "Comment pourrais-tu comparer ta communauté à une communauté francophone en écoutant une émission de télévision régionale?"

**Instructional tips:**

(1) Teachers can encourage students to listen for the use of future tenses (e.g., *futur simple, futur proche*) in a video in which young French speakers from around the world discuss their hopes and dreams for the future.

(2) Teachers can ask students to listen for and list verbs in the *présent* commonly used to

express thoughts and feelings (e.g., "croire", "penser", "espérer") and can encourage them to use these verbs when discussing their own and other communities.

**A3.2 Awareness of Sociolinguistic Conventions:**

using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities\* (e.g., *identify variations in pronunciation and dialect; determine the context based on the speaker's use of formal or informal language registers; describe the messages conveyed by the language used in relation to gender in popular music; identify politeness conventions and forms of impoliteness; manage situations of intercultural misunderstandings and conflict; listen for and identify examples of borrowed words used in different French-speaking communities*)

**Teacher prompts:** "Quelles stratégies d'écoute te permettent d'identifier les différentes prononciations entendues entre deux personnes qui parlent français?" "Pourquoi la salutation que tu choisis est-elle importante lorsque tu rencontres quelqu'un pour la première fois?" "Dans quelle situation peut-on utiliser les expressions : 'À tout à l'heure', 'À tout de suite', 'À plus tard', 'À bientôt', 'À la prochaine'?"

**Instructional tip:** Teachers can have students listen for and identify various expressions of politeness (e.g., "Je vous en prie", "Pas de quoi/De rien", "Cela me fait plaisir", "Tous mes vœux de bonheur!", "Je suis content pour toi", "Toutes mes félicitations!", "Ce n'est pas grave", "Ça m'est égal", "Excusez-moi, je suis en retard", "Je m'excuse infiniment", "Je suis désolé", "C'est dommage!", "Quel dommage!").

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Africa and Asia) but are not expected to do so.

# B. SPEAKING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### B1. Speaking to Communicate

By the end of this course, students will:

#### B1.1 Using Oral Communication Strategies:

identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., *identify and clarify the purpose for speaking; record, listen to, and make adjustments to a presentation before sharing it in a large group; use appropriate intonation; repeat or paraphrase ideas to assist peers' understanding; when planning a presentation, create an outline of the main ideas and supporting details associated with their topic; compile and refer to a personal lexicon of expressions and phrases that can be helpful in a variety of situations; introduce the subject matter to the audience at the outset of a talk, and summarize the essential points at the end*)

**Teacher prompts:** “Comment peux-tu clarifier ton message?” “Comment peux-tu reformuler tes idées et ton message?”

#### Instructional tips:

- (1) Teachers and students can construct anchor charts together to support students' choice and use of oral communication strategies.
- (2) Teachers can demonstrate how linking words (e.g., “premièrement”, “cependant”, “avant”, “pourtant”) can be used to enhance clarity and coherence.

**B1.2 Producing Oral Communications:** produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about matters of personal interest and familiar and academic topics, with contextual, auditory, and visual support as appropriate (e.g., *critique a graphic novel, film, or video game; express ideas and opinions about current events and issues; express needs in everyday situations; speak about their interests and activities in school, their future plans, and/or their personal interests and pastimes outside of school*)

**Teacher prompts:** “Quelle est ton opinion? Comment la partageras-tu avec ton public?” “Comment vas-tu choisir la meilleure façon de partager tes plans pour l'avenir?” “Quel vocabulaire vas-tu choisir pour exprimer tes souhaits pour l'avenir?” “Comment vas-tu atteindre tes objectifs?”

#### Instructional tips:

- (1) Teachers can encourage students to use future tenses (e.g., *futur simple* and *futur proche*) when they are speaking about their hopes for the future.
- (2) Teachers can encourage students to use expressions with “avoir” to express personal needs (e.g., “avoir besoin de”, “avoir faim”, “avoir soif”, “avoir sommeil”, “avoir peur”,

“avoir envie de”) and phrasal verbs with the prepositions “à” and “de” (e.g., “assister à”, “répondre à”, “ressembler à”, “jouer de”, “faire de”, “essayer de”).

(3) Teachers can highlight various verbs that students can use when discussing their interests or activities (e.g., “aller”, “faire”, “savoir”, “voir”, “prendre”, “vouloir”, “pouvoir”) and can direct students to use them in the present tense when speaking about their personal interests outside of school.

**B1.3 Speaking with Fluency:** speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared communications about a range of familiar topics (e.g., *accurately pronounce known vocabulary when discussing personal interests; deliver a prepared and peer-assisted oral presentation at a smooth pace with appropriate phrasing and emphasis; reduce hesitations while participating in a group discussion about a researched topic; recite a piece of writing aloud, pausing as indicated by the punctuation*)

**Teacher prompts:** “Pourquoi faut-il planifier ton message avant de le partager avec un public?” “Comment améiores-tu ta précision et ta fluidité?” “Comment utilises-tu ta voix pour captiver ton public?” “As-tu un emploi à temps partiel? Combien d’heures par semaine travailles-tu?”

**Instructional tips:**

(1) Teachers can develop an oral daily routine in which they ask students to respond to questions (e.g., “Quelles nouvelles?”, “Comment es-tu venu à l’école ce matin?”, “Pour préparer un projet, comment fais-tu les recherches?”, “J’ai regardé...”, “Pourquoi est-il nécessaire de manger le petit déjeuner le matin?”, “Comment vas-tu étudier pour le grand test?”, “Comment t’habilles-tu pour aller à des noces?”, “Quand nettoies-tu ta chambre à coucher?”, “Pourquoi aimes-tu sortir avec tes amis?”, “Qui est ton idole et pourquoi?”) to help them overcome specific language barriers and enhance their proficiency.

(2) Teachers can model the correct pronunciation of liaisons (e.g., “Il est deux heures”), and can encourage students to practise them, especially in combinations involving pronouns (e.g., “Donnez-en trois à Jamal”) and the *passé composé* (e.g., “J’ai regardé...”, “Elle est entrée...”, “J’ai écouté...”, “Elle a parlé...”, “Nous avons déjeuné...”, “Nous sommes allés...”, “Vous avez expliqué...”, “Je n’ai pas compris...”, “Il est parti...”, “Je suis resté...”).

**B1.4 Applying Language Structures:** communicate their meaning clearly, using parts of speech and word order appropriately (e.g., *describe daily activities using appropriate verbs and time indicators and specify the time of the day; participate in informal discussions with peers about needs and wants; make a presentation using the five Ws about personal interests or familiar topics; role-play an interaction between a teacher and a student in a discussion about a problem, such as absenteeism, tardiness, or lateness of assignments*)

**Teacher prompts:** “Quel est votre emploi du temps de la semaine? Comment décris-tu tes activités quotidiennes?” “De quoi voudrais-tu parler avec tes camarades dans ton exposé oral? Pourquoi?”

**Instructional tips:**

(1) Teachers can have students use such verbs as “prendre” (as in “prendre le bus”, “prendre le petit-déjeuner”), “assister à”, “participer à”, “faire” (as in “faire de la natation”, “faire la cuisine”, “faire le ménage”), “jouer” (as in “jouer au basketball”, “jouer du piano”), “accompagner”, “aller chercher”, “lire”, and “passer la soirée”. Teachers also can model the use of time indicators for describing daily activities in the past, present, and future (e.g., “hier”, “demain”, “maintenant”, “le lendemain”, “dans trois jours”, “il y a cinq mois”, “l’année passée”, “ensuite”).

(2) Teachers can suggest that students make a presentation about a familiar topic using possessive adjectives (e.g., “Ma tante et mon oncle sont gentils, et leur maison est agréable”) and demonstrative adjectives (e.g., “Ce livre est intéressant et cette histoire est triste, mais cet extrait est ennuyant”), reinforcing that they must agree in gender and number with the noun that they modify.

(3) Teachers can have students use the comparative and superlative forms of “bon” and “bien” (e.g., “C’est un bon film”, “C’est un meilleur film”, “C’est le meilleur film”; “Elle s’habille bien”, “Tu t’habilles mieux”, “Je m’habille le mieux”).

## B2. Speaking to Interact

By the end of this course, students will:

**B2.1 Using Speaking Interaction Strategies:** demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of structured, guided, formal, and informal situations (e.g., *provide meaningful feedback in response to a peer’s presentation; encourage others during group discussions;*

bridge gaps in spoken communication with basic clarification and repair strategies, such as stopping and going back to clarify, or restating differently; use non-verbal cues, such as facial expressions and gestures, to highlight important ideas in their conversations; respond constructively to their partner's ideas and questions in think-pair-share sessions)

**Teacher prompts:** “Comment t’assures-tu que les membres de ton groupe vont être intéressés par ce que tu vas dire?” “Dans le but de te renseigner et de fournir une rétroaction à tes pairs, à quoi dois-tu faire attention lors d’une présentation orale?” “Comment pourrais-tu varier ton vocabulaire pour maintenir l’intérêt de ton public?”

**Instructional tip:** To help students in their interactions, teachers can model phrases that express agreement, disagreement, and lack of understanding (e.g., “Je suis d’accord parce que...”, “Je ne suis pas d’accord parce que...”, “Je ne comprends pas”), including those using a single object pronoun with simple and compound verbs (e.g., “Peux-tu le répéter, s’il te plaît?”, “Qu’est-ce que tu veux lui dire par...?”, “Je le vois”, “On leur parlera”).

**B2.2 Interacting:** exchange information, ideas, and opinions with the teacher and their peers in structured and guided spoken interactions about matters of personal interest and academic topics, with teacher modelling as appropriate (e.g., respond to the ideas and opinions of others in a conversation; role-play a situation where negotiation is required; respond to and formulate questions about familiar topics; participate in a discussion about family traditions)

**Teacher prompts:** “Quelles informations vas-tu inclure dans ton message?” “Quel langage utilises-tu quand tu dois négocier avec quelqu’un?” “Est-ce moins cher de louer une voiture que de prendre le train?”

**Instructional tips:**

(1) Teachers can encourage students to use expressions of quantity in dialogues with peers about family traditions (e.g., “Chez nous, on mange du pain, du poulet et de la sauce au dîner, mais chez mes voisins, ils ne mangent pas de poulet”).

(2) Teachers can suggest that students use conjunctions (e.g., “et”, “mais”, “ou”, “parce que”, “car”, “donc”, “d’ailleurs”, “en effet”,

“ainsi que”, “donc”) in sentences describing personal preferences and interests.

(3) Teachers can encourage students to use comparative and superlative structures in conversation (e.g., “Est-ce que tu lis plus souvent qu’avant?”, “Est-ce que tu as moins de travail que l’année dernière?”, “Est-ce que tu parles mieux français qu’avant?”).

### B2.3 Metacognition:

(a) describe strategies they found helpful before, during, and after speaking to communicate effectively;

(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., make and record revisions to the form and content of speech using feedback from peers and the teacher)

**Teacher prompts:** “Quelles questions te poses-tu pour vérifier que tu t’es bien préparé?” “Comment identifies-tu tes forces et tes défis?” “Comment peux-tu améliorer tes productions orales?”

**Instructional tips:**

(1) Teachers can suggest that students prepare a checklist of speaking strategies (e.g., “Savoir pourquoi parler”, “Établir un contact quand on parle”, “Parler avec respect”, “Utiliser une posture et des gestes appropriés”, “Contrôler sa voix”).

(2) Teachers can suggest that students use transition words (e.g., “premièrement”, “deuxièmement”, “ensuite”) as they plan steps for continued improvement.

## B3. Intercultural Understanding

By the end of this course, students will:

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., talk about cultural events in French-speaking Africa and their importance to the local community; describe countries of origin of classmates and public personalities and use that information to trace how many may have French-speaking roots; prepare a presentation on various factors that affect a particular French-speaking region in Africa or Asia, such as historical events, climate,

*geography, the economy, and significant individuals; share with peers the similarities and differences between their own community and one presented in a French film or video)*

**Teacher prompts:** “Quelles célébrations au sein de différentes communautés francophones africaines ou asiatiques connais-tu maintenant? Qu’est-ce que cela révèle à propos du mode de vie des gens de ces communautés?” “Quels événements culturels attirent le tourisme?”

**Instructional tip:** Teachers and students can prepare a lexical bank that students can refer to when communicating about everyday life in different cultures (e.g., adjectives and adverbs for description, reflexive verbs for daily activities, nouns for places and housing).

### **B3.2 Awareness of Sociolinguistic Conventions:**

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities\* and use them appropriately in spoken interactions (e.g., *contrast the appropriate uses of certain expressions of formality or politeness, such as “je veux” vs “je voudrais”; offer and respond to greetings, invitations, compliments, and apologies*)

**Teacher prompts:** “Comment présenteras-tu la signification d’une nouvelle expression à tes camarades?” “Pourquoi faut-il tenir compte de son public pour choisir des expressions et un vocabulaire appropriés?”

**Instructional tips:**

(1) Teachers can encourage students to use some phrases in the *conditionnel présent* to express politeness (e.g., “j’aimerais”, “voudrais-tu”, “je préférerais”).

(2) Teachers can model the use of various polite expressions (e.g., “Merci beaucoup”, “C’est très gentil”, “Je vous en prie”, “Excusez-moi”, “Je regrette”, “Je suis désolé”, “Ce n’est pas grave”, “Ça ne fait rien”, “Ce n’est rien”) and can encourage students to use them in appropriate contexts.

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Africa and Asia) but are not expected to do so.

# C. READING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of authentic and adapted text forms in French, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### C1. Reading Comprehension

By the end of this course, students will:

#### C1.1 Using Reading Comprehension Strategies:

identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in modelled, shared, guided, and independent reading contexts (e.g., *skim through the first few sentences, paragraphs, or pages to activate prior learning and determine the main idea; make predictions before reading and ask questions during and after reading to test the accuracy of those predictions; make connections to other texts or to personal experiences; examine illustrations, pictures, and diagrams in the text to enhance their understanding of its main points; identify important facts and key details; make sketches to help them visualize the action in a scene; after a shared reading activity in a small group, use placemat activities to determine the major themes of the text; extract information from titles, subtitles, headings, and sidebars in a non-fiction text*)

**Teacher prompts:** “Comment est-ce que les images et les diagrammes t’aident à mieux comprendre l’idée principale de ce texte?” “Comment le fait de dessiner l’itinéraire sur un plan/ une carte t’aide-t-il à mieux comprendre l’information présentée dans la marche à suivre?” “Réponds aux questions que tu t’es posées avant de commencer à lire et vérifie tes prédictions dès que tu trouves les réponses dans le texte” “De quelles façons les titres, les sous-titres et les références dans les marges d’un texte informatif t’aident-ils à extraire l’information pertinente?”

**Instructional tip:** Teachers can encourage students to ask themselves questions before, during, and after reading to promote deeper thinking (e.g., “À quelle situation me fait penser le texte?”, “Qui sont les personnages? Quelles sont leurs motivations et leurs valeurs?”, “Quels groupes de personnes sont représentés? Lesquels sont mis de côté?”, “Quel est le point de vue de l’auteur? Comment est-ce que je le sais?”).

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of student- and teacher-selected French texts about academic and personally relevant topics (e.g., *record key information and supporting details from brochures or posters; dramatize key events in a text about current events or a social or environmental issue; create an illustration depicting the main conflict in a short story or novel; summarize the opinions and evidence that a newspaper column offers to support its points about recycling electronic devices; retell a scene or chapter from an alternative point of view; compare the experiences of a character in a story to their own experiences or to the experiences of a character in a different story; plan and budget for a trip using a bus or train schedule*)

**Teacher prompts:** “Comment démontres-tu que tu as compris les idées principales du texte?” “Comment peux-tu raconter cet événement d’un point de vue différent?” “Comment interprètes-tu un horaire de train?”

**Instructional tip:** Teachers can model the use of sequencing expressions (e.g., “en premier”, “ensuite”, “enfin”) when recounting the events in a text.

**C1.3 Reading with Fluency:** read a variety of French texts containing familiar names, words, and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., *read aloud with suitable emphasis and phrasing to dramatize a text for an audience; read a statement on a current event to peers, varying expression to reinforce meaning and using intonation in keeping with the punctuation*)

**Teacher prompts:** “Quelles stratégies utilises-tu pour lire une histoire à la classe et pourquoi?” “Comment est-ce que la ponctuation t’aide à lire?”

**Instructional tip:** Teachers can model rules of pronunciation during repeated interactive read-alouds (e.g., *elision: “Le ami becomes l’ami”, “La histoire becomes l’histoire”, “J’y vais”, “J’en veux deux”, “Des preuves d’amour”, “Il dort toujours jusqu’à midi”, “C’est l’été qu’Anne aime”; silent letters: “hier”, “mangent”, “nous”, “finalement”; liaison: “un petit enfant”, “les amis”, “deux amis”, “un grand ami”, “nous arrivons”*).

**C1.4 Developing Vocabulary:** use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions (e.g., *identify familiar words used in new contexts and explain their meaning; identify slang expressions and jargon, and research their meaning; identify words borrowed from other languages; use words in context to demonstrate their meaning; construct a word web listing the personality traits of a character; use understanding of context and parts of speech to deduce the meaning of unfamiliar words and expressions; use knowledge of roots, prefixes, and suffixes to help them determine the meaning of unfamiliar words; use French–English dictionaries to confirm the meaning of unfamiliar vocabulary*)

**Teacher prompts:** “Comment la toile de mots t’a-t-elle aidé à découvrir la personnalité du personnage principal?” “Parmi les nouveaux mots que tu as appris lesquels voudrais-tu réutiliser?” “Comment décrit-on la terminaison des verbes conjugués?” “Comment peut-on formuler une règle de conjugaison des verbes?”

**Instructional tips:**

(1) Teachers can model the use of adjectives and adverbs to describe the characteristics and behaviour of fictional characters.

(2) Teachers can use explicit instruction and contextual learning during modelled and shared reading to help students infer word meanings and build vocabulary.

(3) Teachers can direct students’ attention to the endings of verbs in the *futur simple* and formulate a rule for the verb stem and endings.

## C2. Purpose, Form, and Style

By the end of this course, students will:

### C2.1 Purposes and Characteristics of Text

**Forms:** identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., *the episodic plot of an adventure story creates suspense; links in a website lead the reader to related information*)

**Teacher prompts:** “Qu’est-ce que tu ajouterais à ce texte pour le rendre plus facile à suivre?” “Quels sont le message et l’intention de ce texte?” “Quelle est la différence entre un message publicitaire, une lettre amicale, une invitation et un message envoyés électroniquement?”

**Instructional tip:** Teachers can encourage students to study two different text forms dealing with the same subject to identify how form can affect the way authors present their messages.

### C2.2 Text Features and Elements of Style:

identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., *dialogue and descriptive words help a reader visualize characters in a narrative text; descriptive language and metaphors in song lyrics, short stories, and novels add vividness and evoke an emotional response; boldface type and colours emphasize key words in an advertisement; titles and subtitles are used to organize information in an article or a report*)

**Teacher prompts:** “Pourquoi est-ce que l’auteur a choisi d’inclure des titres et des sous-titres? Comment est-ce que cela t’aide à rechercher des renseignements spécifiques dans le texte?” “Pourquoi est-il important de lire les passages en petits caractères?” “Pourquoi le narrateur a-t-il utilisé *était/étaient* dans son texte?”

**Instructional tip:** Teachers can guide students to recognize the usage of the *imparfait* for describing an action or event in the past (e.g., the *imparfait* of “être” in “Hier soir, les filles étaient très belles au bal”).

### C2.3 Metacognition:

(a) describe strategies they found helpful before, during, and after reading to understand texts;  
(b) identify their areas of greater and lesser

strength as readers, and plan steps they can take to improve their reading skills (e.g., *keep a reading log and use it to analyse their reading trends; set goals to expand the variety of texts read; plan to incorporate newly acquired vocabulary in spoken and written contexts*)

**Teacher prompts:** “Quelles stratégies d’autocorrection utilises-tu lorsque tu ne comprends pas ce que tu lis?” “Pourquoi préfères-tu lire ce genre de texte?” “Comment vas-tu t’assurer de lire une variété de textes de différents formats (un communiqué de presse, un courriel, un article, une dépêche, etc.)?”

**Instructional tips:**

(1) Teachers can encourage students to refer to established success criteria when thinking about their strengths and weaknesses as readers (e.g., “Je peux identifier l’idée principale”, “Je suis capable de déterminer le sens des mots et expressions peu familiers”, “Je sais faire des liens avec mes connaissances antérieures”).

(2) Teachers can model the use of phrasal verbs followed by the prepositions “à” and “de” during discussions of students’ next steps as readers (e.g., “avoir besoin de”, “essayer de”, “répondre à”, “penser à”).

### C3. Intercultural Understanding

By the end of this course, students will:

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *conduct research to identify and describe significant landmarks in various French-speaking places in Africa and Asia; read travel brochures or information from websites about different French-speaking African or Asian regions and create a multimedia presentation on the cultural highlights of these regions; read a menu from a Moroccan or Lebanese restaurant to determine the extent to which the main dishes reflect the agriculture in the country that inspired the restaurant*)

**Teacher prompts:** “Comment commences-tu tes recherches sur la région francophone qui t’intéresse?” “Quelles informations sont pertinentes pour être incluses dans ton exposé?” “Comment t’assures-tu que l’information est fiable?” “Comment est-ce que les valeurs présentées par l’auteur influencent ton opinion?” “D’après toi, pourquoi parle-t-on français dans beaucoup de pays africains?” “Est-ce qu’il y a des pays en Afrique où on parle ta langue?” “Que sais-tu déjà au sujet de l’agriculture de cette région? Comment cela influence-t-il la spécialité de cette région?”

**Instructional tip:** Teachers can suggest that students make a word web with adjectives, nouns, and verbs related to the French-speaking region they are researching.

### C3.2 Awareness of Sociolinguistic Conventions:

identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities\* (e.g., *read a blog from someone in a French-speaking region to identify local colloquialisms; extract regional vocabulary from two children’s stories from different regions depicting a cultural celebration; read song lyrics by French-speaking artists to identify expressions specific to different regions*)

**Teacher prompts:** “Comment la lecture d’un blog te permet-elle d’identifier le vocabulaire familier d’une région?” “Comment l’auteur a-t-il incorporé le vocabulaire spécifique à cette région dans le texte à propos des célébrations culturelles?” “Quelles sont les expressions régionales utilisées dans les paroles de cette chanson? Comment est-ce que le message de l’auteur changera s’il a employé le français d’une autre région?”

**Instructional tip:** Teachers can encourage students to research the regionalisms, slang, and dialects used in different French-speaking communities and regions.

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Africa and Asia) but are not expected to do so.

# D. WRITING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### D1. Purpose, Audience, and Form

By the end of this course, students will:

#### D1.1 Identifying Purpose and Audience:

determine their purpose in writing and the audience for the French texts they plan to create (e.g., to record personal opinions and feelings in a journal entry; to inform others of the key ideas from a magazine or story in a blog; to compose a survey to find out about people's habits and routines related to environmental concerns such as recycling; to produce a brochure explaining a new [real or imaginary] innovative technology; to create a poster to promote an event in the community; to describe a significant Canadian personality or historical event in a guide for newcomers to Canada; to compose song lyrics with a particular message)

**Teacher prompts:** “Quels sont les buts et les avantages de communiquer en utilisant différentes formes de messages électroniques? Laquelle choisiras-tu pour communiquer ton message? Pourquoi?” “Comment peut-on représenter les expériences vécues d'une personne?” “Comment vas-tu t'assurer que ton niveau de langue (le vocabulaire et la grammaire) est adapté au sujet et au destinataire de ton travail écrit?” “Après avoir écouté la musique d'une chanson, sans paroles, comment le groupe a-t-il formulé son hypothèse par rapport au contenu du message de la chanson?”

#### *Instructional tips:*

- (1) Teachers and students can construct anchor charts together that identify possible audiences and outline various purposes for writing.
- (2) Teachers can encourage students to use impersonal expressions followed by the *infinitif* when considering what position they should take in their writing (e.g., “Il est possible de...”, “Il est important de...”, “Il est préférable de...”, “Il est nécessaire de...”, “Il est dommage de...”).

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, applying their knowledge of the basic structural and stylistic elements of each form (e.g., a biography of an important Canadian historical figure, such as an individual from a First Nation, Métis, or Inuit community; a critique of a work by their favourite artist; an analysis of information presented in a graph or chart in a report; a letter to the editor using persuasive language to convince adults to increase their environmental awareness; an email message inquiring about student loans for summer venture projects)

**Teacher prompts:** “Comment est-ce que tu choisis les mots/expressions justes pour exprimer tes sentiments et tes émotions dans un éditorial?” “Comment préfères-tu

présenter l'information? Quelle forme des textes te permet de respecter ton style d'apprentissage en écriture?"

**Instructional tips:**

- (1) Teachers can model the correct use of past tenses to describe historical events and can encourage students to use these tenses appropriately when describing events in a biography.
- (2) Teachers can encourage students to express their opinions and to use expressions such as "personnellement", "pour ma part", and "quant à moi" to highlight their personal beliefs.

**D1.3 Applying Language Structures:** communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., describe daily routines using common reflexive verbs; write a diary entry including verbs conjugated with "être" in the past tense; create effective compound sentences using conjunctions in a personal blog entry; make suggestions that promote diversity and inclusion in the school community using the impératif; provide instructions related to a personal hobby in a how-to manual or poster using the impératif and/or infinitif; describe favourite and familiar activities, people, places, and things in an autobiography using a variety of adjectives; express opinions in a comic strip about a social issue using a variety of positive and negative question forms; offer advice and make recommendations in an email or in a dialogue using pronouns to avoid repetition; express likes and dislikes using verbs of emotion)

**Teacher prompts:** "Pourquoi faut-il vérifier l'orthographe et la ponctuation dans vos travaux écrits?" "Quels mots et expressions t'aident à écrire des phrases plus complexes?" "Quand faut-il utiliser l'impératif ou l'infinitif dans une série d'instructions?"

**Instructional tips:**

- (1) Teachers can demonstrate how using a graphic organizer to sequence personal experiences, events, and activities can help students decide which verb tenses to use in their autobiographical writing.
- (2) Teachers can model the use of time indicators for past, present, and future events (e.g., "hier", "demain", "maintenant", "le lendemain", "dans trois jours", "il y a cinq mois", "l'année passée", "ensuite").
- (3) Teachers can help students improve the accuracy of their writing by directing their attention to the agreement of adjectives with nouns (e.g., "un fruit frais"/"une eau fraîche", "un examen final"/"une résolution finale", "une personne intuitive"/"des parents intuitifs") and verbs with their subjects (e.g., "Elle est allée

chez le médecin", "Les invités sont arrivés en fin de soirée").

- (4) Teachers can encourage students to incorporate the pronoun "y" to avoid repetition of place names when writing a dialogue (e.g., "En plus, tu vas au camp d'été au Québec? En effet, j'y vais pour améliorer mon français").

## D2. The Writing Process

By the end of this course, students will:

### D2.1 Generating, Developing, and Organizing

**Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., use guiding questions to identify the purpose and audience before writing; use graphic organizers to help them structure ideas; conduct background reading to expand their knowledge of a topic; sort ideas into logical order for an informational paragraph; record information in their own words or using images; pose questions to guide research; gather supporting information, ideas, and opinions from print and electronic sources; assess the accuracy and relevance of information and the reliability of sources)

**Teacher prompts:** "Comment un référentiel peut-il t'aider à rédiger un texte écrit?" "Quels outils et stratégies t'aident à développer des idées avant de commencer une production écrite?"

**Instructional tip:** Teachers can model the use of a variety of graphic organizers to structure ideas and information.

**D2.2 Drafting and Revising:** plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., use an editing checklist; reread their writing to determine where it might be necessary to add and reorder information to improve organization and clarify the message; discuss word choices during peer and teacher conferences and use feedback to help them improve precision; use words from a class word wall or personal lexicon; ensure the appropriate placement of words in a sentence)

**Teacher prompts:** "Comment la rétroaction de tes pairs peut-elle t'aider à réviser ton texte?" "Comment détermènes-tu les idées ou informations qui peuvent être éliminées de ton texte?" "Pourquoi est-il important de consulter une liste de vérification avant la finalisation de ta production écrite?" "Comment peux-tu varier la longueur et le style de phrases dans tes productions écrites?"

**Instructional tips:**

- (1) Teachers can demonstrate the use of linking words, such as "premièrement", "d'abord",

“après”, “ensuite”, “enfin”, and can encourage students to use such words to help them present their ideas logically.

(2) Teachers can direct students’ attention to expressions that can be used when introducing an opinion (e.g., “selon”, “d’après”), clarifying or emphasizing ideas (e.g., “en fait”, “en réalité”), or presenting an alternative point of view (e.g., “de l’autre côté”).

(3) Teachers can model the use of conditional sentences using “si” and the *présent*, followed by the *futur simple*, to show how students can vary their sentence structure (e.g., “Si je fais..., je serai...”, “Ils prendront le bus si la voiture ne marche pas”).

(4) Teachers can suggest that students add complexity to the relationship between ideas in their writing by using connecting words such as “parce que”, “car”, “ainsi”, “en effet”, “cependant”, and “en plus”.

**D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of their written work, and use a few elements of effective presentation to produce a polished product for publication (e.g., *ensure the images and words on a cover page support the message of the text; label diagrams, illustrations, and photographs appropriately*)

**Teacher prompts:** “Dans quelle mesure le modèle écrit de l’enseignant t’aide-t-il à raffiner tes idées?” “Comment les commentaires de tes pairs t’aident-ils à finaliser ta production écrite?”

**Instructional tip:** Teachers can encourage students to record feedback from their peers on current pieces of writing and to review it when revising new writing.

#### D2.4 Metacognition:

(a) describe strategies they found helpful before, during, and after writing;

(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., *use exit passes to reflect on the writing they have just completed; review their past work for commonly used expressions and plan to vary word choice*)

**Teacher prompts:** “Comment t’assures-tu que tu as inclus tous les éléments nécessaires pour finir la tâche?” “Dans la liste de stratégies que

tu as dressée pour écrire ton travail, quelle est celle que tu recommanderais à tes camarades de classe et pourquoi?”

#### Instructional tips:

(1) Teachers can encourage students to use a self-reflection tool (e.g., journal, organizer, checklist) to record the writing strategies they have used most effectively and to help them determine next steps.

(2) Teachers can guide students in using comparative and superlative adjectives and adverbs while they are reflecting on a writing task (e.g., “Est-ce que ma bonne copie est plus détaillée que le travail de préparation?”, “Est-ce que je travaille moins tout seul qu’en groupe?”).

### D3. Intercultural Understanding

By the end of this course, students will:

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *write an online encyclopedia article or blog entry summarizing interesting and important facts about a French-speaking African or Asian community; write a letter to an imaginary or real friend in Laos, Senegal, or Egypt asking questions about tourist destinations*)

**Teacher prompts:** “D’après toi, pourquoi parle-t-on français dans beaucoup de pays africains? Est-ce qu’il y a des pays en Afrique où on parle ta langue? Pourquoi?” “Comment le fait d’écrire au sujet des autres cultures t’aide-t-il à mieux te connaître?” “Comment peux-tu présenter tes commentaires en respectant les valeurs des autres?”

**Instructional tip:** Teachers can model the use of the relative pronouns “qui” and “que” to link ideas (e.g., “Ce sont nos propres valeurs qui sont importantes à nos yeux”, “Les valeurs sont des choses que nous nous efforçons de conserver”).

**D3.2 Awareness of Sociolinguistic Conventions:** identify sociolinguistic conventions associated with a variety of social situations in diverse

French-speaking communities,\* and use them appropriately in their written work (e.g., *create a comic strip using popular expressions particular to youth from a specific French-speaking region; create a picture book to explain the meanings of popular expressions to younger students; write notes to a friend and to a job interviewer or the school principal, adjusting the level of formality accordingly*)

**Teacher prompt:** “Comment exprimes-tu un point de vue personnel en français dans un registre familier, standard ou soutenu? Quelle est la différence? Comment fais-tu ton choix?”

**Instructional tip:** Teachers can encourage students to use informal and formal expressions in appropriate contexts when expressing opinions and making suggestions (e.g., *informal:* “Je trouve ça génial”, “Ce garçon est sympa”, “C’est chouette”, “C’est moche”, “Ces ados-là sont...”; *standard:* “Je trouve que cette affaire est affreuse...”, “Je souhaite...”, “Je présente...”, “Je suggère que...”, “Je propose...”; *formal:* “Veuillez agréer, Madame, l’assurance de mes meilleurs sentiments”, “Nous vous prions d’agréer, Monsieur, nos salutations distinguées”).

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\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Africa and Asia) but are not expected to do so.

# Core French, Grade 9

Applied

FSF1P

This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Minimum of 600 hours of French instruction, or equivalent

## Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

# A. LISTENING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### A1. Listening to Understand

By the end of this course, students will:

#### A1.1 Using Listening Comprehension

**Strategies:** identify a range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., *clarify the purpose for listening; before listening to a text, make predictions based on the topic and illustrations provided; listen to a text multiple times to monitor and repair comprehension; make connections to background knowledge and personal experiences; identify cognates and familiar words; focus on the main idea, key information, and supporting details while listening to a text; record notes while listening to help them summarize information afterwards*)

**Teacher prompts:** “Comment est-ce que tu devines le sens d’un message sans comprendre tous les mots?” “Quels sont les mots apparentés qui t’aident à comprendre le message?” “Pourquoi penses-tu que c’est important d’écrire des notes en écoutant un texte?”

**Instructional tips:**

(1) Teachers can ask students to listen for “il y a” and “c’est” in a dialogue to enhance their understanding of differences in their use (e.g., “Il y a un bon film à la télévision”, “Il n’y a pas de problème”, “C’est un film intéressant”, “Ce n’est pas gentil de bavarder pendant le visionnage”).

(2) To help students enhance their comprehension, teachers can provide lists of true or semi-true cognates spelled, although not

pronounced, identically in French and English (e.g., “une nation”, “un festival”, “des salutations”, “impulsive”, “verbal”, “admire”).

**A1.2 Demonstrating Understanding:** demonstrate an understanding of the purpose and meaning of oral French texts about new and familiar topics, with contextual and visual support (e.g., *extract key ideas and new vocabulary from recorded messages, songs, or audio webcasts; identify relevant information in an oral description related to personal interests; identify common phrases in dialogues; follow oral instructions to perform a sequence of tasks; restate the principal message of an audio text in their own words; dramatize the events described in a text after listening; listen to a dialogue set in a restaurant and use the context to help them determine the meaning of new words; write down on an exit ticket three things they learned during a presentation; transform the information into a new form, such as a poster, brochure, or electronic text, to confirm understanding of the message*)

**Teacher prompts:** “Quel est le message principal du texte? Quel symbole peut représenter ce message?” “Quel est le point de vue de l’individu qui parle? Comment le sais-tu?”

**Instructional tips:**

(1) Teachers can encourage students to listen for temporal adverbs (e.g., “avant”, “après”, “premièrement”) in instructions to help them perform elements of a task in the right order.

(2) Teachers can ask students to listen for and record sentences that request information, to help them understand different ways of

structuring questions in a conversation (e.g., “J’ai quatorze ans, et toi?”, “Et toi, qu’est-ce que tu feras à l’âge de dix-huit ans?”, “Je prends un chocolat chaud, et toi?”, “Et toi, qu’est-ce que tu prendras comme boisson?”).

(3) Teachers can suggest sentence starters that students can use when expressing what they have heard in a listening text (e.g., “J’apprends de nouveaux mots...”, “Dans ce texte, il y a...”, “C’est un message triste...”, “Ce sont des instructions, car...”).

## A2. Listening to Interact

By the end of this course, students will:

### A2.1 Using Interactive Listening Strategies:

identify and use interactive listening strategies to suit a variety of situations while participating in structured and guided social interactions and interactions about everyday matters (e.g., *demonstrate an understanding of when to speak and when to listen; during a dialogue with a peer, paraphrase statements made by their partner and verify the accuracy of the paraphrase with him or her; clarify and confirm the messages in a presentation by commenting and asking questions afterwards; create a mental image of a message to make its meaning more vivid; repeat key information to express understanding of the oral text, in paired and small-group sessions; during a conversation, focus on tone of voice, intonation, facial expression, body language, and cognates to help them understand what others are saying*)

**Teacher prompts:** “Pourquoi est-il important de reformuler les instructions de l’enseignant aux membres de ton groupe avant de commencer la tâche?” “Que fais-tu pour clarifier et comprendre un message?”

**Instructional tip:** Teachers can demonstrate the use of conjunctions and other linking words (e.g., “donc”, “et”, “car”, “ensuite”, “mais”) and encourage students to use them when paraphrasing what they have heard.

**A2.2 Interacting:** respond with understanding to what others say while participating in a variety of structured and guided interactions about new and familiar topics, in formal and informal situations (e.g., *make plans for the weekend with friends; participate in paired and small-group conversations on familiar topics, such as recycling*

*or eating habits; in a small group, discuss what items are found in their favourite stores, as well as other reasons for liking these stores; listen to a peer’s description of his or her family and ask questions to get to know them better; in pairs, discuss where to find a better price for a product*)

**Teacher prompts:** “Comment enrichis-tu ton vocabulaire français pour maintenir une conversation?” “De quelle façon les commentaires et les opinions d’un pair influencent-ils le travail de groupe?” “Comment développez-vous un meilleur esprit d’équipe?”

### Instructional tips:

(1) Teachers can review the use of adverbs formed from adjectives as well as the use of personal pronouns to replace nouns (e.g., “L’écureuil est rapide, il court rapidement”, “Mon frère est impulsif, il dépense impulsivement”, “Les tortues sont lentes, elles marchent lentement”, “Mark est sérieux, il travaille sérieusement”) and can encourage students to use them when paraphrasing statements during their interactions with others.

(2) Teachers can encourage students to listen during interactions for familiar and new words and expressions that they can use in their own oral and written work.

### A2.3 Metacognition:

(a) describe strategies they found helpful before, during, and after listening  
 (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., *describe which listening strategies helped them contribute to a group discussion*)

**Teacher prompts:** “Comment le fait d’observer une interaction peut-il t’aider à identifier tes points forts et tes défis?” “Quelles stratégies d’écoute utilises-tu le plus souvent pendant tes conversations et pourquoi?”

### Instructional tips:

(1) Teachers can demonstrate the use of sentence starters that students can use when self-assessing their listening skills (e.g., “Je peux reconnaître...”, “Je peux comprendre...”, “Je suis capable de...”).

(2) Teachers can involve students in planning and goal setting, monitoring their own progress, and adapting new strategies as needed to develop effective listening habits.

### A3. Intercultural Understanding

By the end of this course, students will:

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *listen to accounts of seasonal and/or holiday traditions in various French-speaking communities in Africa or Asia and relate them to their own; listen to songs from a particular French-speaking community and determine how the lyrics and elements of music, such as rhythm, tempo, and beat, are used to communicate a message*)

**Teacher prompts:** “Qu’est-ce que tu as appris à propos de cette communauté francophone? En quoi est-ce que leurs traditions sont semblables aux tiennes? En quoi sont-elles différentes?”  
 “Comment comprends et respectes-tu les valeurs des autres cultures?” “Comment la chanson montre-t-elle les intérêts des jeunes?”

**Instructional tips:**

(1) Teachers can ask students to listen for and list verbs in the *présent* commonly used to express thoughts and feelings (e.g., “croire”, “penser”, “espérer”) and can encourage them to use these verbs when describing their own and other communities.

(2) Teachers can read song lyrics aloud and ask students to identify language that indicates the formality of the relationships described in them.

### A3.2 Awareness of Sociolinguistic

**Conventions:** using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities\* (e.g., *identify variations in pronunciation and dialect; introduce themselves in a variety of situations; describe the messages conveyed by the language used in relation to gender in popular music; identify different expressions of rejection, both positive [e.g., “C’est genial”] and negative [e.g., “Pas questions!”]; listen to identify different ways to express gratitude;*

*listen for and identify examples of borrowed words and anglicisms used in different French-speaking communities, such as “le shopping”, “le parking”, “le week-end”*)

**Teacher prompts:** “Quelles stratégies d’écoute te permettent d’identifier les différentes prononciations entendues entre deux personnes qui parlent français?” “Pourquoi le choix des mots est-il important lorsque tu rencontres quelqu’un pour la première fois?”

**Instructional tips:**

(1) Teachers can encourage students to identify in a dialogue the use of “vouloir” “pouvoir”, “devoir”, and “savoir” with the *infinitif* for polite negatives (e.g., “Je ne veux pas aller au cinéma”, “Tu ne peux pas chanter dans la rue”, “On ne doit pas faire...”, “Non, je ne sais pas danser”).

(2) Teachers can encourage students to use a variety of expressions of gratitude that are appropriate in different contexts (e.g., “Merci beaucoup”, “Merci bien”, “Merci mille fois”, “Mille fois merci”, “C’est vraiment gentil de ta part”, “Je te/vous remercie”, “Je te/vous remercie de tout cœur”, “Je ne sais pas comment te remercier”, “Je suis désolé”, “Je m’excuse”, “Excusez-moi”, “Ce n’est pas grave”).

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Africa and Asia) but are not expected to do so.

# B. SPEAKING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### B1. Speaking to Communicate

By the end of this course, students will:

**B1.1 Using Oral Communication Strategies:** identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (*e.g., allocate time to planning, mapping out, and practising a presentation; practise in front of a mirror to gain confidence before a presentation; rehearse a presentation with a partner before sharing it in a large group; use visuals to supplement and enhance a presentation; use gestures, body language, and facial expressions while speaking; repeat or paraphrase ideas to assist peers' understanding; use a variety of sentence structures to enhance the flow between ideas; take into consideration what classmates know about the topic when planning a presentation*)

**Teacher prompts:** “Qu’est-ce qui t’aide à mieux communiquer ton message au grand groupe?”  
“Comment est-ce que la rétroaction d’un pair t’aide à exprimer tes idées avec confiance?”  
“Que peux-tu faire lors d’une présentation pour vérifier la compréhension de ton message?”

**Instructional tip:** Teachers can review the skills that students need to assist each other when rehearsing a presentation, such as listening attentively, taking turns, considering different points of view, asking for clarification, and rephrasing ideas.

**B1.2 Producing Oral Communications:** produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about familiar, everyday matters and topics of personal interest, with contextual, auditory, and visual support as appropriate (*e.g., use supporting ideas to add detail to messages; provide straight-forward explanations using clear and uncomplicated statements; describe themselves, their home, and their community; express needs in everyday situations; speak about their interests and activities in school, their future plans, and/or their personal interests and pastimes outside of school; compare a scene from the original version of a movie to its remake using a teacher-generated template; report on the results of a newspaper or menu scavenger hunt in which students locate English words also used in French – “mots apparentés” – such as “à la carte”, “à la mode”, “à propos”, “déjà vu”, “vis-à-vis”, “art nouveau”, “bon voyage”, “chauffeur”*)

**Teacher prompts:** “Quel support visuel peut t’aider pendant ta présentation orale? Pourquoi?”  
“Quels sports préfères-tu? Est-ce que les médias jouent un rôle dans ton choix de sport? Comment?” “Où peut-on trouver un emploi à temps partiel?”

**Instructional tips:**

(1) Teachers can model the use of the *futur simple* and *futur proche* to articulate future plans and goals.

(2) Teachers can suggest that students use adverbs of place and time (*e.g., “hier”, “aujourd’hui”,*

“demain”, “avant”, “après”, “premièrement”) when discussing familiar topics.

(3) Teachers can direct students’ attention to the use of regular adjectives (e.g., “doué(e)”, “intelligent(e)”) and irregular adjectives (e.g., “vieux/vieille/vieil”, “beau/belle/bel”) to describe their role model or two characters – one male and one female – in their favourite movie.

**B1.3 Speaking with Fluency:** speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared communications about a range of familiar topics (e.g., *use pauses appropriately to accentuate personal preferences when describing food or music choices; raise pitch at the end of a sentence to ask a question; participate in a reader’s theatre*)

**Teacher prompts:** “Comment est-ce que tu te prépares pour une présentation?” “Sur quelle partie vas-tu mettre l’emphase pour divertir les autres?”

**Instructional tips:**

(1) Teachers can model the pronunciation and appropriate use of French expressions encountered in various texts so that students can use them without hesitation in daily communications.

(2) Teachers can work with students to help them distinguish the pronunciation of “je”, “j’ai”, and “j’aime” and can encourage them to use these words when expressing themselves on everyday topics (e.g., “Je joue au soccer”, “J’ai quatorze ans”, “J’ai regardé un film”, “J’aime le chocolat”).

**B1.4 Applying Language Structures:** communicate their meaning clearly, using parts of speech and word order appropriately (e.g., *describe daily activities and their personal interests, using commonly used verbs and time indicators; discuss their favourite movie or video games with peers, using “aller” and the construction “aimer faire”; make a presentation using the five Ws on a familiar topic; role-play an interaction between a customer and manager in a department store in which the customer expresses dissatisfaction with a product*)

**Teacher prompts:** “Comment parles-tu de tes loisirs ou de tes activités quotidiennes?” “Comment exprimes-tu ton mécontentement?”

**Instructional tips:**

(1) Teachers can ask students to use such commonly used verbs as “aller” (as in “aller au cinéma”, “aller à la piscine”), “jouer”, “aimer”,

“faire”, “écouter”, and “lire”. Teachers also can model the use of time indicators for describing daily activities, such as “aujourd’hui”, “après les cours”, and “le soir”.

(2) Teachers can model the use of verbs (e.g., “comprendre”, “répéter”, “expliquer”, “s’excuser”, “vouloir”, “dire”) in various situations, as well as the regular and negative *impératif* (e.g., “Restons ici, ne sortons pas!”).

## B2. Speaking to Interact

By the end of this course, students will:

**B2.1 Using Speaking Interaction Strategies:** demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of structured, guided, formal, and informal situations (e.g., *provide meaningful feedback in response to a peer’s presentation; establish and follow rules for participating in a group; recognize and respond to the preferred communication styles of peers; speak in turn; predict what might be heard and consider different expressions that might be used in response to vary the language in interactions; practise the use of expressions of courtesy such as “après toi!” and “tu permets?” during partner and group work; use clarification phrases when misunderstanding occurs in class; use non-verbal cues, such as facial expressions and gestures, to highlight important ideas in their conversations*)

**Teacher prompts:** “Comment te présentes-tu à un groupe de personnes dans un club de sport ou d’art dramatique?” “Comment peux-tu t’assurer que tu as bien compris les idées d’une autre personne avant de continuer?” “Quelles stratégies peuvent t’aider à communiquer ton message?” “Comment est-ce que tu décides quand parler et que dire?” “Comment est-ce que tu vérifies que les autres te comprennent bien pendant une discussion?”

**Instructional tips:**

(1) To help students ask for clarification, teachers can demonstrate the use of appropriate questioning phrases (e.g., “Que voulez-vous dire par...?”) and the *impératif* (e.g., “Je ne comprends pas. Répétez s’il vous plaît”, “Expliquez ce que vous voulez dire”).

(2) Teachers can model a series of responses using positive and negative constructions to indicate agreement or disagreement (e.g., “Je suis d’accord avec toi”, “Il n’est pas de ton avis”) and doubt (e.g., “Je ne suis pas sûr”,

“C’est vrai?”), and can encourage students to use these constructions in their discussions.

(3) Teachers and students can create a list of rules together for whole-class discussion to ensure shared responsibility for the classroom environment.

**B2.2 Interacting:** exchange information, ideas, and opinions with the teacher and their peers in structured and guided spoken interactions about everyday matters and topics of personal interest, with teacher modelling as appropriate (e.g., *respond to the ideas and opinions of others in brief conversations; respond to and formulate direct questions spoken slowly and clearly in non-idiomatic speech about personal details; role-play a challenging social situation and verbalize possible resolutions; exchange ideas with a peer about topics under study; summarize ideas in a group discussion; discuss the concept or notion of culture; discuss the cost of products or services of interest, such as sporting goods, campsites, or concert tickets*)

**Teacher prompts:** “Qu’est-ce qui t’aide à déterminer les points saillants de la présentation d’un pair?” “Comment sortiras-tu les idées principales de votre discussion de groupe?”

**Instructional tips:**

(1) Teachers can suggest that students use possessive adjectives (e.g., “ma”, “ton”, “ses”, “notre”, “votre”, “leur”) to indicate the ownership of objects that they are discussing with peers (e.g., “Où sont mes clés? Elles sont dans ta poche”, “Je ne trouve pas l’adresse de mon ami, est-ce que tu as son numéro de téléphone?”) and demonstrative adjectives (e.g., “Cette nuit j’ai bien dormi, ce matin je suis en forme, ce soir je vais chez mon ami, et toi?”).

(2) Teachers can help students develop their ability to express opinions by modelling questions using verbs that express a preference, such as “préférer”, “aimer”, “adorer”, “détester”, as well as questions using verbs that express a wish, such as “désirer”, “espérer”, “souhaiter”, “vouloir”.

**B2.3 Metacognition:**

(a) describe strategies they found helpful before, during, and after speaking to communicate effectively;

(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., *describe during a student-teacher conference how they self-monitor their speaking skills; make and record revisions to the form and content of speech using feedback from peers and the teacher; identify and*

*describe the key elements used by peers and others during oral presentations; set small, attainable goals to improve oral communication, increase confidence, and sustain motivation*)

**Teacher prompts:** “Quelles questions te poses-tu pour vérifier que ton message est clair, et quelles questions vas-tu utiliser la prochaine fois et pourquoi?” “Quelles stratégies t’aident à bien t’organiser avant et pendant que tu parles?” “Pourquoi est-ce important de contrôler sa voix quand on parle?”

**Instructional tip:** Teachers can encourage students to use adjectives and the *passé composé* when reflecting on their performance of an oral task (e.g., “Je suis fier/fière de moi parce que...”, “Ma partie préférée est...”, “J’ai appris que...”, “J’ai entendu/vu dans ma tête...”, “J’ai aimé...”, “J’ai moins aimé...”).

## B3. Intercultural Understanding

By the end of this course, students will:

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *research and speak about French cuisine around the world, such as a loko in Côte d’Ivoire; discuss differences and similarities in fashion and art from North African French-speaking communities and relate them to those in their own community; present research regarding a French-speaking musical artist or group; present an oral report summarizing some key factors [such as historical events, climate, geography, and significant individuals] affecting the francophone community in a particular region [such as Laos, Lebanon, French Polynesia, or the Philippines]; compare and contrast their own everyday life with that of individuals or groups from various French-speaking cultures*)

**Teacher prompts:** “Qu’est-ce que la cuisine d’une région francophone révèle sur le mode de vie des gens de cette communauté?” “Comment est-ce que tes nouvelles connaissances au sujet de cette communauté t’aideront à mieux comprendre comment interagir avec les gens de ce pays?” “Qu’est-ce qui t’aide à comprendre le sens et la valeur du point de vue d’autres personnes?”

**Instructional tip:** Teachers can suggest that students use prepositions indicating place

when they compare and contrast their own everyday life with that of their peers (e.g., “Chez moi, je vais à l’école tous les jours, parfois en fin de semaine je vais au cinéma et au restaurant avec mes amis, et chez toi, comment se passe-t-il?”).

### **B3.2 Awareness of Sociolinguistic Conventions:**

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities\* and use them appropriately in spoken interactions (e.g., *introduce themselves in a variety of situations; vary tone of voice according to the purpose and audience; contrast the appropriate uses of certain expressions of formality or politeness, such as “je veux” vs “je voudrais”*)

**Teacher prompts:** “Comment choisis-tu le ton (comique, tragique, lyrique, etc.) de ton message selon l’auditoire?” “Quelles expressions doit-on utiliser pour être poli?”

#### **Instructional tips:**

- (1) Teachers can suggest that students use phrases such as “selon moi”, “à mon avis”, “je pense que” when expressing their opinions.
- (2) Teachers can remind students to use expressions of courtesy in conversations (e.g., “Bonjour”, “Merci”, “De rien”, “Salut!”, “Bravo!”, “Excusez-moi, Madame!”, “Excuse-moi, Sandy!”).

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\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Africa and Asia) but are not expected to do so.

# C. READING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of authentic and adapted text forms in French, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### C1. Reading Comprehension

By the end of this course, students will:

#### C1.1 Using Reading Comprehension Strategies:

identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in modelled, shared, guided, and independent reading contexts (e.g., *preview the text by scanning to get a general sense of the subject; highlight key words to help them determine the main idea; make connections to personal experiences; examine illustrations, pictures, and diagrams to support their understanding of the text and/or make predictions about its message; make inferences based on knowledge of similar text forms; use visualization to clarify their impressions of the setting and/or characters; ask themselves questions to help activate prior knowledge; create sketches that reflect key ideas and/or new words or expressions; reread to confirm understanding*)

**Teacher prompts:** “Comment tes expériences personnelles t’aident-elles à analyser les personnages d’une histoire?” “Comment les éléments visuels t’aident-ils à comprendre un texte informatif?” “Pourquoi est-il important de se poser des questions avant, pendant et après une lecture?” “Quels passages as-tu relus pour bien comprendre les messages clés?”

**Instructional tip:** Teachers can encourage students to ask themselves questions before, during, and after reading to promote deeper thinking (e.g., “Est-ce que je connais une situation semblable à celle du texte?”, “Qui est le public

ciblé par le texte?”, “Qu’est-ce que l’auteur veut qu’on comprenne après avoir lu le texte?”, “Quels groupes de personnes sont représentés dans le texte? Lesquels sont mis de côté?”).

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of student- and teacher-selected French texts about everyday matters and personally relevant topics (e.g., *restate in proper sequence information found in newspaper articles, blogs, emails, text messages, or letters; record key information and supporting details from posters; dramatize key events in a text using props; mime the steps required to follow a recipe; illustrate the main conflict in a story using a story map; participate in teacher-led discussions about texts; retell the events of a scene or chapter in small groups; create a headline that summarizes the main idea of a newspaper article about a topic such as adolescent health and fitness or adolescent spending habits*)

**Teacher prompts:** “Quelles sont les idées principales du texte?” “Comment préfères-tu partager tes idées et tes opinions à propos des textes que tu lis?”

**Instructional tip:** Teachers can encourage students to state their opinion about information presented in texts using sentence starters such as “Selon le texte...”, “D’après l’article...”, and “L’auteur a constaté que...”.

**C1.3 Reading with Fluency:** read a variety of French texts containing familiar names, words, and expressions at a sufficient rate and with

sufficient ease to demonstrate that they understand the overall sense of the text (e.g., *read aloud with suitable emphasis and phrasing to dramatize a text for an audience; make reading aloud sound like speaking; divide text into logical sections/phrases when reading aloud*)

**Teacher prompts:** “Quelles techniques peux-tu utiliser pour lire une histoire à la classe?” “Comment as-tu lu le texte (p. ex., rapidement, lentement)?”

**Instructional tip:** Teachers can help students learn when to pronounce the ending of a word (e.g., “-ent” is silent in a verb suffix, as in “parlent”, but is pronounced when it is part of an adverb ending, as in “lentement”).

**C1.4 Developing Vocabulary:** use a variety of vocabulary acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions (e.g., *identify words borrowed from other languages; identify the relationships among words with the same root or origin, using a graphic organizer to sort the words; use visual elements from the text to assist them in determining the meaning of new vocabulary; infer the meaning of unfamiliar words by looking for words within larger words, similarities with familiar words, and known spelling patterns; use knowledge of roots, prefixes, and suffixes to help them determine the meaning of unfamiliar words*)

**Teacher prompts:** “Comment est-ce que ta langue maternelle te permet de comprendre de nouveaux mots?” “Comment les éléments visuels te permettent-ils d’acquérir un nouveau vocabulaire?” “Fais une liste des mots que tu connais déjà. Parmi les nouveaux mots que tu as appris, lesquels voudrais-tu réutiliser?”

**Instructional tips:**

(1) Teachers can encourage students to classify new vocabulary by part of speech to help them determine appropriate usage.

(2) Teachers can suggest that students list common verbs (e.g., “venir”, “aller”, “mettre”, “savoir”, “voir”, “prendre”) and frequently used reflexive verbs (e.g., “se lever”, “se brosser”, “s’habiller”) and identify ways in which they are used in different texts.

## C2. Purpose, Form, and Style

By the end of this course, students will:

### C2.1 Purposes and Characteristics of Text

**Forms:** identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., *the division of information into short sections in a how-to book helps readers learn a new skill; the separation of ingredients from cooking instructions in recipes helps readers assemble the components they need before they start to cook; images, short paragraphs, and bullet points on a website allow users to scan it for information*)

**Teacher prompts:** “Quel sera l’impact si l’auteur choisit un genre de texte différent?” “Si tu es l’auteur de ce texte, quel genre de texte choisiras-tu pour communiquer ce message?”

**Instructional tip:** Teachers can suggest that students look for and identify declarative and imperative sentences during shared, paired, or independent reading of recipes, as well as exclamatory and interrogative sentences on websites.

### C2.2 Text Features and Elements of Style:

identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., *photographs and diagrams in a non-fiction text support the main idea or enhance explanations; dialogue in speech bubbles and descriptions in captions in graphic novels and comic books reveal characters’ thoughts and provide information about the setting*)

**Teacher prompts:** “Quels sont les éléments de style que l’auteur a employés dans ce texte? Comment est-ce que cela t’aide à comprendre ses messages?” “Comment est-ce que le fait de connaître et de comprendre les éléments d’une bande dessinée t’aide à lire le texte?”

**Instructional tip:** Teachers can draw students’ attention to descriptions in biographies and newspaper and magazine articles to serve as models for speaking and writing about past events.

### C2.3 Metacognition:

- describe strategies they found helpful before, during, and after reading to understand texts;
- identify their areas of greater and lesser

strength as readers, and plan steps they can take to improve their reading skills (e.g., *keep a reading log to track their reading trends; analyse their reading log to determine preferred text forms and set goals to expand the variety of texts read*)

**Teacher prompts:** “Quels sont les textes que tu trouves faciles à comprendre d’habitude?” “Quelles stratégies utilises-tu lorsque tu ne comprends pas ce que tu lis?” “Quelles questions te poses-tu pour vérifier que tu as bien compris?”

**Instructional tips:**

(1) Teachers can highlight verbs and expressions that students can use when discussing their next steps as readers (e.g., “J’ai besoin de”, “Je pense que”, “Je suis capable de”, “Je peux”, “Je veux essayer”).

(2) Teachers can encourage students to use different forms of negation, such as “ne...pas”, “ne...jamais”, and “ne...plus” (e.g., “Je ne le sais pas”, “Je n’ai jamais pensé à ça”, “Je ne vais plus...”), as well as affirmative statements, when reflecting on what they read.

### C3. Intercultural Understanding

By the end of this course, students will:

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *conduct research to identify and describe significant landmarks in various French-speaking places in Africa and Asia; compare sports played in French-speaking countries to sports in their own community; read a menu from a Moroccan or Lebanese restaurant to determine whether the main dishes reflect the agriculture in the country that inspired the restaurant; research opportunities for learning French as an exchange student in different African and Asian countries and present their findings to the class*)

**Teacher prompts:** “Pourquoi est-ce que le site touristique sur lequel portent tes recherches est si important pour la communauté?” “Quelles sont les similarités et les différences entre les

sports au Canada et les sports en Asie ou en Afrique?” “Comment l’agriculture d’une région influence-t-elle les spécialités culinaires de la région en question (p. ex., la cuisine vietnamienne, marocaine ou libanaise)?”

**Instructional tip:** Teachers can ask students to identify similarities and differences between menus from Canadian and African restaurants (e.g., “apéritif”, “le plat principal”, “crêpes”, “olives”, “oignons”).

### C3.2 Awareness of Sociolinguistic Conventions:

identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities\* (e.g., *while reading, identify words and expressions unique to certain regions, such as the North African term “kif-kif”, which means “comme”, “c’est la même chose”, “semblable”, “pareil”; interpret abbreviations in electronic text such as “bjr : bonjour”, “auj : aujourd’hui”, “mr6 : merci”, “MDR : mort de rire”; identify the level of formality in letters by people from different French-speaking communities*)

**Teacher prompts:** “Pourquoi emprunte-t-on des mots à d’autres langues? Comment est-ce que les mots ou les expressions empruntés sont intégrés dans la langue française?” “Pourquoi utilise-t-on un langage différent dans une lettre à un ami que dans une lettre au Premier ministre du Canada?”

**Instructional tip:** Teachers can introduce and discuss French words and expressions from different regions to help students identify language that conveys the formality of the relationship between the writer and the intended reader.

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Africa and Asia) but are not expected to do so.

# D. WRITING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### D1. Purpose, Audience, and Form

By the end of this course, students will:

#### D1.1 Identifying Purpose and Audience:

determine their purpose in writing and the audience for the French texts they plan to create (e.g., to script a newscast; to create an online survey; to depict conflict between a superhero and villain in a comic strip or short graphic novel; to produce an engaging cover for a class magazine on a contemporary issue or trend; to express ideas about cell phone or Internet plans)

**Teacher prompts:** “Comment est-ce que ton choix d’actions, de vocabulaire et d’expressions pour le super héros et le vilain de ton histoire va montrer leurs traits de personnalité/leurs qualités?” “Explique l’image choisie pour la page couverture du journal d’étudiant.” “Comment prépares-tu un plan pour profiter pleinement du service Internet?”

**Instructional tip:** Teachers can encourage students to discuss the most appropriate verb tense(s) in which to write their newscast script.

- D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about everyday matters and personally relevant topics, applying their knowledge of the basic structural and stylistic elements of each form (e.g., a visual essay with captions on a current event or topic of personal

interest; a multimedia text demonstrating the benefits of daily physical activity; a diary entry on personal reactions to bullying; a blog review of a television show or movie; shopping lists detailing favourite items and their prices; a brief email or text message; a poem or song responding to an event in their lives; testimonials or quotes for an advertising campaign raising awareness about a social or environmental issue)

**Teacher prompts:** “Quels éléments visuels peux-tu inclure dans un texte pour persuader tes lecteurs?” “Comment le choix de mots et d’images peut-il influencer les émotions des lecteurs?” “Comment peux-tu passer d’une idée à l’autre dans un texte écrit?” “Comment peux-tu éviter la répétition d’un mot dans un paragraphe?”

#### Instructional tips:

- (1) Teachers can encourage the use of past tenses in a diary entry (e.g., *passé composé*: “Hier, mon ami est venu chez moi... nous sommes allés au cinéma... nous avons vu un film d’horreur... nous sommes rentrés très tard...”).
- (2) Teachers can review the correct placement of modifiers to guide students in writing a blog about the benefits of daily physical activity (e.g., “Sophie se rend à l’école à pied ou à bicyclette pour rester en bonne santé”).
- (3) Teachers can explain to students the use of linking words both to connect sentences and

to develop coherence within a paragraph (e.g., “premièrement”, “d’abord”, “ensuite”, “puis”, “donc”, “alors”, “car”, “mais”, “finalement”, “en conclusion”).

**D1.3 Applying Language Structures:** communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., describe their best day of the week using reflexive verbs; use the passé composé when preparing a statement about celebrities for a “guess who?” game to post in the classroom; create a video game, using the impératif for instructions; use a variety of adjectives to describe activities and celebrations from different cultures in their community when promoting diversity and inclusion on the school website; use appropriate tenses to describe work and volunteer experiences and future plans in an article for the school newsletter)

**Teacher prompts:** “Comment décris-tu ton jour de la semaine préféré ou ton moment de la journée le plus difficile?” “Partage tes idées avec deux camarades pour créer un jeu ‘Qui suis-je?’ et l’afficher dans la classe?” “Comment t’introduis-tu pour joindre un club? Quelles informations partageras-tu?”

**Instructional tips:**

(1) Teachers can demonstrate how using a graphic organizer to sequence personal experiences, events, and activities can help students decide which verb tenses to use in their autobiographical writing.

(2) Teachers can encourage students to use reflexive verbs when they describe in a blog their best day of the week or the most difficult moment of the day (e.g., “Samedi soir, après le dîner, je me promène avec les copains”, “Le moment de la journée le plus difficile, c’est quand je me réveille le matin”).

(3) Teachers can model positive statements using the *passé composé* to help students create a “guess who?” game (e.g., “Je suis née en Italie. En 2002, j’ai joué dans le film *Astérix et Obélix: Mission Cléopâtre*” [Monica Bellucci]; “En Afrique du Sud, je suis resté 20 ans en prison, je suis mort” [Nelson Mandela]; “J’ai joué au Real de Madrid. En 1998, j’ai gagné la Coupe du Monde de soccer” [Zinedine Zidane]).

## D2. The Writing Process

By the end of this course, students will:

### D2.1 Generating, Developing, and Organizing

**Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., create a storyboard to outline a story before writing; organize ideas using graphic organizers suited to the structure of the piece of writing; create checklists to ensure they cover all the main points in their writing; sort ideas and information into categories; make notes that suit their personal learning styles, using words or images to record key ideas; gather supporting ideas and information from print and electronic sources; make a flow chart before writing a procedural text)

**Teacher prompts:** “Quelles stratégies de pré-écriture vas-tu utiliser pour bien te préparer avant de commencer à écrire (p. ex., activer tes connaissances sur le sujet et le genre de texte à produire; explorer le sujet en consultant des ressources imprimées, audiovisuelles ou électroniques; organiser tes idées ou les informations)?” “Comment est-ce que tu formules tes idées pour une production écrite?”

**Instructional tip:** Teachers can model the use of tools such as mind maps and concept webs to assist students in generating and expanding upon ideas for writing.

**D2.2 Drafting and Revising:** plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., use sentence starters discussed in class or common templates; use a revision checklist either independently or when in conference with the teacher; use an appropriate graphic organizer to plan and organize vocabulary; consult with peers to verify word choice, punctuation, and language conventions when editing; adopt the appropriate voice/tone)

**Teacher prompts:** “Pourquoi est-ce que c’est une bonne idée d’utiliser un dictionnaire de synonymes avant de partager ton travail écrit avec un pair?” “Pourquoi est-il important d’afficher une liste de mots et d’expressions utiles dans la salle de classe?” “Comment peux-tu varier la longueur et le style de phrases que tu incorpores dans tes textes?”

**Instructional tips:**

(1) Teachers can suggest that students use object pronouns to avoid repeating nouns in their writing.

(2) Teachers can model the use of conditional sentences using “si” and the *présent*, followed

by the *futur simple*, to show how students can vary their sentence structure (e.g., “S’il fait beau, nous irons à la plage”, “Si nous ne téléphonons pas, nous écrirons un courriel”).

(3) Teachers can ensure that students communicate clearly by making logical transitions between ideas in their writing with connecting words such as “parce que”, “car”, and “mais”.

**D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of their written work, and use a few elements of effective presentation to produce a polished product for publication (e.g., *ensure the images and words on a cover page support the message of the text; label diagrams, illustrations, and photographs appropriately*)

**Teacher prompts:** “Que peux-tu faire pour rendre ta copie finale plus engageante et intéressante?” “Quelles ressources peux-tu utiliser pour t’assurer que tu as atteint les critères de la tâche d’écriture?” “Comment les suggestions de tes pairs t’aident-elles à réviser et à corriger ton travail écrit?”

**Instructional tips:**

(1) Teachers can emphasize the importance of editing written work for correct punctuation (e.g., ensuring that there are periods at the end of statements, question marks at the end of interrogative sentences, and exclamation marks to indicate emphasis).

(2) Teachers can suggest and make available various resources that students can consult to determine the French equivalents of phrasal verbs (e.g., to get up – “se lever”, to go in – “entrer”, to go out – “sortir”, to go up – “monter”, to go down – “descendre”, to walk across – “traverser”) and compound words (e.g., “cauliflower” – “un chou-fleur”, “toothpick” – “un cure-dent”, “mother-in-law” or “stepmother” – “une belle-mère”) that cannot be translated word for word.

**D2.4 Metacognition:**

(a) describe strategies they found helpful before, during, and after writing;

(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., *reflect on and select the pre-writing strategies that are best suited to the task; after writing, complete a self-assessment, with particular emphasis on the*

*elements associated with the selected text form; keep a log of strategies that were most helpful during the writing process*)

**Teacher prompts:** “Quelles sont les stratégies utiles que tu utilises avant de commencer l’écriture? Pourquoi sont-elles utiles?” “Quelles stratégies utilises-tu pendant la révision et la correction? Comment les utilises-tu? Pourquoi?”

**Instructional tips:**

(1) Teachers can encourage students to reflect on and write about their strengths, preferences, and areas in need of improvement using comparative and superlative adjectives and adverbs (e.g., “J’écris mieux aujourd’hui qu’hier parce que...”, “J’aime moins le dictionnaire imprimé que le dictionnaire électronique”) to help them plan their next steps.

(2) Teachers and students can create an anchor chart together, listing success criteria for effective writing strategies (e.g., “Je peux vérifier que mon texte s’adresse au public ciblé”, “Je peux utiliser des tableaux référentiels pour m’aider à organiser mes idées”).

## D3. Intercultural Understanding

By the end of this course, students will:

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *describe and illustrate examples of cultural artifacts; create a print advertising campaign for a French-speaking African country to increase awareness about arts, sports, plants, or animals; write a proposal to their family comparing the cost of a trip to two different countries in Africa, such as Côte d’Ivoire and Tunisia, or in Asia, such as Vietnam and Laos, to help them determine the most economical trip*)

**Teacher prompts:** “Qu’est-ce que l’Afrique évoque pour toi (p. ex., les arts, les sports)?” “Qu’est-ce que tu veux que les autres apprennent à propos de cette culture?” “Décris un village d’Afrique comme tu l’imagine.” “Quelles expressions vas-tu utiliser pour faire une simple comparaison pour choisir un voyage?”

**Instructional tip:** Teachers can model expressions of comparison to guide students in choosing

the best trip and in writing a proposal (e.g., “Le voyage ou le séjour...le plus cher/le moins cher/le plus intéressant/le moins fatigant”).

### **D3.2 Awareness of Sociolinguistic Conventions:**

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,\* and use them appropriately in their written work (e.g., *write an email to a friend using expressions from a French-speaking region; create a comic strip for younger students to explain the meanings of greetings and other expressions that use the verb “aller”, such as “Ça va?”, “Comment vas-tu?”, “Comment allez-vous?”, “On y va?”, “Allons-y!”, “Allons donc!”*)

**Teacher prompts:** “Comment vas-tu commencer ton message à un ami pour lui demander d’organiser une sortie?” “Quelles expressions typiques utilises-tu dans ton message?” “Comment vas-tu conclure ton message?”

**Instructional tip:** Teachers can model the use of informal French expressions and encourage students to use them when writing to a friend (e.g., “salut”, “cher”, “à bientôt”, “à demain”, “à plus tard”).

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\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Africa and Asia) but are not expected to do so.

# Core French, Grade 9

Open

FSF10

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

**Prerequisite:** None

## Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

# A. LISTENING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### A1. Listening to Understand

By the end of this course, students will:

#### A1.1 Using Listening Comprehension

**Strategies:** identify a range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., *brainstorm key words and ideas related to the topic before listening to a text; visualize key elements of a text to bring it to life; listen for known words within new words; listen for key words that indicate sequence to help them determine when an action takes place; use background knowledge and contextual clues to deduce the meaning of an unfamiliar word; replay an audio text to confirm understanding; ask for clarification after listening to a text; take notes to retain information*)

**Teacher prompts:** “Pourquoi est-il important de visualiser ce que tu entends?” “Comment est-ce qu’un remue-méninges avec un pair avant un exercice d’écoute t’aide à établir le but d’apprentissage?”

**Instructional tips:**

(1) Teachers can ask students to listen for subject pronouns (i.e., “je”, “tu”, “il/elle/on”, “nous”, “vous”, “ils/elles”) to help them distinguish between singular and plural (e.g., “je finis”, “nous finissons”) and for agreement of a noun and its adjective (e.g., “Pour 15 dollars, on a un repas complet avec une entrée italienne, un plat et un dessert canadien”) to help them consolidate basic vocabulary and learn the correct gender of nouns.

(2) Teachers can suggest that students listen for French words that have been absorbed into the English language (e.g., “un restaurant”, “un croissant”, “un chocolat”, “une baguette”, “une boutique”).

**A1.2 Demonstrating Understanding:** demonstrate an understanding of the purpose and meaning of oral French texts about everyday matters and matters of personal interest, with contextual and visual support (e.g., *extract key ideas and new vocabulary from recorded messages, songs, or audio webcasts; identify new words and phrases heard in introductions of friends and family; illustrate familiar objects based on oral descriptions; use a graphic organizer with headings such as “hier”, “aujourd’hui”, and “demain” to record the order of events in a text read aloud; point to, choose, or rearrange items according to oral instructions; listen to a dialogue taking place in a department store and use the context to help them determine the meaning of new words*)

**Teacher prompts:** “Quels gestes peux-tu utiliser pour aviser un pair que tu ne comprends pas son message?” “Que peux-tu dessiner afin d’illustrer le message principal du texte sonore?” “Quels mots/expressions utilisés dans des directives verbales t’aident à accomplir la tâche?”

**Instructional tips:**

(1) Teachers can encourage students participating in an inside/outside circle to listen for the differences in the pronunciation of singular and plural nouns and verbs and of feminine and masculine forms of nouns and adjectives.

(2) Teachers can suggest that students listen to peers’ descriptions of themselves and identify

the different forms of nouns, verbs, and adjectives (e.g., “J’ai... ans”, “Je suis une fille unique, grande et active”, “J’aime...”, “Je n’aime pas...”).

(3) Teachers can instruct students to listen for words such as “d’abord”, “puis”, “ensuite”, and “finalement” in a set of instructions and to apply them when drawing a timeline indicating the order in which the steps of a task are to be completed.

## A2. Listening to Interact

By the end of this course, students will:

### A2.1 Using Interactive Listening Strategies:

identify and use interactive listening strategies to suit a variety of situations while participating in structured and guided social interactions and interactions about everyday matters (e.g., *use culturally appropriate body language and eye contact when listening during a discussion; express engagement by asking questions and sharing constructive comments; make connections to personal experiences when responding to a statement; visualize aspects of the message, event, or situation under discussion to help them determine the meaning of a statement*)

**Teacher prompts:** “Comment vas-tu formuler ta question pour confirmer ta compréhension?” “Que fais-tu quand tu n’es pas d’accord avec les opinions exprimées par d’autres lors d’une conversation?”

#### **Instructional tips:**

(1) Teachers can suggest that students note key words heard during a conversation and use them when contributing their own thoughts and opinions.

(2) Teachers can suggest that students write comments and questions arising from a peer’s presentation to use in a follow-up discussion.

**A2.2 Interacting:** respond with understanding to what others say while participating in a variety of structured and guided interactions about everyday matters and matters of personal interest (e.g., *determine with a partner appropriate answers to questions heard; listen to a description of the benefits of extracurricular activities and discuss them in pairs or small groups; respond to oral questions about personal preferences and interests such as shopping; interview a classmate and share selected aspects of the interview with a larger group*)

**Teacher prompts:** “Comment organises-tu les informations que tu entends?” “Pourquoi est-ce que c’est important d’entendre toutes sortes de réponses aux questions avant de présenter

un ami?” “Comment est-ce que les opinions des autres t’aident à mieux participer à une discussion en petit groupe?” “Pourquoi préfères-tu cette marque de vêtements?”

#### **Instructional tips:**

(1) Teachers can suggest that, while listening to questions about personal preferences and interests, students collaboratively create a T-chart listing interrogative words and expressions (e.g., “qui”, “qu’est-ce que”, “quand”, “où”, “comment”, “pourquoi”) and the type of response that each elicits.

(2) Teachers can suggest that students listen to a partner’s opinion regarding the benefits of various extracurricular activities, and make a list of their partner’s favourite activities and the benefits he or she derives from them (e.g., “faire des amis”, “créer de nouveaux liens”, “développer la créativité”).

### A2.3 Metacognition:

(a) describe strategies they found helpful before, during, and after listening;  
 (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., *discuss how anticipating possible themes, words, and expressions helped with comprehension; describe how listening to intonation, watching gestures, and identifying words and phrases used in English supports comprehension*)

**Teacher prompts:** “Comment vérifies-tu ta compréhension quand tu écoutes?” “Comment le fait d’observer une personne qui écoute attentivement te permet-il d’acquérir une nouvelle stratégie?” “Quels indices dans le comportement non verbal d’une personne qui parle sont efficaces pour t’aider à comprendre les idées clés?”

**Instructional tip:** Teachers can encourage students to determine which strategies best help them to understand what someone is saying (e.g., asking the speaker to repeat a sentence or to speak more slowly).

## A3. Intercultural Understanding

By the end of this course, students will:

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *listen to a text about a specific French-speaking region in eastern, western, or*

northern Canada and describe distinctive features of the community; listen to recipes of traditional French Canadian foods and identify some of their key ingredients; take notes while listening to a text about life in a French-speaking Canadian family, and make connections to their own families)

**Teacher prompts:** “Qu’est-ce qui constitue l’identité canadienne?” “Quand tu entends un clip audio ou tu visionnes une vidéo décrivant une communauté francophone au Canada, qu’apprends-tu à propos de ta propre communauté?”

**Instructional tips:**

(1) Teachers can suggest that students use a chart with headings such as “autres langues”, “aspects de la communauté”, “mode de vie”, “cuisine typique”, “fêtes nationales et familiales” to guide note taking on a text about the community they are studying.

(2) Teachers can direct students to listen for the use of prepositions and record the gender of Canadian French-speaking communities, provinces, territories, or regions being discussed, such as “au Manitoba”, “en Nouvelle-Écosse”, “au Québec”, “en Gaspésie”.

**A3.2 Awareness of Sociolinguistic Conventions:**

using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities\* (e.g., listen for and identify examples of borrowed words and anglicisms used in different French-speaking communities, such as “le shopping”, “le parking”, “le week-end”; identify the terms used to address different people in dialogues or discussions; listen for the use and choice of greetings and expressions of politeness)

**Teacher prompt:** “Quelles nouvelles expressions peux-tu ajouter à ton vocabulaire?”

**Instructional tip:** Teachers can introduce students to various oral texts that demonstrate different ways to address individuals (e.g., *official*: “Votre Excellence”; *formal*: “Mesdames”; *informal*: “Marc”; *familiar*: “Chéri”, “Mon vieux”, “Vous, là-bas!”).

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Canada) but are not expected to do so.

## B. SPEAKING

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

### SPECIFIC EXPECTATIONS

#### B1. Speaking to Communicate

By the end of this course, students will:

##### **B1.1 Using Oral Communication Strategies:**

identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (*e.g., use modelled sentence starters and prompts when sharing personal preferences; use gestures and mime to clarify meaning; vary pitch, tone, and volume for emphasis; repeat or paraphrase ideas to assist peers' understanding; slow down speech and focus on pronouncing words clearly; record and review their presentation to increase confidence and identify areas needing practice; list essential vocabulary and ideas before speaking; use images and illustrations to support presentations or descriptions*)

**Teacher prompts:** “Quel ton de voix exprime un message sympathique, nostalgique, respectueux ou sarcastique?” “Les autres ne comprennent pas ce que tu dis. Que peux-tu faire pour les aider à comprendre ton message?” “Pourquoi est-ce qu’on utilise les gestes et le langage non verbal quand on parle?”

**Instructional tip:** Teachers and students can brainstorm essential vocabulary such as adjectives, adverbs, verbs, and expressions related to the images they are describing.

**B1.2 Producing Oral Communications:** using familiar words and expressions, produce prepared messages in French to communicate information, ideas, and opinions about familiar, everyday matters and topics of personal interest,

with contextual, auditory, and visual support as appropriate (*e.g., express likes and dislikes related to food, music, pets, hobbies, sports, movies, video games, books, celebrities; describe daily routine activities before, during, and after school; in a small group, introduce a classmate and state his or her place of origin, customs, hobbies, and tastes in food and music*)

**Teacher prompts:** “Que vas-tu dire quand tu vas décrire ton camarade de classe?” “Quels mots et expressions t’aident à comparer deux objets/personnes?” “Quels sont les mots et les expressions qui sont convenables quand tu décris ton horaire quotidien?”

**Instructional tip:** Teachers can direct students to use reflexive verbs when speaking about routine daily activities.

**B1.3 Speaking with Fluency:** speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared communications about a range of familiar topics (*e.g., vary the pace to entertain the audience while telling a story; pause to emphasize key ideas during a presentation*)

**Teacher prompts:** “Comment est-ce que tu te prépares pour t’exprimer quand tu présentes un discours?” “Pourquoi est-ce que c’est plus facile de parler des sujets que tu connais bien?” “Pourquoi est-ce important de pratiquer de nouveaux mots dans différentes situations?”

**Instructional tip:** Teachers can demonstrate the pronunciation of less familiar words and expressions to help students speak more fluently.

**B1.4 Applying Language Structures:** communicate their meaning clearly, using parts of speech and word order appropriately (e.g., *introduce themselves and discuss their hobbies and interests using basic expressions; describe a person or an object from their environment; request information or permission; respond to questions*)

**Teacher prompts:** “Pourquoi tes parents t’ont-ils donné ce prénom?” “Comment présentes-tu tes activités quotidiennes?” “Comment décris-tu les habitudes et les goûts des membres de ta famille?”

**Instructional tips:**

(1) Teachers can model basic verbs and expressions to help students to introduce themselves (e.g., “Je m’appelle...”, “J’ai...ans”, “J’habite...”) and descriptive words to describe their environment (e.g., “grand” “immense”, “vaste”).

(2) Teachers can model questions and answers to engage students in discussions (e.g., “Qu’est-ce que c’est?”, “Que fais-tu?”, “Qui est-ce dans la photo?”).

## B2. Speaking to Interact

By the end of this course, students will:

**B2.1 Using Speaking Interaction Strategies:** demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of structured, guided, formal, and informal situations (e.g., *speak in turn; ask for repetition when they do not understand something; acknowledge alternative points of view during a small-group discussion; use body language, degree of physical proximity, gestures, level of assertiveness, and facial expressions to engage the audience; incorporate expressions of courtesy when acknowledging the contributions of others*)

**Teacher prompts:** “Comment est-ce que tu peux mieux répondre à ton partenaire?” “Quelles stratégies peux-tu utiliser pour clarifier le sens d’un message?” “Comment est-ce que tu décides quand parler et que dire?” “Comment vérifies-tu que les autres comprennent bien ce que tu dis pendant une discussion?”

**Instructional tips:**

(1) Teachers can suggest that students list various positive feedback expressions (e.g., “bien fait”, “excellent”) and use them to support each other’s learning.

(2) Teachers can model how to ask and respond to appropriate personal questions in different situations (e.g., at school, at a party, at a formal event).

**B2.2 Interacting:** exchange information, ideas, and opinions with the teacher and their peers in structured and guided spoken interactions about matters of personal interest and familiar topics, with teacher modelling as appropriate (e.g., *in conversation, present personal opinions and respond to the opinions of others; ask and respond to questions about name, age, family, favourite school subjects, weather, leisure activities, and places of interest; role-play a situation where negotiation is required; select appropriate responses from a prepared bank of common situational dialogues; engage in brief conversations about everyday life*)

**Teacher prompts:** “Quelles questions peux-tu poser à un camarade pour continuer une conversation?” “Que peux-tu dire pour refuser poliment une suggestion d’un ami?” “Comment choisis-tu les moments opportuns pour communiquer tes idées?”

**Instructional tips:**

(1) Teachers can model the use of different types of questions (e.g., “Où est-ce que tu habites?”, “Quand est-ce que tu fais du sport?”, “Pourquoi est-ce que tu aimes la musique?”, “Comment est-ce que tu passes tes vacances d’été?”, “Combien de membres est-ce qu’il y a dans ta famille?”) and have students brainstorm other questions using the same question words.

(2) Teachers can introduce expressions such as “J’ai besoin de clarification”, “J’ai bien compris ce que tu as dit”, and “Je suis d’accord avec toi” and can encourage students to use them in their interactions.

**B2.3 Metacognition:**

(a) describe strategies they found helpful before, during, and after speaking to communicate effectively;

(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., *describe which speaking strategies contributed to a positive group discussion; identify the most effective elements in an oral exchange and describe what might be done differently next time*)

**Teacher prompts:** “Quelles stratégies t’aident à bien t’organiser avant et pendant que tu parles?” “Quelles stratégies dramatiques peux-tu utiliser pour améliorer tes compétences à l’oral?” “Quelle est ta stratégie la plus efficace pour parler clairement?”

**Instructional tip:** Teachers can ask students to use adverbs when expressing their reflections (e.g., “toujours”, “souvent”, “quelquefois”, “jamais”).

### B3. Intercultural Understanding

By the end of this course, students will:

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in Canada, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., research and speak about French Canadian cuisine, such as *tourtière* in Quebec; research, in pairs, a French Canadian musical artist or group and present the information to the class; share information about festivals and traditions in French-speaking communities in Canada)

**Teacher prompts:** “Quelles sont les caractéristiques les plus importantes de la région que tu vas présenter aux autres?” “Quelles sont les célébrations et traditions des communautés francophones que tu connais? En quoi sont-elles semblables aux tiennes?” “Qu’est-ce qui t’aide à comprendre le sens et la valeur du point de vue des autres personnes?”

**Instructional tip:** Teachers can post a lexical bank that students can refer to when communicating about everyday life in different cultures (e.g., adjectives and adverbs for description, and nouns for places and housing).

### B3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities\* and use them appropriately in spoken interactions (e.g., contrast the appropriate uses of certain expressions of formality or politeness, such as “je veux” vs “je voudrais”; compare the use of social distance and body language in video clips of people from various communities, including French-speaking Canadian communities and their own; offer and respond to greetings, invitations, compliments, and apologies)

**Teacher prompts:** “Comment peux-tu demander quelque chose poliment?” “Quelles sont les différences et similarités du langage non verbal dans différentes cultures?”

**Instructional tip:** Teachers can introduce the *conditionnel présent* of “vouloir” and encourage students to use it to express wishes politely.

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Canada) but are not expected to do so.

# C. READING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of authentic and adapted text forms in French, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### C1. Reading Comprehension

By the end of this course, students will:

#### C1.1 Using Reading Comprehension Strategies:

identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in modelled, shared, guided, and independent reading contexts (e.g., *activate prior knowledge by brainstorming about the cover, title page, and/or topic of a text; examine illustrations to help them understand the content of a brochure or poster; identify action verbs to help them visualize the action in a scene; make predictions based on knowledge of similar text forms; use pictorial clues, including the cover of a text, to predict vocabulary; make connections to personal experiences; scan text for specific information; reread when understanding has broken down; preview vocabulary to identify familiar words and cognates; as a class, ask and respond to questions to formulate predictions before reading; list key words in a text and refer to them when summarizing its message*)

**Teacher prompts:** “Quels sont les mots familiers et les mots apparentés?” “Qui a écrit ce texte?” “Quelles sont les idées importantes?” “Quels sont les liens que tu as faits avec tes expériences personnelles? Comment est-ce que cela t’aide à mieux comprendre le texte?” “Comment est-ce que les images t’aident à faire des inférences?” “Pourquoi est-ce que c’est important d’analyser le titre et les illustrations avant de commencer à lire un texte?” “Comment le fait de résumer et

redire le texte dans tes propres mots t’aide-t-il à vérifier ta compréhension?” “Pourquoi est-il important de prédire le nouveau vocabulaire avant la lecture d’un texte?”

#### *Instructional tips:*

- (1) Teachers can direct students’ attention to the use of linking words (e.g., “et”, “ou”, “alors”, “mais”, “puis”) to enhance their understanding of the relationships between ideas.
- (2) Teachers can instruct students to use personal pronouns, including those from the text, when reflecting on the message of a text.
- (3) Teachers can encourage students to use graphic organizers (e.g., anticipation guides, K-W-L charts) to help them organize their ideas and thoughts during a reading task.

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of short student- and teacher-selected French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate (e.g., *order a meal based on information in a menu; summarize the steps in a how-to manual; identify people and objects based on written descriptions; read the instructions that accompany a video game and explain the game to a partner; create a series of illustrations to convey the plot of a short story; omit extraneous information when summarizing key ideas; discuss reactions to a text in a small group; dramatize events in a story to convey the importance of foods, feasts, and/or traditions in an Aboriginal community; draw a sketch of a scene*)

in a story and write a caption describing personal reactions to the scene; read about the benefits of learning French and make an informed presentation to the class)

**Teacher prompts:** “Selon toi, quel est le message le plus important du texte?” “Peux-tu identifier la personne/chose décrite dans l’énoncé? Comment peux-tu vérifier ta réponse?” “Comment est-ce que ta discussion en petit groupe t’a aidé à partager tes idées à propos du texte?”

**Instructional tips:**

(1) Teachers can model how to use a T-chart or a Venn diagram as a tool for comparing aspects of two texts (e.g., characters, facts/information, plot elements).

(2) Teachers can create opportunities for students to practise using a variety of familiar verbs (“être”, “avoir”, “faire”, and regular verbs ending in “-er”, “-ir”, and “-re”) to enhance their ability to respond to texts with clarity.

(3) Teachers can encourage students to express and justify their opinions about a text by asking themselves and answering relevant questions (e.g., “Quel est le message de ce texte?”, “Qu’est-ce qui m’a surpris?”, “Avec quels détails est-ce que je suis/je ne suis pas d’accord?”).

**C1.3 Reading with Fluency:** read a variety of French texts containing familiar names, words, and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., recognize and automatically read high-frequency words and words related to personal interests; read texts aloud with appropriate expression, voice, tone, and pauses as indicated by the punctuation; make reading aloud sound like speaking)

**Teacher prompts:** “Comment est-ce que tu peux t’assurer que l’auditoire a compris ce que tu as lu?” “Comment le fait de pratiquer le nouveau vocabulaire des textes lus en classe t’aide-t-il à lire avec confiance?”

**Instructional tip:** Teachers can help students learn to know when to pronounce the ending of a word (e.g., “-ent” is silent in a verb suffix, as in “regardent”, but is pronounced when it is part of an adverb ending, as in “rapidement”).

**C1.4 Developing Vocabulary:** use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions (e.g., find familiar words used in new contexts and explain their meaning; use contextual clues to help them determine the meaning of new words; use knowledge of parts of speech to infer the meaning of a new word; create

a word web with vocabulary relating to a specific topic; identify slang expressions and jargon in a magazine article)

**Teacher prompts:** “Comment le fait d’identifier les mots apparentés et les mots familiers lors de la lecture d’un texte te permet-il d’enrichir ton vocabulaire?” “Parmi les nouveaux mots que tu as appris, lesquels voudrais-tu réutiliser?”

**Instructional tips:**

(1) Teachers can have students scan a text on a specific subject (e.g., sports, hobbies, occupations, transportation, the environment) to find new words and then use the context and familiar vocabulary to help them determine the meaning of those words.

(2) Teachers can highlight synonyms (e.g., “énorme”, “géant”, “gigantesque”) and antonyms (e.g., “grand/petit”, “triste/heureux”, “derrière/devant”) during guided reading.

## C2. Purpose, Form, and Style

By the end of this course, students will:

### C2.1 Purposes and Characteristics of Text

**Forms:** identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., descriptions and images in a catalogue or flyer promote products; alphabetical order in dictionaries and encyclopedias helps the reader to find words and information; identification of the occasion on the outside and poetic text on the inside of a greeting card acknowledges the significance of an event)

**Teacher prompts:** “Quels textes peux-tu lire pour trouver de l’information à propos de ton sujet?” “Quel genre de texte préfères-tu lire? Pourquoi?”

**Instructional tips:**

(1) Teachers can encourage students to identify phrases and expressions that signal that the author is sharing an opinion (e.g., “Je pense...”, “Je ne crois pas...”, “J’estime...”, “Il me semble...”, “Il me paraît...”, “Je (ne) suis (pas) du même avis que...”).

(2) Teachers can direct students’ attention in persuasive texts such as advertisements to complex sentences that use conjunctions (e.g., “parce que”, “car”, “donc”, “en effet”, “ainsi”, “de plus”, “ensuite”, “puis”).

### C2.2 Text Features and Elements of Style:

identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning

(e.g., descriptive words help a reader visualize scenes in a narrative text; repetition and rhyme draw attention to certain ideas or images in a poem or song lyrics; boldface type and colours emphasize key words in catalogues and flyers)

**Teacher prompts:** “Quels sont les éléments persuasifs de ce texte?” “Comment est-ce que l’auteur a utilisé les éléments de style dans ce poème pour identifier les sentiments des personnages?” “Comment est-ce que les éléments d’une circulaire aident à communiquer un message?”

**Instructional tip:** Teachers can direct students to use adjectives and adverbs when discussing the stylistic elements in a text.

### C2.3 Metacognition:

(a) describe strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., keep a reading log to track reading trends; analyse their reading log to determine preferred text forms and set goals to expand the variety of texts read)

**Teacher prompts:** “Quelle nouvelle stratégie peux-tu essayer pour améliorer ta compréhension?” “Quel genre de texte lis-tu le plus souvent? Pourquoi?” “Quel genre de texte aimerais-tu lire la prochaine fois? Pourquoi?”

**Instructional tips:**

(1) Teachers can introduce expressions that students can use when reflecting on their use of strategies (e.g., “Ce que j’ai bien fait...”, “Ce que je dois faire...”, “Pour améliorer ma lecture, je dois...”, “Mon but personnel c’est...”, “La prochaine fois je vais...”).

(2) Teachers can model expressions that students might use in talking about their preferences in reading material (e.g., “J’ai choisi ce texte parce que...”, “Ce texte me plaît parce que...”, “Je préfère lire les textes de ce genre à cause de...”).

## C3. Intercultural Understanding

By the end of this course, students will:

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities in Canada, find out about aspects of their cultures, and make connections

to personal experiences and their own and other communities (e.g., conduct research to identify and describe significant landmarks in various French-speaking places in eastern, western, and northern Canada; in groups, read travel brochures about different French-speaking regions and create a multimedia presentation on cultural highlights in those regions; identify common activities and interests of youth in a Franco-Ontarian community; choose a meal from a Québécois restaurant menu)

**Teacher prompts:** “Quelles informations t’aident à mieux comprendre les gens et les traditions de cette communauté? Quelles sont les similarités et les différences entre cette communauté et la tienne?” “Comment est-ce que les textes t’aident à faire des liens avec ta culture?” “Quelles questions poses-tu afin d’en apprendre plus à ce sujet?” “Quels sont les détails présentés dans la brochure qui influencent ton opinion à propos de cette région?”

**Instructional tip:** Teachers can demonstrate the use of possessive adjectives (e.g., “mon”, “ta”, “ses”, “notre”, “leurs”) and ask students to use them as they discuss similarities and differences between two communities.

### C3.2 Awareness of Sociolinguistic Conventions:

identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities\* (e.g., compare the use of greetings in letters written for different purposes; based on salutations, determine the gender and number of people being addressed in a letter; identify words and expressions unique to certain regions while reading)

**Teacher prompts:** “Comment est-ce que le vocabulaire t’aide à apprécier les diverses cultures?” “Quelles stratégies utilises-tu pour mieux comprendre le vocabulaire et les expressions du texte?” “Comment peux-tu identifier le narrateur du texte?” “Comment sait-on si le texte s’adresse à une seule personne ou à plusieurs personnes?”

**Instructional tip:** During a shared reading of travel literature, teachers can highlight words and expressions from different regions of Canada to consolidate newly acquired words and expressions found in texts that describe or originate in French-speaking communities in various parts of Canada.

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Canada) but are not expected to do so.

# D. WRITING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### D1. Purpose, Audience, and Form

By the end of this course, students will:

**D1.1 Identifying Purpose and Audience:** determine their purpose in writing and the audience for the French texts they plan to create (*e.g., to describe a classmate; to provide personal information in a biography; to invite others to a social event; to introduce themselves to a new pen pal; to promote the value of learning French in Canada in a brochure for adolescents; to thank a guest speaker for a presentation; to send a postcard to a friend, parent, or teacher identifying the highlights of a holiday; to compile and prioritize a to-do list for the week; to conduct a survey about environmental habits in the home; to inform the school community about a fundraiser for a local charity*)

**Teacher prompts:** “Quelles informations personnelles partageras-tu pour te présenter à un étranger?” “Quels détails faut-il inclure dans une invitation?”

**Instructional tip:** Teachers can clarify the writing task for students by asking them to consider the audience and the purpose for writing and to generate questions that will guide them in focusing their writing. The purpose for writing will affect the selection of content, language, and form.

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about familiar, everyday

topics, applying their knowledge of the basic structural and stylistic elements of each form (*e.g., a photo essay including images and captions; a how-to book with descriptive instructions and illustrations; a survey to determine the food preferences of classmates; a registration form for a sport or contest requiring personal information; a print advertising campaign to increase awareness about healthy living*)

**Teacher prompts:** “Quels sont les éléments qui t’aident à choisir la forme du texte appropriée à ton but?” “Quelles caractéristiques de ton photoreportage vont engager ton public?” “Comment est-ce que le référentiel t’aide à identifier les buts divers des différentes formes d’écriture?”

**Instructional tip:** Teachers can encourage students to use a variety of sentence structures with the *présent* or *impératif* when writing directions and messages.

**D1.3 Applying Language Structures:** communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (*e.g., describe favourite and familiar activities, people, places, and things in an autobiography using a variety of adjectives and correct verb forms; ask questions and seek additional information using a variety of interrogative pronouns; express likes and dislikes using personal pronouns and verbs of*

*emotion; recount occurrences or events in the past, present, and future, using the correct verb tense)*

**Teacher prompts:** “Quelle est la ponctuation nécessaire pour ce texte?” “Comment peux-tu exprimer tes préférences?” “Quels mots et expressions est-ce que tu peux utiliser pour poser des questions?” “Comment est-ce que tu évites la répétitions des mots dans un texte écrit?”

**Instructional tips:**

(1) Teachers can demonstrate how using a graphic organizer to sequence personal experiences, events, and activities can help students decide which verb tenses to use in their autobiographical writing.

(2) Teachers can encourage students to use pronouns (e.g., direct-object pronouns “le”, “la”, “les”) in responding to emails to avoid unnecessary repetition of nouns (e.g., “Ah, Alissa! Je ne la vois pas souvent parce que...”).

## D2. The Writing Process

By the end of this course, students will:

### D2.1 Generating, Developing, and Organizing

**Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (*e.g., record in a journal possible topics to write about; activate prior knowledge through peer and group discussion; sort information and ideas into categories using graphic organizers; share ideas with and seek feedback from peers; gather supporting ideas and information from print and electronic sources; pose questions to guide research*)

**Teacher prompts:** “Comment est-ce que tes histoires personnelles (connaissances antérieures) t’aident à créer une liste de sujets possibles pour tes tâches d’écriture?” “Comment est-ce qu’un remue-méninges avec un pair t’aide à dresser une meilleure liste de mots reliés au thème?” “Quels organisateurs graphiques ou schémas préfères-tu quand tu organises des idées, des opinions et des informations avant d’écrire ta première ébauche?” “Pourquoi est-ce que l’étape de la planification est très importante?”

**Instructional tips:**

(1) Teachers can model the precise language required to effectively and respectfully contribute ideas during discussions with peers in the planning phase.

(2) Teachers can model the use of tools such as mind maps and concept webs to assist students in generating and expanding upon ideas for writing.

(3) Teachers can encourage students to personalize and adapt class-generated models by adding their own ideas and opinions.

**D2.2 Drafting and Revising:** plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (*e.g., use an editing checklist; reread their work with a partner to determine whether it is necessary to add or reorder information to improve organization and clarify the message; discuss word choices during peer and teacher conferences and use feedback to help them improve precision; add words from a class word wall or personal lexicon; use a template as a guide when writing a rough draft; develop a word web based on feedback on their drafts; read a piece written by a peer to see whether punctuation supports the message*)

**Teacher prompts:** “Comment est-ce que l’auteur a utilisé les éléments d’un script dans le modèle? Comment est-ce que cela t’aide à écrire ton ébauche?” “Quelles sont les suggestions de ton camarade de classe? Que vas-tu faire pour améliorer ton texte?” “Comment choisis-tu les stratégies efficaces pour clarifier ton message?” “Comment le fait de lire à haute voix ton texte écrit t’aide-t-il à sélectionner la ponctuation appropriée?”

**Instructional tips:**

(1) Teachers can model how to use resources such as thesauri and can encourage students to use such tools to vary vocabulary when revising a first draft.

(2) Teachers can suggest that students create a word bank when revising a peer’s work to help them expand their own vocabulary.

(3) Teachers can support student learning by providing frequent opportunities for peer editing and student-teacher conferences.

(4) Teachers can model how to take point-form ideas from a graphic organizer and explain them in greater detail in a written text.

**D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of their written work, and use a few elements of effective presentation to produce a polished product for publication (*e.g., ensure the images and words on a cover page support the message of the text; label diagrams, illustrations, and photographs appropriately*)

**Teacher prompts:** “Comment est-ce que la présentation finale de ton document influence la réaction de ton lecteur?” “Comment peux-tu organiser les éléments visuels d’un produit

final afin d’aider un lecteur à comprendre l’information importante?”

**Instructional tip:** Teacher can organize a “gallery walk” activity to give students additional feedback on their work.

#### D2.4 Metacognition:

(a) describe strategies they found helpful before, during, and after writing;

(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., *after a writing activity, complete a self-assessment, with particular emphasis on the elements associated with the selected text form, and plan next steps*)

**Teacher prompts:** “Quelles sont tes forces en écriture?” “Comment peux-tu améliorer tes textes?” “Quel genre de textes préfères-tu écrire?”

**Instructional tip:** To ensure peer feedback, teachers can encourage students to describe the purpose of and audience for their text in a small group before they begin writing.

#### D3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,\* and use them appropriately in their written work (e.g., *write a thank-you note using expressions of gratitude and appreciation; create a brochure with pictures to explain greeting expressions to younger students; write a description using common local terms from a French-speaking region of Canada; write emails to a friend and a job interviewer, adjusting the level of formality accordingly*)

**Teacher prompts:** “Quelles expressions utiliseras-tu dans une note de remerciement?” “Comment peux-tu incorporer des expressions typiques d’une région francophone dans tes descriptions?” “Quelles seront les différences entre un message électronique destiné à un ami et un autre écrit à tes parents?”

**Instructional tip:** Teachers can suggest that students use a variety of expressions to convey appreciation (e.g., “Merci bien/beaucoup/infiniment pour...”).

### D3. Intercultural Understanding

By the end of this course, students will:

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in Canada, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *write a postcard including interesting and important facts about a French-speaking community in eastern, western, or northern Canada; describe and illustrate examples of French Canadian cultural artifacts and explain their significance; write a letter to an imaginary or real friend in a French-speaking community in Canada asking questions to determine how life in that community is similar to and different from their own*)

**Teacher prompts:** “Quelles informations vas-tu inclure dans ta carte postale sur la vie au Canada?” “Quelles questions poseras-tu pour obtenir des informations sur la vie d’un jeune Canadien français?”

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Canada) but are not expected to do so.

# Core French, Grade 10

Academic

FSF2D

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Core French, Grade 9, Academic or Applied

## Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

# A. LISTENING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### A1. Listening to Understand

By the end of this course, students will:

#### A1.1 Using Listening Comprehension

**Strategies:** identify a range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (*e.g., note key information when listening to aid understanding; visualize elements of the text while listening to help them remember content; make predictions before a listening task and confirm them during and after the task; identify what they know about a topic before listening to a text; make connections to personal experiences and opinions*)

**Teacher prompts:** “Que fais-tu pour te rappeler de ce que tu viens d’écouter?” “Pourquoi fait-on des prédictions?” “Pourquoi est-il important de faire des liens entre les nouvelles idées et ce que tu connais avant de répondre?” “Pourquoi est-il important de trouver le sens du message?”

**Instructional tips:**

(1) Teachers can ask questions to activate students’ prior knowledge related to the topic of an oral text they are about to hear, and then can encourage students to relate new material in the text to what they already know.

(2) Teachers can suggest that students listen for how linking words are used to highlight explanations or affirmations (*e.g., “c’est-à-dire”, “en fait”, “d’ailleurs”, “notamment”, “après tout”, “à vrai dire”, “en réalité”*).

**A1.2 Demonstrating Understanding:** demonstrate an understanding of messages in oral French texts about academic and familiar topics, with support as appropriate (*e.g., identify key events and place them on a timeline when listening to a partner’s account of childhood memories; identify the purposes of a variety of telephone messages; summarize the main ideas and significant supporting details in a speaker’s presentation; identify information about movie or concert programs, times, and prices in a recording*)

**Teacher prompts:** “Pourquoi faut-il faire attention au temps des verbes en écoutant un message?” “Quels éléments utilisés dans la présentation facilitent la compréhension du message?”

**Instructional tip:** Teachers can ask students to listen for the particular meaning of the *imparfait* regarding events in the past (*e.g., description: “C’était un excellent match de football”; state of emotion: “J’avais peur des chiens”; repetition: “Il voyageait en Europe tous les ans”*).

### A2. Listening to Interact

By the end of this course, students will:

**A2.1 Using Interactive Listening Strategies:** identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions (*e.g., restate key points to affirm understanding and show interest; ask for clarification when needed; lean forward*

to encourage the speaker and signal interest; paraphrase instructions or messages received from a partner, and review the paraphrase with their partner to confirm its accuracy)

**Teacher prompts:** “En écoutant la présentation, quel mot, phrase ou concept t’intéresse particulièrement et pourquoi?” “Pourquoi pose-t-on des questions pendant une conversation?” “Qu’est-ce qui t’aide à mieux comprendre les instructions?”

**Instructional tip:** Teachers can have students work with a partner to listen to messages and restate them using the *conditionnel présent* (e.g., “La radio a annoncé qu’il pleuvrait ce soir”, “Le directeur a dit que nous pourrions...”, “Elle a mentionné que tu aurais...”, “Le professeur nous a informés qu’on devrait étudier pour...”).

**A2.2 Interacting:** respond with understanding to what others say while participating in a variety of interactions about academic and familiar topics, in formal and informal situations (e.g., *discuss the best mode of transportation to get to a concert in a neighbouring town; role-play a respectful negotiation to extend a curfew or review house or school rules; participate in a small-group or class debate*)

**Teacher prompts:** “Comment le fait d’écouter les idées de tes pairs t’aide-t-il à formuler et exprimer tes propres opinions?” “Pourquoi est-il important d’écouter soigneusement l’opinion des autres lors d’un débat?”

**Instructional tips:**

(1) Teachers can ask students to listen for the verbs “connaître” and “savoir” in present and past tenses and to distinguish the differences in the meaning and usage of the two verbs (e.g., “Je sais que vous ne pouvez pas venir aujourd’hui, je connais la situation, ne vous inquiétez pas!”, “Connais-tu la géographie de l’Europe?”, “J’ai connu Christine à Genève”, “Est-ce que vous savez faire des crêpes?”).

(2) Teachers can suggest that students listen for different usage of direct and indirect pronouns (e.g., “Avez-vous entendu ce que le directeur a dit à propos de nouveaux règlements de l’école? Oui, on l’a entendu, il faut aller lui parler”) and can encourage students to use these pronouns in their interactions.

(3) Teachers can model through dialogue the use of personal object pronouns (e.g., “Vous m’écoutez? Oui, on t’écoute”, “Vous me comprenez? Non, on ne te comprend pas”) and can encourage students to practise using these pronouns when answering questions.

### A2.3 Metacognition:

- describe strategies they found helpful before, during, and after listening;
- identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., *during a student-teacher conference, explain how they self-monitor their listening skills; outline the steps they used prior to, during, and after listening to a recorded text*)

**Teacher prompts:** “Quelle stratégie d’écoute est la plus efficace pour toi?” “Quels sont tes forces et tes défis lorsque tu écoutes une conversation ou une présentation?” “Quelles autres stratégies d’écoute veux-tu essayer?” “Comment ces stratégies d’écoute peuvent-elles être utiles dans des situations hors de la salle de classe?”

**Instructional tips:**

- Teachers can suggest that students monitor their own learning and thought processes by asking themselves what-if questions (e.g., “Que faire si le locuteur utilisait presque uniquement des mots et des expressions que je devrais connaître? Je pourrais poser des questions de clarification”).
- Teachers can provide feedback identifying strengths and challenges to help students develop action plans.

## A3. Intercultural Understanding

By the end of this course, students will:

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *listen to perspectives on the same subject from two French-speaking countries and discuss how the culture in these countries might have influenced these perspectives; identify examples from audio-visual media that illustrate the extent to which French is used in a particular country; watch a clip, video, documentary, or film set in a French-speaking country with adolescent participants, and compile a list of similarities and differences between their own community and the one depicted*)

**Teacher prompts:** “Comment l’importance de la langue française est-elle évidente à travers le monde?” “Comment pouvez-vous éviter de laisser vos expériences personnelles influencer votre perception et votre appréciation d’une autre personne ou culture?” “Comment se

connaître?" "Pourquoi le fait d'écouter attentivement t'aide-t-il à être plus ouvert et à réagir de façon positive envers les autres?"

**Instructional tips:**

(1) Teachers can suggest that students listen for the present and past tenses of reflexive reciprocal verbs (e.g., "se connaître", "se comprendre", "s'écrire", "se rencontrer", "se voir") as young French speakers from around the world communicate (e.g., "Elles se rencontrent tous les jours sur Internet pour s'amuser", "Nous nous sommes écrit pour nous connaître").

(2) Teachers can instruct students to listen for the use of the verb "se parler" in a text about where French is spoken around the world (e.g., "Le français se parle au Canada").

(3) Teachers can encourage students to listen for and record the prepositions that accompany geographical names, such as cities, provinces, countries, and continents (e.g., "au Canada", "en France", "à Toronto", "en Ontario", "aux États-Unis", "de Montréal", "du Québec", "d'Asie", "des Antilles").

### A3.2 Awareness of Sociolinguistic

**Conventions:** using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., *interpret the meanings and uses of intonation and non-verbal gestures in different French-speaking communities; compare the significance and usage of tone, pitch, and emotion when communicating in French and English; identify the difference between formal and informal speech in a dialogue*)

**Teacher prompts:** "Qu'est-ce que l'individu voulait exprimer avec ses gestes? Comment son intonation influence-t-elle son message?" "Comment fais-tu la différence entre les styles formel et informel au téléphone?"

**Instructional tips:**

(1) Teachers can model the use of appropriate gestures with specific expressions (e.g., "Je prends ça et je le mets ici, comme ça!", "Ne fais pas ça!", "C'est bien!", "Oh non! Il l'a laissé tomber").

(2) Teachers can ask students to listen for and distinguish between the verb forms in formal dialogue (e.g., "Pourrais-je parler à Monsieur Leblanc?", "Je voudrais lui laisser un message", "Ne quittez pas, un instant, je vous le passe", "Dites-lui que...", "Pourriez-vous rappeler plus tard?", "Je voudrais acheter... s'il vous plaît") and informal conversation (e.g., "Veux-tu sortir ce soir?", "Ça ne va pas? Tu n'as pas l'air en forme", "Téléphone-moi plus tard!", "On se donne rendez-vous où et à quelle heure?", "Ne les invite pas!", "Je leur dirai de nous attendre").

# B. SPEAKING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### B1. Speaking to Communicate

By the end of this course, students will:

- B1.1 Using Oral Communication Strategies:** identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., *select appropriate vocabulary and expressions for the intended message and audience; use appropriate gestures in a variety of situations; rehearse sharing ideas in a small group before presenting their ideas to the whole class; review knowledge about the topic before beginning a speaking task; adjust volume and tone to suit the message and context; identify and respond to audience needs and interests*)

**Teacher prompts:** “Comment choisis-tu le vocabulaire approprié pour ton public?” “Qu’est-ce qui t’aide à t’exprimer d’une manière claire?” “Comment organises-tu tes pensées lors d’une présentation orale?”

**Instructional tips:**

(1) Teachers can conduct a daily oral warm-up in which students work in pairs to compose a sentence that illustrates a word’s meaning in an original context (e.g., “environ”: “Il y a environ cent personnes dans le gymnase pour regarder le match”; “embouteillage”: “Un accident a provoqué un embouteillage dans la rue, les voitures n’avançaient plus”).

(2) Teachers can help students expand their repertoire of expressions for stating opinions (e.g., “Mon opinion sur ce sujet est...”, “Je n’ai

pas la même opinion que...”, “Je ne partage pas ton point de vue sur...”, “Tes idées me semblent...”, “Je suis/Je ne suis pas d’accord avec...”, “Je pense que...”, “Selon moi...”, “À mon avis...”).

(3) Teachers can encourage students to use pronouns to avoid repeating nouns (e.g., “Je vais le chercher”, “Voici l’article dont je vous ai parlé”, “Veux-tu leur lire l’article?”).

- B1.2 Producing Oral Communications:** produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about a variety of academic, personally relevant, and familiar topics, with contextual, auditory, and visual support as appropriate (e.g., *report on information obtained from a French text and relate it to familiar texts, personal experiences, and the wider world; ask questions using inversion and a variety of interrogative words; inform others about the importance of healthy eating and the impact their diet may have on their health; give instructions about how to play a sport; justify their choice of a particular product*)

**Teacher prompts:** “Quelles sont les informations clés du message que tu veux partager avec les autres?” “Quel vocabulaire et quelles expressions sont nécessaires pour indiquer que tu as besoin de quelque chose?” “Comment organises-tu tes idées pour montrer un déroulement logique?”

**Instructional tips:**

(1) To help them articulate instructions, teachers can ensure that students are familiar with the structure of negative and affirmative sentences

using the *impératif*, including the position of object pronouns (e.g., “Faites-le!”, “Ne lui parle pas!”).

(2) Teachers can ensure that students are able to distinguish between the *futur simple* and the *conditionnel présent*, and can encourage students to use the former when describing goals for healthy living and plans for the future, including career aspirations.

**B1.3 Speaking with Fluency:** speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared and spontaneous communications about a range of familiar topics (e.g., *use known vocabulary when speaking about familiar subjects; avoid awkward pauses by using familiar vocabulary to describe an idea or object when the exact term is forgotten; role-play a telephone conversation to demonstrate clear speaking when face-to-face communication is not possible; recite a poem using pauses for dramatic emphasis; change expression and intonation to reflect different messages and situations; change tone/inflection to express sarcasm, irony, respect, and/or happiness or other emotions*)

**Teacher prompts:** “Comment ajoutes-tu de l’emphase durant la présentation d’un poème?” “Pourquoi est-il important de bien connaître son sujet?” “Qu’est-ce qui t’aide à t’exprimer avec confiance et clarté?” “Comment peux-tu changer le ton de ta voix pour appuyer ton message?”

**Instructional tips:**

(1) Teachers can model and encourage students to practise appropriate pace and intonation of sentences with various pronominal verbs (e.g., “Je me réveille tôt. Tu te réveilles tard”, “Je me suis couché tôt. Tu t’es couché tard”, “Quand je me dépêche, tu prends ton temps”, “Quand tu te reposais, j’ai fait du sport”, “Mais on s’adore, on se comprend!”, “Nous nous appelions régulièrement pour nous dire nos emplois du temps”, “Dépêchez-vous!”, “Calme-toi cher ami!”).

(2) Teachers can encourage students to use their knowledge of the pronunciation of, for example, liaisons, elisions, silent letters, and accents, as well as their knowledge of the position of pronouns in sentences, to help them speak more fluently (e.g., “De ce projet : Je ne lui en ai pas parlé. Il t’en a parlé? Je peux leur en parler, si tu veux”; “Ces disques : Léa ne me les offre pas”; “À ce restaurant : Cécile ne les y emmène pas, mais ils voudraient y aller”).

**B1.4 Applying Language Structures:** communicate their meaning clearly, using parts of speech and word order appropriately (e.g., *describe places, objects, people, and feelings using correct forms of sensory adjectives and adverbs; express necessity using the impersonal expressions “il faut que” and “il est important que” followed by the subjunctif présent of high-frequency verbs such as “être”, “aller”, “faire”, and “pouvoir”; identify the differences in meaning of synonymous nouns, adjectives, verbs, and adverbs; use comparatives and superlatives in conversation about everyday life, such as in comparisons of items to buy*)

**Teacher prompts:** “Comment décris-tu les acteurs de ton film préféré ou un film qui t’a marqué? Explique le choix du film” “Comment justifies-tu à tes parents l’importance de participer à un club ou à une activité?” “Comment fais-tu une distinction entre les deux questions suivantes : Sais-tu le nom du nouvel élève? Connais-tu Michel?”

**Instructional tips:**

(1) Teachers can draw students’ attention to the placement of adjectives, in sentences, before or after a noun (e.g., “un accueil enthousiaste du grand public”, “une nouvelle boutique”, “un bel homme”, “les petits artisans”, “la mode éthique”, “votre première passion”, “une vieille maison blanche”, “une longue entrevue difficile”, “une grande jolie fille”, “des chaussures élégantes confortables”).

(2) Teachers can encourage students to create a dialogue using the verbs “connaître” and “savoir” in the *présent* and in past tenses and to distinguish the differences in the meaning and usage of the two verbs (e.g., “Je sais que vous ne pouvez pas venir aujourd’hui, je connais la situation, ne vous inquiétez pas!”, “Connais-tu la géographie de l’Europe?”, “J’ai connu Christine à Genève”, “Est-ce que vous savez faire des crêpes?”).

## B2. Speaking to Interact

By the end of this course, students will:

**B2.1 Using Speaking Interaction Strategies:** demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (e.g., *use questions such as “As-tu pensé à ceci?” or “Avez-vous considéré cela?” to encourage others*)

to share their thoughts; refer to personal lists of common expressions that can be used in different types of interactions)

**Teacher prompts:** “Comment contribues-tu à la continuation d’une discussion?” “Comment poses-tu des questions afin que les autres comprennent ton message?” “Quelles expressions sont efficaces pour demander de plus amples détails?”

**Instructional tips:**

(1) At the beginning or end of a period, teachers can encourage students to take five minutes to orally review a concept in pairs and present it to the class to consolidate or reinforce learning.

(2) Teachers can suggest that students use personal pronouns in imperative phrases in conversations with their peers (e.g., “Explique-le-leur”, “Dites-la-moi”, “Parle-lui-en”, “Ne lui en parlez pas”) and also with simple and compound verbs in affirmative and negative sentences (e.g., “Le lui as-tu vendu?”, “Non, je ne le lui ai pas vendu”).

**B2.2 Interacting:** exchange information, ideas, and opinions with others in guided and spontaneous spoken interactions about academic and personally relevant topics, with teacher modelling as appropriate (e.g., ask questions for clarification or to elicit further information; acknowledge opinions of others using respectful language; with a peer, identify and discuss the messages presented in media texts; create and conduct a survey in interview format; engage in conversations about everyday life; compare hopes for future career paths with a peer)

**Teacher prompts:** “Quelles questions poses-tu afin d’obtenir autant de détails que possible lors d’une discussion?” “Comment présentes-tu tes arguments et réponds-tu à ceux d’un pair d’une manière polie?”

**Instructional tips:**

(1) Teachers can read aloud a dialogue that features the *subjonctif présent* of some high-frequency verbs (e.g., “être”, “aller”, “faire”, “partir”, “savoir”, “pouvoir”), asking students to explain how the verbs emphasize the necessity of an action as well as important ideas (e.g., “Il faut que j’aille à la pharmacie. Est-ce qu’il faut que tu partes? Non, ce n’est pas la peine que je parte toute de suite.”).

(2) Teachers can encourage students to use disjunctive pronouns (i.e., “moi”, “toi”, “lui”, “elle”, “nous”, “vous”, “eux”, “elles”) when participating in conversations about everyday life (e.g., “Penses-tu qu’il est plus âgé que

moi?”, “Je compte sur toi”, “Si l’on propose une bonne candidate, je voterai pour elle”, “Je tiens beaucoup à vous”, “Faites attention à eux!”).

(3) Teachers can model how to structure a sentence describing two past actions, one of which happened before the other (e.g., “J’ai vu le film dont tu m’avais parlé”) and can encourage students to practise this construction.

### B2.3 Metacognition:

(a) describe strategies they found helpful before, during, and after speaking to communicate effectively;

(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., discuss the effective elements of their presentation and identify other elements that could be incorporated in future; use a checklist to monitor their contributions to and participation in discussions)

**Teacher prompts:** “Dans quelle mesure l’autocorrection t’aide-t-elle?” “Comment sais-tu que ta présentation était efficace?” “Qu’est-ce que tu dois faire pour mettre ton plan en pratique?”

**Instructional tips:**

(1) Teachers can have students use technology to create and maintain an oral communication portfolio.

(2) Teachers can encourage students to use the *conditionnel présent* when expressing what they could do differently in the future (e.g., “Je pourrais...”, “Je m’organiserais différemment...”, “Je ferais...”, “J’utiliserais...”).

## B3. Intercultural Understanding

By the end of this course, students will:

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., orally deliver a podcast, radio broadcast, or film script about tourist attractions in a French-speaking community such as the Seychelles; describe and teach a dance or sport from a French-speaking country; deliver an oral presentation on a famous person or fictional character from a French-speaking country; in pairs, research the history, economy, and geography of French overseas administrative territories such as French Guiana, St. Martin, or Saint Pierre and Miquelon and present the information orally, using visual aids

such as a slideshow, a poster, a travel brochure; introduce a music video of a song from a French-speaking community outside Canada, noting typical language and characteristics; dramatize a scene from a comic strip or story incorporating characteristics of the culture or lifestyle of a French-speaking people)

**Teacher prompts:** “Quels sont les détails importants à propos de cette communauté que tu veux que les autres retiennent de ta présentation?” “Comment peux-tu partager tes connaissances avec les autres membres du groupe?”

**Instructional tip:** Teachers can encourage students to use the *imparfait* and the *passé composé* to discuss traditions and life in diverse communities.

### **B3.2 Awareness of Sociolinguistic Conventions:**

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in spoken interactions (e.g., *participate in a role play using colloquialisms and gestures appropriate to the setting; speak using an appropriate level of formality*)

**Teacher prompts:** “Dans un milieu francophone, comment t’adresses-tu à quelqu’un que tu ne connais pas pour lui demander des renseignements?” “Comment répondras-tu aux questions lors d’une entrevue pour un nouvel emploi dans une communauté différente où le français est la langue officielle?” “Quels mots et expressions t’aident à réagir d’une façon positive envers les autres?”

**Instructional tip:** Teachers can encourage students to use possessive pronouns (e.g., “les leurs”, “les nôtres”, “les vôtres”) when comparing sociolinguistic conventions used in different French-speaking communities.

# C. READING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of authentic and adapted text forms in French, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### C1. Reading Comprehension

By the end of this course, students will:

#### C1.1 Using Reading Comprehension Strategies:

identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in modelled, shared, guided, and independent reading contexts (e.g., while reading, make notes to record important or interesting ideas; ask questions about a character's motivation or actions; use an anticipation guide to make predictions and inferences; read beyond an unfamiliar word or phrase to infer its meaning from the overall sense of the passage; reread to determine or confirm meaning; after reading, make connections to their own experiences and knowledge)

**Teacher prompts:** "Pourquoi faut-il se poser des questions avant, pendant et après la lecture?" "Comment est-ce que le fait de lire un texte plusieurs fois t'aide à mieux comprendre l'information?" "Pourquoi est-ce qu'on fait la synthèse d'un texte? Qu'est-ce que cela te permet de faire?"

**Instructional tip:** Teachers can encourage students to reflect on the ideas and information in the text and to relate what they have read to their own experience and prior knowledge of the topic.

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of student- and teacher-selected French texts about academic and personally relevant topics (e.g., describe

*the author's purpose and point of view; distinguish between fact and opinion; identify stated and implied ideas; role-play alternative solutions to a conflict presented in a text; locate and record information about the lives of Aboriginal people in Canada before or during the early settlement period; distinguish between informational and promotional texts; restate the message or recount the events from a graphic novel; follow written instructions)*

**Teacher prompts:** "Quel est le point de vue de l'auteur? Comment le sais-tu?" "Comment peux-tu comparer les idées principales du texte aux siennes et les relier à ta vision du monde?"

#### Instructional tips:

(1) Teachers can encourage students to frame their opinions or inferences with sentence starters such as "Je pense que", "Il me semble que", "Il paraît que".

(2) Teachers can encourage students to use a graphic organizer to help them consolidate their understanding of a text, and can then provide opportunities for students to confirm or revise their understanding through class discussion.

**C1.3 Reading with Fluency:** read a variety of French texts containing familiar vocabulary and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., read groups of words in clusters or phrases; read with appropriate expression to communicate the emotions suggested by the text; make reading aloud sound like speaking, with appropriate emphasis and pauses as indicated by the punctuation; identify and pronounce smoothly

words previously encountered in grade-level texts or that are part of their oral vocabulary and terminology used regularly in discussions and/or posted on anchor charts)

**Teacher prompts:** “Pourquoi faut-il lire avec expression?” “Quelle stratégie t’aide à améliorer ta fluidité en lecture? Trouves-tu cette stratégie efficace? Pourquoi?”

**Instructional tip:** Teachers can direct students to observe differences in word order between French and English or their first language when reading aloud.

**C1.4 Developing Vocabulary:** use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions (e.g., identify parts of words, such as roots, prefixes, suffixes; list on mind maps ideas or terms related to the topic of the text they are reading; identify parts of speech as they read; use contextual clues to help them determine the meaning of new words; substitute a word that would make sense in the same context for an unfamiliar word; identify words borrowed from other languages; identify verb tenses to determine when actions take place)

**Teacher prompts:** “De quelles stratégies peux-tu te servir pour élargir ton vocabulaire?” “Comment pourrais-tu adopter ou utiliser les nouveaux mots que tu as appris dans un autre contexte?” “Pourquoi faut-il examiner le contexte pour bien saisir le sens des expressions ou des mots inconnus?” “Pourquoi est-il important de prendre connaissance des temps des verbes dans la lecture?”

**Instructional tip:** Teachers can encourage students to use a graphic organizer to classify verbs according to the prepositions that commonly follow them (e.g., “à”, “de”, “avec”, “sur”).

## C2. Purpose, Form, and Style

By the end of this course, students will:

### C2.1 Purposes and Characteristics of Text

**Forms:** identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., photos, status updates, and likes and dislikes on social networking sites help friends keep in touch; the artist’s name, the title of the artwork, and background information on art museum labels help the viewer appreciate the piece of art; comparisons, charts, graphs, and grading systems

in consumer reports are used to review and rate products and services for potential buyers; the interplay of images and words conveys a story in a graphic novel)

**Teacher prompts:** “Comment est-ce que l’information à propos des œuvres d’art t’aide à mieux interpréter les messages de l’artiste?” “Comment est-ce que l’auteur du guide du consommateur essaie d’influencer vos achats futurs et pourquoi?” “Comment les sites de réseautage social que tu lis ont-ils influencé tes façons de communiquer avec tes amis?”

**Instructional tip:** Teacher can direct students to look for comparisons while reading so the class can formulate rules for their structure (e.g., “Il est aussi intéressant que...”, “Son style est plus clair que...”, “Elle a autant d’articles que...”, “C’est moins que quatre...”).

### C2.2 Text Features and Elements of Style:

identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., point form, abbreviations, photos, and icons allow quick communication on a social networking site; titles, pull quotes, sidebars, photos, headings, and subheadings direct a reader’s attention to certain information in magazines or newspapers; a list of accomplishments, the use of chronological order, and events recounted in the third person inform the reader about the life of the subject of a biography)

**Teacher prompts:** “Qu’est-ce l’auteur utilise dans son blogue pour appuyer son message?” “Quel rôle joue le langage abrégé dans les sites de réseautage social?” “Comment les caractéristiques et les éléments de style d’un magazine influencent-ils ta façon de lire et de juger le contenu?”

#### Instructional tips:

(1) Teachers can suggest that students use conjunctions such as “puisque”, “donc”, “pourtant”, “alors que”, “par conséquent”, and “cependant” when discussing the impact of various stylistic elements in a text.

(2) Teachers can direct students’ attention to the use of various past tenses to make the sequence of events clear in a biography.

### C2.3 Metacognition:

(a) describe strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., rank their top three reading comprehension strategies in order of effectiveness and give reasons for the

*ranking; compare their top strategies with those of a peer and collaborate to describe the best use for each strategy; review predictions made before reading to confirm or clarify meaning and to determine the effectiveness of this strategy)*

**Teacher prompts:** “Préfères-tu écrire au sujet des textes que tu as lu ou en discuter? Pourquoi?” “Quelles stratégies utilises-tu pour te rappeler des points importants? Est-ce que ces stratégies sont efficaces? Quelles autres stratégies peux-tu utiliser?” “Comment détermènes-tu les étapes que tu peux suivre pour améliorer tes habiletés de lecture?” “Comment le fait d’enregistrer et d’écouter ta lecture te permet-il d’identifier les améliorations à apporter à ton débit?”

**Instructional tips:**

(1) Teachers can encourage students to use sentence starters with demonstrative pronouns (e.g., “Cela me permet de...”, “Cela m’informe sur...”, “Cela me fait penser à...”.) while reflecting on their reading skills and strategies.

(2) Teachers can encourage students to use conditional sentence structures such as “Si j’avais..., j’aurais...” when discussing next steps to improve their work.

### C3. Intercultural Understanding

By the end of this course, students will:

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., from their reading of advertisements and promotional material, identify some culturally significant practices related to events in French-speaking communities in various countries, such as Switzerland, Belgium, or Canada; read job postings to identify languages required in business in French-speaking communities around the world; identify vocabulary that reflects the history or culture of the author or setting of a text; compare posted signage in French-speaking regions and infer some of the interests, values, and societal norms of those communities)

**Teacher prompts:** “Quelles sont les exigences de cet emploi? Comment est-ce que ces exigences auront une influence sur ton choix de cours dans les années futures?” “Dans quelle perspective l’information est présentée dans la publicité? Quelle est ta réaction au message de la publicité?”

“Pourquoi la connaissance des similarités et des différences entre les symboles, les expressions ou les conventions de langue sur les panneaux de signalisation routière est-elle importante quand on voyage à l’étranger?”

**Instructional tips:**

(1) Teachers can encourage students to search online for road signs in different French-speaking communities abroad and compare them with those in their own community.

(2) Teachers can direct students’ attention to the sentences in posted signage (e.g., “Attention! Circulez à vos propres risques”, “Ralentir! Sortie d’école”, “Danger! Interdiction de se baigner”, “Réservé aux voitures de police”).

**C3.2 Awareness of Sociolinguistic Conventions:**

identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities (e.g., determine what the author’s choice of language register conveys about his or her identity and position and how it affects the message; discuss similarities and differences in the language in poems or song lyrics from two French-speaking regions; scan headlines and advertisements in an online newspaper from a French-speaking region and identify vocabulary unique to that region)

**Teacher prompts:** “Surlignez des expressions régionales retrouvées dans les paroles des chansons. Quelles sont les différences de l’usage de vocabulaire entre ces deux communautés?” “Que peux-tu apprendre en lisant des manchettes ou publicités d’un journal quotidien?”

**Instructional tips:**

(1) Teachers can suggest that students identify past, present, and future tenses when examining an author’s choice of language.

(2) Teachers can encourage students to use a Venn diagram to help them compare and contrast vocabulary from Canada and France (e.g., “le stationnement/le parking”, “la fin de semaine/le week-end”).

# D. WRITING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### D1. Purpose, Audience, and Form

By the end of this course, students will:

**D1.1 Identifying Purpose and Audience:** determine their purpose in writing and the audience for the French texts they plan to create (*e.g., to discuss an environmental disaster in a newspaper article; to compose a short dialogue between two fictional characters; to narrate a personal journey; to express and justify an opinion in response to a newspaper editorial or a film critique; to encourage community service among peers through an advertisement; to request information on a French-speaking country from a consulate or travel agency; to create an FAQ section for a school website for French-speaking students who have recently immigrated to Canada*)

**Teacher prompts:** “Avec un partenaire, détermine la raison pour laquelle tu écris ainsi que le destinataire de ce travail.” “Quels détails vas-tu inclure dans un article au sujet d’un désastre environnemental afin d’informer tes lecteurs?” “Pourquoi crée-t-on une foire aux questions (FAQ) sur un site Internet?”

**Instructional tip:** Teachers can expose students to a variety of writing forms so they can select the appropriate genre for their purpose.

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, applying their

knowledge of some of the structural and stylistic elements of each form (*e.g., a persuasive article on a website to encourage healthy eating; a text message or an email to a friend using informal language; a biography that includes different points of view about its subject; a report on a topic of interest that includes subheadings to guide the reader through the text; a letter to the editor on a social or environmental issue; an opinion piece on the importance of learning French or other languages*)

**Teacher prompts:** “Comment est-ce qu’un site Web peut informer ta famille au sujet de la valeur nutritive de ton déjeuner?” “Pourquoi faut-il changer les mots et les expressions qu’on utilise selon le destinataire d’un message électronique?” “Comment un point de vue influence-t-il la façon dont l’information est présentée?” “De quelle façon les sous-titres vont-ils aider le lecteur à mieux comprendre ton message?” “Comment l’apprentissage du français t’aide-t-il dans ta recherche d’un emploi?”

**Instructional tips:**

- (1) Teachers can encourage students to use conjunctions indicating cause and effect (*e.g., “à cause de”, “parce que”*) to add complexity to a biography.
- (2) Teachers can suggest that students incorporate the expressions “il faut” and “il ne faut pas” plus the *infinitif* into their persuasive writing (*e.g., “Il faut boire huit verres d’eau, si possible. Il ne faut pas seulement manger des friandises”*).

**D1.3 Applying Language Structures:** communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., *describe places, objects, people, and feelings using correct forms of sensory adjectives and adverbs; express opinions using interjections and the subjunctif présent; give instructions in a recipe, positioning object pronouns correctly with the impératif; write an autobiography using two different past tenses; vary sentence length and use conjunctions such as “si”, “quand”, “lorsque”, “dès que”, “pendant”, “car”, and “donc” to create more complex sentences*)

**Teacher prompts:** “Comment peut-on changer le message en changeant l’ordre des mots dans la phrase?” “De quelle façon peut-on changer le message en utilisant différents types de ponctuation?” “Pourquoi y a-t-il une différence d’accord du participe passé?”

**Instructional tips:**

- (1) Teachers can draw students’ attention to how placing adjectives before or after a noun can change their meaning (e.g., “Ce jeune homme travaille trop” vs “C’est toujours un homme jeune”).
- (2) Teachers can illustrate the importance of agreement between the preceding direct object and the past participle of verbs conjugated with “avoir” (e.g., in the sentence, “Au centre commercial, elle a vu le même pantalon que celui de Nicole et la même blouse que celle de Christine, et elle l’a achetée”, the item bought is signalled by the agreement of the past participle with “la blouse”).

## D2. The Writing Process

By the end of this course, students will:

### D2.1 Generating, Developing, and Organizing

**Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., *participate in a group discussion to activate prior knowledge and generate ideas; create checklists or graphic organizers to assist them in organizing their thoughts; discuss storyboard ideas with peers to generate dialogue and narration for a comic strip; engage in free writing to generate ideas for a poem or song; assess the suitability of ideas in relation to the topic assigned; use different types of questions to deepen their understanding of a specific topic; summarize and paraphrase information and ideas in point-form notes, and review them to identify gaps; research facts to report accurately on a situation or event*)

**Teacher prompts:** “Comment illustres-tu tes idées et tes pensées afin de bien partager ton travail avec tes pairs?” “Comment les discussions avec tes camarades t’aident-elles à mieux exprimer tes idées?”

**Instructional tips:**

- (1) At each stage of the writing development process, teachers can ensure that students are engaged in speaking and listening as they discuss their own writing ideas, their peers’ writing ideas, and ideas arising from their research.
- (2) Teachers can encourage students to select an appropriate template and use it to help them organize and develop their ideas.
- (3) Teachers can encourage students to consult a variety of sources and to take accurate notes so that they can credit their sources when writing a report.

**D2.2 Drafting and Revising:** plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., *develop questions to help them clarify and expand upon peer and teacher feedback; determine whether ideas and supporting details are important, interesting, and clearly related to the purpose or the topic; use a teacher- or student-generated checklist when revising grammar, spelling, syntax, and punctuation; use a variety of classroom and electronic resources when editing and proofreading*)

**Teacher prompts:** “Comment est-ce que la rétroaction de tes pairs t’aide à clarifier tes idées?” “Quelles sont les informations essentielles à inclure dans le texte?” “Quelle est la stratégie que tu utilises pour vérifier que tes idées sont logiques et claires?”

**Instructional tips:**

- (1) Teachers can review a variety of interrogative adverbs (e.g., “quand”, “qui”, “quoi”, “comment”, “où”, “pourquoi”) and encourage students to use them to pose questions when selecting supporting details for the points they are trying to make.
- (2) Teachers can provide students with a template to enhance their understanding of a form of writing and to help them effectively organize information before writing their first draft.
- (3) Teachers can model the use of conditional sentences using “si” with the *imparfait*, followed by the *conditionnel présent*, to describe possibilities (e.g., “Si les comédiens savaient..., ils pourraient...”, “Si j’avais un million de dollars, je t’achèterais...”).

**D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of

their written work, and use some elements of effective presentation to produce a polished product for publication (e.g., reorganize main ideas and supporting details as necessary; add headings and subheadings to create sections in a report; use photos or drawings to support key ideas)

**Teacher prompts:** “As-tu fait de ton mieux pour détecter les incohérences et les imprécisions dans ton travail écrit et dans celui de ton partenaire?” “As-tu ajouté tous les éléments que tu recherchais dans le cadre de ton travail? Qu’est-ce que tu peux ajouter pour capter l’intérêt du lecteur?”

**Instructional tip:** Teachers can encourage students to avoid repetition in their writing by using a variety of direct- and indirect-object pronouns.

#### D2.4 Metacognition:

(a) describe strategies they found helpful before, during, and after writing;

(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., note in a writing log instances of writer’s block, what they did to overcome it, and how their strategies worked; assess their text against success criteria to determine what they did effectively and what could be improved)

**Teacher prompts:** “Identifie deux stratégies que tu as utilisées pendant la révision de ton travail et explique comment ces stratégies t’aident à continuer à progresser.” “Est-ce que tu es satisfait avec le texte que tu as écrit? Qu’est-ce que tu aimerais changer?” “Dans quelle mesure l’autoévaluation te fait prendre conscience de tes forces et de tes défis?”

**Instructional tip:** Teachers can encourage students to use the *conditionnel présent* when reflecting on the next steps in their writing (e.g., “J’aimerais...”, “Je voudrais...”).

### D3. Intercultural Understanding

By the end of this course, students will:

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., write an online

review that explores local cuisine in a specific French-speaking region; create a storyboard or skit highlighting the portrayal of adolescent issues in two different French-speaking communities; describe the influence of French colonization on the architecture of a French-speaking region; write a welcome letter to a potential new Canadian describing daily life in their community; write a double-entry journal from the points of view of people from two French-speaking communities affected by the same social issue; describe the origins of a tradition or pastime from a French-speaking community; create a promotional travel brochure for a French-speaking country)

**Teacher prompts:** “Comment ton journal personnel serait-il différent de celui d’un adolescent haïtien?” “Comment ta perception d’une autre culture est-elle influencée par tes propres valeurs?” “Quel impact a ton choix de mots et d’expressions sur la réaction des autres?”

**Instructional tip:** Teachers can encourage students to use verbs such as “pouvoir”, “vouloir”, and “devoir” in letters describing their communities (e.g., “On peut voir...”, “Vous voulez visiter...”, “Nous devons aller...”).

#### D3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work (e.g., use the appropriate salutation and language register in an email to a friend and another to a teacher; explore words or expressions related to food and meals in different French-speaking communities)

**Teacher prompts:** “Pourquoi est-il important de déterminer à qui on s’adresse lorsqu’on écrit un texte?” “Quel est le mot qui différencie un message adressé à un ami d’un message destiné à un enseignant? Comment sais-tu que tu as bien utilisé ce mot?” “Quel est le mot ou l’expression pour ‘manger un repas’ et ‘cuisiner’?”

**Instructional tip:** Teachers can draw students’ attention to verbs and expressions related to cooking and eating meals (e.g., “faire la cuisine”, “À quelle heure prends-tu ton déjeuner?”, “On déjeunera ensemble?”, “Où est-ce que vous voulez dîner?”).

# Core French, Grade 10

Applied

FSF2P

This course provides opportunities for students to communicate in French about everyday matters and topics of personal interest in real-life situations. Students will exchange information, ideas, and opinions with others in structured, guided, and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through using language learning strategies for understanding texts and communicating clearly. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Core French, Grade 9, Academic or Applied

## Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

# A. LISTENING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### A1. Listening to Understand

By the end of this course, students will:

#### A1.1 Using Listening Comprehension

**Strategies:** identify a range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., *break down the elements of a speaker’s message; brainstorm vocabulary before a listening task; draw on prior knowledge and make connections to personal experiences; identify key ideas and list associated details; make predictions before a presentation, and confirm, modify, or reject them during and after it*)

**Teacher prompts:** “De quelles façons est-ce que vos expériences personnelles influencent ce que vous entendez?” “Comment est-ce que vos prédictions montrent vos connaissances antérieures?”

**Instructional tips:**

(1) Teachers can encourage students to use the *futur simple* to describe the listening strategies they are going to use and the *passé composé* to describe the listening strategies they have used.

(2) Teachers can encourage students to ask themselves questions to help them identify the context and to personalize the topic by linking it to their prior knowledge (e.g., “Quel est le titre de la chanson?”, “Quel est le sens du titre?”, “Qui est-ce qui chante?”, “Est-ce que je connais le chanteur?”, “Quel genre de chanson est-ce?”, “Quel est le thème?”, “Quels sont les mots familiers et les mots apparentés que j’ai

entendus?”, “Quels sont les mots que je n’ai pas compris?”).

**A1.2 Demonstrating Understanding:** demonstrate an understanding of messages in oral French texts about everyday matters and familiar topics, with support as appropriate (e.g., *identify familiar words and expressions used to persuade in an advertisement; use a graphic organizer to sort information heard in a voice mail message; extract and summarize information from a broadcast about new and upcoming athletes; re-enact an event based on a description that includes new and familiar vocabulary; determine main ideas and relevant supporting details in a news broadcast; detect forms of bias in a song*)

**Teacher prompts:** “Quels outils vous aident à trouver les points essentiels d’enregistrement court?” “Quels types de stratégies utilisées dans un message publicitaire te poussent à acheter ou à ne pas acheter le produit?”

**Instructional tips:**

(1) Teachers can encourage students to listen for possessives and demonstrative adjectives (e.g., “mon”, “ton”, “son”, “notre”, “votre”, “leur”, “ce”, “cet”, “cette”, “ces”) to enhance their comprehension of a recorded news broadcast or a song (e.g., “Pour cette information sur la qualité de l’air dans votre communauté, regardez...”).

(2) Teachers can ask students to work with a partner to create a mime or charade that conveys the message of an oral text.

## A2. Listening to Interact

By the end of this course, students will:

### A2.1 Using Interactive Listening Strategies:

identify and use interactive listening strategies to suit a variety of situations while participating in social interactions and interactions about everyday matters (e.g., *acknowledge others' ideas using appropriate body language and facial expressions; identify the topic of discussion in order to select appropriate vocabulary to respond; paraphrase different speakers' points of view during a group discussion; ask for clarification or repetition to ensure comprehension during a conference with a teacher or peer*)

**Teacher prompts:** “Comment le fait d’exprimer l’opinion d’un pair avec tes propres mots montre-t-il ta participation active?” “Pourquoi faut-il demander à quelqu’un de clarifier son message?”

**Instructional tip:** Teachers can model the use of the *conditionnel présent* to demonstrate how to politely ask for clarification (e.g., “Pourriez-vous répéter s’il vous plaît?”, “Pourrais-tu m’expliquer ce que tu as dit?”).

**A2.2 Interacting:** respond with understanding to what others say while participating in a variety of interactions about everyday matters and familiar topics, in formal and informal situations (e.g., *interview students for a survey; answer questions from others in a small-group discussion; participate in an improvisational role play; express agreement or disagreement verbally and non-verbally*)

**Teacher prompts:** “De quelle façon l’improvisation peut-elle t’aider à mieux connaître le sujet sur lequel elle porte?” “Comment est-ce que le fait de travailler avec vos pairs vous encourage à considérer d’autres points de vue?”

**Instructional tips:**

(1) Teachers can encourage students to respond to peers by choosing an adverb of frequency from a list posted in class (e.g., “Tu vas sur Internet à quelle fréquence?”, “souvent”, “rarement”, “jamais”, “parfois”, “quelquefois par semaine”, “une fois par jour”, “plusieurs fois par jour”, “Je suis toujours connecté”).

(2) Teachers can model how to appropriately accept and decline invitations (e.g., “Je viens avec plaisir”, “J’ai déjà quelque chose de prévu”, “Tu peux compter sur moi”), and can encourage students to use these forms.

### A2.3 Metacognition:

- describe strategies they found helpful before, during, and after listening;
- identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., *assess their level of participation in a role play; compare effective listening strategies with a peer*)

**Teacher prompts:** “Comment le fait d’identifier tes forces et tes défis t’aide-t-il à améliorer tes capacités d’écoute?” “Comment trouves-tu des solutions aux difficultés que tu rencontres lorsque tu écoutes un document sonore?” “Que fais-tu pour améliorer ta compréhension d’un enregistrement?”

**Instructional tips:**

(1) Teachers can suggest that students monitor their own learning and thought processes by asking themselves what-if questions (e.g., “Que faire si le dialogue n’est pas clair? Si le dialogue n’était pas clair, je pourrais l’écouter plusieurs fois”).

(2) Teachers can provide feedback identifying strengths and challenges to help students develop action plans.

## A3. Intercultural Understanding

By the end of this course, students will:

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *using a graphic organizer, record the names of French-speaking people heard describing their communities and identify French influences on their first and last names; listen to songs from a variety of French-speaking cultures to determine and appreciate how they convey messages*)

**Teacher prompts:** “Qu’est-ce qui influence les croyances et les pratiques culturelles de cette communauté? En quoi leurs croyances et pratiques culturelles sont-elles semblables et différentes des tiennes?” “Qu’est-ce qui t’aide à être plus ouvert aux autres?”

**Instructional tips:**

(1) Teachers can suggest that students listen for the verbs “se situer” and “se trouver” used with prepositions of place (e.g., “entre”, “au nord de”, “à la frontière de”) to locate countries on a map.

(2) Teachers can suggest that students listen for the nouns of nationalities, noting gender

variations (e.g., “un(e) Anglais(e)”, “un(e) Français(e)”, “un(e) Canadien(ne)”, “un(e) Camerounais(e)”, “un(e) Marocain(e)”, “un(e) Vietnamien(ne)”, “un(e) Guinéen(ne)”, “un(e) Suisse”, “un(e) Belge”).

### A3.2 Awareness of Sociolinguistic Conventions:

using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., *interpret the meanings and uses of intonation and non-verbal gestures in different French-speaking communities; identify expressions that show interest in what another person is saying; identify the language register used by the participants in a conversation*)

**Teacher prompts:** “Comment peut-on développer nos compétences auditives en apprenant à regarder de plus près la personne et ses gestes?”  
“Comment la musique d’accompagnement d’un programme de radio t’aide-t-elle à comprendre le message, le sujet ou le thème?”

#### **Instructional tips:**

(1) Teachers can encourage students to listen for the use of “vouloir”, “pouvoir”, and “devoir” to help them identify wishes, possibilities, and obligations.

(2) Teachers can post a list of expressions used to show interest in a conversation (e.g., “C’est vrai?”, “Ah bon?”, “Non! Ce n’est pas vrai!”, “Tu es sûr?”, “Vraiment?”, “Tu plaisantes!”, “Tu rigoles!”, “Pas possible!”, “Tu as raison”, “Tu as tort”, “Je connais bien cette personne”) and to express opinions (e.g., “À mon avis”, “D’après moi”, “Selon moi”, “Personnellement, je pense/crois/trouve que...”), and can encourage students to use these phrases when responding to the statements of others.

# B. SPEAKING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### B1. Speaking to Communicate

By the end of this course, students will:

#### B1.1 Using Oral Communication Strategies:

identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (*e.g., focus on what to say rather than on how to say it; draw pictures to help correctly order the elements of a speaking task; use familiar ideas and expressions; provide supporting details to clarify ideas and opinions; continue speaking after making a mistake; build a bank of frequently used expressions, such as greetings, goodbyes, and requests for clarification, to help them focus on using complete phrases rather than individual words; rehearse with a partner*)

**Teacher prompts:** “Que fais-tu quand tu commets une erreur lorsque tu parles?” “Comment réagis-tu pour montrer ta confiance en toi lorsque tu parles en français?” “Quels éléments peux-tu utiliser pour consolider les idées clés de ton discours?” “Comment te prépares-tu à mieux présenter devant le reste de la classe?”

#### Instructional tips:

(1) Teachers can model expressions students can use to fill in the gaps while they are talking (*e.g., “alors”, “donc”, “et bien”, “c’est-à-dire”*) and can encourage students to integrate these expressions into their speech.

(2) Teachers can encourage students to use impersonal expressions followed by the *infinitif* to emphasize ideas (*e.g., “C’est nécessaire de...”, “Il est important de...”, “Il faut/Il ne faut pas...”*).

**B1.2 Producing Oral Communications:** produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about familiar, everyday matters and topics of personal interest, with contextual, auditory, and visual support as appropriate (*e.g., recount childhood memories or personal experiences; share interests, dreams, hopes, and aspirations; adapt and retell a familiar text; create and present a persuasive audio commercial; give a presentation on the importance of accessibility ramps in public buildings; present the results of a survey; describe a profession’s skills and responsibilities; discuss French television commercials or film trailers after viewing; discuss the cultural significance of a personal book, object, or photograph; lead a panel discussion on where to find the most economical ticket prices or cell phone plans*)

**Teacher prompts:** “Comment est-ce quelqu’un développe ses arguments de façon logique pour convaincre un public?” “Quelles stratégies peux-tu utiliser pour amener tes collègues à mieux apprécier ton point de vue?” “Comment le vocabulaire technique enrichit-il ton discours?” “Comment t’assures-tu qu’une présentation

orale s'enchaîne (la chronologie, les liaisons, les oppositions) dans le bon ordre?"

**Instructional tip:** Teachers can model the use of the appropriate past tenses to describe a sequence of events (e.g., "C'était une fête très intéressante parce que j'ai invité tous mes amis").

**B1.3 Speaking with Fluency:** speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared and spontaneous communications about a range of familiar topics (e.g., vary tone and intonation for emphasis during presentations; speak in phrases using familiar vocabulary; avoid awkward pauses by using familiar vocabulary to describe an idea or object when the exact term is forgotten; role-play a telephone conversation to demonstrate clear speaking when face-to-face communication is not possible; recite a poem using pauses for dramatic emphasis)

**Teacher prompts:** "Comment ton débit de parole doit-il changer selon ton public?" "Par quel moyen t'exprimes-tu si le mot t'échappe ou si tu ne trouves pas les mots exacts pour une idée?" "Comment ajoutes-tu de l'emphase pendant la présentation d'un poème?"

**Instructional tips:**

(1) Teachers can suggest that students provide each other with constructive feedback on their speaking fluency using a checklist.

(2) Teachers can model the appropriate pace of negative sentences and can encourage students to practise pacing to sound more natural (e.g., "Elle ne mange pas de pain", "Il ne prend pas de riz", "On ne boit pas de vin", "Pas de pommes de terre, pas de rôti", "Il ne sort plus de sa chambre", "Elle ne dort plus et ne mange plus, c'est ridicule").

**B1.4 Applying Language Structures:** communicate their meaning clearly, using parts of speech and word order appropriately (e.g., express feelings, desires, or suggestions using the conditional; describe an event using the appropriate past tense; use appropriate pronouns to avoid repetition while speaking)

**Teacher prompts:** "Comment t'exprimes-tu dans un restaurant ou demandes-tu des informations au téléphone?" "Comment peut-on éviter la répétition des mots dans une conversation?"

**Instructional tip:** Teachers can encourage students to use the *conditionnel présent* when expressing a wish or making suggestions in a conversation (e.g., "Je voudrais...", "On pourrait...").

## B2. Speaking to Interact

By the end of this course, students will:

### B2.1 Using Speaking Interaction Strategies:

demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (e.g., restate and reformulate ideas and ask questions in response to a peer's presentation; check for understanding; give alternative suggestions in response to others' propositions; acknowledge the contributions of others before expressing their own opinion; contribute information in a small-group discussion to encourage active participation by all group members)

**Teacher prompts:** "Comment réagis-tu si ton partenaire parle trop vite ou s'il utilise un vocabulaire que tu ne comprends pas?" "Comment tiens-tu compte des réactions des membres d'un groupe pendant une conversation?" "Que fais-tu pour t'assurer que ton message est clair et compris?"

**Instructional tips:**

(1) Teachers can model expressions that students can use to show courtesy when introducing their opinion in a conversation (e.g., "Excusez-moi", "Je ne suis pas d'accord", "Selon moi...").

(2) Teachers can help students expand their vocabulary banks by encouraging the use of prefixes and suffixes to change or add to meaning (e.g., "goût" – "goûter" – "déguster" – "dégoutant").

**B2.2 Interacting:** exchange information, ideas, and opinions with others in guided and spontaneous spoken interactions about everyday matters and topics of personal interest, with teacher modelling as appropriate (e.g., collaborate with classmates to prepare and present a skit; ask questions to elicit further information; acknowledge and respond to feedback during a writing conference with the teacher or peers; contribute opinions in a class discussion; discuss in small groups the effectiveness of messages in media texts; paraphrase or restate group members' contributions to a discussion to verify understanding; compare "family rules" with a peer; discuss the setting, sequence of events, scenes, and characters in a text, using a graphic organizer to guide the conversation; with a partner, summarize key ideas from a group discussion; role-play a conversation between a parent and teenager about a product the teenager wants to have)

**Teacher prompts:** "Quel est ton point de vue? Comment peux-tu l'expliquer aux autres

membres de ton groupe?” “Comment varies-tu le vocabulaire que tu utilises afin de maintenir l’intérêt de ton public?”

**Instructional tips:**

(1) Teachers can demonstrate how to paraphrase key points during a discussion to ensure that others understand their message.

(2) Teachers can direct students to pay attention to the placement of adjectives in their lines while they collaborate to develop a skit.

**B2.3 Metacognition:**

(a) describe strategies they found helpful before, during, and after speaking to communicate effectively;

(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., *plan to incorporate newly learned vocabulary in interactions; identify strategies that are useful when interacting with peers*)

**Teacher prompts:** “Quelles stratégies utilises-tu lorsque tu parles pour te rappeler des points importants?” “Qu’est-ce qui t’indique que la classe ne te comprend pas?” “Quelles stratégies peux-tu utiliser pour t’assurer que les autres te comprennent?”

**Instructional tip:** Teachers can encourage students to use the superlative forms of adjectives and adverbs when identifying speaking strategies they found helpful.

**Instructional tip:** Teachers can model various expressions of quantity and can encourage students to use them when comparing different communities (e.g., “Beaucoup de gens croient que...”, “À mon avis, il y a autant de...”, “Il y a quelque... de...”, “Ils utilisent moins de... et plus de...”, “Je crois qu’ils ont juste assez de...”).

**B3.2 Awareness of Sociolinguistic Conventions:**

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in spoken interactions (e.g., *participate in a role play using colloquialisms and gestures appropriate to the setting; speak using an appropriate level of formality*)

**Teacher prompts:** “Comment vas-tu changer la manière dont tu parles aux personnages différents dans le jeu de rôle?” “Quels mots et expressions t’aident à réagir d’une façon positive envers les autres?”

**Instructional tip:** Teachers can suggest that students supplement their speech with interjections (e.g., “Chut!” to request silence, “Bof!” for annoyance, “Aïe!” for pain, “Pouah!” for disgust).

## B3. Intercultural Understanding

By the end of this course, students will:

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *make a presentation on popular tourist attractions, movies, or jobs in various French-speaking regions, comparing them to those in their own community; identify some countries where French is used as a first or additional language, and compare its use in these countries to how and where French is used in their own community; deliver an oral presentation on a famous person or fictional character from a French-speaking country*)

**Teacher prompt:** “Jusqu’à quel point peut-on se découvrir soi-même en explorant d’autres cultures?”

# C. READING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of authentic and adapted text forms in French, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### C1. Reading Comprehension

By the end of this course, students will:

#### C1.1 Using Reading Comprehension Strategies:

identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in modelled, shared, guided, and independent reading contexts (*e.g., examine the features of a text before reading; note repeated words in a text to help them identify main ideas; make inferences based on images; focus on the overall message rather than the meaning of every word; choose texts about familiar topics; read beyond an unfamiliar word or phrase to infer its meaning from the overall sense of the passage*)

**Teacher prompts:** “Avant de lire un texte, comment établis-tu ce qu’il est important de retenir? Pendant la lecture, pourquoi faut-il identifier l’idée principale de chaque partie du texte? Après la lecture, comment identifies-tu les idées principales du texte lu?” “Comment la participation aux discussions soutient-elle ta compréhension du texte?” “Faut-il comprendre chaque mot pour identifier l’idée principale? Pourquoi?”

**Instructional tip:** Teachers can encourage students to refer to headings in non-fiction texts to assist them in distinguishing between main ideas and supporting details.

#### C1.2 Reading for Meaning:

demonstrate an understanding of a variety of student- and teacher-selected French texts about everyday

matters and personally relevant topics (*e.g., distinguish between fact and opinion in a newspaper article about providing nutritious food in schools; identify stated and implied ideas in an Internet, cable, or cell phone plan; role-play alternative solutions to a conflict presented in a text; make a timeline of the plot or key events in a story before creating a summary; read cookbooks from a variety of cultures, comparing ingredients and discussing the cultural significance of particular foods or dishes; read and respond to a reviewer’s point of view about a movie or CD; read a city map to determine directions to a particular location*)

**Teacher prompts:** “Quels sont les faits et les opinions présentés dans ce texte? Comment sais-tu que cette information est fiable?” “Comment organiseras-tu l’information pour en faire un résumé?” “Quel est le point de vue de l’auteur? Quelles stratégies utilise-t-il pour communiquer son message?”

**Instructional tip:** Teachers can encourage students to think about reading a text as detective work, gathering clues to the content from the title, pictures, headings, fonts, punctuation, and so forth.

#### C1.3 Reading with Fluency:

read a variety of French texts containing familiar vocabulary and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (*e.g., divide text into chunks when reading aloud; read with appropriate expression to communicate the emotions suggested by the text; identify and pronounce smoothly*)

previously encountered words; read in role using appropriate intonation to emphasize the emotions conveyed by the character)

**Teacher prompts:** “Comment est-ce que les expressions et les mots familiers du texte t’aident à lire ce texte?” “Pourquoi est-ce que c’est important de lire des groupes de mots?”

**Instructional tip:** Teachers can encourage students to develop their fluency by reading every day a short paragraph to themselves or to a peer in their class.

**C1.4 Developing Vocabulary:** use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions (e.g., make associations based on illustrations and prior knowledge to determine and clarify the meaning of new words; use knowledge of etymology and related words to help decode an unfamiliar word’s meaning; identify words borrowed from other languages; make a list of words and expressions that convey emotion; develop a personal lexicon including jargon and slang from personal online messaging, expressions used regularly in discussions, words from resource materials, and terminology in school-related documents; substitute a word that would make sense in the same context for an unfamiliar word)

**Teacher prompts:** “Que fais-tu quand tu ne comprends pas un mot?” “Quels mots utilise l’auteur pour évoquer de la sympathie pour un personnage?” “Selon toi, quelle stratégie t’aide le plus à comprendre le nouveau vocabulaire?” “Comment organises-tu le nouveau vocabulaire et les nouvelles expressions afin de t’en rappeler?”

**Instructional tips:**

(1) Teachers can demonstrate word-attack skills (e.g., using prefixes, suffixes, and stems to determine the meaning of unfamiliar words) and encourage students to use them to extend their vocabulary.

(2) Teachers can suggest that when students look up words in a dictionary, they note any prefixes and/or suffixes (e.g., “organiser”/ “désorganiser”).

(3) Teachers can encourage students to identify the verb endings associated with various tenses in order to enhance their ability to understand texts (“Je présenterai mon discours aujourd’hui” vs “Je présenterais mon discours, si on avait le temps aujourd’hui”).

## C2. Purpose, Form, and Style

By the end of this course, students will:

### C2.1 Purposes and Characteristics of Text

**Forms:** identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., an encyclopedia entry or newspaper article answers the questions “Qui?”, “Quand?”, “Quoi?”, “Comment?”, “Où?”, and “Pourquoi?” in relation to its subject; a list of materials enables a person to check that all components are present before assembling furniture; short essays, images, and useful links express and support opinions in a blog; speech bubbles, captions, and illustrations are used to convey information in comic strips and graphic novels)

**Teacher prompts:** “Quelles informations peux-tu tirer du titre et des illustrations de ce texte?” “Que connais-tu déjà à propos de ce sujet?” “Comment est-ce que l’auteur présente ses opinions?” “Comment peux-tu vérifier si l’information présentée est correcte?” “Où peux-tu trouver l’explication des symboles sur la carte d’une ville?”

**Instructional tip:** Teachers can demonstrate how to read a graph or table in conjunction with the text in which the graphic appears, including how to use the figure/table number, title, and/or key words to find the related information in the written text.

### C2.2 Text Features and Elements of Style:

identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., tables and diagrams convey information concisely in a report; the impératif and persuasive language in advertisements encourage consumers to buy a product; boldface titles, the infinitif, numbered steps, and illustrations help to guide cooks through a recipe)

**Teacher prompts:** “Pourquoi est-ce qu’on dresse une liste d’ingrédients avant d’expliquer la marche à suivre dans une recette?” “Comment peut-on analyser des textes publicitaires en tenant compte, entre autres, des types d’appuis pour convaincre ou persuader (p. ex., appel aux sentiments, slogans)?”

**Instructional tips:**

(1) Teachers can direct students to list words that elicit a personal reaction as they read.

(2) Teachers can direct students’ attention to the use of the *infinitif* in directions in a recipe or procedural text.

**C2.3 Metacognition:**

(a) describe strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (*e.g., rank their top three reading comprehension strategies in order of effectiveness and give reasons for their ranking; compare their top strategies with those of a peer and collaborate to describe the best use for each strategy*)

*Teacher prompts:* “Quelles stratégies utilises-tu pour te rappeler des arguments importants?” “Quelles questions te poses-tu pour vérifier que tu as bien compris?” “Est-ce que ces stratégies sont efficaces? Pourquoi? Quelles autres stratégies peux-tu utiliser?”

*Instructional tip:* Teachers can review ways in which students can use questions to help them set personal goals for improvement in reading.

**C3. Intercultural Understanding**

By the end of this course, students will:

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., research symbols associated with specific French-speaking communities and explain their significance; from their reading of advertisements and promotional material, identify some culturally significant practices related to events in French-speaking communities in various countries, such as Switzerland, Belgium, or Canada; read job postings to identify languages required in business in French-speaking communities around the world; compare posted signage in French-speaking regions and infer some of the interests, values, and societal norms of those communities; read descriptions of the flags of various French-speaking countries and describe how the elements reflect the national history or culture*)

*Teacher prompts:* “Quels pays francophones aimerais-tu visiter si tu le pouvais? Pourquoi?” “Comment est-ce que les textes publicitaires essaient de mettre en valeur les aspects enchanteurs des pays pour convaincre les gens d’y aller?” “De quel point de vue l’information

est-elle présentée dans la publicité?” “Quelle est ta réaction à l’information présentée dans le texte? Comment est-ce que cette information t’aide à mieux comprendre cette communauté?”

*Instructional tip:* To help students develop their ability to understand texts from other cultures, teachers can suggest that, before reading, students find out about the writer and the circumstances in which the text was written and that they pay attention to illustrations for clues about the text and the culture that produced it.

**C3.2 Awareness of Sociolinguistic Conventions:**

identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities (*e.g., compare vocabulary in menus from two French-speaking communities; identify words and expressions unique to certain communities; describe how the words of the national anthem of a specific French-speaking country reflect aspects of its national history or culture*)

*Teacher prompts:* “Quelles sont les nouvelles expressions régionales retrouvées dans les vers d’un poème ou dans les paroles des chansons étudiées? Comment est-ce que tu vas essayer de les utiliser dans tes réponses?”

*Instructional tip:* Teachers can encourage students to use an organizer such as a Venn diagram when comparing and contrasting vocabulary from different French-speaking communities.

# D. WRITING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### D1. Purpose, Audience, and Form

By the end of this course, students will:

**D1.1 Identifying Purpose and Audience:** determine their purpose in writing and the audience for the French texts they plan to create (*e.g., to publish an article in a school paper based on an interview with a family member about his or her cultural traditions; to critique a film for a blog; to promote community service in an advertisement; to prepare a report explaining how something works or why something happened; to create a travel brochure to convince their families to visit a particular city or country; to develop a series of dialogues illustrating various ways to request and give directions; to compose an email or text message accepting an invitation to a party and confirming information about the event; to highlight the admirable qualities of a personal hero in a biography; to create a newspaper or magazine advertisement discussing the benefits and importance of learning French or other languages; to create an advertising campaign to persuade students to support a school fundraising event*)

**Teacher prompts:** “Quels sont les éléments essentiels d’une nouvelle journalistique?”  
“Comment peux-tu déterminer qu’une publicité est intéressante et cohérente pour tes lecteurs?”  
“Dans quelle mesure une biographie est-elle un véhicule efficace des expériences vécues par une personne d’importance dans un mouvement social ou environnemental?”

**Instructional tips:**

(1) Teachers can review the use of the *futur simple* and encourage students to use it when writing

about the benefits of volunteering for a local, a national, or an international non-governmental organization.

(2) Teachers can suggest that students use past tenses (*passé composé* and *imparfait*) when writing about the accomplishments of someone they admire.

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about everyday matters and personally relevant topics, applying their knowledge of some of the structural and stylistic elements of each form (*e.g., an editorial to encourage adults to improve their energy conservation practices; a promotional text for a book or a movie; a slogan to encourage healthy and active living; a classified advertisement about an item lost, found, or for sale; an FAQ section for a school website about school-based apprenticeships or opportunities for bilingual volunteer work*)

**Teacher prompts:** “Comment est-ce que les éléments stylistiques d’un slogan peuvent inciter les gens à faire des liens personnels?”  
“Pourquoi y a-t-il une répétition de mots clés dans un message publicitaire?”

**Instructional tips:**

(1) Teachers can encourage students to use the *impératif* in a slogan.

(2) Teachers can suggest that students consider whether to use diagrams and/or point-form notes to explain their ideas in a text.

**D1.3 Applying Language Structures:** communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., *describe places, objects, people, and feelings using correct forms of sensory adjectives and adverbs; express opinions or arguments using impersonal expressions and interjections; give instructions in a recipe, positioning object pronouns correctly with the impératif; write an autobiography using a variety of past tenses; vary sentence length and use conjunctions such as “si”, “quand”, “lorsque”, “dès que”, “cependant”, “car”, “donc” to create more complex sentences*)

**Teacher prompts:** “Comment peut-on varier les types de phrase dans un article?” “De quelle façon peut-on exprimer une opinion ou un argument?”

**Instructional tips:**

(1) Teachers can illustrate how using a variety of conjunctions can help students to connect words, sentences, and ideas (e.g., “Je suis en retard lorsque je manque l’autobus”, “La solution est très simple, cependant personne n’y a pensé”).

(2) Teachers can suggest that students use affirmative and negative infinitives following impersonal expressions (e.g., “Il est important d’être bilingue au Canada parce que...”, “Il est nécessaire de se protéger contre les rayons du soleil, car...”, “Il est préférable de ne pas conduire trop vite, étant donné que...”) to express their arguments forcefully.

## D2. The Writing Process

By the end of this course, students will:

### D2.1 Generating, Developing, and Organizing

**Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., *discuss and reflect on personal opinions about a specific topic before writing; create a timeline of important events and personal achievements to use as the basis for an autobiography; discuss personal reactions with peers to clarify their own response to the work of a First Nation, Métis, or Inuit artist*)

**Teacher prompts:** “Comment peux-tu organiser tes idées pour présenter une opinion claire et convaincante?” “Quel outil trouves-tu le plus efficace pour organiser tes idées avant d’écrire une ébauche?”

**Instructional tips:**

(1) Teachers can encourage students to use an organizer, such as a flow chart, idea web, or

cause and effect organizer, to help them sort information and ideas into subtopics when writing a report.

(2) Teachers can model a variety of interrogative adverbs (e.g., “qui”, “quoi”, “combien (de)”, “comment”, “où”, “pourquoi”, “quand”) and encourage students to use them when deciding what information to include in their draft.

**D2.2 Drafting and Revising:** plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., *identify frequently used vocabulary and integrate a greater variety of words and expressions in their text; use a teacher- or student-generated checklist to revise grammar, spelling, syntax, and punctuation; prioritize ideas and information to improve organization and clarify the message; use feedback from peer and teacher conferences to improve a written piece; vary sentence length to add interest and improve coherence*)

**Teacher prompts:** “Comment les notes que tu prends pendant une lecture t’aident-elles à écrire le brouillon d’un résumé et pourquoi?” “De quelle façon la rétroaction de tes pairs t’encourage-t-elle à réviser ton travail?” “Comment les autres modèles que tu as trouvés durant ta recherche t’inspirent-ils à améliorer ton article de journal d’école?”

**Instructional tip:** Teachers can provide students with opportunities to develop their ability to correctly and appropriately use object pronouns (i.e., “le”, “la”, “les”, “lui”, “leur”, “en”) with simple and compound verbs to replace repeated nouns in sentences.

**D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of their written work, and use some elements of effective presentation to produce a polished product for publication (e.g., *add appropriate visuals or graphics to support key ideas; check for adequate development of information and ideas; check that their use of punctuation is appropriate and consistent with their meaning*)

**Teacher prompts:** “As-tu répondu aux critères nécessaires pour accomplir ta tâche écrite?” “De quelle façon les ressources électroniques te permettent-elles d’améliorer la qualité de ta production écrite?” “Comment peux-tu rectifier la ponctuation de ton travail écrit?”

**Instructional tip:** Teachers can review the use of final punctuation for different sentence types, and can illustrate how altering internal

punctuation can affect the message of a text (e.g., “Sam dit : le prof est drôle”, “Sam, dit le prof, est drôle”).

#### D2.4 Metacognition:

- describe strategies they found helpful before, during, and after writing;
- identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., *note in a writing log instances of writer’s block, what they did to overcome it, and how their strategies worked; assess their text against success criteria to determine what they did effectively and what could be improved*)

**Teacher prompts:** “Est-ce que tu es satisfait de ton travail? Que peux-tu changer pour l’améliorer?” “Comment est-ce que la lecture du travail des autres t’aide à enrichir ton vocabulaire?”

**Instructional tip:** To help build confidence and reduce anxiety about writing, teachers can provide students with repeated opportunities to self-assess their use of strategies throughout the writing process.

### D3. Intercultural Understanding

By the end of this course, students will:

- D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *describe the influence of French colonization on the architecture of a French-speaking region; create a menu, including the prices, for a traditional French Canadian meal; write a journal entry describing the events during “la semaine de la francophonie”; describe the origins of a tradition or pastime from a French-speaking community; create a promotional poster related to the cuisine of a French-speaking country, such as “Saveurs de la Martinique”*)

**Teacher prompts:** “En quoi ton journal personnel serait-il différent de celui d’un adolescent haïtien?” “Quel impact a ton choix de mots et d’expressions sur la réaction des

autres?” “Comment ta perception d’une autre culture est-elle influencée par tes propres valeurs?”

#### Instructional tips:

- Teachers can encourage students to use verbs such as “pouvoir”, “vouloir”, and “devoir” in the text of promotional posters (e.g., “On peut goûter...”, “Vous voulez essayer...”, “Nous devons aller...”).
- Teachers can provide opportunities for students to build vocabulary and expressions related to dining out (e.g., “à la carte”), types of food in different French-speaking communities, adjectives for describing food, verbs for cooking, and supermarket vocabulary.

#### D3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work (e.g., *use appropriate salutations and levels of formality when writing invitations for a special event to friends, the school principal, teachers, or a local government official; write to an organization to offer their services as a volunteer, explaining their reasons for volunteering, expressing interest in a particular position, and discussing how their skills and experiences can make a contribution; write a thank-you note to a store’s manager after a job interview*)

**Teacher prompts:** “Pourquoi est-il important de déterminer le destinataire du message que l’on écrit?” “Quels mots ou expressions as-tu incorporés dans ton texte pour faire la différence entre des messages adressés à un ami, au directeur d’école, aux enseignants et à un représentant du gouvernement dans ta région?” “Comment sais-tu que tu as utilisé le mot convenable?”

#### Instructional tips:

- Teachers can remind students of the difference between “tu” and “vous”.
- Teachers and students can develop a list of appropriate salutations and closings for different audiences (e.g., “Salut”, “Cher/Chère”, “Monsieur/Madame”, “Je vous prie d’agréer, Monsieur le directeur, l’expression de mes sentiments distingués”, “Espérant une réponse positive...”).

# Core French, Grade 10

Open

FSF20

This course provides opportunities for students to speak French in guided and structured interactive settings. Students will communicate about matters of personal interest and familiar topics through listening, speaking, reading, and writing in real-life situations, using print, oral, visual, and electronic texts. Students will develop a general understanding and appreciation of diverse French-speaking communities, as well as skills necessary for lifelong language learning.

**Prerequisite:** Core French, Grade 9, Open

## Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

# A. LISTENING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### A1. Listening to Understand

By the end of this course, students will:

#### A1.1 Using Listening Comprehension

**Strategies:** identify a range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (*e.g., use prior knowledge and contextual clues to make deductions and inferences while listening; identify cognates; make predictions about key ideas in an oral text and verify predictions as they listen to the text; take notes to retain information*)

**Teacher prompts:** “Comment l’écoute de la première partie d’un texte audio t’aide-t-il à prédire la suite?” “Quels détails du texte t’aident à vérifier ou à modifier tes prédictions?” “Quelles sont les expressions françaises entendues qui ressemblent aux expressions de ta langue maternelle (p. ex., mots apparentés, faux amis)?”

**Instructional tip:** Teachers can suggest that students use the *futur proche* (*e.g., “Je vais entendre”, “Il va dire”, “Elles vont chanter”*) when predicting ideas before listening to an oral text.

**A1.2 Demonstrating Understanding:** demonstrate an understanding of the purpose and meaning of oral French texts about everyday matters and matters of personal interest, with contextual and visual support (*e.g., use words, pictures, and/or actions to restate the main idea and related details in an oral report about First Nations*

*people; identify familiar words and expressions in a song; act out a procedure based on a classmate’s description; identify a character from a story or movie based on a peer’s description*)

**Teacher prompts:** “Comment le vocabulaire familier t’aide-t-il à comprendre le message?” “Quels sont les indices qui t’aident à reconnaître les diverses formes de textes audio?”

**Instructional tip:** Teachers can model how the singular, plural, and inclusive forms of the *impératif* are used in directions.

### A2. Listening to Interact

By the end of this course, students will:

#### A2.1 Using Interactive Listening Strategies:

identify and use interactive listening strategies to suit a variety of situations while participating in structured and guided social interactions and interactions about everyday matters (*e.g., react appropriately to personal accounts shared by a peer; use familiar words and phrases to paraphrase a speaker and verify understanding*)

**Teacher prompts:** “Comment les interventions verbales et non verbales des pairs enrichissent-elles une conversation?” “Comment le fait d’interpréter un message en utilisant tes propres mots t’aidera-t-il à confirmer les idées clés?”

**Instructional tips:**

(1) Teachers can model the use of the negative “ne... pas” with the *passé composé* when paraphrasing a message.

(2) Teachers can encourage students to use their prior knowledge to help them interpret non-verbal cues and behaviours such as posture, facial expression, gaze, gestures, and tone of voice during a conversation with a peer.

**A2.2 Interacting:** respond with understanding to what others say while participating in a variety of structured and guided interactions about everyday matters and matters of personal interest (e.g., in a small group, create guidelines for preparing a litter-less lunch; recommend local restaurants in response to peers' statements about their food preferences and budgets; respond to the ideas and contributions of others during a conversation about traditions and celebrations; listen to another person's opinion about a story and express their own; listen to and act on descriptive feedback from a peer or teacher regarding their performance of a task)

**Teacher prompts:** “De quelle façon partages-tu efficacement tes idées avec un pair ou dans un petit groupe?” “Comment partages-tu une rétroaction pertinente avec un partenaire après avoir entendu sa présentation?” “Comment interprètes-tu le langage non verbal d'un pair pendant une conversation?” “Comment les mots entendus pendant l'interaction t'aident-ils à participer activement à la conversation?”

**Instructional tips:**

(1) Teachers can model the use of the comparative and superlative forms of adjectives using “plus”, “le/la/les plus”, “moins”, and “le/la/les moins” as the students discuss ways of preparing litter-less lunches.

(2) Teachers can model the use of the comparative and superlative forms of irregular adjectives such as “bon” and “mauvais” as the students discuss their food preferences.

**A2.3 Metacognition:**

(a) describe strategies they found helpful before, during, and after listening;  
 (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., identify things that have distracted them from listening to a speaker; describe how various resources can help them find out more about a subject in preparation for listening)

**Teacher prompts:** “Selon toi, quelle est la stratégie d'écoute la plus efficace?” “Quelles suggestions peux-tu donner à quelqu'un pour l'aider à améliorer son emploi des stratégies d'écoute?”

**Instructional tips:**

(1) Teachers can model the process of describing skills and strategies using verbs that identify a preference (e.g., “Je préfère...”, “Je voudrais...”, “Je n'aime pas...”).

(2) Teachers can model the use of conditional or hypothetical statements and encourage students to use them when communicating possible ways to improve their listening skills (e.g., “Si j'écoute attentivement, je saurai quoi faire”).

### A3. Intercultural Understanding

By the end of this course, students will:

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., listen to perspectives on the same subject from people in two French-speaking countries and discuss how their culture might have influenced their perspectives; listen to descriptions of tourist destinations in French-speaking parts of the world and describe significant landmarks in these regions; listen to French popular songs in class and determine the meaning of the lyrics)

**Teacher prompts:** “Qu'as-tu appris à propos des expériences des autres qui pourrait t'aider à mieux te débrouiller dans une situation similaire?” “Qu'est-ce qui t'intéresse dans les autres cultures?” “Pourquoi quelques chansons d'autres cultures deviennent-elles populaires?”

**Instructional tips:**

(1) Teachers can suggest that students listen for the nouns of nationalities, noting gender variations (e.g., “un(e) Canadien(ne)”, “un(e) Sénégalais(e)”, “un(e) Espagnol(e)”, “un(e) Russe”).

(2) Teachers can draw students' attention to the repeated phrases in a song lyric that help to emphasize the theme.

**A3.2 Awareness of Sociolinguistic Conventions:** using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., interpret the meanings and uses of intonation and non-verbal gestures in different French-speaking communities; compare the language heard in conversations with a teacher and with a peer and identify some of the differences; compare

*the language used to introduce a performer or celebrity and the language used to introduce a friend and identify some of the differences; identify some conventions used in informal exchanges such as telephone calls with a friend)*

**Teacher prompts:** “Comment est-ce que le contexte d’une communication t’aide à comprendre le message non verbal?” “Comment est-ce qu’on a utilisé l’humeur pour essayer de convaincre les gens d’acheter un produit?”

**Instructional tips:**

(1) Teachers can help students construct a list showing variations in the terms for numbers in French-speaking regions or countries (e.g., “soixante-dix” vs “septante” and “quatre-vingt-dix” vs “nonante” in Belgium, Switzerland, Rwanda, and Democratic Republic of the Congo; “quatre-vingts” vs “huitante/octante” in Belgium and Switzerland).

(2) Teachers can model the use of expressions associated with persuasion that indicate respect for the other person (e.g., “Je te promets”, “Je t’encourage”, “Je te suggère”).

## B. SPEAKING

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

### SPECIFIC EXPECTATIONS

#### B1. Speaking to Communicate

By the end of this course, students will:

##### B1.1 Using Oral Communication Strategies:

identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (*e.g., identify their purpose for speaking, including circumstances, audience, and topic; use descriptive language to engage their audience; adjust volume to suit the purpose for speaking; adapt familiar models of speech to new contexts; increase confidence by reusing familiar and newly acquired phrases and sentences to state needs and preferences; engage in warm-up activities to practise newly acquired vocabulary; practise the delivery of lines in a role play; use repetition and speak clearly to ensure the audience understands*)

**Teacher prompts:** “Quel est l’objectif de cette conversation?” “Comment peux-tu poser cette question autrement pour clarifier ton message?” “Comment peux-tu utiliser un organisateur graphique pour diriger une discussion à propos d’un texte familier?” “Pourquoi est-il important de pratiquer un nouveau mot de vocabulaire dans différentes situations?”

**Instructional tip:** Teachers can model expressions students can use to fill in the gaps while they are talking (*e.g., “alors”, “donc”, “et bien”, “c’est-à-dire”*).

**B1.2 Producing Oral Communications:** using familiar words and expressions, produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about familiar, everyday matters and topics of personal interest, with contextual, auditory, and visual support as appropriate (*e.g., discuss personal interests in and outside school; share information about familiar activities and interests, including actions in the past and present, and plans for the future; describe skills learned through volunteering in the community; create and deliver a presentation about a familiar environmental or social issue; present a critique of a graphic novel, film, or video game*)

**Teacher prompts:** “Quel langage peux-tu utiliser pour convaincre les autres à participer à une démarche pour protéger l’environnement?” “Quelles expressions peuvent t’aider à montrer que tu parles de quelque chose qui a eu lieu dans le passé?”

##### Instructional tips:

(1) Teachers can suggest that students use “jouer à”, “jouer de”, and “faire de” when talking about favourite pastimes.

(2) Teachers can model the use of past tenses when discussing events that occurred at different points in the past and can encourage students to practise using these tenses when discussing past environmental issues and how they have been addressed.

**B1.3 Speaking with Fluency:** speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared communications about a range of familiar topics (*e.g., recite tongue twisters at different rates to practise pronunciation and emphasis; leave a clear, brief message on an answering machine with minimal hesitation*)

**Teacher prompts:** “Comment est-ce que tu te prépares pour laisser un bon message dans la boîte vocale d’un répondeur?” “Pourquoi est-il important de planifier ce que tu veux dire avant une conversation?”

**B1.4 Applying Language Structures:** communicate their meaning clearly, using parts of speech and word order appropriately (*e.g., describe themselves and others using correct forms of sensory adjectives; express opinions using interjections and familiar verbs; use appropriate prepositions with geographical names when describing places to visit as a tourist; maintain a conversation by following a model of questions and answers*)

**Teacher prompts:** “Quelles sont les destinations préférées des jeunes? Pourquoi?” “Dans quels pays voudrais-tu voyager? Pourquoi?”

**Instructional tips:**

(1) Teachers can suggest that students use appropriate prepositions when referring to things located in specific countries and cities (*e.g., “au Sénégal”, “en France”, “à Monaco”, “à Marrakech”, “au Laos”, “au Cambodge”*).

(2) Teachers can model the use of words such as “hier”, “aujourd’hui”, “demain”, “mardi prochain”, “en été”, and “l’année prochaine” in responses to questions with “quand” that require an expression that indicates a period of time (*e.g., “Quand est-ce que tu pars à Montréal? Et quand est-ce que tu reviens?”, “Quand partez-vous à Montréal? Et quand revenez-vous?”*).

## B2. Speaking to Interact

By the end of this course, students will:

**B2.1 Using Speaking Interaction Strategies:** demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of structured, guided, formal, and informal situations (*e.g., use body language and proximity to engage the audience; share personal experiences and ideas linked to those of others; use pauses appropriately during a conversation*)

**Teacher prompts:** “De quelle façon les pauses peuvent-elles prolonger et/ou raccourcir une conversation?” “Pourquoi faut-il contrôler le

volume de ta voix lors d’une discussion de groupe?”

**Instructional tips:**

(1) Teachers can suggest that students use appropriate sentence starters (*e.g., “Je pense que”, “Je déduis que”, “Il me semble que”*) when acknowledging and expressing differing points of view.

(2) Teachers can encourage students to use the possessive when discussing personal opinions and the verbs “pouvoir” and “vouloir” to express possibilities and desires.

**B2.2 Interacting:** exchange information, ideas, and opinions with others in structured and guided spoken interactions about matters of personal interest and familiar topics, with teacher modelling as appropriate (*e.g., ask and respond to questions to exchange personal information; ask questions for clarification or to elicit additional information; compare likes and dislikes with peers; discuss the setting, sequence of events, scenes, and characters in a text, using a graphic organizer to guide the conversation; give feedback to a classmate in a peer-assessment activity; negotiate solutions to problems; conduct opinion surveys among classmates about a variety of topics; act as facilitator during a class discussion*)

**Teacher prompts:** “Comment peux-tu partager tes préférences personnelles?” “Qu’est-ce qui t’aide à améliorer ta précision et ta fluidité?”

**Instructional tip:** Teachers can suggest that students use expressions such as “selon toi/ vous” and “à mon avis” when expressing opinions in group and class discussions.

**B2.3 Metacognition:**

(a) describe strategies they found helpful before, during, and after speaking to communicate effectively;

(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (*e.g., make revisions to the form and content of speech using feedback from peers and the teacher*)

**Teacher prompts:** “Quelles stratégies utilises-tu lorsque tu parles pour te rappeler des points importants?” “Comment est-ce que tu changes la façon dont tu parles au cours d’une présentation si tu réalises que la classe ne te comprend pas? Quelles autres stratégies peux-tu utiliser?”

**Instructional tip:** Teachers can encourage students to use the superlative forms of adjectives and adverbs when identifying speaking strategies they found helpful.

### B3. Intercultural Understanding

By the end of this course, students will:

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *make a presentation on popular tourist attractions, movies, or jobs in various French-speaking territories, and compare them to those in their own community; identify some countries where French is used as a first or additional language and compare its use to how and where French is used in their own community; teach a dance or sport from a French-speaking country; deliver an oral presentation on a famous person or fictional character from a French-speaking country; introduce a music video from a French-speaking community outside Canada, noting typical language and characteristics*)

**Teacher prompts:** “Pour quelles raisons as-tu choisi de présenter ce pays ou cette région?” “Comment voudrais-tu présenter tes découvertes?” “Comment engageras-tu le public?”

**Instructional tip:** Teachers can suggest that students give their opinions using impersonal expressions (e.g., “il est important de”, “il est nécessaire de”) followed by the *infinitif*.

### B3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in spoken interactions (e.g., *identify and use appropriate conventions in informal oral interactions, such as standard phrases for telephone greetings, asking to speak to someone, identifying themselves, and asking to leave a message*)

**Teacher prompts:** “Comment te présentes-tu au téléphone à quelqu’un que tu ne connais pas? Quelles informations partages-tu?” “Quelles expressions peux-tu utiliser pour promouvoir la continuation d’une conversation? Comment est-ce que ces expressions changent selon la situation?”

**Instructional tip:** Teachers can model the use of words and expressions designed to elicit additional information and/or sustain a conversation in a variety of social contexts.

# C. READING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of authentic and adapted text forms in French, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### C1. Reading Comprehension

By the end of this course, students will:

#### C1.1 Using Reading Comprehension Strategies:

identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in modelled, shared, guided, and independent reading contexts (e.g., ask questions to guide the exploration of a text; use titles, captions, and illustrations to make predictions about a text; identify familiar words and cognates to support their understanding of the text; create mental images of the setting or characters based on descriptive details; use contextual clues to infer meaning; reread a section of text to confirm or clarify understanding; divide text into phrases to monitor comprehension)

**Teacher prompts:** “Quelles prédictions peux-tu faire avant la lecture et comment vas-tu les vérifier?” “Comment est-ce que les éléments d’organisation du texte t’aident à faire des prédictions?” “Quelles questions te poses-tu pour vérifier que tu as bien compris?” “Quelles stratégies utilises-tu pour te rappeler des points importants? Quelles autres stratégies peux-tu utiliser?” “Comment est-ce que les conversations en groupe t’aident à mieux comprendre le texte?”

**Instructional tip:** Teachers can suggest various types of questions students can ask themselves to broaden their understanding of the text (e.g., “Quel est le titre de ce texte?”, “Quelle est l’idée principale de ce texte?”, “Qui sont

les personnages?”, “Où est-ce que l’histoire a eu lieu?”, “Quel est l’importance de l’endroit dans l’intrigue de l’histoire?”).

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of student- and teacher-selected French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate (e.g., summarize the key events in a letter, postcard, or email from a friend describing his or her weekend or vacation; read and mime the instructions in a classmate’s procedural text, such as directions to a specific landmark, instructions for assembling a piece of furniture, or prompts at an ATM; as a reading response to a story, select what a character might order from a menu, using evidence from the text to justify the choice of foods)

**Teacher prompts:** “Comment est-ce que le fait de mimer les instructions d’une marche à suivre t’aide à en vérifier les étapes?” “Quels liens peux-tu faire pour mieux comprendre le texte?” “Quelles sont les préférences des personnages dans le texte? Comment le sais-tu?”

**Instructional tip:** Teachers can encourage students to use conjunctions to expand on their ideas when responding to a text (e.g., “comme”, “avant”, “après”, “à cause de”, “devant”).

**C1.3 Reading with Fluency:** read a variety of French texts containing familiar names, words, and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., read aloud at an appropriate rate and with expression; read

with expression during reader's theatre; read poems or song lyrics smoothly during choral reading or in shared or paired reading contexts)

**Teacher prompts:** “Comment est-ce que le fait de participer à un théâtre de lecteurs t’aide à améliorer ta fluidité en lecture?” “Comment lis-tu un mot assez long sans hésitation (p. ex., soigneusement, approximativement)?”

**Instructional tip:** Teachers can collaborate with students to compile a list of key rules of pronunciation, such as those pertaining to liaisons, silent letters, and correct accents, and can encourage students to refer to these rules to enhance flow as they read aloud and to enable their listeners to understand the text more easily.

**C1.4 Developing Vocabulary:** use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions (e.g., *develop lists of cognates to expand vocabulary and to enhance understanding; identify familiar prefixes and suffixes and use them to infer the meaning of new words; create a list of new words, adding definitions determined from their context in texts; find a synonym for an unfamiliar word; identify synonyms and antonyms for familiar words; take note of new words while reading and add them to a personal word list*)

**Teacher prompts:** “Comment est-ce que tu organises les nouveaux mots que tu découvres pour mieux comprendre ta lecture?” “Comment peux-tu utiliser ton répertoire de mots ainsi que les préfixes et les suffixes afin d’améliorer ta compréhension?”

**Instructional tip:** Teachers can encourage students to create and use classroom word walls and personal and shared dictionaries for the purpose of increasing vocabulary and improving understanding.

## C2. Purpose, Form, and Style

By the end of this course, students will:

### C2.1 Purposes and Characteristics of Text

**Forms:** identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., *ingredients and nutritional information on food packaging aid consumers in choosing healthy foods; maps, photos, and sample*

*itineraries on a travel website help readers plan and budget for a vacation; pictures, diagrams, and troubleshooting tips in an owner's manual enable consumers to set up electronic devices*)

**Teacher prompts:** “Pourquoi as-tu choisi ce produit?” “Quelles informations fournies dans la brochure t’aident à choisir ta destination de vacances?” “Comment est-ce que le promoteur essaie de te convaincre d’acheter ce produit?”

**Instructional tip:** Teachers can point out the use of linking words (e.g., “donc”, “en effet”, “ainsi que”, “car”, “ensuite”) in a variety of text forms.

### C2.2 Text Features and Elements of Style:

identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., *captions, titles, pictures, colour, punctuation, and various fonts emphasize important information on a poster or flyer; gridlines, various fonts, and icons in calendars identify dates and holidays*)

**Teacher prompts:** “Pourquoi l’auteur a-t-il utilisé cette couleur pour le texte/les mots sur cette affiche?” “Quels éléments de style l’auteur a-t-il bien utilisés pour appuyer son message?”

**Instructional tip:** Teachers can demonstrate the use of the *passé composé* and *imparfait* to help students understand the sequence of events described in various texts.

### C2.3 Metacognition:

(a) describe strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., *rank their top three reading comprehension strategies in order of effectiveness and give reasons for their ranking; compare their top strategies with those of a peer and collaborate to describe the best use for each strategy*)

**Teacher prompts:** “Est-il important de participer aux discussions avant et après la lecture? Pourquoi?” “Quelles sortes de textes préfères-tu lire? Comment t’assures-tu de lire une variété de textes?”

**Instructional tip:** Teachers can demonstrate how to keep a reading log and reading response journal, and can encourage students to use these tools to support their reading, knowledge of text forms, and vocabulary acquisition.

### C3. Intercultural Understanding

By the end of this course, students will:

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., research symbols associated with a French-speaking community and explain their significance; identify the main course dishes on the menu of a restaurant in a French-speaking country; read articles that describe the eating habits in a French-speaking country and compare them to dietary recommendations in Canada’s Food Guide; research the currency used in a French-speaking country and compare the cost of some everyday products to their cost in Ontario)

**Teacher prompts:** “Quels liens peux-tu faire avec cette communauté francophone?” “Pourquoi est-ce qu’on a choisi ce symbole pour représenter cette communauté? Si vous pouviez choisir un autre symbole pour représenter cette communauté, que choisiriez-vous?” “Quels sont les renseignements de base du guide alimentaire canadien?”

**Instructional tip:** Teachers can highlight instances of the verbs “vouloir”, “pouvoir”, and “devoir” during shared and guided reading, asking students to identify how they are used to express will, desires, possibilities, and obligations.

### C3.2 Awareness of Sociolinguistic Conventions:

identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities (e.g., while reading, identify words and expressions unique to certain regions; compare a personal and a business letter and discuss the differences in their language; describe how the words of the national anthem of a specific French-speaking country reflect some aspects of its national history or culture; discuss similarities and differences in the language used in song lyrics from two French-speaking regions)

**Teacher prompt:** “Comment est-ce que les compositeurs ont présenté leurs messages dans les textes? Quel langage ont-ils utilisé? À qui s’adressent ces textes? Comment le sais-tu?”

**Instructional tip:** Teachers can draw students’ attention to expressions used in different contexts to extend, accept, and decline invitations.

# D. WRITING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### D1. Purpose, Audience, and Form

By the end of this course, students will:

- D1.1 Identifying Purpose and Audience:** determine their purpose in writing and the audience for the French texts they plan to create (*e.g., to review fashion trends or new technology; to describe a sports game for a magazine; to develop a dialogue showing different ways to request and give directions; to share personal dreams and wishes; to create a poster highlighting the benefits and importance of learning French or other languages*)

**Teacher prompts:** “Comment expliques-tu quelque chose à quelqu’un qui en connaît très peu sur le sujet en question?” “Pourquoi est-ce que tu écris ce texte? À qui s’adresse le texte? Comment peux-tu partager cette information?”

**Instructional tips:**

- (1) Teachers can direct students to use various familiar adjectives and adverbs to describe people, places, and objects.
- (2) Teachers can suggest that students use the *conditionnel présent* when setting goals or expressing wishes or dreams (*e.g., “Si je gagnais de l’argent, j’achèterais...”*).

- D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about familiar, everyday topics, applying their knowledge of the basic structural and stylistic elements of each form

(*e.g., a poem or song about a personal experience; a how-to manual; a storyboard for an autobiographical short film or documentary; a response to an email or invitation; an article on the benefits of part-time jobs for teenagers*)

**Teacher prompts:** “Pourquoi est-il important de bien connaître la structure d’une marche à suivre quand on décrit l’usage un produit?” “Comment est-ce que les éléments d’un scénarimage aident à ajouter des détails à un projet écrit?” “Pourquoi est-il important d’utiliser des mots-liens dans un article?”

**Instructional tips:**

- (1) Teachers can encourage students to use demonstrative adjectives when describing a text (*e.g., “ce poème”, “cette chanson”, “cet article”, “ces photos”*).
- (2) Teachers can model the use of expressions of agreement and regret to accept or reject suggestions and invitations (*e.g., “Bien sûr! Je choisirais...”, “Cela me ferait plaisir de...”, “Je suis désolé, mais...”, “C’est dommage que...”, “Je regrette...”*).

- D1.3 Applying Language Structures:** communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (*e.g., write descriptions of themselves and others using correct forms of sensory adjectives; express opinions using interjections and familiar verbs;*

give written directions using the impératif; describe favourite memories using the appropriate past tense; vary sentence length and use conjunctions such as “parce que”, “quand”, “et”, “ou”, and “donc” to create more complex sentences)

**Teacher prompts:** “Pourquoi est-il important de vérifier la place des mots dans la phrase?” “De quelle façon peut-on changer le message en utilisant différents types de ponctuations?”

**Instructional tip:** Teachers can draw students’ attention to the positioning of adjectives before or after the noun in descriptions of objects or physical traits (e.g., “un cadeau magnifique”, “une grande maison splendide”, “une amie spéciale”, “un beau visage”, “un joli petit cousin”, “une haute couture”).

## D2. The Writing Process

By the end of this course, students will:

### D2.1 Generating, Developing, and Organizing

**Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., in a journal, record possible topics to write about; create a list of themes from favourite songs or books; select ideas from a class brainstorming session on topics of interest; use the results of a survey as the inspiration for a letter to the editor; create a timeline of important events and personal achievements and use it as the basis of an autobiography; develop a plan for working towards career goals)

**Teacher prompts:** “Comment racontes-tu des souvenirs ou des événements importants de ta vie?” “Quelle stratégie te semble la plus efficace pour organiser tes idées?”

**Instructional tip:** Teachers can remind students to create a word web of familiar adjectives, adverbs, and nouns describing people, places, and objects, and use them to vary word choices in order to add interest to their writing.

**D2.2 Drafting and Revising:** plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., use a list of teacher- and student-generated questions to guide revision; share work in small groups to obtain feedback; use all available resources to extend and enrich word choice; review the text to ensure that it reflects all aspects of the teacher’s instructions; review their draft with a peer to ensure the intended message is clear)

**Teacher prompts:** “Comment est-ce que les autres t’aident à rédiger ton travail?” “Comment est-ce que les ressources disponibles dans la salle de classe peuvent t’aider à enrichir le vocabulaire que tu utilises dans tes productions écrites?”

**Instructional tip:** Teachers can model the use of transitional words (e.g., “d’abord”, “ensuite”, “enfin”, “en effet”, “de plus”, “alors”, “donc”, “cependant”, “en conclusion”, “finalement”) and help students understand that these words play a key role in the coherence of a text.

**D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of their written work, and use a few elements of effective presentation to produce a polished product for publication (e.g., add appropriate fonts, visuals, or graphics to support key ideas in the text; check for adequate development of information and ideas; ensure all details are related to the topic)

**Teacher prompts:** “Quelles stratégies est-ce que tu peux utiliser afin de t’assurer que ton travail est logique?” “Comment est-ce que tes pairs peuvent t’aider à t’assurer que tous les détails de ton texte sont reliés au sujet?”

**Instructional tip:** Teachers can encourage students to use point form to present their key ideas in a slideshow presentation, to improve clarity and coherence and to engage the audience.

### D2.4 Metacognition:

(a) describe strategies they found helpful before, during, and after writing;  
 (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., note in a writing log instances of writer’s block, what they did to overcome it, and how their strategies worked; assess their text against success criteria to determine what they did effectively and what could be improved)

**Teacher prompts:** “Comment sais-tu que tu fais des progrès à l’écrit?” “Identifie deux stratégies que tu as utilisées pendant la révision de ton travail et explique comment ces stratégies t’aident à progresser.” “Identifie différentes stratégies de préécriture que tu pourrais utiliser pour continuer à développer tes habiletés (p. ex., activer tes connaissances antérieures, explorer le sujet, rechercher des idées ou des données, organiser les informations).” “Quelles questions te poses-tu et quelles stratégies utilises-tu pour vérifier ton travail écrit?”

**Instructional tip:** Teachers can encourage students to brainstorm various writing strategies in small groups and then to record the strategies that worked best in their writing logs.

### D3. Intercultural Understanding

By the end of this course, students will:

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *describe housing in a French-speaking community; create a list of important facts about Canada and their community for French-speaking students who have recently immigrated to Canada; create a poster advertising the events for “la semaine de la francophonie”; describe the origins of a tradition or popular pastime from a French-speaking community*)

*Teacher prompts:* “Discute avec tes camarades des idées pour des affiches de promotion de ‘la semaine de la francophonie’ dans ton école.” “Comment décris-tu les coutumes et les traditions d’une autre culture?”

*Instructional tip:* Teachers can encourage students to use verbs such as “pouvoir”, “vouloir”, and “devoir” in their advertising posters (e.g., “On peut voir...”, “Vous voulez visiter...”, “Tu dois aller...”).

**D3.2 Awareness of Sociolinguistic Conventions:**

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work (e.g., *write a receipt or invoice using conventions for writing numbers and money amounts [i.e., using a space to separate thousands and a comma rather than a decimal point, and placing the currency sign after the amount]; create a storyboard or skit highlighting regional differences in expressions and terminology among French-speaking communities; write menus for different types of eating establishments, such as a bistro, a brasserie, a restaurant, a café, and an auberge, and include the cost of the foods offered in each*)

*Teacher prompts:* “Où trouves-tu des exemples authentiques des expressions françaises que tu peux incorporer dans ton travail écrit?”

“Quelles expressions utilises-tu pour créer un menu?” “Comment fais-tu le choix entre ‘tu’ et ‘vous’ dans une correspondance?”

*Instructional tip:* Teachers can model the difference between “tu” and “vous” and encourage students to use them appropriately.

# Core French, Grade 11

University Preparation

FSF3U

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Core French, Grade 10, Academic

## Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

# A. LISTENING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### A1. Listening to Understand

By the end of this course, students will:

#### A1.1 Using Listening Comprehension

**Strategies:** identify a range of listening comprehension strategies, and use them before, during, and after listening to interpret explicit and implicit messages in oral French texts (e.g., use prior knowledge of the type of oral text to make predictions about content before a listening task; ask questions for clarification; generate mental images while listening to clarify their impressions of the setting or characters in a narrative; discuss their interpretation of a speaker's message with a peer to compare their understanding of the points made)

**Teacher prompts:** “Quelles stratégies d'écoute observées suscitent une écoute active?”  
 “Comment une autre personne peut-elle vous aider à clarifier vos idées?”

**Instructional tips:**

(1) Teachers can encourage students to listen for the sequence of present and past tenses in indirect discourse to determine the order of events (e.g., “Il dit qu'une fois son amie a téléphoné chez lui à 4 heures du matin”, “La radio annonce que l'explosion a eu lieu à midi”, “Le directeur notifie les élèves qu'il était mécontent de leur comportement hier soir au bal”).

(2) Teachers can ask students to listen for opinion verbs followed by the *subjonctif* to help them distinguish between facts and opinions, and can encourage students to make connections between the opinions expressed in an oral text and their own ideas.

**A1.2 Demonstrating Understanding:** demonstrate an understanding of explicit and implicit messages about a variety of topics in oral French texts, with support as appropriate (e.g., identify the main ideas in public announcements relating to health and healthy choices; identify key phrases in an airport or airplane announcement; listen to a job description, infer the skill set that the employer requires, and prioritize the skills most suitable for the job; extract the key ideas from a traditional oral text from another culture; list the main points in a podcast about an environmental issue; summarize the underlying messages in a television or radio advertising campaign; with a partner, listen to the description of a series of events and deduce possible causes; summarize the main ideas in a news report on climate change; replay a recorded text and prepare specific questions or commentary about it; after listening to a news report, play the role of a reporter and develop questions that could be asked of eyewitnesses to gain additional information)

**Teacher prompts:** “Quelle démarche utilises-tu pour trouver le sens du message écouté?” “De quelle façon le message d'une personne peut-il changer selon le vécu de celle-ci?” “Pourquoi les messages implicites d'une campagne publicitaire sont-ils perçus différemment par plusieurs auditoires?” “Dans un clip publicitaire, jusqu'à quel point le son joue-t-il un rôle pour attirer votre attention?”

**Instructional tips:**

(1) Teachers can direct students to listen for the *conditionnel présent* in advertisements to identify persuasive techniques commonly used in

advertising (e.g., “Aimeriez-vous gagner de l’argent...?”, “Préférez-vous...?”, “Vous devriez...”).

(2) Teachers can encourage students to use the *subjonctif présent* when interpreting the messages in an oral text (e.g., “Il est possible que...”, “Il se peut que...”, “Il est probable que...”, “Je ne crois pas que...”, “Pensez-vous que...?”).

## A2. Listening to Interact

By the end of this course, students will:

### A2.1 Using Interactive Listening Strategies:

identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions (e.g., *ask carefully considered questions to encourage the speaker to continue talking; affirm and build on the ideas of others in a discussion; summarize both sides of an argument when moderating a discussion*)

**Teacher prompts:** “Comment vérifies-tu que les autres comprennent bien ce que tu dis pendant une discussion?” “Quels indices t’indiquent le bon moment pour poser une question pendant une discussion?” “Quelles stratégies t’aident à maîtriser tes émotions et à rester calme et attentif lorsque tu entends des raisonnements illogiques ou controversés durant une discussion?”

#### Instructional tips:

(1) Teachers can direct students to distinguish between the *passé composé* and the *plus-que-parfait* to help them understand the sequence of past events in a discussion (e.g., “Le professeur a répondu qu’il avait déjà résolu le problème”). Teachers can also suggest that students listen for conditional sentences with “si” to understand the sequence of tenses (e.g., “Si j’étais allé à New York, je serais allé voir une pièce de théâtre”).

(2) Teachers can suggest that students listen for conjunctions of consequence (e.g., “à condition que”, “pour que”, “afin que”, “à moins que”) used with the *subjonctif* in order to help them identify the essential points of a discussion so they can respond appropriately.

**A2.2 Interacting:** respond with understanding to what others say while participating in interactions about a variety of topics, in formal and informal situations (e.g., *with a partner, improvise a dialogue between a medical practitioner and a patient; role-play how to respectfully respond to an aggressive speaker; contribute to a panel discussion about consumer awareness and advertising*)

**Teacher prompts:** “Comment faut-il réagir quand les paroles de quelqu’un d’autre vous blessent?” “Jusqu’à quel point une discussion avec vos pairs influence-t-elle la façon dont vous prenez des décisions?” “De quelle façon maintiens-tu une discussion?”

#### Instructional tips:

(1) Teachers can have students role-play a formal interaction between a customer and a business person (e.g., “Je suis déçu que ma commande ne soit pas là”, “Je souhaite qu’on prenne une décision rapidement”).

(2) Teachers can direct students’ attention to oral statements containing two actions in the past and ask them to identify how tenses are used to indicate the order in which the actions occurred (e.g., “J’ai acheté le produit dont tu m’avais parlé l’autre jour”).

### A2.3 Metacognition:

- (a) explain which strategies they found helpful before, during, and after listening;
- (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., *reflect on suggestions for improvement during a student-teacher conference; plan to develop a vocabulary list of new words and unfamiliar expressions; describe strategies they use to monitor their understanding when someone is speaking; explain and reflect on how they use body language to communicate interest while listening*)

**Teacher prompts:** “Qu’est-ce que tu fais pour comprendre l’enregistrement?” “Que feras-tu de différent pour mieux écouter la prochaine fois?” “Comment le fait de comparer tes idées avec un pair t’aide-t-il à clarifier ce que tu as entendu?” “Comment la prédiction t’aide-t-elle à comprendre un texte sonore?”

**Instructional tip:** Teachers can encourage students to explain which strategies are useful for addressing any challenges and barriers that they may encounter in listening (e.g., “J’emploie cette stratégie parce que...”, “Je souhaite essayer cette stratégie parce que...”).

## A3. Intercultural Understanding

By the end of this course, students will:

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to

personal experiences and their own and other communities (e.g., listen to a dialogue for information about adventure travel in different French-speaking communities; based on information obtained from oral texts, compare aspects of the history of two or more French colonies, including Canada; describe and compare ways in which national pride is expressed in the French-language songs of artists such as Patrick Bruel, Christophe Maé, or Wyclef Jean and in songs from their own community)

**Teacher prompts:** “Comment le recours à des mots et expressions d’autres langues approfondit-il le message dans les chansons?” “Comment la technologie rapproche-t-elle les communautés du monde?” “Comment les médias peuvent-ils influencer ta perception des autres communautés et de la tienne?” “Comment le fait de découvrir la culture de quelqu’un d’autre t’aide-t-il à mieux apprécier la tienne? Qu’est-ce qui t’aide à mieux interagir avec eux?”

**Instructional tips:**

(1) Teachers can instruct students to listen for temporal prepositions (e.g., “pendant”, “depuis”, “dans”) and identify the corresponding verb tenses when hearing about the legends, histories, and customs of French-speaking communities.

(2) Teachers can suggest that students listen for the use of pronouns such as “ce qui”, “ce que”, “dont”, “ce dont”, or “où” in a dialogue about adventure travel (e.g., “Tu te rappelles le jour où nous sommes partis et où il neigeait?” “Ah oui, c’est un voyage dont je me souviendrai toute ma vie! Quelle aventure! La route par laquelle on était passés était bloquée par la neige. On a dû attendre que le chasse-neige arrive, ce qui a pris plus d’une demi-journée…”).

**A3.2 Awareness of Sociolinguistic Conventions:**

using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., analyse how the non-verbal interactions of characters in a French-language film clarify the messages in their speech; when listening to news reports from different French-speaking communities throughout the world, identify expressions or perspectives particular to those communities and explain how they are related to their way of life;

listen to a conversation between people to identify their relationship; identify expressions related to folk wisdom in a read-aloud; identify conventional expressions used to enumerate and respond to choices)

**Teacher prompts:** “Comment le fait de connaître les bons termes liés à une communauté en particulier nous permet-il de mieux comprendre les membres de la communauté en question?” “Pourquoi est-il important d’être conscients des comportements physiques associés aux formules rituelles d’une communauté?”

**Instructional tips:**

(1) Teachers can suggest that students identify different uses of the pronoun “on” (for “we”, “they”, “someone”) to enhance their understanding of oral texts about various communities.

(2) Teachers can read aloud dialogues that include choices (e.g., “Tu peux y aller, soit à pied, soit à vélo, soit en voiture”, “Soit tu sors avec nous, soit tu restes à la maison”) and responses indicating that none of the choices are appropriate (e.g., “Tu ne peux prendre ni le bus, ni le métro, ni le tramway parce qu’ils sont en grève”, “Vous ne pouvez ni rester ici, ni aller chez vos amis”), and can ask students to practise these constructions.

(3) Teachers can ask students to listen to common French proverbs (e.g., “La parole est d’argent, mais le silence est d’or”, “Quand on parle du loup, on en voit la queue”, “Toute vérité n’est pas bonne à dire”) and to compare them with proverbs from their own and other cultures.

## B. SPEAKING

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

### SPECIFIC EXPECTATIONS

#### B1. Speaking to Communicate

By the end of this course, students will:

##### B1.1 Using Oral Communication Strategies:

identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., practise to develop skills related to explaining, rephrasing, and clarifying ideas; prepare guiding questions for discussion; vary the pace of speech to hold the audience's attention when presenting; use a level of language appropriate to the audience; vary tone when expressing opinions; use appropriate facial expressions to help convey feelings; adjust the pace of their speech to the needs of the audience; vary word choice to clarify a message)

**Teacher prompt:** “Quels signes indiquent que tu as perdu l'intérêt de ton public (p. ex., il faut observer le langage corporel pour découvrir les intentions cachées de tes interlocuteurs)? Quelles stratégies peux-tu utiliser pour le récupérer?”

**Instructional tip:** Teachers can encourage students to use conjunctions (e.g., “afin que”, “quoique”, “pour que”) and expressions of desire or necessity (e.g., “je veux que”, “il est nécessaire que”, “il est essentiel que”) followed by the *subjonctif présent* when providing reasons for their choices.

##### B1.2 Producing Oral Communications:

produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about a variety of topics, with support as

appropriate (e.g., prepare and deliver a speech on current environmental issues; explain personal reactions to a news report on a natural disaster; deliver a presentation on issues affecting Aboriginal communities in Canada; dramatize a previously researched and discussed Aboriginal legend; express an opinion on art or music; present an impromptu monologue explaining a picture thematically associated with a personal interest; develop and perform a skit illustrating the pitfalls of generalizations and stereotypes; deliver an oral book or movie review; prepare and rehearse possible responses to job interview questions)

**Teacher prompts:** “Comment pouvez-vous présenter un argument d'une façon engageante et convaincante afin de persuader un public?” “Explique comment la planification et la préparation d'un monologue t'aident à parler sans hésitation sur le sujet choisi.” “Comment le fait de connaître l'intrigue d'un livre facilite-t-il la présentation d'une recommandation au sujet de ce dernier?” “Comment te prépares-tu pour une entrevue?”

**Instructional tip:** To enhance the effectiveness of students' presentations, teachers can encourage students to use linking words to highlight logical connections between ideas (e.g., “en effet”, “par conséquent”, “à cause de”, “grâce à”, “parce que”, “puisque”, “de sorte que”, “c'est pourquoi”, “car”), and to use concluding expressions to signal their closing remarks (e.g., “en somme”, “tout compte fait”, “en résumé”, “enfin”, “en conclusion”).

**B1.3 Speaking with Fluency:** speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared and spontaneous communications about a range of topics (e.g., *use inflection and tone to help convey meaning; vary volume for emphasis in a presentation; use changes of pace and pauses for dramatic effect when reciting or recounting a story or event; adapt their voice to role-play the subject in a mock interview; demonstrate self-confidence during a presentation by using pauses for effect without concern that they might signal a loss for words*)

**Teacher prompts:** “Comment est-ce que le rythme de ton discours s’améliore après plusieurs répétitions?” “Comment est-ce que le ton de ta voix et le rythme de ta diction complètent le message auditif et renforcent la communication orale?”

**Instructional tips:**

- (1) Teachers can model appropriate tense sequences to use when describing events in the past and can encourage students to use them to enhance their fluency.
- (2) Teachers can encourage students to consider different ways of formulating “why” questions and to use these constructions in a conversation (e.g., “À quoi bon?”, “À quoi ça tient?”, “Comment se fait-il?”, “De quel droit?”, “D’où vient que?”).

**B1.4 Applying Language Structures:** communicate their meaning clearly, using parts of speech and word order appropriately (e.g., *describe an experience or express an opinion using a variety of pronouns; use conditional sentences when making hypotheses; place the adjective before or after the noun according to the meaning of the sentence*)

**Teacher prompts:** “Comment décris-tu une expérience personnelle vécue?” “Comment formules-tu des hypothèses?” “Comment peut-on changer le message en changeant l’ordre des mots dans la phrase?”

**Instructional tips:**

- (1) Teachers can suggest that students use conditional sentence structures when making hypotheses (e.g., “S’ils avaient pensé à faire le plein, ils auraient encore pu parcourir des kilomètres en voiture”).
- (2) Teachers can draw students’ attention to how placing adjectives before or after a noun can change their meaning (e.g., “Ce jeune homme travaille trop” vs “C’est toujours un homme jeune”).

## B2. Speaking to Interact

By the end of this course, students will:

### B2.1 Using Speaking Interaction Strategies:

demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (e.g., *negotiate solutions to problems, interpersonal misunderstandings, and disputes; politely change the subject or suggest alternative topics for discussion; recognize and adhere to time limits and other constraints; find polite expressions that can be used to show appreciation for others’ cultures in group discussions; listen actively and respond constructively as an audience member*)

**Teacher prompts:** “Comment choisiras-tu le langage convenable selon la situation?” “Comment montres-tu ton intérêt ou désintérêt pendant une conversation?”

**Instructional tip:** Teachers can suggest that students use the *conditionnel présent* when soliciting opinions (“Préféreriez-vous...?”), proposing an activity (“Nous pourrions...”), and expressing wishes politely (“J’aimerais...”).

**B2.2 Interacting:** exchange information, ideas, and opinions with others in prepared and spontaneous spoken interactions about a variety of topics, with support as appropriate (e.g., *engage in a round-table discussion exploring topics such as hobbies, current events, potential career paths, hopes, goals, and ambitions; debate the use of technology in the school; express sentiments about the aspirations of a peer; synthesize ideas in a group discussion; identify familiar and unfamiliar expressions in a French movie and use them appropriately in a skit*)

**Teacher prompts:** “Quelles stratégies peux-tu utiliser pour encourager d’autres camarades à exprimer leurs opinions sans crainte?” “Comment un débat peut-il élargir ton point de vue sur l’utilisation de la technologie dans la salle de classe?”

**Instructional tip:** Teachers can ask students to prepare a dialogue to present in class that uses expressions of time (e.g., “ça fait longtemps”, “dès que”, “pendant que”, “chaque fois”, “depuis que”, “jusqu’à ce que”) and expressions of manner or purpose (e.g., “pour ne pas”, “de manière à”, “de façon à”).

### B2.3 Metacognition:

- (a) explain which strategies they found helpful before, during, and after speaking to communicate effectively;
- (b) identify their areas of greater and lesser strength as speakers, and plan steps they can

take to improve their speaking skills (e.g., *make revisions to the form and content of their speech using feedback from peers and the teacher; identify the most effective elements in their oral presentation and explain what they would do differently next time*)

**Teacher prompts:** “Quels sont les avantages du travail oral? Quels sont les inconvénients du travail oral?” “Quelles stratégies utilises-tu pour te faire comprendre et pour contribuer à une discussion avec un/une partenaire?” “Quelles stratégies observes-tu autour de toi qui pourraient t’aider à mieux parler?” “Comment montres-tu ta confiance lors d’une présentation ou un exposé oral?”

**Instructional tips:**

(1) Teachers can suggest that students use the *gérondif* to express an action that is simultaneous with, but not necessarily related to, the action of the main verb (e.g., “En choisissant un sujet personnel, cela me permet de...”, “En ayant une bonne connaissance sur un sujet personnel, je peux...”).

(2) Teachers can suggest that students use indirect discourse with verbs such as “affirmer”, “constater”, and “ajouter” in the past and present when reflecting on and explaining the usefulness of learning strategies (e.g., “J’affirme que...”, “Salma a constaté que...”).

### B3. Intercultural Understanding

By the end of this course, students will:

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *create an advertisement highlighting important aspects of various French-speaking communities; discuss the differences and similarities between a French-speaking community in Canada and one elsewhere in the world; compare wedding traditions from a French-speaking community to their own traditions; make a*

*presentation on choices for healthy living facing the youth in a French-speaking community; compare the attitudes towards learning another language in different French-speaking regions; research the currency used in a French-speaking country and compare the cost of some everyday products to their cost in Ontario*)

**Teacher prompts:** “En quoi les traditions de mariage d’une communauté francophone sont-elles semblables ou différentes des tiennes?” “Quels sont les avantages et les inconvénients d’être bilingue ou unilingue?”

**Instructional tip:** Teachers can encourage students to use adverbs persuasively (e.g., “énormément”, “extrêmement”, “évidemment”) to reinforce arguments about the importance of speaking more than one language.

### B3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in spoken interactions (e.g., *use idiomatic expressions discovered while watching French commercials or reading on the Internet; use appropriate non-verbal exclamations and gestures to accompany speech when conveying an emotion or evoking a reaction; incorporate expressions from different regions in a dialogue; use the Internet to research non-verbal cues, including facial expressions and gestures, in different French-speaking communities, and present their findings in class*)

**Teacher prompts:** “Pourquoi est-il important de sélectionner ses mots pour démontrer son appréciation selon le contexte?” “Comment est-ce qu’une discussion avec tes camarades te permet de comprendre l’usage des expressions régionales?”

**Instructional tip:** Teachers can explain new idiomatic expressions and encourage students to use them in their conversations (e.g., “Sam a passé une nuit blanche [nuit sans sommeil]”, “Ce film m’a donné la chair de poule [des frissons de peur]”, “Ce n’est pas de tes oignons [ce n’est pas de tes affaires, ça ne te regarde pas]”).

# C. READING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of authentic and adapted text forms in French, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### C1. Reading Comprehension

By the end of this course, students will:

#### C1.1 Using Reading Comprehension Strategies:

identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in various reading contexts (*e.g., develop mind maps in pairs before, during, and after reading to activate prior knowledge on a topic; use visualization and comparisons to clarify their impressions of characters or settings; ask questions to monitor and clarify understanding; use context to help determine the meaning of unfamiliar words in a novel; make personal connections to dig deeper into a book's meaning; skim the text to identify key words or phrases related to the main idea; skip chunks of text that are not directly related to the purpose of the reading task; to ensure comprehension, read to the end of a sentence or paragraph*)

**Teacher prompts:** “Quand tu arrives à une partie du texte que tu ne comprends pas, qu'est-ce que tu fais?” “Quelles questions t'es-tu posées pendant la lecture pour faire des inférences à propos des attitudes et des actions du protagoniste?” “Quelles stratégies utilises-tu avant de lire un texte de façon autonome?” “Qu'est-ce qui t'aide à visualiser pendant que tu lis? Pourquoi est-ce que cette stratégie est importante durant la lecture?” “Quelles stratégies peuvent t'aider à ne pas sauter de mots ou de pages en lisant?”

#### **Instructional tips:**

(1) Before shared reading, teachers can provide background information (*e.g., theme, ideas, setting*) to help students contextualize the text.

(2) Teachers can encourage students to use temporal adverbs (*e.g., “actuellement”, “alors”, “après”, “autrefois”, “d'abord”, “déjà”, “dernièrement”, “dorénavant”, “enfin”, “puis”*) when discussing their use of reading comprehension strategies.

**C1.2 Reading for Meaning:** demonstrate an understanding of explicit and implicit messages in a variety of student- and teacher-selected French texts about academic and personally relevant topics (*e.g., identify the intent or point of view of the writer of an article in a newspaper or magazine or on a website, and share their reaction to the article with their peers; compare and contrast the points of view presented in different articles or reports on the same issue; create a glossary of key terms used in texts on a specific issue; summarize texts to compare information about mental health and mental illness; develop a list of questions for a mock interview with a character from or the author of a text; analyse texts in terms of information, ideas, or themes relevant to the issue under study*)

**Teacher prompts:** “Comment peux-tu comparer l'information présentée dans les deux textes?” “Quelles sont tes réactions personnelles aux idées discutées dans l'article?” “Quels sont les mots et les expressions du texte qui expriment le message principal de l'auteur?”

#### **Instructional tips:**

(1) Teachers can instruct students to use expressions such as “d'après moi”, “à mon avis”, “pour ma part”, “quant à moi”, “je suis persuadé(e) que”, “j'estime que”, and “il me semble que” when expressing their opinions and predictions.

(2) Teachers can encourage students to use adverbs of affirmation and doubt (e.g., “certainement”, “précisément”, “peut-être”, “vraisemblablement”) when discussing and synthesizing articles.

**C1.3 Reading with Fluency:** read a variety of French texts at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., *participate in paired reading, monitoring their own reading and that of their partner to improve pronunciation and fluency; distinguish between the silent endings of the present tense of verbs and the pronounced endings of the present participle, such as “finissent” and “finissant”; scan text for key words such as academic and technical terms in textbooks, reports, and essays*)

**Teacher prompts:** “Comment modifie-t-on sa façon de lire selon son intention?” “Pourquoi fait-on un survol du texte avant de le lire?” “Pourquoi faut-il lire un texte plusieurs fois?”

**C1.4 Developing Vocabulary:** use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions (e.g., *find a synonym for an unfamiliar word; find a familiar element within an unfamiliar compound word; determine the meaning of idiomatic expressions; use contextual clues to help them determine the meaning of new words; create a notebook or word bank of vocabulary related to various areas of interest; read from a variety of sources including the Internet*)

**Teacher prompts:** “Quel mot français peux-tu voir à l’intérieur de ce plus grand mot?” “Comment ta connaissance du sens du plus petit mot t’aide-t-elle à trouver le sens de ce nouveau mot?” “Comment ce mot est-il relié aux préfixes, suffixes ou racines d’autres mots que tu connais ou que tu as rencontrés en lisant?” “De quelle manière peux-tu organiser le nouveau vocabulaire appris?”

**Instructional tips:**

(1) To help students expand their vocabulary, teachers can promote the study of word families, highlighting known words within unfamiliar words (e.g., “accalmie” – “calme”, “orangeuse” – “orange”).

(2) Teachers can remind students of the comprehension benefits associated with maintaining a personal word bank.

(3) Teachers can encourage students to decode unfamiliar words by using their knowledge of prefixes (e.g., “anti-” means “against”, so

“antipathique” means “pas sympathique”; “dé-/dés-” means “without”, so “désespéré” means “sans espoir”; “re-” means “again”, so “reconnaître” means “connaître de nouveau”).

## C2. Purpose, Form, and Style

By the end of this course, students will:

### C2.1 Purposes and Characteristics of Text

**Forms:** identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., *stage directions and scene changes in play or movie scripts situate the action; events recounted in the first person help the reader to understand the motivations of an individual in an autobiography; impersonal style distinguishes the factual, objective orientation of a news report from the personal, persuasive orientation of an opinion piece*)

**Teacher prompts:** “Dans une pièce de théâtre, comment utilise-t-on les indications scéniques?” “Comment le journaliste a-t-il décrit les événements dans l’article?” “Comment peux-tu changer l’article pour qu’il devienne un texte d’opinion?”

**Instructional tip:** Teacher can guide students to search for key words that will help them to determine whether a sentence expresses a fact, an opinion, or a feeling (e.g., *fact:* “On trouve plusieurs ingrédients chimiques dans les produits alimentaires”; *opinion:* “Selon les personnes interrogées, les ingrédients sont nocifs pour la santé”; *feeling:* “Je n’aime pas ces produits”).

### C2.2 Text Features and Elements of Style:

identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey explicit and implicit messages (e.g., *figurative language and descriptive words in poetry evoke an emotional response; logos, illustrations, font sizes, and colour influence are used in advertisements to try to influence the behaviour of consumers; sidebars, illustrations, and graphics highlight key information in magazine and Internet articles; references to actual people, dates, and events add credibility to historical fiction; metaphors help convey ideas or emotions in a variety of text forms*)

**Teacher prompts:** “Pourquoi l’auteur a-t-il utilisé cette couleur pour le texte/les mots de cette affiche?” “Quelles couleurs sont les plus efficaces pour attirer l’attention du lecteur sur une affiche?” “Comment le choix de la mise en page par l’auteur influence-t-il l’interprétation

du message?” “Est-ce que l’auteur a réussi à véhiculer son message à l’aide d’éléments visuels? Comment?” “Comment les événements historiques influencent-ils le développement de l’intrigue de l’histoire?” “Dans une comparaison ou une métaphore, comment trouves-tu des points communs entre des réalités pour interpréter une image?”

**Instructional tip:** Teachers can guide students in identifying different uses of the *imparfait* and can review the functions of the *passé composé* and *imparfait* in various texts.

### C2.3 Metacognition:

(a) explain which strategies they found helpful before, during, and after reading to understand texts;

(b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., *keep a reading log and analyse it periodically to ensure that they are reading various types of texts; reflect on how to modify or adapt strategies for different types of text; plan to read a variety of works of fiction to expand vocabulary and fluency; identify and seek opportunities to read French outside of class; build fluency by gradually increasing the time spent reading French texts*)

**Teacher prompts:** “Quelles stratégies t’aident à mieux comprendre un roman?” “Parmi les stratégies que tu observes autour de toi, laquelle pourrait t’aider à améliorer ta compréhension en lecture?” “Comment découvres-tu des stratégies de lecture pour lire une pièce de théâtre?”

**Instructional tip:** Teachers can suggest that students use conjunctions followed by the *indicatif* (e.g., “de telle sorte que”, “au point que”, “de manière que”, “si bien que”) when explaining the consequences of choosing certain reading strategies.

## C3. Intercultural Understanding

By the end of this course, students will:

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *read about common practices relating to diet and physical activity in different French-speaking countries to assess the healthiness of people’s lifestyles; analyse the social and cultural context of a contemporary play set in a French-speaking community; compare online reviews of a specific vacation destination in a French-speaking region; examine similarities and differences*

*in newspapers from different French-speaking countries; decipher clues prepared by classmates in a cultural scavenger hunt to learn more about various European cultures; read tourism literature about Senegal to plan and budget for an imaginary trip; research the major industries in a French-speaking country and prepare a brochure promoting the country because of its industries*)

**Teacher prompts:** “Comment deux sites Web peuvent-ils traiter différemment un même sujet?” “Qu’est-ce que les journaux quotidiens nous disent à propos de la communauté qu’ils couvrent? Est-ce que cette information te rend plus sensible aux valeurs de cette dernière?”

**Instructional tip:** Teachers can direct students’ attention to various expressions that follow the pattern *quantity + de + a noun* when they are reading about dietary practices in different regions (e.g., “Pas de pain, pas de beurre, pas de confiture... je suis au régime!”, “une bouteille de cidre et une bouteille d’eau chaque jour”, “300 grammes de cerises”, “un peu de crème”, “beaucoup d’oranges”, “un litre d’huile pour un mois”, “un kilo de pommes de terre pour une semaine”).

### C3.2 Awareness of Sociolinguistic Conventions:

identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities (e.g., *identify proverbs, idiomatic expressions, or puns in headlines from international French-language newspapers; compare academic terminology in two French-speaking countries; research a variety of idiomatic expressions associated with money, and explain the contexts in which they are used*)

**Teacher prompts:** “Comment les mots des manchettes de plusieurs journaux francophones internationaux varient-ils d’un journal à l’autre au sujet d’un même événement?” “Comment la compréhension d’une culture peut-elle aider la compréhension d’un texte?” “À quoi servent les expressions idiomatiques d’une langue?”

**Instructional tips:**

(1) Teachers can encourage students to use the *participe présent* when explaining connections between ideas in texts they have read (e.g., to use the phrase “En regardant la publicité...” when explaining the connection between advertising and young people’s self-image).

(2) Teachers can direct students’ attention to images in various idiomatic expressions used by French-speaking communities (e.g., “C’est une tempête dans un verre d’eau” means “beaucoup d’agitation pour rien”).

# D. WRITING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### D1. Purpose, Audience, and Form

By the end of this course, students will:

- D1.1 Identifying Purpose and Audience:** determine their purpose in writing and the audience for the French texts they plan to create (*e.g., to introduce themselves and the region in which they live to a potential exchange student by letter; to write a multi-paragraph biography about a member of the school community for an online school newsletter; to survey student attitudes towards healthy lifestyles and nutrition; to promote a cause in an advertising campaign; to create an advice column responding to questions from teenagers and young adults about human rights issues; to express an opinion about the effects of inappropriate or biased language on the Internet; to plan a community event and develop a feedback form to evaluate the event's success; to compare and contrast the arguments in two persuasive essays on the same topic; to inform other students about the advantages of volunteering as a way of preparing for future jobs and careers*)

**Teacher prompts:** “Quelles sont les questions que tu peux te poser pour t’aider à identifier l’objectif du travail et le destinataire ciblé?” “Comment décides-tu de la forme convenable d’une lettre?” “Pourquoi est-ce qu’on partage des informations personnelles?” “Comment

peux-tu créer un sondage électronique?” “Comment poseriez-vous des questions révélatrices dans un sondage?” “Comment organises-tu un événement spécial et comment planifies-tu un budget pour celui-ci?”

#### **Instructional tips:**

- (1) Teachers can suggest that students use different forms of questions when creating a survey (*e.g., “Croyez-vous que...?”, “Pensez-vous que...?”, “Êtes-vous d’accord avec...?”, “Dans quelle mesure...?”, “De quelle manière...?”, “Quels changements permettraient d’améliorer...?”, “Qu’aimez-vous le plus...?”*).
- (2) Teachers can encourage students to avoid repetition in their writing by using a variety of direct and indirect pronouns.
- (3) Teachers can suggest that students use different parts of speech when making comparisons, including conjunctions (*e.g., “comme”, “ainsi que”, “de même que”*), adverbs (*e.g., “différemment de”, “contrairement à”*), and adjectives (*e.g., “semblable à”, “tel”, “pareil à”*).

- D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, applying their knowledge of the structural and stylistic elements of each form (*e.g., an online article on a subject of school-wide interest; a cover letter to accompany a résumé; a retelling of a short story or novel from an alternative point of view; a report explaining*

*the influence of aspects of contemporary culture on the work and perspectives of a particular writer; a photo essay with a series of images and captions promoting diversity and inclusion; a dialogue demonstrating conflict between two characters to be acted out in class)*

**Teacher prompts:** “Compare les éléments figurant dans une lettre personnelle à ceux inclus dans une lettre d’affaires.” “Comment dois-tu modifier ta lettre en fonction de son destinataire?” “Quels sont les éléments nécessaires d’une lettre de motivation?”

**Instructional tips:**

(1) Teachers can remind students that dialogue often includes elliptical sentences (e.g., “Un petit génie cet élève”, “Excellent ce travail!”, “Pas fameux cet article”, “Aucune trace de peur dans son regard”, “Pas de guerre là-bas, au moins”, “Mais ici personne pour les voir”, “C’est beau, non?”).

(2) Teachers can suggest that students use the expressions “au lieu de”, “au fait”, and “à la limite” when promoting diversity and inclusion.

**D1.3 Applying Language Structures:** communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., *summarize the essential elements of a presentation using indirect discourse; highlight an industrial practice that has harmful consequences for the environment using hypothetical sentences; express nuances and degrees of appreciation or criticism in a letter to a community newspaper; develop an opinion piece using the passive voice; describe their day in a blog or journal entry using expressions of emotion, doubt, desire, and permission with the subjunctif*)

**Teacher prompts:** “Quel langage utilises-tu pour exprimer tes pensées sur un sujet abstrait ou culturel, tel qu’un film ou de la musique?” “En quoi le langage employé dans une correspondance entre amis diffère-t-il d’un langage utilisé dans une lettre formelle?” “Quel langage utilises-tu pour raconter l’intrigue d’un livre ou d’un film et pour décrire tes propres réactions?” “Comment peux-tu améliorer ta propre grammaire en relisant le travail de tes pairs?”

**Instructional tip:** Teachers can ask students to consider the reader when writing a letter to the editor, using the *conditionnel présent* and *conditionnel passé* to politely express opinions and suggest improvements (e.g., “J’aurais aimé lire...”).

## D2. The Writing Process

By the end of this course, students will:

### D2.1 Generating, Developing, and Organizing

**Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., *brainstorm ideas in small groups; rank ideas in order of importance; use a “plus-minus-interesting” organizer to help them classify ideas; determine the best structure, such as chronological order, order of importance, or cause and effect, for presenting information in a report or essay*)

**Teacher prompts:** “Comment peux-tu relier une série d’idées en une suite linéaire de points qui s’enchaînent?” “Comment vérifies-tu le lien entre deux idées ou paragraphes pour clarifier le travail?”

**Instructional tips:**

(1) Teachers can suggest that students generate hypotheses and evaluate ideas using conditional sentences with “si” and the *plus-que-parfait*, followed by the *conditionnel passé* (e.g., “Si j’avais su, je ne serais pas allé voir ce film”, “Si nous étions partis plus tôt, nous n’aurions pas raté le cours”).

(2) Teachers can suggest that students use various connecting words to link phrases, sentences, and paragraphs (e.g., “de plus”, “cependant”, “sinon”, “toutefois”, “par conséquent”, “donc”, “c’est-à-dire”, “en effet”).

**D2.2 Drafting and Revising:** plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., *use online and print resources to assist with revising and editing; use note cards to organize the main idea and supporting details for a report; ask a peer to edit their work, and use the feedback to improve the coherence and clarity of the text’s message; check written text for accuracy, consistency, and clarity; review their writing to ensure that the language and ideas are inclusive and non-discriminatory; reorganize sentences in the text to improve the flow of ideas*)

**Teacher prompts:** “Pourquoi est-il important de relire ton texte plusieurs fois pour t’assurer de la cohérence des idées?” “Comment changes-tu quelques phrases dans un paragraphe pour éviter des répétitions?” “Comment l’habitude de relever tes erreurs fréquentes peut-elle t’aider à corriger ces dernières?” “Comment peux-tu faire en sorte que ton texte ne contienne pas de préjugé, d’affirmation non fondée, de vocabulaire sexiste ou raciste?”

**Instructional tip:** Teachers can encourage students to look for anglicisms, gender errors, and improper use of tenses as they proofread their work.

**D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of their written work, and use various elements of effective presentation to produce a polished product for publication (*e.g., choose design features that support the message in the text; improve flow between paragraphs; add precise and appropriate transitional words and phrases to more clearly show the logical relationship between ideas in an opinion paper; quote and acknowledge sources of information to establish authority in an argument or position essay and to avoid plagiarism, and provide a complete bibliography or reference list*)

**Teacher prompts:** “Pourquoi est-il important d’avoir une nouvelle perspective en faisant vérifier son travail?” “Pourquoi faut-il consulter un dictionnaire pour vérifier son travail?” “Comment évite-t-on le plagiat?”

**Instructional tip:** Teachers can ask students to use a dictionary to verify the gender of words, pointing out that some words change meaning depending on their gender (*e.g., “le livre”/“la livre”; “le tour”/“la tour”; “le voile”/“la voile”*).

#### D2.4 Metacognition:

(a) explain which strategies they found helpful before, during, and after writing;  
 (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (*e.g., reflect on the helpfulness of different aids, such as electronic and print resources and feedback from peers, the teacher, or parents, used when correcting work; explain the benefits of planning carefully for each part of the writing process; select the most helpful self-correcting techniques and comment on their uses, and their limitations, in a personal reflective journal*)

**Teacher prompts:** “Pourquoi faut-il te fixer des objectifs pour ta prochaine tâche d’écriture en prenant en considération la rétroaction de tes pairs?” “Comment peux-tu déterminer les stratégies qui ont été les plus efficaces tout au long du processus d’écriture (suis les cinq étapes du processus : la préécriture, la rédaction d’une ébauche, la révision, la correction et la publication)?”

**Instructional tip:** Teachers can suggest that students use expressions of opinion in their reflective journals (*e.g., “à mon avis”, “d’après moi”, “en ce qui me concerne”, “c’est certain que”, “il est clair que”, “il est évident que”*).

## D3. Intercultural Understanding

By the end of this course, students will:

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., create a story-board about Canadian culture from the perspective of a French speaker from outside North America; create an advertising campaign promoting a cultural celebration in a French-speaking community; create a brochure on sports in various French-speaking countries and how they might be connected to national identity; create a guide for tourists that explains the etiquette of tipping in a variety of French-speaking countries*)

**Teacher prompts:** “Jusqu’à quel point les choses que nous aimons et apprécions sont-elles liées à notre culture?” “Comment les sports et la musique peuvent-ils rapprocher les cultures?” “Quelles seront les réactions possibles à ton message? Pourquoi faut-il considérer la réaction personnelle des autres à ton texte?”

#### D3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work (*e.g., adapt language to a different audience or situation; write an email incorporating abbreviations, acronyms, and symbols used in texts and Internet forums; use appropriate greetings in letters or emails to different people; use conventional expressions of politeness; use proverbs from different French-speaking communities*)

**Teacher prompts:** “Quelle est la formule appropriée pour s’adresser à cette personne?” “Pourquoi est-ce qu’on utilise un langage plus soutenu à l’écrit?” “Qu’est-ce que tu peux écrire afin de respecter les formules de politesse?”

**Instructional tips:**

- (1) Teachers can remind students to use polite expressions (*e.g., “Veuillez agréer...”*) when composing a letter.
- (2) Teachers can suggest that students research proverbs on a specific theme from different French-speaking communities and compare them in their writing to help establish an opinion (*e.g., on friendship: “Où commence l’emprunt, finit l’amitié” [Québec], “Les bons comptes font les bons amis” [France], “Une pierre donnée par un ami est une pomme” [Maroc]*).

# Core French, Grade 11

Open

FSF30

This course provides opportunities for students to speak and interact in French in real-life situations. Students will develop their ability to communicate, making connections to previous experiences and using newly acquired skills in listening, speaking, reading, and writing. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Core French, Grade 10, Academic, Applied, or Open

## Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

# A. LISTENING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### A1. Listening to Understand

By the end of this course, students will:

#### A1.1 Using Listening Comprehension

**Strategies:** identify a range of listening comprehension strategies, and use them before, during, and after listening to understand explicit and implicit messages in oral French texts (e.g., identify familiar language structures and expressions; use a summary chart to record key ideas during a discussion; use teacher- and student-generated headings to organize note taking; make associations with prior knowledge while listening; use a graphic organizer to indicate their level of interest while listening)

**Teacher prompts:** “Quelles stratégies les producteurs des publicités télévisées utilisent-ils pour s’assurer que leur message est retenu par tous?” “Comment est-ce que tu essaies de deviner le sens des mots que tu ne comprends pas?” “Pourquoi est-ce important de prendre des notes d’une façon ou d’une autre (p. ex., outil d’organisation, liste de contrôle) en écoutant?”

**Instructional tips:**

- (1) Before a listening task, teachers can use a think-aloud to model the creation of a word web of vocabulary related to the topic.
- (2) Teachers can suggest that students listen for repetition of patterns that emphasize key ideas or messages.

**A1.2 Demonstrating Understanding:** demonstrate an understanding of explicit and implicit messages about a variety of topics in oral French texts, with contextual and visual support (e.g., identify key ideas in an announcement at a community event; watch a video or listen to a recorded dialogue set in a medical clinic and identify essential vocabulary and expressions; after listening to a weather forecast for the weekend, describe the expected weather; extract the main message from a short podcast about a financial issue; predict the reaction of an environmentalist to an excerpt from a news report they have heard; listen to a presentation on co-op programs and articulate an opinion on the benefits of participating)

**Teacher prompts:** “Quelles perspectives sont et ne sont pas représentées dans ce message?” “Comment peux-tu faire ressortir l’information pertinente d’une présentation afin d’accroître tes connaissances?”

**Instructional tip:** Teachers can suggest that students list temporal words heard in announcements, such as “quand”, “pendant”, “lors de”.

### A2. Listening to Interact

By the end of this course, students will:

**A2.1 Using Interactive Listening Strategies:** identify and use interactive listening strategies to suit a variety of situations while participating

in social and academic interactions and interactions about everyday matters (e.g., ask questions to expand on the content of a presentation; reword a peer's point of view during a group discussion to demonstrate and clarify understanding; interpret facial expressions, gestures, and body language; affirm and build on the ideas of others in a discussion)

**Teacher prompts:** “Comment indiques-tu que tu es attentif quand quelqu'un parle?” “De quelle façon le fait de questionner les participants te permet-il d'enrichir la discussion?” “Pourquoi est-ce important de communiquer ses opinions aux autres lors d'un partage d'idées?”

**Instructional tip:** Teachers can suggest that students listen for a variety of questioning techniques (e.g., “est-ce que”, inversion of subject and verb, or voice cues used with a statement).

**A2.2 Interacting:** respond with understanding to what others say while participating in interactions about a variety of topics, in formal and informal situations (e.g., improvise an interview between a co-op placement officer and an applicant; discuss leadership opportunities in the community and the importance of being involved; listen to a report on the impact of social networking and identify concerns and solutions with a peer; discuss in groups the importance of learning another language)

**Teacher prompts:** “Comment une discussion aide-t-elle à approfondir tes connaissances à propos des sujets écoutés?” “Pourquoi est-il important d'écouter tous les points de vue offerts avant de former une opinion?”

**Instructional tip:** Teachers can suggest that students participating in social interactions listen for and use phrases that signal the expression of opinion (e.g., “Je pense que...”, “Je ne pense pas que...”, “Je crois que...”, “Je ne suis pas d'accord”).

### A2.3 Metacognition:

- describe strategies they found helpful before, during, and after listening;
- identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., reflect on goals for listening to determine best strategies; identify frequently used listening strategies and

describe their effectiveness; describe the effectiveness of previewing required vocabulary; set short-term improvement goals and track progress towards them in a personal journal)

**Teacher prompts:** “Quelles stratégies t'aident à maintenir ton attention pendant une discussion?” “Comment le but de l'écoute influence-t-il la stratégie que tu choisis d'utiliser?”

**Instructional tip:** Teachers can engage students in reflective learning conversations to guide them in identifying steps they can take to improve their listening skills (e.g., Plan d'action : “J'écoute le plus souvent possible la radio”, “Je regarde des vidéos, la télévision, des films avec puis sans sous-titres...”, “J'essaie...”, “Je compare...”, “Ce que je peux faire pour...”, “J'emploie...”).

## A3. Intercultural Understanding

By the end of this course, students will:

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., listen to a dialogue for information about adventure travel in different French-speaking communities; compare the text of a French-language song with the text of a song from their own community; listen to a song that combines French and another language, and describe how this combination contributes to its message)

**Teacher prompts:** “Comment les médias t'aident-ils à mieux comprendre une communauté?” “Comment la prise de connaissance des perspectives des autres t'aide-t-elle à mieux interagir avec eux?”

### Instructional tips:

(1) Teachers can ask students to listen for the use of the pronouns “ce qui” and “ce que” in references to an idea or an entire statement that may or may not have been previously expressed (e.g., “Ce qui m'intéresse...”, “Ce que j'aimerais faire...”).

(2) Teachers can direct students to listen for comparative adjectives in oral texts about differences between French-speaking communities.

**A3.2 Awareness of Sociolinguistic Conventions:**

using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., *listen to French rap music and determine which elements are the same as those in rap music in English; describe uses of intonation and non-verbal gestures in different French-speaking communities; identify and explain the difference between formal and informal speech in a dialogue*)

*Teacher prompts:* “Comment compares-tu une chanson interprétée dans deux langues différentes? Comment l’intonation et le langage corporel t’aident-ils à créer des images pour mieux comprendre?”

*Instructional tip:* Teachers can direct students to chart how the use of words and expressions changes according to the target audience of different oral texts.

## B. SPEAKING

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

### SPECIFIC EXPECTATIONS

#### B1. Speaking to Communicate

By the end of this course, students will:

- B1.1 Using Oral Communication Strategies:** identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (*e.g., paraphrase to describe an object or idea when searching for the appropriate word; use gestures, familiar words, and memorized expressions to present and refine a message; use dramatic pauses in a role play to create suspense; rehearse a speech in front of a group of peers before presenting it to the class; use various audio-visual media to enhance a presentation*)

*Teacher prompts:* “Comment peux-tu exprimer tes idées quand tu ne connais pas le mot exact?” “Pourquoi change-t-on sa voix, son débit et son expression quand on joue des jeux de rôle différents?”

*Instructional tip:* Teachers can suggest that students include indefinite demonstrative pronouns (*e.g., “ceci”, “cela”*) and logical articulations (*e.g., “donc”, “puisque”, “comme”, “alors”, “pourtant”, “alors que”*) in their speech when contributing to a discussion.

- B1.2 Producing Oral Communications:** produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about a variety of topics, with support as appropriate (*e.g., describe key traits of characters in a book; summarize and comment on an environmental issue; deliver a multimedia presentation to the class about a cultural event; share information of personal interest in the form of a public service*

*announcement; debate the benefits of teenagers’ having part-time jobs*)

*Teacher prompts:* “Comment décris-tu les personnages de la scène?”, “Comment intéresseras-tu ton public?”, “Quel matériel visuel/sonore voudrais-tu utiliser pour soutenir l’intérêt de ton public?”

*Instructional tips:*

(1) Teachers can model the use of expressions of agreement such as “Bien sûr!”, “D’accord”, and “Sans doute” as alternatives to “Oui”.

(2) Teachers can model the use of expressions such as “Je te promets...”, “Je t’encourage...”, and “Je te suggère...” to introduce attempts to convince or persuade.

- B1.3 Speaking with Fluency:** speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared and spontaneous communications about a range of topics (*e.g., recite a familiar poem, varying tone of voice; self-correct by restating a message differently while discussing current events with peers; role-play with expression a scene in a book the class is reading; deliver a speech without hesitation*)

*Teacher prompts:* “Comment est-ce que l’articulation de certains mots change le message?” “Comment la lecture à voix haute des phrases, plutôt que celle des mots, aide-t-elle à développer ton aisance et à améliorer ta prononciation?” “Comment l’articulation et le fait de varier tes expressions aident-ils à la compréhension de ton message?”

*Instructional tip:* Teachers can suggest that students practise expressions that can help them

make smooth transitions from one sentence to another (e.g., “Et après”, “Et puis”, “Et alors”, “Et ensuite”, “Enfin”).

**B1.4 Applying Language Structures:** communicate their meaning clearly, using parts of speech and word order appropriately (e.g., use a variety of transitional words and pronouns to link sentences while speaking; use prepositions and conjunctions appropriately; use verb tenses correctly in their conversation)

**Teacher prompts:** “Comment choisis-tu le temps des verbes dans une conversation?” “Pourquoi est-il important de faire un bon choix des prépositions quand on parle (p. ex., Il parle au téléphone)?”

**Instructional tips:**

(1) Teachers can model the use of demonstrative pronouns (e.g., “La présentation comme celle que tu as faite la semaine dernière indique que...”, “Le visage comique comme celui que tu as dessiné montre que...”).

(2) Teachers can model the position of two object pronouns with the *impératif* to help students interact in a debate (e.g., “Lisez-le-moi”, “Ne m’en faites pas parvenir”).

## B2. Speaking to Interact

By the end of this course, students will:

**B2.1 Using Speaking Interaction Strategies:** demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (e.g., convey understanding and sympathy; ask for clarification; agree and disagree politely using appropriate expressions; make respectful suggestions for next steps in group work)

**Teacher prompts:** “Comment peux-tu montrer que tu as compris les idées d’une personne qui fait une présentation?” “Comment peux-tu encourager un pair à communiquer ses idées et à continuer à discuter?”

**Instructional tip:** Teachers can model how to use various expressions when leading discussions (e.g., “Que penses-tu de...?”, “Quel est ton avis?”, “Quelle est ton opinion sur...?”, “C’est le tour de...”, “Je voudrais bien ajouter/clarifier/modifier...”, “C’est dommage que...”, “Je suis désolé(e) que tu...”, “Je ne suis pas certain(e) d’avoir bien compris...”, “Pourrais-tu répéter...”, “s’il te plaît?”, “Pardon?”).

**B2.2 Interacting:** exchange information, ideas, and opinions with others in guided and spontaneous spoken interactions about a variety of topics, with teacher modelling as appropriate (e.g., share ideas and respond to others’ opinions in a round-table discussion about hobbies, current events, or potential career paths, hopes, goals, and ambitions; improvise a situation involving characters who hold opposing views on a topic; express and defend an opinion about a social or environmental issue with a partner; contribute ideas in a brainstorming activity)

**Teacher prompts:** “Comment peux-tu exprimer tes préférences et défendre ton opinion d’une manière respectueuse?” “Comment ton pair peut-il influencer ta façon de répondre?” “Comment vas-tu atteindre tes objectifs?”

**Instructional tips:**

(1) Teachers can review the affirmative and negative *impératif*, encouraging students to use it to prompt others in interactive situations (e.g., “Continuez!”, “Ne lâche pas!”).

(2) Teachers can encourage students to expand their repertoire of expressions for stating opinions (e.g., “d’après moi”, “en ce qui me concerne”, “il est/c’est certain que”, “il est/c’est clair que”, “c’est évident que”).

**B2.3 Metacognition:**

(a) describe strategies they found helpful before, during, and after speaking to communicate effectively;

(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., make revisions to the form and content of their speech using feedback from peers and the teacher; identify the most effective elements in their oral presentation and describe what they would do differently next time; identify sounds and vocabulary that have proven to be difficult and practise pronouncing them in useful expressions)

**Teacher prompts:** “Quelles stratégies utilises-tu pour te rappeler des points importants?” “Quelles questions te poses-tu pour vérifier que tu t’es bien préparé?” “Pourquoi ces stratégies sont-elles efficaces?” “Quelles autres stratégies peux-tu utiliser?”

**Instructional tip:** Teachers can work with students to develop tools they can use for self-assessment and to identify next steps.

### B3. Intercultural Understanding

By the end of this course, students will:

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., discuss the cultural significance of a personal book, object, or photograph, and make connections with a similar French artifact discovered through research; relate the key message in a French song to their own community)

**Teacher prompts:** “Comment est-ce que les perspectives des autres exercent une influence sur tes interactions avec eux?” “Comment la diversité de la classe est-elle représentée à travers les objets présentés?” “Quels sont les avantages et les inconvénients d’être bilingue ou unilingue?”

**Instructional tip:** Teachers can suggest that students use the *passé composé* of reflexive and pronominal verbs when discussing and describing the cultural significance of a performance from a French-speaking region (e.g., “Je me suis demandé...”, “Il s’est habillé en costume folklorique pour le spectacle”).

### B3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in spoken interactions (e.g., use interjections to show hesitation, such as “euh”, “ah”, “ben”; answer a variety of questions using regional expressions or colloquialisms while role-playing different members of the community; research customer service etiquette in French restaurants or stores and demonstrate it in a skit)

**Teacher prompts:** “Pourquoi est-il important de dresser une liste des expressions nouvellement apprises? De quelle façon peux-tu les réutiliser dans une conversation authentique?” “Dans quelle mesure la connaissance de la région va-t-elle influencer ton choix de conventions linguistiques et pourquoi?”

**Instructional tip:** Teachers can suggest the use of the *conditionnel présent* to express politeness.

# C. READING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of authentic and adapted text forms in French, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### C1. Reading Comprehension

By the end of this course, students will:

#### C1.1 Using Reading Comprehension Strategies:

identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in various reading contexts (e.g., use a graphic organizer to illustrate the structure of a text; develop mind maps to activate prior knowledge and consolidate new learning; create sketches to help them visualize characters, events, or settings; ask questions to determine the author's intent or a character's motivations; make personal connections to dig deeper into a book's relevance)

**Teacher prompts:** "Quand tu arrives à une partie du texte que tu ne comprends pas, que fais-tu?" "Quelles questions est-ce que tu t'es posées pendant la lecture?" "Comment est-ce que la visualisation d'un texte t'aide à mieux comprendre ce dernier?" "Comment est-ce que le texte t'a aidé à évoquer des souvenirs personnels?"

**Instructional tip:** Teachers can encourage students to use temporal adverbs (e.g., "actuellement", "alors", "après", "autrefois", "d'abord", "déjà", "dernièrement", "dorénavant", "enfin", "puis") when discussing their use of reading comprehension strategies.

**C1.2 Reading for Meaning:** demonstrate an understanding of explicit and implicit messages in a variety of student- and teacher-selected French texts about everyday matters and personally relevant topics (e.g., retell a story

from an alternative perspective; create a commercial based on information in travel brochures; compare personality traits of characters in a text with those of real people or fictional characters in another text; with a partner, role-play an interview asking an author to justify his or her perspective; create a timeline showing key events in a text; distinguish between fact and opinion in advertisements)

**Teacher prompts:** "Expliquez le message présenté dans le texte et la perspective de l'auteur." "Comment est-ce que les émotions éprouvées lors de la lecture t'aident à mieux ressentir ce que vit le personnage principal?" "Quels sont les traits de caractère que ce personnage et toi avez en commun? Comment est-ce que cela t'aide à comprendre ses actions?"

**Instructional tip:** Teachers can encourage students to use adverbs of affirmation and doubt (e.g., "certainement", "précisément", "peut-être", "vraisemblablement") when discussing and synthesizing articles.

**C1.3 Reading with Fluency:** read a variety of French texts containing familiar vocabulary and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., respond to feedback from a partner while reading aloud in order to improve pacing and intonation; participate in shared reading with the whole class to build fluency and confidence; read poetry to develop expression)

**Teacher prompts:** "Comment est-ce que la lecture partagée t'aide à mieux comprendre les nouveaux mots?" "Que peux-tu faire pour améliorer ta lecture de ce texte?"

**C1.4 Developing Vocabulary:** use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions (e.g., *consolidate learning of new words through memory aids, visualization techniques, or thematic lists of key concepts; use new words appropriately in different contexts; find a familiar root or word within an unfamiliar compound word; maintain a personal lexicon of words that relate to personal interests, are used regularly in discussions, or are posted on anchor charts, and use them frequently*)

**Teacher prompts:** “Quel mot français pouvez-vous voir à l’intérieur de ce plus grand mot?” “Comment est-ce que votre connaissance du sens du plus petit mot vous aide à trouver le sens de ce nouveau mot?”

**Instructional tips:**

- (1) Teachers can promote the study of word families, encouraging students to identify words within words to help them determine the meaning of unfamiliar words.
- (2) Teachers can remind students of the benefits associated with keeping a personal word bank.

## C2. Purpose, Form, and Style

By the end of this course, students will:

### C2.1 Purposes and Characteristics of Text

**Forms:** identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., *articles, graphics, and advertisements in magazines appeal to a certain demographic; the continuing use of familiar characters in a fiction series allows the reader to make predictions; blogs have concise entries that include anecdotes, personal opinions, and images related to relevant issues to attract readers and generate discussion*)

**Teacher prompts:** “Pourquoi est-ce que l’auteur a présenté son message de cette façon?” “Qu’est-ce que l’auteur voulait mettre en valeur pour les lecteurs? Comment le savez-vous?”

**Instructional tip:** Teachers can encourage students to use the interrogative adjective in its different forms (“quel”, “quelle”, “quels”) when asking questions about the author’s intent.

### C2.2 Text Features and Elements of Style:

identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and

explain how they help to convey explicit and implicit messages (e.g., *abbreviations and legends on maps help a reader to plan a trip; photos, statistics, and standings on a sports team’s website engage fans; headlines, descriptive language, and photographs in newspapers inform readers of important events*)

**Teacher prompts:** “Quels éléments visuels l’auteur a-t-il utilisés pour attirer ton attention?” “Comment est-ce que l’interprétation du message est influencée par la mise en page?”

**Instructional tip:** Teachers can guide students to recognize the use of the *passé composé* and the *imparfait* in descriptions of events in newspaper articles.

### C2.3 Metacognition:

- (a) describe strategies they found helpful before, during, and after reading to understand texts;
- (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., *plan to read different types of fiction to expand vocabulary and fluency; identify and seek opportunities to read French outside of class; build fluency by gradually increasing the time spent reading French texts; reflect on the reading strategies suited to different purposes; vary text choices during independent reading*)

**Teacher prompts:** “Quelles questions te poses-tu avant et après la lecture?” “Comment détermine-tu les motifs qui te mènent à t’engager dans la lecture?” “Quelle technique aimes-tu utiliser pour réduire le stress de la lecture à haute voix devant un groupe?”

**Instructional tip:** Teachers can promote the use of conditional sentences when students are reflecting on strategies (e.g., “Si je comprenais le but de la lecture, je pourrais...”, “Si je parcourais le texte, je saurais d’avance...”).

## C3. Intercultural Understanding

By the end of this course, students will:

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *analyse the actions and choices of fictional characters in terms of the social and cultural norms of their communities; research a French-speaking country and report on an interesting aspect of its culture; conduct research for an article outlining the impact of the natural environment on the culture of a French-speaking country; decipher clues prepared by classmates in*

*a cultural scavenger hunt to learn more about various European cultures; read a tourism brochure about Senegal to plan an imaginary trip)*

**Teacher prompts:** “Quels pays francophones t’intéressent le plus?” “Quels aspects de la culture on retrouve dans le texte?” “Est-ce que le site Web a présenté les informations essentielles pour t’aider à planifier un voyage avec tes amis? Qu’est-ce que tu veux voir ou visiter et pourquoi?”

**Instructional tip:** Teachers can promote the use of the *conditionnel présent* to express wishes and possibilities when students are planning a vacation (e.g., “J’aimerais visiter le Sénégal, est-ce une bonne destination?”, “Je voudrais y aller, mais...”, “Ce serait une bonne idée de partir pendant les vacances”, “Si j’économisais assez d’argent, je t’accompagnerais avec plaisir”).

### **C3.2 Awareness of Sociolinguistic Conventions:**

identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities (e.g., *identify puns in headlines from international French-language newspapers; compare the language used in formal and informal letters written by correspondents from two different age groups; use a Venn diagram to compare and contrast traffic signs and symbols in France and Canada; comment on persuasive language used in advertising in different French-speaking countries*)

**Teacher prompts:** “Pourquoi est-il utile de pouvoir reconnaître les similarités et les différences entre le vocabulaire français du Canada et celui de l’Europe?” “Pourquoi la connaissance des similarités et des différences

entre les panneaux de signalisation routière et les symboles est-elle importante quand on voyage à l’étranger?”

#### **Instructional tips:**

(1) Teachers can direct students’ attention to words or expressions that are characteristic of a particular French-speaking region, such as “marier”, used in Canada, Switzerland, Belgium, and northern France, rather than “épouser”, used in central and southern France.

(2) Teachers can encourage students to use the *participe présent* when explaining connections between ideas in texts they have read (e.g., to use the phrase “En regardant la publicité...” when explaining the connection between advertising and young people’s self-image).

# D. WRITING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### D1. Purpose, Audience, and Form

By the end of this course, students will:

**D1.1 Identifying Purpose and Audience:** determine their purpose in writing and the audience for the French texts they plan to create (*e.g., to describe themselves and their families; to speak out against discriminatory language and blog about its effects on school culture; to survey their peers' attitudes towards diversity and equity, and report on them to younger students; to promote active living on behalf of a local hospital; to request fashion advice; to describe the value of using French in their personal lives; to reflect on an ethical dilemma in their community; to express an opinion about the effects of inappropriate or biased language on the Internet; to inform other students how to prepare for life after secondary school*)

**Teacher prompts:** “Pourquoi est-il important d’exprimer son point de vue sur des enjeux sociaux tels le racisme, le sexisme, l’homophobie?” “Décris un dilemme éthique qui s’est présenté dans ta communauté et la façon dont le problème a été résolu?”

**Instructional tip:** Teachers can suggest that, in writing to request advice, students use verbs followed by the *infinitif* (e.g., “Je veux savoir...”, “Où peut-on trouver...?”, “Qui devons-nous consulter...?”).

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about everyday matters and personally relevant topics, applying their knowledge of the structural and stylistic elements of each form (*e.g., a recounting of an article or short story from an alternative point of view; a graphic organizer comparing aspects of two products in preparation for writing a report recommending one of the products instead of the other; a blog or zine about personal preferences; a critique of a movie, television show, or book*)

**Teacher prompts:** “Comment peux-tu présenter tes préférences et tes opinions d’une façon intéressante dans ton blogue?” “Quels sont les éléments essentiels pour critiquer un film ou un roman?”

**Instructional tip:** Teacher can suggest that students use a fact and opinion chart to assist them in creating a critique of a text.

**D1.3 Applying Language Structures:** communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (*e.g., summarize the essential elements of a presentation using indirect discourse; highlight an industrial practice that has harmful consequences*)

for the environment using hypothetical sentences; express nuances and degrees of appreciation or criticism in a letter to a community newspaper; describe their day in a blog or journal entry using the passé composé and imparfait)

**Teacher prompts:** “En quoi le langage employé dans une correspondance entre amis diffère-t-il d’un langage utilisé dans une lettre au directeur de l’école?” “Comment les temps de verbes peuvent-ils changer l’intention du message?”

**Instructional tip:** Teachers can ask students to use the *conditionnel présent* for providing suggestions or advice (e.g., “On pourrait prendre la voiture ce soir”, “Je demanderais de remettre le travail la semaine prochaine”, “Tu viendrais au cinéma avec moi ce soir pour t’amuser”, “Tu ne devrais pas lui répondre tout de suite”).

## D2. The Writing Process

By the end of this course, students will:

### D2.1 Generating, Developing, and Organizing

**Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., *develop a checklist of elements needed for a movie or video game review; consider what to include in a letter to an author describing their reaction to a text read in class; use a “quick write” strategy to generate ideas and record thoughts and words; use a “sketch to stretch” strategy, drawing images that reflect their understanding of concepts or their reaction/response to ideas*)

**Teacher prompts:** “Comment as-tu choisi les aspects à traiter dans ce travail?” “Quelles stratégies d’organisation as-tu utilisées pour clarifier tes idées?”

**Instructional tip:** Teachers can encourage the use of tools such as mind maps and concept webs to assist students in generating and expanding upon their ideas.

**D2.2 Drafting and Revising:** plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., *use online and print resources to assist with revising and editing; use note cards to organize the main ideas and supporting details for a report; ask a peer to edit their work, and use the feedback to improve the coherence and clarity of the text’s message; check written text for accuracy, consistency,*

*and clarity; identify wording that conveys gender bias, and substitute gender-neutral language by using the pronoun “on”*)

**Teacher prompts:** “Comment ta lecture et ta révision du texte d’un pair peuvent-elles t’aider à améliorer ton propre texte?” “Comment t’assures-tu que ton texte ne contient pas de préjugé, d’affirmation non fondée, de vocabulaire discriminatoire?”

**Instructional tip:** Teachers can ask students to verify that past tenses in their writing correctly express the order of events (“la concordance des temps”).

**D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of their written work, and use various elements of effective presentation to produce a polished product for publication (e.g., *add organizational and design elements, such as text boxes, sidebars, and effective spacing to highlight key information; include quotations to support ideas presented, and reference their sources appropriately to avoid plagiarism*)

**Teacher prompts:** “Pourquoi est-il important de considérer d’autres perspectives quand tu fais vérifier ton travail?” “Pourquoi faut-il éviter les erreurs dans un travail publié?” “Pourquoi faut-il vérifier la ponctuation dans les phrases?”

**Instructional tip:** Teachers can highlight ways in which punctuation can change the meaning of a text (e.g., “Le professeur dit : l’élève est bavarde” vs “Le professeur, dit l’élève, est bavarde”) and can ask students to verify that their punctuation contributes to the clarity of their text.

### D2.4 Metacognition:

- describe strategies they found helpful before, during, and after writing;
- identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., *reflect on the effectiveness of different aids, such as electronic/print resources and feedback from peers, the teacher, or parents, used when correcting work; explain the benefits of planning carefully for each part of the writing process; select the most useful self-correcting techniques and comment on their use, and their limitations, in a personal reflective journal*)

**Teacher prompts:** “Pourquoi faut-il te fixer des objectifs pour la prochaine tâche d’écriture en prenant en considération la rétroaction de tes pairs?” “Comment peux-tu déterminer les stratégies qui ont été les plus efficaces tout

au long du processus d'écriture (suis les cinq étapes du processus : la préécriture, la rédaction d'une ébauche, la révision, la correction et la publication)?" "Comment peux-tu améliorer ton usage de la grammaire en lisant le travail de tes pairs?"

**Instructional tip:** Teachers can suggest that students use expressions of opinion in their reflective journals (e.g., "à mon avis", "d'après moi", "en ce qui me concerne", "c'est certain que", "il est clair que", "il est évident que").

### D3. Intercultural Understanding

By the end of this course, students will:

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *create a story-board about Canadian culture from the perspective of a French speaker from outside North America; create a brochure on sports in various French-speaking countries and how they might be connected to national identity; describe the education systems in various French-speaking communities*)

**Teacher prompts:** "Jusqu'à quel point les choses que nous aimons et apprécions sont-elles liées à notre culture?" "Comment les sports et la musique peuvent-ils rapprocher les cultures?"

**Instructional tip:** Teachers can encourage students to use the correct prepositions, articles, and contractions when referring to the names of continents, countries, cities, and other locations ("en Afrique", "au Canada", "à Bruxelles", "à l'aéroport").

**D3.2 Awareness of Sociolinguistic Conventions:** identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work (e.g., *use the Internet to research regional expressions, identify*

*the regions, and compare the expressions in a summary chart; use conventional expressions of politeness; use familiar quotations and adages appropriately*)

**Teacher prompts:** "Quelle est la forme d'adresse appropriée pour cet individu?" "Pourquoi est-ce qu'on utilise un langage soutenu à l'écrit?" "Qu'est-ce que tu peux écrire au destinataire afin de respecter les formules de politesse?" "Comment les expressions régionales peuvent-elles déconcerter les étrangers?"

**Instructional tip:** Teachers can suggest that students develop and follow a step-by-step plan to research words and expressions from different French-speaking communities that mean the same thing in English (e.g., "déjeuner" for "breakfast" and "dîner" for "lunch" [Canada and Switzerland] vs "petit déjeuner" for "breakfast" and "déjeuner" for "lunch" [France]; "dringuelle" [Belgium] and "bonnemain" [Switzerland] for "tip").

# Core French, Grade 12

University Preparation

FSF4U

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Core French, Grade 11, University Preparation

## Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

# A. LISTENING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### A1. Listening to Understand

By the end of this course, students will:

#### A1.1 Using Listening Comprehension

**Strategies:** identify a range of listening comprehension strategies, and use them before, during, and after listening to interpret explicit and implicit messages in oral French texts (e.g., *before a listening task, prepare a template to help them take informed notes, with headings for subject, vocabulary, and key points of interest; anticipate what might be included in a presentation based on its title and images provided by the presenter; summarize an oral text, compare summaries with a peer, and consider similarities and differences; make notes during a listening task to help them recall key points and then use the jigsaw method to share ideas and extend their knowledge of the topic*)

**Teacher prompts:** “Comment l’usage d’un gabarit peut-il t’aider à suivre une présentation?” “Qu’est-ce qui t’aide à conceptualiser de nouvelles idées?”

#### Instructional tips:

(1) Teachers can model the use of temporal prepositions and adverbs and other constructions, and encourage students to use them when summarizing information heard on the radio (e.g., “Un nouvel office de tourisme a ouvert le 1<sup>er</sup> septembre” or “... est ouvert depuis le 1<sup>er</sup> septembre”, or “... a ouvert il y a deux semaines” or “Ça fait deux semaines qu’il est ouvert”).

(2) Teachers can ask students to listen for the *passé composé*, *imparfait*, and *plus-que-parfait* to help them understand the sequence of past events and tenses in a news broadcast (e.g., “Quand la police est arrivée sur le lieu du crime, les cambrioleurs étaient déjà partis et la victime criait au secours”).

(3) Teachers can encourage students to listen for the *faire causatif* construction (“faire” followed by the *infinitif*) to help them determine meaning (e.g., “Le professeur fait travailler les étudiants tous les jours”, “J’ai fait découvrir la ville à mes amis”).

**A1.2 Demonstrating Understanding:** demonstrate an understanding of explicit and implicit messages about a wide variety of topics in oral French texts, with support as appropriate (e.g., *describe the reactions of the people interviewed in a news report on a natural disaster; summarize the points of view of the candidates after listening to a political debate; identify the main themes of a French song and describe the emotions expressed; extract the main message and supporting details from a podcast; after viewing a documentary on the subject, identify how environmental changes can affect people’s health; distinguish between the perspectives presented in news reports regarding First Nations, Métis, or Inuit communities; identify tone and bias in an online news clip and discuss in class why it is important to do so*)

**Teacher prompts:** “Quelle démarche utilises-tu pour trouver le sens du message?” “Quelles méthodes est-ce que le locuteur a utilisées pour

te persuader de choisir un candidat électoral?" "Quelles techniques t'aident à distinguer les faits des opinions dans un discours politique?" "D'après les idées révélées, comment peux-tu expliquer la présence des points de vue présentés et l'absence d'autres points de vue possibles?"

**Instructional tips:**

(1) To help them identify points of view or bias, teachers can encourage students to differentiate between facts and opinions by listening for dependent clauses with the *indicatif* (e.g., "J'espère qu'on réussira à établir un système efficace pour tous les citoyens", "Il est évident que vous vous faites beaucoup de soucis à ce sujet", "Je suis certain qu'il a vérifié vos progrès") and the *subjonctif* (e.g., "Il est important qu'elle réfléchisse à ce problème", "Il est nécessaire que les révolutionnaires se réunissent", "Il est possible qu'il vienne à la réunion", "Il est dommage que tu ne puisses pas discuter à propos de ce sujet").

(2) Teachers can model the correct use and structure of various negative expressions (e.g., "Je ne comprends rien", "Il n'y va jamais", "Elle n'a plus d'argent", "On ne voit cette réclame nulle part", "Je n'ai aucune idée", "Aucune de ces filles ne va venir", "Je ne l'ai vu avec personne", "Personne n'est venu", "Rien n'était gratuit", "Je ne me souviens de rien", "Elle ne boit que de l'eau") and the negative *infinitif* (e.g., "C'est un film à ne pas manquer", "Je lui ai dit de ne pas fumer", "Ne jamais laisser un enfant seul", "Elle a décidé de ne rien manger").

## A2. Listening to Interact

By the end of this course, students will:

### A2.1 Using Interactive Listening Strategies:

identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions (e.g., use body language that sustains and facilitates interaction and encourages discussion; gauge verbal and non-verbal cues to judge when it is appropriate to listen and when it is appropriate to speak)

**Teacher prompt:** "Quels sont les effets de sélectionner les moments de silence actif les plus forts pendant une discussion?"

**Instructional tip:** Teachers can ask students to listen for and write down qualitative adjectives to help them determine the speaker's intent and participate in a subsequent discussion.

**A2.2 Interacting:** respond with understanding to what others say while participating in interactions about a wide variety of topics,

in formal and informal situations (e.g., listen to classmates explain their future options, such as postsecondary studies, work, or travel, and respond with their own options; listen to several travel agency promotions and discuss their effectiveness in promoting travel to those destinations)

**Teacher prompts:** "Quelles stratégies t'aident à prioriser tes choix postsecondaire?" "Comment peux-tu interagir dans ton environnement scolaire d'une façon plus sensible?" "Comment la compréhension des points de vue de plusieurs personnes peut-elle mener à une compréhension plus globale d'un problème?"

**Instructional tips:**

(1) Teachers can model the use of the *futur antérieur* to express a wish or to make plans for the future (e.g., "Quand j'aurai fini mes études secondaires, je pourrai m'inscrire à l'université", "Dans quelques mois, elles seront parties en programme d'échange").

(2) Teachers can model the use of different relative pronouns (e.g., "lequel", "auquel", "duquel") and encourage students to vary their use of them in order to avoid repetition when responding to questions (e.g., "As-tu un test demain? Oui, c'est la raison pour laquelle je ne viendrai pas", "As-tu des journaux? Voici les journaux auxquels je suis abonné", "Quels livres? Voici les livres au sujet desquels tout le monde se dispute").

### A2.3 Metacognition:

- (a) explain which strategies they found helpful before, during, and after listening;
- (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., assess personal time-management and self-motivation strategies; evaluate their ability to paraphrase another's viewpoint; assess how their learning environment may affect their understanding; record their understanding on an exit pass that can be used by the teacher or peers to assess their strengths and challenges in comprehension)

**Teacher prompts:** "Comment juges-tu quelle information est importante à retenir quand tu écoutes?" "Comment est-ce que ton aptitude de répéter d'une autre façon (paraphrase) ce que tu entends approfondit ta compréhension d'un point de vue?" "Comment est-ce que classer tes forces et faiblesses par rapport à celles de tes pairs t'aide à développer des stratégies d'écoute plus efficaces?"

**Instructional tip:** To help them build their confidence and competence as learners, teachers can encourage students to describe their successes (e.g., "J'avais bien réussi à

comprendre le locuteur, car il parlait clairement/ j'étais très attentif/j'ai employé la stratégie de me concentrer sur les idées principales et les mots clés, et de prendre des notes avec mes propres mots").

### A3. Intercultural Understanding

By the end of this course, students will:

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *after listening to a presentation by their peers, compare elements of myths and legends of diverse French-speaking cultures and identify common elements; listen to the recitation of a variety of poems from different French-speaking communities and compare expressions, feelings, and practices; listen to French-language media coverage from various regions, including Ontario, of a global event to determine the concerns and perspectives in each region*)

**Teacher prompts:** "Comment les médias influencent-ils notre perception des cultures?" "Comment les messages implicites dans les textes médiatiques peuvent-ils influencer ta perception d'une communauté?" "Quelles sont les diverses valeurs culturelles (les mœurs, l'humour, etc.) qui représentent cette communauté?"

**Instructional tip:** Teachers can ask students to pay particular attention to the use and order of pronouns while listening to a conversation in a television show (e.g., "Je ne lui en ai pas parlé", "Robert me l'a donné(e)", "Il nous y a emmenés", "Je vais le leur dire", "Je peux m'en acheter un", "Elle doit les y apporter").

### A3.2 Awareness of Sociolinguistic

**Conventions:** using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., *identify ways in which humour is used to convey messages in a media text; listen to an interview with a prominent person and identify vocabulary or expressions that are specific to his or her occupation; compare formal and informal expressions in a conversation*)

**Teacher prompts:** "Comment l'humour peut-il changer la perception d'un message?" "Pourquoi certains termes d'une langue n'ont-ils pas de traduction?" "Quel langage utilisé par la commercialisation influence le comportement des jeunes et des adultes envers certains produits?"

**Instructional tips:**

(1) Teachers can model expressions of gratitude using the *infinitif passé* to help students understand the expressions during listening (e.g., "Je vous remercie de m'avoir aidé", "Merci de m'avoir envoyé la carte", "Je suis ravi de ne jamais avoir raté une leçon").

(2) Teachers can ask students to identify some of the differences between formal and informal greetings (e.g., "Bonjour, enchanté de faire votre connaissance, soyez le bienvenu", "Merci, Monsieur, je suis enchanté également, puis-je vous poser une question?", "Salut! Tu t'appelles comment?", "Tu viens d'où?", "Tu es en quelle année?").

# B. SPEAKING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### B1. Speaking to Communicate

By the end of this course, students will:

#### B1.1 Using Oral Communication Strategies:

identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., *identify the purpose, audience, and style of a presentation; review key terms associated with a topic before presenting it to the class; select precise language and use correct sentence structures and language conventions to explain, inform, persuade, and/or entertain; use relevant information from research to strengthen oral arguments; ask for help when seeking the right word; use strong, convincing language during a debate, such as “je suis certain que” and “je n’ai aucun doute que”*; incorporate visual components or use technology to support a message)

**Teacher prompts:** “À quels obstacles avez-vous fait face pendant votre conversation avec vos pairs; à quoi avez-vous dû renoncer?” “Que peux-tu faire pour communiquer ton message quand les mots t’échappent?” “Quelles questions peux-tu poser pour piquer l’intérêt de ton public?”

#### Instructional tips:

(1) Teachers can encourage students to use formulaic expressions such as “selon moi”, “autrement dit”, “en effet”, “n’en parlons pas!”, and “laisse-moi réfléchir” to introduce thoughts in a discussion.

(2) Teachers can suggest that students use metaphors, comparisons, and rhetorical questions for vivid descriptions and persuasive arguments (e.g., “Son indifférence me glace”, “Un mur de

*brume bloquait l’horizon”, “Son esprit est libre comme l’air”, “Mes rêves sont aussi fragiles qu’un château de sable sur la plage”, “À quoi ressemble ce parfum?”, “À quoi cette démarche fait-elle penser?”).*

**B1.2 Producing Oral Communications:** produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about a wide variety of topics, with support as appropriate (e.g., *dramatize a chapter of a French-language novel; explain how to carry out a procedure; use a “discourse chain” to improvise dialogue in a role play; lead a seminar analysing a play studied in class; lead a panel discussion on the influence of media on consumer spending; share ideas about an event that the class attended; create a presentation with visuals for peers to develop their awareness of the advantages and disadvantages of using a credit card*)

**Teacher prompts:** “Comment les figures de style peuvent-elles être utiles dans un discours?” “Comment vas-tu gérer une discussion ou un débat?”

#### Instructional tips:

(1) Teachers can instruct students how to use a “discourse chain” similar to the following model to develop characters and themes:

Character 1: makes plans to go to the movies with character 2

Character 2: invites character 3 and offers to pick up the movie tickets

Character 3: informs character 2 that he or she will get the snacks

Character 2: leaves a voice mail message to hurry character 1

(2) Teachers can encourage students to use critical-thinking skills to analyse information and elaborate on ideas when responding to classmates in a panel discussion.

**B1.3 Speaking with Fluency:** speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared and spontaneous communications about a wide range of topics (e.g., using appropriate pauses, entertain the class with a joke, humorous story, or tongue twister; use contractions, elision, and liaisons appropriately; deliver a rehearsed monologue, dialogue, or interview using appropriate emphasis; use appropriate phrasing when reciting poetry aloud; use idiomatic expressions in various contexts)

**Teacher prompts:** “Qu’est-ce qui rend une blague amusante? Quels éléments non verbaux sont nécessaires pour bien raconter une blague?” “Quels critères peut-on choisir pour évaluer l’efficacité d’une présentation orale avant de la présenter?” “Quelles expressions peux-tu utiliser pour montrer ta compréhension et t’aider à chercher ce que tu veux dire?”

**Instructional tips:**

(1) Teachers can encourage students to use temporal prepositions (e.g., “pendant”, “depuis”, “dans”, “il y a”, “en premier lieu”, “en deuxième lieu”, “en dernier lieu”, “ici, ailleurs”, “d’une part, d’autre part”, “autrement”) and corresponding verb tenses when communicating the sequence of events in a story or a joke.

(2) Teachers can ask students to imitate the speech patterns of individuals in an audio or video clip.

(3) Teachers can encourage students to use familiar contractions such as “p’tit” for “petit”, “t’es” for “tu es”, “chuis” for “je suis”, or “zêtes” for “vous êtes” to sound more fluent when speaking.

**B1.4 Applying Language Structures:** communicate their meaning clearly, using parts of speech and word order appropriately (e.g., select a singular or plural verb to agree with a subject that is a collective noun, as appropriate for the intended meaning; express opinions and ideas using the appropriate tenses, expressions, and constructions; consistently put verb parts and object pronouns in the correct order while speaking)

**Teacher prompt:** “Quand on exprime une opinion en utilisant ‘penser que’ ou ‘croire que’, quel mode (indicatif ou subjonctif) faut-il utiliser? Pourquoi?”

**Instructional tips:**

(1) Teachers can remind students that some expressions and verbs followed by “que” take the *indicatif*, such as “Je suis certain que...”, “Je suis sûr que...”, “Je pense que...”.

(2) Teachers can draw students’ attention to the placement of double-object pronouns in affirmative and negative sentences (e.g., “Je le lui ai donné”, “Je ne le lui ai pas donné”).

## B2. Speaking to Interact

By the end of this course, students will:

**B2.1 Using Speaking Interaction Strategies:** demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (e.g., use verbal and non-verbal communication to encourage others to join a conversation; recognize and adhere to time limits and other constraints; provide a word or phrase to help out another student; agree with or politely challenge another speaker’s statement; in group discussions, wait for a short silence indicating the end of someone else’s turn before adding an opinion or question)

**Teacher prompts:** “Comment utilises-tu les signes de politesse pour promouvoir la participation des autres à une réunion?” “Comment vas-tu défendre ton argument pour ou contre une observation faite par ton professeur?” “Comment s’adresse-t-on à une personne pour demander des renseignements? Pour exprimer un désaccord? Pour rouspéter?” “Comment montre-t-on du respect?”

**Instructional tips:**

(1) Teachers can model reformulating techniques that students can use to ask for clarification in conversations (e.g., “Peux-tu donner les raisons qui te font penser ainsi?”, “Peux-tu expliquer cette suggestion?”, “Que veux-tu dire par...?”, “Que penses-tu de...?”).

(2) Teachers can ask students to generate ideas for a discussion web in pairs and share them in a large group.

**B2.2 Interacting:** exchange information, ideas, and opinions with others in prepared and spontaneous spoken interactions about a wide variety of topics, with support as appropriate (e.g., contribute to and lead productive discussions; discuss with a small group the moral and ethical use of media such as the Internet; with a peer, discuss and evaluate postsecondary choices; with a peer, rephrase statements heard at a postsecondary orientation; develop questions on a topic of personal interest to initiate a discussion with peers)

**Teacher prompts:** “Comment justifies-tu ton opinion avec des exemples spécifiques tout en respectant les opinions des autres?” “Comment peux-tu commencer une discussion intéressante?”

**Instructional tip:** Teachers can model various expressions that students can use in group

discussions to turn attention to another aspect of an issue (e.g., “Il est vrai que...”, mais il faut se rappeler que...”, “On pourrait dire que...”, mais il y a aussi...”, “Vous m’objecterez peut-être que...”, mais...”, “On prétend parfois que...”, mais...”, “On a osé dire que..., toutefois...”).

### B2.3 Metacognition:

(a) explain which strategies they found helpful before, during, and after speaking to communicate effectively;

(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., *make revisions to the form and content of their speech using feedback from peers and the teacher; identify the most effective elements in their oral presentation and explain what they would do differently next time*)

**Teacher prompts:** “Quelles stratégies utilises-tu pour contribuer à une discussion avec un/une partenaire?” “Quelle stratégie peut t’aider à mieux communiquer en français?”

**Instructional tip:** Teachers can suggest that students use reflexive verbs such as “se faire” and “se laisser” when expressing causation (e.g., “Je me suis fait corriger...”, “Dans mon travail je ne me laisse pas faire...”).

## B3. Intercultural Understanding

By the end of this course, students will:

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *compare gender roles, occupations, salaries, family structures, significant days, and naming customs among linguistic or cultural groups in various French-speaking communities; role-play a cooking show in which students discuss and demonstrate cuisines from various French-speaking regions, and compare them to their own; develop a presentation exploring the origins and accuracy of stereotypes about various French-speaking communities*)

**Teacher prompts:** “Parfois, une étude de la diversité culturelle se limite à la compréhension des éléments superficiels des représentations

culturelles tels que les stéréotypes, les artefacts et les aspects folkloriques. Comment peux-tu dépasser cette étape?” “Quelles informations personnelles peux-tu partager avec les autres pour les aider à mieux te connaître et te comprendre?”

**Instructional tip:** Teachers and students can create a word bank together to use while discussing different world communities.

### B3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in spoken interactions (e.g., *differentiate speech according to different social contexts; research and account for the variable presence or absence of “ne” in verbal negation; use cues such as “et alors?”, “donc”, “puis”, “bien sûr”, “oui, toujours”, “je suis d’accord” to help maintain a conversation; incorporate into a group presentation words and expressions unique to various French-speaking communities worldwide, encountered while reading, viewing, and/or social networking; re-enact comedy sketches from different French-speaking communities and compare the humour in each region*)

**Teacher prompts:** “Quelle relation existe-t-il entre ‘le langage’ et ‘la société’ dans une langue?” “Pourquoi existe-t-il en milieu urbain un langage différent de celui du milieu rural?” “Comment les circonstances de l’acte de parole (lieu, moment, statut des interlocuteurs, objectifs de communication, etc.) sont-elles des facteurs importants de diversification de langage?”

**Instructional tips:**

(1) Teachers can suggest that students listen to different dialogues to identify the differences between familiar and formal words and expressions (e.g., “mort”/“décédé”, “habiter”/“être domicilié”, “mon mec”/“mon mari”/“mon époux”/“mon conjoint”, “boulot”/“travail”), and then use the vocabulary in a role play.

(2) Teachers can encourage students to use possessive pronouns (e.g., “les leurs”, “les nôtres”, “les vôtres”) when comparing sociolinguistic conventions used in different French-speaking communities.

# C. READING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of authentic and adapted text forms in French, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### C1. Reading Comprehension

By the end of this course, students will:

#### C1.1 Using Reading Comprehension Strategies:

identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in various reading contexts (e.g., *preview a text before reading to identify the text features, and use these features to maximize their understanding of the text; use a concept map to sort ideas presented in a text; reread a section aloud with emphasis on different phrases or words to help them comprehend the main idea; construct a thematic word list as they read to use when analysing the main themes of a text; infer a character's motivation from what the narrator and other characters say about him or her; identify biases by analysing information presented in and missing from the text; predict the end of a story based on evidence in the text; synthesize new knowledge with prior knowledge to deepen understanding*)

**Teacher prompts:** “Comment réagis-tu au texte lu?” “Comment as-tu fait ressortir les détails et les idées essentiels de ce roman?” “Comment évalues-tu ta lecture d’une pièce de théâtre?”

#### Instructional tips:

- (1) Teachers can suggest that students use different forms of the interrogative pronoun “lequel” when making predictions (e.g., “Lequel des personnages...?”, “Laquelle des possibilités...?”).
- (2) Teacher can direct students’ attention to the use of the *futur antérieur* to describe an action

that will have happened or will be finished by a specific point in the future (e.g., “Dans quelques mois, j’aurai fini mes études secondaires”).

**C1.2 Reading for Meaning:** demonstrate an understanding of explicit and implicit messages in a variety of student- and teacher-selected French texts about academic and personally relevant topics (e.g., *respond to a poem by composing an additional verse; blog about their personal reactions to an author's message; classify information from non-fiction texts; critique an author's point of view about a social issue; based on a character's conflict, write a question and response in the style of an advice column; write a book recommendation for peers, including a synopsis of the major themes; create a character sketch based on what the character says and does and what other characters in the story reveal about him or her; write a letter to the editor to support or refute the arguments made in an editorial; compare their own values and opinions to those presented in advertisements; summarize articles or short stories about an environmental issue, ensuring that they include all key information*)

**Teacher prompts:** “Quelles révisions suggérerais-tu à l’auteur de cet article si tu étais son rédacteur?” “Quels aspects de l’intrigue changerais-tu afin de concrétiser tes souhaits pour le personnage?” “Comment peut-on se servir d’un tableau pour démontrer les différents points de vue examinés dans cet article?” “Y a-t-il un certain penchant, une inclination ou un préjugé évident dans ce texte?” “Quelles questions poserais-tu au personnage principal de ce roman pour mieux comprendre ses

motivations? Comment cela te permet-il de mieux comprendre les actions de ce personnage?"

"Comment sais-tu que l'auteur utilise dans son texte un style de comparaison?" "Comment une comparaison t'aide-t-elle à mieux comprendre le message?"

**Instructional tips:**

(1) Teachers can encourage students to use specific research skills (e.g., identifying sources, gathering data, taking notes, outlining) as they read for information.

(2) Teachers can suggest that students use the *subjunctif* to express emotional reactions and/or opinions when critically evaluating a text (e.g., "J'aimerais que le personnage soit plus compréhensif quand...", "Je voudrais que l'auteur examine...").

(3) Teachers can direct students' attention to various expressions used to compare or contrast (e.g., "comme", "tel", "pareil à", "semblable à", "ressembler à", "sembler").

**C1.3 Reading with Fluency:** read a variety of French texts at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., look for textual emphasis, such as font changes, punctuation, italics, or bold, and adjust their intonation accordingly; read a play aloud, varying rate, tone, and expression to suit the characters)

**Teacher prompts:** "Qu'est-ce que l'intonation?" "Comment utilise-t-on l'intonation pour enrichir une lecture ou faire la distinction entre des personnages?" "Comment utilise-t-on l'intonation pour donner plus de poids aux arguments persuasifs?"

**Instructional tip:** Teachers can provide opportunities for students to build their reading fluency by providing them with narrative texts that clearly use the proper sequence of tenses (*passé composé*, *imparfait*, and *plus-que-parfait*) to describe events in the past so that students can understand the sequence of events quickly.

**C1.4 Developing Vocabulary:** use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions (e.g., use a *thesaurus* and other online reference resources to broaden vocabulary; as they read, list interesting words and expressions that could be used in writing tasks; use contextual clues to help them determine the meaning of new words; use rhymes or other kinds of word play to help them retain unfamiliar words; consider how meaning, mood, or voice is

changed when synonyms are substituted for selected words in a poem or passage from a novel)

**Teacher prompts:** "Que ferais-tu si tu lisais ou entendais une expression idiomatique que tu ne connais pas?" "Si les dictionnaires et les ordinateurs n'étaient pas disponibles en classe, quelles stratégies utiliserais-tu pour comprendre le sens d'une expression?"

**Instructional tip:** Teachers can encourage students to use online sources to research the meanings of idiomatic expressions such as "chercher des puces à quelqu'un", "avoir une faim de loup", "faire d'une pierre deux coups", "mon œil!", "il pleut des cordes", and "passer une nuit blanche".

## C2. Purpose, Form, and Style

By the end of this course, students will:

### C2.1 Purposes and Characteristics of Text

**Forms:** identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., explain the function of setting in a short story, novel, or play; comment on how two text forms, such as a poster and a poem, approach similar themes; explain how the slogans in an advertisement address a targeted audience; study the lyrics of didactic folk songs and discuss their intended lessons)

**Teacher prompts:** "Quel est le thème de ces deux textes? Comment les deux auteurs ont-ils traité ce thème d'une manière différente?" "Comment le lieu, le temps et l'atmosphère d'une pièce de théâtre/d'un roman t'aident-ils à interpréter ce que tu as lu?"

**Instructional tip:** Teachers can ask students to use sentence starters that convey emotion when commenting on the appropriateness of the language used in a particular text form (e.g., "Je suis content que...", "J'aimerais que...", "Il veut que...").

### C2.2 Text Features and Elements of Style:

identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey explicit and implicit messages (e.g., repetition, alliteration, and metaphors in a poem illuminate the theme; headlines, images, and captions in a newspaper provide important information that supplements

or reinforces the articles; advertisements use logos and other images, font size, colour, and imperatives to try to influence the reader)

**Teacher prompts:** “Comment les images influencent-elles ton opinion au sujet de ce que tu vas lire?” “Selon toi, est-ce que le titre de l’article est efficace? Pourquoi? Comment le changerais-tu?”

**Instructional tip:** Teachers can ask students to justify why an author used a particular verb tense (e.g., “Pourquoi a-t-on utilisé le subjonctif dans ce cas?”, “Pourquoi est-ce que l’auteur a écrit ce paragraphe à l’imparfait?”).

### C2.3 Metacognition:

(a) explain which strategies they found helpful before, during, and after reading to understand texts;

(b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., *identify which strategies they use regularly and which they seldom use, and assess the effectiveness of both before planning next steps; identify a reading situation in which a seldom-used strategy might help; plan to explore additional strategies*)

**Teacher prompts:** “Comment dégages-tu les composantes d’un texte?” “Comment repères-tu les mots clés qui peuvent poser un problème de compréhension du message?”

**Instructional tip:** Teachers can request that students use the *infinitif passé* when describing strategies that were helpful to their understanding (e.g., “Après avoir vérifié la définition du mot en français, j’ai beaucoup mieux compris ce qu’on était en train de lire”).

## C3. Intercultural Understanding

By the end of this course, students will:

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *compare the educational background, skills, and work experience required for careers and occupations that they have read about on websites of French-speaking communities; evaluate information provided on a poster or*

*brochure that promotes tourism in French-speaking countries; read texts by French-speaking African and Canadian authors and compare the characters’ lives, influences, and motivations*)

**Teacher prompts:** “Comment pouvons-nous approfondir notre connaissance des autres cultures francophones en comparant l’éducation dans les écoles?” “Quels éléments t’intéressent pour comparer deux modes de vie dans deux différents pays francophones?”

**Instructional tip:** Teachers can have students read information about a French-speaking country and then use the *futur simple* and the *futur antérieur* to describe a visitor’s experience there (e.g., “Je le visiterai... aussitôt que je serai arrivé à St-Martin”).

### C3.2 Awareness of Sociolinguistic Conventions:

identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities (e.g., *read several texts by the same author and explain how the author’s background influences his or her choice of words and expressions; compare the use of formal literary language in texts from different French-speaking regions; compare headlines and front pages of various French-language newspapers, highlighting vocabulary unique to each region; describe the influence of slang and jargon on written language*)

**Teacher prompts:** “Jusqu’à quel point peux-tu trouver des mots et des expressions qui démontrent l’influence d’une langue sur une autre?” “Surligne les expressions régionales retrouvées dans les journaux et indique les différences observées entre chaque journal. Comment pouvons-nous mieux connaître les communautés francophones en comparant des journaux?”

**Instructional tips:**

(1) Teachers can ask students to analyse the use of language on the front pages of French-language newspapers, including information from headlines.

(2) Teachers can direct students’ attention to the use of the *infinitif passé* after the preposition “après” (e.g., “Après avoir consulté le site de la Jeune Chambre de commerce de la Mauricie, j’ai réalisé que le français est une langue des affaires”).

# D. WRITING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### D1. Purpose, Audience, and Form

By the end of this course, students will:

**D1.1 Identifying Purpose and Audience:** determine their purpose in writing and the audience for the French texts they plan to create (*e.g., to generate and support a thesis; to write their autobiography, including past phases of their life and future plans; to introduce a text; to express an opinion about a contemporary social issue; to assume the role of a contemporary or historical person and write their autobiography; to summarize a book read in class; to blog about ideas and opinions about twenty-first-century learning skills; to describe the personality traits and interests of a fictional character on a fictional social network page; to compose a short story inspired by a work by an Aboriginal artist; to write a formal letter of application for a job at a local company or to a potential employer*)

**Teacher prompts:** “Comment est-ce que tu rédigeras ton autobiographie en différentes sections?” “Comment est-ce que l’on exerce son esprit critique pour écrire des textes d’une teneur appropriée au contexte (p. ex., absence de préjugés, d’affirmations non fondées, de vocabulaire sexiste ou raciste)?” “Comment considères-tu ton auditoire quand tu choisis la forme du texte?” “Dans un éditorial, comment peux-tu exprimer ton opinion d’une façon polie, mais directe, pour convaincre les lecteurs d’adopter ton point de vue?”

### *Instructional tips:*

- (1) Teachers can remind students to use appropriate verb tenses in their autobiographies (*e.g., “J’avais trois ans quand j’ai appris à monter à bicyclette”*).
- (2) Teachers can suggest that students use appropriate forms of the *impératif* in formal letters (*e.g., “Veuillez agréer…”*).
- (3) Teachers can suggest that, in an opinion piece, students express opinion and doubt (*e.g., “penser que”, “espérer que”*) using the *indicatif* in an affirmative statement and the *subjonctif* in a negative statement.

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, applying their knowledge of the structural and stylistic elements of each form (*e.g., a skit with dialogue; a monologue; a poem in a particular form – ballad, sonnet, etc. – expressing a view on a social issue of personal interest; a review, including quotes from viewers, that persuades others to see or avoid a current film; a report with data and evidence regarding people’s perceptions of an environmental issue; a persuasive essay using metaphors to provide strong images; a plan for how to save and invest money*)

**Teacher prompts:** “Comment t’assures-tu que le contenu de ta critique du film respecte le plan d’un texte argumentatif?” “Comment te rassures-tu que tu emploies des arguments solides en lien avec le sujet dans un texte

persuasif?” “Comment organiseras-tu un rapport qui examine les perceptions des gens au sujet d’un problème d’environnement?” “Quelles sont les sources d’information qu’on peut utiliser pour se renseigner sur les façons d’investir et d’économiser de l’argent? Comment vas-tu faire ton plan?”

**Instructional tips:**

(1) Teachers can suggest that students use various past tenses in the conclusions of their reports and future tenses in recommendations for future actions.

(2) Teachers can suggest that students use connecting terms (e.g., “par conséquent”, “autrement”, “cependant”, “d’un côté...de l’autre côté...”) when writing a report.

**D1.3 Applying Language Structures:** communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., *replace a subject, direct object, indirect object, or preposition, and link ideas, using relative pronouns such as “qui”, “que”, “dont”, “où”; use the appropriate sequence of present and past tenses in a narration or description of events; make comparisons using demonstrative pronouns such as “celui-ci”, “celle-là”; express emotions or provide suggestions using the subjunctif présent; use indirect discourse to report the statements of others*)

**Teacher prompts:** “Quel langage utilises-tu pour faire un compte-rendu d’expérience qui décrit tes sentiments et tes réactions?” “Que faut-il utiliser pour coordonner deux mots ou groupes de mots à l’intérieur d’une proposition négative pour marquer l’idée d’addition?” “Comment choisis-tu les temps de verbes appropriés pour la tâche écrite? Comment la tâche, elle-même, peut-elle dicter les temps de verbes à employer?”

**Instructional tips:**

(1) Teachers can model the use of double negative expressions and encourage students to use them to convey their opinions (e.g., “Je n’ai aimé ni le choix des acteurs, ni la cinématographie de ce film”, “Le film offre une image propre, froide et gélifiée, sans chair, ni grain, ni nuance, ni vie”).

(2) Teachers can suggest that students use indirect speech when summarizing the opinions of others (e.g., “Il a dit qu’il n’était pas content avec la politique de l’école concernant l’équité et l’inclusion”).

(3) Teachers can encourage students to use the correct sequence of tenses in past narration when relating several events (e.g., “Quand je suis arrivé chez mon ami, il regardait le match de hockey. Il avait déjà mis les amuse-gueules devant la télé”).

## D2. The Writing Process

By the end of this course, students will:

### D2.1 Generating, Developing, and Organizing

**Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., *participate in a small-group discussion to generate ideas for an opinion piece; formulate and respond to questions to make predictions regarding, speculate about, and ultimately deepen their understanding of a specific topic; cluster point-form notes to organize them into main ideas and supporting details; create an outline to organize arguments to support a thesis*)

**Teacher prompts:** “Comment le fait de varier les types de questions écrites (p. ex., les questions ouvertes pour inviter au dialogue, les questions fermées pour obtenir des informations précises, les questions suggestives pour influencer une position, les questions de relais pour approfondir une explication, les questions indirectes pour avoir une réponse sans vraiment la demander) t’aide à approfondir la compréhension d’un sujet spécifique?”

**Instructional tip:** Teachers can review a variety of question and other sentence constructions that students could use to formulate research topics and expand on information in their texts.

**D2.2 Drafting and Revising:** plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., *use feedback from peer editing to ensure that success criteria have been met and to improve their text; reread drafts, adding, deleting, and/or reorganizing information as necessary; use feedback from previous assignments to correct frequent errors and refine language use; use various editing tools to ensure the correctness of language in written work; consider whether someone from a different background will be able to understand their narrative, and adjust the text accordingly*)

**Teacher prompts:** “Dans quelle mesure la planification du travail écrit t’aidera-t-elle avec l’écriture du brouillon?” “Comment le fait de comparer ton travail à un modèle influence-t-il ta révision et pourquoi?”

**Instructional tip:** Teachers can model how to use the *conditionnel présent* and *conditionnel passé* when providing feedback (e.g., “J’aurais utilisé un autre mot ici”, “Pourrais-tu dire cela différemment?”).

**D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of their written work, and use various elements of effective presentation to produce a polished product for publication (e.g., *focus on the conventions that make the work correct and neat; use*

*pull quotes for emphasis; review organization and punctuation; apply a self-assessment method to check their work against the criteria for success; solicit feedback from a peer mentor)*

**Teacher prompts:** “Comment l’usage de la technologie facilite-t-il ou empêche-t-il la rédaction de tes textes écrits?” “Comment choisis-tu le format dans lequel tu publies ton texte?”

**Instructional tip:** Teachers can encourage students to review and correct their use of verb tenses based on feedback from teachers or peers.

### D2.4 Metacognition:

(a) explain which strategies they found helpful before, during, and after writing;  
 (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (*e.g., evaluate the effectiveness of large-group brainstorming in generating ideas before writing; reflect on the importance of success and task criteria and how they can be used to guide writing; write a cover letter to the teacher to accompany their work, explaining strategies they used when writing the text, identifying the problems they encountered and solved, and commenting on how well they think they achieved their purpose or targeted their audience*)

**Teacher prompts:** “De quelle façon le fait d’observer l’enseignant modélisant des stratégies d’écriture t’aide-t-il à fournir une rétroaction à tes pairs?” “Quelles erreurs commets-tu le plus fréquemment dans ton travail? Comment les corriges-tu?” “Qui sont les destinataires de ce texte? Comment as-tu ciblé ce public? Comment est-ce que ton choix de destinataires a exercé une influence sur la façon dont tu as structuré ton texte?”

**Instructional tip:** Teachers can suggest that students use future tenses when applying feedback from the current task to planning the next writing task.

## D3. Intercultural Understanding

By the end of this course, students will:

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their

own and other communities (*e.g., create a storyboard for a video highlighting housing and other structures, artifacts, and people from French-speaking regions; write a poem or speech on the struggles of various French-speaking minority groups; write a persuasive essay to dispel cultural and regional stereotypes about specific French-speaking communities; write a tribute to a person who has had a positive impact on his or her French-speaking culture*)

**Teacher prompt:** “Comment les types de logement de différentes régions francophones se différencient-ils les uns des autres? De quelle façon peux-tu imaginer l’environnement dans lequel se trouve le logement?”

**Instructional tips:**

(1) Teachers can suggest that students use relational adverbs such as “cependant”, “néanmoins”, or “toutefois” when writing about relationships among different cultures.

(2) Teachers can suggest that students use more than one descriptive adjective and place them appropriately (*e.g., “C’est une immense maison blanche”*), as well as using comparative and superlative adjectives and adverbs (*e.g., “Chez nous, la saison d’hiver est plus longue que la saison d’été”, “C’est la maison la moins chère du quartier”, “C’est le style d’architecture qu’on trouve le plus souvent dans cette région”*).

### D3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work (*e.g., create a chapter for a graphic novel using French slang; create original proverbs or expressions based on common French idiomatic expressions and phrases; use French proverbs as a prompt for writing; adapt language register to various contexts*)

**Teacher prompts:** “Dans quelle mesure les expressions idiomatiques utilisées pour écrire des proverbes élargissent-elles tes connaissances culturelles?” “Comment trouves-tu des expressions d’argot et comment les utilises-tu correctement dans ton texte?”

**Instructional tip:** Teachers can suggest that students read blogs and/or posts from social networking sites to learn slang and familiar language from French-speaking regions that can be incorporated in their written work.

# Core French, Grade 12

Open

FSF40

This course provides a variety of opportunities for students to speak and interact in French. Students will develop their listening, speaking, reading, and writing skills, use language-learning strategies in a variety of real-life situations and personally relevant contexts, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Core French, Grade 11, University Preparation or Open

## Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

# A. LISTENING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### A1. Listening to Understand

By the end of this course, students will:

#### A1.1 Using Listening Comprehension

**Strategies:** identify a range of listening comprehension strategies, and use them before, during, and after listening to understand explicit and implicit messages in oral French texts (e.g., identify changes in tone and rhythm that convey meaning; choose a graphic organizer that suits their own learning style and use it to help them formulate ideas and thoughts when listening; make notes on ideas and messages that are understood and those that may require further clarification)

**Teacher prompts:** “Quelles sont les raisons pour lesquelles tu écoutes les nouvelles, une critique d’un film, ou une chanson?” “De quelle façon les stratégies d’écoute t’aident-elles à enrichir ta compréhension?” “Comment est-ce que tu attribues un sens au message en te basant sur le contexte de la communication?”

**Instructional tips:**

- (1) Teachers can suggest that students create a mind map to activate their prior knowledge about the topic of a presentation they will listen to.
- (2) Teachers can help students determine how the use of the personal subject pronouns “nous” and “on” in an oral text can affect the message conveyed.

**A1.2 Demonstrating Understanding:** demonstrate an understanding of explicit and implicit messages about a variety of topics in oral French texts, with contextual and visual support (e.g., identify familiar and unfamiliar words and phrases used commonly on a commercial sightseeing tour; extract the main message and supporting details from a podcast; predict future outcomes based on a news report about a current issue; analyse the participants’ intent by listening to the way a group of adolescents express opinions during an interview; in a small group, generate headings to organize information after a listening activity; listen to a presentation on a postsecondary program and describe the jobs that are related to the field of study)

**Teacher prompts:** “Comment l’intonation du locuteur dans un texte t’aide-t-elle à interpréter son message?” “Quelles stratégies d’écoute te sont utiles pour comprendre la vidéo?” “Quels indices l’auteur utilise-t-il pour t’aider à comprendre son message?”

**Instructional tips:**

- (1) Teachers can suggest that students listen for temporal expressions used to enumerate significant points (e.g., “premièrement”, “deuxièmement”) to help them understand the development of an argument presented in an oral text.
- (2) Teachers can suggest that students record the use of impersonal verbal expressions denoting possibility or obligation (e.g., “il faut que”, “il est nécessaire que”, “il est important que”) followed by the *subjonctif*.

## A2. Listening to Interact

By the end of this course, students will:

### A2.1 Using Interactive Listening Strategies:

identify and use interactive listening strategies to suit a variety of situations while participating in social interactions and interactions about everyday matters (e.g., in a think-pair-share, discuss the main ideas presented in an audio clip; interpret verbal and non-verbal cues while listening; restate the main idea to confirm understanding; use body language, such as leaning forward, to encourage the speaker and signal interest)

**Teacher prompts:** “Quels indices te montrent qu’un émetteur de message a fini son message?” “Comment peux-tu montrer que tu as bien compris le message?” “Comment peux-tu indiquer ton intérêt pendant une conversation?”

**Instructional tip:** Teachers can review different expressions that students can use when conveying their opinion of a speaker’s message (e.g., “à mon avis”, “d’après moi”, “de mon point de vue”).

**A2.2 Interacting:** respond with understanding to what others say participating in interactions about a variety of topics, in formal and informal situations (e.g., extract the main ideas from a speaker’s message and express their own ideas about them; ask questions to elicit additional information after an oral presentation about a First Nation community; express their personal point of view in response to comments by peers on a current issue; give feedback after listening to peers explain their plans for postsecondary studies and careers)

**Teacher prompts:** “Comment peux-tu écouter poliment le point de vue de quelqu’un même si tu n’es pas d’accord?” “Comment les questions posées pendant une présentation vont-elles contribuer à développer une réponse personnelle?”

**Instructional tips:**

(1) Teachers can direct students to listen for words and expressions that speakers use when politely agreeing or disagreeing (e.g., “Je comprends ce que tu dis, mais...”, “D’accord, as-tu considéré...?”).

(2) Teachers can review the use of the *conditionnel présent* to express a hope or a wish for the future (e.g., “Qu’aimerais-tu faire plus tard?”, “Je voudrais...”, “J’aimerais...”).

### A2.3 Metacognition:

(a) describe strategies they found helpful before, during, and after listening;  
 (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., assess personal time-management and self-motivation strategies; evaluate their ability to understand the point of view of others in a discussion; assess how their learning environment may affect their understanding; participate in a conference with classmates or the teacher to set goals and discuss possible strategies)

**Teacher prompts:** “Comment la préparation (sujet, vocabulaire, etc.) t’aide-t-elle à mieux comprendre le texte sonore?” “Qu’est-ce qui t’aide à mieux t’exprimer oralement et à l’écrit?”

**Instructional tip:** Teachers can suggest that students use impersonal expressions (e.g., “on constate que”, “on découvre que”, “on peut donc établir que”) when explaining their reflections and drawing conclusions from them.

## A3. Intercultural Understanding

By the end of this course, students will:

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., compare emotions, expressions, and music in songs from different French-speaking communities; explore cultures represented in different French-language films and compare them to their own culture; view fashion shows from different French-speaking regions and compare clothing styles and descriptions of them)

**Teacher prompts:** “Comment les éléments d’humour changent-ils d’une culture à une autre?” “Quel lien peux-tu établir entre ta propre culture et celle qui est présentée dans la chanson?” “Pourquoi les jeunes s’intéressent-ils à la mode?”

**Instructional tips:**

(1) Teachers can model the use of possessive pronouns in statements about personal preferences and can encourage students to use such pronouns when discussing their experiences in a group (e.g., “le mien”, “le vôtre”, “le sien”).

(2) Teachers can instruct students to listen for words and phrases such as “Finale du défilé de mode africaine”, “Le grand Salon du mariage”, “robe de soirée courte ou longue”, and “robe cocktail” while viewing a fashion show.

**A3.2 Awareness of Sociolinguistic Conventions:**

using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., *identify ways in which humour is used to convey messages in media texts; listen to a radio call-in show and identify variations in language use by age of speaker and region; describe how language register differs in French-language commercials depending on the intended audience*)

**Teacher prompts:** “Pourquoi certains termes d’une langue n’ont-ils pas de traduction?”  
“Que comprendrais-tu si tu entendais dans une conversation des ados utilisant des abréviations ou supprimant le *ne* dans la négation (p. ex., *T’es là? J’ai pas bien dormi cette nuit?*)?” “Quel langage utilisé par la commercialisation influence le comportement des jeunes et des adultes envers certains produits?”

**Instructional tips:**

- (1) Teachers can encourage students to pay attention to how impersonal expressions (e.g., “il est certain que”, “il est probable que”, “il semble que”) are used in commercials as a strategy to convince listeners.
- (2) Teachers can suggest that students listen for the use of informal expressions in a conversation between friends (e.g., “T’es là?”, “p’tit dèje”, “J’ai pas bien dormi cette nuit” for “Es-tu là?”, “petit déjeuner”, “Je n’ai pas bien dormi cette nuit”).
- (3) Teachers can ensure that students are able to understand humorous plays on words (e.g., “La *pêche* est le fruit que détestent les poissons”).

## B. SPEAKING

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

### SPECIFIC EXPECTATIONS

#### B1. Speaking to Communicate

By the end of this course, students will:

##### B1.1 Using Oral Communication Strategies:

identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., use language that all participants will understand; use relevant information from research to strengthen oral arguments; ask for help when seeking the right word; use familiar expressions to gain time to think of what to say; paraphrase to compensate for gaps in knowledge of vocabulary and language structures; use changes in pitch, tone, and volume to maintain the interest of listeners; use precise words and expressions to communicate a clear message)

**Teacher prompts:** “Quelles sont les techniques de voix les plus efficaces pour maintenir l’intérêt du public?” “Comment est-ce que tu t’assures que tu choisis le vocabulaire approprié pour ton public?” “À quels obstacles (p. ex., stress, difficulté à trouver le vocabulaire nécessaire) as-tu fait face pendant une conversation avec tes pairs? Quelles stratégies peuvent t’aider?”

**Instructional tip:** Teachers can encourage students to use familiar words to express an unfamiliar idea or to substitute for unfamiliar words.

**B1.2 Producing Oral Communications:** produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about a variety of topics, with support as appropriate (e.g., use persuasive language and rhetorical questions during discussions, such as “Faut-il vraiment que...?”, “Est-il normal que...?”, “Pouvons-nous tolérer que...?”; prepare and present a public service announcement to raise awareness of a special event; report on a social or environmental issue using the vocabulary and delivery of a television journalist; lead a panel discussion on the influence of media on consumer spending)

**Teacher prompts:** “À qui s’adresse l’annonce publicitaire que tu as développée avec ton partenaire? Comment les mots, la musique et des effets sonores utilisés permettent-ils d’attirer l’attention du public cible?” “Selon toi, quel est le but de la publicité en général?”

**Instructional tip:** Teachers can encourage students to use temporal prepositions (e.g., “pendant”, “depuis”, “dans”, “il y a”) and corresponding verb tenses to express the sequence of events when making a public service announcement.

**B1.3 Speaking with Fluency:** speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared and spontaneous communications about a range of topics (e.g., entertain the class with a joke or tongue twister;

enunciate for emphasis during the recitation of a memorized poem or song)

**Teacher prompts:** “Qu’est-ce qui rend une blague amusante? Quels éléments non verbaux sont nécessaires pour bien raconter une blague?”

**Instructional tip:** Teachers can encourage students to construct and practise a variety of phrases that they can use when participating in exchanges.

**B1.4 Applying Language Structures:** communicate their meaning clearly, using parts of speech and word order appropriately (e.g., use inverted word order [inversion] to ask for information or to pose a question in a conversation; express an opinion or an emotion using an expression followed by the subjunctif présent; use verb tenses correctly in a dialogue or oral presentation)

**Teacher prompts:** “Quelle est la meilleure façon de poser des questions efficaces?” “Ne fais pas à autrui ce que tu n’aimerais pas qu’on te fasse : Es-tu d’accord avec cette citation? Aimerais-tu qu’on te fasse la même chose? Pourquoi?”

**Instructional tip:** Teachers can encourage students to use the *subjunctif présent* to express, for example, an emotion, a wish, or an opinion (e.g., “Je suis content qu’elle puisse venir à la fête”, “Elle veut que je vienne aussi”, “Je voudrais que tu fasses les courses ce soir”).

## B2. Speaking to Interact

By the end of this course, students will:

**B2.1 Using Speaking Interaction Strategies:** demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (e.g., recognize and adhere to time limits and other constraints; agree and disagree politely using expressions such as “Que penses-tu de...?”, “Quel est ton avis?”, “Quel est ton opinion sur...?”, “C’est le tour de...”, “Je voudrais bien ajouter/clarifier/modifier...”; use fillers such as “et alors?”, “donc”, “puis”, and conversation maintenance cues such as “bien sûr”, “oui, toujours”, “je suis d’accord” to participate, show encouragement, and encourage others to speak; identify and correct slips and errors that may cause misunderstandings; build on replies to develop a conversation)

**Teacher prompts:** “Comment peut-on aider les autres pendant une discussion de groupe?” “Comment la façon dont tu réagis pendant une interaction influence-t-elle la discussion?” “Comment peux-tu montrer ton accord ou

désaccord avec un ami?” “Pourquoi le fait de connaître le sujet de la discussion enrichit-il tes contributions?”

**Instructional tip:** Teachers can encourage students to use formulaic expressions such as “selon moi”, “autrement dit”, “en effet”, “n’en parlons pas!” and “laisse-moi réfléchir” to introduce thoughts in a discussion.

**B2.2 Interacting:** exchange information, ideas, and opinions with others in prepared and spontaneous spoken interactions about a variety of topics, with teacher modelling as appropriate (e.g., discuss current global issues such as the environment, bioethics, and politics, responding to questions from the teacher and peers; discuss with a partner an obstacle they had to overcome and reflect on the strategies used; discuss with a small group the moral and ethical use of media such as the Internet; respond to a speaker’s opinion)

**Teacher prompts:** “Comment les différents points de vue peuvent-ils confirmer ou modifier tes convictions lors d’un échange en groupe?” “Comment montres-tu que tu as compris et respecté le point de vue d’une autre personne même si tu n’es pas d’accord avec elle?”

**Instructional tip:** Teachers can model reformulating expressions students can use to react to the opinions of others in conversations (e.g., “Je partage ton opinion parce que...”, “Je ne pense pas la même chose, car...”, “Peu de personnes pensent comme toi, mais...”, “Il faudrait ajouter...”, “J’aimerais préciser...”).

**B2.3 Metacognition:**

- describe strategies they found helpful before, during, and after speaking to communicate effectively;
- identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., make revisions to the form and content of their speech using feedback from peers and the teacher; identify the most effective elements in their oral presentation and describe what they would do differently next time)

**Teacher prompts:** “Quelles stratégies utilises-tu pour te faire comprendre et pour contribuer à une discussion?” “Quelle stratégie veux-tu essayer pour améliorer ton expression orale?”

**Instructional tip:** Teachers can suggest that students use reflexive verbs to express causation, such as “se faire”, “se laisser” (e.g., “Je me suis fait corriger...”, “Dans mon travail je ne me laisse pas faire”).

### B3. Intercultural Understanding

By the end of this course, students will:

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *compare gender roles, occupations, salaries, family structures, significant days, and naming customs among linguistic or cultural groups in various French-speaking communities; role-play a cooking show in which students discuss and demonstrate cuisines from various French-speaking regions, and compare them to their own; develop a presentation exploring the origins and accuracy of stereotypes about various French-speaking communities*)

*Teacher prompts:* “Selon vous, est-ce important d’arriver à l’heure à vos rendez-vous?” “Faut-il apporter un petit cadeau (des fleurs, un livre...) pour une invitation à un dîner?” “Quand on te fait un cadeau, faut-il l’ouvrir tout de suite? Pourquoi?”

*Instructional tips:*

- (1) Teachers and students can create a word bank together to use while discussing different French-speaking world communities.
- (2) Teachers can suggest that students use possessive pronouns (e.g., “le mien”, “les leurs”, “les nôtres”) in descriptions and comparisons of social and cultural customs.

**B3.2 Awareness of Sociolinguistic Conventions:** identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in spoken interactions (e.g., *differentiate speech according to different social contexts; research and account for the variable presence or absence of “ne” in verbal negation; incorporate into a group presentation words and*

*expressions unique to various French-speaking communities worldwide, encountered while reading, viewing, and social networking*)

*Teacher prompts:* “Selon toi, pourquoi est-ce que certains individus suppriment le ‘ne’ dans les communications orales?” “Quelles expressions de cette région pourrais-tu incorporer dans ta présentation?”

*Instructional tips:*

- (1) Teachers can suggest that students describe greeting customs from different French-speaking countries and make connections to customs in their own community (e.g., “Pour saluer, chez eux, on fait la bise ou on serre la main, mais chez nous on...”).
- (2) Teachers can suggest that students describe ways in which courtesy is expressed in various French-speaking regions and make connections to customs in their own community.

# C. READING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of authentic and adapted text forms in French, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### C1. Reading Comprehension

By the end of this course, students will:

#### C1.1 Using Reading Comprehension Strategies:

identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in various reading contexts (e.g., *paraphrase ideas to clarify understanding; read ahead in a passage to deduce the meaning of an unfamiliar word or phrase; construct a thematic word list as they read to use when analysing the main themes of a text; identify key ideas and supporting details; infer a main character's motivations based on clues found in the setting and in secondary characters' words and actions; analyse themes in discussion with peers; participate in reciprocal teaching with peers to summarize, clarify, question, and make predictions*)

**Teacher prompts:** “Comment avez-vous réussi à faire ressortir les détails et les idées essentiels d'un texte?” “Comment est-ce que la discussion des éléments clés d'un texte vous aide à comprendre le texte en question?”

**Instructional tip:** Teachers can suggest that students use the *participe présent* (e.g., “en lisant”, “en vérifiant”) when discussing with their peers important information from a text.

#### C1.2 Reading for Meaning:

demonstrate an understanding of explicit and implicit messages in a variety of student- and teacher-selected

French texts about everyday matters and personally relevant topics (e.g., *with a partner, role-play an interview with a character from a text studied; summarize and compare information on a specific issue from newspapers or multimedia texts; share personal opinions in their critique of a text; give a book talk based on an independent reading text; discuss conflict between characters in a novel, short story, or graphic novel; recommend a movie to classmates based on the content of online reviews*)

**Teacher prompts:** “Comment peux-tu dégager les idées émises, les valeurs présentées et le point de vue de l'auteur?” “Quel style l'auteur utilise-t-il dans son texte? Comment le sais-tu?” “Est-ce que ce style t'aide à comprendre le texte? Pourquoi?”

#### Instructional tips:

(1) Teachers can suggest that students use the *conditionnel passé* when describing what they think would have happened to a character in a particular text (e.g., “Le personnage serait devenu...”, “Elle aurait décidé...”).

(2) Teachers can have students present a timeline of events to the class, using different past tenses appropriately (e.g., *passé composé, imparfait, plus-que-parfait*).

#### C1.3 Reading with Fluency:

read a variety of French texts at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., *take turns reading excerpts from a play, varying rate, tone, and expression to suit the characters; vary tone and*

*intonation when reading arguments supporting one side of a question under debate)*

**Teacher prompts:** “En lisant devant un pair, pourquoi est-il important de changer la vitesse de ta lecture?” “Comment est-ce que le sens d’une expression peut être influencé par l’expression de ta voix?”

**Instructional tip:** Teachers can model a technique of reading that focuses on quickly identifying clues that can help with developing an overall understanding of a text.

**C1.4 Developing Vocabulary:** use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions (*e.g., use contextual clues and word families to decipher unfamiliar vocabulary; read literary texts to expand their vocabulary; consult online dictionaries or blogs to research and broaden technological vocabulary; while reading, note the different meanings of a word and seek to apply the word correctly in various situations; note unfamiliar words or expressions that are used repeatedly in a text, and use context to glean their meaning*)

**Teacher prompts:** “Comment la lecture t’aide-t-elle à développer ton vocabulaire?” “Quelles stratégies utilises-tu pour enrichir ton vocabulaire?” “Comment cherches-tu le nouveau vocabulaire technique? Comment vérifies-tu cette source?”

**Instructional tip:** Teachers can encourage students to use the *subjonctif* when evaluating the effectiveness of a particular vocabulary-acquisition strategy (*e.g., “Je ne crois pas que...”, “Je doute que...”, “Je suis content que...”*).

## C2. Purpose, Form, and Style

By the end of this course, students will:

### C2.1 Purposes and Characteristics of Text

**Forms:** identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (*e.g., analyse the impact of the use of the first person in an autobiography or journal; identify the biases and missing points of view in an opinion piece; discuss the role of visuals in a print advertisement; explain how suspense is created in an adventure, mystery, or science fiction novel*)

**Teacher prompts:** “Comment est-ce que l’auteur a présenté l’information d’une manière efficace dans son autobiographie?” “Comment est-ce

que l’auteur a créé du suspense dans ce texte? Est-ce qu’il a réussi à te donner envie de continuer à lire? Pourquoi?”

**Instructional tip:** Teachers can model sequencing of present and past tenses with temporal expressions (*e.g., “depuis”, “ça fait”, “il y a”*) and have students use these expressions when summarizing key events in a novel.

### C2.2 Text Features and Elements of Style:

identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey explicit and implicit messages (*e.g., idiomatic expressions or clichés in advertisements appeal to particular age groups; future tenses and vague statements in horoscopes help them appeal to a broad readership; alliteration, personification, and metaphors in reviews of books, songs, or movies are used to engage readers and influence their opinions*)

**Teacher prompts:** “Comment est-ce que l’auteur a employé les mécanismes de production médiatique pour soutenir son message d’une manière efficace?” “Comment est-ce que l’auteur a incorporé les éléments de style pour partager son message?”

**Instructional tips:**

(1) Teachers can review with students text features that will help them find information, such as headings, subheadings, table of contents, index, glossary, preface, paragraphing, bulleted lists, sidebars, footnotes/endnotes, illustrations, figures, captions, italicized or boldface words or passages, colour, and symbols.

(2) Teachers can encourage students to rewrite a passage from a text using different idiomatic expressions.

### C2.3 Metacognition:

(a) describe strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (*e.g., clarify reading goals, such as reading for general or detailed comprehension, critical reading, and reading for insight or enjoyment*)

**Teacher prompts:** “Comment détermènes-tu tes objectifs de lecture?” “Parmi les stratégies que tu observes autour de toi, lesquelles sont les plus efficaces? Pourquoi?”

**Instructional tip:** Teachers can suggest that students explain the consequences of choosing

certain reading strategies, using conjunctions followed by the *indicatif* (e.g., “de telle sorte que”, “au point que”, “de manière que”, “si bien que”).

### C3. Intercultural Understanding

By the end of this course, students will:

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *research online to compare approaches to the inclusion of the arts in the educational systems of various French-speaking countries and in Ontario; read texts by French-speaking African and Canadian authors and compare the characters' lives, influences, and motivations; read tourism brochures and/or information from websites to plan a trip to a French-speaking region abroad*)

**Teacher prompts:** “Comment lis-tu les brochures touristiques de façon critique afin de planifier un voyage authentique et culturel?” “Qu'est-ce qui te motive à lire davantage sur les autres cultures francophones? Pourquoi?”

**Instructional tip:** To help students develop their ability to understand texts from other cultures, teachers can suggest that, before reading, students use strategies such as finding out about the writer and the circumstances in which the text was written.

### C3.2 Awareness of Sociolinguistic Conventions:

identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities (e.g., *identify proverbs from various regions and analyse their use in selected texts; compare two print advertisements from different countries for the same product, and identify similarities and differences in language; read more than one text by the same author and explain how the author's background influences his or her choice of words and expressions; describe the influence of slang and jargon on written language*)

**Teacher prompts:** “Quelles différences peux-tu remarquer à propos du niveau de langue entre les publicités de ces deux pays?” “Pourquoi penses-tu qu'il y a des différences dans l'emploi des expressions familières?” “Comment un auteur met-il en valeur ses expériences personnelles dans son choix de vocabulaire?”

**Instructional tip:** Teachers can encourage students to use the *infinitif passé* when describing what they have read (e.g., “Après avoir lu...”, “Après avoir fait de la recherche...”).

# D. WRITING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### D1. Purpose, Audience, and Form

By the end of this course, students will:

- D1.1 Identifying Purpose and Audience:** determine their purpose in writing and the audience for the French texts they plan to create (*e.g., to educate people in the community on biodiversity, climate change, or the waste of natural resources; to discuss their values, principles, and role models in a blog; to express ideas and opinions in a school/community newspaper about a story read, heard, or discussed in class; to write a formal letter to request information; to persuade their teacher to help the class raise funds for a good cause*)

**Teacher prompts:** “Quelles relations les êtres humains ont-ils avec la nature?” “De quelle façon ton utilisation quotidienne de l’eau affecte-t-elle le reste de la planète?” “Quels sont les avantages d’acheter des légumes et des fruits qui ont poussé naturellement en saison et dans ta région?” “Comment est-ce que tu choisiras ton sujet pour écrire un récit personnel?”

**Instructional tips:**

- (1) Teachers can suggest that students use the collective “on” when writing a report or sharing opinions.
- (2) Teachers can suggest that students use appropriate forms of the *impératif* in formal letters (*e.g., “Veuillez accepter...”*).

- D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about everyday matters and personally relevant topics, applying their knowledge of the structural and stylistic elements of each form (*e.g., a blog post on a social issue of personal interest; a reflection note in response to a song; a review including quotes from viewers that persuades others to see or avoid a current film; an email to respond to a request; an article to convince the librarian that French books on a variety of topics, such as nutrition and health, should be added to the school library; a letter to their bank requesting information*)

**Teacher prompts:** “Quels enjeux sociaux vous touchent le plus et pourquoi? Que pourriez-vous écrire afin d’inciter les autres à agir relativement à ces enjeux?” “Pourquoi et comment les chansons évoquent-elles des sentiments?” “De quelle façon écririez-vous la critique d’un film pour convaincre vos amis de ne pas aller le voir?”

**Instructional tip:** Teachers can suggest that students use impersonal expressions with the *infinitif* or *subjonctif* to express their arguments (*e.g., “Il faut vraiment voir ce film!”*, “Il faut que tu voies ce film!”), “Il est important de se rappeler que c’est le premier film de ce réalisateur”).

- D1.3 Applying Language Structures:** communicate their meaning clearly, using parts of speech

appropriately and following conventions for correct spelling, word order, and punctuation (e.g., *write a set of instructions using the infinitif; write predictions using future tenses and conditional clauses; describe an action that is related to and simultaneous with the action of the main verb using the gérondif; use the appropriate sequence of present and past tenses in a narration or description of events; make comparisons using possessive pronouns*)

**Teacher prompts:** “Comment la structure et la ponctuation de tes phrases contribuent-elles à établir le ton d’un message?” “Comment choisis-tu les termes convenables exprimant la durée?” “Comment fais-tu des comparaisons en utilisant des pronoms possessifs?”

**Instructional tips:**

(1) Teachers can model the sequence of present or past tenses with words or expressions that indicate time, such as “depuis”, “ça fait”, “il y a” (e.g., “Elle habite ici depuis deux ans”, “Ça fait deux ans qu’elle habite ici”, “Il y a deux ans qu’elle est partie de sa ville natale”).

(2) Teachers can suggest that students use possessive pronouns to avoid unnecessary repetition of nouns when comparing two different items in an email to a friend (e.g., “J’ai acheté une nouvelle voiture, elle est très jolie, mais elle est plus petite que la tienne”).

## D2. The Writing Process

By the end of this course, students will:

### D2.1 Generating, Developing, and Organizing

**Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., *brainstorm to plan writing topics; use a graphic organizer to assist them in developing and elaborating on ideas; use a problem/solution organizational pattern to write about an issue*)

**Teacher prompts:** “De quelle façon un remue-méninges te permet-il de développer tes idées avant d’écrire un texte?” “Comment la tâche d’écriture influence-t-elle ton choix organisationnel?”

(1) Teachers can discuss the use of different organizational patterns (e.g., problem/solution, compare/contrast, chronological) for different writing contexts.

(2) Teachers can help students recognize the difference between the active voice and passive voice and guide students in using them appropriately.

**D2.2 Drafting and Revising:** plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., *discuss their draft with the teacher and use feedback to eliminate unnecessary ideas and elaborate on overly general points; refer to writing task criteria to guide them in clarifying and polishing their writing; use feedback from previous assignments to correct frequent errors and refine language use; use electronic editing tools to check language in written work; consider whether someone from a different background will be able to understand their narrative, and adjust the text accordingly*)

**Teacher prompts:** “De quelle façon une conversation avec ton enseignant t’éclaire-t-elle sur les prochaines étapes à suivre?” “Comment apprends-tu de tes erreurs précédentes?”

**Instructional tip:** Teachers can suggest that students vary sentence length and structure to add interest and refine their language use.

**D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of their written work, and use various elements of effective presentation to produce a polished product for publication (e.g., *use various resources to check that they have used language appropriately; use pull quotes for emphasis; add a sidebar with definitions of unfamiliar terms to help clarify meaning*)

**Teacher prompts:** “Comment vérifies-tu l’orthographe, la grammaire et la ponctuation dans ton texte?” “Comment et où vas-tu mettre les références dans ton texte?”

**Instructional tip:** Teachers can encourage students to review and correct their use of verb tenses based on feedback from teachers or peers.

### D2.4 Metacognition:

- describe strategies they found helpful before, during, and after writing;
- identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., *describe the effectiveness of large-group brainstorming in generating ideas before writing; reflect on the importance of success and task criteria and how they can be used to guide writing; reflect on their attitudes towards writing; plan to incorporate newly acquired vocabulary in future writing tasks; select*

a writing piece from their portfolio that they are particularly proud of and share it with others)

**Teacher prompts:** “Comment fais-tu la sélection des idées d’écriture qui ont été discutées dans le groupe?” “Comment évites-tu de faire des erreurs dans une production écrite?”

**Instructional tips:**

(1) Teachers can suggest that students use future tenses when applying feedback from the current task to planning the next writing task.

(2) Teachers can encourage students to consider how to increase their success in writing tasks, such as cooperative writing, with respect to forming teams (e.g., start with pairs, consider personalities), selecting writing tasks (e.g., start with familiar procedures, short tasks), and deciding role assignments (e.g., consider individual strengths, talents, interests).

### D3. Intercultural Understanding

By the end of this course, students will:

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., create a storyboard for a video highlighting customs and traditions from French-speaking regions; write a television script on the struggles of various French-speaking minority groups; create an itinerary and budget plan for a road trip within a French-speaking country; write an email to request information about a cultural event to be held in a French-speaking community)

**Teacher prompts:** “Comment conscientises-tu aux stéréotypes culturels? Comment peux-tu les éviter et enseigner aux autres de les éviter?” “Comment l’apport des différentes communautés a-t-il enrichi le Canada?” “Comment la culture est-elle transmise d’une génération à une autre?” “Quels sont les aspects positifs qui ressortent d’un mélange de cultures?”

**Instructional tip:** Teachers can suggest that students use relational adverbs such as “cependant”, “néanmoins”, or “toutefois” when writing about relationships among different cultures.

### D3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work (e.g., frame questions based on research into stereotypes about French-speaking regions; create a chapter for a graphic novel on food or eating habits in different communities)

**Teacher prompts:** “Identifie les stéréotypes qui caractérisent d’une région ou un pays francophone. Cherche les raisons sur lesquelles ces réputations sont fondées. Met-les sous forme de questions écrites que tu pourrais poser à toute la classe (p. ex., Est-ce qu’un Français ne porte vraiment qu’un béret et un tee-shirt rayé, ne mange que des baguettes et a systématiquement une moustache?).” “Comment mangent les Sénégalais?”

**Instructional tips:**

(1) Teachers can suggest that students read blogs and/or posts from social networking sites to investigate stereotypes about different regions.

(2) Teachers can suggest that students pose negative questions using “Est-ce que...ne... que...?” when investigating foods of different regions.

# THE EXTENDED FRENCH PROGRAM, GRADES 9 TO 12

# Extended French, Grade 9

Academic

FEF1D

This course provides opportunities for students to speak and interact in French in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Extended French program. They will develop their creative and critical thinking skills through independently responding to and interacting with a variety of oral and written texts. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Minimum of 1260 hours of French instruction, or equivalent

## Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

# A. LISTENING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### A1. Listening to Understand

By the end of this course, students will:

#### A1.1 Using Listening Comprehension

**Strategies:** identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., activate prior knowledge about the topic before listening; determine the goal for each listening activity in order to listen more effectively; during listening, use visualization and make connections to personal experience to help them remember content; use context and background knowledge to help make inferences while listening; make predictions before and during a presentation and verify their accuracy after listening; after listening, compare interpretations of the message with a peer)

**Teacher prompts:** “Comment faites-vous des liens entre des situations similaires déjà vécues?” “Quels sont les mots-clés qui vous ont permis de repérer l’information entendue?” “Quelles sont les différentes façons de comprendre un exposé oral?”

**Instructional tip:** Teachers can promote the use of mind maps to help students retrieve and visually organize their prior knowledge.

**A1.2 Demonstrating Understanding:** demonstrate an understanding of the purpose and meaning of oral French texts about familiar and academic topics, including literary texts, with support as appropriate (e.g., listen to youth from different French-speaking communities discuss a social issue, and extract details that support their

own opinion about the issue; explain the underlying meaning of lyrics by a First Nation, Métis, or Inuit songwriter after listening to the song in class; identify essential information from a presentation about the security features of banknotes; following the read-aloud of a literary story, write a response to the story and compare it with those of their peers)

**Teacher prompts:** “Quelle phrase résume le mieux la conversation que vous venez d’écouter entre les jeunes?” “Pourquoi est-il important de vérifier le placement approprié de certains adjectifs?” “Comment les paroles d’une chanson vous permettent-elles de créer des liens et d’interpréter le message?”

#### Instructional tips:

(1) Teachers can ask students listening to a conversation to note how the placement of an adjective can affect its meaning (e.g., “C’est une vraie [véritable] catastrophe”, “C’est une histoire vraie [qui est conforme à la vérité]”).

(2) Teachers can provide opportunities for students to determine whether the verb they hear is in the *futur simple*, indicating certainty (e.g., “Maintenant, elle ne comprend pas la situation, mais un jour elle comprendra”), or in the *conditionnel présent*, indicating probability (e.g., “Vous comprenez cette situation? À votre place, je ne comprendrais pas”).

#### A1.3 Responding to and Evaluating Media

**Texts:** evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about familiar and academic topics, with support as appropriate (e.g., explain how the words,

*music, images, and sound effects in a television advertisement might influence teenagers; determine whether the images in a documentary about a social issue are consistent with the message of the film; explain reasons for the repetition of key points in a news report about an environmental topic)*

**Teacher prompts:** “De quelle façon et jusqu’à quel point les messages exprimés dans une publicité télévisée sur l’abus d’alcool vous sensibilisent-ils à ces problèmes dans votre communauté?” “Comment un documentaire visionné en classe peut-il vous aider à trouver une solution de recyclage électronique dans votre communauté?” “Justifiez la répétition de quelques mots dans le reportage.”

**Instructional tip:** Teachers can direct students’ attention to the use of relative pronouns such as “dont” or “où” in advertisements (e.g., “Les pièces des téléphones portables dont vous n’avez pas besoin peuvent être récupérées et ainsi venir enrichir le stock de pièces de rechange”).

## A2. Listening to Interact

By the end of this course, students will:

### A2.1 Using Interactive Listening Strategies:

identify and use a range of interactive listening strategies to suit a variety of situations while participating in social and academic interactions (e.g., *when conversing with a peer, ask questions to verify understanding and indicate involvement in the conversation; clarify, ask questions about, or respond to the ideas heard in a group discussion; paraphrase instructions or messages to confirm comprehension*)

**Teacher prompts:** “Qu’est-ce qui vous aide à anticiper les idées clés dans une discussion?” “Quels types de questions pouvez-vous poser pour vérifier et consolider votre compréhension d’une conversation?” “Quand faut-il paraphraser une idée?”

#### Instructional tips:

(1) Teachers can foster a climate of give and take during classroom discussions, encouraging students to listen to each other respectfully, share ideas, and consider alternative viewpoints.

(2) Teachers can encourage students to observe the body language used by peers during interactions in order to enhance their own comprehension.

**A2.2 Interacting:** respond with understanding to what others say while participating in interactions about familiar and academic topics,

including literary topics, in formal and informal situations (e.g., *participate respectfully and appropriately in an improvisational role play; with a partner, share ideas about a French Canadian literary text read in class; in a small group, respond to the ideas of others about how to distinguish between needs and wants when monitoring spending habits*)

**Teacher prompts:** “De quelle manière abordez-vous sans préparation une conversation sur un sujet familier?” “Comment pourriez-vous écouter respectueusement une discussion?” “Pourquoi incorporez-vous des questions dans une conversation?”

#### Instructional tips:

(1) Teachers can recommend that students use the *conditionnel présent* in their interactions with people they do not know well in order to be polite and respectful (e.g., “J’aimerais bien en savoir plus”, “Voudrais-tu écouter davantage?”).

(2) Teachers can set aside time for a daily oral warm-up routine, led by students, that allows them to listen to and share opinions or comments in response to “la question du jour” (e.g., “Que dois-je faire si ma carte d’identité étudiant est perdue ou endommagée?”, “Hier, quand on est arrivés près du stade, l’autoroute était bloquée. Savez-vous pourquoi?”, “Que pensez-vous de...?”).

### A2.3 Metacognition:

(a) explain which strategies they found helpful before, during, and after listening;

(b) identify their areas of greater and lesser strength as listeners, and plan specific steps they can take to improve their listening skills (e.g., *monitor the effectiveness of the strategies they used to confirm their understanding during interactions; discuss during a student-teacher conference the usefulness of referring to their predictions to infer meaning; plan to focus on extracting the most important message from oral texts*)

**Teacher prompts:** “Pourquoi et comment avez-vous choisi certaines stratégies?” “Quelles techniques avez-vous utilisées pour écouter attentivement une production orale? Comment étaient-elles efficaces? Que feriez-vous différemment la prochaine fois?” “Comment avez-vous formulé vos questions pour encourager la discussion?”

**Instructional tip:** Teachers can ask students to outline their learning process when they listen to a class discussion.

### A3. Intercultural Understanding

By the end of this course, students will:

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., listen to music that would be heard at cultural festivals in a variety of French-speaking communities in Europe and compare it to the music played at a festival in their own community; listen to French-speaking students from different areas in Europe describe a typical day, and make comparisons to their own experiences; contribute to a class discussion following peer presentations comparing French-speaking cultures in Europe to their own cultures)

**Teacher prompts:** “Quelles ressemblances et différences existe-t-il entre les chansons francophones d’Europe et les vôtres?” “Quelles images vous viennent à l’esprit en écoutant la musique francophone?” “Pourquoi est-il important de comparer les coutumes et les traditions entre les cultures?”

**Instructional tip:** Teachers can direct students to listen to a French song from Europe to extract the message, interpret information, and discuss the general ideas with peers (e.g., “Après avoir entendu la chanson ‘Famille heureuse’ par Les Négresses Vertes, en dyade, discutez le pour et le contre d’une famille nombreuse”).

### A3.2 Awareness of Sociolinguistic Conventions:

using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities\* (e.g., distinguish between regional variations in pronunciation; interpret the messages conveyed through the language used to depict gender roles in popular music; identify some common idioms in a French-language news broadcast from Europe; view a television interview to identify expressions and forms of non-verbal communication that can be used to show interest in what is being said; identify the language register used by the participants in a conversation and rewrite it in a different register)

**Teacher prompts:** “Qu’est-ce que vous avez remarqué après avoir écouté différents dialogues de différentes régions francophones?” “Comment la connaissance du vocabulaire d’une région peut-elle faciliter l’apprentissage du vocabulaire d’une autre région?” “De quelle manière les mêmes expressions sont-elles utilisées dans différentes régions?” “Comment l’usage de régionalismes peut-il faciliter ou empêcher la communication?”

**Instructional tip:** Teachers can encourage students to create a graphic organizer or use an established one such as a Venn diagram to help them highlight similarities and differences in vocabulary from different communities in two French-speaking countries.

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Europe) but are not expected to do so.

## B. SPEAKING

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

### SPECIFIC EXPECTATIONS

#### B1. Speaking to Communicate

By the end of this course, students will:

##### B1.1 Using Oral Communication Strategies:

identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., *when planning a presentation, identify what classmates know about the topic; organize a speech with an introduction, middle, and conclusion; record, listen to, and make adjustments to a presentation before sharing it in a large group; use tone, body language, and facial expressions for emphasis; repeat or paraphrase ideas to assist peers' understanding*)

**Teacher prompts:** “Comment planifiez et organisez-vous votre présentation?” “Comment préparez et pratiquez-vous votre présentation?” “Comment ajustez-vous l’intonation, le débit et le volume de la voix qui conviennent à la situation (type de présentation, sujet traité, public cible, environnement)?” “Comment une connaissance de votre auditoire vous aide-t-elle à organiser le contenu de votre présentation?”

**Instructional tip:** Teachers can encourage students to use linking words to enhance the flow of their presentations or speeches (e.g., “à ce propos”, “à cet égard”, “ainsi”, “autrement dit”, “afin de”, “pour cette raison”, “en conséquence”, “c’est pourquoi”).

##### B1.2 Producing Oral Communications:

produce prepared and spontaneous communications in French containing information, ideas, and

opinions about familiar and academic topics, including literary topics, with support as appropriate (e.g., *deliver a monologue or an impromptu speech to persuade peers to support an anti-bullying initiative; present information about healthy eating based on research and personal experience; recount childhood memories or personal experiences in sharing circles; dramatize or parody a scene from a movie to entertain a younger audience*)

**Teacher prompts:** “Par quel moyen convainquez-vous vos camarades de votre point de vue?” “Comment s’exprime-t-on différemment dans un discours et dans un dialogue?” “Quel vocabulaire utilisez-vous quand vous vous adressez à une audience plus jeune que vous?”

##### Instructional tips:

(1) Teachers can provide opportunities for students to practise using a variety of descriptive words and sentence structures in different contexts and can encourage them to use these words and structures in their presentations.

(2) Teachers can encourage students to use the *imparfait* when describing memories and experiences (e.g., “Quand j’étais jeune, je croyais que...”).

##### B1.3 Speaking with Fluency:

speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about familiar and academic topics, including literary topics (e.g., *recite a poem or present a speech or short talk with expression and at a suitable speed; adapt their expression*)

and intonation to reflect their message and the situation; deliver an oral presentation on a familiar topic, such as family rules and routines, with appropriate phrasing and emphasis; use vocabulary and expressions correctly in spontaneous role plays with peers about familiar subjects)

**Teacher prompts:** “Quelle est la meilleure stratégie pour vous aider à parler couramment le français?” “Comment pouvez-vous vous assurer que votre exposé est cohérent?” “Comment le ton de votre voix facilite-t-il la compréhension d’un message?” “Comment pouvez-vous améliorer la précision et la fluidité de votre conversation?”

**Instructional tip:** Teachers can help students speak more naturally by reviewing the use of pronouns to replace longer noun phrases (e.g., “Hier soir je lui ai parlé au téléphone” instead of “Hier soir j’ai parlé à mon ami au téléphone”, “J’y suis allé immédiatement” instead of “Je suis allé immédiatement au bureau du directeur”).

**B1.4 Creating Media Texts:** create a variety of oral media texts in French about familiar and academic topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., produce a radio show, video, or podcast that distinguishes between the facts and opinions presented in a news report; record a song to stimulate discussion about an issue affecting adolescents; collaborate to record a message promoting the school’s extracurricular programs to potential students; in a small group, record a radio commercial for their geography class about the use and/or protection of Canada’s natural environment; provide the narration for a video clip about the role of music and dance in First Nations, Métis, or Inuit communities)

**Teacher prompts:** “Pourquoi est-il nécessaire de distinguer entre les faits et les opinions dans les nouvelles?” “Comment et pourquoi choisissez-vous le type de média que vous allez utiliser?” “Pourquoi est-il essentiel de bien connaître votre public cible avant d’enregistrer votre texte médiatique?”

**Instructional tips:**

(1) Teachers can provide opportunities for pairs of students to analyse and discuss news reports to develop their ability to distinguish between fact and opinion.

(2) Teachers can encourage students to incorporate reflexive and other pronominal verbs such as “s’adresser à”, “s’approcher de”, “se fier à”, “s’intéresser à”, “se moquer de”, “se méfier de”, “se souvenir de”, “s’exclamer” into their news reports (e.g., “Je m’approche du chantier, je me méfie bien et je m’adresse au frère de la victime pour vérifier...”).

**B1.5 Applying Language Structures:** communicate their meaning clearly, using parts of speech and word order appropriately (e.g., describe why they enjoy a particular interest or hobby, using possessive pronouns; provide advice to a Grade 8 student about the transition to high school, using appropriate verbs and tenses; use the subjunctif présent of high-frequency verbs such as “aller”, “faire”, “savoir” with the impersonal expression “il faut” to express necessity; refer to something nearby or far away by using pronoms démonstratifs such as “celui”, “celui-ci”, “celui-là”)

**Teacher prompts:** “Comment parle-t-on de nos intérêts et passe-temps préférés?” “Comment donnez-vous des conseils à des camarades plus jeunes?” “Comment exprimez-vous une nécessité?”

**Instructional tips:**

(1) Teachers can suggest that students use possessive pronouns, such as “le mien”, “le nôtre”, “les nôtres”, as they speak about their interests and hobbies.

(2) Teachers can direct students to use verbs such as “pouvoir”, “vouloir”, “devoir” followed by the *infinitif* when giving advice or directions (e.g., “Tu dois savoir que les salles de classe sont généralement numérotées; les numéros commencent souvent par le même chiffre que l’étage”).

## B2. Speaking to Interact

By the end of this course, students will:

**B2.1 Using Speaking Interaction Strategies:**

demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (e.g., elaborate on a peer’s ideas in order to demonstrate and extend their own understanding; use culturally appropriate body language during a conversation; ask questions to encourage further discussion in a group)

**Teacher prompts:** “Pourquoi est-il important d’approfondir les idées de vos camarades?” “Comment les gestes et le langage corporel peuvent-ils changer ou clarifier votre message?” “Comment pouvez-vous encourager un camarade à communiquer ses idées et continuer la discussion?” “Que faites-vous quand quelqu’un monopolise la conversation?”

**Instructional tip:** Teachers can model different types of questions that serve to extend a discussion and can encourage students to use them in their interactions with peers.

**B2.2 Interacting:** engage in spoken interactions in French (prepared and spontaneous), in academic and social contexts, about familiar and academic topics, including literary topics (e.g., *with a peer, prepare and rehearse a dialogue to present in class about ethics and social responsibility in the twenty-first century; converse spontaneously about everyday life; survey classmates on different topics; in a small group, share key points from a text to defend an opinion; discuss the moral and lessons expressed in a fable; role-play a scene from a literary novel under study; participate in a discussion of a poem read in class*)

**Teacher prompts:** “Quelle question allez-vous poser à votre camarade pour commencer une conversation?” “Sur quels éléments vous appuyez-vous pour interpréter le message d’un texte et créer un dialogue?” “Comment déterminez-vous les points saillants d’un poème?”

**Instructional tip:** Teachers can suggest that students ask open-ended questions in order to encourage longer, more substantive replies during conversations (e.g., “Qu’est-ce que tu as fait pendant la fin de semaine?” instead of “As-tu passé une bonne fin de semaine?”).

**B2.3 Metacognition:**

(a) explain which strategies they found helpful before, during, and after speaking to communicate effectively;

(b) identify their areas of greater and lesser strength as speakers, and plan specific steps they can take to improve their speaking skills (e.g., *identify situations in which elaboration was useful as a speaking strategy and those in which it was not; assess whether the questions they asked served to generate and encourage discussion, and consider how they might improve their ability to ask effective questions; consider peer feedback when reflecting on the appropriateness of their body language during interactions; explain during a student-teacher conference how they monitor their speaking skills, and articulate their plans for improvement*)

**Teacher prompts:** “Comment avez-vous formulé vos questions pour encourager la discussion?” “Comment pouvez-vous vous assurer que vos gestes et langage corporel appuient votre message?” “Comment considérez-vous une rétroaction descriptive de vos pairs?”

**Instructional tips:**

(1) Teachers can encourage students to consider peer assessment when reflecting on how to enhance the appropriateness of their body language or questions during interactions.

(2) Teachers can encourage students to use the *futur simple* when they speak about their plans for improvement (e.g., “Je ferai tout mon possible pour...”, “Je serai intéressé à écouter...”).

### B3. Intercultural Understanding

By the end of this course, students will:

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in Europe, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *in pairs, discuss how traditions in French-speaking regions of Europe differ from one area to another; describe a variety of significant holidays in French-speaking European cultures and their importance to local communities; compare and contrast their own everyday life with that of individuals or groups from various French-speaking European cultures*)

**Teacher prompts:** “Dans quelle mesure les coutumes et les traditions diffèrent-elles d’une région francophone à l’autre en Europe?” “Comment une connaissance des traditions des autres cultures vous aide-t-elle à mieux communiquer la vôtre?”

**Instructional tips:**

(1) Teachers can help students create a lexical bank related to everyday life in different cultures (e.g., irregular adjectives and adverbs for description, reflexive verbs for daily activities, nouns for places and housing).

(2) Teachers can model and encourage students to use inclusive language and to avoid stereotypes and overgeneralizations in their descriptions of other cultures.

**B3.2 Awareness of Sociolinguistic Conventions:** identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,\* and use them appropriately in spoken interactions (e.g., *vary expressions and language register according to the occasion, intent, and social situation; use polite expressions to show appreciation to others and to*

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Europe) but are not expected to do so.

*start or finish a presentation; offer and respond to greetings, invitations, compliments, and apologies; use interjections to convey hesitation)*

**Teacher prompts:** “Comment allez-vous changer votre manière de parler lorsque vous vous adressez à différentes personnes dans différentes situations?” “Que faites-vous en cas d’hésitation dans une conversation?” “Quelle est la différence entre une communication formelle et une communication informelle?”

**Instructional tips:**

(1) Teachers can review the role of the *conditionnel présent* with the verbs “aimer”, “vouloir”, and “pouvoir” in polite conversation and can encourage students to use these constructions as appropriate (e.g., “J’aimerais vous parler de...”, “Je voudrais vous dire que...”).

(2) Teachers can encourage students to use interjections (e.g., “tiens”, “voyons”, “dommage”, “alors”, “tant pis”, “laisse tomber”, “ben”, “euh”, “ah”) in a conversation, as appropriate, to communicate an emotion, to get someone’s attention, or to convey hesitation.

# C. READING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a variety of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of text forms, including literary, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### C1. Reading Comprehension

By the end of this course, students will:

#### C1.1 Using Reading Comprehension Strategies:

use a variety of reading comprehension strategies before, during, and after reading to understand a variety of short French texts (e.g., *before reading, activate prior knowledge and experiences, and determine what they hope to learn from the text; use an anticipation guide to help them make predictions before reading and check their accuracy after reading; read beyond an unfamiliar word or phrase to infer meaning from the overall sense of the passage; when encountering an unfamiliar word, substitute a word that would make sense in the same context; during and after reading, ask questions for clarification and reread to confirm meaning; synthesize the information in the text after reading to support comprehension*)

**Teacher prompts:** “Quelle démarche utilisez-vous pour comprendre ce texte?” “Quel genre de questions posez-vous pour clarifier davantage les messages lus?” “Quelle stratégie utilisez-vous pour comprendre un texte qui contient du nouveau vocabulaire?” “Pourquoi faut-il se questionner avant, pendant et après la lecture d’un texte?”

#### Instructional tips:

- (1) Teachers can encourage students to complete K-W-L charts to help focus their reading about a topic and to help them identify related topics for further exploration.
- (2) Teachers can support students’ reading of a literary text by promoting strategies they can use to understand and think more deeply about

the text (e.g., “Faire une pause pour penser à...”, “Examiner de plus près...”, “Diviser le texte en petites sections”, “Résumer en lisant”, “Discuter ce que vous avez lu”).

(3) Teachers can encourage students to discuss their predictions and hypotheses about the texts they are reading, to help ensure active reading and keep interest levels high (e.g., “À partir du titre et de l’introduction, je prévois que ce chapitre parlera de...”, “Après avoir survolé le compte-rendu, je pense que l’idée principale sera...”).

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of short literary, informational, and graphic French texts, including texts used in real-life situations (e.g., *after reading a literary story, retell it from a different perspective; after reading a memoir, biography, or personal journal, role-play the subject of the text, responding in character to questions from peers; illustrate or dramatize a scene from a literary text; develop a profile of a person based on a collection of printed artifacts such as calendar entries, ticket stubs, grocery receipts, and library slips; read a series of instant messages to extract the specific details surrounding a group outing; develop a character sketch based on a brief biography of a historical figure to prepare for a short role-play presentation*)

**Teacher prompts:** “Comment améliorez-vous votre compréhension d’un texte?” “Quelles questions pouvez-vous poser pour approfondir davantage votre compréhension du texte?” “Dans quelle mesure illustrer ou jouer des scènes facilite-t-il votre compréhension de

l'intrigue du roman?" "Comment pouvez-vous vous assurer que vous avez bien compris les informations ou les directives dans un message électronique?"

**Instructional tip:** Teachers can ask students to make a chronological list of the events in a story before they retell it to the class.

**C1.3 Reading with Fluency:** read a variety of French texts with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., *read aloud, adjusting their rate, expression, and tone to portray a character; improve pace and enunciation by recording and listening to their own reading; read aloud a fable, myth, or poem, pausing as indicated by the punctuation and/or line breaks to help communicate the intended meaning*)

**Teacher prompts:** "Pourquoi est-il important d'ajuster votre débit et votre expression lorsque vous lisez le rôle d'un personnage?" "Quelle est l'importance de la ponctuation dans la lecture?"

**Instructional tips:**

(1) Teachers can model fluent reading by reading aloud to the students for at least five minutes daily, choosing texts that can help build students' background knowledge and expose them to new vocabulary.

(2) Teachers can review rules of pronunciation and demonstrate correct pronunciation during repeated interactive read-alouds (e.g., *elision: "J'en voudrais une", "Il n'y viendra pas", "Ils n'ont pas d'enfants", "Ce sont les jeux olympiques qu'André adore"; silent letters: "hier", "finissent", "vous", "heureusement"; liaison: "un petit ami", "les étudiants", "deux enseignants", "un grand écrivain", "nous aborderons"*).

**C1.4 Developing Vocabulary:** use several different vocabulary acquisition strategies to expand their French vocabulary (e.g., *predict the meaning of an unfamiliar word through context, verify their prediction by looking the word up in a dictionary, and create a personal mnemonic to help them remember it; use knowledge of roots, prefixes, and suffixes to help them determine the meaning of unfamiliar words; in a vocabulary notebook, list and define words that are easily confused, such as "attendre" and "assister"*)

**Teacher prompts:** "Quelles stratégies utilisez-vous pour enrichir votre vocabulaire?" "Comment comprenez-vous la terminologie et le vocabulaire propres au sujet que vous lisez?" "De quelle façon organisez-vous les interventions favorisant l'enrichissement du vocabulaire pour améliorer la fluidité en lecture?"

**Instructional tips:**

(1) Teachers can help students understand unfamiliar words by ensuring that they are aware of the meanings of various prefixes and suffixes, such as "trans-, tra-, tré-, très-", which mean "beyond" or "through" (e.g., "trépasser", "transposer"), and "-aille, -ard", which are pejorative (e.g., "mangeaille", "chauffard").

(2) Teachers can support the development of students' vocabulary by creating a classroom word wall that includes word families and specialized vocabulary, including literary terms.

**C1.5 Responding to and Evaluating Media**

**Texts:** demonstrate an understanding of ideas and information in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (e.g., *discuss the feelings evoked by the slogan in a print advertisement; explain their reactions to a news article on an environmental or First Nations issue; assess how magazines foster beliefs about ideal body images; assess the validity of and possible bias in product reviews on various websites; discuss how the text and images in a travel brochure appeal to a particular demographic; explain the message conveyed by informational graphics used in promotional materials for an event*)

**Teacher prompts:** "Comment le message d'une bannière publicitaire peut-il évoquer des sentiments personnels?" "Comment les magazines d'adolescents influencent-ils ce que vous mangez, portez et pensez?" "Comment les préjugés que vous avez identifiés dans un guide du consommateur influencent-ils vos choix d'achat?" "Comment est-ce que les graphiques influencent vos inférences?"

**Instructional tips:**

(1) Teachers can direct students' attention to the use of the *imparfait* and *passé composé* in news articles describing past events (e.g., "Hier, les cœurs des Ontariens étaient véritablement à la fête. Avec une chaleur ressentie qui a dépassé les 35°C en tenant compte du taux d'humidité, il n'y avait rien de mieux qu'une petite saucette. Cette première vague de chaleur a toutefois causé des dégâts dans certaines régions. De violents orages ont déraciné des dizaines d'arbres et abîmé des fils électriques. Le retour à la normale est prévu dans quelques jours").

(2) When students are reading promotional and advertising materials, teachers can encourage them to look for the use of the *subjonctif présent* of high-frequency verbs such as "aller", "faire", "savoir" after the impersonal expression "il (ne) faut (pas)" and note how it is used to emphasize necessity or to persuade.

## C2. Purpose, Form, and Style

By the end of this course, students will:

### C2.1 Purposes and Characteristics of Text

**Forms:** identify the purpose(s) and characteristics of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (e.g., *dialogue gives concrete expression to character traits and conflicts in a literary text; a brief story illustrates one or more lessons or principles in a parable; brief messages, abbreviations, and photos succinctly convey information on a social networking site; charts communicate ratings in consumer reports evaluating products and services; images and specific information promote an event, a product, or a business in a flyer*)

**Teacher prompts:** “Pourquoi l’auteur utilise-t-il des dialogues dans son récit?” “Quel rôle joue le langage abrégé dans des sites de réseautage social et pourquoi?” “Quel impact les photos et les images présentées dans le guide du consommateur ont-elles sur vos achats?”

**Instructional tip:** Teachers can encourage students to discuss the effects of dialogue in a literary text by Roch Carrier (e.g., “advancing the story”, “developing the characters”, “adding dynamism”).

### C2.2 Text Features and Elements of Style:

identify features and stylistic elements of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., *headings and subheadings, point form lists of ingredients, illustrations, and indexes help a cook find information in a cookbook; titles, headings, photographs, captions, and pull quotes supplement and reinforce the information in magazine articles; stylistic devices such as hyperbole add colour to a character or humour to a story*)

**Teacher prompts:** “Dans quelle mesure la lecture de magazines agréments-t-elle votre plaisir à lire et le sentiment d’appartenance? Pourquoi?” “Pourquoi l’auteur utilise-t-il des hyperboles pour exprimer une idée ou un sentiment?”

**Instructional tips:**

(1) Teachers can direct students’ attention to the use of an impersonal, objective tone and third person pronouns in news magazines (e.g., “D’ici un an, on tient à donner à tous les enfants, garçons et filles, partout dans le monde, les moyens d’achever un cycle complet d’études primaires”, “On cherchera plutôt à faire découvrir les côtés cachés de l’affaire”).

(2) Teachers and students can discuss how hyperbole can be used to make a point (e.g., “Nous sommes trempés jusqu’aux os : complètement mouillés”, “C’est à mourir de rire : quelque chose est vraiment drôle”).

### C2.3 Metacognition:

(a) explain which strategies they found helpful before, during, and after reading to understand texts;

(b) identify their areas of greater and lesser strength as readers, and plan specific steps they can take to improve their reading skills (e.g., *describe a method they have used to prepare to read an informational text and assess the effectiveness of that method; rank their top four reading comprehension strategies in order of effectiveness and give reasons for their choices; explain the usefulness of synthesizing as a reading strategy for different types of texts; determine whether skimming or scanning is a more useful strategy when reading a graphic novel; read aloud to a peer and consider his or her feedback when reflecting on steps to improve their reading skills*)

**Teacher prompts:** “Comment vous préparez-vous pour lire?” “Que faites-vous pour ne pas perdre le fil du texte en lisant?” “Pourquoi lit-on les bandes dessinées différemment d’un texte informatif?” “Comment la rétroaction de votre camarade à propos de votre lecture avec clarté et aisance vous aide-t-elle à vous améliorer?”

**Instructional tip:** Teachers can direct students to use sentence starters with the object pronoun “me” when describing their reading skills and strategies (e.g., “Cela me permet de...”, “Cela m’informe sur...”, “Cela me fait penser à...”).

## C3. Intercultural Understanding

By the end of this course, students will:

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *research and summarize some cultural characteristics of a French-speaking community in Europe; based on their reading of tourism brochures, articles, and/or websites, create a multimedia presentation highlighting tourist attractions in a French-speaking region in Europe; compare advertisements for cultural events in French-speaking communities in various European countries with advertisements for events in their own community; research a variety of recipes*)

*from a French-speaking region in Europe and explain how geography has influenced the ingredients)*

**Teacher prompts:** “Quelles sont les caractéristiques de la culture?” “La culture est parfois comparée à un iceberg. Certaines caractéristiques de la culture seraient visibles et d’autres cachées. Que pensez-vous de cette affirmation?” “Quels renseignements cherchez-vous sur la culture d’un pays que vous ne connaissez pas?” “Comment est-ce que l’environnement influence la création de différentes recettes régionales?”

**Instructional tip:** Teachers can direct students to use different forms of negation, such as “ne... jamais”, “ne... rien”, “ne... plus”, “ne... nulle part”, “ne... personne”, “ne... aucun” (e.g., “Je n’ai jamais réalisé que...”, “Je n’ai vu nulle part un jardin qui possède tant d’espèces et de variétés végétales”), as well as affirmative statements, while reflecting on what they have read about foods in French-speaking regions in Europe.

### **C3.2 Awareness of Sociolinguistic Conventions:**

using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities\* (e.g., identify differences in the language registers that a character in a novel uses when addressing others who are of various ages and who have different types of relationships with that character; demonstrate

*awareness of abbreviations and initialisms in electronic messages from French-speaking peers; read letters from several decades ago and discuss the evolution of the language used for greeting, informing, or requesting)*

**Teacher prompts:** “Comment distingue-t-on les différents niveaux de langue utilisés en compréhension écrite?” “De quelle façon la lecture de lettres d’époques différentes (vos parents ou grands-parents) vous conscientise-t-elle à l’évolution sociale du langage?”

**Instructional tip:** Teachers can suggest that students discuss changes in language over time using a combination of past, present, and future tenses with temporal expressions (e.g., “il y a”, “dès”, “dans ce temps-là”, “dans les années”, “durant”, “à cette époque”).

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Europe) but are not expected to do so.

# D. WRITING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### D1. Purpose, Audience, and Form

By the end of this course, students will:

**D1.1 Identifying Purpose and Audience:** determine their purpose in writing and the audience for French texts they plan to create (*e.g., to introduce themselves to a potential employer or to the class; to request information from a friend about a social event or from a travel agency about a class trip; to express their opinion on a social issue or on hobbies or interests in the school newsletter; to invite people to a school event such as a cultural festival; to report on a community event, such as a First Nations, Métis, or Inuit celebration, for a local website; to promote the value of learning a second language in Canada in a blog; to thank a guest speaker for a presentation or a friend for help they have provided*)

**Teacher prompts:** “Pourquoi écrit-on?”

“Comment choisissez-vous des informations personnelles pour les présenter aux différentes audiences?” “Quelle est la différence entre un message adressé à un ami et celui adressé à un responsable?” “Quels sont les arguments pour les parents et les camarades quant à l’importance de l’apprentissage du français?” “Quels sont les éléments importants pour rédiger un compte-rendu d’événements?”

**Instructional tip:** Teachers can direct students to use the personal pronoun “on” when writing to thank a guest speaker on behalf of the school community.

**D1.2 Writing in a Variety of Forms:** write a variety of short French texts to convey information, ideas, and opinions about familiar and academic topics, including literary topics, applying their knowledge of some of the structural and stylistic elements of each form (*e.g., a summary of a young adult or literary novel read in class; a formal paragraph stating and supporting their opinion about teenagers’ use of cellphones; a weekly budget based on their present financial circumstances; a letter to the school’s principal to suggest ways of improving the school building or naturalizing the school grounds; a short dialogue relating to a community cultural event that they attended or read about; a list describing information presented in a graph, table, or chart; a brief survey to solicit peers’ feedback on a particular issue; a response to a blog post or a tweet*)

**Teacher prompts:** “Quelle forme d’écriture préférez-vous et pourquoi?” “Le téléphone portable est un élément indispensable pour les jeunes. Êtes-vous d’accord? Justifiez votre réponse.” “Comment planifier un budget vous conscientise-t-il de la valeur de l’argent?” “Comment organisez-vous votre interprétation de l’information présentée dans un tableau?”

**Instructional tip:** Teachers can encourage students to vary the form of their survey questions, depending on the detail of the answers they are seeking (*e.g., inversion: “Avez-vous déjà eu recours au service...?”; interrogative adverbs: “Comment pourrait-on améliorer les services offerts?”; interrogative pronouns: “Quelle catégorie décrit le mieux votre situation?”*).

**D1.3 Creating Media Texts:** create short media texts in French on familiar and academic topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., write a news report, ensuring that they address all of the five Ws to communicate the most relevant information to the reader; create a slogan and jingle for a product to appeal to their age group; create a multimedia slideshow with narrative captions and music appropriate for the images; write a post for a social media website to respond to others' comments*)

**Teacher prompts:** “Donnez ou inventez des faits et des renseignements pour rédiger une nouvelle journalistique sur la contribution des jeunes à un projet communautaire.” “Comment choisit-on les slogans et les refrains publicitaires pour les produits ou services?” “Quel est l’impact des images dans les nouvelles journalistiques sur le lecteur?” “Quel est le pouvoir des sites médiatiques?”

**Instructional tip:** Teachers can suggest that students use expressions such as “selon moi”, “il me semble que”, “d’après moi”, “à mon avis”, “à ma connaissance”, “à ce que je crois”, “de mon point de vue” when expressing opinions on a website.

**D1.4 Applying Language Structures:** communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (*e.g., use auxiliary verbs, adverbs, prepositions, and conjunctions correctly; use inversion for questions; use final punctuation appropriate to the sentence type; write correct simple, compound, and complex sentences; use relative pronouns such as “qui”, “que”, and “dont” correctly; consistently make the adjective “tout” agree in number and gender with its referent and place it in the right position; use irregular adjectives for descriptions of people, places, or events; place adverbs correctly with compound verbs*)

**Teacher prompts:** “Comment peut-on changer un message en changeant l’ordre des mots dans une phrase?” “Quel est le rôle de la ponctuation dans la phrase?” “Quel temps de verbe faut-il utiliser pour décrire vos souvenirs d’enfance?” “Où mettez-vous l’adverbe dans une phrase au passé composé?”

**Instructional tips:**

- (1) Teachers can guide students in the correct use of the *passé composé* and *imparfait* when describing past events or childhood memories.
- (2) Teachers can review with students the agreement of irregular adjectives, such as

“doux”, “beau”, “nouveau”, “fou”, “gentil”, “vieux” (*e.g., “un vieil homme”, “de vieilles dames”, “de vieux livres”*).

(3) Teachers can remind students of the correct position of adverbs with affirmative and negative compound verbs (*e.g., “Elle a bien étudié”, “Ils ne sont pas toujours allés au festival”, “Nous avons nagé longtemps dans le lac”*).

## D2. The Writing Process

By the end of this course, students will:

### D2.1 Generating, Developing, and Organizing

**Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (*e.g., contribute to group discussions to generate ideas and to activate prior knowledge about the topic; use an idea tree to help them distinguish the main idea for a text from supporting ideas and to clarify the relationships among them; complete a K-W-L chart to help them focus an inquiry about a literary topic; summarize and paraphrase information and ideas in point-form notes; use note cards to help them organize the main ideas and supporting details for their text; use a variety of resources when investigating a topic; record all sources used to credit the original author, provide a reference list, and avoid plagiarism*)

**Teacher prompts:** “Pourquoi est-il important de faire un remue-méninges avant de commencer une tâche d’écriture?” “De quelle façon organiserez-vous vos idées pour rédiger un texte d’opinion?” “Comment développez-vous vos idées avant de rédiger un texte narratif?” “Quelles questions avez-vous préparées pour vous guider dans la recherche de votre sujet?”

**Instructional tip:** Teachers can demonstrate ways of recording information that can help students organize their thinking (*e.g., “Les diagrammes en arbre permettent de diviser des idées en parties de plus en plus petites autour de l’idée principale, d’établir des relations et de représenter un ordre d’idées”*).

**D2.2 Drafting and Revising:** plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (*e.g., when drafting a paragraph, focus on creating a topic sentence that reflects the main idea, followed by sentences that support that idea, and ending with a transition that leads the reader to the next paragraph; before drafting a news report, analyse the structure of other news articles and consider how they can apply that structure to the information they wish to present; to avoid interrupting their thought processes, write a full draft that includes all*

*their main ideas before starting to edit or proofread; reread their draft to ensure logical organization, transitions between paragraphs, and adequate development of information and ideas; use feedback from peers to help them revise and add interest to their writing)*

**Teacher prompts:** “Comment les autres modèles peuvent-ils vous aider à améliorer votre article de journal?” “Comment décelez-vous vos erreurs d’organisation du texte, de cohérence, de syntaxe, et de sémantique?” “Quels outils ou ressources vous aident à réviser votre brouillon et à produire un texte final?” “De quelle façon les conseils de vos pairs vous aident-ils à apporter des corrections pertinentes?”

**Instructional tip:** Teachers can encourage students to use sequencing terms such as “d’abord”, “ensuite”, “d’ailleurs”, “par conséquent”, “d’une part...d’autre part”, “en effet”, “ainsi”, “en revanche”, “puisque”, “pourtant”, “par contre”, “de plus”, “enfin”, “finalement” to help them present their thoughts and ideas coherently.

**D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of their written work, and use a few elements of effective presentation to produce a polished product for publication (*e.g., review their final draft against the success criteria for the task to ensure that they have met all the criteria; use electronic resources judiciously to help them check grammar, spelling, syntax, and punctuation in their final draft; reread their formatted text to ensure correct usage of capitalization and formatting conventions; review the formatted work in its entirety before submitting it*)

**Teacher prompts:** “Comment les critères de réussite vous sont-ils utiles pour accomplir votre tâche écrite?” “Comment vérifiez-vous la cohérence des idées de votre texte?” “Comment révisiez-vous un texte pour le finaliser?”

**Instructional tips:**

- (1) Teachers can encourage students to use direct and indirect pronouns to reduce repetition and enhance readability.
- (2) Teachers can assist students in assessing the suitability of online and other electronic resources for checking their writing.

**D2.4 Metacognition:**

- (a) explain which strategies they found helpful before, during, and after writing to communicate effectively;
- (b) identify their areas of greater and lesser strength as writers, and plan specific steps they can take to improve their writing skills

*(e.g., identify vocabulary that they frequently use, and identify strategies that could help them integrate a greater variety of words and expressions into their writing; assess completed texts using the success criteria for the tasks to determine what they could improve in the future; reflect on a writing task they found particularly challenging, and explain what they did to meet the challenge; consider feedback from the teacher and peers when planning next steps; complete a self-assessment on their use of a particular text form and plan next steps to improve their use of that form; discuss the distinction between drafting and revising)*

**Teacher prompts:** “À quoi servent les critères de réussite d’une tâche à accomplir?” “Quelles sont les étapes à suivre pour rédiger un texte?” “Comment la différenciation de technique d’écriture (p. ex., le style ironique) enrichit-elle votre style d’écriture et pourquoi?”

**Instructional tip:** Teachers can ask students to reflect on their preferred writing topics and forms and can encourage them to consider how they might apply and extend their skills by using different forms to address less familiar topics.

## D3. Intercultural Understanding

By the end of this course, students will:

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in Europe, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., write a narrative inspired by a French-speaking European culture; write a promotional piece for a French-language film from Europe; write a letter or email to a teenager in a French-speaking European community, asking questions to determine how his or her life is similar to and/or different from their own; describe a personal celebration in their life and one that a teenager from a French-speaking European community might celebrate; write a description of a “green community” in a French-speaking region of Europe*)

**Teacher prompts:** “Comment faites-vous la promotion des films francophones dans votre communauté?” “Quelles sont les ressemblances et les différences entre la célébration des fêtes d’anniversaire dans votre communauté et celle d’une région francophone d’Europe?”

**Instructional tip:** Teachers can review with students regular and irregular comparative and superlative forms and can encourage

students to use these forms when comparing their own culture with that of a French-speaking region in Europe (e.g., “Il y a plus de célébrations que chez nous”, “Nos célébrations sont meilleures que les siennes parce que...”, “Ce sont les adultes qui reçoivent le moins de cadeaux”).

### **D3.2 Awareness of Sociolinguistic Conventions:**

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,\* and use them appropriately in their written work (e.g., *use appropriate abbreviations in text messages to a French pen pal; research vocabulary related to specific French-speaking communities to use in their writing about the region; write a script for a skit with both formal and informal speech between characters*)

*Teacher prompts:* “Comment écrire la langue texto éveille-t-il en vous des registres de la langue?” “De quelle façon l’écriture d’un discours évoque-t-elle la langue formelle ou informelle de la personne qui parle et sa culture?” “Comment la culture influence-t-elle la formalité d’une langue?”

*Instructional tip:* Teachers can suggest that students research regional French vocabulary in Europe and write notes about different terms used in different regions (e.g., “En Suisse on dit ‘des plaques de chocolat’, ‘des biscuits’ et ‘des petites pièces’, mais en France on dit ‘des tablettes de chocolat’, ‘des gâteaux secs’ et ‘des petits fours’”).

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\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Europe) but are not expected to do so.

# Extended French, Grade 10

Academic

FEF2D

This course provides extensive opportunities for students to use their communication skills in French and to apply language learning strategies. Students will develop their skills in listening, speaking, reading, and writing by responding to and interacting with French oral and written texts in a variety of real-life contexts, using their creative and critical thinking skills to explore and evaluate information and ideas in the texts. Students will increase their knowledge of the French language through the study of French authors. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Extended French, Grade 9, Academic

## Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

# A. LISTENING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### A1. Listening to Understand

By the end of this course, students will:

#### A1.1 Using Listening Comprehension

**Strategies:** identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., *make predictions about the text they are about to hear; record information in a note-taking template while listening to various texts on the same topic; after listening, ask questions, restate information, or request clarification to ensure understanding*)

**Teacher prompts:** “Comment faites-vous des prédictions?” “Comment vous préparez-vous pour écouter plusieurs documents sonores sur le même sujet?”

**Instructional tip:** Teachers can suggest that students prepare questions before listening to various texts on the same topic, jot answers to their questions while listening, and verify the answers with peers after listening.

- A1.2 Demonstrating Understanding:** demonstrate an understanding of oral French texts about academic and familiar topics, including literary texts, with support as appropriate (e.g., *identify the underlying tone of an advertisement; explain the usage of various past tenses in a news report; recount the arguments on both sides of a controversial issue explored in a documentary about Aboriginal people in Canada; explain main ideas and supporting details heard in a live or recorded presentation about a social or environmental issue; after listening to a job description, list the skills that*

*the employer requires in order of their importance; identify the stylistic devices heard in a literary text and explain how they support the theme; infer the underlying messages in an interview with a public figure*)

**Teacher prompts:** “Comment pouvez-vous distinguer les homophones à l’écoute?” “Pourquoi l’auteur utilise-t-il la comparaison dans un texte littéraire?”

#### Instructional tips:

(1) Teachers can encourage students to use the context provided by surrounding words and sentences to determine the meaning of homophones (e.g., “Dimanche dernier, *quand* nous sommes rentrés de vacances...”, “*Quant* à ma réponse, c’est non!”, “Je trouve cet endroit merveilleux! *Qu’en* penses-tu?”).

(2) Teachers can direct students’ attention to how the pronunciation of the ending of the past participle of an irregular verb that follows a direct object pronoun can reveal meaning (e.g., in the sentence “En rangeant ses affaires, il a aperçu ses vieux disques et ses notes de musique, il les a mises dans son sac”, the pronunciation of the past participle “mises” shows that he took his music notes, not the discs).

#### A1.3 Responding to and Evaluating Media

**Texts:** evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about academic and familiar topics, with support as appropriate (e.g., *detect bias in a news report about a current social issue; compare how different media texts convey their messages, and determine*

which are most effective and why; analyse how television or radio advertisements use familiar situations to enhance the appeal of a product or company; analyse how a commercial attempts to create a need; analyse the relationship between visuals and lyrics in a music video by a First Nation, Métis, or Inuit musician)

**Teacher prompts:** “Dans un clip publicitaire, jusqu’à quel point le son joue-t-il un rôle pour attirer votre intérêt?” “Comment l’emploi de chansons populaires connues dans la publicité fait-il appel à votre sens de familiarité pour vous captiver?” “Comment la musique de cette chanson soutient le message de ses paroles?”

**Instructional tip:** Teachers can suggest that students pay attention to how relative pronouns such as “ce qui”, “ce que”, “ce dont” are used for emphasis in advertisements (e.g., “Finalement! Ce qui marche le mieux contre la dépression”, “Le médicament efficace... ce dont on a besoin pour guérir rapidement”).

## A2. Listening to Interact

By the end of this course, students will:

### A2.1 Using Interactive Listening Strategies:

identify and use a range of interactive listening strategies to suit a variety of situations while participating in academic and social interactions (e.g., when engaged in discussion, use non-verbal cues to demonstrate appreciation of another’s ideas; ask questions to show interest during a conversation; summarize both sides of the argument when moderating a debate; listen when it is not their turn to speak, and avoid interrupting others during informal debates; respond expressively to new information and acknowledge different points of view during a classroom “gallery walk”)

**Teacher prompts:** “À quoi tient l’efficacité d’une question?” “Pourquoi est-il utile de montrer votre engagement et votre compréhension à votre interlocuteur pendant une conversation assez longue?” “Comment maîtrisez-vous vos émotions pour demeurer calme quand vous entendez des arguments controversés et bouleversants dans un débat?”

**Instructional tip:** Teachers can provide opportunities for a “gallery walk” in the classroom, encouraging groups of students to share their opinions with each other at each station.

**A2.2 Interacting:** respond with understanding to what others say while participating in interactions about academic and familiar topics, including literary topics, in formal and informal situations (e.g., listen to a narrative and discuss

with peers what they think will happen next; ask questions to clarify their understanding of a peer’s presentation on his or her future academic and career plans; contribute to a debate relating to French literature under study; discuss a current event in another part of the world; participate in a role play with a partner in which they reach a compromise about plans for a social outing; acknowledge others’ ideas using appropriate body language and facial expressions; after listening to a media clip about an environmental non-governmental organization, discuss their own environmental goals with peers)

**Teacher prompts:** “De quelle manière réagissez-vous quand vous recevez une critique négative dans une discussion?” “Comment vous préparez-vous pour un débat sur un sujet littéraire?” “Quels sont les avantages de considérer le point de vue d’autrui dans une conversation?”

**Instructional tip:** Teachers can encourage students to listen for prepositions such as “malgré”, “au lieu de”, “à part”, “sauf” and for conjunctions such as “bien que”, “tandis que”, “quoique” that may signal a concession during a discussion.

### A2.3 Metacognition:

(a) explain which strategies they found helpful before, during, and after listening;  
 (b) identify their areas of greater and lesser strength as listeners, and plan detailed steps they can take to improve their listening skills (e.g., explain the steps they took when listening to help them contribute to a group discussion; describe strategies they used to monitor their understanding during interactions with peers; plan to apply feedback received from peers during an interaction to improve their listening skills; describe the strategies they used while listening to a long speech and explain how they were helpful; observe listening strategies used by peers and identify those that they themselves might find useful)

**Teacher prompts:** “Comment développez-vous des stratégies pouvant favoriser l’amélioration de la compréhension de documents oraux?” “Comment la rétroaction d’un camarade de classe vous aide-t-elle à mieux contribuer à la discussion?” “Comment vous adaptez-vous pour mieux entendre et comprendre dans un milieu avec beaucoup de distractions?” “Comment vos prédictions pourraient-elles influencer votre compréhension d’un discours?”

#### Instructional tips:

(1) Teachers can suggest that students monitor their own listening and thought processes by asking themselves what-if questions and reflecting on the answers (e.g., “Que faire si le

locuteur utilisait presque uniquement des mots et des expressions que je ne connais pas? Je pourrais essayer de comprendre le sens général”).

(2) Teachers can help students develop autonomy and confidence by asking them to articulate how they might incorporate peer or teacher feedback in their plans for improvement.

### A3. Intercultural Understanding

By the end of this course, students will:

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *listen to a Malian song that combines French and Bambara, and describe how this combination affects the message; view news coverage of a cultural festival in Togo or Laos and compare it to one in their own community; view music videos from a variety of countries in French-speaking Africa and Asia and compare them to videos by North American French-speaking artists*)

**Teacher prompt:** “Pourquoi pensez-vous que les artistes ont recours à des mots et expressions d’autres langues dans leurs chansons?”

**Instructional tip:** Teachers can encourage students to listen for and use impersonal expressions such as “il faut que”, “il est important que”, “il est temps que” followed by the *subjonctif présent* as they discuss songs in class (e.g., “C’est une très belle chanson, mais il faut que je fasse un effort pour comprendre quelques expressions comme…”).

**A3.2 Awareness of Sociolinguistic Conventions:** using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities\* (e.g., *identify and explain the difference*

*between formal and informal speech in a dialogue; identify linguistic elements that are common to rap music in French and English; explain the uses of intonation and non-verbal gestures in a variety of French-speaking communities; identify the relationship between the speakers in a series of short dialogues*)

**Teacher prompts:** “Comment la nature formelle ou informelle d’une discussion influence-t-elle votre compréhension?” “Y a-t-il un style de musique limité à une seule langue? Expliquez.” “Pourquoi est-il important d’identifier les comportements physiques associés aux formules rituelles de la politesse verbale (p. ex., saluer, prendre congé)?”

**Instructional tip:** Teachers can ask students to identify the relationship between speakers by listening to the expressions they use in dialogues (e.g., “Que penses-tu de cette chanson que j’ai enregistrée?” “Il faudrait faire des ajustements”).

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Africa and Asia) but are not expected to do so.

## B. SPEAKING

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

### SPECIFIC EXPECTATIONS

#### B1. Speaking to Communicate

By the end of this course, students will:

- B1.1 Using Oral Communication Strategies:** identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (*e.g., select appropriate vocabulary to express ideas clearly; vary their choice of words to sustain the listener's interest; gather information from a variety of sources before a presentation; use tone of voice to help convey necessity or importance; vary the volume and rate of their speech to suit their audience*)

**Teacher prompts:** “Expliquez comment la planification et la préparation d’un discours vous aident à parler sans hésitation sur le sujet choisi.” “Pourquoi la tonalité de la voix change-t-elle selon l’intention d’un message?” “Comment variez-vous vos stratégies quand vous communiquez avec quelqu’un qui n’est pas du même âge que vous?”

**Instructional tip:** Teachers can encourage students to select oral communication strategies based on the needs of their audience, such as using changes in tone and volume to help clarify the meaning of a message.

- B1.2 Producing Oral Communications:** produce prepared and spontaneous communications in French containing information, ideas, and opinions about academic and familiar topics, including literary topics, with support as appropriate (*e.g., research a current social issue and deliver a presentation on their findings; prepare a speech to welcome new students and*

*orient them to their new environment; express their opinions about bike lanes in their community; recount an anecdote from their childhood; describe an issue relating to literature being studied; discuss the cultural significance of a personal artifact, such as a book, object, or photograph; thank a guest speaker, referring to what they learned from his or her presentation*)

**Teacher prompts:** “Comment pouvez-vous évaluer l’importance de réserver et de créer des voies câbles dans un centre urbain?” “Comment la diversité des cultures de la classe est-elle représentée à travers les objets présentés?”

**Instructional tip:** Teachers can remind students to use the *imparfait* and *passé composé* in the appropriate sequence when recounting past events.

- B1.3 Speaking with Fluency:** speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about academic and familiar topics, including literary topics (*e.g., demonstrate self-confidence during a presentation by pausing for effect at appropriate points without concern that such pauses may signal a loss for words; record a lengthy voice mail message with minimal hesitation; conduct a conversation with peers with appropriate phrasing and emphasis; use a variety of linking terms to enhance the flow between key ideas*)

**Teacher prompts:** “Comment maintenez-vous la fluidité dans une longue discussion?” “Selon vous, quels sont les différents moyens pour se perfectionner en français?” “À votre avis, quelle est la meilleure stratégie pour parler sans hésitation?”

**Instructional tip:** Teachers can encourage students to look up the meaning of new words they encounter while listening and reading, and to practise using these words correctly and fluently when speaking with others in the school French club.

**B1.4 Creating Media Texts:** create a variety of oral media texts in French about academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., *host a radio or television show highlighting values associated with citizenship in Canada; produce a video to inform peers about career paths in which bilingualism would be an asset; record a music video to be used to fundraise for a charitable cause*)

**Teacher prompts:** “Quelles sources utiliserez-vous pour produire une couverture médiatique de grande qualité sur la démocratie au Canada?” “Comment choisit-on un outil médiatique?” “À votre avis, quelle est la meilleure façon de diffuser un message important?” “Comment pouvez-vous rendre une émission radiodiffusion plus efficace?”

**Instructional tip:** Teachers can introduce vocabulary related to media (e.g., “recueillir les déclarations de”, “être à l’antenne”, “recevoir un appel d’un auditeur”, “les actualités”, “diffuser une émission”, “les ondes”) that students can use when they are presenting a radio show (e.g., “Cette nouvelle fait la une de l’actualité”).

**B1.5 Applying Language Structures:** communicate their meaning clearly, using parts of speech and word order appropriately (e.g., *use appropriate pronouns to avoid repeating nouns in a conversation; use the comparative and superlative forms of adjectives and adverbs in a role play about a customer service representative and a consumer discussing service and prices; use the subjunctive after expressions of necessity; make hypothetical statements using “si” with the imparfait and conditionnel présent in the correct sequence*)

**Teacher prompts:** “Comment choisissez-vous le pronom convenable pour remplacer un nom dans une conversation?” “Comment peut-on faire une comparaison des services et des marchandises?” “Comment fait-on des hypothèses?”

**Instructional tips:**

(1) Teachers can model using two object pronouns with simple and compound verbs in affirmative and negative sentences to avoid the repetition of nouns, and can encourage students to use

this structure in spontaneous conversations (e.g., “Je lui en ai acheté deux pour son anniversaire”, “Nous ne les leur avons pas donnés”).

(2) Teachers can encourage students to use the *subjunctif présent* after impersonal expressions such as “il faut que”, “il est important que”, “il est temps que” (e.g., “Il est important que les parents sachent ce que disent les recherches à propos de..., mais il faut aussi qu’ils reconnaissent le résultat des enquêtes”).

(3) Teachers can provide examples of sentences featuring “si” with the *imparfait* and *conditionnel présent* (e.g., “Je ne comprends pas l’attitude de notre capitaine d’équipe; si j’étais responsable de l’équipe, je ne réagiserais pas comme ça, j’essaierais d’arranger les choses, je parlerais aux... Qu’en penses-tu?”, “Si tu restais calme et concentré, tu arriverais à résoudre le problème”), and can ask students to determine the rule for the sequence of these tenses.

## B2. Speaking to Interact

By the end of this course, students will:

### B2.1 Using Speaking Interaction Strategies:

demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (e.g., *during small-group activities, use polite expressions when contributing ideas, encouraging others to contribute, expressing agreement and disagreement, and/or seeking clarification; in a group discussion, make relevant comments at appropriate times; practise using tone of voice as a persuasive tool; use basic clarification and repair strategies, such as restating the message in a different way, to bridge gaps in spoken communication*)

**Teacher prompts:** “Quelle technique utiliserez-vous pour maintenir une longue conversation?” “Comment montrez-vous votre intérêt ou désintérêt pendant une conversation?” “Comment savez-vous que c’est le bon moment pour prendre la parole?” “Pourquoi est-il important de varier le ton d’une conversation dans certaines circonstances?” “Comment pouvez-vous constater le déplaisir d’autrui lors d’un malentendu?”

**Instructional tip:** Teachers can review with students phrases that politely express agreement, disagreement, and misunderstanding (e.g., “Je suis d’accord avec... sur ce point”, “Tu as raison de dire...”, “Je partage ce point de vue”, “Je suis désolé de ne pas partager ce point de vue”, “Je ne suis pas d’accord avec ce que tu dis”, “Je ne suis pas convaincu que...”, “Je ne vois pas cela de cette façon”, “Il me semble bien qu’il y a un malentendu”).

**B2.2 Interacting:** engage in spoken interactions in French (prepared and spontaneous), in academic and social contexts, about academic and familiar topics, including literary topics (e.g., *converse spontaneously and at length about everyday life; with a partner, create and perform a lengthy dialogue dramatizing an unfair situation; participate in a panel presentation to Grade 9 students on how volunteering, part-time employment, and/or participation in school activities can develop job skills; informally discuss future career paths with peers; with a partner, role-play an interview with the author of or a character in a novel under study; present with a peer their interpretation of a French literary text; engage in a class discussion on personal finances*)

**Teacher prompts:** “Quel rapport y a-t-il entre le bénévolat et le développement des compétences professionnelles?” “Comment pouvez-vous varier le degré de votre mécontentement quand vous formulez une plainte?” “Quelles questions voudriez-vous poser à l’auteur de ce roman? Pourquoi?”

**Instructional tip:** Teachers can provide examples of questions students might ask in a role play of an interview with the author of a novel under study (e.g., “Pourquoi avez-vous choisi d’écrire pour la jeunesse?”, “Quand avez-vous écrit votre premier livre? De quoi parle-t-il?”, “Pour écrire, vous inspirez-vous des livres que vous lisez?”, “Dans votre roman..., pourquoi...?”).

**B2.3 Metacognition:**

(a) explain which strategies they found helpful before, during, and after speaking to communicate effectively;

(b) identify their areas of greater and lesser strength as speakers, and plan detailed steps they can take to improve their speaking skills (e.g., *reflect on the types of situations in which they interact most freely, and identify strategies that might help them improve their ease in other situations; in small groups, discuss their strengths and prioritize areas for improvement; assess the appropriateness and effectiveness of methods they have used to request clarification during a conversation; explain during a student-teacher conference the strategies that they used to prepare for an oral presentation*)

**Teacher prompts:** “Dans quelle mesure votre familiarité avec l’interlocuteur a-t-elle influencé votre interaction avec cette personne?” “Comment le nombre de personnes dans un groupe détermine-t-il votre désir de

contribuer?” “Jusqu’à quel point votre langue maternelle joue-t-elle un rôle dans votre conversation en français, tel que celui des mots apparentés?”

**Instructional tip:** Teachers can ask pairs of students to compare their experiences speaking in different situations and to share strategies and set goals to improve their speaking skills in the situations that they find most challenging.

### B3. Intercultural Understanding

By the end of this course, students will:

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *deliver an oral presentation on a famous person or fictional character from Burkina Faso or Cambodia; discuss the importance of a musical style or a song to a particular French-speaking culture in Africa or Asia; in a small group, deliver an oral presentation on differences and similarities in cuisine, fashion, and/or art between a French-speaking region in Africa or Asia and their own community*)

**Teacher prompts:** “Jusqu’à quel point peut-on apprendre à propos de nous-mêmes en explorant d’autres cultures?” “Comment peut-on poliment s’enquérir de l’héritage culturel de quelqu’un?” “Comment pouvez-vous vous intégrer dans une autre culture tout en respectant vos croyances?” “La mode est-elle une industrie culturelle? Justifiez votre réponse.”

**Instructional tip:** Teachers can provide assignment options that allow students to vary the type and complexity of their presentations (e.g., radio broadcasts, videos, multimedia presentations, dramatic presentations, puppet shows).

**B3.2 Awareness of Sociolinguistic Conventions:** identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,\* and use them appropriately in spoken interactions (e.g., *use regional idioms or expressions in a new context; compare and contrast vocabulary from two French-speaking areas or cultures and use this vocabulary appropriately in an interaction; choose words to*

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Africa and Asia) but are not expected to do so.

*suit the conversational context; use appropriate slang in a dialogue between two teenagers)*

**Teacher prompts:** “Qu’est-ce qui facilite l’interprétation des expressions idiomatiques?” “Comment la connaissance du vocabulaire d’une région peut-elle faciliter l’apprentissage du vocabulaire d’une autre région?” “Comment l’usage de régionalismes peut-il faciliter ou empêcher la communication?”

**Instructional tip:** Teachers can model the use of the verb “pratiquer” in the appropriate context in a conversation (e.g., “Je pratique le français avec mes camarades de classe”, “Pratiquez-vous un sport?”), and can direct students’ attention to the fact that different vocabulary is used when talking about practising a task to gain experience (e.g., “Après avoir réglé la distribution des rôles, on peut commencer nos répétitions”, “L’équipe de football a une séance d’entraînement maintenant pour se préparer avant le match”).

# C. READING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a variety of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of text forms, including literary, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### C1. Reading Comprehension

By the end of this course, students will:

#### C1.1 Using Reading Comprehension Strategies:

use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including short, challenging texts (e.g., *determine the purpose for reading before beginning; brainstorm related ideas and themes before reading to recall relevant vocabulary; make predictions about the plot of a novel they are reading before starting the next chapter; form mental images of the setting of and action in a play while reading; create a concept map to help them explore plot elements and relationships between characters in a novel; identify verb tenses to help them sequence the actions in a news article or a detective story; synthesize the information in a non-fiction text; express their thoughts about a text by writing a response, drawing a sketch, or discussing it with a peer*)

**Teacher prompts:** “Quelle est la différence entre la façon dont nous lisons un roman et une pièce de théâtre?” “Comment peut-on tirer des idées à l’aide d’une carte conceptuelle pendant la lecture d’un texte?” “Comment la terminaison des mots vous aide-t-elle à déterminer la fonction du mot dans la phrase (p. ex., -ment = adverbe) pour en faire ressortir le sens?” “Pourquoi est-il important d’établir l’antériorité, la simultanéité et la postériorité des actions quand vous lisez un roman policier?” “Comment peut-on réussir une bonne synthèse?”

#### **Instructional tips:**

(1) Teachers can encourage students to highlight linking words used in a text and then categorize

them using a graphic organizer (e.g., “en premier lieu, avant tout” are used to introduce something; “par contre, tandis que” indicate opposition or disagreement; “ainsi, par conséquent” indicate results or consequences; “d’ailleurs, notamment” precede an explanation; “sauf, à moins que” signal exceptions).

(2) Teachers can ask students to use an anticipation guide when reading a literary text, in order to help them make predictions, anticipate the text, and verify their predictions.

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of literary, informational, and graphic French texts, including short, challenging texts and texts used in real-life situations (e.g., *describe the actions and motivations of a character in a contemporary novel or play; summarize the terms and conditions related to an online service or product; explain whether the information in a text confirmed or negated a hypothesis they had formed before reading; make connections between informational and graphic texts on the same topic; list the skills needed for jobs after reading employment advertisements*)

**Teacher prompts:** “Comment pouvez-vous déduire les motivations d’un personnage à travers ses actions?” “Pourquoi est-ce nécessaire de lire et de comprendre les conditions et les mises en garde quand on achète un nouveau produit?” “Dans quel ton le texte descriptif est-il écrit? Pourquoi?” “Comment fait-on la distinction entre les faits et les opinions dans un article?” “Quelle influence la lecture d’offres d’emploi de plusieurs communautés canadiennes aura-t-elle sur le choix de cours que vous suivrez dans les années subséquentes?”

**Instructional tips:**

(1) During shared reading of literary works, teachers can provide opportunities for students to discuss the meaning of metaphors (e.g., “Les yeux sont le miroir de l’âme”).

(2) Teachers can encourage students to identify verb tenses to help them distinguish between facts and opinions (e.g., facts, which are expressed using the *indicatif*, can be verified: “Le président américain a rencontré le premier ministre canadien hier matin”; opinions, which are expressed using the *conditionnel* or *subjonctif*, convey subjective judgements or ways of thinking: “Le premier ministre de l’Alberta peut dire : Je crains que cette rencontre ne doive pas avoir lieu à ce moment-ci”).

**C1.3 Reading with Fluency:** read a variety of French texts with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., read a play aloud with suitable emphasis and phrasing to dramatize the text and highlight a character’s feelings; read familiar words, such as subject-specific terminology from grade-level texts, without hesitation in different reading contexts; repeatedly read aloud a challenging passage till their reading becomes smoother, more accurate, and faster)

**Teacher prompts:** “Comment pouvez-vous lire avec aisance un texte littéraire?” “Pourquoi faut-il pratiquer régulièrement la lecture à voix haute?” “Quelle stratégie utilisez-vous pour lire avec aisance un passage difficile?”

**Instructional tip:** Teachers can provide multiple opportunities for students to read aloud in pairs and small groups to help them develop their ability to read aloud effortlessly and with expression.

**C1.4 Developing Vocabulary:** use several different vocabulary acquisition strategies to expand their French vocabulary (e.g., establish the function of unfamiliar words in a sentence to help decipher their meaning; read texts from a variety of sources, including the Internet, and record new words in their vocabulary notebooks; create a short graphic novel focused on a superhero in which each panel is titled with a word from their list of new vocabulary that reflects the action in the panel; list cognates encountered while reading; research the origins of words adopted from other languages)

**Teacher prompts:** “Comment enrichissez-vous votre vocabulaire?” “Comment évite-t-on la confusion des mots, de deux différentes langues, issus d’une même racine mais évoluant vers des

significations différentes (p. ex., ‘la journée’ ≠ ‘a journey’, ‘blessé’ ≠ ‘to bless’, ‘actuellement’ ≠ ‘actually’)?” “Comment l’étude de l’origine des mots ethniques incorporés dans la langue française nous aide-t-elle à mieux comprendre la signification de ceux-ci?”

**Instructional tips:**

(1) Teachers can encourage students to note examples in their vocabulary notebooks of multiple meanings of the same word (e.g., “devoir”: “Mon frère m’a prêté de l’argent. Alors, je lui dois maintenant vingt dollars”, “Cette semaine j’avais tant de travail que chaque soir j’ai dû travailler jusqu’à minuit”, “Mon amie arrive en retard tous les jours, elle devrait se lever plus tôt”).

(2) Teachers can encourage students to locate information about word origins in online or print dictionaries (e.g., “La *diane* est un emprunt à l’italien *diana* : sonnerie de clairon servant à réveiller les soldats ou les marins”; “Le *hasard* est un emprunt à l’arabe *az-zahr* : le dé”).

**C1.5 Responding to and Evaluating Media**

**Texts:** demonstrate an understanding of explicit and implicit messages in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (e.g., read various reviews of the same film and then explain how they have affected their decision whether or not to see the film; analyse how each side is presented in an article detailing an issue related to workplace discrimination; explain what features make a magazine or a website more attractive; compare the information presented in reports on the same news story from television, an online source, and a newspaper; assess the credibility of a variety of Internet sites on the same topic; compare the effectiveness of a printed flyer and a website or email advertisement for a similar store or product)

**Teacher prompts:** “Jusqu’à quel point vous fiez-vous aux critiques de films quand vous choisissez un film à voir?” “Pourquoi sélectionnez-vous une revue à lire plutôt qu’une autre?” “Comment jugez-vous la fiabilité d’un site Internet pour retrouver de l’information?” “Comment pouvons-nous justifier la circulation de dépliants publicitaires vu l’impact de l’usage du papier sur l’environnement?”

**Instructional tip:** Teachers can suggest that students use impersonal expressions followed by the *infinitif* when analysing media texts (e.g., “Il faut se référer à...”, “Il vaut mieux chercher...”, “Il suffit de regarder...”, “Il est facile de juger...”, “Il est important de ne pas oublier l’impact du média...”).

## C2. Purpose, Form, and Style

By the end of this course, students will:

### C2.1 Purposes and Characteristics of Text

**Forms:** identify the purpose(s) and characteristics of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (e.g., *strong, persuasive language presents a reader's point of view on an event or a matter of public policy in a letter to the editor; timetables and maps in train and bus schedules help travellers plan their route; clear categories and succinct descriptions highlight education and skills in a résumé; a fable conveys a moral illustrated by a brief story*)

**Teacher prompts:** “Qu’est-ce qu’une bonne candidature? Pourquoi?” “L’atmosphère générale de l’image dans les fables de La Fontaine est-elle réaliste, caricaturale, humoristique? Quelle image préférez-vous et pour quelles raisons?”

**Instructional tip:** Teachers can ask students to identify the implicit comparison being made in a fable by La Fontaine and explain how it conveys the moral.

### C2.2 Text Features and Elements of Style:

identify features and stylistic elements of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., *literary devices and descriptive language enhance the meaning of poems and song lyrics; a refrain or repeated phrase in a poem or story adds emphasis; words with several connotations can add extra levels of meaning in a literary text; the layout of a concrete poem can change or add to the meaning conveyed by the words alone; specialized terminology and illustrations explain sports-related skills on a website; a quotation helps clarify the abstract idea presented in an article*)

**Teacher prompts:** “Qu’appelle-t-on une figure de style et à quoi sert-elle?” “Pourquoi y a-t-il des refrains dans les chansons?” “Pourquoi le journaliste utilise-t-il des citations dans son article?” “Comment la lecture peut-elle être une inspiration pour la production écrite créative?”

**Instructional tip:** Teachers can suggest that students examine the uses and effects of literary devices (e.g., rhyme, personification, metaphor, simile, oxymoron) in a variety of texts, discuss with a peer how those devices support the author’s message, and present their conclusions to the class.

### C2.3 Metacognition:

(a) explain which strategies they found helpful before, during, and after reading to understand texts;

(b) identify their areas of greater and lesser strength as readers, and plan detailed steps they can take to improve their reading skills (e.g., *in a reading log, track the accuracy of their predictions, and assess the effectiveness of making predictions as a general reading strategy; reflect on the value of visualization as a tool to improve reading comprehension, and discuss with peers different approaches to visualization; in a conference with the teacher, discuss strategies for synthesizing texts, and develop a plan to enhance the accuracy and effectiveness of their syntheses*)

**Teacher prompts:** “Comment faire des prédictions vous aide-t-il à réfléchir sur la suite des événements dans une pièce de théâtre?” “De quelle façon la visualisation améliore-t-elle votre compréhension d’un texte lu et pourquoi?” “Comment déterminez-vous vos forces quand vous faites une lecture?”

**Instructional tip:** Teachers can encourage students to explain during a student-teacher conference how they self-monitor their reading skills and to outline their learning process when they are applying reading strategies effectively.

## C3. Intercultural Understanding

By the end of this course, students will:

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *read to explore issues related to equity and diversity in Niger and French Polynesia and compare them with related issues in their own community; research festivals in Cameroon or Wallis and Futuna and compare them to events in their own community; describe aspects of culture in Tunisia or Laos through analysis of news articles and images; after reading his or her website and/or CD inserts, explain how the background of a French-speaking musician from Côte d’Ivoire or Cambodia influences his or her music*)

**Teacher prompts:** “Comment feriez-vous votre choix de journaux pour y étudier les questions liées aux droits de la personne dans différents pays francophones?” “À votre avis, est-ce que le racisme a un avenir avec la mondialisation? Quelles seront les nouvelles formes de racisme

à l'avenir selon vous?" "Par quel moyen pouvez-vous apprendre à propos d'une culture?" "Jusqu'à quel point peut-on retirer des informations à travers l'analyse d'une photo?"

**Instructional tip:** Teachers can encourage students to research, plan, and budget a trip to a French-speaking country in Africa or Asia and promote the destination to the class in a flyer (e.g., "Baignez-vous aux plages de la mer Rouge! Si vous voyagez en Égypte avec nous, un pays à l'histoire passionnante, vous irez aux plus belles plages au monde"; "Amusez-vous sur les plages du Golfe de Guinée! Venez avec nous au Bénin : plus vous êtes nombreux, moins vous payez"; "Passez vos vacances au Liban! Explorez une culture enracinée, parcourez des paysages magnifiques de cyprès et de cèdres à flanc de collines").

### **C3.2 Awareness of Sociolinguistic Conventions:**

using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities\* (e.g., *replace the slang in a comic strip or blog with standard French; compare terminology used in job postings from diverse French-speaking countries; interpret idiomatic expressions from online resources*

*and newspapers; compare the level of language formality in an email or note from a best friend and from an employer)*

**Teacher prompts:** "Pourquoi l'argot est-il riche, avec des mots provenant d'autres cultures?" "Faites une recherche pour comparer les termes relatifs aux offres d'emplois dans différents pays francophones." "Quelle est la différence entre un texte amical et un texte officiel?"

**Instructional tip:** Teachers can ask students to research words or idiomatic expressions that are characteristic of a particular French-speaking region to help them in reading blogs from around the world (e.g., "cadonner" in Chad = "offrir un cadeau"; "avoir une grande bouche" in Niger, "la bouche qui marche" in the Central African Republic, "la bouche sucrée" in Benin = "être bavard").

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Africa and Asia) but are not expected to do so.

# D. WRITING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### D1. Purpose, Audience, and Form

By the end of this course, students will:

**D1.1 Identifying Purpose and Audience:** determine their purpose in writing and the audience for French texts they plan to create (*e.g., to encourage adults to change practices that have a negative impact on the environment in a series of persuasive paragraphs; to compare diction and imagery in literary texts on the same theme but from different historical periods; to educate teenagers about responsible personal financial practices through a website; to suggest to a government official what could be done to protect endangered species in their region; to answer an advertisement for a bilingual summer job*)

**Teacher prompts:** “Comment allez-vous persuader un adulte à changer ses habitudes quotidiennes dans un texte de quelques paragraphes?” “Comment un site Web peut-il informer les ados de la valeur de l’argent?” “Comment rédigez-vous une bonne lettre de présentation?”

**Instructional tip:** Teachers can encourage students to incorporate the *subjonctif* into their persuasive writing.

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about academic and familiar topics, including literary topics, applying their knowledge of the structural and stylistic elements of each form (*e.g., a résumé to accompany a cover letter to a prospective employer; an introduction for a product’s user manual; a news report about the benefits of the community service requirement for the Ontario Secondary School Diploma; a retelling of a short story or novel from an alternative point of view; a dialogue to explain issues associated with a healthy lifestyle; a supported opinion essay about the effect of advertising on society, using a variety of stylistic devices*)

**Teacher prompts:** “Comment mettez-vous en valeur vos compétences dans un curriculum vitae (CV)?” “Comment les éléments stylistiques dans un slogan peuvent-ils inciter les gens à faire un lien avec le public cible?” “Comment une préface introduit-elle un roman?” “Comment vous aide-t-elle à réécrire l’histoire?” “La publicité reflète une vie idéale plutôt que réelle. Qu’en pensez-vous? Justifiez votre opinion.”

**Instructional tip:** Teachers can remind students that dialogue often includes elliptical sentences (*e.g., “Quel dommage!”, “Et pourquoi pas?”, “Évidemment!”, “Merveilleux!”*).

**D1.3 Creating Media Texts:** create media texts in French on academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., write an article for the school's newsletter about the importance of learning French in Canada and how it can be useful in a variety of careers; design and create a marketing flyer for students looking for volunteer opportunities; create a script for a commercial to advertise a new health product; create a poster promoting a novel that they have read; post an opinion piece on an online forum to express their response to a television program or type of music; write a news report based on a headline and picture that they cut out from a newspaper or magazine*)

**Teacher prompts:** “De quelle façon écrire une variété de textes médiatiques vous conscientise-t-il aux influences des médias?” “Comment pouvez-vous rendre vos affiches plus attrayantes pour vos lecteurs?” “De quelle façon votre participation dans un forum de discussion enrichit-elle votre compréhension du sujet?”

**Instructional tip:** Teachers can direct students to use connecting words (*e.g., “puisque”, “pourtant”, “cependant”, “par conséquent”, “toutefois”*) when writing about causes and consequences of a current issue, and to help them make transitions between sentences and/or paragraphs.

**D1.4 Applying Language Structures:** communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (*e.g., make the past participle of verbs conjugated with “avoir” agree with the preceding direct object pronoun in affirmative and negative sentences; recount their daily routine using the passé composé of reflexive verbs; use punctuation correctly; use verb tenses appropriate to the context; use relative pronouns such as “ce qui”, “ce que”, “ce dont” to join two ideas or phrases; choose appropriate sensory adjectives and adverbs to modify nouns and verbs; select appropriate prepositions and conjunctions*)

**Teacher prompts:** “Comment les adjectifs et adverbes contribuent-ils à rendre un texte plus descriptif?” “Comment les pronoms relatifs aident-ils à ajouter de l’information?”

**Instructional tip:** Teachers can encourage students to use reflexive verbs in the *passé composé* when describing their day in a blog or journal entry (*e.g., “Je me suis promené toute la journée”, “Mes amis et moi, nous nous*

*sommes rencontrés au centre-ville,” “Mes sœurs se sont bien amusées chez leurs amies”*).

## D2. The Writing Process

By the end of this course, students will:

### D2.1 Generating, Developing, and Organizing

**Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (*e.g., generate ideas by surveying peers; ask fundamental questions [who, what, where, when, why, how] to help them generate content for a news report, and use an organizer to help them sort information by category of question; engage in free writing to help them produce ideas for a poem or song; create a “grocery list” of topics; visualize the setting for a story they are writing and develop a list of words and phrases that will help the reader “see” it clearly; use a point-form outline to organize their ideas*)

**Teacher prompts:** “Comment la discussion avec vos pairs vous aide-t-elle à mieux développer vos idées à l’écrit?” “Quelle est l’importance de visualiser une histoire avant de la développer?” “Comment organiserez-vous vos idées pour rédiger un compte-rendu?”

**Instructional tips:**

(1) Before students begin their first draft, teachers can encourage them to review and cluster related ideas generated during peer conferences on the topic, to help them expand the depth and breadth of their analysis.

(2) Teachers can model the use of various graphic organizers and can encourage students to select those that best suit their individual learning styles.

**D2.2 Drafting and Revising:** plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (*e.g., familiarize themselves with the success criteria for a task, and determine and sequence the steps that will enable them to meet those criteria; organize the paragraphs of an opinion piece to present their argument clearly; use the ARMS strategy [add, remove, move, substitute] when revising their text; refer to a checklist when editing to ensure that they review the key components of a writing task; consider feedback from peers to help them improve the coherence and clarity of their message*)

**Teacher prompts:** “Comment la démarche de sélection des critères assure-t-elle la réussite du travail?” “Quelle technique utilisez-vous

pour réviser le texte que vous avez rédigé?” “Comment évaluez-vous la clarté de votre message?” “Comment améliorez-vous l’organisation des idées dans votre texte écrit?”

**Instructional tip:** Teachers can suggest that students use sentence starters such as “Il me semble que...”, “Il paraît que...”, “On suppose que...” when providing feedback on their peers’ writing.

**D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of their written work, and use some elements of effective presentation to produce a polished product for publication (e.g., *assess the appropriateness and clarity of their choice of vocabulary; use online and print resources judiciously to assist with revising and editing; choose an effective font and layout for their purpose and target audience, and consider what graphics, if any, they might add; reread the formatted text to ensure appropriate use of form, style, and conventions*)

**Teacher prompts:** “Comment pourrez-vous donner de l’impact au message que vous transmettez?” “Pourquoi est-il important de relire le travail avant de le remettre?”

**Instructional tips:**

(1) Teachers can demonstrate how to generate checklists based on success criteria and can encourage students to work together to generate such checklists to help them improve their written work.

(2) Teachers can encourage students to use a thesaurus to help them vary their word choice.

### D2.4 Metacognition

(a) explain which strategies they found helpful before, during, and after writing to communicate effectively;

(b) identify their areas of greater and lesser strength as writers, and plan detailed steps they can take to improve their writing skills (e.g., *reflect on the usefulness of asking the five Ws before writing a news article, and identify other text forms this strategy might be useful for; discuss with peers the usefulness of various graphic organizers for sorting ideas; select the self-correcting techniques they found most useful and comment on their use in a personal reflection log*)

**Teacher prompts:** “Évaluez la technique que vous utilisez pour rédiger un texte.” “Quelle méthode de correction est la plus efficace? Pourquoi?”

**Instructional tip:** Teachers can encourage students to discuss which form of writing they find most difficult and why.

## D3. Intercultural Understanding

By the end of this course, students will:

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *create a tourist information brochure highlighting various French-language cultural events in Africa or Asia; write questions for an interview with individuals from French-speaking communities in Asia and Canada regarding cultural issues in these communities; write an opinion piece on how a French-speaking community in Africa is handling an issue also facing Canadian society*)

**Teacher prompts:** “Comment une brochure sert-elle à mettre en évidence les événements francophones?” “Comment la qualité des questions écrites à l’avance enrichit-elle l’entrevue?” “Comment un paragraphe d’opinion peut-il clarifier les points de vue?”

**Instructional tip:** Teachers can review with students ways to express personal opinions using verbs (e.g., “Je pense”, “Je crois”, “Il me semble”, “Il me paraît”), expressions that signal an opinion (e.g., “selon moi”, “d’après moi”, “à mon avis”), and comparatives or superlatives (e.g., “plus...que”, “moins...que”, “le plus...de”).

### D3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,\* and use them appropriately in their written work (e.g., *incorporate common idiomatic expressions into a dialogue or song; design a banner or poster for National Francophonie Week that includes French expressions specific to different communities; write a letter asking a local First Nation, Métis, or Inuit artist to make a presentation to their class, and create an invitation inviting students to the presentation, adjusting the level of language formality accordingly*)

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Africa and Asia) but are not expected to do so.

*Teacher prompts:* “Comment pouvez-vous incorporer différents registres de langue dans votre écriture?” “Comment pouvez-vous adapter le vocabulaire et les expressions destinés à des lecteurs plus jeunes dans une annonce?”

*Instructional tips:*

(1) Teachers can ask students to research common expressions from French-speaking regions in Africa or Asia and to make a booklet explaining their meaning (e.g., “Au Sénégal : Attention aux faux-amis; si l’on vous dit ‘Y’a pas de problème’, attendez-vous à ce qu’il y en ait un qui surgit subitement”).

(2) Teachers can remind students to use persuasive language in their invitations.

# Extended French, Grade 11

University Preparation

FEF3U

This course provides opportunities for students to communicate about concrete and abstract topics in various situations. Students will consolidate and refine their skills in listening, speaking, reading, and writing by applying language learning strategies, as well as creative and critical thinking skills, in a variety of real-life contexts. Students will develop their knowledge of the French language through the study of contemporary French authors and well-known French European authors. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Extended French, Grade 10, Academic

## Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

# A. LISTENING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### A1. Listening to Understand

By the end of this course, students will:

#### A1.1 Using Listening Comprehension

**Strategies:** identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., before a listening task, set goals and prepare a note-taking template; use knowledge of the structure of oral texts to make predictions about their content; make inferences based on specific information or key words; after listening, compare interpretations with a peer)

**Teacher prompts:** “Comment lisez-vous entre les lignes pour tirer des conclusions?” “Quelle stratégie de planification mettriez-vous en pratique dans un extrait d’écoute littéraire?”

**Instructional tips:**

(1) Teacher can encourage students to use point-form notes and quick sketches to record information while viewing a video and to compare their notes with peers afterwards.

(2) Teachers can encourage students to make inferences during a presentation, using context and previous knowledge to listen “between the lines”.

**A1.2 Demonstrating Understanding:** demonstrate an understanding of oral French texts about a variety of topics, including literary texts and long texts (e.g., articulate personal health goals after hearing an expert speak about physical fitness in a documentary; after listening to a presentation on personal finance, summarize

*the advantages and disadvantages of using a credit card; articulate an informed opinion on a natural disaster after listening to news reports; following a multimedia presentation on an environmental issue, develop solutions that can be implemented to address the issue in their community; make an electoral decision based on news coverage of a candidates’ debate; describe the use of figurative language in an audiobook excerpt and analyse how it helps to establish tone and mood)*

**Teacher prompts:** “Quels types de questions pouvez-vous poser à un expert pour clarifier vos choix personnels concernant la santé?” “Qu’est-ce qu’une carte de crédit bancaire? Quels sont les avantages et les inconvénients d’une carte de crédit?” “Comment développez-vous une opinion précise basée sur l’écoute d’un rapport journalistique?” “Comment l’émetteur vous a-t-il persuadé à choisir un candidat électoral?” “Est-ce que le rôle de la métaphore est le même que celui de la comparaison dans un texte littéraire? Justifiez votre réponse.”

**Instructional tips:**

(1) Teachers can ask students to explain the use of different past tenses in a sequence of events described in a news report (e.g., “Hier il y a eu un tremblement de terre... il y en avait eu un il y a trois mois”).

(2) Teachers can ask students listening to a political debate to identify direct object and adverbial pronouns (“le”, “la”, “les”, “y”, “en”) to help them understand what the speakers are referring to (e.g., “Les jeunes canadiens ont souffert davantage des répercussions des

récessions; historiquement, ce sont les jeunes de 15 à 24 ans qui ont été les plus durement touchés par l'augmentation du taux de chômage auquel il faut penser sérieusement et s'y attaquer, car il afflige les jeunes au Canada").

### A1.3 Responding to and Evaluating Media

**Texts:** evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about a variety of topics (e.g., *analyse the biases of panelists on a public affairs program and how they affect their credibility; describe multiple perspectives heard in a podcast about diversity and explain whether hearing multiple opinions enhances their understanding of the issue; analyse how a television show popular among teenagers promotes a particular lifestyle; in pairs, analyse how the language in a radio advertisement is intended to influence the audience; identify and assess potentially controversial language in a song; assess the persuasiveness of a speech about the importance of making life plans*)

**Teacher prompts:** "De quelle manière les plans cachés des annonceurs influencent-ils le déroulement d'une entrevue?" "Comment évaluez-vous la crédibilité d'une série d'émissions en baladodiffusion?" "De quelle façon les défilés de mode peuvent-ils influencer les jeunes filles dans notre société?" "Comment réagissez-vous lorsque vous entendez du langage explicite ou provocant dans une chanson?"

**Instructional tip:** Teachers can encourage students to use verbs followed by prepositions, such as "penser à", "croire à/en", "rêver de", "décider de", "agir sur", when evaluating the information presented in a podcast (e.g., "Cela me fait penser à...", "J'ai décidé de...").

## A2. Listening to Interact

By the end of this course, students will:

### A2.1 Using Interactive Listening Strategies:

identify and use a range of interactive listening strategies to suit a variety of situations while participating in academic and social interactions (e.g., *use diverse questioning techniques to deepen a discussion about an issue of concern; build on the ideas of others in conversation; summarize a peer's point of view during a group discussion to demonstrate and clarify understanding; respond to a speaker's opinion while showing respect for the diversity of ideas and cultures represented in a discussion*)

**Teacher prompts:** "De quelle manière pouvez-vous vous impliquer dans une longue conversation?" "Comment pouvez-vous amener

l'interlocuteur à clarifier ou à approfondir son point de vue?" "Comment pouvez-vous montrer de l'empathie ou de l'intérêt dans une conversation sensible?" "Pourquoi est-il essentiel d'être respectueux dans un débat en écoutant des opinions opposées?"

**Instructional tip:** Teachers can regularly schedule class debates and discussions to provide opportunities for students to practise interactive listening strategies.

**A2.2 Interacting:** respond with understanding to what others say while participating in sustained interactions about a variety of topics, including literary topics, in formal and informal situations (e.g., *acknowledge other points of view during a sharing session at the end of a lesson; improvise a dialogue between a consumer and a customer service representative dealing with a challenging situation; respond to the opinions of others by supporting and defending their own opinions in a class debate about the themes of literary works under study; discuss with peers the skills that are required for various types of summer employment; ask questions about a presentation on a new environmental technology*)

**Teacher prompts:** "Comment la discussion aide-t-elle à approfondir vos connaissances à propos des sujets écoutés?" "Comment le jeu de rôle vous donne-t-il l'opportunité de partager votre point de vue à l'égard d'un sujet qui vous intéresse?" "Jusqu'à quel point vous sentez-vous prêts pour entrer dans le monde du travail?" "Jusqu'à quel point la discussion avec vos pairs influence-t-elle vos décisions?" "Quels types de questions pourriez-vous poser pour obtenir plus d'information au sujet d'une nouvelle technologie?"

**Instructional tip:** Teachers can provide various opportunities, such as literature circles, debates, and small-group discussions, for students to listen and respond to the points of view of their peers on social and/or literary topics.

### A2.3 Metacognition:

(a) explain which of a variety of strategies they found helpful before, during, and after listening; (b) evaluate their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., *explain what type of listener they are; evaluate the strategies they have used to help them understand a speaker's message; identify new strategies to improve their listening comprehension; assess and describe the effectiveness of strategies they have used to determine what is relevant in an audio resource; discuss the*

extent to which summarizing the main points of a lecture helps them remember key ideas)

**Teacher prompts:** “Comment jugez-vous ce qui est important à retenir dans un texte audio?” “Comment développez-vous votre propre méthode pour prendre des notes durant une présentation?” “Comment expliquez-vous les stratégies ou les techniques pouvant favoriser l’amélioration de votre compréhension orale?”

**Instructional tip:** Teachers can use the *plus-que-parfait* and *conditionnel passé* when prompting students to reflect on their use of listening strategies (e.g., “Quelle stratégie d’écoute aviez-vous utilisée pour comprendre le documentaire? Qu’auriez-vous modifié et pourquoi?”).

### A3. Intercultural Understanding

By the end of this course, students will:

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., using various oral texts as sources, compare aspects of the colonial history of overseas collectivities of France, such as Saint Pierre and Miquelon, French Polynesia, or St. Martin, with that of New France, with a particular focus on the relationship between indigenous peoples and the imperial power; listen to a story or legend from a French-speaking culture and compare it to a story or legend from their own community illustrating the same moral; compare emotions, expressions, and melody in songs from different French-speaking communities; view a variety of French-language films and compare the cultures represented in them to their own culture)

**Teacher prompts:** “Quel est le rôle des légendes?” “Comment pouvez-vous inférer les valeurs des jeunes francophones à travers la musique populaire?”

**Instructional tip:** Teachers can direct students to listen for and use the *subjonctif* to express thoughts, feelings, and beliefs in discussions of stories and legends from different communities (e.g., “Je ne pense pas qu’il ait raison”, “Croyez-vous que ces légendes reflètent des mythologies?”).

### A3.2 Awareness of Sociolinguistic Conventions:

using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., listen to speakers at a symposium on equity issues to help them determine the appropriate level of formality to use when addressing others in this context; listen to news from various French-speaking regions to compare the language used to report on the same event; identify differences in the language a political leader uses when speaking to the general public and when speaking in the legislature; describe variations in the language used by callers on a radio call-in show)

**Teacher prompts:** “Pourquoi est-il important d’utiliser un niveau de langue approprié à la situation?” “Comment l’usage d’une langue diffère-t-il d’une région à une autre et pourquoi?” “Pourquoi est-il important d’être conscient des bons termes qui se réfèrent à la législature?” “Pourquoi certains termes d’une langue n’ont-ils pas de traduction?”

**Instructional tip:** Teachers can ask students to research unfamiliar terms and expressions used by speakers from specific French-speaking regions.

## B. SPEAKING

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

### SPECIFIC EXPECTATIONS

#### B1. Speaking to Communicate

By the end of this course, students will:

##### **B1.1 Using Oral Communication Strategies:**

identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (*e.g., review their prior knowledge about the topic before beginning a speaking task; record their oral presentation or speech, listen to it, and make changes to improve their delivery; consider their personal opinions about the topic under discussion and identify creative ways to express them persuasively; choose a structure and style of speaking suitable to the purpose, subject matter, and audience; use vocabulary specific to the topic; use humour to recover from a fumble in a presentation, and then regroup, reformulate, and carry on; adapt their voice to different speaking contexts, such as literature circles, three-way interviews, or book talks*)

**Teacher prompts:** “Quelle stratégie utilisez-vous pour maintenir une longue présentation, claire et détaillée?” “Comment l’enregistrement de votre présentation vous aide-t-il à vous améliorer?” “Quelle stratégie utilisez-vous pour développer la pensée créative et personnelle pendant les discussions?” “Quel moyen utilisez-vous dans votre discours pour passer d’une idée à une autre afin d’examiner une question avec une nouvelle perspective?” “Comment l’humour vous aide-t-il à reprendre confiance après une situation gênante pendant une présentation?”

##### **Instructional tips:**

(1) Teachers can suggest that students present information in a variety of ways in order to respond to the needs of their audience.

(2) Teachers can encourage students to use indefinite demonstrative pronouns such as “ceci” or “cela” to refer to a previously stated idea or situation and thus improve the flow of their presentation (*e.g., “Ceci peut nous aider à...”, “Cela me fait plaisir de...”*).

**B1.2 Producing Oral Communications:** produce prepared and spontaneous communications in French containing information, ideas, and opinions about a variety of topics, including literary topics (*e.g., deliver a speech on the impact of technology on ways of learning; dramatize a chapter of a French-language literary novel; present a satirical monologue on a current political issue; analyse and discuss the explicit and implicit messages of an advertisement; discuss the influence of cultural stereotypes and prejudices in society, the media, history, and/or popular culture*)

**Teacher prompts:** “Quels termes utilisez-vous pour introduire des exemples dans votre discours?” “Comment pouvez-vous utiliser la satire et la parodie pour communiquer votre point de vue?” “Comment la discussion des stéréotypes de préjugés culturels nous sensibilise-t-elle au besoin de les éliminer?”

**Instructional tip:** Teachers can direct students’ attention to the use of “tel” to introduce examples (*e.g., “Le système d’éducation a tellement évolué*

dernièrement grâce à la technologie, qu'il existe à présent des programmes de rattrapage et des services tels l'information sur les carrières, la planification de la formation et l'aide à la recherche d'un emploi", "J'avais de telles envies de chocolat que mon ami m'en a acheté immédiatement").

**B1.3 Speaking with Fluency:** speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about a variety of topics, including literary topics (e.g., *deliver a humorous monologue using tone and inflection to express sarcasm; avoid awkward pauses by using familiar vocabulary to describe an idea or object when the exact term is not known or has been forgotten; narrate a classic fable using pauses for dramatic emphasis; in a small group, reproduce the pronunciation and rhythm heard in a recorded play*)

**Teacher prompts:** "Comment améliorez-vous le débit de votre discours?" "Comment rendez-vous votre exposé plus fluide et expressif?" "Comment le choix d'un sujet courant ou personnel influence-t-il le débit de la production orale?"

**Instructional tip:** Teachers can model correct intonation and rhythm and encourage students to increase fluency by thinking in French instead of mentally translating from their first language.

**B1.4 Creating Media Texts:** create oral media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., *narrate a video clip promoting inclusiveness and acceptance within the school community; deliver an on-site news or sports report; hold a mock press conference with a general manager of a sports team to discuss leadership and plans for the season; in a small group, produce a television panel discussion presenting differing viewpoints on workplace issues in Canada; narrate a documentary on an economic or environmental topic*)

**Teacher prompts:** "Comment une causerie télévisée vous donne-t-elle l'occasion de présenter plusieurs perspectives sur un seul sujet?" "Quelle technique utilisez-vous pour créer un document médiatique? Pourquoi?" "Comment vous assurez-vous que la technique que vous utilisez pour diffuser votre message s'adresse aux diverses auditoires?" "Comment votre audience détermine-t-elle le langage et le vocabulaire que vous employez dans un documentaire?"

**Instructional tip:** Teachers can encourage students participating in a panel discussion to use relative pronouns such as "lequel" when

referring to inanimate objects (e.g., "C'est la raison pour laquelle j'ai posé cette question", "Les idées auxquelles j'ai pensé...", "J'aime beaucoup les écoles à côté desquelles il y a un parc").

**B1.5 Applying Language Structures:** communicate their meaning clearly, using parts of speech and word order appropriately (e.g., *role-play a scenario in which each participant has a different and potentially conflicting agenda, using the correct sequence of verb tenses; use disjunctive pronouns correctly in both prepared and spontaneous conversations; incorporate relative pronouns such as "lequel" into their speech*)

**Teacher prompts:** "Comment formule-t-on une hypothèse?" "Comment exprime-t-on un fait considéré comme accompli dans le futur de manière certaine?"

**Instructional tips:**

(1) Teachers can model the sequence of the *plus-que-parfait* and *conditionnel passé* used with "si" to express hypotheses, and can encourage students to use this structure in spontaneous conversations (e.g., "Si j'avais su, je serais allé lui rendre visite à l'hôpital", "S'il avait eu un empêchement, il nous aurait prévenus").

(2) Teachers can encourage students to use disjunctive pronouns such as "moi", "toi", "eux", "elles" for emphasis following a preposition (e.g., "Vas-tu au cinéma sans elles?"), with "-même(s)" (e.g., "C'est toi, Mamadou?" "Oui, moi-même"), or independently (e.g., "Qui veut commencer?" "Eux").

## B2. Speaking to Interact

By the end of this course, students will:

**B2.1 Using Speaking Interaction Strategies:** demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (e.g., *consider their choice of words before responding in spontaneous conversations; take turns to express and defend their opinions in a group discussion; in negotiations, demonstrate respect for the feelings and perspectives of others*)

**Teacher prompts:** "Comment les situations improvisées vous forcent-elles à approfondir votre langue?" "Dans quelle mesure un débat peut-il vous élargir votre point de vue sur un sujet?" "Comment pourriez-vous réagir respectueusement dans une situation improvisée?" "De quelle manière organisez-vous la discussion

dans une situation improvisée?” “Comment les consignes de politesse jouent-elles un rôle important dans le groupe?”

**Instructional tip:** Teachers can review with students phrases that express preferences and desires, and can encourage students to use them in spontaneous conversations (e.g., “j’ai envie de”, “j’espère que”, “je refuse de”, “j’aimerais”, “je voudrais”, “je souhaiterais”).

**B2.2 Interacting:** engage in sustained spoken interactions in French (prepared and spontaneous), in academic and social contexts, about a variety of topics, including literary topics (e.g., *survey peers about healthy eating to create recommendations for the school cafeteria; discuss and reach a class consensus on a theme for a semi-formal dance; improvise questions to initiate a discussion with peers on a topic of personal interest; chair a round-table discussion about savings, investment, and financial planning for higher education; lead a panel discussion on a literary theme; formulate questions on a literary topic to initiate or deepen a discussion with peers; share information and opinions in pairs before a class discussion on a human rights issue*)

**Teacher prompts:** “Comment les perspectives des autres sur les finances influencent-elles la façon dont vous gérez votre propre argent?” “De quelle façon présentez-vous les informations sur les droits de la personne pour amorcer une discussion?”

**Instructional tip:** Teachers can direct students leading a round-table discussion to use indirect discourse to paraphrase what participants have said (e.g., “Il dit que lui et son ami ont commencé des recherches sur les cours secondaires offerts en ligne”, “Vous avez mentionné qu’il s’agit d’un centre communautaire virtuel où l’on peut échanger de l’information et tenir des discussions à propos des changements significatifs en éducation”).

### B2.3 Metacognition:

(a) explain which of a variety of strategies they found helpful before, during, and after speaking to communicate effectively;  
 (b) evaluate their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., *comment in a journal about the usefulness of various types of speaking practice; consider feedback from the teacher and peers when planning next steps; reflect on their presenting skills and identify strategies that might enhance them; explain during a student-teacher conference the strategies that they use and observe others using for responding spontaneously*)

**Teacher prompts:** “Comment les critiques de l’enregistrement de votre propre discours vous aident-elles à améliorer votre production orale?” “Comment montrez-vous votre confiance en vous-même : dans une production orale?” “Comment votre auto-évaluation a-t-elle amélioré votre produit final?” “Comment menez-vous une discussion dirigée?” “Comment stimulez-vous le raisonnement dans une discussion?”

**Instructional tip:** Teachers can encourage students to use a journal to help them monitor the speaking strategies they have used in different situations, and to review their journal entries when setting goals for the continued improvement of their speaking skills.

## B3. Intercultural Understanding

By the end of this course, students will:

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *lead a discussion on the impact on other communities of cultural productions exported from French-speaking regions; deliver a presentation on how their perspective or worldview has changed as a result of travel in a French-speaking region; present an oral report summarizing key social, cultural, and geographic factors that have affected the people of a particular French-speaking region, including the influence of significant individuals, historical events, climate, and location*)

**Teacher prompts:** “Quel est l’impact de l’import et de l’export des spectacles culturels sur la société? Comment peut-il être considéré comme un message sur la mondialisation?” “Comment le voyage évoque-t-il la connaissance des cultures?”

**Instructional tip:** Teacher can suggest that students use the present participle to modify a noun or express an action when they speak about the impact of cultural exchange (e.g., “En examinant l’impact de cet échange sur la société, je me suis aperçu que...”, “En considérant que l’échange de biens culturels entre nations à des fins culturelles...”).

**B3.2 Awareness of Sociolinguistic Conventions:** identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them

appropriately in spoken interactions (e.g., *role-play courteous behaviour in various contexts, such as greetings, introductions, or customer service, in different French-speaking regions; use humour appropriately in conversation; use polite language to accept or decline a gift or invitation or to express gratitude, support, or sorrow*)

**Teacher prompts:** “Qu’est-ce que le savoir-vivre à la française?” “Le savoir-vivre, serait-il la clé de la réussite professionnelle? Pourquoi?” “Comment l’humour peut-il être interprété différemment?” “Comment exprimez-vous la gratitude ou le soutien?”

**Instructional tip:** Teachers can encourage students to research expressions of courtesy to use during their conversations, discussions, and presentations (e.g., “Je peux remercier le groupe de m’avoir écouté”).

# C. READING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a variety of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of text forms, including literary, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### C1. Reading Comprehension

By the end of this course, students will:

#### C1.1 Using Reading Comprehension Strategies:

use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including challenging texts (e.g., *as a class, discuss background information to consolidate their knowledge about the topic before reading; preview the text and make predictions about the content based on headings and illustrations; draw on their prior knowledge to make inferences about an unfamiliar subject within a text; synthesize ideas to confirm their understanding of a literary text; consolidate and extend understanding after reading by paraphrasing the text and then comparing their paraphrase with that of a peer*)

**Teacher prompts:** “Qu’est-ce qui vous permet de comprendre les idées importantes et le point de vue du texte?” “Comment les titres, les sous-titres, les diagrammes, les éléments encadrés ou surlignés peuvent-ils vous guider?” “Comment pouvez-vous vous assurer que vous avez compris les idées principales dans un poème complexe?”

**Instructional tip:** Teachers can encourage students to read between the lines by providing guiding questions to help students infer meaning (e.g., “À quel moment ou quelle époque ou saison de l’année se passe l’action?”, “Dans quelle catégorie générale entrent les objets énumérés? Quel mot peut désigner l’ensemble de ces objets?”, “Quelle attitude manifeste le personnage? Quel sentiment semble éprouver le personnage?”).

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of literary, informational, and graphic French texts, including challenging texts and texts used in real-life situations (e.g., *articulate the connection between a political cartoon and an article in the same paper about a current issue in their community; rewrite a classic text to treat its principal themes in a modern setting; extract information from charts about financial support for postsecondary students in Ontario and present it to the class; analyse the information and solutions presented in multiple texts about reducing pollution; draw a conclusion about economic challenges faced by First Nations, Métis, or Inuit communities based on texts by several Aboriginal writers*)

**Teacher prompts:** “Que pensez-vous de l’idée de transmettre un message au moyen d’une bande dessinée humoristique?” “Comment peut-on tirer des informations des tableaux, des graphiques ou des schémas?” “Comment la syntaxe de la phrase influence-t-elle le sens du message?”

#### Instructional tips:

(1) Teachers can encourage students to identify the use of the *passé simple* in classic literary texts.

(2) Teachers can direct students’ attention to how the placement of adjectives before or after a noun affects meaning (e.g., “la dernière semaine” [d’une période], “la semaine dernière” [la semaine précédente]).

**C1.3 Reading with Fluency:** read a variety of French texts, including some challenging texts, with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., in a small group, practise reading every day and share feedback with peers to improve their enunciation and speed; read with appropriate tone and expression when participating in reader's theatre; place stress and use intonation appropriately and observe natural pauses when reading; read with expression and confidence, pausing or varying tone as required by punctuation)

**Teacher prompts:** "Pourquoi faut-il pratiquer la lecture tous les jours?" "Quelle est l'importance de participer au salon de lecture?" "Comment la ponctuation peut-elle changer le message d'un texte?"

**Instructional tip:** Teachers can provide opportunities for students to participate in reader's theatre to help them build comprehension, expression, and fluency.

**C1.4 Developing Vocabulary:** use several different vocabulary acquisition strategies to expand their French vocabulary (e.g., use prior knowledge to help them determine the meaning of new terms in a technical manual, job description, or travel brochure; deduce the meanings of unfamiliar words by using contextual clues; work with peers to develop ways to use new vocabulary learned in a literary text)

**Teacher prompts:** "Pourquoi faut-il enrichir davantage votre vocabulaire?" "Pourquoi est-il important d'examiner le contexte?" "Quelle stratégie utilisez-vous pour maintenir le nouveau vocabulaire?"

**Instructional tip:** Teachers can ask students to work in small groups to create a list of easily confused words to be posted in class, including homonyms, homophones such as "plutôt"/"plus tôt", and words with similar spellings and related meanings (e.g., "coasser": "les grenouilles coassent, poussent leur cri" vs "croasser": "les corbeaux croassent, poussent leur cri"; "cinéophile": "personne qui aime regarder des films" vs "cynophile": "personne qui aime les animaux de race canine").

**C1.5 Responding to and Evaluating Media Texts:** explain explicit and implicit messages in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (e.g., make inferences about a political issue from information presented in an online news article; discuss their reactions to an advice column with peers; read promotional material

from a health centre in their community and discuss whether the information is written and presented in a way that addresses the groups who use the services, such as seniors or parents; respond to an editorial in a newspaper; determine underlying messages in the lyrics of a song and relate them to personal experiences; analyse the script of a French-language film produced by an Aboriginal film maker to study how the words reveal the theme)

**Teacher prompts:** "Comment pouvez-vous faire des inférences d'après l'information présentée dans un article de journal?" "Comment les indices contextuels vous aident-ils à comprendre les messages subtils?" "Comment pouvez-vous faire ressortir l'information pour formuler des hypothèses basées sur la lecture multimédia?" "Comment mesurez-vous l'authenticité des informations dans une chronique de conseils?" "Comment jugez-vous l'efficacité d'un dépliant?" "Pourquoi les compositeurs cachent-ils des messages dans les chansons qu'ils écrivent?"

**Instructional tip:** Teachers can draw students' attention to the use of the *subjonctif* and the *indicatif* in expressions of opinion, doubt, and certainty in an advice column (e.g., "Je suis certain qu'on a beaucoup réfléchi à ce problème", "Je ne suis pas certain qu'on réfléchisse bien à ce problème").

## C2. Purpose, Form, and Style

By the end of this course, students will:

### C2.1 Purposes and Characteristics of Text

**Forms:** identify the purpose(s) and characteristics of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (e.g., setting enhances the theme in a literary story, novel, or play; diagrams and sequential instructions in a manual describe how to operate an appliance; a thesis statement and supporting points present the author's argument in a persuasive essay; in a play, dialogue in verse or prose develops character and furthers the action)

**Teacher prompts:** "Qu'est-ce qu'un texte littéraire?" "Pourquoi est-il important de lire les instructions d'un manuel?" "Comment savez-vous si un argument présenté dans une dissertation est valide?"

**Instructional tips:**

(1) Teachers can ask students to think about how the context in which a poem, story, novel, or play was written might have influenced the author's choices (e.g., Michel Tremblay chose a working-class setting for *Les belles-sœurs* in 1965).

(2) Teachers can draw students' attention to the use of the *impératif* and *infinitif* in manuals (e.g., "Débranchez le cordon d'alimentation de la prise secteur lorsque vous ne les utilisez pas", "Voir le mode d'emploi page... de ce manuel").

### C2.2 Text Features and Elements of Style:

identify features and stylistic elements of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., *dramatic irony provides an additional level of meaning in a play and help readers more fully understand the significance of plot developments; symbols in a poem can evoke an idea or theme that is not explicitly stated; flashbacks in a novel can help explain the motivation or actions of characters; graphics support the ideas or information in a report*)

**Teacher prompts:** "Comment l'ironie dramatique aide-t-elle à approfondir la compréhension d'une pièce de théâtre?" "Comment un symbole peut-il représenter une idée?" "Comment le choix de mots et la structure peuvent-ils changer le ton ou le message d'un poème?" "Pourquoi un auteur utilise-t-il les retours en arrière dans un roman?" "Comment les graphiques dans un texte vous permettent-ils d'exploiter et de révéler les messages implicites?"

#### Instructional tips:

- (1) Teachers can direct students to identify the use of the *plus-que-parfait* in flashbacks.
- (2) Teachers can ask students to compare the diction and imagery used in a contemporary poem and an older poem on the same theme.

### C2.3 Metacognition:

- (a) explain which of a variety of strategies they found helpful before, during, and after reading to understand texts;
- (b) evaluate their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., *in a small group, discuss effective ways to make inferences during their reading; during a conference with the teacher, explain how reflecting on their previous experiences helped them deepen their understanding of new information; discuss with peers their thought processes when engaging with a literary text so that they can develop awareness of strategies/practices that can be applied when reading other texts*)

**Teacher prompts:** "Dans quelle mesure vos expériences approfondissent-elles votre perception d'un sujet présenté dans la lecture?"

"Comment vos connaissances antérieures influencent-elles votre compréhension de la nouvelle information apprise dans un texte?"

#### Instructional tips:

- (1) Teachers can encourage students to discuss with peers various bases to consider for the purpose of making inferences, such as events or ideas within a text, the author's use of words with multiple meanings, and the author's stated purpose or intentions for writing.
- (2) When students encounter problems in understanding a challenging text, teachers can encourage them to work in pairs, with one student talking about the problem and describing his or her thought processes, and the other student listening and asking questions to support his or her partner's understanding.

## C3. Intercultural Understanding

By the end of this course, students will:

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *discuss with a peer their interpretations of the explicit and implicit cultural elements important to the plot of a French-language novel; on the basis of research, compare the characteristics and role of fashion in a variety of French-speaking regions around the world; research a French-speaking political figure and evaluate how he or she influenced his or her culture or society; research and report on the importance of cultural industries in a French-speaking region; describe the influence of an environmental movement in a French-speaking region after reading books and periodicals, including e-books and e-journals*)

**Teacher prompts:** "Comment l'auteur a-t-il utilisé ses expériences culturelles pour enrichir le ton de son texte?" "Selon vous, la mode est-elle en train de devenir universelle et identique pour tous?" "Comment allez-vous partager vos recherches sur la culture francophone à l'école? Quels objets et informations souhaitez-vous diffuser? Pourquoi?" "Qu'est-ce que l'industrie culturelle? Quel est son rôle dans l'économie mondiale?"

**Instructional tip:** Teachers can encourage students to dramatize a scene from a novel in order to deepen their understanding of the culture of its era and region.

**C3.2 Awareness of Sociolinguistic Conventions:**

using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (*e.g., analyse how authors' use of formal and informal language differs among regions; explain the influence of other languages on the French song lyrics that they read; describe the level of formality/informality of a text, and analyse its effect; explain the use and effect of a regional dialect in a play*)

**Teacher prompts:** “Comment vos connaissances antérieures de différentes régions francophones vous aident-elles à critiquer le choix de formalité que l’auteur a fait?” “Comment la formalité d’un texte facilite-t-elle la lecture?” “Les dialectes dans les médias : Quelle image véhiculent-ils dans les journaux régionaux?”

**Instructional tip:** Teachers can ask students to role-play an interview with the author of a text read in class, to discuss the text’s use of informality, such as slang, colloquialisms, or direct address to the reader.

# D. WRITING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### D1. Purpose, Audience, and Form

By the end of this course, students will:

- D1.1 Identifying Purpose and Audience:** determine their purpose in writing and the audience for French texts they plan to create (*e.g., to respond to an argument made in an oral report about a social issue; to heighten awareness of an environmental issue in an editorial; to change the outcome of a literary novel by rewriting the conclusion; to script questions for an interview with a peer about an equity-related concern in their community*)

**Teacher prompts:** “Comment l’écriture d’un éditorial peut-elle sensibiliser un public au sujet de causes importantes?” “Comment la création d’une nouvelle conclusion personnalise-t-elle la fin d’une histoire et pourquoi?” “Comment le développement d’un script d’une entrevue vous aide-t-il à formuler des questions pertinentes?”

**Instructional tip:** Teachers can suggest that students use interrogative pronouns to formulate the questions for their interviews (*e.g., “pour quelle raison?”, “à laquelle serez-vous intéressé?”, “avec lequel êtes-vous d’accord?”*).

- D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about a variety of topics, including literary topics, applying their knowledge of the structural and stylistic elements of each form (*e.g., a persuasive essay on whether researchers should be allowed to test products on*

*animals; a comic book that satirizes a current event or public figure; a detailed description of a celebration that they have attended or read about; a poem in a particular form, such as sonnet or ballad, addressing a controversial issue that is personally relevant; a literary essay using a variety of stylistic devices such as metaphors, rhetorical questions, and contrast; an analysis of the novel under study, supported by quotations; a speech highlighting the contributions of Aboriginal people to Canadian society; a plan and budget for a school fundraiser*)

**Teacher prompts:** “Comment pouvez-vous persuader un lecteur à adopter votre point de vue?” “Comment la création d’un poème renforce-t-elle l’usage de formes variées de la poésie et vous sensibilise-t-elle davantage à des situations controversées qui vous touchent?” “Comment les figures de style aident-elles à engager vos lecteurs?” “Comment allez-vous influencer les pensées et les actions des gens pour qu’elles participent à la collecte de fonds? Est-ce que les gens prennent leurs décisions de façon logique ou émotionnelle? Justifiez votre réponse.”

**Instructional tips:**

- (1) Teachers can suggest that students review stylistic devices used in poetry and integrate some of them into their own poems.
- (2) Teachers can direct students to use expressions followed by the *subjonctif présent* to convey emotion, doubt, preference, or directives in their persuasive essays.

**D1.3 Creating Media Texts:** create media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., write a script for a video as part of a campaign about a social issue; create a web page presenting an anthology of their poetry; generate an online survey for students about postsecondary options and future goals; write subtitles for a silent film; write a magazine article about whether today's celebrities are good role models for young people; write a letter to the editor of a periodical stating the pros and cons of using genetically modified organisms in agriculture or in medicine*)

**Teacher prompts:** “Comment éveillez-vous les jeunes aux conséquences possibles qu’engendre le problème de l’alcool au volant?” “De quelle façon votre sondage sur des options postsecondaires vous conscientise-t-il à établir vos buts personnels pour le futur?” “Que faut-il considérer en écrivant les sous-titres d’un film mime?”

**Instructional tip:** Teachers can direct students to incorporate relative pronouns such as “duquel”, “de laquelle”, “auquel” into their survey questions.

**D1.4 Applying Language Structures:** communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (*e.g., use a variety of sentence structures, particularly when writing lengthy texts; transform simple sentences into complex sentences using relative pronouns; express their future plans using the futur simple and the futur antérieur; sequence the plus-que-parfait and conditionnel passé appropriately in sentences with “si”; use the gérondif, such as “en me promenant”, to express an action that is occurring simultaneously with the action of the main verb of a sentence; use a variety of transitional words and phrases to connect sentences within a paragraph*)

**Teacher prompts:** “Comment la syntaxe et le vocabulaire spécialisé vous aident-ils à développer et organiser un texte?” “Pourquoi le choix des temps de verbes est-il important dans un message?” “Comment choisissez-vous les connecteurs quand vous rédigez un texte?”

**Instructional tip:** Teachers can model the appropriate written use of the *futur simple* and the *futur antérieur* after a conjunction of time to express the sequence of future actions (*e.g., “Je te prêterai cette revue quand je l’aurai lue”, “Aussitôt que ma mère se sera levée, je lui dirai de vous téléphoner”, “Dès que je serai arrivé à Paris, je vous enverrai une carte postale”, “Dans deux ans, je n’y serai pas, je serai parti en Suisse”*).

## D2. The Writing Process

By the end of this course, students will:

### D2.1 Generating, Developing, and Organizing

**Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (*e.g., compile a list of points that support or refute an argument; use prior knowledge of a topic when planning what to include in their text; consult a variety of sources to expand their knowledge of a topic; use free writing to generate content, writing down ideas without self-editing; with a peer, develop an appropriate graphic organizer and use it to help them organize their main and supporting points before writing*)

**Teacher prompts:** “Comment vos connaissances antérieures accompagnées de la recherche vous aident-elles à approfondir votre compréhension du sujet?” “Pourquoi est-il important de consulter une variété de ressources avant d’écrire un rapport?” “Comment l’écriture libre peut-elle vous offrir de bonnes pistes?” “Qu’est-ce qui peut vous aider à écrire un texte cohérent?” “Comment déterminez-vous les points de vue possibles d’un argument?”

#### Instructional tips:

(1) Teachers can provide opportunities for students to work in small groups so they can discuss ideas and use peer feedback to help them formulate questions and establish the focus for their writing.

(2) At the beginning of a writing assignment, teachers can suggest that students engage in free writing to help them access their prior knowledge, engage with their topic, and explore directions for their text.

**D2.2 Drafting and Revising:** plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (*e.g., review the success criteria for the writing task; when drafting a persuasive text, refer to the graphic organizer they had initially used to organize the points in their argument, and flesh out each point in their draft; when revising their text, ensure that appropriate transitions guide readers from one point to another; refer to guidelines generated in class when revising their writing; use print and electronic spelling tools judiciously, demonstrating awareness of variant spellings and homonyms; consult print and electronic resources to help them assess the accuracy of the peer feedback they receive; quote and properly acknowledge sources to establish authority in a persuasive or position essay*)

**Teacher prompts:** “Comment vous assurez-vous que la relation entre les idées est claire?” “Comment pouvez-vous profiter des opinions

des autres sur votre production écrite?”  
 “Comment établissez-vous les étapes à suivre pour la planification et la révision d’une production écrite?” “Pourquoi faut-il insérer une bibliographie dans votre production écrite?”

**Instructional tip:** Teachers and students can work together to create an editing checklist that students can refer to when reviewing their drafts for clarity and appropriate content.

**D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of their written work, and use various elements of effective presentation to produce a polished product for publication (*e.g., before formatting, consider which typographic and other design elements, such as colour, fonts, headings, sidebars, and/or graphics or other illustrations, would best support the message in their text and engage their target audience; review texts with similar purposes or forms to generate ideas for design/presentation; reread their final draft to ensure that all main points are clear and are adequately supported; seek peer or teacher feedback on their formatted text before finalizing it*)

**Teacher prompts:** “Comment peut-on renforcer la structure formelle d’un texte écrit?” “Comment enrichit-on la structure d’un journal?” “Comment révisez-vous votre production écrite avant de la soumettre?”

**Instructional tip:** Teachers can encourage students to compare the design features of several local and international newspapers and incorporate different features in the layout of their own news article as appropriate.

#### D2.4 Metacognition:

(a) explain which of a variety of strategies they found helpful before, during, and after writing to communicate effectively;  
 (b) evaluate their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (*e.g., explain how using a checklist of success criteria helped them meet the requirements for a writing task; describe the benefits of planning carefully for each part of the writing process; select the writing strategy they have found most useful and comment in a personal reflection journal on their use of it; assess the usefulness of mentor texts or models in the planning stages of a writing task; describe writing skills they have developed this year and how they made this progress, and describe the areas they still want to improve and the next steps to help them to do so*)

**Teacher prompts:** “Comment reconnaissez-vous vos propres forces et faiblesses en écriture?” “De quelle façon l’utilisation d’une liste de contrôle sert-elle à raffiner votre écriture?” “Comment les copies types sont-elles exploitées pour renforcer l’efficacité de votre production écrite?”

**Instructional tip:** Teachers can instruct students to maintain a portfolio of their writing and to review it regularly to help them monitor their progress, establish goals, and plan next steps.

## D3. Intercultural Understanding

By the end of this course, students will:

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., write a research report analysing how different French-speaking regions deal with the same social or environmental issue; describe some specific issues that First Nations or Métis communities experience because of their position as either indigenous or indigenous and French speaking; write the foreword for a travel guide to selected French-speaking regions around the world, highlighting reasons why people should visit them; draw up a recruiting plan for a multinational corporation wishing to hire French-speaking candidates; write a descriptive itinerary and budget for a trip to cultural and historical points of interest in a French-speaking country*)

**Teacher prompts:** “Comment ferez-vous une analyse de recherche sur les pays francophones?” “Comment rédigez-vous un avant-propos d’un guide de voyage pour convaincre le lecteur d’entreprendre un voyage?” “Comment développerez-vous un plan d’affaires afin d’inciter des candidats bilingues à faire une demande d’emploi?”

**Instructional tip:** Teachers can suggest that students use phrases such as “selon l’auteur...”, “comme le soulignent les experts...”, “l’auteur attire notre attention sur...” to introduce the opinions of others in their research reports.

#### D3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work (*e.g., rewrite in a formal style of French an excerpt from a social*

*media website written in an informal style of French; write a letter to a business owner requesting sponsorship for a school event; write a dramatic monologue from the point of view of a character in a novel, using language consistent with the character; use idiomatic expressions in a persuasive essay)*

**Teacher prompts:** “Comment l’adaptation des mots du style informel vous encourage-t-elle à mieux développer le sens d’un message?” “Comment la structure langagière pourrait-elle être modifiée pour écrire une lettre du style formel?” “Dans quelle mesure le développement de votre monologue dépend-il d’une connaissance profonde du personnage du roman?”

**Instructional tip:** Teachers can remind students to use appropriate vocabulary and formal expressions in a business letter (e.g., “À qui de droit...”, “Veuillez agréer, Madame la directrice/ Monsieur le directeur, mes salutations les plus distinguées”).

# Extended French, Grade 12

University Preparation

FEF4U

This course further emphasizes the consolidation of communication skills required to interact in French for various purposes about concrete and abstract topics. Students will independently apply language learning strategies in a variety of real-life and personally relevant contexts in listening, speaking, reading, and writing, and will broaden their creative and critical thinking skills through responding to and analysing oral and written texts. Students will increase their knowledge of the French language through the study of Canadian and international French literature. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Extended French, Grade 11, University Preparation

## Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

# A. LISTENING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### A1. Listening to Understand

By the end of this course, students will:

#### A1.1 Using Listening Comprehension

**Strategies:** identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., list ideas and vocabulary related to the topic before listening; ask questions during a presentation to clarify and confirm their understanding of the main idea and supporting details; distinguish between fact, possibility, and opinion during and after listening to a report; paraphrase the main ideas in an oral report to help them retain the information; adjust listening strategies in response to different oral presentation styles)

**Teacher prompts:** “Comment distinguez-vous une opinion d’un fait?” “Pourquoi est-il important de reconnaître les petits mots propres à l’oral pour améliorer sa compréhension orale?”

**Instructional tips:**

(1) Teachers can help students develop their ability to understand a literary or challenging oral text by encouraging them to ask questions about, paraphrase, and draw inferences about what they hear (e.g., the sentence “Brusquement, toute la ville est plongée dans le noir” implies that an extensive power failure occurred).

(2) Teachers can ask students to listen for conjunctions that are followed by the *subjonctif présent* or *subjonctif passé* to help them distinguish between facts and hypothetical statements (e.g., “Nous irons nous promener à condition que le temps soit favorable”, “Quoiqu’il ait gagné peu d’argent, il tient à en donner aux pauvres”).

**A1.2 Demonstrating Understanding:** demonstrate an understanding of oral French texts about a wide variety of topics, including literary and other challenging texts (e.g., summarize and evaluate the points heard in a political debate; formulate questions to ask a presenter after a lecture about Aboriginal rights, women’s rights, or the rights of physically or mentally challenged people; explain how a presentation about personal budgeting is consistent with or contradicts their prior knowledge; after hearing a poem, discuss its images, stylistic elements, and vocabulary with a partner; describe the point of view on cultural inclusivity expressed in a movie)

**Teacher prompts:** “Comment la logique de l’argumentation d’un débat politique peut-elle sembler défectueuse?” “Comment les informations présentées par un conférencier enrichissent-elles vos propres recherches?” “Comment votre compréhension du thème d’un poème est-elle enrichie par les éléments littéraires?” “Comment votre critique d’un film peut-elle exposer les messages sous-jacents?”

**Instructional tip:** Teachers can review stylistic devices such as allegory, metaphor, and personification to help students analyse and understand poems heard in class.

#### A1.3 Responding to and Evaluating Media

**Texts:** evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French, including some challenging texts, about a wide variety of topics (e.g., view the trailer for a film they have already seen and evaluate how well it reflects and promotes the film; analyse the language in a news

*broadcast for overgeneralizations or stereotypes about race, gender, culture, or ability; explain how humour is used in video clips to communicate an underlying message; analyse the interviewing style of a radio personality and its appeal for the target audience; analyse the perspective of a documentary about economic development and the environment in Canada and evaluate its objectivity; explain how public service announcements promote mental health awareness in their own and another community)*

**Teacher prompts:** “Dans quelle mesure le style d’un intervieweur peut-il influencer votre réaction à l’interview?” “Comment sélectionnez-vous les informations dans une vidéo pour créer un contre-argument?” “De quelle manière les techniques médiatiques sont-elles utilisées pour sensibiliser l’audience à la santé mentale?”

**Instructional tip:** Teachers can direct students’ attention to the use of indefinite pronouns such as “certain”, “plusieurs”, “quelque”, “aucun”, “personne” in a public service announcement (e.g., “Il faut être extrêmement prudent lorsqu’on achète des boissons énergisantes, car certaines sont prémélangées à de l’alcool”).

## A2. Listening to Interact

By the end of this course, students will:

### A2.1 Using Interactive Listening Strategies:

identify and use a range of interactive listening strategies to suit a variety of situations while participating in academic and social interactions (e.g., in a group planning session, ensure that everyone’s ideas are heard and understood before making a decision; take notes and use effective questioning techniques during a debate; paraphrase the ideas of others during discussions; gauge timing and non-verbal cues to judge when to listen and when to speak in a mock election debate)

**Teacher prompts:** “De quelle manière écoutez-vous attentivement un locuteur compétent dans une longue discussion?” “Quelle stratégie de compréhension orale utilisez-vous pour vous préparer à défendre votre opinion dans un débat?” “Quelle est l’efficacité d’utiliser des moments de silence actif durant une conversation?”

**Instructional tip:** Teachers can provide opportunities for students to participate in debates, role plays, and social or community interactions so that they can practise interactive listening strategies in various contexts.

**A2.2 Interacting:** respond with understanding to what others say while participating in sustained interactions about a wide variety of topics, including literary and other challenging topics, in formal and informal situations (e.g., encourage a partner to reflect on and further discuss his or her plans and prospects; role-play a telephone conversation between an aggressive patient and a clinic worker; listen to representatives from different universities discuss their programs and scholarships, and then ask questions for clarification; interact with participants, such as parents, teachers, or police, during the planning of a French-language school or community event; propose answers to questions asking “Que se passe-t-il si...” about various options arising from conflicts between characters in a play; respond respectfully to the ideas of others in a book-club discussion)

**Teacher prompts:** “Comment les opinions d’un pair lors d’un débat influencent-elles votre réaction?” “Quels types de questions pouvez-vous poser pour solliciter de l’information relative à une demande de bourse?” “Quelles questions formulez-vous pour vous engager dans une longue conversation?”

**Instructional tip:** Teachers can provide opportunities for interactions in which students can build on the ideas of others and refine their collective thinking as a class.

### A2.3 Metacognition:

(a) explain which of a variety of strategies they found helpful before, during, and after listening; (b) demonstrate insight into their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., describe the types of questions that helped them clarify their understanding of challenging oral texts and explain why; evaluate the usefulness of paraphrasing others’ perspectives during a conversation; explain how they adjust their listening strategies if an oral text is especially challenging; identify their personal learning style and reflect on how it affects their listening challenges and listening skills)

**Teacher prompts:** “Comment pouvez-vous relever un défi adapté à vos capacités?” “Comment est-ce que les types de questions que vous posez produisent des réponses qui poussent à la réflexion?” “Comment l’évaluation des forces et faiblesses de vos styles d’apprentissage vous aide-t-elle à développer des stratégies d’écoute plus efficaces?”

**Instructional tip:** Teachers can encourage students to formulate their reflections on listening strategies using the *faire causatif* construction with verbs of perception (e.g., “Est-ce que mes questions font réfléchir l’interlocuteur?”).

### A3. Intercultural Understanding

By the end of this course, students will:

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *listen to recordings of adolescents in various French-speaking communities speaking about how their schools reflect local cultures, and draw comparisons with schools in Ontario; compare film festivals in various communities, including their own, and discuss how they reflect diverse French-speaking cultures; listen to French-language comedy shows to determine how humour in different cultures requires different social attitudes to be understood; view documentaries on the role of family in diverse French-speaking cultures and make comparisons to their own family experiences*)

**Teacher prompts:** “Quelle est la différence entre le Festival International du Film de Toronto et le Festival de Cannes?” “Comment la compréhension des blagues peut-elle enrichir votre connaissance des mœurs, valeurs et traditions d’une société?” “Selon Freud, l’humour est une épargne de dépense affective, que pensez-vous?”

**Instructional tip:** Teachers can encourage students to find information about trends in film-making in different countries before listening to a speaker give a presentation on this subject.

### A3.2 Awareness of Sociolinguistic Conventions:

using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., *identify informal colloquial variants heard in French-language media, such as suppressing “ne” in the negative, and use them in their interactions with peers; after viewing a French-language film, discuss with peers the social implications of certain expressions, such as “Il se fait tard” hinting “It’s time for you to leave”*)

**Teacher prompts:** “Jusqu’à quel point pouvons-nous comprendre les conventions sociolinguistiques d’une langue en observant les relations sociales des gens dans une communauté?” “Pourquoi le langage figuratif est-il important dans la culture populaire telle que démontrée dans les médias?” “Pourquoi la compréhension des nuances sociolinguistiques et culturelles peut-elle être à ton avantage durant une entrevue pour un poste?”

**Instructional tips:**

- (1) Teachers can direct students’ attention to indicators of language register in a dialogue, and can encourage students to discuss them, using the *plus-que-parfait* and *conditionnel passé* in conditional sentences that begin with “si” (e.g., “Si c’était mon grand-père, je modifierais...”, “Si j’avais parlé avec ma grand-mère, j’aurais changé...”).
- (2) Teachers can screen scenes from films so that students can observe conventional behaviour and language in various social interactions.

## B. SPEAKING

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

### SPECIFIC EXPECTATIONS

#### B1. Speaking to Communicate:

By the end of this course, students will:

##### B1.1 Using Oral Communication Strategies:

identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., use relevant information from research to strengthen oral arguments; rephrase a point if their listeners respond with confusion; summarize ideas before critiquing them; use rhetorical questions, humour, repetition, and dramatic pauses to engage their audience)

**Teacher prompts:** “Comment pouvez-vous ajuster votre style de présentation pour rejoindre un auditoire cible dans un monologue?” “Quel moyen utilisez-vous pour maintenir l’intérêt de l’auditoire dans un long discours?” “De quelle manière pouvez-vous élaborer avec vos camarades pour mieux préparer une grande présentation?”

**Instructional tip:** Teachers can suggest that students use rhetorical questions in order to maintain their audience’s attention during a lengthy presentation (e.g., “Qu’est-ce qui pourrait être plus clair?”, “Comment n’y ai-je pas songé plus tôt?”).

- ##### B1.2 Producing Oral Communications:
- produce prepared and spontaneous communications in French containing information, ideas, and opinions about a wide variety of topics, including literary and other challenging topics (e.g., summarize the ideas, arguments, and conclusions

heard in a debate; make a clear and detailed presentation to a group of younger students about the advantages of taking French throughout secondary school; in a small group, report on the financial support that some Canadian universities offer to English-speaking students studying in French; rehearse and present a drama based on a novel read independently; in an oral report, identify the three most interesting traits of a character in a literary work under study and justify their choices)

**Teacher prompts:** “Comment vos valeurs personnelles influencent-elles votre opinion? Comment pouvez-vous justifier votre opinion?” “Quelles sont les sources d’aide financière qui vous permettent de poursuivre vos études après le secondaire?” “Comment choisissez-vous des caractéristiques à présenter qui vont également intéresser votre auditoire?”

**Instructional tip:** Teachers can encourage students to use a variety of verbs when summarizing the key points in a debate (e.g., “affirmer”, “relever”, “se déclarer favorable/opposé à”, “souligner”, “mettre l’accent sur”, “rejeter”, “minimiser”, “relativiser”).

- ##### B1.3 Speaking with Fluency:
- speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about a wide variety of topics, including literary topics (e.g., present a summary of news items relevant to students, using appropriate intonation to emphasize key points; deliver a speech, varying their tone to engage the audience and to emphasize their main argument; entertain the class with a humorous story or tongue twister; use changes

of pace and pauses for dramatic effect when reciting original poetry; use appropriate expression and accurate vocabulary when role-playing in a small group scenes from a literary work under study)

**Teacher prompts:** “Comment l’inflexion de la voix et la cadence enrichissent-elles la récitation d’un poème?” “Qu’est-ce qui vous aide à structurer et à ajouter de la fluidité à votre discours sur un sujet recherché?” “Quel est le rôle du ton de votre voix et le rythme de votre diction dans votre message auditif et votre expression orale?”

**Instructional tip:** Teachers can encourage students to practise tongue twisters (e.g., “Ces six saucissons-ci sont si secs qu’on ne sait si s’en sont”) as a weekly routine. As students get more comfortable with pronunciation, they can begin to compose their own tongue twisters to share with younger students.

**B1.4 Creating Media Texts:** create oral media texts in French on a wide variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., in a small group, make a video for class viewing that summarizes a novel or scenes from a play; deliver a television newscast covering a community event; produce a persuasive podcast about the pros and cons of social networking for adolescents, including practical tips and referring to personal experience; create an animated clip with narration explaining the strategies that non-governmental organizations use in their media campaigns to attract support; with a peer, produce a webcast for graduating students regarding how to budget for postsecondary education or a major event such as a formal dance or graduation trip)

**Teacher prompts:** “Comment pouvez-vous manipuler les éléments d’un document médiatique afin de persuader votre auditoire?” “Jusqu’à quel point l’animation est-elle un véhicule utile pour ouvrir la discussion sur des questions préoccupantes?” “Comment fait-on un budget de réalisation d’un projet?”

**Instructional tip:** Teachers can direct students to use the *faire causatif* construction to articulate cause and effect when discussing financial planning (e.g., “L’épargne vous fait économiser de l’argent”).

**B1.5 Applying Language Structures:** communicate their meaning clearly, using parts of speech and word order appropriately (e.g., use tense sequences correctly in both prepared and spontaneous conversations; use the *indicatif présent* and the *subjonctif présent* appropriately after certain

expressions when stating opinions or ideas in a debate; incorporate the language of literary analysis into their seminars)

**Teacher prompts:** “Expliquez la différence entre l’indicatif et le subjonctif. Comment fait-on la différence?” “Quelle relation faites-vous entre la grammaire et l’expression orale?”

**Instructional tip:** Teachers can review which conjunctions are followed by the *subjonctif* (e.g., “Quoique ce soit trop cher, vous devriez faire réparer cet ordinateur pour finir le travail”, “Bien que le problème n’ait pas été résolu, on ne peut rien faire”, “Nous irons au stade à moins qu’il ne pleuve”) and which conjunctions are followed by the *indicatif* (e.g., “Aussitôt qu’il arrive, on part à la bibliothèque”, “Depuis qu’elle a déménagé ici, elle n’a pas cessé de se plaindre”, “Dès que le prof commence à parler, on écoute”) to help students use them appropriately in discussions.

## B2. Speaking to Interact

By the end of this course, students will:

**B2.1 Using Speaking Interaction Strategies:** demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (e.g., synthesize the ideas of others during a discussion; request additional information to clarify meaning and prolong an interaction; use inclusive verbal and non-verbal communication to encourage others to take part in a conversation; avoid interrupting others in group discussions)

**Teacher prompts:** “Qu’est-ce que vous faites pour prolonger une conversation?” “Comment pouvez-vous utiliser les signes de politesse pour encourager la participation des autres dans une discussion?” “Comment pouvez-vous poliment marquer votre désaccord avec les commentaires de votre professeur?”

**Instructional tip:** Teachers can encourage students to gain new insight into a topic under discussion by asking questions about and then synthesizing a peer’s ideas.

**B2.2 Interacting:** engage in sustained spoken interactions in French (prepared and spontaneous), in academic and social contexts, about a wide variety of topics, including literary and other challenging topics (e.g., role-play a job interview or an entrance interview at a postsecondary institution; negotiate a resolution to a conflict between the school administration and the student

council; with the whole class, plan and dramatize their ten-year reunion, role-playing their future selves; with a peer, lead a classroom discussion on optimal learning environments and practices; discuss and develop criteria for choosing a class valedictorian; present a group-researched paper based on a literary topic, encourage questions from the audience, and provide spontaneous answers; initiate a classroom debate on a controversial topic; in a small group, discuss ways to reduce energy and waste in the school)

**Teacher prompts:** “Comment interpelez-vous vos camarades pour établir un dialogue sur les systèmes d’apprentissage vus d’un tout nouvel œil?” “Pourquoi est-il important de créer une liste de critères avant de faire un choix dans un groupe?” “Comment pourriez-vous discuter un sujet littéraire difficile?” “Comment une période de questions peut-elle servir à cimenter vos idées après une présentation?”

**Instructional tip:** Teachers can direct students’ attention to the use of the passive voice to de-emphasize the agent of an action in their conversations (e.g., “Le cours est fini”, “Cela n’est pas dit très souvent”, “Beaucoup de romans sont écrits par cet auteur”).

### B2.3 Metacognition:

(a) explain which of a variety of strategies they found helpful before, during, and after speaking to communicate effectively;  
 (b) demonstrate insight into their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., evaluate the effectiveness of strategies they have used to clarify and defend their opinion in a debate; reflect on ways in which they adjusted their presentation approach in various contexts and assess which were the most effective; ask for peer feedback to help them assess their capacity to provide insightful and constructive responses in group discussions; reflect on feedback given by the teacher, seeking clarification where necessary, and consider how they can use this feedback to improve their speaking skills)

**Teacher prompts:** “Comment les questions préparées à l’avance peuvent-elles améliorer le flot d’idées durant une discussion de groupe?” “Lors d’une présentation, comment l’adaptation de votre style de présentation vous aide-t-elle à captiver tous les membres de l’auditoire?” “Comment la clarification des idées peut-elle faire avancer la pensée critique dans une discussion sur un sujet de l’actualité?” “Comment savez-vous que la réponse que vous avez apportée à ce problème est valable?”

**Instructional tip:** Teachers can ask students to reflect on how managing their own learning will prepare them for future course work and for their activities after graduation.

## B3. Intercultural Understanding

By the end of this course, students will:

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., discuss how schools in a French-speaking region reflect the culture of that region, and draw comparisons with schools in Ontario; engage in informal and authentic dialogue with francophones to gain a better understanding of French cultural identities as well as their own; describe the opinions of adolescents from different French-speaking regions on fundamental issues)

**Teacher prompts:** “Y-a-t-il une relation entre la culture et l’éducation? Justifiez votre réponse.” “Pourquoi l’empathie est-elle nécessaire pour une compréhension d’autrui?” “Que représente l’argent, la famille et le bonheur pour les ados dans différents pays francophones?”

**Instructional tip:** Teachers can ask students to conduct research on the opinions of adolescents from different French-speaking regions on various issues, such as those relating to happiness, family, and/or money, and to explain the role of culture in accounting for differences in opinion.

### B3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in spoken interactions (e.g., use informal colloquial variants in interactions with peers, such as signalling a question with intonation rather than word order; explain the meaning of idioms or proverbs in diverse cultural communities and practise them in an interaction with peers; adjust body language, intonation, and vocabulary according to the social context)

**Teacher prompts:** “Est-ce que le langage dans votre interaction change quand vous ne vous sentez pas jugés ou évalués? Pourquoi?” “Pourquoi est-il important d’observer l’environnement qui entoure les personnes pour comprendre leurs conventions sociolinguistiques?” “Jusqu’à quel point la culture est-elle reflétée dans les expressions idiomatiques et les proverbes? Justifiez votre réponse.”

**Instructional tip:** Teachers can have students work in small groups to create skits, to be performed in front of the class, using idioms related to the interactions being depicted (e.g., “Donner un coup de fil” – Give someone a call; “L’habit ne fait pas le moine” – Don’t judge a book by its cover; “De fil en aiguille” – One thing leads to another; “Bouche bée” – Tongue-tied).

# C. READING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a variety of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of text forms, including literary, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### C1. Reading Comprehension

By the end of this course, students will:

#### C1.1 Using Reading Comprehension Strategies:

use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including long, challenging texts (e.g., do background research to become familiar with related concepts before reading a text on a specialized topic; predict the actions of the protagonist before reading each scene of a play; skim, scan, and sample the text to help them make informed predictions; ask questions after reading to help process information; extract and note the most important and relevant information in a text; compare their reactions to a character's decisions and actions with those of peers; during a literature circle, discuss particular problems raised by a text with peers and the teacher)

**Teacher prompts:** "Comment vos connaissances antérieures à propos du sujet abordé vous aident-elles à comprendre le texte?" "Comment vos prédictions faites avant la lecture vous ont-elles aidé à analyser les événements dans le texte?" "Comment comprenons-nous les convictions de l'auteur à travers le langage et la structure employés dans son texte?"

**Instructional tip:** Teachers can ask students engaged in a literature circle to discuss the language used by an author to express his or her point of view and convictions.

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of literary, informational, and graphic French texts, including long, challenging texts and texts used in real-life situations (e.g., summarize the plot of a novel or play and identify the main themes; explain the points of view expressed in different essays, books, and/or articles about the impact of humans on the environment; with a peer, role-play an interview with the writer of an article about the history of the hunting and fishing rights of First Nations, Métis, and Inuit peoples; synthesize information from an article about the importance of striking a balance between different aspects of life; compare two literary texts on the same theme from different periods or regions; read excerpts from several authors representing a French literary movement, and describe how the excerpts reflect the main characteristics of this movement)

**Teacher prompts:** "Quels sont les éléments importants à considérer pour faire une comparaison?" "Pourquoi l'étude de textes littéraires demande aussi une étude de l'époque durant laquelle l'œuvre a été écrite?" "En vous appuyant sur les œuvres que vous avez étudiées et votre expérience du théâtre, diriez-vous que les présentations sont indispensables pour apprécier et comprendre pleinement une pièce de théâtre? Justifiez votre réponse."

**Instructional tip:** Teachers can ask students to trace the evolving moral or spiritual values of a character in a play by Molière or Marcel Dubé, in a story by Jean-Paul Sartre, or in a poem by Angèle Bassolé-Ouédraogo.

**C1.3 Reading with Fluency:** read a variety of French texts, including some long, challenging texts, with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., *in a small group, read aloud a play, varying pace, tone, and expression to suit the characters; read poetry with precise pronunciation and attention to prosody; read without hesitation grade-level texts on various subjects, including texts with figurative language and slang*)

**Teacher prompts:** “Comment pratiquez-vous la lecture?” “Comment le suivi de l’évolution de votre rendement de lecture améliore-t-il votre aisance dans la lecture?” “À votre avis, dans quelle mesure la prosodie contribue-t-elle à la musicalité de la poésie?”

**Instructional tips:**

(1) After modelling a fluent reading of a new literary text and leading a discussion of its content, teachers can invite some students to act out the text while the rest of the class reads along silently.

(2) Teachers can encourage students to provide constructive feedback to their peers on their ability to read out loud with appropriate emphasis and inflection.

**C1.4 Developing Vocabulary:** use several different vocabulary acquisition strategies to expand their French vocabulary (e.g., *identify the origin and trace the evolution of a new word; read literary works from different periods to broaden their vocabulary; use knowledge of parts of speech, such as articles [“le voile”, “la voile”], and verb endings [“aimerai”, “aimerais”] to decode the meaning of words; refer to a French thesaurus and/or other tools to broaden their vocabulary*)

**Teacher prompts:** “Comment le ton et la structure de la phrase peuvent-ils aider à décoder la signification de mots inconnus?” “Selon vous, quelle est la stratégie la plus efficace pour enrichir son vocabulaire? Pourquoi?” “Si les dictionnaires et les ordinateurs ne sont pas disponibles, quelles stratégies utiliserez-vous pour comprendre le sens d’une expression?” “Pourquoi est-il important de tenir à jour votre inventaire de la lecture personnelle?”

**Instructional tips:**

(1) Teachers can suggest that students create a fictitious movie guide in which the title of each film includes a word from their new vocabulary list and the description of the movie suggests that word’s meaning.

(2) Teachers can encourage students to compile personal dictionaries and to include in them specialized vocabulary they encounter when reading technical works.

**C1.5 Responding to and Evaluating Media**

**Texts:** analyse and explain explicit and implicit messages in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (e.g., *determine how rhetorical devices in magazine articles affect readers; compare news articles about new technology products and services with advertisements for the same items; analyse how the design and language used on different blogs or websites appeal to different readers; explain why different audiences might interpret a political campaign brochure differently; explain how effectively a pamphlet publicizes or generates support for a program to help people in need; evaluate the effectiveness of the website of a non-governmental organization in advocating and monitoring policies that affect the environment; explain what voices and nuances are absent from an editorial cartoon; compare the perspectives on current political, economic, or social issues expressed in the editorials or feature articles of different newspapers and/or magazines*)

**Teacher prompts:** “Comment les métaphores et les hyperboles peuvent-elles clarifier un article de journal?” “À votre avis, quel est le moyen le plus efficace pour communiquer un message important?” “Comment les indices contextuels vous aident-ils à comprendre de nouveaux mots techniques dans un communiqué de presse?”

**Instructional tip:** Teachers can ask students to compare the language and claims in an article and an advertisement featuring the same product or service.

## C2. Purpose, Form, and Style

By the end of this course, students will:

### C2.1 Purposes and Characteristics of Text

**Forms:** identify the purpose(s) and characteristics of a wide variety of text forms in French, including literary, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (e.g., *particular subject matter, themes, and language characterize works of French literature, such the exaggeration of Victor Hugo or the satire of Molière; facts and an objective tone provide information in a news article, while forceful and persuasive language, supported by selected evidence, asserts an opinion in an editorial; subject/discipline headings, timetables, and brief descriptions of courses in the calendars of postsecondary institutions communicate information to prospective students; sample budgets, information on different types of financial institutions, and recommendations for how to save on a website on financial planning help people make wise financial decisions*)

**Teacher prompts:** “Quelles sont les caractéristiques d’une œuvre littéraire?” “Pourquoi un éditorial est-il un genre de texte efficace pour exprimer un point de vue, au lieu d’un autre genre?” “Qu’est-ce qu’un budget? Pourquoi établit-on un budget? Qui doit préparer un budget?” “Pourquoi les graphiques sont-ils efficaces pour reporter des données financières?”

**Instructional tip:** Teachers can suggest that students examine how the author of an editorial uses transitions and linking words to make logical connections between ideas when expressing his or her point of view (e.g., “en premier lieu”, “en effet”, “par ailleurs”, “il va de soi que”, “en outre”, “en fin de compte”).

### C2.2 Text Features and Elements of Style:

identify features and stylistic elements of a wide variety of text forms in French, including literary, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., *metaphors help the reader understand the ideas and emotions in a poem; syntax and word choice create an effect in a passage from a literary text; specialized vocabulary and the infinitif present technical instructions clearly; rhetorical questions engage and help persuade the reader; satire can be used in fiction to mock social conventions*)

**Teacher prompts:** “Pourquoi les images dans les poèmes sont-elles souvent transmises au moyen de métaphores?” “Comment les procédés stylistiques vous poussent-ils à la réflexion abstraite?” “Comment la compréhension des instructions techniques est-elle influencée par les caractéristiques et les éléments de style?”

**Instructional tip:** Teachers can suggest that students identify ways in which syntax – such as the use of interrogative and exclamatory adverbs, including “comment”, “quand”, “comme”, “que” – conveys mood and tone in a literary text (e.g., “Si vous n’êtes pas malade, que diable ne le dites-vous donc?” [Molière, *Le Médecin malgré lui*, act 2, scene 5], in which “que” means “pourquoi”).

### C2.3 Metacognition:

(a) explain which of a variety of strategies they found helpful before, during, and after reading to understand texts;  
 (b) demonstrate insight into their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., *explain the value of researching related vocabulary before reading a text on a specialized topic; in a reading journal, track the genres they have read, and explain how comparing and*

*making connections between different genres has extended their understanding of different texts; identify contexts in which they can apply the strategy of inferring meaning as they read; annotate a short excerpt from a university-level text to explain their inferences, make connections, record questions and reactions, and paraphrase ideas; explain how being able to read a text aloud fluently affects their comprehension of it*)

**Teacher prompts:** “Pourquoi recherche-t-on le vocabulaire avant de lire un texte technique?” “Comment les liens établis entre différents textes ont-ils approfondi votre compréhension?” “Comment pourriez-vous utiliser les stratégies de lecture apprises dans de nouveaux contextes?” “Quand vous lisez un texte technique, comment savez-vous que vous comprenez le texte?” “Dans quelle mesure l’aisance dans la lecture permet-elle la compréhension?”

#### Instructional tips:

(1) Teachers can ask students to identify the passage they found most difficult in an extract from a university-level text, and describe the strategies they used to help them understand it.

(2) Teachers can conduct “reading inventories” with the students that provide information to help students monitor their reading comprehension and plan ways of strengthening their reading skills.

## C3. Intercultural Understanding

By the end of this course, students will:

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *compare and contrast literary texts on the same theme from different French-speaking regions; explore symbols in the poetry or songs of diverse French-speaking communities around the world and explain how the symbols highlight similarities and differences in cultures and values; compare the issues discussed in blogs by youth from a variety of French-speaking communities with issues they encounter in their own lives; conduct research for a class presentation on the role of the Organisation internationale de la Francophonie [OIF]; on the basis of online research, compare wedding traditions in different French-speaking communities*)

**Teacher prompts:** “Comment les jeunes francophones vivent-ils et apprennent-ils avec les nouveaux médias? Qu’est-ce qu’ils ont en commun?” “Quel est le rôle de l’OIF dans

le monde?” “Quelles sont les particularités des rituels de mariage dans les différentes régions francophones?”

**Instructional tip:** Teachers can encourage students to use a graphic organizer to help them compare and contrast literary expressions and forms used in texts on the same theme from different French-speaking regions.

### C3.2 Awareness of Sociolinguistic Conventions:

using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., *discuss the evolution of formality evident in French-speaking political leaders’ speeches throughout the decades; discuss unique regionalisms or slang expressions read in plays; identify the use of different language registers in a variety of contemporary literary texts; explain the meanings of proverbs and idiomatic expressions used in print advertisements from diverse French-speaking cultures; explain the influences of bilingualism or multilingualism on a variety of French-language texts from countries such as Canada, Switzerland, Morocco, and Luxembourg*)

**Teacher prompts:** “Comment le langage utilisé dans les discours vous aide-t-il à analyser les politiques de cette période?” “Comment les registres de la langue sont-ils employés différemment à l’écrit? (p. ex., familier, courant, populaire, recherché)?” “Comment les proverbes et les expressions idiomatiques enrichissent-ils votre connaissance linguistique?” “À votre avis,

est-ce que le multilinguisme est un pont ou une barrière dans la communication interculturelle? Pourquoi?” “Comment imaginez-vous une fable avec des animaux qui représenterait une conception du multilinguisme?”

### Instructional tips:

(1) To help students distinguish between language registers and develop their understanding of when they are used, teachers can suggest that students research how a concept can be expressed in various registers (e.g., “le papa du p’tit [le niveau familier dans les communications entre amis]”, “le père du garçon [le niveau courant dans les textes officiels, les journaux et les communications d’affaires]”, “le père du flo [le niveau populaire dans les expressions argotiques]”, “l’auteur de ses jours [le niveau recherché dans les textes littéraires]”).

(2) Teachers can encourage students to investigate proverbs and idiomatic expressions from different French-speaking regions and take turns presenting their findings to the class as a daily warm-up activity.

# D. WRITING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### D1. Purpose, Audience, and Form

By the end of this course, students will:

**D1.1 Identifying Purpose and Audience:** determine their purpose in writing and the audience for French texts they plan to create (*e.g., to summarize a complex scene from a literary text; to critique a film and analyse character development in it; to write an essay arguing for or against changing a policy at some level of government; to apply for a scholarship for bilingual students; to compare how several newspapers and/or magazines provide information of interest to teenagers; to explain how information in a newspaper article about the rising cost of food, tuition, gas, and/or public transit affects their postsecondary plans and/or budgets; to adapt a challenging scene from a literary novel under study into a script for performance in the class*)

**Teacher prompts:** “Comment pouvez-vous commenter et critiquer d’une manière objective pour qu’on se rallie à votre point de vue?” “Comment rédigez-vous une lettre de motivation pour demander une bourse?” “Comment faites-vous la synthèse d’information pour formuler une argumentation solide?”

**Instructional tip:** Teachers can ask students to use indirect discourse to report statements by others (*e.g., “On demande que...”, “Il a déclaré que...”*).

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about a wide variety of topics, including literary and other challenging topics, applying their knowledge of the structural and stylistic elements of each form (*e.g., a literary essay about the use of satire in a play by Molière; a persuasive essay about a current controversial topic, such as a social issue or an aspect of a new government policy; a financial plan that discusses their short-term financial goals and includes a budget based on those goals; a report synthesizing different opinions on a social or environmental issue; an essay presenting and supporting their opinion about a literary text that challenges social, cultural, or political norms; a scene featuring characters from a novel, in which they respond to a new situation in ways consistent with their character development in the original work; a comparison of the first pages of local, regional, and/or national newspapers; an exposé on a current issue affecting cultural traditions in Canada*)

**Teacher prompts:** “Pourquoi les dialogues sont-ils utiles dans une saynète quand il s’agit d’exposer des dilemmes moraux auxquels les personnages font face?” “De quelle manière pouvez-vous utiliser l’écriture comme véhicule pour faire voir clairement les idées qui vous

tiennent à cœur?” “Comment analysez-vous la une de différents journaux?”

**Instructional tip:** Teachers can encourage students to use a variety of verbs accompanied by prepositions (e.g., “penser à”, “croire à/en”, “rêver de”, “décider de”, “agir sur”) when expressing their views and feelings.

**D1.3 Creating Media Texts:** create media texts in French on a wide variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., *create copy for a website to promote a community event; write the script for a television commercial promoting a new teen drama; write text for the packaging of a new health or safety product; create a spread for the school yearbook about a cultural trip, including descriptions, photos, and captions; design promotional materials based on a speaker’s presentation about bilingual career opportunities; create a blog expressing opinions and feelings on a variety of topics; write an informational pamphlet giving details of the treaty history of the land in an Aboriginal community; write a review of two films that have similar themes*)

**Teacher prompts:** “À votre avis, quel est le moyen de publicité le plus efficace et pourquoi?” “Quelle est l’influence des médias télévisés par rapport aux autres formes de média?” “Jusqu’à quel point pensez-vous que les consommateurs jugent les produits par leurs emballages?”

**Instructional tips:**

(1) Teachers can encourage students to use the *faire causatif* construction in an advertisement describing the purpose and action of a mechanical device (e.g., “Un appareil fait bloquer automatiquement plusieurs fonctionnalités du cellulaire lorsque la voiture est en mouvement : c’est l’appareil à se procurer pour conduire en toute sécurité”).

(2) Teachers can ask students to distinguish between the uses of the *indicatif présent* and the *subjonctif présent* after expressions of opinion in a blog (e.g., “Je crois qu’il a raison” / “Vous ne croyez pas qu’il ait raison”; “Nous pensons qu’il a raison” / “Pensez-vous qu’il ait raison?”).

**D1.4 Applying Language Structures:** communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., *use a variety of sentence structures, particularly in lengthy texts, to communicate complex ideas; select the appropriate tense for the context; use transitional words and phrases to enhance the coherence of their paragraphs; use various types of punctuation correctly to improve clarity and flow;*

*use a variety of pronouns to avoid repetition of nouns; use correct prepositions after adjectives that describe feelings or emotions*)

**Teacher prompts:** “Comment les structures des phrases ainsi que la ponctuation dans une lettre contribuent-elles à établir le ton du message?” “De quelle façon choisissez-vous les temps convenables des verbes pour la production écrite?” “Comment pourriez-vous faire bon usage des prépositions comme élément du discours?”

**Instructional tips:**

(1) Teachers can review the *passé composé*, *imparfait*, and *plus-que-parfait* to support students in sequencing past tenses appropriately (e.g., “Hier, je faisais du patinage à roulettes dans la rue quand, tout à coup, j’ai glissé, je suis tombée et je me suis cassé la jambe, car il avait plu le jour d’avant, donc les trottoirs étaient mouillés”).

(2) Teachers can suggest that students use the *subjonctif* after indefinite expressions (e.g., “Elle cherche quelqu’un qui sache la vérité”, “Quelles que soient vos préférences, le directeur doit être impartial”).

(3) Teachers can draw students’ attention to adjectives conveying feelings and emotions that are accompanied by prepositions, such as “heureux de”, “bon/mauvais en”, “intéressé à/par” (e.g., “Nous sommes très heureux de vous compter parmi nous”).

## D2. The Writing Process

By the end of this course, students will:

### D2.1 Generating, Developing, and Organizing

**Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., *in a group, generate topics for writing, asking questions about proposed topics to develop and deepen ideas about them; discuss their topic with a partner to help develop and elaborate on ideas for writing; use a graphic organizer to help separate facts from opinion on a topic; use a problem/solution organizational pattern to outline an essay*)

**Teacher prompts:** “De quelle façon la discussion avec vos pairs vous aide-t-elle à développer vos idées avant de rédiger un texte?” “Comment élaborez-vous vos idées à partir d’un organisateur graphique?” “Comment l’organisation de vos idées change-t-elle selon la tâche?”

**Instructional tip:** Teachers can encourage students to use different organizational patterns (e.g., problem/solution, compare/contrast, chronological) as appropriate for the form and content of their text.

**D2.2 Drafting and Revising:** plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., *review the criteria for the writing task before beginning their draft and again before revising it; while drafting their text, refer to the organizational tool they used to separate and organize the points to be covered, changing the order of the points as necessary as they continue to develop and clarify their ideas through writing; use peer editing to help them improve the clarity of their message and ensure that the information presented is essential to understanding that message; review their draft with the teacher to help them improve the focus of their writing*)

**Teacher prompts:** “Dans quelle mesure la rétroaction d’un partenaire lors du processus de révision contribue-t-elle à améliorer votre production écrite?” “De quelle façon une conversation avec votre enseignant vous éclaire-t-elle sur vos prochaines étapes à prendre?” “Comment les critères de réussite influencent-ils votre révision, et pourquoi?”

**Instructional tip:** Teachers can support student learning by demonstrating to the class how to provide constructive feedback to a peer during the revision process.

**D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of their written work, and use various elements of effective presentation to produce a polished product for publication (e.g., *consider feedback from previous assignments when correcting frequent errors and refining language; use electronic editing tools judiciously; assess the effectiveness of various elements in a variety of published sources and integrate some of the more effective ones into their own work, as appropriate for their theme and audience; review their formatted text for accuracy and consistency, and assess whether the elements of design/presentation they have chosen will be useful and appeal to their readers*)

**Teacher prompts:** “Quelle est l’importance de revoir la rétroaction des projets précédents?” “Comment la technologie enrichit-elle la qualité de votre production écrite?” “Comment pouvez-vous attirer et garder l’intention de vos lecteurs?”

**Instructional tip:** Teachers can remind students to check their writing for agreement in gender and number between the noun preceding the relative pronoun “que” and the past participle of compound verbs (e.g., “Il a fait quelques propositions que la direction a acceptées”).

## D2.4 Metacognition:

(a) explain which of a variety of strategies they found helpful before, during, and after writing to communicate effectively;  
 (b) demonstrate insight into their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., *prior to a conference with the teacher, prepare notes about the writing process they used for selected texts, the problems they encountered and solved, and how well they achieved their purpose and/or targeted their audience; reflect on how they used success and/or task criteria to guide their writing, and assess the importance of having clear criteria for a writing task; prior to a new writing task, reflect on those aspects of writing that have presented the greatest challenge, and develop a plan to address them*)

**Teacher prompts:** “Quelles stratégies trouvez-vous les plus utiles pour planifier votre production d’écriture? Pourquoi?” “Comment les critères de réussite influencent-ils le développement de vos idées?” “Comment la rétroaction que vous donnez à vos pairs peut-elle vous aider dans vos propres tâches d’écriture?”

### Instructional tips:

- (1) Teachers can encourage students to discuss in class the strategies they have used to strengthen the content and enhance the style of first drafts.
- (2) Teachers can provide opportunities for groups of students to create a list of tips that can be referenced in peer editing, including the kind of assistance and advice that they have found beneficial.

## D3. Intercultural Understanding

By the end of this course, students will:

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *write a research paper about different dimensions of culture in a variety of French-speaking communities; write a commentary about a cultural artifact or a piece of art from a French-speaking region and make connections to artifacts/art from their own community; write lyrics for a song describing an encounter between two or more French-speaking cultures; broaden their understanding of a particular French-speaking culture outside Canada before*

writing a proposal for a business venture in that region; locate and compare photos of environmental rehabilitation and environmental degradation in a French-speaking region and in their own region, and record in a journal the emotions the photos evoke)

**Teacher prompts:** “De quelle façon identifiez-vous les différentes dimensions d’une culture?” “Comment vous sensibilisez-vous à une certaine culture?” “Quelles étapes prenez-vous pour apprécier une autre culture que la vôtre?” “Pourquoi est-il important d’étudier des cultures avant de tenter d’établir un commerce à l’étranger?”

**Instructional tips:**

(1) Teachers can discuss with students what cultural dimensions they might investigate and where they might find reliable, unbiased information about them.

(2) Teachers can suggest that students use verbs of perception, such as “écouter”, “entendre”, “regarder”, and “laisser”, followed by the *infinitif* when they describe their plan for a business overseas (e.g., “J’ai rencontré des professionnels de la vente en ligne, je les ai écoutés parler de leur expérience professionnelle et...”, “Il a dit qu’il laisserait voir des potentialités...”).

**D3.2 Awareness of Sociolinguistic Conventions:**

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work (e.g., write formal and informal letters adapted to the target audience; include French idiomatic expressions and phrases in short narratives; use regionalisms in a play that parodies political leaders in a specific region; add a scene to an existing play, incorporating regionalisms found in earlier scenes)

**Teacher prompts:** “Dans quelle mesure l’utilisation d’expressions idiomatiques élargit-elle vos connaissances de la langue?” “Comment le contexte d’un énoncé peut-il changer le sens du message?”

**Instructional tip:** Teachers can ask students to explain ways in which expressions can take on different meanings in different social contexts.

# THE FRENCH IMMERSION PROGRAM, GRADES 9 TO 12

# French Immersion, Grade 9

Academic

FIF1D

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well their ability to communicate in French with confidence, by using language learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Minimum of 3800 hours of French instruction, or equivalent

## Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

# A. LISTENING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### A1. Listening to Understand

By the end of this course, students will:

#### A1.1 Using Listening Comprehension

**Strategies:** identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., recall prior knowledge about the topic; before a listening task, preview a list of words to listen for; use the speaker's non-verbal cues, including body language, to help them interpret meaning; make connections to personal knowledge and experiences; record information on a note-taking template while listening to various texts on the same topic; after listening, rephrase main points to ensure that they have understood the meaning of a literary text)

**Teacher prompts:** "Quelle démarche utilisez-vous pour activer vos connaissances antérieures?" "Avant d'écouter un texte, quelles informations essentielles devriez-vous considérer afin de prendre position?" "Quels indices non verbaux vous aident à comprendre les émotions d'un personnage dans une pièce?"

**Instructional tips:**

- (1) Teachers can assist students in creating an anchor chart of listening strategies that can help them determine the meaning of oral texts.
- (2) Teachers can suggest that students prepare questions before listening to a literary text, find answers to their questions while listening, and verify their answers with peers after listening (e.g., "De quel genre de texte littéraire s'agit-il?", "Quel est le but de l'auteur?", "Quel est le sens

global du texte littéraire?", "Comment réagit-on au message transmis par les personnages?").

**A1.2 Demonstrating Understanding:** demonstrate an understanding of oral French texts about academic and familiar topics, including literary texts, with support as appropriate (e.g., summarize information heard in a webcast on a social or an environmental issue; after listening to an interview with or a speech by a public figure such as a politician, a singer, a movie star, or an activist, summarize key points in a report; analyse the lyrics of a song they have heard about the Acadian deportation and explain ways in which the lyrics evoke an emotional reaction; take notes while listening to a history documentary to use in a class discussion of the events depicted; identify stylistic devices heard in a literary text and explain how they support the theme)

**Teacher prompts:** "Comment pouvez-vous distinguer les homophones à l'écoute?" "Comment pouvez-vous comprendre et saisir l'essentiel d'un document audiovisuel?" "Pourquoi l'auteur se sert-il des figures de style dans son texte littéraire?"

**Instructional tips:**

- (1) Teachers can encourage students to use surrounding words and sentences to distinguish homophones (e.g., "Mes parents ne voient pas *d'avantage* à ce que je me joigne à cette équipe de sport, car je dois travailler *davantage*").
- (2) Teachers can direct students' attention to the pronunciation of the ending of the past participle of an irregular verb that follows a direct object

pronoun and how the pronunciation can indicate meaning (e.g., in the sentence “En se promenant dans la rue, elle a aperçu les fleurs et les chiens dont elle rêvait, elle les a prises en rentrant chez elle”, the pronunciation of the past participle – “prises” – shows that she took the flowers).

(3) After students watch a video on the history of a French-speaking country, the teacher can suggest that they draw a timeline that includes all the events and specific dates they can remember, as well as the names of people and places that they associate with the events.

### A1.3 Responding to and Evaluating Media

**Texts:** evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about academic and familiar topics (e.g., *compare a French novel under study to its film adaptation, and explain what is communicated more effectively and less effectively by the film; compare the ways in which an environmental issue is represented in various public service announcements; evaluate the techniques used in a documentary about a social issue to influence its target audience; analyse the relationship between visuals and lyrics in a music video by a First Nation, Métis, or Inuit artist*)

**Teacher prompts:** “Comparez le début du film et les premières pages du roman. Quels sont les points communs et les différences?” “Qui fait entendre sa voix dans les médias? Quels sont ceux qui en sont exclus, et pourquoi?” “Comment les textes médiatiques touchent-ils leurs publics? De quel choix et de quel contrôle les publics disposent-ils?” “D’après vous, quels éléments déterminent l’efficacité d’un message publicitaire?”

#### **Instructional tips:**

- (1) Teachers can provide opportunities for students to listen to media texts about issues that are relevant to them.
- (2) Teachers can ask students to listen for superlative adjectives and adverbs in advertisements (e.g., “le mieux”, “le plus populaire”).
- (3) Teachers can direct students to listen for the *subjonctif présent* after impersonal expressions such as “il faut que”, “il est temps que”, “il est important que” and use them to evaluate media texts (e.g., “Il faut qu’on apprenne à faire attention à ne pas croire tout ce qu’on lit, qu’on voit ou qu’on entend dans les médias”, “Il est important qu’on prenne distance par rapport à l’image et au message”, “Il faut qu’ils investissent en publicité Internet pour bâtir leur communauté d’acheteurs”).

## A2. Listening to Interact

By the end of this course, students will:

### A2.1 Using Interactive Listening Strategies:

identify and use a range of interactive listening strategies to suit a variety of situations while participating in academic and social interactions (e.g., *focus attention on the person speaking and ask questions to indicate involvement; acknowledge, ask questions about, and build on the ideas of others in a group discussion; when participating in a discussion, paraphrase the opinions of other participants to ensure they are understood; in interactions, restate key points to affirm understanding and show interest; apply previous knowledge when discussing a new topic with peers*)

**Teacher prompts:** “Comment montrez-vous à votre camarade de classe que vous l’écoutez?” “Quelle démarche utilisez-vous pour vérifier votre compréhension et réagir au message?” “Pourquoi est-il important d’associer les gestes et les expressions faciales aux paroles pendant une conversation?”

#### **Instructional tips:**

- (1) Teachers can use a “gallery walk” in the classroom to introduce a new topic to students or to extend students’ understanding of a topic.
- (2) Teachers can model the use of indefinite relative pronouns such as “ce qui” and “ce que” and can encourage students to listen for and use these words when engaging in conversation (e.g., “Ce qui va nous aider...”, “Ce que j’aimerais savoir...”).

**A2.2 Interacting:** respond with understanding to what others say while participating in interactions about academic and familiar topics, including literary topics, in formal and informal situations (e.g., *listen to a short narrative and discuss with peers what they think will happen next; share ideas in pairs or small groups about a French Canadian literary text studied in class; participate in a group discussion following an artistic presentation; view a television program featuring entrepreneurs and discuss with peers some ways in which needs and wants create opportunities for businesses; participate in an improvisational role play*)

**Teacher prompts:** “Comment utilisez-vous les idées entendues d’un partenaire pour lui poser des questions appropriées?” “Comment vous préparez-vous pour un match d’improvisation?”

**Instructional tip:** Teachers can encourage students to recreate a real-life interaction through role play (e.g., “Hier, je laissais mon mobile allumé, au cas où Samantha appellerait”, “Je me demande si elle t’appellera un jour... à moins que sa copine Alisha ne lui compose le numéro!”).

### A2.3 Metacognition:

- (a) explain which strategies they found helpful before, during, and after listening;
- (b) identify their areas of greater and lesser strength as listeners, and plan specific steps they can take to improve their listening skills (e.g., *develop strategies for determining the overall meaning of a message even if there are many unfamiliar and new words in the message; consider feedback from peer or teacher conferences when determining next steps*)

**Teacher prompts:** “Quels sont vos forces et vos défis lorsque vous écoutez les nouvelles télévisées ou à la radio?” “Quelle stratégie de compréhension de l’oral est la plus efficace pour vous?” “Quelles autres stratégies d’expression orale (écouter/parler) voudriez-vous essayer?” “Comment ces stratégies peuvent-elles être utiles dans des situations hors de la salle de classe?”

**Instructional tips:**

- (1) Teachers can suggest that students monitor their own listening and thought processes by asking themselves what-if questions (e.g., “Que faire si le locuteur utilisait presque uniquement des mots et des expressions que je ne connais pas? Je pourrais essayer de comprendre le sens général”).
- (2) Teachers can help students develop independence by having them track their progress towards a goal on a regular basis, and identify the next steps in the process.

## A3. Intercultural Understanding

By the end of this course, students will:

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *identify and interpret the message and emotion in songs from a variety of French-speaking European cultures; watch films and video clips depicting family customs, issues, and concerns in a range of French-speaking regions in Europe and draw comparisons with those in their own community; listen to a clip from a documentary about the French Revolution and determine whose voices are represented as well as whose voices are missing*)

**Teacher prompts:** “D’après vous, une chanson doit-elle donner un message? Pourquoi?” “Quels aspects des cultures françaises présentées dans le document audiovisuel sont semblables et/ou différents de la vôtre?” “Qu’apprenez-vous des perspectives différentes en écoutant des émissions de radio/télévision d’autres pays francophones?”

**Instructional tip:** Teachers can ask students to identify verbs that communicate emotion in a song (e.g., “rougir”, “rosir”, “pâlir” to describe the onset of a strong emotion; “reverdir” in a metaphor for hope, just as dry grass comes back to life under the rain).

### A3.2 Awareness of Sociolinguistic Conventions:

using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities\* (e.g., *identify and explain differences between familiar, colloquial, and formal language; identify some common idioms [“Coûter les yeux de la tête” – to be expensive, “Ce n’est pas la mer à boire” – it’s not difficult]; compare animal idioms in French to those in English, including some that are similar [“être doux comme un agneau” – to be as gentle as a lamb, “être fort comme un taureau” – to be as strong as a bull, “être têtu comme une mule” – to be stubborn as a donkey] and some that are different [“avoir un chat dans la gorge” – to have a frog in one’s throat]; identify ways in which the French language has evolved and is evolving, such as the use of anglicisms, including “le camping”, “le hamburger”, and “le marketing”]*)

**Teacher prompts:** “Une expression idiomatique est une expression particulière à une langue et qui n’a pas nécessairement d’équivalent littéral dans d’autres langues : Quelles stratégies utilisez-vous pour comprendre les expressions idiomatiques à l’oral?” “À votre avis, pourquoi utilise-t-on des expressions idiomatiques à l’oral?” “Comment créez-vous un plan d’apprentissage des expressions idiomatiques?”

**Instructional tip:** Teachers can encourage students to expand their knowledge of idiomatic expressions by taking note of such expressions whenever they are listening to oral texts, whether in conversations with peers or when listening to television or radio programs.

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Europe) but are not expected to do so.

## B. SPEAKING

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

### SPECIFIC EXPECTATIONS

#### B1. Speaking to Communicate

By the end of this course, students will:

##### B1.1 Using Oral Communication Strategies:

identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., vary their pace and tone to maintain the listener's interest; support their message by referring to pictures and objects around the room; integrate respectful vocabulary and expressions of courtesy; enunciate clearly; use non-verbal cues to highlight the feelings they are expressing; use tone of voice to reinforce a stated opinion)

**Teacher prompts:** “Dans quelle mesure est-il important d’avoir un ton de voix distinct et convainquant?” “Comment l’adaptation de votre gestuelle à l’intention de votre message pourrait-elle être utile à approfondir la compréhension?”

**Instructional tip:** Teachers can encourage students to relate their key ideas to each other using logical connectors (e.g., “d’abord”, “comme”, “en effet”, “en conséquence”, “c’est pourquoi”, “en gros”, “pour conclure”).

##### B1.2 Producing Oral Communications:

produce prepared and spontaneous communications in French containing information, ideas, and opinions about academic and familiar topics, including literary topics, with support as appropriate (e.g., dramatize or parody a scene from a movie to entertain a younger audience;

present a monologue or an impromptu speech on budgeting and saving money; describe an issue relating to the literature being studied; present and describe to peers an object of personal cultural significance; explain the use of familiar children’s songs in advertisements for games and toys; describe a memorable experience in the natural world, such as a hike through the forest)

**Teacher prompts:** “Pour créer une scène, de quels outils technologiques vous serviriez-vous pour donner l’illusion d’un lieu, d’une tension dramatique, d’une époque ou d’un mouvement littéraire?” “Comment s’exprime-t-on différemment dans un discours et dans un dialogue?” “Comment la diversité des cultures de la classe est-elle représentée à travers les objets présentés?” “Comment avez-vous exploré des parcelles de nature vierge en toute sécurité?”

##### Instructional tips:

- (1) Teachers can encourage students to use pronouns to avoid unnecessary repetition of nouns when making a presentation on a short story (e.g., “Voici ma bande-annonce sur un roman littéraire que j’ai lu : Je vais vous en parler, le projet de réalisation d’une bande-annonce littéraire m’a encouragé à le lire...”).
- (2) Teachers can direct students’ attention to the proper use of past and future tenses when discussing budgeting (e.g., “J’ai gagné beaucoup d’argent l’été dernier, quand je m’occupais des animaux domestiques de mes voisins. J’ai mis une somme à la banque et je dépenserai le reste pour acheter une imprimante”).

**B1.3 Speaking with Fluency:** speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about academic and familiar topics, including literary topics (e.g., *deliver an oral presentation at a smooth pace with appropriate phrasing and emphasis; make themselves clearly understood in exchanges with a partner; without long pauses, communicate the theme of a film; recognize and correct anglicisms as they speak; use appropriate words to link ideas and sentences smoothly; use a variety of sentence structures to create a smooth flow; leave a clear, lengthy message on an answering machine with minimal hesitation*)

**Teacher prompts:** “Pourquoi est-il important de répéter plusieurs fois votre présentation avant de la faire devant toute la classe?” “Comment communiquez-vous efficacement sans trop d’hésitation?” “Comment évite-t-on les anglicismes en parlant français?”

**Instructional tip:** Teachers can encourage students to consult the dictionary to help them to avoid anglicisms (e.g., to say “Tu t’entraînes en vue d’un tournoi” rather than “Tu pratiques...”; “être dans un avion” rather than “...sur...”; “logiciel” rather than “software”).

**B1.4 Creating Media Texts:** create a variety of oral media texts in French about academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., *record an audio or video text recounting the plot of a story or play read in class; develop a television, radio, or Internet commercial for a product or service that a young entrepreneur is offering; recreate and reinterpret a television news report from a point of view overlooked in the original; collaborate to create an interactive multimedia presentation that includes a mock interview with a member of the audience at a concert*)

**Teacher prompts:** “Quel est l’objectif de tourner la scène de l’intrigue de l’histoire lue?” “Quels moyens technologiques ou médiatiques faut-il considérer pour convaincre l’audience de votre message?” “Comment votre expérience dans la création de textes multimédias vous aide-t-elle à mieux apprécier ce genre de texte?”

**Instructional tips:**

(1) Teachers can instruct students to use comparatives and superlatives (e.g., “mieux”, “meilleur”, “le plus”, “la plus”, “les plus”, “le moins”, “la moins”, “les moins”) when creating a commercial (e.g., “Cette boisson est la plus délicieuse”, “Ce magasin est le moins cher de la ville”).

(2) Teachers can encourage students to use the *faire causatif* construction when discussing ideas for their media texts (e.g., “Je peux faire jouer de la musique”).

**B1.5 Applying Language Structures:** communicate their meaning clearly, using parts of speech and word order appropriately (e.g., *use the comparative and superlative forms of adjectives and adverbs when comparing items to buy; use appropriate pronouns to avoid repeating nouns; use literary language in an oral analysis of a poem during a small-group discussion*)

**Teacher prompts:** “Comment choisissez-vous le pronom convenable pour remplacer un nom dans une conversation?” “Pourquoi utilise-t-on le subjonctif après certaines expressions?”

**Instructional tip:** Teachers can encourage students to use expressions of necessity followed by the *subjonctif présent* (e.g., “Il est nécessaire que...”, “Il est important que...”, “Il est indispensable que...”, “Il est utile que...”).

## B2. Speaking to Interact

By the end of this course, students will:

**B2.1 Using Speaking Interaction Strategies:** demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (e.g., *respond respectfully and ask relevant questions to demonstrate engagement; paraphrase, clarify, ask questions about, or otherwise respond to ideas shared in a group discussion; use culturally appropriate body language and eye contact during a group discussion*)

**Teacher prompts:** “Comment allez-vous montrer à votre camarade de classe que vous l’écoutez?” “Que pourriez-vous dire afin d’inciter une réaction à vos déclarations?” “Quelles stratégies pourriez-vous utiliser afin d’ajouter à la prise de position de votre partenaire?”

**Instructional tip:** Teachers can model the use of the double negative for emphasis in informal conversation (e.g., “Je n’ai encore rien lu”, “Je n’ai encore vu personne”, “Je ne suis encore allé nulle part”, “Je ne l’ai encore jamais vu”, “Rien n’a jamais été expliqué”).

**B2.2 Interacting:** engage in spoken interactions in French (prepared and spontaneous), in academic and social contexts, about academic and familiar topics, including literary topics (e.g., *in small groups, discuss solutions to international problems,*

such as those related to public health, natural disasters, or the environment; improvise dialogues using a question-and-answer format and requiring a tactful, formal tone, such as between a client and a sales clerk, a traveller and a bus driver, or a banker and someone seeking information about saving; with a partner, role-play a telephone conversation in which they request an appointment; discuss whether morals and lessons expressed in children's poems, fables, and/or literary texts from the past still apply today; converse with peers about obstacles they had to overcome and the strategies used to do so; with a partner, role-play an interview with an author, a film director, or a fictional character; share reactions with a group following an artistic presentation; discuss different interpretations of a French-language literary text from Canada)

**Teacher prompts:** “Comment évitez-vous la répétition dans votre conversation?” “Comment fixez-vous un rendez-vous par téléphone?” “Les fables mettent souvent en opposition les forts et les faibles : Qui gagne souvent? Pourquoi? Quelle leçon peut-on retirer des fables?”

**Instructional tips:**

(1) Teachers can create a chart of phrases using the object pronouns “le”, “la”, “les”, “lui”, and “leur” to help students understand the difference between them (e.g., “Je le connais” – le directeur/le disque; “Je la regarde” – Melissa/la télévision; “Je lui téléphone” – à ma sœur/au voisin; “Elle doit leur parler” – à ses amies/aux élèves) and can encourage students to use these pronouns to avoid repeating nouns in their role plays.

(2) Teachers can model the interplay of different verb tenses that students might use to describe personal experiences (e.g., “Autrefois, on écrivait des lettres à nos parents...mais aujourd’hui on n’écrit plus...”).

### B2.3 Metacognition:

(a) explain which strategies they found helpful before, during, and after speaking to communicate effectively;

(b) identify their areas of greater and lesser strength as speakers, and plan specific steps they can take to improve their speaking skills (e.g., discuss with peers or the teacher the use and value of paraphrasing as a speaking strategy; in a journal, record and reflect on strategies that have

improved their speaking skills; incorporate feedback from a partner or teacher when planning next steps)

**Teacher prompts:** “À quoi sert la rétroaction de vos pairs ou de votre professeur?” “Comment pouvez-vous enrichir vos connaissances, vos perceptions et vos stratégies de communication?” “Que pouvez-vous apprendre en observant un camarade qui fait une présentation?”

**Instructional tip:** Teachers can suggest that students use an organizer such as a plus-minus-interesting chart to keep track of speaking strategies that they have found effective, those that were less effective, and those that they want to try in the future.

## B3. Intercultural Understanding

By the end of this course, students will:

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in Europe, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., in pairs, research the history and geography of a French-speaking country such as Monaco, Switzerland, or Belgium, and present their findings orally; deliver an oral presentation about cultural events in diverse French-speaking communities in Europe and their importance to local communities; in groups, compare and contrast the everyday life of a French-speaking European adolescent with their own)

**Teacher prompts:** “À part la France, où peut-on parler français en Europe?” “Qu’est-ce que les événements culturels francophones en Europe révèlent sur le mode de vie des gens de ces communautés?” “Comment la journée d’un ado Européen francophone diffère-t-elle de la vôtre?”

**Instructional tip:** Teachers can suggest that students use possessive pronouns (e.g., “le mien”, “le tien”, “le sien”, “les leurs”, “les nôtres”, “les vôtres”) as they compare everyday life in Ontario and Europe.

**B3.2 Awareness of Sociolinguistic Conventions:**

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,\* and use them appropriately in spoken interactions (*e.g., participate in a role play using colloquialisms, idioms, and gestures appropriate to the situation; plan a meal and describe the food, circumstances, place, and participants to the class using gastronomic vocabulary from different French-speaking regions; describe local festivals using regional vocabulary found in the headlines and advertisements of online newspapers*)

**Teacher prompts:** “Quelle est l’importance des expressions idiomatiques dans les discours?”  
“Qu’évoque chez vous le mot ‘gastronomie’?”  
“Pourquoi dit-on que la gastronomie est un art?”  
“Quels supports authentiques (articles, titre de presse, etc.) utiliseriez-vous pour faciliter l’enrichissement de votre vocabulaire?”

**Instructional tips:**

(1) Teachers can encourage students to discuss in groups their interpretation of quotations about food, such as “Dis-moi ce que tu manges, je te dirai qui tu es” and “La destinée des nations dépend de la manière dont elles se nourrissent”.

(2) Teachers can ask students to use a Venn diagram to compare and contrast vocabulary from different French-speaking regions.

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\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (*e.g., French-speaking communities in Europe*) but are not expected to do so.

# C. READING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a variety of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of text forms, including literary, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### C1. Reading Comprehension

By the end of this course, students will:

#### C1.1 Using Reading Comprehension Strategies:

use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including short, challenging texts (e.g., brainstorm related ideas and themes before reading; use the title and visuals of a book cover to make predictions about the text; use think-aloud strategies while reading, such as asking questions, making quick comments or personal connections, or noting interesting phrases; while reading, make notes about the theme, main characters, setting, and events, and then, after reading, organize the notes to show how these elements are developed throughout the story)

**Teacher prompts:** “Pourquoi est-il important de faire un remue-méninges sur les idées liées au sujet avant la lecture?” “Comment les éléments paratextuels (illustration, titre et sous-titres) vous aident-ils à mieux comprendre le texte?” “Comment est-ce que le titre peut exposer ou contredire l'intrigue ou le contenu d'un roman?” “Comment pouvez-vous résumer verbalement ou par écrit votre lecture?”

**Instructional tip:** Teachers can direct students' attention to how conjunctions and prepositions help to identify the relationship between or sequence of ideas (e.g., comparative, problem/solution, pro/con, cause/effect, chronological, or general-to-specific).

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of literary, informational, and graphic French texts, including short, challenging texts and texts used in real-life situations (e.g., identify the author's intent or point of view in literary novels and poetry; read informational texts to confirm or negate a hypothesis; use a bus or train schedule to plan a journey; extract information relevant to a particular issue from an online biography; consult a variety of texts when conducting research on Aboriginal perspectives on sustainable uses of ecosystems, and write a report for science class to communicate their findings; read and extract information from the Statistique Canada website for a provincial cultural profile)

**Teacher prompts:** “Comment le contenu du texte est-il organisé?” “Pourquoi l'organisation d'un texte littéraire est-elle différente de celle d'un horaire d'un réseau de transport?” “Comment cherchez-vous un horaire de bus pour votre destination?” “À votre avis, que pouvez-vous apprendre en lisant une biographie?”

#### Instructional tips:

(1) Teachers can encourage students to use their knowledge of the context and of sentence structures to help them extract information from the text.

(2) Teachers can direct students' attention to the use of language for different purposes, such as narrative language in stories and novels, figurative language in poetry, and technical language in instructions and manuals.

**C1.3 Reading with Fluency:** read a variety of French texts with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (*e.g., read a text on a current event to peers without hesitation and with pauses at logical breaks; read a scene from a French Canadian play aloud, adjusting rate, tone, and expression to highlight a character's feelings; use tone and intonation for emphasis in presenting arguments supporting or refuting a theory; read aloud a fable or poem, pausing as indicated by the punctuation and/or line breaks to help communicate the intended meaning*)

**Teacher prompts:** “Comment utilise-t-on l’intonation pour enrichir la lecture ou distinguer entre les personnages?” “Comment utilise-t-on l’intonation pour donner de la force aux arguments persuasifs?” “Comment pouvez-vous ajuster votre intonation et le débit de votre voix en lisant un texte à haute voix?” “Comment est-ce que la lecture à voix haute des phrases, plutôt que celle des mots, aide à développer votre aisance et à améliorer votre prononciation?”

**Instructional tip:** Teachers can model how changing tone, intonation, or pace when reading aloud can reflect the reader’s interpretation of a text.

**C1.4 Developing Vocabulary:** use several different vocabulary acquisition strategies to expand their French vocabulary (*e.g., explore a new word's etymology and related words to decode its meaning; create a short graphic novel focused on a superhero in which each panel is titled with a word from their list of new vocabulary that reflects the action in the panel; maintain personal lists of useful words and phrases encountered in literary contexts*)

**Teacher prompts:** “Comment apprenez-vous de nouveaux mots?” “Comment le fait de décomposer un mot inconnu peut-il vous aider à déterminer sa définition?” “Comment utilise-t-on le contexte pour trouver le sens des mots?”

**Instructional tips:**

(1) Teachers can promote the study of word families, identifying words within words to help students understand unfamiliar words (*e.g., “ville, village, villageois”, “rouler, rouleau, roulette”*).

(2) Teachers can guide students to infer the meaning of unfamiliar words using clues from the text (*e.g., to infer that “Au désert, il fait une chaleur étouffante” means “Il fait tellement chaud qu’on a du mal à respirer”*).

**C1.5 Responding to and Evaluating Media**

**Texts:** demonstrate an understanding of explicit and implicit messages in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (*e.g., share their views on a comic strip advertising a product; determine how graphics in a media text support the message; discuss the effectiveness of advertisements incorporated into online informational texts; compare the depictions of an issue in a young adult novel and in a newspaper or magazine article; explore how text and images work together in brochures and pamphlets about an environmental issue*)

**Teacher prompts:** “Comment pouvez-vous distinguer entre les faits présentés dans une publicité et les messages implicites de l’auteur?” “Quelles sont les stratégies médiatiques qui rendent une publicité efficace dans la transmission de son message?” “Quelle est votre réaction face à l’atmosphère générale qui se dégage de chaque image?” “Expliquez ce qui influence votre réaction à chaque image.” “Comment les formes graphiques des textes aident-elles le lecteur à comprendre le message?”

**Instructional tips:**

(1) Teachers can encourage students to use demonstrative pronouns when describing their reactions to media texts (*e.g., “Je préfère celle-ci, pas celle-là parce que...”, “Cela me semble évident, car...”*).

(2) Teachers can direct students’ attention to the use of the *imparfait* and *passé composé* in news articles (*e.g., “Pendant qu’elles s’interrogeaient, un jeune homme s’est approché et leur a demandé s’il pouvait les aider”, “Trois vieilles dames écoutaient la musique que jouait l’orchestre quand une des dames s’est mise à crier”*).

## C2. Purpose, Form, and Style

By the end of this course, students will:

**C2.1 Purposes and Characteristics of Text**

**Forms:** identify the purpose(s) and characteristics of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (*e.g., titles, charts, subheadings, and layout help organize information in a non-fiction text; impersonal language distinguishes the factual, objective orientation of a news item from the personal, persuasive tone of an opinion piece; graphics and text work together to convey the narrative in a comic strip*)

**Teacher prompts:** “En quoi un éditorial est-il différent d’un article de journal?” “D’après vous,

pourquoi l’auteur a-t-il choisi de communiquer son point de vue par l’entremise d’une bande dessinée?” “Pourquoi utilise-t-on des onomatopées dans les bandes dessinées?” “Quelle est la différence entre le récit et le discours?”

**Instructional tip:** Teachers can direct students’ attention to occurrences of onomatopoeia in comic strips (e.g., “vroum vroum” – “le bruit du moteur d’une voiture”; “toc toc” – “une frappe à la porte”; “cocorico” – “le cri d’un coq”; “ouah ouah” – “les aboiements d’un chien”).

### C2.2 Text Features and Elements of Style:

identify features and stylistic elements of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., *the layout of a concrete poem can change or add to the meaning conveyed by the words alone; descriptive language and metaphors in song lyrics, short stories, and novels add vividness and evoke an emotional response; incongruous words and phrases may be used to create a humorous effect in a short story; stylistic devices such as alliteration contribute to the meaning in poetry*)

**Teacher prompts:** “Pourquoi l’auteur a-t-il mis quelques mots dans le texte en caractère gras?” “Comment la mise en page du texte vous facilite-t-elle la lecture du texte?” “De quelles façons les figures de style utilisées par l’auteur vous permettent-elles de créer des images du récit?” “Comment l’auteur s’y prend-il pour que vous ayez de la sympathie pour les personnages principaux?” “Quel langage (techniques langagières) l’auteur utilise-t-il pour révéler son point de vue personnel sur son sujet?”

**Instructional tip:** Teachers can help students understand the difference between literary and familiar vocabulary by asking them to compare a poem and a song by Gilles Vigneault or to compare the vocabulary used in a novel by Roch Carrier or Gabrielle Roy with that in a play by Michel Tremblay.

### C2.3 Metacognition:

(a) explain which strategies they found helpful before, during, and after reading to understand texts;  
 (b) identify their areas of greater and lesser strength as readers, and plan specific steps they can take to improve their reading skills (e.g., *in a reading log, reflect on the helpfulness of previewing vocabulary prior to reading and adding to a personal word bank while reading; describe the strategies they used while reading to record main ideas/themes and determine the meanings of unfamiliar words;*

*rank their top five reading comprehension strategies in order of effectiveness and give reasons for their choices*)

**Teacher prompts:** “Comment une discussion en groupe avant une lecture vous aide-t-elle à mieux comprendre les idées clés?” “De quelles façons avez-vous bénéficié de votre lecture collective?” “Quelles stratégies d’autocorrection utilisez-vous quand vous ne comprenez pas ce que vous lisez?” “Quelles questions pouvez-vous poser pour vérifier votre compréhension en lisant un texte?” “Quelles stratégies allez-vous utiliser la prochaine fois et pourquoi?”

**Instructional tip:** Teachers and students can develop “before/during/after reading” anchor charts for students to use as a resource for reading strategies (e.g., “Je détermine la façon d’aborder ma lecture en fonction de mon intention”, “Je prévois me servir de certaines stratégies qui m’ont été utiles auparavant”, “Je prévois un moyen pour prendre des notes ou pour marquer le texte”).

## C3. Intercultural Understanding

By the end of this course, students will:

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *compare traditional and modern myths and legends from a variety of French-speaking European communities and discuss how they convey the values, traditions, and/or customs of those cultures; read a tourism brochure or website on a French-speaking European country and its various communities, and identify the differences from Ontario; compare the importance of various sports in different French-speaking European communities, based on newspaper coverage*)

**Teacher prompts:** “Que pourriez-vous apprendre des cultures francophones en lisant un texte littéraire, une histoire, un article ou une légende d’origine française?” “Quelles informations pourriez-vous retirer d’une brochure ou d’un site Web à propos du tourisme?” “Quelles sont les similarités et les différences entre les sports au Canada et les sports en Europe?”

**Instructional tip:** Teachers can direct students’ attention to the use of the *gérondif* in tourism brochures (e.g., “En parcourant les rues..., en marchant nonchalamment sur l’avenue..., en explorant..., vous serez au cœur de l’action et verrez le vrai visage de la ville”).

**C3.2 Awareness of Sociolinguistic Conventions:**

using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities\* (e.g., *identify regional vocabulary in online advertisements and newspapers; compare vocabulary in menus from two French-speaking communities; rewrite colloquial text messages in standard language; compare the level of language formality in invitations from their best friend and from the school principal*)

**Teacher prompts:** “Que pouvez-vous apprendre en lisant des manchettes ou publicités d’un journal quotidien français?” “Pourquoi est-il important de connaître les similarités et les différences entre le vocabulaire français du Canada et celui de l’Europe francophone?” “Qu’est-ce qui sera utile à savoir et apprendre avant un voyage à l’étranger?” “Quelles sont les caractéristiques du langage texto?” “Quelle est la différence entre une invitation officielle et une amicale?”

**Instructional tips:**

(1) Teachers can encourage students to use an organizer such as a Venn diagram to help them compare and contrast vocabulary from different French-speaking communities.

(2) Teachers can have students practise interpreting text messages (e.g., “tla?”, “JspR Ktu va bi1”, “Kwa d’9”).

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\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Europe) but are not expected to do so.

# D. WRITING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### D1. Purpose, Audience, and Form

By the end of this course, students will:

#### D1.1 Identifying Purpose and Audience:

determine their purpose in writing and the audience for French texts they plan to create (e.g., *to persuade the community to take action on an issue; to introduce a significant Canadian personality to newcomers to Canada in an article for the school newsletter; to share a significant personal moment with the class; to illustrate an opinion on a social issue in a comic strip for youth; to write an expository essay for peers, explaining a character’s development in a literary novel or short story; to dramatize two sides of an issue in a dialogue to be acted out in class; to write a proposal to convince a finance committee that funds should be granted for a summer work project*)

**Teacher prompts:** “Pourquoi faut-il bien choisir le style et le contenu d’un texte selon l’intention et le destinataire?” “Comment pouvez-vous déterminer qu’une description est intéressante et cohérente pour vos lecteurs?” “Comment pouvez-vous utiliser une bande dessinée pour exprimer une opinion?” “Comment vous assurez-vous que votre registre de langue convient à vos lecteurs?”

#### Instructional tips:

(1) Teachers can model how to use specific verbs to appeal to a reader’s emotions or opinions (e.g., “Ce qu’on peut/pourrait faire...”, “Ce qu’on doit/devrait faire...”) and can encourage students to use these verbs in persuasive texts.

(2) Teachers can encourage students to avoid repeating nouns in a dialogue by using object pronouns with simple and compound verbs (e.g., “L’invitation? Paul me l’a donnée”, “As-tu parlé à Marie de ce problème? Non, je ne lui en ai pas parlé”, “Comment êtes-vous allés au cinéma? Mon père nous y a emmenés”).

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about academic and familiar topics, including literary topics, applying their knowledge of some of the structural and stylistic elements of each form (e.g., *a new scene or ending for a literary play or short story read in class, drawing on the key themes of the original; an updated myth or fairy tale using a variety of literary devices; a pamphlet inviting other secondary school students to a special event at their school, using concrete words to depict the event vividly and precisely; an advice column about resolving a personal or social conflict, playing on words to add extra meaning; a “how-to” manual or poster about a personal hobby or interest; a series of paragraphs for an opinion piece; a letter to an editor of a newspaper or to a politician outlining the argument for action on an current issue*)

**Teacher prompts:** “Comment peut-on s’assurer que la nouvelle scène respecte le format, les messages importants et l’auditoire de la pièce originale?” “Par quel moyen pouvez-vous invoquer les sentiments de vos lecteurs?”

#### Instructional tips:

(1) Teachers can help students write coherent and accurate descriptions by directing their

attention to the agreement of compound adjectives with nouns (e.g., “Des situations héroïcomiques”, “Il a prononcé des paroles aigres-douces”).

(2) Teachers can encourage students to use double negative expressions to convey opinions (e.g., “Je n’ai aimé ni le choix d’acteur, ni la cinématographie de ce film”).

**D1.3 Creating Media Texts:** create media texts in French on academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., *write a storyboard for a video depicting daily routines, describing an event, or reflecting on a significant development in their life; write jacket copy for a novel or play read in class, reflecting the themes; write a script for a public service announcement to inform teenagers about a social or health issue; create a multimedia presentation to convey the results of their research about the contributions of important figures in First Nations, Métis, or Inuit history; write an objective news article summarizing the causes and potential consequences of a current social, economic, or environmental issue*)

**Teacher prompts:** “Comment décidez-vous la forme du texte médiatique qui convient au thème choisi?” “Comment une forme différente d’un texte médiatique atteindrait-elle le même objectif que l’original?” “Quelle forme de texte médiatique serait la plus efficace pour inciter vos camarades à passer à l’action et pourquoi?” “Quelles techniques allez-vous utiliser afin de retenir l’attention de votre public?”

**Instructional tips:**

(1) Teachers can suggest explicit and implicit persuasive techniques for students to incorporate in their media texts, such as gaining attention through intriguing phrases or bold colours; holding interest through questions, visual appeal, or suspense; provoking desire through emotional appeals; and prompting the audience to take action by creating a sense of urgency (e.g., “Un gros cadeau pour les 100 premiers acheteurs”).

(2) Teachers can discuss with students some key elements of the cover of a book – for example, it should have an attractive design to appeal to potential readers, and it should include a short summary of the book to give readers a preview of its contents.

**D1.4 Applying Language Structures:** communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., *write complete and correct simple, compound,*

*complex, and compound-complex sentences using conjunctions; consistently make nouns and adjectives agree, and use a variety of adjectives to describe familiar activities, people, places, and things; consistently make subjects and verbs agree, and use appropriate verb tenses; use pronouns to make sentences less cumbersome and repetitive*)

**Teacher prompts:** “Quels mots et expressions vous aident à écrire des phrases plus complexes?” “Comment peut-on éviter la répétition des mots dans la phrase?”

**Instructional tips:**

(1) Teachers can demonstrate how using an appropriate graphic organizer to sequence experiences, events, or activities can help students decide which verb tenses to use.

(2) Teachers can help students write coherently and accurately by directing their attention to the agreement of past participles with pronouns (e.g., “Ces cours? Nous ne les avons jamais suivis à l’école”, “C’est la phrase que je n’ai pas comprise”).

(3) Teachers can direct students’ attention to the correct sequence of tenses when using the *passé composé* and *imparfait* (e.g., “Année importante pour notre école, qui est devenue une école secondaire d’immersion française. J’ai toujours pensé que c’était possible!”, “Le comité vert est allé séduire de généreux donateurs avec des arguments pleins de bon sens; il voulait vous demander..., et il souhaitait...”).

## D2. The Writing Process

By the end of this course, students will:

### D2.1 Generating, Developing, and Organizing

**Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., *use free writing to develop or focus a topic; draw or sketch to formulate thoughts; use different types of questions to deepen their understanding of a topic; create a glossary reflecting prior knowledge of terminology related to their topic; summarize and paraphrase information and ideas in point-form notes; use note cards to organize the main ideas and supporting details; explore ideas in peer conferences before starting research; use online and print resources to research a topic*)

**Teacher prompts:** “Comment tenez-vous compte de vos champs d’intérêt et de vos connaissances antérieures avant de commencer un brouillon?” “Quelles stratégies vous aident à organiser vos idées?” “Comment choisissez-vous le vocabulaire nécessaire pour enchaîner vos idées?” “Comment décidez-vous quelle forme

serait la plus efficace pour énoncer votre message?” “Comment le repère graphique vous aide-t-il à rédiger un texte?”

**Instructional tip:** Before students begin their first draft, teachers can encourage them to review and cluster related ideas generated during peer conferences on the topic, to help them expand the depth and breadth of their analysis.

**D2.2 Drafting and Revising:** plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., *determine and sequence the steps necessary to create a first draft; consider feedback from peers to help improve coherence and clarity; refer to a checklist when editing to ensure that they review the key components of a writing task; reread early drafts to ensure logical organization and adequate development of information and ideas*)

**Teacher prompts:** “Comment réorganisez-vous le contenu de votre production écrite pour éliminer les idées qui ne sont pas essentielles?” “Pourquoi est-il important de recevoir une rétroaction de vos camarades?” “Comment pouvez-vous regrouper vos idées pour que votre message soit plus clair et cohérent?” “Comment les ressources technologiques vous aident-elles à améliorer votre style d’écriture et vos structures grammaticales?”

**Instructional tip:** Teachers can encourage students to use a framework specific to their chosen writing form to help them organize their thoughts and research in a first draft.

**D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of their written work, and use a few elements of effective presentation to produce a polished product for publication (e.g., *adopt a layout appropriate to the writing task and the target audience; add visuals to emphasize key ideas; reread the final draft to ensure appropriate use of form, style, and conventions*)

**Teacher prompts:** “Comment vos idées sont-elles clairement liées au sujet et au destinataire?” “Comment pouvez-vous intégrer des éléments visuels appropriés pour clarifier vos idées?” “Pourquoi avez-vous choisi ce mode d’organisation du texte?”

**Instructional tips:**

- (1) Teachers can demonstrate how appropriate verb tenses help to clarify timelines and ideas.
- (2) Teachers can encourage students to check their writing for correct agreement between nouns and adjectives and between subjects and verbs to enhance clarity.

## D2.4 Metacognition:

(a) explain which strategies they found helpful before, during, and after writing to communicate effectively;

(b) identify their areas of greater and lesser strength as writers, and plan specific steps they can take to improve their writing skills (e.g., *reflect on and select the pre-writing strategies that are best suited to the task; reflect on the steps they used to accomplish their writing goal, and determine if any need to be revised or sequenced differently; use exit passes to reflect on the work just completed*)

**Teacher prompts:** “Quelle stratégie de pré-écriture avez-vous trouvée efficace? Pourquoi?” “Pourquoi a-t-on besoin de structurer ses notes après un remue-méninges?” “Pourquoi est-il important d’identifier la prochaine étape à suivre pour améliorer votre production écrite?”

**Instructional tip:** Teachers can model and promote the use of self-reflection tools (e.g., a journal, organizers, and checklists) that students can adapt to their personal learning styles and use to record effective writing strategies and determine next steps (e.g., “Planifier mon échéancier à rebours”, “Bien comprendre les objectifs du travail”, “Prendre le temps d’un remue-méninges”).

## D3. Intercultural Understanding

By the end of this course, students will:

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in Europe, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *create a print advertising campaign to increase health awareness in a French-speaking European community; write a short story that involves a significant current issue in a French-speaking European community; write a newspaper article explaining how a French-speaking European community is handling an issue also facing Canadian society; develop two menus that reflect what they themselves and a teenager from a specific French-speaking European community might choose to eat*)

**Teacher prompts:** “Comment les attitudes envers la santé (p. ex., le tabac, la nutrition) au Canada sont-elles différentes de celles de l’Europe?” “Quels sont les problèmes de santé semblables au Canada et en Europe?” “Comment pouvons-nous influencer les attitudes envers la santé?” “De quelle manière la comparaison d’un problème semblable de deux pays peut-elle nous aider à trouver des solutions?” “D’après

vous, tous les habitants d'un pays ont-ils la même culture? Illustrez votre réponse avec des exemples."

**Instructional tip:** Teachers can encourage students to use expressions such as "plus...que", "moins...que", "aussi...que", "autant...que" when comparing two communities.

### **D3.2 Awareness of Sociolinguistic Conventions:**

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,\* and use them appropriately in their written work (e.g., *incorporate common idiomatic expressions into a dialogue or song; use French abbreviations in a text message; use correct conventions when referring to buildings, streets, and other locations*)

**Teacher prompts:** "Comment la connaissance des proverbes ou des expressions figurées peut-elle enrichir notre appréciation d'une autre culture?" "Comment vous exprimez-vous en français familier et d'une façon plus formelle? Quelle est la différence?"

**Instructional tip:** Teachers and students can discuss how different proverbs and idiomatic expressions convey similar ideas in various cultures (e.g., "Rome wasn't built in day" vs "Une hirondelle ne fait pas le printemps"; "to cost (somebody) an arm and a leg" vs "coûter les yeux de la tête").

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\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Europe) but are not expected to do so.

# French Immersion, Grade 9

Applied

FIF1P

This course provides opportunities for students to communicate and exchange information in French in a variety of real-life situations, with support as appropriate. Students will develop the key listening, speaking, reading, and writing skills introduced in the elementary French Immersion program. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Minimum of 3800 hours of French instruction, or equivalent

## Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

# A. LISTENING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### A1. Listening to Understand

By the end of this course, students will:

#### A1.1 Using Listening Comprehension

**Strategies:** identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand short oral French texts (e.g., *before listening, share prior knowledge about the topic with the teacher and classmates; determine the purpose for listening before starting a task; interpret non-verbal signals, including body language; record ideas while listening and organize them after listening, using a graphic organizer developed with peers; after listening, ask relevant questions to clarify meaning*)

**Teacher prompts:** “Pourquoi est-il important de partager vos connaissances antérieures avant l’écoute?” “Pourquoi est-il important d’interpréter le langage non verbal?” “Comment une liste de contrôle peut-elle vous aider à ressortir les idées clés d’un texte entendu?”

#### Instructional tips:

(1) Teachers can encourage students to listen for patterns to help them identify general rules (e.g., verbs with the same ending – such as “prendre”, “reprendre”, “apprendre”, “comprendre”, and “surprendre”, or “ouvrir”, “découvrir”, “couvrir”, “offrir”, and “souffrir” – are conjugated in the same way).

(2) While the class is viewing a video, teachers can model how to record information using point-form notes and quick sketches, so that students can take their own notes on the video when viewing it a second time.

**A1.2 Demonstrating Understanding:** demonstrate an understanding of the purpose and meaning of short oral French texts about everyday matters and familiar topics, with contextual and visual support (e.g., *identify the different points of view heard in a discussion of a social or global issue; create a magazine advertisement based on a radio or television commercial; recount the essential details of a voicemail message; support their opinions about teenagers’ eating habits by using details extracted from an oral text; follow oral instructions; listen to a description of a situation and make predictions about its outcome*)

**Teacher prompts:** “Comment prendre des notes en écoutant un message téléphonique vous aide-t-il à choisir les détails importants?” “Comment écoutez-vous une présentation d’une façon objective avant de formuler votre propre opinion?” “Prédire n’est pas deviner, mais c’est utiliser les indices du texte : Comment le faites-vous?”

#### Instructional tips:

(1) Teachers can suggest that students listen for connecting words, such as “premièrement”, “avant tout”, “mais”, “cependant”, “pourtant”, “malgré”, “tandis que”, used to highlight or delineate key ideas in a discussion.

(2) Teachers can direct students to listen for the *infinitif* used as an *impératif* in instructions such as recipes (e.g., “Battre les œufs”).

#### A1.3 Responding to and Evaluating Media

**Texts:** evaluate the effectiveness of the treatment and presentation of ideas and information in

a variety of oral media texts in French about everyday matters and familiar topics (e.g., *identify the target audience of a movie based on its trailer; select effective radio advertisements and explain their features; identify the points of view presented in a television newscast and evaluate it for bias; evaluate the effectiveness of a public service announcement about an environmental issue; compare the information on a current issue from two media sources to determine the perspectives conveyed by each; analyse the language and tone of a public service announcement about smoking and suggest how these elements might influence an audience; explain how the music and words in a technology advertisement influence teenagers to buy the product*)

**Teacher prompts:** “Comment sait-on à quel public cible s’adresse une annonce?” “Quels groupes sociaux sont inclus et exclus dans cette émission?” “D’après vous, quelles stratégies utilise-t-on dans la transmission d’un message d’intérêt public?” “Comment vos propres opinions, expériences, goûts ou sentiments peuvent-ils influencer votre interprétation d’un message publicitaire?” “Pourquoi est-il important de reconnaître la différence entre les faits et les jugements d’une publicité?”

**Instructional tips:**

(1) Teachers can encourage the use of the *passé récent* to discuss something heard on the news (e.g., “Il vient de pleuvoir”, “Je viens d’apprendre que...”, “On vient d’annoncer...”).

(2) Teachers can provide opportunities for students to listen to media texts about issues that are relevant to them.

## A2. Listening to Interact

By the end of this course, students will:

### A2.1 Using Interactive Listening Strategies:

identify and use a range of interactive listening strategies to suit a variety of situations while participating in guided and structured social interactions and interactions about everyday matters (e.g., *paraphrase, clarify, ask questions about, or respond to the ideas shared in a group discussion; express interest in another student’s presentation by commenting and asking relevant questions; take turns speaking and avoid interrupting others during informal discussion or debate; be alert to non-verbal cues in a discussion with peers*)

**Teacher prompts:** “Qu’est-ce qu’on peut dire pour encourager une conversation?” “Comment interpréter les gestes de votre partenaire vous aide-t-il à participer à une discussion en petits

groupes?” “Quelle démarche utilisez-vous pour associer les gestes et les expressions faciales aux paroles?”

**Instructional tips:**

(1) Teachers and students can create visual references, such as sentence walls and anchor charts, of sentence starters that students can use when interacting with each other (e.g., “Tu as raison parce que...”, “Tu as tort, car...”, “Il a tort et tu lui donnes raison parce que...”).

(2) Teachers can review various ways of asking questions and can encourage students to use these techniques to engage others in conversation.

**A2.2 Interacting:** respond with understanding to what others say while participating in guided and structured interactions about familiar and new topics and everyday matters, in formal and informal situations (e.g., *listen to the description of a series of actions and, with a partner, deduce what likely preceded them; in a small group, listen to a national weather report and compare weather conditions across the country; discuss with peers obstacles that they have overcome and ask relevant questions to demonstrate understanding; participate in guided role play of a type of interaction that takes place outside school; share skills and knowledge with each other through peer mentoring; listen to a new rap CD and discuss how different groups might respond to it*)

**Teacher prompts:** “Pourquoi est-il important d’écouter soigneusement les autres pendant une conversation?” “Que remarquez-vous sur les prévisions météorologiques au Canada?” “Comment réagissez-vous au nouvel album de chansons?”

**Instructional tips:**

(1) Teachers can suggest that students listen for different negative forms (e.g., “ne...jamais”, “ne...plus”, “ne...rien”, “ne...personne”) so that they can respond appropriately in conversations.

(2) Teachers can encourage students to recreate real-life situations in the classroom through guided or improvised role play (e.g., “À l’arrêt de bus”, “Faire une commande au téléphone”, “Avec des amis”, “Un samedi matin en famille”, “À table dimanche soir”, “Chez le médecin”).

### A2.3 Metacognition:

(a) describe strategies they found helpful before, during, and after listening;

(b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., *during a student-teacher conference, explain how they*

monitor their own listening skills; outline the learning strategies they used before, during, and after a listening task involving a recorded text; maintain a “listening diary” of helpful feedback received in peer or teacher conferences)

**Teacher prompts:** “Quelles sont les stratégies les plus efficaces pour confirmer votre compréhension d’un message?” “Comment vérifiez-vous votre compréhension de l’oral?” “Quelles stratégies vous aident à vous organiser avant et pendant un exercice d’écoute?” “Quelles stratégies vous aident à vous rappeler des points importants?”

**Instructional tip:** Teachers can help students develop more autonomy and confidence by asking them to articulate how they might use peer or teacher feedback to help them develop plans for improvement.

### A3. Intercultural Understanding

By the end of this course, students will:

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., listen to various European students discuss an average day in their lives, and compare it with their own day; listen to peer presentations about traditions and customs in a variety of French-speaking communities in Europe to identify the similarities and differences with their own community; listen to songs from two French-speaking countries in Europe and identify the message and emotions expressed in the lyrics)

**Teacher prompts:** “Qu’apprenez-vous des perspectives différentes en écoutant des émissions de radio d’autres pays francophones en Europe?” “Pourquoi est-il important de comparer les coutumes et les traditions entre les cultures?”

**Instructional tip:** Teachers can ensure that students recognize frequently used verbs (e.g., “aller”, “mettre”, “savoir”, “voir”, “prendre”) and reflexive verbs (e.g., “se lever”, “se coucher”, “s’habiller”, “se nourrir”) in different tenses in descriptions of social and cultural customs.

### A3.2 Awareness of Sociolinguistic Conventions:

using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities\* (e.g., explain the messages conveyed through the language used to depict gender roles in popular music; explain the use of some common French expressions, such as “Bon appétit”, “Ça vaut la peine/le coup”, “Tant mieux”, “Jamais de la vie”; compare the wording of proverbs with similar meanings in French and English, such as “Petit à petit, l’oiseau fait son nid” – Every little bit helps, “Vouloir, c’est pouvoir” – Where there’s a will, there’s a way, “Pas de nouvelles, bonnes nouvelles” – No news is good news, “Qui ne risque rien, n’a rien” – Nothing ventured, nothing gained; identify ways in which the French language has evolved and is evolving, such as the use of anglicisms, including “le shopping”, “le parking”, and “le business”)

**Teacher prompts:** “Les proverbes appartiennent au patrimoine linguistique d’un pays, exprimant un conseil populaire, une vérité de bon sens ou d’expérience et qui est devenu d’usage commun : Quelles stratégies utilisez-vous pour les comprendre dans un document sonore?” “À ton avis, pourquoi utilise-t-on des proverbes à l’oral?” “Comment créez-vous un plan d’apprentissage des proverbes de différents pays?”

**Instructional tip:** Teachers can encourage students to expand their knowledge of French proverbs by taking note of such expressions whenever they are listening to oral texts, whether in conversations with peers or when listening to television or radio programs.

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Europe) but are not expected to do so.

# B. SPEAKING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### B1. Speaking to Communicate

By the end of this course, students will:

- B1.1 Using Oral Communication Strategies:** identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (*e.g., present their topic clearly and logically; organize a presentation with an introduction, middle, and conclusion; use tone of voice, body language, and facial expressions for emphasis; make effective eye contact with the audience*)

**Teacher prompts:** “Comment avez-vous préparé votre présentation orale?” “Comment avez-vous organisé votre présentation selon ce plan : introduction, développement et conclusion?” “Comment ajustez-vous une intonation, un débit et un volume de voix qui conviennent à la situation (type de présentation, sujet traité, public cible, environnement)?” “Comment l’utilisation d’une voix expressive permet-elle de susciter l’intérêt de l’auditoire lors d’une présentation orale?”

**Instructional tip:** Teachers can encourage students to highlight their key ideas using linking words (*e.g., “pour commencer”, “de plus”, “puisque”, “car”, “ainsi que”, “en résumé”, “donc”*).

- B1.2 Producing Oral Communications:** produce prepared and spontaneous communications in French containing information, ideas, and opinions about everyday matters and familiar

topics, with contextual and visual support (*e.g., give a detailed account of a meaningful experience; speak about their school involvement, future plans, and interests outside of school; present and describe to peers an object of personal cultural significance; describe a memorable experience in the natural world, such as a fishing or camping trip*)

**Teacher prompts:** “Comment allez-vous raconter vos expériences personnelles et vos rêves d’une façon intéressante et attirante?” “Quel vocabulaire allez-vous choisir pour exprimer vos souhaits pour l’avenir?” “Quels conseils donneriez-vous à vos camarades pour apprendre davantage sur votre propre culture?”

**Instructional tips:**

- (1) Teachers can review the use of the *futur simple* and *futur proche* to assist students in communicating their plans for the future.
- (2) Teachers can encourage students to use common verbs (*e.g., “aller”, “savoir”, “voir”, “prendre”*) that will help them describe their personal interests outside of school.

- B1.3 Speaking with Fluency:** speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about everyday matters and familiar topics (*e.g., deliver a prepared oral presentation on a familiar topic, such as family rules and routines, at a smooth pace with appropriate phrasing and emphasis; use pauses appropriately to accentuate the benefits of getting involved in extracurricular activities; pronounce new words correctly when discussing a news article about*

*the impact of climate change on the environment; recite a rehearsed poem, speech, or mini-talk with expression and varying the speed of their delivery; use contractions, elisions, and liaisons appropriately)*

**Teacher prompts:** “Qu’est-ce que ‘parler couramment’ le français? Est-ce ‘parler parfaitement’? Justifiez votre réponse.”  
“Quelle est la meilleure stratégie pour vous aider à parler couramment le français?”

**Instructional tip:** Teachers can encourage students to incorporate certain expressions into their description of routines (e.g., “Chaque soir, chez moi, on passe à table ensemble”, “Il faut nettoyer...”, “Il faut ranger...”, “Il faut faire...”, “Selon moi, l’idéal est...”).

**B1.4 Creating Media Texts:** create a variety of oral media texts in French about familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., use role play or drama in a video to compare two different perspectives on a current issue; record a public service announcement about environmental choices; create a radio or television commercial for a product or service; deliver a multimedia presentation about the role of music and dance in contemporary First Nations, Métis, or Inuit communities)

**Teacher prompts:** “Avec un partenaire discutez comment vous allez créer une scène dramatique pour présenter votre sujet.” “Quels éléments rendent une publicité efficace et facile à écouter?” “Quel est le rôle des annonces dans notre société contemporaine?”

**Instructional tip:** Teachers can suggest that students use expressions of quantity and partitives in their commercials to influence their audience (e.g., “la plupart”, “la majorité”, “la minorité”, “environ”, “davantage”, “tellement”, “La plupart des adolescents aiment...”).

**B1.5 Applying Language Structures:** communicate their meaning clearly, using parts of speech and word order appropriately (e.g., identify the differences in meaning of synonymous nouns, adjectives, verbs, and adverbs; express feelings, desires, or suggestions in a conversation using the conditionnel)

**Teacher prompts:** “Tous les synonymes sont égaux, mais pas identiques : Que pensez-vous de cette phrase? Êtes-vous d’accord? Pourquoi?” “Comment exprimez-vous des émotions ou des désirs?”

**Instructional tip:** Teachers can demonstrate how to express desires or suggestions in a conversation using the *conditionnel présent* of common verbs such as “vouloir”, “pouvoir”,

“devoir” (e.g., “Tu pourrais m’aider, s’il te plaît?”, “Tu ne devrais pas manger trop de chocolat, cela te rend malade!”).

## B2. Speaking to Interact

By the end of this course, students will:

### B2.1 Using Speaking Interaction Strategies:

demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of guided and structured situations (e.g., ask questions to stimulate discussion or for clarification; during small-group activities, use expressions of politeness when contributing ideas, encouraging others to participate, expressing agreement and disagreement, and seeking clarification; maintain and refer to a personal lexicon of common expressions and phrases that can be helpful in a variety of exchanges)

**Teacher prompts:** “Comment vous assurez-vous que les membres de votre groupe vous écoutent et sont intéressés à ce que vous dites?” “Quelles questions pourriez-vous poser pour maintenir l’intérêt de votre public?” “Comment peut-on aider et soutenir les autres pendant une discussion de groupe?”

**Instructional tip:** To help students participate in group discussions, teachers can model phrases that can be used to express opinions, agreement, disagreement, and a need for clarification (e.g., “À mon avis...”, “Je pense que...”, “Je crois que...”, “Je trouve que...”, “Je suis d’accord parce que...”, “Tu as raison”, “Absolument”, “Je ne suis pas d’accord parce que...”, “Tu as tort”, “Si je peux me permettre...”, “Pardon de t’interrompre”, “Je ne comprends pas, peux-tu le répéter, s’il te plaît?”).

**B2.2 Interacting:** engage in guided and structured spoken interactions in French (prepared and spontaneous), in a variety of contexts, about everyday matters and familiar topics (e.g., with a partner, discuss characteristics of successful people and then survey classmates on their criteria for success; role-play a situation where negotiation is required; converse with peers about personal interests; in small groups, discuss a local environmental or financial issue affecting the community and propose some solutions; role-play a telephone conversation in which they give a peer clear directions to a place he or she has never been)

**Teacher prompts:** “À votre avis, qu’est-ce qui motive les élèves à travailler fort à l’école? Pourquoi?” “Comment demandez-vous et donnez-vous des renseignements personnels?” “Comment négociez-vous le couvre-feu avec vos parents?” “Proposez des solutions pour

traiter efficacement les effets de la pollution atmosphérique sur la santé des personnes dans votre communauté.” “Quelles idées proposez-vous pour épargner de l’argent?” “Comment demandez-vous votre chemin pour vous rendre à une place pour la première fois?”

**Instructional tips:**

(1) Teachers can suggest that students express their reactions and feelings in negotiations using verbs such as “vouloir”, “pouvoir”, “savoir”, and “devoir”.

(2) Teachers can review the use of the *passé récent* to express something that just happened and can encourage students to use it when discussing an environmental issue (e.g., “Pas possible! Je viens de m’apercevoir que les élèves ont jeté leurs déchets par terre et les professeurs ont pris leurs voitures pour faire 200 mètres.” “Ne t’inquiète pas! On vient de s’en occuper”).

**B2.3 Metacognition:**

(a) describe strategies they found helpful before, during, and after speaking to communicate effectively;

(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., *make revisions to the form and content of their speech using feedback from peers and the teacher; in order to increase confidence and sustain motivation, set small, attainable goals to improve oral communication; explain during a student-teacher conference how they monitor their speaking skills; plan to participate in the school French club*)

**Teacher prompts:** “Quelles stratégies avez-vous employées pour clarifier votre message?”

“Comment vos connaissances en d’autres matières vous aident-elles à expliquer vos idées?”

“Pourquoi est-il important de participer à un ‘cercle français’?”

**Instructional tip:** Teachers can ask students to record in a personal learning journal the speaking strategies they find most effective.

## B3. Intercultural Understanding

By the end of this course, students will:

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in Europe, including aspects of their cultures and their contributions to *la francophonie* and the world, and make

connections to personal experiences and their own and other communities (e.g., *research and speak about French cuisine in different countries in Europe, such as fondue in Switzerland; in small groups, discuss differences and similarities in fashion and/or art between French-speaking European communities and their own community; deliver an oral presentation about a French-speaking European community, using visual aids such as a slideshow, a poster, a travel brochure, film clips, or a commercial*)

**Teacher prompts:** “Est-ce que la cuisine européenne française diffère de celle de ta communauté? Si oui, comment?” “Quel groupe de musique/artiste français européen intéresse les ados de votre âge en Europe?” “Quelles célébrations au sein de différentes communautés francophones européennes connaissez-vous maintenant? Qu’est-ce que ces célébrations révèlent du mode de vie des gens de ces communautés?”

**Instructional tip:** Teachers can help students create a lexical bank to use when comparing everyday life in different communities (e.g., adjectives and adverbs for description, reflexive verbs for daily activities, nouns for places and housing).

**B3.2 Awareness of Sociolinguistic Conventions:**

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,\* and use them appropriately in spoken interactions (e.g., *apply vocabulary from two French-speaking areas or cultures in a debate about a significant issue; use proverbs to make relevant contributions to a discussion*)

**Teacher prompts:** “Pourquoi faut-il considérer votre audience avant de choisir les expressions et vocabulaire convenables?” “Quelle est la différence entre les proverbes et les expressions idiomatiques?”

**Instructional tip:** Teachers can encourage students to use the pronoun “on” instead of “nous” in group discussions of culture in their own community.

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Europe) but are not expected to do so.

# C. READING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a variety of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### C1. Reading Comprehension

By the end of this course, students will:

#### C1.1 Using Reading Comprehension Strategies:

use a variety of reading comprehension strategies before, during, and after reading to understand short French texts (e.g., use prior knowledge and experiences to make connections to the topic or theme of the text; scan the illustrations and diagrams in a text to support their understanding of it; visualize concepts while reading, and share and compare mental images with a partner afterwards; use punctuation to help them identify main clauses and subordinate clauses in longer sentences)

**Teacher prompts:** “Quelles informations importantes avez-vous ressorties du texte avant votre lecture?” “Comment les images et les diagrammes vous aident-ils à mieux comprendre l’idée principale d’un texte?” “Comment visualisez-vous une phrase ou un paragraphe d’un texte lu?”

**Instructional tip:** Teachers can introduce the concepts of seen text (e.g., words, diagrams, pictures, special typographical features on the page) and unseen text (e.g., ideas, opinions, essential background knowledge of the reader).

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of short fictional, informational, and graphic French texts, including texts used in real-life situations (e.g., discuss the portrayal of adolescent issues in stories or novels from different cultures; describe an environmental issue featured in an advertisement

or on a website; describe how to assemble a small piece of furniture after reading its instruction manual; describe items of interest in a catalogue; explain the pictorial signs in a recycling guide; read a cell-phone bill and discuss how to avoid extra charges; read a subway or bus map to help plan and budget for a field trip for the class; research information from different sources about the celebration of National Aboriginal Day in Ontario and present their findings to the class)

**Teacher prompts:** “Qu’est-ce qui vous aide à comprendre les instructions dans un guide de l’utilisateur? Pourquoi?” “À quoi servent les pictogrammes?” “Comment peut-on lire une carte routière?”

**Instructional tip:** Teachers can help students read for implicit and explicit information by modelling sentence stems that promote deeper thinking and understanding (e.g., “Je me demande comment...pourquoi...”, “Cela veut dire...”, “On peut présumer que...”, “Je peux reformuler...”, “Je suppose que l’auteur...”).

**C1.3 Reading with Fluency:** read a variety of French texts with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., use punctuation to guide their reading of a complex sentence in order to help them accurately convey its message to the listener; read aloud, adjusting rate and tone for expressive effect to hold the audience’s attention; read in a role with suitable emphasis and phrasing to dramatize a text for an audience; record a variety

of texts from diverse cultures, reading with clarity and articulation)

**Teacher prompts:** “Comment distingue-t-on entre les personnages quand on lit un dialogue?” “Comment améliorez-vous votre fluidité en lecture?”

**Instructional tip:** Teachers can explain rules of pronunciation and demonstrate correct pronunciation during repeated interactive read-alouds (e.g., *elision*: “J’y vais”, “J’en veux deux”, “Des preuves d’amour”, “C’est l’été qu’Anne aime”; *silent letters*: “hier”, “mangent”, “nous”, “finalement”; *liaison*: “quant à”, “moins aimable”, “chez eux”, “on apercevait”, “tout y est”).

**C1.4 Developing Vocabulary:** use several different vocabulary acquisition strategies to expand their French vocabulary (e.g., *use understanding of word order and parts of speech to help them infer the meaning of a new word; identify words borrowed from other languages; use knowledge of roots, prefixes, and suffixes to help them determine the meaning of unfamiliar words*)

**Teacher prompts:** “Que faites-vous quand vous rencontrez un mot que vous ne connaissez pas dans un texte?” “Quelles sont les parties du mot qui vous semblent familières? Où avez-vous vu ce mot auparavant?” “Qu’est-ce que des mots qui se ‘répondent’ dans un texte?”

**Instructional tip:** Teachers can help students analyse words by encouraging them to look for prefixes and suffixes, such as “il-, im-, in-, ir-”, which means “opposite” (e.g., “illégal”, “im-buvable”, “inactif”, “irresponsable”), and “-eau”, which means “little” (e.g., “lapereau”, “louveteau”, “arbrisseau”, “lionceau”, “drapeau”).

**C1.5 Responding to and Evaluating Media**

**Texts:** demonstrate an understanding of ideas and information in a variety of French media texts, and express personal thoughts, feelings, and opinions about the texts (e.g., *discuss how the text and images in a travel brochure or magazine advertisement appeal to a particular demographic; describe portrayals of adults and teens in advertisements for different products; discuss how effectively the words and images on a cereal box appeal to the intended consumer; explain how the content, graphics, design, and layout of a popular teen magazine contribute to its appeal; discuss what the text and images communicate in pictorial directories and/or on maps*)

**Teacher prompts:** “Comment le texte et les images dans un dépliant touristique influencent-ils les choix de destination des gens?” “Quelles sont les stratégies médiatiques qui rendent la

transmission des informations publicitaires efficaces?” “Comment les mots dans une campagne publicitaire pourraient-ils influencer de diverses façons?” “Comment peut-on reconnaître la différence entre les faits et les jugements d’une publicité diffusée aux internautes?”

**Instructional tip:** Teachers can encourage students to use demonstrative adjectives when describing their reactions to media texts (e.g., “Je préfère cette annonce publicitaire, car...”, “J’aime bien ce dépliant parce que...”, “Cet article ne m’intéresse pas du tout parce que...”).

## C2. Purpose, Form, and Style

By the end of this course, students will:

**C2.1 Purposes and Characteristics of Text**

**Forms:** identify the purpose(s) and characteristics of a variety of text forms in French, including fictional, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (e.g., *a newspaper article communicates essential information by addressing the five Ws; pictures, graphs, and text on plaques in conservation authority sites explain the local ecosystems; speech bubbles and captions convey the dialogue and setting in graphic novels and comic books*)

**Teacher prompts:** “Quel genre de texte aimez-vous lire? Pourquoi?” “Quel sera l’impact si l’auteur choisit un genre de texte différent?” “Si tu étais l’auteur de ce texte, quel genre de texte choisirais-tu pour communiquer le même message?” “D’après vous, pourquoi l’auteur a-t-il choisi de communiquer son point de vue par une bande dessinée?” “Comment le fait de connaître et de comprendre les éléments d’une bande dessinée vous aide-t-il à lire le texte?”

**Instructional tip:** Teachers can direct students’ attention to the reportorial tone and use of the third person (i.e., “il(s)”, “elle(s)”, “on”) in newspaper articles (e.g., “On parlera beaucoup de ce film”, “Le lendemain du crime, ils ont découvert...”).

**C2.2 Text Features and Elements of Style:**

identify features and stylistic elements of a variety of text forms in French, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., *section titles and headlines in a newspaper help readers locate global, national, and local news as well as stories on specific topics; the separation of ingredients from cooking instructions in recipes helps readers assemble the components they need before they start to cook; a play on words in a song lyric adds an extra level*)

of meaning, such as in the song “La Soirée du Hockey”; a repeated phrase in a poem emphasizes the theme)

**Teacher prompts:** “Pourquoi a-t-on choisi ce mode d’organisation du texte?” “Comment les structures répétées facilitent-elles la compréhension de l’écrit?”

**Instructional tip:** Teachers can model expressions that begin with “puisque”, “donc”, “pourtant”, “alors que”, “conséquemment”, “cependant”, and can encourage students to use them when discussing the impact of various stylistic elements.

### C2.3 Metacognition:

(a) describe strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., *describe an appropriate way to prepare to read an informational text; determine whether skimming or scanning is more useful when reading graphic text; select one strategy that they found helpful when reading challenging texts and describe how they used it; list the clues, words, and features that helped them to understand the text and to identify its main ideas*)

**Teacher prompts:** “Pourquoi lisez-vous?” “Comment préparez-vous votre lecture?” “Quelles stratégies utilisez-vous quand vous ne comprenez pas ce que vous lisez?” “Quelles questions est-ce que vous posez pour vérifier que vous avez bien compris?” “Comment est-ce qu’une discussion en groupe après une lecture vous aide à mieux comprendre les idées clés?”

**Instructional tip:** Teachers can establish success criteria with students by asking them to think about the purpose of their learning (e.g., “Je peux comprendre les éléments essentiels de...”, “Je suis capable de...”).

## C3. Intercultural Understanding

By the end of this course, students will:

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *read a tourism brochure or website on a French-speaking European country and its various communities, and identify differences*

from Ontario; investigate, using online sources such as UNESCO’s French-language website, some ways in which French-speaking European communities are working to preserve biodiversity; compare summer holiday routines of adolescents in a French-speaking country and in Ontario on the basis of their diaries or blogs)

**Teacher prompts:** “Attachez-vous plus d’importance aux points communs ou aux différences? Expliquez pourquoi.” “Comparez ce que vous faites pendant l’été avec des ados dans un pays francophone.”

**Instructional tip:** Teachers can direct students’ attention to the use of direct-object pronouns in tourism brochures (e.g., “La capitale nous propose de découvrir toute la richesse de sa culture et de son patrimoine”, “La ville vous convie à un rendez-vous avec son histoire...”, “Elle vous promet d’agréables surprises durant toute votre visite au parc d’attractions”).

### C3.2 Awareness of Sociolinguistic Conventions:

using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities\* (e.g., *identify regional vocabulary in online advertisements and newspapers; read song lyrics by French-speaking artists to identify expressions specific to different regions; identify local colloquialisms found in a blog; identify whether closings for letters and electronic messages are formal, friendly, or intimate*)

**Teacher prompts:** “Comment le vocabulaire d’un message change-t-il d’une région francophone à l’autre?” “Quelles sont les expressions régionales utilisées dans les paroles de cette chanson?” “Expliquez l’intérêt de lire des blogs de certaines régions.”

**Instructional tip:** Teachers can encourage students to identify words and expressions unique to certain regions, such as “déjeuner” for “breakfast” and “dîner” for “lunch” (Canada and Switzerland) vs “petit déjeuner” for “breakfast” and “déjeuner” for “lunch” (France and Democratic Republic of the Congo).

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Europe) but are not expected to do so.

# D. WRITING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### D1. Purpose, Audience, and Form

By the end of this course, students will:

#### D1.1 Identifying Purpose and Audience:

determine their purpose in writing and the audience for French texts they plan to create (*e.g., to demonstrate conflict between a superhero and villain in a dialogue to be presented to the class; to promote awareness of a community environmental issue on the cover of a class magazine; to create helpful and clearly written clues that enable classmates to guess persons, places, or things; to express their opinion on a social issue; to invite people to a community event such as a First Nations, Métis, or Inuit celebration; to promote the value of learning French in a brochure for adolescents; to describe personal dreams and aspirations in a journal entry; to accurately and objectively report an event for the school yearbook*)

**Teacher prompts:** “Comment pouvez-vous vous assurer que les indices choisis servent à constituer la preuve auprès de vos lecteurs?” “Comment allez-vous persuader vos lecteurs de l’importance de l’apprentissage du français au Canada?” “Comment avanceriez-vous activement vers vos buts et rêves chaque jour?”

#### Instructional tips:

- (1) Teachers can suggest that students use a checklist to help them target their writing to suit their particular purpose and audience.
- (2) Teachers can encourage students to use the *imparfait* when describing an event in an article (*e.g., “Pendant le match de football il pleuvait;*

*il y avait du monde qui regardait le match, les gens se dépêchaient de se couvrir...”*).

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about everyday matters and familiar topics, applying their knowledge of the fundamental structural and stylistic elements of each form (*e.g., instructions for a game for younger students; a humorous review of a music video; an adaptation of a poem or song to express a different perspective from that of the original; a list of strong, logical points that express their viewpoint on safety in schools in preparation for a debate; a budget based on their identified financial goals; a text message to a friend about making plans for the weekend or a tweet giving their response to a movie*)

**Teacher prompts:** “Quelles expressions utiliseriez-vous pour expliquer les règles d’un jeu aux enfants?” “Comment pourriez-vous incorporer un point de vue ou une perspective dans une chanson ou un poème?” “Par quels moyens pouvez-vous invoquer les sentiments de vos lecteurs?” “Y a-t-il une relation entre l’établissement d’un budget de vos dépenses et l’organisation de vos activités sociales pour le mois? Expliquez votre réponse.”

**Instructional tip:** Teachers can encourage students to express their points of view using the personal pronoun “on” with verbs such as “pouvoir”, “devoir”, and “vouloir” plus the *infinitif* (*e.g., “On doit penser à réagir rapidement pour favoriser l’instauration d’un climat scolaire positif”*).

**D1.3 Creating Media Texts:** create media texts in French on everyday matters and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., create a multimedia storyboard that includes descriptions, reflections, photographs, and music related to a twelve-hour period of their life; write a script for a public service announcement to inform teenagers about a social or health issue or a financial matter; create a brochure for French-speaking tourists about a Canadian national park; write text for a video to persuade peers to participate in a favourite sport or club)

**Teacher prompts:** “Quel impact les images et les textes que vous choisissez ont-ils sur le lecteur?” “Comment allez-vous réussir à atteindre votre public cible?” “Quels éléments influencent le message d’un texte médiatique?”

**Instructional tip:** Teachers can model the use of past tenses as tools of narration and description.

**D1.4 Applying Language Structures:** communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., write complete and correct simple, compound, and complex sentences using conjunctions; use final punctuation appropriate to the sentence type; consistently make nouns and adjectives agree, and use a variety of adjectives to describe familiar activities, people, places, and things; consistently make subjects and verbs agree, and use appropriate verb tenses)

**Teacher prompts:** “Comment pouvez-vous varier la longueur et le style de phrase dans votre production écrite?” “Pourquoi utilisez-vous la ponctuation dans le travail écrit?” “Quel temps de verbe utiliserez-vous dans une série d’instructions?”

**Instructional tips:**

(1) Teachers can demonstrate how using an appropriate graphic organizer to sequence experiences, events, or activities can help students decide which verb tenses to use.

(2) Teachers can help students understand the benefits of using various interrogative constructions (e.g., “Pensez-vous que...?”, “À quoi pensez-vous?”).

## D2. The Writing Process

By the end of this course, students will:

**D2.1 Generating, Developing, and Organizing Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., use free writing

to generate ideas for writing; record ideas in a writer’s journal or jot journal; create a “grocery list” of topics for writing and discuss them in small groups; create a glossary of essential vocabulary for their chosen topic; create a storyboard illustrating the plot of a story to help them generate written dialogue and narration; summarize and paraphrase information and ideas in point-form notes)

**Teacher prompts:** “Quelle était l’inspiration pour vos idées?” “Comment avez-vous choisi les ressources que vous avez utilisées?” “Quelle stratégie avez-vous utilisée pour organiser vos informations avant de commencer à écrire?” “Comment décidez-vous quelle forme serait la plus efficace pour énoncer votre message?” “Comment peut-on résumer les idées principales d’une production écrite?”

**Instructional tips:**

(1) To help students develop ideas on a topic, teachers can guide them through the process of clustering ideas generated in class discussion on that topic.

(2) At each stage of the writing development process, teachers can ensure that students are engaged in speaking and listening as they discuss their own writing ideas, their peers’ writing ideas, and ideas arising from their research.

**D2.2 Drafting and Revising:** plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., check word choice by referring to online or print dictionaries, including a dictionary of synonyms, antonyms, and homonyms; use new words in their writing that they have encountered through reading; review their draft with the teacher or peers and use their feedback when correcting word choice, punctuation, and language conventions; reread early drafts to ensure logical organization with adequate development of information and ideas)

**Teacher prompts:** “Comment pouvez-vous vérifier votre vocabulaire pour que votre message soit plus précis?” “Dans quelle mesure la rétroaction de vos camarades vous aide-t-elle à réviser votre travail?” “De quelle façon révisez-vous votre travail écrit?”

**Instructional tip:** Teachers can suggest that students link their thoughts and ideas using sequencing words (e.g., “d’abord”, “ensuite”, “d’une part”, “d’autre part”, “en effet”, “ainsi”, “en revanche”, “par contre”, “de plus”, “enfin”, “finalement”).

**D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of their written work, and use a few elements of

effective presentation to produce a polished product for publication (e.g., refer to a checklist based on success criteria to guide their revisions to grammar, spelling, syntax, and punctuation; adopt a layout appropriate to the writing task and the target audience; add visuals to emphasize key ideas; reread the final draft to ensure appropriate use of form, style, and conventions)

**Teacher prompts:** “Comment vous assurez-vous que vous avez inclus tous les éléments nécessaires pour finir la tâche?” “En équipes de trois, dressez une liste des caractéristiques d’une brochure touristique, par la suite, nous compilerons une liste de tous les critères retenus par la classe pour l’afficher comme aide-mémoire.” “Comment pouvez-vous intégrer des éléments visuels appropriés pour clarifier vos idées?”

**Instructional tip:** Teachers and students can develop anchor charts of visual components that students might use to highlight or clarify key ideas in their writing (e.g., varied fonts, bulleted lists, text boxes, graphics, captions).

#### D2.4 Metacognition:

- (a) describe strategies they found helpful before, during, and after writing to communicate effectively;
- (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., explain how following a model can assist in creating a more effective piece of writing; assess their text using success criteria to determine what they did effectively and what could be improved; after a writing activity, complete a self-assessment of their use of a particular text form and plan next steps to improve the effectiveness with which they use that form; consider feedback from the teacher and peers when planning next steps)

**Teacher prompts:** “Comment vérifiez-vous la qualité de votre travail?” “Dans la liste de stratégies d’écriture que vous avez dressée, quelle est celle que vous recommanderiez à vos camarades de classe et pourquoi?”

**Instructional tip:** Teachers can model and promote the use of self-reflection tools (e.g., a journal, organizers, and checklists) that students can adapt to their personal learning styles and use to record effective writing strategies and determine next steps (e.g., “Écrire une marche à suivre : le sujet traité, l’intention, les étapes et l’ordre à suivre, les besoins pour exécuter parfaitement toutes les étapes, réflexion, etc.”).

### D3. Intercultural Understanding

By the end of this course, students will:

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in Europe, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., describe, illustrate, and explain the significance of cultural artifacts from a French-speaking European community; write an online encyclopedia article or blog entry summarizing interesting and important facts about a French-speaking European community; write a letter or email to a teenager in a French-speaking European community asking questions to determine how his or her life is similar to and different from their own)

**Teacher prompts:** “Comment peut-on expliquer les artefacts culturels?” “Comment pouvez-vous présenter vos commentaires en respectant les valeurs des autres?”

**Instructional tip:** Teachers can encourage students to make comparisons between cultures using the comparative and superlative forms of “bon” and “bien” (e.g., “meilleur”, “mieux”).

#### D3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,\* and use them appropriately in their written work (e.g., write a thank-you note using expressions of gratitude and appreciation; email a parent, friend, teacher, or job interviewer, adjusting the level of language formality accordingly; create a brochure with pictures to explain greeting expressions to younger students; use onomatopoeia and regional expressions in a comic strip or abbreviations in a text message)

**Teacher prompts:** “Quelles sont les expressions en français familier dont vous pouvez vous servir?” “Quelle est la différence entre un courriel adressé à votre ami et celui adressé à votre directeur d’école?” “Comment allez-vous simplifier la langue pour les enfants?”

**Instructional tip:** Teachers can suggest that students use apocope in email to their friends (e.g., “deg” for “dégueulasse”; “ciné” for “cinéma”; “ordi” for “ordinateur”; “d’acc” for “d’accord”).

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Europe) but are not expected to do so.

# French Immersion, Grade 10

Academic

FIF2D

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary French literature and historically well-known French European literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** French Immersion, Grade 9, Academic or Applied

## Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

# A. LISTENING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### A1. Listening to Understand

By the end of this course, students will:

#### A1.1 Using Listening Comprehension

**Strategies:** identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (*e.g., set goals and prepare a note-taking template before a listening task; make predictions that anticipate information to be heard; use an organizer to keep track of the main points during a presentation; use context and previous knowledge to help figure out unfamiliar words; make inferences based on specific information or ideas, key words, or linking words; visualize a scene in a literary text to aid in understanding relationships among characters; check comprehension after listening by reviewing notes with a peer*)

**Teacher prompts:** “Comment la précision des objectifs d’écoute peut-elle créer un contexte pour le message?” “Comment faire attention au contexte vous aide-t-il à deviner les mots que vous ne comprenez pas?” “Comment un contexte authentique aide-t-il à comprendre du vocabulaire inconnu?” “Comment faire attention aux mots de transition peut-il aider à signaler la prochaine étape?” “Quelle stratégie de planification mettriez-vous en pratique dans un extrait d’écoute littéraire?”

#### **Instructional tips:**

(1) Teachers can encourage students to make inferences while listening by using context and previous knowledge to listen “between the lines” (*e.g., “Le paysage avait tellement changé. L’an dernier, il y avait ici une forêt en pleine santé,*

*et maintenant, plus rien. J’ai aussi remarqué que quelques troncs ont noirci”: “Dans ce contexte on constate que la forêt a disparu à cause d’un incendie”).*

(2) Teachers can encourage students to use relative pronouns when articulating inferences (*e.g., “Voilà la raison pour laquelle je pense que...”*).

(3) Before listening to a literary text or watching a play, teachers can suggest that students listen for vocal nuances, such as use of tone of voice to emphasize words, to indicate attitude or emotion, or to signal the difference between statements and questions.

**A1.2 Demonstrating Understanding:** demonstrate an understanding of oral French texts about academic and familiar topics, including literary texts and long texts, with support as appropriate (*e.g., note information heard in a presentation about summer jobs or future occupations, such as required knowledge, education, and skills; summarize the content of a scene from a French play after hearing it read aloud; comment on and ask relevant questions after a classmate’s oral presentation about a novel or play being studied; explain the main ideas and supporting details of a story heard in a live or recorded presentation; listen to various media texts to identify contributions that various ethnic groups have made to Canada, and compare these with their own culture’s contribution; analyse the use of figurative language to establish tone and mood in an audiobook excerpt*)

**Teacher prompts:** “Comment vous informez-vous sur les programmes d’emplois d’été pour

étudiants en Ontario?" "Comment réagissez-vous à la vision présentée et aux valeurs véhiculées?" "Pourquoi est-il important de reconnaître tous les héritages qui existent au Canada?"

**Instructional tips:**

(1) Teachers can suggest that students use context to determine whether the verb they hear is in the *futur simple*, indicating certainty (e.g., "La semaine prochaine, je souhaiterai un joyeux anniversaire à ma meilleure amie") or the *conditionnel présent*, indicating probability (e.g., "La semaine prochaine, je souhaiterais que l'anniversaire de ma meilleure amie soit une joyeuse fête").

(2) Before a presentation about summer employment opportunities, teachers can suggest that students listen for the *subjonctif présent* after expressions of emotion, doubt, preference, command, or permission (e.g., "Nous sommes contents que vous puissiez perfectionner vos compétences en langue seconde tout en bénéficiant d'une expérience professionnelle majeure...", "L'employeur doute que vous ayez le choix de...").

(3) Teachers can encourage students to use the indefinite pronoun "tout(e)"/"tous"/"toutes" when discussing cultural groups in Canada (e.g., "Ils font tous partie de l'histoire du Canada", "Les cultures ne sont pas toutes les mêmes").

### A1.3 Responding to and Evaluating Media

**Texts:** evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about academic and familiar topics (e.g., *detect bias in a news report about a current social issue; identify different perspectives in a podcast about diversity and explain whether hearing multiple opinions enhances their understanding of the issue; hypothesize reasons for the possible disconnect between the images and the oral message in a music video; analyse how the language in a radio advertisement aims to influence the audience; identify examples of nationalism in a historical vignette*)

**Teacher prompts:** "Comment plusieurs voix différentes peuvent-elles à la fois enrichir et nuire à un message?" "Comment le créateur d'un document sonore essaie-t-il de vous manipuler?" "De quelle façon les sons, à part des mots, influencent-ils un message?" "De quelle façon les éléments de la présentation vous influencent-ils à l'achat du produit?" "Comment le format de la publicité se conforme-t-il à l'audience prévue?" "Quel format de média vous influence le plus comme consommateur/consommatrice?" "Comment la fierté nationale est-elle présentée dans notre société?"

**Instructional tips:**

(1) Teachers can direct students' attention to how different vocabulary suits different audiences and purposes (e.g., informal vocabulary is used in podcasts targeted at a younger audience).

(2) Teachers can suggest that students use comparative adjectives and adverbs when discussing the effectiveness of advertisements (e.g., "Cette annonce a autant d'informations que l'autre", "Cette annonce éclaircit les informations autant que l'autre").

(3) As students analyse the images and lyrics in a music video, teachers can suggest that they use different tenses in conditional sentences that begin with "si" and the *présent* (e.g., *futur*: "S'il s'agit d'une chanson simple fondée sur un message fort, la musique et les images seront un formidable moyen pour le transmettre"; *présent*: "S'il s'agit d'une chanson simple fondée sur un message fort, la musique et les images peuvent être un formidable moyen pour le transmettre"; *impératif*: "S'il s'agit d'une chanson simple fondée sur un message fort, transmettez-le par un bon moyen").

## A2. Listening to Interact

By the end of this course, students will:

### A2.1 Using Interactive Listening Strategies:

identify and use a range of interactive listening strategies to suit a variety of situations while participating in academic and social interactions (e.g., *paraphrase, clarify, ask questions about, or respond to the ideas shared in a group discussion; ask questions to demonstrate engagement during a conversation; take turns speaking and avoid interrupting others during informal discussion or debate*)

**Teacher prompts:** "Quand vous planifiez en groupe, comment appréciez-vous le point de vue d'autrui?" "Comment portez-vous un jugement sur les informations contenues dans une conversation?" "Comment évaluez-vous votre compréhension dans des conversations sur des sujets familiers?" "Comment invitez-vous quelqu'un à se joindre à la conversation?"

**Instructional tips:**

(1) Teachers can direct students' attention to the different uses of disjunctive pronouns, such as "moi", "toi", "eux", "elles": following a preposition (e.g., "Je vais chez eux", "Vas-tu partir sans moi?"), with "même" for emphasis (e.g., "Je le ferai moi-même" "C'est toi, Yuan? Oui, c'est moi-même"), and independently for emphasis (e.g., "Moi, je pense qu'il a tort, mais toi tu penses qu'il a raison").

(2) Teachers can encourage students to listen for the differences in meaning and usage of the verbs “savoir” and “connaître”.

**A2.2 Interacting:** respond with understanding to what others say while participating in sustained interactions about academic and familiar topics, including literary topics, in formal and informal situations (e.g., *respond to a speaker’s opinion; present a rebuttal in an informal debate; acknowledge other points of view during a peer sharing session at the end of a lesson; listen to a peer share an experience of alienation and relate the feelings to an experience in their own life; contribute to a discussion or debate relating to the French literature being studied; pose questions after listening to a presentation at a co-op or job fair*)

**Teacher prompts:** “Comment la discussion vous aide-t-elle à approfondir vos connaissances à propos des sujets écoutés?” “De quelle façon le processus de discussion de groupe vous permet-il de solutionner les problèmes rencontrés dans votre vie sociale?” “Quelles questions posez-vous pour mieux comprendre la présentation?”

**Instructional tips:**

(1) Teachers can suggest that students listen for various double negative forms so they can respond appropriately in conversations (e.g., “Je ne le vois plus jamais”, “Elle n’a plus aucun argent”, “Il ne boit jamais rien”, “Tu n’as jamais blessé personne”, “ne...pas encore”, “ne...nulle part”, “ne...ni...ni”, “ne...pas...non plus”, “Elle n’a pas aimé ce roman, il ne l’a pas aimé non plus”).

(2) Teachers can direct students to listen for the location of adjectives in noun phrases (e.g., “une première fois”, “une autre belle affaire”, “un bel homme formidable”).

**A2.3 Metacognition:**

(a) explain which strategies they found helpful before, during, and after listening;

(b) identify their areas of greater and lesser strength as listeners, and plan detailed steps they can take to improve their listening skills (e.g., *suggest what they can do differently in response to oral feedback from the teacher; evaluate their ability to anticipate what they will hear in various oral texts; list listening strategies in order of effectiveness; after a listening activity, evaluate the effectiveness of their listening strategies and decide which strategy will be most helpful in similar contexts in the future; discuss their challenges recalling information after listening and strategies to address those challenges*)

**Teacher prompts:** “Quel environnement vous mène à mieux écouter?” “Quels sont les obstacles qui vous empêchent de bien comprendre dans certaines situations?”

**Instructional tip:** Teachers can use the *plus-que-parfait* and *conditionnel passé* to prompt students to reflect on their use of listening strategies (e.g., “Quelle stratégie d’écoute aviez-vous utilisée pour comprendre la vidéo?”, “Qu’auriez-vous modifié et pourquoi?”).

### A3. Intercultural Understanding

By the end of this course, students will:

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *view historical clips about the French Empire in Africa and Southeast Asia and discuss its enduring cultural influence; extract cultural information from various French African or Asian songs, such as views on a social issue; watch films or video clips depicting family life and concerns in a French-speaking region in Africa or Asia and draw comparisons with those in their own community*)

**Teacher prompts:** “Qu’apprenez-vous des jeunes francophones qui racontent des souvenirs liés à leur environnement personnel?” “De quelle façon discernerez-vous les informations culturelles importantes dans un documentaire?”

**Instructional tips:**

(1) Teachers can ask students to listen for relative pronouns in historical vignettes and can encourage students to use them when comparing cultures (e.g., “C’est ma culture dont je suis fier”, “Voici la chanson dont je parle”, “Écoute celui qui est enregistré”, “celui que j’ai acheté”, “celui dont j’ai parlé”).

(2) Teachers can provide students with information on the history of communities and cultures in various countries in Africa in which French is spoken, drawing attention to the rich diversity of cultures as well as to social and/or economic issues and the enduring influence of colonization and/or slavery.

**A3.2 Awareness of Sociolinguistic Conventions:**

using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations

in diverse French-speaking communities\* (e.g., identify and explain differences between familiar, colloquial, and formal language; note the vocabulary and register used by people of different age groups; listen to an interview and explain how the speakers use colloquial expressions to convey their meaning)

**Teacher prompts:** “Comment changez-vous votre vocabulaire lorsque vous communiquez avec quelqu’un beaucoup plus âgé que vous?”  
“Relevez les expressions familières que vous avez entendues dans l’entretien. À votre avis, pourquoi les a-t-on utilisées?”

**Instructional tip:** While listening to a dialogue, teachers can direct students’ attention to markers of language register and can encourage students to discuss them using the *plus-que-parfait* and *conditionnel passé* in conditional sentences that begin with “si” (e.g., “Si j’avais parlé avec ma grand-mère, j’aurais changé...”).

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\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Africa and Asia) but are not expected to do so.

# B. SPEAKING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### B1. Speaking to Communicate

By the end of this course, students will:

#### B1.1 Using Oral Communication Strategies:

identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., *select vocabulary that expresses their ideas clearly; use tone of voice to convey emotion, doubt, or certainty; gather information from a variety of sources before a presentation; vary their volume and rate of speech*)

**Teacher prompts:** “Comment ajustez-vous votre vocabulaire et les structures de phrases pour rendre votre message clair?” “Comment identifiez-vous les sources de références possibles pour sélectionner l’information sur le sujet à traiter?” “Comment est-ce que vous exploitez les stratégies suivantes : la répétition, le classement, la substitution, l’élaboration, le transfert de connaissances, l’inférence, la clarification?”

**Instructional tip:** Teachers can encourage students to use the *subjonctif présent* after verbs that express emotions, doubts, wishes, or directives (e.g., “Mes amis sont ravis que tu puisses venir”, “Le professeur est désolé que les élèves ne fassent pas attention en classe”, “Le gouvernement interdit que les révolutionnaires se réunissent”, “Le directeur exige que les élèves soient à l’heure”).

#### B1.2 Producing Oral Communications:

produce prepared and spontaneous communications in French containing information, ideas, and

opinions about academic and familiar topics, including literary topics, with support as appropriate (e.g., *retell a story or fable, paying particular attention to the sequence of events; explain how reading a humorous literary story improves their ability to tell amusing anecdotes of their own; deliver a monologue articulating the point of view of a stakeholder after an environmental disaster; deliver a persuasive presentation on an equity issue; outline plans for an outing to a French film festival; state their opinion on whether social media are creating the demise of privacy*)

**Teacher prompts:** “Expliquez comment La Fontaine transmet sa morale dans la fable.” “Que révèlent les situations comiques dans une pièce de théâtre?” “Comment vous préparez-vous pour une présentation orale?” “Quels éléments d’expression orale vous serviront lors de la présentation d’un monologue?”

**Instructional tip:** Teachers can encourage students to use the *futur simple* and *conditionnel présent* when talking about plans.

#### B1.3 Speaking with Fluency:

speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about academic and familiar topics, including literary topics (e.g., *use tone and inflection to express sarcasm, irony, respect, and emotions; recite a classic fable clearly, using pauses for dramatic emphasis; change expression and intonation to reflect different messages and situations; avoid awkward pauses by using familiar vocabulary to describe an idea or object when the*

*exact term is not known or has been forgotten; entertain the class with a joke, humorous story, or tongue twister)*

**Teacher prompts:** “Qu’est-ce qui vous aide à vous exprimer avec confiance et clarté?” “Quelle stratégie utilisez-vous pour ajouter de l’emphase à votre présentation?” “Comment décidez-vous quels aspects de votre élocution pourraient être améliorés la prochaine fois?”

**Instructional tip:** Teachers can model the use of connecting words and phrases that express agreement (e.g., “il est vrai que...”, “évidemment”, “sans aucun doute”, “il va de soi que...”, “bien entendu”, “certes”), which contribute to the flow of ideas when speaking.

**B1.4 Creating Media Texts:** create a variety of oral media texts in French about academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., create a podcast analysing the explicit and implicit messages of an advertisement; create a public service message to promote inter-cultural appreciation; in small groups, create a media clip about climate change for their science class; record an opinion video commenting on a current local issue; in a group, create three radio news reports with different approaches to the same subject; create a multimedia advertising campaign that promotes hiring students for summer jobs)

**Teacher prompts:** “Comment la création d’une baladodiffusion (podcast) permet-elle de transmettre des opinions claires et fortes?” “Comment est-ce que l’on choisit un outil médiatique?” “De quelle façon peut-on montrer notre appréciation d’une autre culture dans les médias?” “Quelle forme de texte médiatique allez-vous choisir afin de documenter les effets du réchauffement de l’atmosphère?”

**Instructional tip:** Teachers can model the use of disjunctive pronouns to express and compare opinions (e.g., “Moi, je pense que..., mais lui...”, “Ce sont eux qui..., mais toi, que penses-tu?”).

**B1.5 Applying Language Structures:** communicate their meaning clearly, using parts of speech and word order appropriately (e.g., use correct tense sequences when formulating a hypothesis about what might have prevented a particular social or environmental problem; use a variety of transitional words and pronouns to link sentences when describing an experience or expressing an opinion; prepare a group presentation of a short play for a school-wide literary festival using vocabulary and verb tenses correctly)

**Teacher prompts:** “Quelle forme utilise-t-on pour faire des hypothèses?” “Comment

choisissez-vous les temps des verbes dans une présentation orale?”

**Instructional tip:** Teachers can model the sequence of tenses used with “si” to express hypotheses (e.g., “Si la tristesse s’intensifiait et persistait pendant plus de deux semaines et commençait à nuire aux activités quotidiennes, elle signifierait une dépression”, “Si elle parlait le français, elle accepterait ce poste”, “Si vous étiez parti plus tôt, vous ne seriez pas arrivé en retard à votre rendez-vous”, “Si j’avais su à propos de cet incident à la banque, je n’y serais pas allé”).

## B2. Speaking to Interact

By the end of this course, students will:

**B2.1 Using Speaking Interaction Strategies:** demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (e.g., prepare for and think positively about an upcoming conversation on a particular topic; use appropriate tone and expression in a discussion with peers; listen actively and remain on topic when asking or answering questions during an interview; interact appropriately with peers when participating in group work; adjust their vocabulary or the speed at which they are speaking in response to non-verbal cues from their partner)

**Teacher prompts:** “Comment vous prépareriez-vous pour une entrevue?” “Comment exprimeriez-vous poliment votre volonté et votre désir?” “Comment encourageriez-vous la continuation d’une conversation?”

**Instructional tip:** Teachers can demonstrate how to express preferences and desires in a conversation (e.g., “J’ai envie de...”, “Je refuse de...”, “J’aimerais...”, “Je voudrais...”, “Je souhaiterais...”).

**B2.2 Interacting:** engage in sustained spoken interactions in French (prepared and spontaneous), in academic and social contexts, about academic and familiar topics, including literary topics (e.g., in small groups, converse spontaneously about everyday life; engage in a round-table discussion exploring such topics as hobbies, current events, potential career paths, hopes, goals, and ambitions; discuss a literary writer’s choice of words and use of verb tenses to convey a message or mood; with a partner, rehearse and role-play a job interview in which the applicant highlights his or her personal strengths)

**Teacher prompts:** “Une improvisation spontanée suppose un dialogue non préparé : Comment

allez-vous vous débrouiller dans une situation imprévue?” “Quelles structures langagières déjà utilisées vous seront utiles pour vous engager dans une conversation improvisée?” “Quelles sont les questions typiques d’une entrevue?”

**Instructional tip:** Teachers can encourage students to use object pronouns with the *impératif* in conversations (e.g., “Téléphone-moi!”, “Donne-la-lui!”, “Explique-le-leur”, “Ne me le dis pas”, “N’y pensez pas trop!”, “Ne nous en donne plus!”).

### B2.3 Metacognition:

- (a) explain which strategies they found helpful before, during, and after speaking to communicate effectively;
- (b) identify their areas of greater and lesser strength as speakers, and plan detailed steps they can take to improve their speaking skills (e.g., *describe strategies they have used or could use to develop their ability to respond spontaneously; review their communication portfolio to help them determine next steps; participate in a French social group in the school to practise speaking with peers and native speakers outside class*)

**Teacher prompts:** “Quelle stratégie de prise de parole utiliserez-vous pendant un échange spontané?” “Quelle est votre stratégie pour parler clairement et couramment?”

**Instructional tip:** Teachers can encourage students to use technology to create and maintain an oral communication portfolio.

## B3. Intercultural Understanding

By the end of this course, students will:

- B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *describe cultural events in Tunisia, such as the Carthage Film Festival, and their importance to local communities; deliver a presentation on key factors that affect a particular French-speaking country in Africa or Asia, such as historical events, climate, geography, the economy, and significant individuals; discuss with peers the similarities and differences between their own*

*community and one presented in a film or video about a Guinean or Malian community; give a presentation on travelling to a country that protects the environment and respects local culture, such as Madagascar*)

**Teacher prompts:** “Un peu d’histoire : En quoi est-ce que l’Afrique est vitale pour la survie de la francophonie?” “Quels sont les objectifs des *Journées Cinématographiques de Carthage*?” “Pourquoi, selon vous, est-ce qu’il y a autant de francophones en Afrique?” “Qu’est-ce qui forme votre culture et comment se lie-t-elle à votre identité canadienne?” “Quelles sont les activités et services écotouristiques qu’on peut offrir au Parc National à Madagascar?”

**Instructional tip:** Teachers can encourage students to use relative pronouns such as “lequel” following a preposition when discussing culture in different communities (e.g., “La culture à laquelle je m’identifie le plus est...”, “La culture avec laquelle vous vous identifiez, est-elle...”).

### B3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,\* and use them appropriately in spoken interactions (e.g., *use inclusive, bias-free language to show respect; use idiomatic expressions discovered while watching French commercials or reading on the Internet; accompany speech with appropriate non-verbal exclamations and gestures to help them convey an emotion or evoke a reaction; incorporate expressions from different regions in a dialogue*)

**Teacher prompts:** “Pourquoi est-il important de choisir ses mots quand on parle à des personnes plus âgées que nous?” “Comment une discussion avec vos camarades vous permet-elle de comprendre l’usage des expressions régionales?” “À quoi servent les expressions idiomatiques dans une langue?”

**Instructional tip:** Teachers can introduce idiomatic expressions that students can use in their conversations (e.g., “Caroline a passé une nuit blanche [nuit sans sommeil]”, “Ce film m’a donné la chair de poule [des frissons de peur]”, “Ce n’est pas de tes oignons [ce n’est pas de tes affaires, ça ne te regarde pas]”).

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Africa and Asia) but are not expected to do so.

# C. READING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a variety of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of text forms, including literary, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### C1. Reading Comprehension

By the end of this course, students will:

#### C1.1 Using Reading Comprehension Strategies:

use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including challenging texts (e.g., *in a think-aloud, predict content based on the text features, specialized vocabulary, illustrations, introductory information, and/or prior knowledge; determine the meaning of unfamiliar passages by examining illustrations and tables, rereading, using contextual clues, skipping ahead and returning, and pausing to ask questions; use diagrams or graphic organizers to illustrate connections between the topic and the main ideas and supporting details in the text; after reading, relate what they have learned to what they already knew about the topic, revising prior knowledge/understanding as necessary; ask themselves questions that require them to synthesize information from different segments of the text*)

**Teacher prompts:** “Comment vous préparez-vous à lire un nouveau roman?” “Quelle stratégie de dépannage appropriée utiliserez-vous pour surmonter la perte de compréhension d’un roman?” “Comment établissez-vous des liens entre le sujet et vos expériences personnelles?” “Comment relevez-vous les principales caractéristiques (p. ex., retracer les événements importants, décrire les personnages principaux) d’un texte narratif, descriptif et explicatif?”

#### **Instructional tips:**

(1) Teachers can provide students with a way of guiding their reading of a particular text, such as a series of prompts.

(2) Teachers can encourage students to use the question-answer relationship (QAR) strategy to help them answer questions more fully and to indicate whether the information they used to answer a question about a text was textually explicit or implicit (e.g., “J’explicite les informations du texte à partir des objets, valeurs, événements, personnes, pratiques scolaires”).

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of literary, informational, and graphic French texts, including challenging texts and texts used in real-life situations (e.g., *summarize the main events in a French European literary novel; research information about an important event or development in Franco-Ontarian history for the school newspaper; extract information from websites to support an opinion on an environmental issue; make text-to-text connections between informational and graphic texts on the same topic; plan and budget for an overseas trip using travel brochures*)

**Teacher prompts:** “Comment dégage-t-on le contenu d’un roman?” “Quels sont les avantages de lire plusieurs livres par le même auteur ou sur un même sujet?” “Comment dégage-t-on l’essentiel d’un texte?” “Comment tire-t-on des renseignements pertinents de sources imprimées?”

**Instructional tip:** Teachers can remind students to consider word order when determining the meaning of adjectives (e.g., “un brave garçon” [il est bon] vs “un garçon brave” [il a du courage]);

“les différentes idées” [il y a plusieurs idées] vs “les idées différentes” [les idées sont contraires aux autres idées]; “un grand homme” [un homme supérieur] vs “un homme grand” [il est de haute taille]).

**C1.3 Reading with Fluency:** read a variety of French texts, including some challenging texts, with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., read unfamiliar words in literary texts smoothly; read along with a recorded audiobook, matching its pace; improve pacing and intonation in response to feedback from a partner while reading aloud; when reading aloud, convey the relationship between words, phrases, and sentences indicated by the punctuation)

**Teacher prompts:** “Comment la lecture partagée vous aide-t-elle à mieux comprendre les nouveaux mots?” “Quelles stratégies peuvent vous aider à lire sans hésitation de nouveaux mots ou expressions?” “Pourquoi est-il important de faire un survol du texte avant de le lire?”

**Instructional tip:** Teachers can encourage students to read aloud to develop fluency – alone, with a reading partner, or as a tutor to an elementary student.

**C1.4 Developing Vocabulary:** use several different vocabulary acquisition strategies to expand their French vocabulary (e.g., use new words in context through role play; take notes when reading to add new words to their personal vocabulary list; find a synonym for an unfamiliar word; identify and develop lists of cognates, homonyms, and synonyms)

**Teacher prompts:** “Comment enrichissez-vous votre vocabulaire?” “Comment est-ce que vous retenez le nouveau vocabulaire?” “Pourquoi est-il important de prévoir et comprendre le nouveau vocabulaire avant la lecture?” “Comment réutiliserez-vous le nouveau vocabulaire?”

**Instructional tip:** During modelled and shared reading, teachers can demonstrate how to use the part of speech (adjective, noun), the gender of articles, and the context to determine the meaning of homonyms (e.g., “gauche” [maladroite] vs “la gauche” [orientation spatiale]; “un livre” [un bouquin] vs “une livre” [unité de poids]; “le physique” [apparence d’une personne] vs “la physique” [science étudiant les propriétés de la matière et établissant les lois régissant les phénomènes observables]).

## C1.5 Responding to and Evaluating Media

**Texts:** explain explicit and implicit messages in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (e.g., read the platforms of political parties and deduce their target audiences; analyse techniques used in advertisements for a variety of products and explain which are the most effective; explain how the presentation of information on a billboard enables passers-by to read and process the message quickly; assess the methods used in newspapers to emphasize the importance of stories; describe how the elements in a teen magazine article help to convey its message)

**Teacher prompts:** “Comment la publicité essaie-t-elle de créer un besoin qui n’existait pas auparavant chez le consommateur?” “Comment pouvez-vous discerner les actualités importantes dans un journal?” “Quels éléments dans un article vous aident à bien comprendre le message?”

**Instructional tip:** Teachers can suggest that students use the *participe présent* (e.g., “en relisant”, “en feuilletant”, “en parcourant”) when discussing different advertising techniques.

## C2. Purpose, Form, and Style

By the end of this course, students will:

### C2.1 Purposes and Characteristics of Text

**Forms:** identify the purpose(s) and characteristics of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (e.g., a fable conveys a moral illustrated by a brief story; topic sentences, supporting details, and transitional words guide the reader through the argument in an opinion piece; the artist’s name, the title of the artwork, and background information on art museum panels help the viewer appreciate the piece of art; photos, status updates, and likes and dislikes on social networking sites help friends keep in touch; in a play, dialogue in verse or prose develops character and furthers the action)

**Teacher prompts:** “Qu’est-ce qu’une fable?” “Comment l’information à propos des œuvres d’art vous aide-t-elle à mieux interpréter les messages de l’artiste?” “Comment les sites de réseautage social que vous lisez ont-ils influencé vos façons de communiquer avec vos amis?” “Dans une pièce de théâtre, comment utilise-t-on le dialogue pour révéler les caractéristiques d’un personnage?”

**Instructional tips:**

(1) Teachers can ask students to analyse a fable by La Fontaine and compare its elements with

those in an African fable in a collection by Davesne and Gouin. Students can then use their understanding of elements of fables to create a short original fable and read it to the class.

(2) During shared reading of an opinion piece, teachers can direct students' attention to expressions that support a point of view (e.g., "selon", "d'après", "comme en témoigne") and expressions indicating disagreement (e.g., "Pour sa part, ... pense que...", "S'il faut en croire...", "... semble croire que...", "... estime quant à lui...").

### C2.2 Text Features and Elements of Style:

identify features and stylistic elements of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., *similes, metaphors, and other stylistic devices reinforce the themes in a novel or short story; an explanatory title for a chapter in a literary novel serves as a preface to the chapter; images, symbols, and literary devices from Aboriginal myths and legends in the prose of a contemporary First Nation, Métis, or Inuit writer reinforce connections between the past and present; humour can be used to make a serious point in an essay*)

**Teacher prompts:** "Pourquoi utilise-t-on beaucoup des images dans les livres pour enfants?" "À quoi sert une épigraphe dans un roman littéraire?" "Quelle influence ont les caractéristiques et les éléments de style d'un texte littéraire sur votre façon de lire et de juger du contenu?" "Pensez-vous qu'on puisse traiter des sujets sérieux sur le mode plaisant ou humoristique? Appuyez votre réponse sur des exemples empruntés à vos lectures."

**Instructional tip:** Teachers can ensure that students understand the difference between similes (e.g., "La neige recouvrait le sol comme un manteau blanc") and metaphors (e.g., "Elle a versé un torrent de larmes").

### C2.3 Metacognition:

(a) explain which strategies they found helpful before, during, and after reading to understand texts;

(b) identify their areas of greater and lesser strength as readers, and plan detailed steps they can take to improve their reading skills (e.g., *discuss with peers reading strategies that can be used with multiple types of texts and those that work best with specific kinds of text; use graphic and semantic organizers to help monitor their comprehension and identify where they have difficulty*)

**Teacher prompts:** "Quelles sont les différentes façons de trouver l'information dans le texte?" "Pour vous, y a-t-il une différence entre lire un texte et lire un roman?" "Comment pourriez-vous vous assurer que votre plan sera fonctionnel et qu'il vous permettra d'aller jusqu'au bout de votre tâche?"

**Instructional tip:** Teachers can encourage students to use the *conditionnel présent* and the *conditionnel passé* with "si" when they are reflecting on reading strategies (e.g., "Si j'engageais un dialogue animé avec le texte ou l'auteur, je pourrais...", "Si j'avais utilisé de façon judicieuse mes connaissances sur la présentation des textes : genres, structures, etc., je serais capable de...").

## C3. Intercultural Understanding

By the end of this course, students will:

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *after investigating the issue online, explain in their own words an environmental issue in a French-speaking African or Asian country, such as poaching and loss of lowland gorilla habitat in Democratic Republic of the Congo; compare and contrast texts on the same topic from Franco-African and Franco-Asian communities; identify issues to be considered when planning a year of study in a French-speaking African or Asian community*)

**Teacher prompts:** "Dans un texte de diversité culturelle : Que cherche-t-on à nous informer ou que veut-on nous faire comprendre?" "Comment la lecture de divers textes sur une région peut-elle vous aider à développer une appréciation de sa culture?" "Quel niveau de langue demande-t-on pour étudier dans une université francophone?"

**Instructional tip:** Teachers can suggest ways for students to read texts from other cultures more effectively, such as finding out about the writer and the circumstances in which the text was written.

**C3.2 Awareness of Sociolinguistic Conventions:** using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in

diverse French-speaking communities\* (e.g., interpret idiomatic expressions and puns in headlines from international French-language newspapers; compare academic or educational terminology in two different French-speaking communities; comment on persuasive language used in advertising in different French-speaking countries)

**Teacher prompts:** “Comment les mots varient-ils entre les manchettes de plusieurs journaux francophones internationaux sur un même événement?” “Comment la compréhension de la culture peut-elle aider à la compréhension de l’écrit?” “Comment pouvez-vous connaître les similarités et les différences entre le vocabulaire français du Canada et celui des autres pays francophones?”

**Instructional tips:**

(1) Teachers can model the use of expressions associated with persuasion (e.g., “Je te jure”, “Je te promets”, “Je t’encourage”, “Je te suggère”).

(2) Teachers can ask students to research words and/or idiomatic expressions that are characteristic of particular French-speaking regions to help them in reading newspapers from different regions.

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\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Africa and Asia) but are not expected to do so.

# D. WRITING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### D1. Purpose, Audience, and Form

By the end of this course, students will:

#### D1.1 Identifying Purpose and Audience:

determine their purpose in writing and the audience for French texts they plan to create (e.g., to explore ways in which form can affect meaning by analysing, in an academic essay, how a literary story and a fable, poem, and/or song treat the same theme or issue; to express an opinion about respecting the religious beliefs of others, especially when they are different from one's own; to highlight local attractions in an informative letter to a potential exchange student; to report for the school's online newsletter on community fundraising for a good cause; to survey and report on community attitudes towards reducing waste and conserving natural resources; to blog persuasively on a controversial issue)

**Teacher prompts:** “Quel style d'écriture utiliseriez-vous pour exprimer votre opinion?”  
“Pourquoi est-il important de savoir à qui un article de journal est adressé avant de le rédiger?”  
“Comment devez-vous vous préparer pour développer un questionnaire révélateur dans un sondage?”

**Instructional tip:** Teachers can encourage students to construct respectful survey questions on saving energy at home, using

inversion with the *conditionnel présent* (e.g., “Éteindriez-vous la lumière quand vous quittez une pièce?”, “Pratiqueriez-vous le tri sélectif chez vous?”, “Comment utiliseriez-vous moins d'eau pour votre toilette?”, “Quels produits certifiés respectueux de l'environnement vos parents achèteraient-ils chaque semaine?”).

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about academic and familiar topics, including literary topics, applying their knowledge of the structural and stylistic elements of each form (e.g., a supported opinion essay using a variety of literary devices such as metaphors, rhetorical questions, and contrast; a critical analysis of news reports on uranium mining in Canada, paying particular attention to word choice and sentence variety; a short story from the point of view of a young person growing up in Canada, with an emphasis on use of imagery; a vivid description of a natural disaster in a form that will raise awareness of the tragedy; a report on how effectively the Canadian Charter of Rights and Freedoms supports French-language rights; a journal entry on how ideas and images in various media affect their attitudes towards social and cultural norms, lifestyle, and gender roles)

**Teacher prompts:** “Comment est-ce que les différentes formes de texte empêchent ou inspirent la créativité?” “Comment utilisez-vous

les métaphores pour créer des images pour les lecteurs?” “Pourquoi utilise-t-on les marqueurs de relations en rédigeant un texte?”

**Instructional tip:** Teachers can direct students to use logical connectors (e.g., “donc”, “compte tenu de ce qui précède”, “de ce point de vue”, “en ce qui concerne”, “à cet égard”) to join individual words, phrases, paragraphs, or ideas.

**D1.3 Creating Media Texts:** create media texts in French on academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., *create a web page presenting a personal anthology of poetry and write introductory text for each poem; create a poster highlighting their reading recommendations for display in the school library; write a script for a commercial celebrating cultural diversity in Canada; write a news article examining how media coverage of major crises can influence the response of the international community; in a group, plan and write a brochure highlighting the responsibilities of a global citizen; write and record mock radio interviews about job programs for youth; write a television script about a celebrity or superhero*)

**Teacher prompts:** “Quels graphiques et mise en page emploieriez-vous pour cibler un auditoire précis?” “Comment écrivez-vous un reportage pour votre journal d’école pour attirer l’attention sur l’influence des médias dans les crises globales?” “Que veut dire un citoyen global?” “Quelle sorte de production médiatique prépareriez-vous pour promouvoir les programmes d’emploi pour les jeunes?” “À votre avis, comment est-ce que les médias créent et détruisent des héros?”

**Instructional tips:**

- (1) Teachers can promote the use of appropriate tenses in a news article.
- (2) Teachers can encourage students to use the negative *infinitif* for emphasis in their posters on recommended reading (e.g., “C’est un livre à ne pas manquer!”).

**D1.4 Applying Language Structures:** communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., *use punctuation correctly; use verb tenses appropriate to the context; choose appropriate sensory adjectives and adverbs to modify nouns and verbs; use possessive and demonstrative pronouns to avoid repeating nouns*)

**Teacher prompts:** “De quelle façon peut-on modifier le message en changeant la place de la ponctuation dans la phrase?” “Quels éléments grammaticaux considérez-vous dans un texte d’opinion?”

**Instructional tips:**

(1) Teachers can review the use of a variety of past tenses (e.g., *passé récent*, *passé composé*, *imparfait*) and encourage students to use them when writing a biography of someone that they admire.

(2) Teachers can encourage students to use possessive and demonstrative pronouns when writing an essay expressing an opinion (e.g., “Mon opinion est bien claire, mais la sienne...”, “Pour ma part, je me suis toujours méfié de ceux qui prétendent détenir les critères de...”).

## D2. The Writing Process

By the end of this course, students will:

### D2.1 Generating, Developing, and Organizing

**Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., *explore ideas on the Internet before beginning a first draft; activate background knowledge through conferences with peers; organize ideas using idea webs or logs and/or other graphic organizers; identify the appropriate text form for the purpose and audience; engage in free writing to generate ideas; create a glossary reflecting previous knowledge of terminology related to a topic; summarize and paraphrase information and ideas in point-form notes*)

**Teacher prompts:** “Comment explore-t-on un sujet avant de commencer la rédaction?” “Quelle technique utilisez-vous pour provoquer votre inspiration?”

**Instructional tip:** Teachers and students can discuss how different text forms may suit different audiences and purposes.

**D2.2 Drafting and Revising:** plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., *determine and sequence the steps necessary to create a first draft; create an outline for a multi-paragraph text; refer to a teacher-prepared editing checklist when revising their draft; participate in a peer-editing conference; reread early drafts to ensure logical organization with adequate development of information and ideas; assess their choice of vocabulary*)

**Teacher prompts:** “Utilisez-vous le même plan de rédaction pour rédiger un résumé, un texte d’opinion, un texte informatif, un rapport de recherche ou des nouvelles journalistiques? Pourquoi?” “Serait-il pratique d’utiliser un code de correction pour réviser le texte avant

de le publier? Pourquoi?” “Comment apprenez-vous à déceler vos erreurs (p. ex., organisation du texte, cohérence, syntaxe, sémantique)?” “Que veut-on signifier lorsqu’on écrit détoner ou détonner?”.

**Instructional tip:** Teachers can encourage students to revise their writing using the ARMS strategy (add, remove, move, substitute).

**D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of their written work, and use some elements of effective presentation to produce a polished product for publication (e.g., refer to guiding questions provided by the teacher when proofreading their writing; use elements of effective presentation in the finished product, such as graphics, different fonts, headings, and captions; reread the final draft to ensure appropriate use of form, style, and conventions)

**Teacher prompts:** “Comment la forme d’un discours, le genre de texte et les destinataires influencent-ils le mode de présentation?” “Comment pouvez-vous rendre votre produit final plus vivant?” “Comment vérifiez-vous la bonne application des conventions linguistiques et grammaticales?”

**Instructional tip:** Teachers can ask students to ensure that they use the *subjonctif présent* after an impersonal expression when stating an opinion (e.g., “Il faut que tu ailles...”, “Il est nécessaire que vous soyez...”, “Il est important que chaque personne fasse...”, “Il est indispensable que l’équipe sache...”, “Il est utile que nous ayons cette discussion...”, “Il est dommage que vous ne puissiez pas...”).

#### D2.4 Metacognition:

- explain which strategies they found helpful before, during, and after writing to communicate effectively;
- identify their areas of greater and lesser strength as writers, and plan detailed steps they can take to improve their writing skills (e.g., describe the benefits of planning carefully for each part of the writing process; use a checklist to help them assess their strengths with respect to the writing process and reflect on areas for improvement; explain how a checklist developed with peers helps focus efforts; identify alternative writing strategies they might find useful in the future; record common errors and self-correction techniques in a personal reflection log)

**Teacher prompts:** “Comment pouvez-vous déterminer les stratégies les plus efficaces tout au long du processus d’écriture (considérez les cinq étapes du processus : la préécriture, la rédaction d’une ébauche, la révision, la correction et la publication)?” “Pourquoi faut-il vous fixer des objectifs pour votre prochaine tâche en tenant compte de la rétroaction de vos camarades de classe?”

**Instructional tip:** Teachers can encourage students to discuss which form of writing they find most difficult and why.

### D3. Intercultural Understanding

By the end of this course, students will:

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., create an advertising campaign promoting a cultural celebration in Morocco or French Polynesia; analyse, on the basis of research, the historical reasons why many African and Asian countries use French; create a brochure on sports played in various French-speaking African countries and the ways in which they are connected to national identity)

**Teacher prompts:** “Pourquoi y a-t-il beaucoup de pays africains francophones?” “Comment allez-vous sélectionner et évaluer les informations trouvées pour votre recherche?” “Comment votre perception d’une autre culture est-elle influencée par vos propres valeurs?”

**Instructional tips:**

- Teachers can ask students to research and write a report on why Africa is the continent with the most French speakers in the world.
- Teachers can review with students the prepositions, articles, and contractions used when referring to continents, countries, provinces, and cities (e.g., “en Afrique”, “en Chine”, “au Danemark”, “aux États-Unis”, “en Ontario”, “au Québec”, “à l’Île-du-Prince-Édouard”, “à Dakar”).

**D3.2 Awareness of Sociolinguistic Conventions:** identify sociolinguistic conventions associated with a variety of social situations in diverse

French-speaking communities,\* and use them appropriately in their written work (e.g., use the Internet to research conventions of different forms of business writing, record the sources, and compare the expressions in a summary chart; use conventional expressions of politeness in letters)

**Teacher prompts:** “Que pouvez-vous écrire au destinataire comme formules de politesse?”  
“Pourquoi utilise-t-on un langage plus formel à l’écrit?”

**Instructional tip:** Teachers can promote business communication skills by discussing with students the conventions of different forms of business writing, such as “un compte-rendu”, “une lettre”, “un courrier électronique”, “un mémorandum”.

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\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Africa and Asia) but are not expected to do so.

# French Immersion, Grade 10

Applied

FIF2P

This course emphasizes the development and use of skills and strategies in communication and interaction in French. Students will acquire literacy skills by using creative and critical analysis processes in listening, speaking, reading, and writing in real-life contexts. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** French Immersion, Grade 9, Academic or Applied

## Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

# A. LISTENING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### A1. Listening to Understand

By the end of this course, students will:

#### A1.1 Using Listening Comprehension

**Strategies:** identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (*e.g., before listening, identify the purpose of and set personal goals with respect to a listening task; anticipate what might be heard based on clues such as the title of a presentation or accompanying images; use graphic organizers to help them identify relationships between concepts in the information they have heard; note key ideas during and after listening to a text; use context and background knowledge to make inferences; practise active listening by paraphrasing, clarifying, asking questions, responding, and commenting after peer presentations*)

**Teacher prompts:** “Pourquoi est-il important de fixer les objectifs de l’écoute?” “Comment peut-on améliorer notre compréhension de l’orale?” “Comment une liste de contrôle peut-elle vous aider à faire ressortir les idées clés des textes entendus sur le même sujet?”

**Instructional tips:**

- (1) Teachers can help students activate their prior knowledge before listening so they can relate new material heard to what they already know.
- (2) Teachers can supplement new oral texts with figures, illustrations, and/or photographs to support students’ understanding of these texts.

(3) Teachers can suggest that students listen for linking words used to highlight explanations or affirmations (*e.g., “en effet”, “c’est que”, “c’est-à-dire”, “en fait”, “d’ailleurs”, “notamment”, “ceci ressemble à”, “à vrai dire”, “en réalité”*).

**A1.2 Demonstrating Understanding:** demonstrate an understanding of oral French texts about everyday matters and familiar topics, with contextual and visual support (*e.g., listen to recorded job interviews and determine the most suitable candidate; match audio clips from films with their respective titles; extract detailed information from a radio or television advertisement; listen to a partial conversation and predict what will come next; dramatize the emotions of a character as a peer reads a scene from a play; follow oral directions to complete a technical procedure; use a graphic organizer to help them summarize the contents of a podcast; provide constructive feedback after peer presentations*)

**Teacher prompts:** “Après avoir entendu des interviews d’emploi, quel candidat recommandez-vous pour l’entreprise et pourquoi?” “Qu’est-ce qui vous aide à deviner la suite d’une conversation?” “Comment devinez-vous ce que vous ne connaissez pas pour suivre des instructions?”

**Instructional tips:**

- (1) Teachers can suggest that students listen for expressions related to relative time and frequency to help them understand sequence (*e.g., “avant-hier”, “hier”, “aujourd’hui”, “maintenant”, “demain”, “après-demain”, “la veille de”, “le lendemain”, “la semaine/l’année*

passée/dernière”, “la dernière semaine/année”, “la semaine/l’année prochaine”, “tout à l’heure”, “tout de suite”, “tous les deux jours”, “d’ici une semaine”, “une fois par semaine”, “hebdomadaire”, “mensuel”).

(2) Teachers can direct students to pay attention to the order of personal pronouns with the *impératif* (e.g., “Branchez l’extrémité du cordon à la prise murale, ne l’y retirez jamais...”).

(3) Teachers can suggest that students listen for adverbs of place in directions or itineraries (e.g., “en arrière”, “autour”, “au-dehors”, “par-là”, “en avant”, “partout”, “en dessous”).

### A1.3 Responding to and Evaluating Media

**Texts:** evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about everyday matters and familiar topics (e.g., *analyse the implicit messages in a song in relation to the explicit ones; identify the elements of a media text that indicate its intended audience; determine whose voice is represented and whose voice is absent in a public service announcement; analyse the persuasive techniques, music, and sound effects in a television advertisement; compare the techniques used to entertain the audience in various online audio clips; view a documentary clip about the impact of climate change in a region outside Canada and compare it with the impact of climate change on a local ecosystem*)

**Teacher prompts:** “Comment l’emploi de chansons populaires connues dans la publicité fait-il appel à votre sens de familiarité pour vous captiver?” “Dans un clip publicitaire, jusqu’à quel point le son joue-t-il un rôle pour attirer votre intérêt?” “Comment vos propres opinions, expériences, goûts ou sentiments peuvent-ils influencer votre interprétation d’un message publicitaire?” “Pourquoi est-il important de reconnaître la différence entre les faits et les jugements d’une publicité?”

#### **Instructional tips:**

(1) Teachers can direct students’ attention to how different vocabulary suits different audiences and purposes (e.g., informal vocabulary is used in podcasts targeted at a younger audience).

(2) Teachers can suggest students use the *participe présent* when analysing a television advertisement (e.g., “En écoutant la musique...”, “En regardant les images...”).

## A2. Listening to Interact

By the end of this course, students will:

### A2.1 Using Interactive Listening Strategies:

identify and use a range of interactive listening strategies to suit a variety of situations while participating in social interactions and interactions about everyday matters (e.g., *listen attentively to the ideas and opinions in a small-group discussion and make relevant contributions when it is their turn to speak; use culturally appropriate body language and eye contact when participating in a discussion; show interest in what is being said by commenting and asking questions*)

**Teacher prompts:** “Quand vous planifiez en groupe, quelles stratégies employez-vous pour faire valoir les idées de tout le monde?” “Comment démontrez-vous à votre interlocuteur que vous écoutez activement?” “Comment pouvez-vous intervenir sans préparation dans des conversations sur des sujets familiers?” “Comment demandez-vous à quelqu’un d’éclaircir ou de préciser ce qu’il veut dire ou expliquer?”

#### **Instructional tips:**

(1) Teachers can ask students to use temporal adverbs (e.g., “autrefois”, “lors”, “ensuite”, “demain”) and the corresponding verb tenses when asking clarifying questions.

(2) Teachers can direct students’ attention to negative questions and answers in a conversation (e.g., “Moi, je n’aime pas la violence”, “Moi non plus”; “N’as-tu pas trouvé des informations récentes sur le sujet?”, “Si, j’en ai trouvé”).

**A2.2 Interacting:** respond with understanding to what others say while participating in interactions about familiar and new topics and everyday matters, in formal and informal situations (e.g., *agree or disagree with peers when discussing an issue; role-play a job interview taking place on the telephone; acknowledge other points of view when participating in a debate; respond to others’ ideas when collaborating on a group project; share ideas to contribute to conversations*)

**Teacher prompts:** “Comment montrez-vous votre appréciation du point de vue d’une autre personne même si vous n’êtes pas d’accord?” “Comment pouvez-vous faire des suggestions et réagir à des propositions dans une conversation?” “Comment pouvez-vous échanger des idées et des renseignements?” “Comment commencez-vous, poursuivez-vous et terminez-vous une

brève conversation?” “Comment pouvez-vous fournir des rétroactions descriptives claires et spécifiques à vos camarades afin de les aider à s’améliorer?”

**Instructional tip:** Teachers can help students recognize the object pronouns (e.g., “me”, “te”, “le”, “nous”, “vous”, “les”) that they hear while collaborating on a group project (e.g., “Tu me comprends?”, “explication... Je ne la comprends pas”, “Le prof nous appelle, il faut l’écouter”).

### A2.3 Metacognition:

(a) describe strategies they found helpful before, during, and after listening;

(b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., *assess their ability to read cues about when to enter a conversation; explain how paraphrasing what they have heard improves their understanding and helps them consolidate information; review the strategies that help them to understand oral presentations, and identify which strategy works best*)

**Teacher prompts:** “Comment savez-vous quand intervenir dans une conversation?” “Comment le sens d’un message peut-il facilement se perdre dans un échange et que pouvez-vous faire pour éviter ceci?”

**Instructional tips:**

(1) Teachers can suggest that students express their next steps using impersonal expressions followed by the *infinitif* (e.g., “Il est important de...”, “Il est nécessaire de...”).

(2) Teachers can use the *conditionnel présent* to prompt students to discuss strategies they will use in the future (e.g., “Quelle stratégie d’écoute réutiliserais-tu dans une tâche semblable?”, “Que modifierais-tu et pourquoi?”).

## A3. Intercultural Understanding

By the end of this course, students will:

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *listen to various media clips describing family customs or teenagers’ hopes and concerns in a French-speaking region of Africa or Asia, and make comparisons with their own lives; extract cultural information from various*

*French African or Asian songs, such as customs and traditions; watch a report on cultural events in a French-speaking community in Africa or Asia and compare these with events in their own culture*)

**Teacher prompts:** “Après avoir visionné un reportage culturel, décrivez les réactions des artistes concernés et/ou du public (satisfaction, enthousiasme, joie, inquiétude, etc.)” “Comment l’événement est-il commenté par le journaliste, le public, les autres professionnels?” “Quelles sont les similarités et les différences entre un événement culturel au Congo ou au Laos et dans votre région?”

**Instructional tip:** Teachers can ask students to listen for possessive pronouns in media clips, and can encourage students to use them when comparing cultures (e.g., “Dans notre culture... et dans la vôtre..., mais dans la leur...”).

### A3.2 Awareness of Sociolinguistic Conventions:

using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities\* (e.g., *recognize and understand politeness conventions and forms of impoliteness; identify expressions related to folk wisdom heard in a read-aloud; identify the language register used by the participants in a conversation; identify the relationship between the speakers in a series of short dialogues or podcasts*)

**Teacher prompts:** “Pourquoi changez-vous votre vocabulaire lorsque vous communiquez avec quelqu’un beaucoup plus âgé que vous?” “Comment connaissez-vous la relation entre les personnes qui parlent dans une conversation enregistrée?”

**Instructional tip:** When students discuss how they change their speech with someone older than them, teachers can encourage them to use the *imparfait* in conditional sentences that begin with “si”, “dès que”, or “lorsque” and the *conditionnel présent* (e.g., “Si c’était mon patron, je modifierais...”).

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Africa and Asia) but are not expected to do so.

# B. SPEAKING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### B1. Speaking to Communicate

By the end of this course, students will:

#### B1.1 Using Oral Communication Strategies:

identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (*e.g., repeat or paraphrase ideas to assist peers' understanding; use voice and facial expressions to emphasize meaning; vary their choice of words; use images, illustrations, or other visual aids to support a presentation or description*)

**Teacher prompts:** “Comment pourriez-vous répéter vos idées d’une manière différente pour que vos pairs puissent comprendre votre message?” “Comment variez-vous le ton de votre voix pour communiquer vos intentions?” “Comment utilisez-vous des indices non verbaux pour appuyer votre message?” “Comment faut-il ajuster votre intonation et votre vocabulaire selon le sujet du message et le destinataire?”

**Instructional tip:** Teachers and students can brainstorm essential vocabulary and expressions related to the subject students will be discussing.

- #### B1.2 Producing Oral Communications:
- produce prepared and spontaneous communications in French containing information, ideas, and opinions about everyday matters and familiar topics, with contextual and visual support (*e.g., present a personal point of view on an environmental topic; make a morning announcement to promote a special event; deliver a persuasive presentation on an equity issue; deliver a speech with a message about the benefits of healthy living; present a comparison of*

*the information or ideas in an oral text with those in another text on the same topic; present a character sketch based on a media text studied in class; create a presentation for peers on developing awareness of the advantages and disadvantages of shopping online*)

**Teacher prompts:** “Quelles sont les expressions que vous utilisez pour commencer ou terminer un exposé?” “Comment pourriez-vous garder l’intérêt de vos camarades durant vos annonces du jour?” “Comment les supports visuels vous aident-ils dans une présentation?”

**Instructional tip:** Teachers can encourage students to use the *impératif* in a presentation (*e.g., “Permettez-moi de vous présenter...”, “Maintenant, abordons...”*).

- #### B1.3 Speaking with Fluency:
- speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about everyday matters and familiar topics (*e.g., speak in appropriate phrases when using familiar vocabulary and expressions; role-play a telephone conversation to demonstrate clear speaking when face-to-face communication is not possible; recite short pieces using pauses for dramatic emphasis*)

**Teacher prompts:** “Comment exprimez-vous vos émotions par des mots ou des expressions dans un échange improvisé?” “Quels marqueurs de relation utilisez-vous pour marquer un exemple ou une explication?”

**Instructional tip:** Teachers can encourage students to use connecting words and phrases

(e.g., “par exemple”, “c’est-à-dire”, “ainsi”, “en effet”, “d’ailleurs”, “notamment”, “ceci fait penser à”, “ceci évoque”) to smoothly articulate their ideas.

**B1.4 Creating Media Texts:** create a variety of oral media texts in French about familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., *create videos with narration and interviews that inform peers about potential educational and career paths; develop a multimedia campaign to promote learning a second language; produce a trailer for a documentary about the history and culture of First Nations, Métis, or Inuit peoples; in a small group, produce a song and a music video to raise money for an environmental cause; adapt and re-record a popular song to advertise video games or toys to children*)

**Teacher prompts:** “Quel format de média auditif préférez-vous pour transmettre un message? Pourquoi?” “De quelle façon est-ce que les effets sonores influencent un message dans une vidéo?” “Quelle stratégie allez-vous utiliser pour captiver votre audience dans votre produit médiatique?”

**Instructional tip:** Teachers can introduce vocabulary related to media and encourage students to use it when planning media texts with their peers, such as “animateur de télé”, “info-publicité”, “radiodiffusion”, “télédiffusion”, “téléspectateur”, “les ondes”, “être à l’antenne”, as well as more informal terms such as “relations sociales”, “zapping”, “internaute”, “ado visuelle”.

**B1.5 Applying Language Structures:** communicate their meaning clearly, using parts of speech and word order appropriately (e.g., *distinguish between the futur simple and the conditionnel présent when describing future career plans and goals or aspirations; use appropriate verb tenses when recounting events from everyday life in a conversation; speak about their interests and activities in school and outside of school using a variety of pronouns*)

**Teacher prompts:** “À quoi vous intéressez-vous dans la vie?” “Que voulez-vous faire après les études secondaires?” “Racontez un événement dans votre vie qui vous a marqué.”

**Instructional tips:**

(1) Teachers can encourage students to use the *imparfait* and the *passé composé* to recount events from everyday life (e.g., “Je faisais mes courses au centre commercial, quand j’ai rencontré Karim”).

(2) Teachers can suggest that students use disjunctive pronouns, such as “moi”, “toi”, and “lui”, when comparing their personal interests

(e.g., “Moi, j’adore la musique rap, mais lui, il préfère le jazz. Et toi, qu’est-ce que tu préfères?”).

## B2. Speaking to Interact

By the end of this course, students will:

**B2.1 Using Speaking Interaction Strategies:** demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of structured, formal, and informal situations (e.g., *remain focused on the topic during a discussion; interact respectfully with peers when engaged in group work; in a group, take turns guiding the conversation; use tone of voice to help persuade their audience*)

**Teacher prompts:** “Comment montreriez-vous le respect et l’accord pendant les discussions avec vos camarades?” “Comment pourriez-vous interrompre quelqu’un poliment pendant une conversation?” “Comment pourriez-vous refuser et vous excuser pour une invitation?” “D’après les circonstances, pourquoi est-il nécessaire de varier le ton dans une conversation?”

**Instructional tip:** Teachers can encourage students to use the *conditionnel présent* to show politeness (e.g., “Pourriez-vous m’indiquer la raison pour laquelle vous êtes mécontent?”, “J’aimerais beaucoup faire une démonstration pour vous expliquer”).

**B2.2 Interacting:** engage in spoken interactions in French (prepared and spontaneous), in a variety of contexts, about everyday matters and familiar topics (e.g., *in a round-table discussion, share perspectives on a current issue; compare hopes for future career paths with peers; improvise dialogues about travel-related situations such as encountering different customs, going to the airport, or being sick abroad; engage in a class discussion on First Nations, Métis, or Inuit identity, culture, or language; with a group, identify a solution to a problem in the community such as the disposal of electronic items; in a small group, discuss how volunteering, part-time employment, and participation in school activities can develop job skills, and make a presentation to the class; discuss, in small groups, the benefits of learning French and other languages that are used internationally*)

**Teacher prompts:** “Lors d’un exposé oral de groupe, comment allez-vous décider les différents rôles?” “Comment votre présentation se déroule-t-elle du début jusqu’à la fin?” “Quelles sont les étapes principales à suivre pour préparer une production orale de groupe?”

**Instructional tip:** Teachers can review with students the structure of an interactive oral presentation from start to finish.

### B2.3 Metacognition:

(a) describe strategies they found helpful before, during, and after speaking to communicate effectively;

(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., *discuss strengths with peers and prioritize areas for improvement; identify the types of communication situations that allow them to interact more freely; determine how the mood of the person with whom they are speaking affects the way they respond; join a French conversation club to practise their spoken language*)

**Teacher prompts:** “Quelle stratégie utilisez-vous pour dégager l’essentiel des éléments d’information pendant une conversation?” “Quelle démarche utilisez-vous pour contrôler votre voix dans une conversation?” “Comment évaluez-vous l’efficacité des stratégies utilisées dans un exposé oral?”

**Instructional tip:** Teachers can review and discuss metacognitive strategies with students, such as how to plan for or organize an oral task, monitor and identify problems, and evaluate their performance after completing a task.

## B3. Intercultural Understanding

By the end of this course, students will:

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *research and speak about French cuisine in Africa, such as couscous in Morocco or kedjenou in Côte d’Ivoire; discuss fashion and/or art from French-speaking African or Asian countries and make comparisons to their own community; present research about a French-speaking African musical artist, such as Youssou N’Dour of Senegal; deliver a presentation on some key factors that affect a French-speaking country such as Laos, Lebanon, Burkina Faso, or Mali, including climate, geography, and some significant historical events; compare and contrast their own everyday life with that of individuals*

*or groups from various French-speaking cultures; provide information on local customs and culture that would be needed for planning a camping trip to Laos or an Asian safari)*

**Teacher prompts:** “Combien de pays africains et asiatiques font partie de la francophonie? Nommez-les.” “Qu’est-ce que la cuisine d’une région francophone révèle sur le mode de vie des gens de cette communauté?” “Comment vos nouvelles connaissances au sujet de cette communauté vous aideront-elles à mieux comprendre comment interagir avec les gens de ce pays?”

**Instructional tip:** Teachers can suggest that students use possessive pronouns (e.g., “le mien”, “la tienne”, “le vôtre”, “les nôtres”) when speaking about their own and other cultures.

### B3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,\* and use them appropriately in spoken interactions (e.g., *use appropriate vocabulary and register to introduce a speaker at parents’ night; use interjections such as “euh”, “ah”, “ben” to show hesitation; use regional expressions or colloquialisms while role-playing different members of the community; research customer service etiquette in French restaurants or stores and demonstrate it in a skit*)

**Teacher prompts:** “Pourquoi est-il important de revoir une liste d’expressions avant de prendre la parole devant une grande audience?” “Dans quelle mesure le fait de connaître la région va-t-il influencer votre choix de conventions linguistiques, et pourquoi?”

**Instructional tip:** Teachers can share some expressions used to introduce a guest speaker (e.g., “Bonjour, bienvenue à notre...”, “Madame, Monsieur...”, “Il me fait plaisir de vous présenter...”, “Voici Madame...”, “Monsieur...a gentiment accepté notre invitation...”, “Madame, à vous la parole”, “Laissons la parole à...”, “Maintenant, passons à...”).

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Africa and Asia) but are not expected to do so.

# C. READING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a variety of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### C1. Reading Comprehension

By the end of this course, students will:

#### C1.1 Using Reading Comprehension Strategies:

use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including short, challenging texts (e.g., *determine the purpose for reading before beginning; use a graphic organizer such as a timeline, story map, or thought web to help them identify and make connections between main ideas and important details; clarify confusing instructions by using a flow chart to outline the steps; read beyond an unfamiliar word or phrase to infer meaning from the overall sense of the passage; identify words, phrases, sentences, and visuals that connect to their existing knowledge of oral and written language; create a concept map of the text using stick-on notes for the main ideas, ensuring that all the notes relate clearly to the topic and that they cover all the key ideas; use a graphic organizer to link prior knowledge with new concepts in order to consolidate their understanding of the concepts*)

**Teacher prompts:** “Pourquoi faut-il préciser l’intention de lecture?” “Comment trouvez-vous l’information désirée dans le texte pour répondre aux questions?” “Quels sont les mots clés qui vous permettent de repérer l’information?” “Quand est-il utile de visualiser un texte?”

**Instructional tip:** Teachers can ask students to respond to a text by working in groups, with each group generating and recording ideas on a chart. The groups then travel in rotation from

chart to chart, writing responses to the ideas generated by other groups.

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of fictional, informational, and graphic French texts, including short, challenging texts and texts used in real-life situations (e.g., *discuss what the actions of a character in a story reveal about his or her attitude; describe how to maintain a bicycle after reading an instruction manual, or how to wash clothes after reading the care labels; explain, on the basis of research, the features that distinguish counterfeit and real banknotes; scan the headlines in an online newspaper to learn about First Nations, Métis, and Inuit events in their community; create a dinner menu with prices based on items in a supermarket or restaurant flyer; interpret survey results from several sources to draw conclusions about the impact of food scrap recycling programs*)

**Teacher prompts:** “Comment le fait de décrire le portrait moral d’un personnage approfondit-il votre compréhension de ce dernier?” “Pourquoi lit-on les instructions sur les étiquettes des vêtements?” “Que peut-on apprendre des manchettes des journaux ou magazines?” “Comment peut-on repérer un faux billet?”

**Instructional tip:** Teachers can encourage students to think of reading a text as detective work, as the reader gathers clues to the content from the title and subtitle, illustrations, headings, fonts, punctuation, and particularly from the connecting words that link ideas (e.g., “de même”, “de la même façon”, “quant à”, “mais”).

**C1.3 Reading with Fluency:** read a variety of French texts with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (*e.g., when reading aloud, convey the relationship between words, phrases, and sentences indicated by the punctuation; take turns reading excerpts from a play, varying rate, tone, and expression to suit the characters; read aloud with suitable emphasis and phrasing to dramatize a text for an audience*)

**Teacher prompts:** “Comment lisez-vous un mot long sans hésitation (p. ex., intellectuellement, approximativement)?” “Qu’est-ce qui améliore la vitesse et la reconnaissance des mots dans la lecture des textes?” “Quel est l’intérêt de pratiquer régulièrement des dialogues en classe?” “Y a-t-il un lien entre la fluidité et le niveau de compréhension? Expliquez votre réponse.”

**Instructional tip:** Teachers can ensure that students understand the rules of pronunciation, such as those relating to liaisons, silent letters, and accents, and can work with students to compile a list of them.

**C1.4 Developing Vocabulary:** use several different vocabulary acquisition strategies to expand their French vocabulary (*e.g., use words from their list of new vocabulary in a different context by integrating them into a rap song; use contextual clues to figure out the meaning of new words; create a word bank related to areas of interest; use knowledge of another language to infer the meaning of a new word*)

**Teacher prompts:** “Comment le contexte de la lecture peut-il vous aider à comprendre des nouveaux mots?” “Comment allez-vous créer un dictionnaire personnel? Pourquoi?” “Comment est-ce que votre connaissance du sens du plus petit mot vous aide à trouver le sens du nouveau mot?” “Comment pouvez-vous utiliser votre langue maternelle pour comprendre les nouveaux mots dans un texte?”

**Instructional tips:**

- (1) Teachers can remind students of the comprehension benefits associated with keeping a personal word bank.
- (2) Teachers can encourage students to decode unfamiliar words using knowledge of prefixes (*e.g., “anti-” means “against”, so “antipathique” means “pas sympathique”; “dé-/dés-” means “without”, so “désespéré” means “sans espoir”; “re-” means “again”, so “refaire” means “faire de nouveau”*).

**C1.5 Responding to and Evaluating Media**

**Texts:** explain ideas and information in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (*e.g., explain why the images, colours, and information on a magazine cover might appeal to a specific demographic; analyse video game reviews and determine their underlying intent; assess the credibility of different sources of information on the Internet; analyse a page on an environmental website about recycling cellphones; compare how print and online newspaper formats help readers find the stories they are interested in; explain how different virtual worlds can promote the teaching and learning of languages*)

**Teacher prompts:** “Comment les caractéristiques et les éléments de style d’un magazine influencent-ils votre perception du contenu?” “Comment jugez-vous la crédibilité d’un site Internet pour trouver une information?” “Pourquoi croyez-vous que certaines personnes préfèrent lire un journal imprimé plutôt que sa version électronique?” “Comment les médias vous influencent-ils dans votre décision de continuer à apprendre le français?”

**Instructional tip:** Teachers can model the use of the affirmative and negative *infinitif* following impersonal expressions and can encourage students to use these constructions when analysing an advertisement (*e.g., “Il est essentiel de chercher à susciter le désir d’achat par divers moyens...”, “Il est important de ne pas oublier un slogan”*).

## C2. Purpose, Form, and Style

By the end of this course, students will:

### C2.1 Purposes and Characteristics of Text

**Forms:** identify the purpose(s) and characteristics of a variety of text forms in French, including fictional, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (*e.g., television listings and public transportation schedules are laid out to communicate information succinctly and efficiently; the “Frequently Asked Questions [FAQ]” section on a website highlights the information of greatest practical use to readers; an encyclopedia entry or magazine article answers the questions “Qui?”, “Quand?”, “Quoi?”, “Comment?”, “Où?”, and “Pourquoi?” about its subject; a key or legend explains the meaning of the symbols used on a map; withholding information adds suspense to a mystery or crime story*)

**Teacher prompts:** “Comment trouveriez-vous des informations sur les horaires des bus à l’arrêt désiré?” “Où trouvez-vous les informations pour

sauvegarder une masse de photos en ligne?”  
 “Comment lisez-vous un horaire des chemins de fer pour chercher des informations?”  
 “Comment l’auteur crée-t-il un climat de mystère dès le début de l’histoire?”

**Instructional tip:** Teachers can suggest that students recount a mystery story, accurately representing temporal aspects by using the *passé composé* and *imparfait* (e.g., “Il a entendu un cri effrayant qui venait d’un autre bureau..., puis il est rentré chez lui vers 16 h. D’habitude, il rentrait chez lui vers 18 h”).

### C2.2 Text Features and Elements of Style:

identify features and stylistic elements of a variety of text forms in French, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., *logo size, illustrations, font sizes, and colour attract attention to an advertisement and highlight its key message; maps supplement information in news reports about events in other parts of the world; the use of bold face or italics indicates emphasis; rhymes in a song or poem add interest and draw attention to particular words; hyperlinks and information buttons enable the user of a website to find further details*)

**Teacher prompts:** “Pourquoi y a-t-il différentes couleurs et tailles de police dans une pub?”  
 “Qu’est-ce qui vous aide à trouver des renseignements recherchés sur une carte?” “Quels sont les éléments de style que l’auteur a utilisés dans son texte? Comment cela vous aide-t-il à comprendre son message?”

**Instructional tip:** When students are reading a text with charts or maps, teachers can suggest that they study the figures carefully to understand the information they convey, and use the figure numbers or their titles and key words to find and read the related information in the main text.

### C2.3 Metacognition:

(a) describe strategies they found helpful before, during, and after reading to understand texts;  
 (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., *identify their reading challenges and determine the best strategies to apply to address each challenge; identify a reading situation in which a seldom-used strategy might be helpful; discuss reading strategies that can be used with multiple types of texts and those that work best with specific kinds of text*)

**Teacher prompts:** “Que faites-vous devant les difficultés rencontrées en lecture?” “Quelle(s) stratégie(s) utilisez-vous pour construire le sens d’une variété de textes (p. ex., chanson, dépliant touristique, article de journal ou de revue, dialogue)?”

**Instructional tip:** Teachers can encourage students to use the *futur simple* and the *conditionnel présent* with “si” when they are reflecting on reading strategies (e.g., “Si je parcours le texte avant la lecture, je pourrai...”, “Si je surveillais ma compréhension durant la lecture, je serais capable de...”).

## C3. Intercultural Understanding

By the end of this course, students will:

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *research the colours and symbols associated with a French-speaking community in Africa or Asia, such as the green in the flag of the Republic of Senegal or the letter Y in the flag of Republic of Vanuatu, and explain their significance; identify the African members of the Organisation internationale de la Francophonie [OIF] and describe some key aspects of their cultures; read job postings to identify other languages used in French-speaking communities in Africa and Asia; study two websites to compare the reviews of a specific vacation destination in French-speaking Africa or Asia; use a Venn diagram to help them compare and contrast traffic signs and symbols in two different French-speaking countries*)

**Teacher prompts:** “Que signifie l’étoile et sa couleur sur le drapeau de la république du Sénégal?” “Que signifie le logo de l’OIF?”  
 “Comment est-ce que deux sites Web peuvent traiter le même sujet de différentes façons?”

**Instructional tip:** Teachers can ask students to research the laws, regulations, and signs relating to the use of roads and public spaces in a French-speaking region where they plan to travel (e.g., “Attention! Circulez à vos propres risques”, “Ralentir! Sortie d’école”, “Danger! Interdiction de se baigner”, “Réservé aux voitures de police”).

**C3.2 Awareness of Sociolinguistic Conventions:** using information from French texts, identify and demonstrate an understanding of sociolinguistic

conventions used in a variety of situations in diverse French-speaking communities\* (e.g., *read online reviews to identify variations and nuances in expression of preferences; investigate proverbs from various regions and determine why they are often useful devices in a text; compare the level of formality in different thank-you notes*)

**Teacher prompts:** “Comment montrez-vous que le texte écrit est porteur de sens?” “Comment pouvez-vous vous assurer que vous avez compris le proverbe utilisé?” “Comment fait-on pour faire une comparaison?” “Quelle est la différence entre une note formelle et informelle?”

**Instructional tips:**

(1) Teachers can direct student’s attention to the use of direct-object pronouns to express preferences in online reviews (e.g., “ça me plaît”, “ça nous convient”, “ça te va”, “cela vous plaît?”).

(2) Teachers can direct students’ attention to formal expressions used in thank-you notes (e.g., “Nous tenons à vous remercier pour...”, “Je vous remercie du fond du cœur d’avoir pris le temps de...”, “Nous adressons nos sincères remerciements à...” ) in contrast to informal expressions (e.g., “Merci pour...”, “Mille fois merci pour...”, “Merci beaucoup d’avoir pensé à...”).

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\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Africa and Asia) but are not expected to do so.

# D. WRITING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### D1. Purpose, Audience, and Form

By the end of this course, students will:

**D1.1 Identifying Purpose and Audience:** determine their purpose in writing and the audience for French texts they plan to create (*e.g., to protest the treatment of animals by a particular group or company; to write a script for a fashion show that promotes environmental awareness; to respond in an advice column to a question about a body image issue; to compose a thematic menu for a restaurant; to respond to a specific job advertisement with a bilingual résumé; to explain how to give constructive feedback to peers; to adapt a recipe or another set of instructions for a different audience; to welcome a new Canadian in a letter describing daily life in the community*)

**Teacher prompts:** “Comment persuadez-vous quelqu’un à changer ses habitudes d’achat de vêtements?” “Comment pouvez-vous capter l’intérêt de vos camarades dans votre réaction?” “Pourquoi est-il important de savoir dès le début pour quel public on écrit?”

**Instructional tips:**

(1) Teachers can encourage students to use the *impératif* in recipes and instructions (*e.g., “Rangez les courroies”, “Ajustez...”, “Appuyez fermement...”, “Soulevez, puis tirez...”*).

(2) Teachers can ensure that students understand that the objective of giving feedback to peers is to provide practical guidance in a positive manner, and they can encourage students to

phrase their feedback in constructive ways (*e.g., “...peut communiquer habilement les éléments essentiels de son message”, “...possède un vocabulaire suffisant pour...”, “...peut employer correctement les temps convenables des verbes...”, “...peut faire des liens...”, “...peut améliorer son texte par...”, “...peut mieux maîtriser...”*).

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about everyday matters and familiar topics, applying their knowledge of some of the structural and stylistic elements of each form (*e.g., a photo journal illustrating their life, with detailed captions describing each photograph; a creative slogan to encourage healthy eating; a newspaper editorial using vivid language to emphasize the negative effect of poor environmental habits, such as the failure to recycle; a comic strip about a personal interest, with varied word choice; a word collage conveying their emerging understanding of issues facing First Nations, Métis, or Inuit people; blog entries describing highlights of a cooperative education or summer job experience; a letter to the editor comparing and contrasting the concepts of a cultural mosaic and a cultural melting pot; a humorous dialogue between a francophone and an anglophone who are trying to communicate despite a limited knowledge of each other’s language*)

**Teacher prompts:** “Comment les éléments stylistiques dans un slogan peuvent-ils

rejoindre un certain groupe de gens?" "Comment identifiez-vous vos mauvaises habitudes et les remplacez-vous par de bonnes habitudes pour protéger l'environnement?" "Quelles sont les différentes formes de l'humour?"

**Instructional tips:**

(1) Teachers can remind students that dialogue often includes elliptical sentences (e.g., "C'est génial", "Excellent article!", "Aucune trace de peur dans son regard", "Pas de neige là-bas, au moins", "Pas fameux ce film", "Mais ici, personne pour les rencontrer", "C'est beau, non?", "Un petit génie cet artiste").

(2) Teachers can suggest that students brainstorm lists of French words or phrases commonly used in English (e.g., "casserole", "croissant", "bon voyage") and English words or phrases commonly used in French to use when writing a skit about miscommunication.

**D1.3 Creating Media Texts:** create media texts in French on everyday matters and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., write a script for a public service announcement about an issue related to health, poverty, diversity, bullying, or climate change; write a news report on a current issue relevant to students; write copy for a sports or fashion magazine cover to attract a teenage audience; write a marketing flyer for students looking for volunteer opportunities, co-op placements, or part-time work; write a newspaper column on the use of celebrities in advertising; produce a pamphlet on an innovative technology)

**Teacher prompts:** "Où trouveriez-vous les données nécessaires pour préparer des graphiques et des tableaux pour votre production médiatique?" "Comment la publicité influence-t-elle notre société?" "Comment une vedette qui se trouve dans la publicité influence-t-elle votre réaction au produit par rapport à vos camarades de classe?"

**Instructional tip:** Teachers can promote the use of adverbs of time and place (e.g., "actuellement", "autrefois", "auparavant", "dorénavant", "ailleurs", "alentour", "au-delà", "dedans", "dehors", "lors", "partout") in promotional materials such as flyers (e.g., "Lors de notre rencontre vous verrez...", "Ça bouge partout!").

**D1.4 Applying Language Structures:** communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., use a variety of punctuation appropriately;

describe places, objects, people, and feelings using correct forms of sensory adjectives and adverbs; use a variety of pronouns; construct positive and negative questions)

**Teacher prompts:** "De quelle façon peut-on changer le message en utilisant différentes punctuations?" "Quelles stratégies peuvent aider à trouver des synonymes appropriés pour décrire une place ou un produit?"

**Instructional tip:** Teachers can encourage students to create questions for a survey using interrogative adjectives (e.g., "quel", "quelle", "quels").

## D2. The Writing Process

By the end of this course, students will:

### D2.1 Generating, Developing, and Organizing

**Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., generate ideas for an opinion piece and discuss them with peers; engage in free writing to generate ideas; sort ideas into categories for an informational paragraph; use a graphic organizer such as a plus-minus-interesting organizer or a T-chart to help them assess the relevance of ideas to the chosen topic; identify the appropriate text form for the purpose and audience; visualize the setting for a story they are writing and develop a list of words and phrases that will help the reader "see" it clearly; create a glossary of essential vocabulary for their chosen topic)

**Teacher prompts:** "Comment trouvez-vous vos idées avant de commencer à écrire un texte?" "Comment organisez-vous vos idées en un tout cohérent?" "Comment trouverez-vous de nouvelles idées sur le sujet à traiter?"

**Instructional tip:** Teachers and students can discuss how different text forms may suit different audiences and purposes.

**D2.2 Drafting and Revising:** plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., refer to a teacher-prepared editing checklist when revising their drafts; consider feedback from peer and/or teacher conferences to help them improve precision when revising their draft; reread early drafts to ensure logical organization with adequate development of information and ideas; assess their choice of vocabulary)

**Teacher prompts:** "Comment la rétroaction de vos camarades vous aide-t-elle à déterminer

l'information que vous allez inclure?" "Comment la correction par des pairs aide-t-elle votre écriture?" "Comment déterminez-vous quelles idées ou informations peuvent être éliminées de votre écriture?" "Comment pourriez-vous enrichir votre vocabulaire dans vos productions écrites?"

**Instructional tips:**

- (1) Teachers can encourage students to record feedback from their peers for consideration in the current and future revision of writing pieces.
- (2) Teachers can encourage students to look for anglicisms, gender errors, and improper use of tenses as they proofread their work.
- (3) Teachers can encourage students to vary word choice when revising their writing (e.g., "une nouvelle", "une actualité", "un événement").

**D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of their written work, and use some elements of effective presentation to produce a polished product for publication (e.g., refer to a class-generated checklist to ensure that their work meets the established criteria; reread the final draft to ensure appropriate use of form, style, and conventions; tailor the presentation, such as font, layout, graphics, to suit the intended audience; use a word-processing program to produce their finished work)

**Teacher prompts:** "Quel impact le titre et les graphiques ont-ils sur la compréhension de votre message?" "Comment pouvez-vous rendre votre produit final plus vivant/attractif?"

**Instructional tip:** Teachers can encourage students to avoid repetition in their writing by using a variety of direct and indirect pronouns.

**D2.4 Metacognition:**

- (a) describe strategies they found helpful before, during, and after writing to communicate effectively;
- (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., note in a writing log when they experienced writer's block, what they did to overcome it, and which strategies or methods were effective; review their

past work for commonly used expressions and plan to vary their word choice; create and regularly update a personal lexicon)

**Teacher prompts:** "Quelles stratégies d'écriture vous ont aidés le plus, et pourquoi?" "Comment organisez-vous votre temps efficacement quand vous écrivez?" "Quelles sont vos meilleures stratégies pour commencer votre travail écrit?"

**Instructional tip:** To help build confidence and reduce anxiety about writing, teachers can provide students with opportunities to self-assess their use of strategies throughout the writing process.

### D3. Intercultural Understanding

By the end of this course, students will:

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., write a journal entry on the differences a French-speaking adolescent from Côte d'Ivoire might encounter when immigrating to Canada; create a brochure on sports practised in various French-speaking African countries and ways in which they are connected to national identity; describe the origins of a tradition or pastime from Madagascar or New Caledonia; write a double-entry journal from the points of view of people from two French-speaking communities in Africa or Asia affected by the same social issue)

**Teacher prompts:** "En quoi votre journal personnel serait-il différent de celui d'un adolescent ivoirien?" "Comment les sports et la musique peuvent-ils rapprocher les cultures?"

**Instructional tip:** Teachers can encourage students to use verbs such as "pouvoir", "vouloir", and "devoir" in their writing (e.g., "On peut voir...", "Vous voulez visiter...", "Nous devons aller...").

**D3.2 Awareness of Sociolinguistic Conventions:** identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,\* and use them appropriately in their written work (e.g., adapt

\* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Africa and Asia) but are not expected to do so.

*their language to a different audience or situation; write a formal email requesting an interview, using the appropriate conventions; write two dialogues on the same subject, one an informal conversation between friends and the other a formal conversation between a client and a customer service representative; write about professionals, using appropriate French abbreviations such as “Dr”)*

**Teacher prompts:** “Quelle est la formule appropriée pour s’adresser au directeur de l’école?” “Pourquoi utilise-t-on un langage plus formel à l’écrit?” “Quel langage utiliserez-vous dans un texto à un ami?” “Qu’est-ce que vous pouvez écrire afin de respecter les formules de politesse?”

**Instructional tips:**

- (1) Teachers can model polite expressions that might be used when asking for an interview, such as “puis-je”, “pourriez-vous”, “veuillez m’excuser”, “je vous en prie”.
- (2) Teachers can direct students’ attention to the differences between ordinary and administrative language (e.g., “mort”/“décédé”, “habiter”/“demeurer”).

# French Immersion, Grade 11

University Preparation

FIF3U

This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** French Immersion, Grade 10, Academic

## Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

# A. LISTENING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### A1. Listening to Understand

By the end of this course, students will:

#### A1.1 Using Listening Comprehension

**Strategies:** identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., before a listening task, prepare a template including headings for the subject, vocabulary, and key points to help them take informed notes; use knowledge of oral text forms to make predictions about the content to be heard; while listening, continually evaluate their understanding of the material and its main ideas; identify any information that is still unclear after listening; make connections to personal knowledge and experiences)

**Teacher prompts:** “Comment l’écoute ciblée vous aide-t-elle à bien comprendre le document sonore?” “Comment pouvez-vous tirer les informations importantes à l’écoute?” “Comment l’écoute dans un échange face à face est-elle différente de celle qui se fait dans la réception orale de présentations, d’émissions, ou de discours?” “Pourquoi est-il important de vérifier constamment sa compréhension pendant l’écoute?”

**Instructional tips:**

- (1) Teachers can ask students to listen for conjunctions that are followed by the *subjonctif présent* or *subjonctif passé* (e.g., “pour que”, “afin que”, “bien que”, “quoique”, “malgré que”).
- (2) Teachers can encourage students to use both direct and indirect discourse when recounting

what they have heard (e.g., “Elle a dit : ‘Tu dois visualiser et faire des inférences quand tu écoutes’”, “Elle a dit qu’on devait visualiser et faire des inférences quand on écoutait”).

**A1.2 Demonstrating Understanding:** demonstrate an understanding of oral French texts about a variety of topics, including literary and other challenging texts (e.g., identify ways in which environmental changes can affect human and/or ecosystem health after viewing a documentary on the subject; dramatize a movie scene viewed in class; identify the evidence in an oral text that supports its central claim; listen to a dramatic scene in a play and choose music to accompany and add atmosphere to it; listen to media texts about different groups, such as special interest groups or ethno-cultural groups, and identify some of their views about citizenship rights and responsibilities; after listening to a chapter from a French novel, discuss its images, stylistic elements, and vocabulary with a partner; evaluate the points heard in a political debate)

**Teacher prompts:** “Quelle démarche utilisez-vous pour trouver le sens du message?” “Jusqu’à quel point le décor d’une scène et la musique l’accompagnant clarifient-ils la compréhension du message et du thème de la pièce de théâtre?” “Quelles techniques vous aident à distinguer les faits des opinions dans un discours politique?” “Est-ce que le rôle de la métaphore est le même que celui de la comparaison? Justifiez votre réponse.”

**Instructional tips:**

- (1) Teachers can encourage students to use context to identify the difference between

adjectives and present participles that are pronounced the same (e.g., “un enfant négligent”/“un enfant négligeant ses responsabilités”, “un argument peu convaincant”/“un argument ne convainquant personne”).

(2) Teachers can draw students’ attention to the use of the *passé simple* rather than the *passé composé* in a literary text.

(3) Teachers can direct students to distinguish between metaphors and similes when listening to literary texts (e.g., *metaphor*: “Ma jeunesse ne fut qu’un ténébreux orage” – Baudelaire, “L’Ennemie”; *simile*: “Et les rayons, ainsi que de pourpres épées” – Émile Nelligan, “La Romance du vin”).

### A1.3 Responding to and Evaluating Media

**Texts:** evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about a variety of topics (e.g., *comment on the purpose and effectiveness of flashbacks in a film adaptation of a French novel; interpret and explain the perspective expressed in a song; analyse the language in a news broadcast for words or phrases that over-generalize or contain stereotypes about race, gender, culture, or ability; determine the characteristics of an effective commercial by listening to a variety of commercials; explain how the audio elements enhance the message in a documentary on sustainable development; identify the social changes advocated by a public service announcement and analyse the arguments presented; in pairs, evaluate the appropriateness of content in a non-visual media conversation, such as a web conference or a radio interview; in a small group, compare two television advertisements for similar products, and determine what information is present and what is missing*)

**Teacher prompts:** “Comment les expériences de vie de l’auteur sont-elles reflétées dans la chanson?” “Comment la culture populaire est-elle visible dans les nouvelles présentées?” “Comment les images mentales, les messages implicites de l’annonce et le thème principal influencent-ils le message que vous percevez en écoutant cette annonce?”

**Instructional tip:** Teachers can encourage students to use expressions of emotion (e.g., “ça me plaît”, “ça ne me dit rien”, “ça me contrarie”, “c’est bien”) followed by “de” and the *infinitif* when discussing their impressions of commercials.

## A2. Listening to Interact

By the end of this course, students will:

### A2.1 Using Interactive Listening Strategies:

identify and use a range of interactive listening strategies to suit a variety of situations while participating in academic and social interactions (e.g., *summarize an issue in a news report and ask peers their opinion on the issue; paraphrase ideas expressed by peers; express agreement or disagreement during discussions*)

**Teacher prompts:** “Comment pouvez-vous montrer votre compréhension à la question soulevée dans les actualités?” “Que proposez-vous pour faire avancer la discussion en cas d’impasse ou de conflit?” “Comment intégrez-vous les informations entendues d’un partenaire dans vos commentaires pour lui donner une rétroaction appropriée?”

**Instructional tip:** Teachers can encourage students to listen for and use verbs followed by prepositions (e.g., “penser à”, “croire à/en”, “rêver de”, “décider de”, “agir sur”) during conversations.

**A2.2 Interacting:** respond with understanding to what others say while participating in sustained interactions about a variety of topics, including literary and other challenging topics, in formal and informal situations (e.g., *after hearing a news report, role-play in pairs a reporter interviewing a witness for additional details; listen to several travel presentations, network to exchange opinions, and make a reasoned argument to justify their choice of the best place to travel; interview a local politician about his or her environmental platform; improvise a dialogue between a client and a banker about investments; support and defend personal opinions in a class debate about the themes of literary works under study; contribute to a discussion about a poem read in class*)

**Teacher prompts:** “Pourquoi est-il avantageux d’écouter diverses perspectives à propos d’un même sujet?” “Comment vous préparez-vous pour une interview avec un politicien ou pour un débat en classe?” “Comment participez-vous activement à des discussions formelles pour exprimer, justifier et défendre votre opinion?” “Comment maintenez-vous une conversation sur l’investissement au Canada?”

**Instructional tips:**

(1) Teachers can suggest that, during role play, students use conditional sentences to express consequences (e.g., “Si j’avais une bonne somme

d'argent, j'ouvrierais un compte", "Si j'étais parti plus tôt, je ne serais pas arrivé en retard à mon rendez-vous à la banque").

(2) Teachers can suggest that students use adjectives followed by prepositions (e.g., "être heureux de", "sûr de", "prêt à", "confiant en", "remarquable par") while conversing with peers.

(3) Teachers can ask students to participate in a "triangle debate" to discuss a literary text.

### A2.3 Metacognition:

(a) explain which of a variety of strategies they found helpful before, during, and after listening;  
 (b) evaluate their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., *assess the strategies they use to monitor their understanding of a speech on a particular topic or an animated discussion between two of their peers; after a listening task, reflect on what they did and did not understand and how they could address areas in need of improvement; assess how well they use various interaction strategies when participating in debates; reflect on their progress in listening and discuss strengths and challenges with peers*)

**Teacher prompts:** "De quelles stratégies vous servez-vous pour maintenir votre propre intérêt pendant l'écoute?" "Comment expliquez-vous l'influence de vos connaissances et de vos expériences antérieures sur la réussite de la compréhension de l'oral?" "Comment vérifiez-vous que les stratégies utilisées ont été efficaces?"

#### Instructional tips:

(1) Teachers can direct students to situate actions in a relative time frame by using "avant de" or "en attendant de" with the *infinitif* as they plan steps they can take to improve their listening.

(2) Teachers can encourage students to discuss their next steps using "je compte", "je pense bien", or "j'ai prévu de" with the *infinitif*.

*compare various aspects of the colonial history of overseas collectivities of France, such as Saint Pierre and Miquelon, French Polynesia, and Saint Martin, with that of New France; explore cultures represented in different French-language films and compare them to their own culture; listen to a song that combines French and another language, such as songs by Nicolas Ciccone or Samian, and describe how this combination affects its message)*

**Teacher prompts:** "Dans quelle mesure les aspects de la culture française présentés sont-ils semblables aux vôtres?" "Comment les paroles d'une chanson pourraient-elles rapprocher différentes cultures?"

**Instructional tip:** Teachers can ask students to pay particular attention to the order of pronouns in song lyrics (e.g., "Moi, je m'en souviens et je le lui dis souvent", "Toi, tu ne t'en rappelles pas?").

### A3.2 Awareness of Sociolinguistic Conventions:

using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., *identify and explain colloquial idioms or expressions from different French-speaking communities; identify ways in which humour is used to convey messages in media texts from different French-speaking regions; compare the formal and informal expressions heard in a conversation*)

**Teacher prompts:** "Quelle stratégie utiliserez-vous pour apprécier l'humour dans un film ou une pièce de théâtre?" "Comment l'humour peut-il changer la perception d'un message?" "À quoi servent les expressions idiomatiques dans les langues?"

**Instructional tip:** Teachers can point out some linguistic markers of different French-speaking communities, such as vocabulary (e.g., Canadian "magasiner" vs European "faire des courses"), pronunciation, and body language.

## A3. Intercultural Understanding

By the end of this course, students will:

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *listen to a biography of a French-speaking playwright and explain how his or her work reflects his or her background and philosophy; using various oral texts as sources,*

## B. SPEAKING

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

### SPECIFIC EXPECTATIONS

#### B1. Speaking to Communicate

By the end of this course, students will:

##### B1.1 Using Oral Communication Strategies:

identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (*e.g., make reference to listeners' prior knowledge and experiences; use a structure and style of presentation suitable to the purpose, the subject matter, and the audience; use vocabulary specific to the topic and appropriate for the audience; use non-verbal cues to support the comprehension of listeners*)

**Teacher prompts:** “Quels signes vous indiquent que l’audience perd intérêt dans votre présentation? Comment pourriez-vous le récupérer?”  
“Pourquoi devez-vous faire appel à des registres et vocabulaire distincts pour rejoindre un auditoire particulier?”

**Instructional tip:** Teachers can encourage students to communicate their message using a description if they cannot recall a specific word (*e.g., “des animaux qui vivent en liberté dans la nature” for “des animaux sauvages”*).

##### B1.2 Producing Oral Communications:

produce prepared and spontaneous communications in French containing information, ideas, and opinions about a variety of topics, including literary and other challenging topics (*e.g., rehearse and present a drama based on a novel read independently; make a clear and detailed presentation about French immersion to a group of students from a*

*feeder school; explain and support their opinion on an issue; deliver a speech that includes metaphors and analogies to reinforce their ideas; present a slideshow to peers on the advantages and disadvantages of different types of credit to finance purchases*)

**Teacher prompts:** “De quels éléments devrait-on tenir compte en présentant une dramatisation d’une œuvre littéraire?” “Comment pouvez-vous développer une argumentation logique pour convaincre un jeune de vouloir continuer en immersion française?”

##### Instructional tips:

(1) Teachers can ask students to use modal verbs such as “devoir” or “pouvoir” with the *infinitif* in a persuasive oral text (*e.g., “On devrait aider des personnes dans le besoin”, “Vous auriez pu renouveler votre adhésion”*).

(2) Teachers can suggest that students convey their opinions using verbs accompanied by prepositions (*e.g., “penser à”, “croire à/en”, “rêver de”, “décider de”, “agir sur”*).

##### B1.3 Speaking with Fluency:

speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about a variety of topics, including literary topics (*e.g., use changes of pace and pauses for dramatic effect when reciting literary texts; vary volume appropriately for emphasis in a speech; use inflection and tone to help convey meaning when debating; adapt their voice to role-play different participants in a talk show; demonstrate self-confidence during an improvised presentation*

by using pauses for effect without concern that they might signal a loss for words; use a variety of expressions and linking terms to enhance the flow of their speech)

**Teacher prompts:** “Quelle stratégie utiliseriez-vous pour parler couramment le français avec clarté?” “Que faites-vous pour améliorer votre discours?” “Comment le ton de votre voix et le rythme de votre diction complètent-ils le message auditif et renforcent la communication orale?”

**Instructional tips:**

(1) Teachers can direct students to repeat a dialogue or a scene as it was heard to practise their intonation and pronunciation.

(2) Teachers can model the fluent use of connecting words and phrases (e.g., “étant donné que”, “puisque”, “d’autant que”, “grâce à”, “à cause de”, “en raison de”, “du fait que”, “vu que”) to demonstrate logical progression and causal relationships.

**B1.4 Creating Media Texts:** create oral media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., create a multimedia presentation analysing violence in sports and including evidence that supports their position on the issue; in a small group, make a video for class viewing that summarizes a chapter of a novel or a scene from a play; create and participate in a public affairs show about socio-economic challenges facing First Nations, Métis, and/or Inuit people; create a video about an environmental issue, such as indoor or outdoor air quality)

**Teacher prompts:** “Pourquoi y a-t-il des interprétations différentes pour un même message?” “Pourquoi une image vaut-elle souvent mille mots?” “Quelle technique utiliseriez-vous pour créer une vidéo?”

**Instructional tip:** Teachers can suggest that students recount the speech of characters from a play or novel using reporting verbs to introduce indirect discourse (e.g., “affirmer”, “annoncer”, “ajouter”, “déclarer”, “expliquer”, “insister” “répondre”, “Ils disent que les ados l’adorent”).

**B1.5 Applying Language Structures:** communicate their meaning clearly, using parts of speech and word order appropriately (e.g., use the subjunctif or indicatif appropriately after certain expressions when stating opinions or ideas in a debate; use the active voice, passive voice, and pronominal voice as appropriate for the purpose and audience; incorporate the language of literary analysis into a seminar)

**Teacher prompts:** “Pourquoi la voix pronomi- nale tend-elle à remplacer la voix passive qui

elle-même tend à supplanter la voix active?” “Quelle est la différence entre l’indicatif et le subjunctif? Comment fait-on la différence?”

**Instructional tips:**

(1) Teachers can explain the use of conjunctions and expressions that are followed either by the *subjunctif* or the *indicatif* (e.g., “Quoi qu’elle dise, il faut respecter son opinion”, “Bien que ce soit un jour férié, les magasins sont ouverts”, “Nous ne désespérons pas d’aller voir le directeur, même s’il y a peu de chances de le trouver dans son bureau”, “Pourquoi chercher désespérément une solution alors que le problème n’a jamais existé?”, “Même si on n’est pas d’accord, on continue la discussion”).

(2) Teachers can direct students’ attention to the uses of the active voice, the passive voice, and the pronominal voice to emphasize the person or thing acting or acted on (e.g., “La mère lave l’enfant”, “L’enfant est lavé par sa mère”, “L’enfant se lave”).

## B2. Speaking to Interact

By the end of this course, students will:

**B2.1 Using Speaking Interaction Strategies:**

demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (e.g., ask and answer questions for clarification, to elicit additional information, or to steer the discussion; adjust their speaking technique and their eye contact with others as appropriate for the conduct of a debate; encourage others in a small group to contribute)

**Teacher prompts:** “Quelle stratégie utilisez-vous pour reprendre la parole tout en respectant les interlocuteurs?” “Comment crée-t-on un climat favorisant le respect des autres et l’échange d’idées dans un débat?” “Que faites-vous pour amener un locuteur à clarifier son point de vue?”

**Instructional tip:** Teachers can encourage students to develop and reinforce a set of rules for group discussions, expressed using “laisser” followed by the *infinitif* (e.g., Travail en équipe : “On laisse participer tous les membres du groupe aux discussions, on prend la parole quand on entend dire : ‘Je passe la parole à...’”).

**B2.2 Interacting:** engage in sustained spoken interactions in French (prepared and spontaneous), in academic and social contexts, about a variety of topics, including literary and other challenging topics (e.g., lead a classroom debate on a current world issue or trend, such as one related to technology, fashion, or health, using specialized vocabulary; with a partner, role-play making and responding to a complaint at a store, post office, or

public transportation office, using respectful and clear language and including spontaneous and appropriate answers to questions; discuss, in small groups, strategies to showcase the skills, knowledge, and abilities they have to offer a potential employer; contribute to a literature circle discussion; respond to questions from the audience after presenting a paper on a literary topic)

**Teacher prompts:** “Que faites-vous pour vous assurer que le vocabulaire spécialisé sera compris par votre auditoire?” “Comment pouvez-vous valider votre plainte et être convenablement compensé(e)?” “Comment pouvez-vous tirer profit de votre participation dans les clubs de livres ou les cercles de littérature?” “Dans quelle mesure le partage d’expériences personnelles aide-t-il à mieux faire comprendre son point de vue et à cultiver l’appui d’autrui?”

**Instructional tip:** Teachers can suggest that students use the *infinitif passé* after the preposition “après” when formulating a complaint (e.g., “Après avoir acheté les souliers, j’ai remarqué que..., je vous demande de...”).

### B2.3 Metacognition:

(a) explain which of a variety of strategies they found helpful before, during, and after speaking to communicate effectively;

(b) evaluate their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., during a student-teacher conference, identify the steps they take to monitor their speaking skills and plan for continued improvement; compare their learning development when presenting a scripted oral report and when engaging in spontaneous discussion; make revisions to the form and content of their speech using feedback from peers and the teacher; identify the most effective elements in a speaking task and explain what they would do differently next time)

**Teacher prompts:** “Comment pourriez-vous repérer vos erreurs pour les corriger pendant un exposé oral?” “Comment pourriez-vous vous assurer que votre plan sera fonctionnel et qu’il vous permettra d’aller jusqu’au bout de votre tâche?” “Qu’est-ce que vous modifieriez dans une tâche semblable?”

**Instructional tips:**

(1) Teachers can work with students to develop tools they can use for self-assessment and identifying next steps.

(2) Teachers can encourage students to use the *participe passé* as an adjective when they reflect on their own learning (e.g., “Les explications entendues lors de ma présentation ont aidé mes camarades à comprendre”, “Avertie par mes camarades, j’ai réagi rapidement”).

## B3. Intercultural Understanding

By the end of this course, students will:

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., present an oral report giving clear and pertinent details about two cultural celebrations in French-speaking communities and highlighting the most significant aspect of each one; discuss differences and similarities between a French-speaking community in Canada and one elsewhere in the world; compare traditions from a French-speaking community to their own traditions; compare attitudes towards learning another language in different French-speaking regions)

**Teacher prompts:** “En quoi les traditions de mariage d’une communauté francophone sont-elles semblables ou différentes des vôtres?” “Quels sont les avantages et les inconvénients d’être polyglotte, bilingue ou unilingue?”

**Instructional tip:** Teachers can encourage students to use indefinite pronouns such as “plusieurs”, “chacun”, “personne”, “aucun”, “rien” in their comparisons (e.g., “Les cultures francophones : Plusieurs d’entre elles sont très intéressantes”, “Elle est plus gentille que personne”, “Chacun fait de son mieux”).

### B3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in spoken interactions (e.g., demonstrate respect through appropriate vocabulary and expressions of courtesy; incorporate into a presentation regional words and expressions encountered on the Internet and/or while social networking; adapt their speech as appropriate for different social contexts; research and account for the variable presence or absence of “ne” in verbal negation)

**Teacher prompts:** “Quelles expressions qui vous intéressent de cette région pourriez-vous utiliser dans votre présentation authentique?” “Selon toi, pourquoi est-ce que certains individus suppriment le ‘ne’ des négations dans la communication orale?”

**Instructional tip:** Teachers can suggest that students describe greeting customs from French-speaking countries and make connections to customs in their own community (e.g., “Pour saluer, chez eux, on fait la bise ou on serre la main, mais chez nous on...”).

# C. READING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a variety of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of text forms, including literary, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### C1. Reading Comprehension

By the end of this course, students will:

#### C1.1 Using Reading Comprehension Strategies:

use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including long, challenging texts (e.g., skim, scan, and sample to preview a text and make informed predictions before reading; make inferences by reading between the lines and connecting the clues in the text; deepen their understanding of important details in the text by relating them to prior knowledge and experiences; ask questions about a character's motivation or actions in a literary text; visualize the action in a scene)

**Teacher prompts:** “Comment faites-vous un survol d'un texte avant de le lire?” “Comment peut-on prédire et élaborer?” “Comment le lecteur peut-il savoir qu'il y a parfois un message sous-entendu dans le texte?” “Comment pouvez-vous améliorer votre compréhension d'un texte littéraire?”

**Instructional tip:** Teachers can model reading between the lines to infer meaning (e.g., “Pendant qu'il montait sur l'estrade pour recevoir son diplôme, son père applaudissait, les larmes aux yeux. Quel sentiment éprouvait son père?”, “Le géant rutilant, avec ses dix-huit roues, surplombait les véhicules plus petits sur l'autoroute. Quel est ce géant rutilant?”).

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of literary, informational, and graphic French texts, including long,

challenging texts and texts used in real-life situations (e.g., analyse the development of the main idea or theme in a literary work, such as a novel, play, or short story; draw parallels between examples of children's literature from around the world; synthesize information from an article about an environmental issue in a French-speaking community outside of North America; after reading an article about past and present contributions of First Nations, Métis, and Inuit people to Canadian society, role-play an interview with the writer, asking questions about current Aboriginal concerns related to information in the article; list the skills needed for part-time jobs after reading employment advertisements)

**Teacher prompts:** “Comment pouvez-vous déterminer l'importance que donne l'auteur aux différentes informations présentées dans son article?” “Parcourez une description de poste d'emploi, puis discutez avec un camarade les compétences exigées.” “Jusqu'à quel point peut-on juger un livre d'après sa couverture?” “D'après le titre et le chapeau, diriez-vous que le livre est informatif ou argumentatif? Pourquoi?”

**Instructional tip:** Teachers can ask students to trace the evolving moral or spiritual values of a character in a play by Marcel Dubé, in a story by Jean-Paul Sartre, or in a poem by Angèle Bassolé-Ouédraogo.

**C1.3 Reading with Fluency:** read a variety of French texts, including some long, challenging texts, with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that

they understand the overall sense of the text (e.g., *during a reader's theatre, read with appropriate tone and emphasis; read an excerpt from a text expressively; read a text aloud, using tone to convey a randomly chosen emotion, and ask classmates to identify the emotion; in a small group, practise reading a scene from a play in a particular role, and then present it to the class*)

**Teacher prompts:** “Comment la participation à un théâtre de lecture vous aide-t-elle à améliorer la fluidité en lecture?” “Comment le sens d’une phrase peut-il être influencé par l’expression de votre voix?” “Pourquoi, en lisant à haute voix, faut-il respecter les marques de ponctuation?” “Comment développez-vous des habiletés qui améliorent votre fluidité et votre compréhension en lecture?”

**Instructional tip:** Teachers can provide opportunities for oral reading that focuses on the use of natural pauses and correct pronunciation.

**C1.4 Developing Vocabulary:** use several different vocabulary acquisition strategies to expand their French vocabulary (e.g., *create a television guide in which the title of each show includes a word from their list of new vocabulary and the description of the episode suggests that word's meaning; discuss a dramatic event using words from their list of new vocabulary; consider how meaning is affected when synonyms are substituted for selected words in a poem or a passage from a novel; refer to a thesaurus and other tools to broaden vocabulary*)

**Teacher prompts:** “Selon vous, quelle est la stratégie efficace pour apprendre un nouveau vocabulaire? Pourquoi?” “Jusqu’à quel point le sens d’une phrase ou d’une idée change lorsqu’on remplace un mot par un synonyme?” “Si les dictionnaires et les ordinateurs n’étaient pas disponibles en classe, quelles stratégies utiliseriez-vous pour comprendre le sens d’une expression?”

**Instructional tips:**

(1) Teachers can encourage students to consider the connotations of words to help them understand literary texts (e.g., “rouge : connote, selon les situations et les associations mentales mises en jeu, l’interdiction, la colère, la révolution, le sang, la passion”).

(2) Teachers can direct students’ attention to homographs – words that are spelled the same way but have different uses and pronunciations (e.g., “influent”: either an adjective derived from the verb “influer” or the third person plural of the same verb).

## C1.5 Responding to and Evaluating Media

**Texts:** analyse and explain explicit and implicit messages in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (e.g., *summarize the key ideas and supporting details in a persuasive news article on an equity issue; analyse a variety of print advertisements to identify negative bias and stereotypes; identify what points of view are missing from a newspaper article on a particular event or issue; explain how the perspective and audience of a newspaper or magazine are revealed through the type of advertising it attracts*)

**Teacher prompts:** “Comment votre point de vue se compare-t-il à celui exprimé dans l’article?” “Pourquoi est-il important avant d’acheter un produit d’identifier les stéréotypes présentés dans les annonces et de lire le message en petits caractères d’une annonce publiée?” “Jusqu’à quel point les annonces dans les revues jouent-elles un rôle dans la sélection des produits que vous achetez?”

**Instructional tip:** Teachers can ask students to identify the main ideas and supporting details in an article by creating a concept map on which they indicate the key words and phrases for the ideas and the details.

## C2. Purpose, Form, and Style

By the end of this course, students will:

### C2.1 Purposes and Characteristics of Text

**Forms:** identify the purpose(s) and characteristics of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (e.g., *the introduction and conclusion of a persuasive essay reinforce the key ideas presented in the body of the text; illustrations and graphics highlight key information in magazine and Internet articles; descriptions of setting and costume add meaning to the dialogue in a play; a question-and-answer or problem-and-solution format may be used in a brochure to allow readers to quickly find the information they need*)

**Teacher prompts:** “Pourquoi le lecteur est-il enclin à lire certains articles dans une revue plutôt que dans d’autres?” “Dans une pièce de théâtre, comment utilise-t-on les indications scéniques?” “Quelle forme de texte (p. ex., questions-réponses, problèmes-solutions) choisissez-vous pour communiquer ces renseignements?”

**Instructional tip:** When students are reading a persuasive essay, teachers can direct their attention to the conjunctions that precede the

*subjonctif présent/passé* and the prepositions that precede the *infinitif* (e.g., “pour qu’elles fassent”/“pour faire”, “sans qu’il soit su”/“sans savoir”, “à condition qu’elles puissent”/“à condition de pouvoir”, “de crainte qu’il ne soit”/“de crainte d’être”).

### C2.2 Text Features and Elements of Style:

identify features and stylistic elements of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., *the connotations of words add extra levels of meaning in a poem; alliteration in a slogan helps make it memorable; an extended metaphor in a poem or fiction provides a concrete image that helps clarify an abstract idea or a complex emotion; figurative language and descriptive words evoke an emotional response in literary works*)

**Teacher prompts:** “Comment l’emploi de figures de style (comparaisons, métaphore, personnification, etc.) ajoute-t-il au texte descriptif?”  
“Comment le choix du style de l’auteur influence-t-il l’interprétation du message?”

#### **Instructional tips:**

(1) By highlighting its use in different literary works, teachers can ensure that students understand that, in literature, the *passé simple* is equivalent to the *passé composé* (e.g., “La jeune fille écrivit la lettre, mais elle se plaignit d’être fatiguée et elle monta dans sa chambre”).

(2) Teachers can discuss with students how figurative elements such as personification help communicate meaning (e.g., “Cette musique habitait ce foyer depuis deux générations”).

### C2.3 Metacognition:

(a) explain which of a variety of strategies they found helpful before, during, and after reading to understand texts;

(b) evaluate their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., *determine reading strategies that they might use to help them understand a historical narrative; identify strategies used to differentiate fact from opinion and assess their effectiveness; describe the similarities and differences in the reading strategies they would apply to a poem as compared to a print advertisement*)

**Teacher prompts:** “Pourquoi devez-vous adapter vos stratégies de lecture selon le discours (p. ex., narratif, argumentatif, injonctif) et la forme (p. ex., poétique, théâtrale) du texte?” “Comment pourriez-vous anticiper vos résultats en lecture?”

Qu’est-ce que vous devez faire pour y arriver?”  
“Qu’est-ce qui peut vous aider à réussir?”

**Instructional tip:** Teachers can encourage students to use relative pronouns (e.g., “lequel”, “auquel”, “duquel”) when giving complex or precise information about their reading strategies (e.g., “C’est la raison pour laquelle...”, “Voici les stratégies auxquelles...”, “Voici les livres au sujet desquels...”).

## C3. Intercultural Understanding

By the end of this course, students will:

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *read about various French-speaking historical figures and determine their role in the development and spread of the French language and culture worldwide; research the social, economic, and political context in a French-speaking country to gain a better understanding of excerpts of the works of one of its authors; using sources such as the website of the Programme des Nations Unies pour l’environnement, explain the agenda of an environmental project in a French-speaking community; compare the cost of postsecondary studies in a variety of French-speaking countries with the cost in Ontario*)

**Teacher prompts:** “Comment votre emploi de la technologie et votre accès à des ressources en ligne vous aident-ils à mieux étudier et connaître d’autres cultures?” “Quel est le rôle du Programme des Nations Unies pour l’environnement sur notre planète?”

**Instructional tip:** Teachers can direct students’ attention to the use of the *infinitif passé* in texts describing the achievements of a historical figure (e.g., “Après avoir exploré la région des Grands Lacs en 1670, Louis Jolliet, explorateur de naissance canadienne, avec le père Jacques Marquette, a reconnu le cours du Mississippi en 1673”).

### C3.2 Awareness of Sociolinguistic Conventions:

using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., *describe the influence of other languages on the French song lyrics that they read; analyse key*

*elements in the closing paragraph of a formal letter addressed to the prime minister or school principal; identify words and expressions unique to certain regions while reading)*

**Teacher prompts:** “Comment la culture de l’artiste ressort-elle dans les paroles de ses chansons?”  
“Jusqu’à quel point pouvez-vous trouver des mots et des expressions qui démontrent l’influence d’une langue sur une autre?” “À quoi servent les expressions idiomatiques d’une langue?”

**Instructional tips:**

(1) Teachers can encourage students to use online sources to learn the meanings of idiomatic expressions such as “chercher des puces à quelqu’un”, “avoir une faim de loup”, “il fait un froid de canard”, “il fait froid à pierre fendre”.

(2) Teachers can suggest that students develop and follow a step-by-step plan to research words and expressions from different French-speaking communities that mean the same thing (e.g., *terms for “tip”*: “dringuelle” – Belgium; “pourboire” – France; “bonne main” – Switzerland).

(3) Teachers can discuss with students the conventions for closing a formal letter (e.g., “Avec mes respectueux hommages, je vous prie d’agréer, Madame/Monsieur le Premier Ministre, l’expression de ma très haute considération”, “Je vous prie de croire, Madame la Principale/Monsieur le Principal, à mes respectueuses salutations”).

# D. WRITING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### D1. Purpose, Audience, and Form

By the end of this course, students will:

**D1.1 Identifying Purpose and Audience:** determine their purpose in writing and the audience for French texts they plan to create (e.g., to summarize ideas about a literary work in a critical essay; to express an opinion about the effects of inappropriate or biased language on the Internet; to email a friend, teacher, or peer sharing their point of view on an equity issue; to promote a candidate for student council president through a speech; to express emotion in a letter of appreciation or complaint; to justify a point of view by synthesizing arguments from various sources; to write a persuasive essay with supporting details about environmental threats)

**Teacher prompts:** “Comment utilisez-vous différents systèmes du récit pour résumer un extrait littéraire?” “Que pensez-vous du langage sur Internet et des opinions exprimées? Jusqu’à quel point croyez-vous que les gens se fient à une critique avant de faire un choix?” “Comment pouvez-vous démontrer divers degrés d’intensité d’émotions dans vos écrits?”

**Instructional tips:**

(1) Teachers can direct students to use indirect discourse to report the statements of others (e.g., “Il a dit qu’il n’était pas content avec la politique de l’école concernant l’équité et l’inclusion”, “Elle a affirmé qu’elle n’avait jamais manqué une réunion”).

(2) Teachers can review the verbs that might be followed by the *subjonctif*, and suggest that students use both the *subjonctif* and *indicatif* in their persuasive articles (e.g., *subjonctif*: “Le conseil municipal souhaite qu’on avertisse les habitants du quartier”; *indicatif*: “Nous espérons que le monde entendra notre voix”).

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about a variety of topics, including literary and other challenging topics, applying their knowledge of the structural and stylistic elements of each form (e.g., a poem using a variety of literary devices to establish a distinctive tone and style; an analysis of the influence of the culture of a contemporary First Nation, Métis, or Inuit writer on his or her works and perspectives; a plan and budget for school fundraising; an expository essay to compare how beliefs from different cultures are portrayed in the media; a scene from a novel or play they have read, rewritten to set it in a different time period; a critique of a film, book, or play under study; a letter nominating a student leader who made a difference in their community for an award)

**Teacher prompts:** “Comment les poèmes peuvent-ils servir de moyen pour véhiculer ses idées à propos des besoins des jeunes d’aujourd’hui?” “Quand vous rédigez un texte d’opinion, pourquoi devez-vous tenir compte non seulement de la présentation du sujet, mais aussi des procédés pour appuyer l’opinion (p. ex., faits, exemples, explications, témoignages)?” “Jusqu’à

quel point les choses que nous aimons et apprécions sont-elles liées à notre culture?”  
 “Comment faites-vous un plan et un budget pour la collecte de fonds pour l’école?”

**Instructional tips:**

(1) Teachers can encourage students to use words that are connected to the subject of their writing project and appropriate for the form they have chosen.

(2) Teachers can suggest that students incorporate figures of speech to make their language more expressive.

**D1.3 Creating Media Texts:** create media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., *develop an initial plan and create content for a website about a play read in class; write a script for a documentary about the fast-food industry to inform teenagers about nutrition and the cost of buying healthy foods; script a television news story about whether electronic forms of communication could ever replace print as the main source of information; write a persuasive article for a magazine explaining the overt and implied messages conveyed by a children’s cartoon; design a themed calendar that includes tips for environmentally responsible practices and photographs of local scenes in the natural world; write a script for a video about the role of social networking in a political campaign; develop a web page that illustrates how the perception of beauty changes from culture to culture*)

**Teacher prompts:** “À ton avis, quel est le rôle des médias dans la société?” “Jusqu’à quel point le choix de la forme du texte médiatique peut-il faire varier l’objectif d’un message à propos des bons choix alimentaires?” “Comment les médias peuvent-ils influencer le choix électoral des individus?”

**Instructional tips:**

(1) Teachers can encourage students to use impersonal expressions such as “Il est... de” or “C’est... de” with an adjective followed by the *infinitif* when expressing opinions (e.g., “Il est facile de critiquer...”, “C’est une honte de voir cela”).

(2) Teachers can instruct students to use words and expressions such as “comme”, “étant donné”, and “à force de” to make their arguments more persuasive.

**D1.4 Applying Language Structures:** communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., *use a variety of sentence structures in their texts; transform simple sentences into complex sentences using appropriate subordinating conjunctions; use indirect discourse correctly and appropriately; select appropriate pronouns; use the past participle as an adjective*)

**Teacher prompts:** “Quel langage utilisez-vous pour faire un compte rendu d’expériences qui décrivent vos sentiments et vos réactions?”  
 “Dans quelle mesure le choix du temps des verbes vous semble-t-il naturel ou parfois forcé?”

**Instructional tips:**

(1) Teachers can direct students’ attention to the agreement of the past participle in gender and number with the noun it modifies (e.g., “L’élève montre à son professeur son travail achevé”, “Les paroles entendues lors du procès ont choqué beaucoup de personnes”, “Le directeur a aussitôt ouvert la lettre remise”, “Avertie par ses amis, elle a réagi rapidement”).

(2) Teachers can encourage students to use a variety of resources to improve their accuracy in using language conventions, such as dictionaries and grammar and style books.

## D2. The Writing Process

By the end of this course, students will:

### D2.1 Generating, Developing, and Organizing

**Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., *use graphic organizers to help sequence ideas in a way that suits the structure of the piece of writing; make jot notes about background reading; take notes for later use during classroom presentations on a topic; identify and record potential ideas and sources of information while reading print materials, blogs, e-books and e-journals, online catalogues, and/or CD-ROMs; use word-processing software to organize and sort the data they gather*)

**Teacher prompts:** “Comment est-ce que vous développez et organisez les idées principales et secondaires pour votre tâche?” “Pourquoi est-il important de faire la synthèse et l’évaluation d’informations et d’arguments empruntés à des sources diverses avant d’écrire un texte?”

**Instructional tip:** Teachers can encourage students to use a variety of critical and creative thinking strategies to develop and organize ideas, such as clustering, generalizing, and outlining.

**D2.2 Drafting and Revising:** plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (*e.g., refer to an editing checklist during the peer editing process; identify sentences that are out of place and move them to improve the flow of ideas; reread early drafts, adding and reordering information to improve organization; check for bias and ensure that their language and ideas are inclusive and non-discriminatory; consider whether someone from a different background would be able to understand their descriptions*)

**Teacher prompts:** “Dans quelle mesure les idées ou les attitudes exprimées dans votre texte supportent-elles votre thèse adéquatement?” “Pourquoi est-il important de relire votre texte plusieurs fois avant de le soumettre?” “Pourquoi est-il important d’avoir une nouvelle perspective quand vous faites vérifier votre travail?” “Comment pouvez-vous vous assurer que votre production écrite ne contient pas de préjugés, d’affirmations non fondées, de vocabulaire sexiste ou raciste?”

**Instructional tips:**

(1) Teachers can direct students’ attention to verbs whose meaning depends on the preposition that follows them (*e.g., “penser à/de”, “croire à/en”, “manquer à/de”*).

(2) Teachers can encourage students to use temporal indicators such as “tout de suite”, “en ce moment”, “dans”, “il y a”, and “depuis” to help ensure clear sequencing.

(3) Teachers can ask students to use the perfect participle when describing either a condition in the past or an action that took place before another one (*e.g., “Ayant bien travaillé, il a réussi à tous ses examens”, “Étant partie de bonne heure, ma mère a dû conduire seule”*).

**D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of their written work, and use various elements of effective presentation to produce a polished product for publication (*e.g., check written text for accuracy, consistency, and clarity; reread the final draft to ensure appropriate use of form, style, and conventions; determine whether their work would benefit from a cover page, headings, labelled diagrams, illustrations, or photographs; publish their work using a word-processing program*)

**Teacher prompts:** “Comment vous sentez-vous devant les erreurs qui se trouvent dans les écrits professionnels publiés?” “Comment corrigez-vous les erreurs que vous commettez le plus fréquemment dans votre travail?” “Comment les ressources technologiques vous aident-elles à améliorer votre style d’écriture et vos structures grammaticales?”

**Instructional tips:**

(1) Teachers can suggest that students read their text aloud to listen for mistakes.

(2) Teachers can encourage students to use indefinite pronouns, such as “plusieurs”, “quiconque”, “certains”, and “aucun”, when the subject of a sentence is unspecified (*e.g., “Plusieurs ne sont pas venus”, “Quiconque jettera des papiers sales sur le trottoir aura une amende de cent dollars”, “Certains sont même partis avant la fin du spectacle”*).

**D2.4 Metacognition:**

(a) explain which of a variety of strategies they found helpful before, during, and after writing to communicate effectively;

(b) evaluate their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (*e.g., assess the value of whole-group brainstorming in generating ideas for writing; evaluate the usefulness of the resources they used in correcting their work; articulate the benefits of the various processes used to plan writing projects; select the most useful self-correcting techniques and comment on their use in a personal reflection log; reflect on how they used success and/or task criteria to guide their writing, and assess the importance of having clear criteria for a writing task*)

**Teacher prompts:** “Quelles ressources consultez-vous pour vérifier les informations et les actualités?” “Expliquez les avantages de différents processus d’écriture utilisés pour une production écrite” “Comment pouvez-vous déterminer quelles stratégies étaient les plus efficaces durant la tâche d’écriture?”

**Instructional tip:** Teachers can suggest that students share with peers a strategy or technique that they have found helpful in writing effective introductions and conclusions.

## D3. Intercultural Understanding

By the end of this course, students will:

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., in the role of tourists visiting a French-speaking community outside North America, write observations in a diary; in a small group, research an environmental issue on websites from different French-speaking countries, and write a report analysing how cultural perspectives influence the presentation of the issue; plan and budget for a trip to a French-speaking*

country, and write an outline highlighting cultural points of interest to persuade friends to accompany them; prepare a report about how digital recording technology affects the distribution of cultural products, such as French movies and television shows, to a global audience)

**Teacher prompts:** “Après avoir être informé sur la culture d’un pays francophone : Comment la culture est-elle transmise d’une génération à une autre? Quels sont les aspects positifs qui ressortent d’un mélange de cultures?” “Comment allez-vous persuader un ami de vous accompagner pour visiter un pays francophone de votre choix?” “Comment la technologie a-t-elle changé l’industrie cinématographique dans le monde?”

**Instructional tip:** Teachers can suggest that students highlight cultural points of interest using verbs of perception and sensation (e.g., “apercevoir”, “écouter”, “entendre”, “regarder”, “sentir”, “voir”, “laisser”) followed by the *infinitif* (e.g., “On nous laisse se balader toute la nuit...”, “Nous verront les artistes danser le cancan...”).

### D3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work (e.g., create a comic strip incorporating aspects of popular culture and some idiomatic expressions of a French-speaking community; use French slang when writing about violence in the media for a web page; adapt their language register to specific contexts and audiences, such as professionals or students; write a formal letter of application for a job at a local business)

**Teacher prompts:** “Qui est-ce qui parle argot? Existe-t-il dans la littérature française? Pourquoi?” “Comment, d’après vous, pourrait-on mettre fin aux actes d’agression?” “Comment adaptez-vous votre discours en fonction des rôles sociaux de différents lecteurs?” “Dans quelle mesure le langage employé dans une correspondance entre amis diffère-t-il d’un langage d’une lettre formelle?” “D’après vous, pourquoi l’application des conventions de politesse est-elle importante?”

**Instructional tip:** Teachers can encourage students to research and use French slang from different regions in appropriate contexts (e.g., *informal Canadian French:* “Le film était plate à mort”; *informal European French:* “Ce film est moche, il traite les ados comme des gamins, ce n’est pas marrant ça!”).

# French Immersion, Grade 11

Open

FIF30

This course provides opportunities for students to speak and interact in French in real-life situations for practical purposes. Students will develop their skills in listening, speaking, reading, and writing, and will explore and create a variety of texts, with a particular focus on using skills related to the study of French that can be applied in the workplace and beyond. Students will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** French Immersion, Grade 10, Academic or Applied

## Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

# A. LISTENING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### A1. Listening to Understand

By the end of this course, students will:

#### A1.1 Using Listening Comprehension

**Strategies:** identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., recall prior knowledge about the different forms, language structures, and vocabulary that are used to distinguish between fact and opinion; select a graphic organizer before a listening task and use it to record and organize their thoughts while listening; research vocabulary or language conventions needed to understand the message of an oral text)

**Teacher prompts:** “Quels outils pourriez-vous utiliser pour organiser vos idées pendant un exercice d’écoute?” “Quelles sont les conditions qui vous mènent à maîtriser vos capacités d’écoute?” “Comment l’observation des indices non verbaux (images, gestes, expressions, pauses) ajoute-t-elle à l’a compréhension du message?”

**Instructional tips:**

- (1) Teachers can encourage students to listen carefully for vocabulary and language structures that can help them distinguish between facts and opinions.
- (2) Teachers can suggest that students pay attention to a speaker’s tone of voice and body language for insight into his or her feelings.

**A1.2 Demonstrating Understanding:** demonstrate an understanding of oral French texts about a variety of topics, including long texts, with contextual and visual support (e.g., identify key phrases in a train station, airport, or in-flight announcement; listen to a job description and list the skill set that the employer requires; identify the essential vocabulary, expressions, and non-verbal cues in a music video; listen to the opinions of peers and incorporate them into a persuasive text or a rebuttal; view videos to identify and describe examples of Canadian music, visual art, drama, or dance that reflect the natural or cultural landscape; deduce the subjects being taught after listening to oral excerpts from lessons that include unfamiliar vocabulary; listen to an old interview or news report and explain how information or technology available today dates or contradicts it)

**Teacher prompts:** “Quels éléments vous aident à choisir les détails pertinents d’un message?” “Quels éléments rendent une présentation efficace et facile à écouter?” “Jusqu’à quel point les images dans une vidéo de musique clarifient/obscurcissent-elles la compréhension du message et du thème de la chanson?” “Comment les émotions sont-elles évoquées par les paroles de la chanson?” “Selon toi, pourquoi est-il important d’écouter différents entretiens?”

**Instructional tip:** Teachers and students can work together to orally edit an error-riddled humorous narrative, focusing on the agreement of pronouns with their antecedents in number, gender, person, and case.

### A1.3 Responding to and Evaluating Media

**Texts:** evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about a variety of topics (e.g., *analyse how the qualities of the narrator's voice in a public service announcement or commercial influence the audience; check the accuracy of statements heard in a political advertisement that are designed to appeal to the audience's sense of need; identify the social changes advocated in a documentary; evaluate the effectiveness of the presentation of arguments in a documentary about how technology affects the relationship between humans and the environment; analyse conversations during a talk show for possible biases; analyse how the images and spoken message work together in a television advertisement; identify elements, such as types of interactions, interviews, and editing, that distinguish an episode of reality television from a fictional show; analyse the way in which familiar words are used to influence a mass audience in television advertisements*)

**Teacher prompts:** “Comment le ton du locuteur est-il déterminé par le type de message énoncé?” “Comment la culture populaire est-elle visible dans les annonces présentées?” “Jusqu'à quel point le vécu d'un animateur influence-t-il le déroulement d'une entrevue?” “Comment le format de la publicité se conforme-t-il à l'audience prévue?” “Comment une bande sonore dans une annonce publicitaire détermine-t-elle le ton et l'atmosphère?”

**Instructional tip:** Teachers can suggest that students use expressions such as “on constate que”, “on découvre que”, “on peut donc établir que” to express the conclusions drawn from their observations.

## A2. Listening to Interact

By the end of this course, students will:

### A2.1 Using Interactive Listening Strategies:

identify and use a range of interactive listening strategies to suit a variety of situations while participating in social interactions and interactions about everyday matters (e.g., *in group collaboration, listen to others' ideas before making decisions; affirm and build on the ideas of others in a discussion; practise interactive listening skills when working in pairs, using techniques such as paraphrasing what the other has said, asking for clarification, and clarifying their own ideas when asked*)

**Teacher prompts:** “Quelle serait une réaction convenable pour montrer que vous comprenez ce qu'on présente?” “Comment incluez-vous tous les participants dans la discussion?” “Comment amenez-vous un interlocuteur à clarifier ou à approfondir son point de vue?”

**Instructional tip:** Teachers can suggest that students ensure comprehension by asking for clarification using expressions such as “Comment?”, “Si j'ai bien compris...?”, “Tu veux parler de...?”, “Je n'ai pas bien suivi...”.

**A2.2 Interacting:** respond with understanding to what others say while participating in sustained interactions about a variety of familiar topics and everyday matters, in formal and informal situations (e.g., *in a role play, respond to questions relating to familiar topics; share with a partner feelings evoked by a multimedia text; role-play a college entrance interview that includes the oral presentation of a portfolio; after listening to several travel agency promotions, in small groups, discuss the best way to market a trip*)

**Teacher prompts:** “Comment la discussion aide-t-elle à approfondir vos connaissances à propos des sujets écoutés?” “De quelle façon exprimez-vous vos sentiments envers une question soulevée dans les médias?” “Jusqu'à quel point la discussion avec vos pairs influence-t-elle la façon dont vous prenez des décisions?”

**Instructional tip:** Teachers can direct students' attention to oral statements that contain two actions in the past, one before the other (e.g., “Hier soir aux nouvelles télévisées, ils ont soulevé la question dont tu m'avais parlé l'autre jour”).

### A2.3 Metacognition:

(a) explain which strategies they found helpful before, during, and after listening;  
(b) identify their areas of greater and lesser strength as listeners, and plan detailed steps they can take to improve their listening skills (e.g., *think aloud with a peer about strategies they use to monitor their understanding while listening, and processes for retaining the information heard; identify new strategies to improve their listening comprehension; describe to peers the strategies that help them to concentrate during oral presentations*)

**Teacher prompts:** “Que ferez-vous différemment pour mieux écouter la prochaine fois?” “Qu'est-ce qui détermine quelles stratégies vous devez employer pour mieux écouter?” “Que faites-vous pour vous motiver à bien écouter un discours quand vous manquez d'intérêt pour le sujet présenté?” “Que faites-vous pour vous assurer

que vous avez bien compris les instructions données?” “Que faites-vous pour saisir un message si vous manquez une idée ou si vous ne la comprenez pas?”

**Instructional tip:** Teachers can suggest that students listen for and use simple expressions of cause, consequence, and opposition when sharing strategies in small groups (e.g., “donc”, “puisque”, “comme”, “alors”, “pourtant”, “alors que”).

### A3. Intercultural Understanding

By the end of this course, students will:

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *listen to a legend from a French-speaking community, such as Mali or Guadeloupe, and compose a story for their own community using the same moral; compare expressions, emotional aspects, and musical styles in songs from different French-speaking communities; compare myths and legends of diverse French-speaking cultures presented by peers, such as the Métis story of the “loup garou”, and identify common elements*)

**Teacher prompts:** “Comment serez-vous de meilleurs auditeurs pour différentes cultures?” “Pourquoi la musique est-elle souvent un véhicule pour capter notre attention et nous attirer vers la découverte d’une culture?”

**Instructional tip:** Before presenting oral texts about various cultures, teachers can instruct students to listen for words and phrases that indicate that a story is from the distant past (e.g., “quand j’étais petit”, “à l’époque”, “dans le temps”, “autrefois”).

### A3.2 Awareness of Sociolinguistic Conventions:

using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., *identify and explain differences between familiar, colloquial, and formal language; recognize pronunciations and dialects from diverse French-speaking communities; analyse how the non-verbal interactions of characters in a French-language film help to clarify the messages in their speech*)

**Teacher prompts:** “Que pensez-vous des proverbes que vous entendez entre amis à propos du savoir-vivre (p. ex., Les petits cadeaux entretiennent l’amitié)?” “Comment pouvez-vous utiliser des stratégies pour vous aider à comprendre quelqu’un qui parle dans un dialecte différent du vôtre?” “Comment pourriez-vous lire la gestuelle des interlocuteurs pour mieux comprendre le message?”

**Instructional tips:**

(1) Teachers can ask students to listen for elements of oral discourse such as hesitations (e.g., “euh”, “hein”, “ben”, “pff”) and onomatopoeia (e.g., “chut”, “aïe”).

(2) Teachers can ask students to listen for non-conventional words and expressions (including *argot*) in contemporary French songs.

# B. SPEAKING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### B1. Speaking to Communicate

By the end of this course, students will:

#### B1.1 Using Oral Communication Strategies:

identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., review knowledge about the topic before beginning a speaking task; use non-verbal cues to emphasize their emotions during a speech; change the language and pace of their discourse to suit the audience; involve the audience to engage them in a presentation; explain unfamiliar terms; practise to develop the skills of explaining, rephrasing, and clarifying their ideas)

**Teacher prompts:** “Comment le ton de votre voix sert-il à révéler des sentiments d’autorité ou d’infériorité?” “Comment pourriez-vous maintenir et, au besoin, ajuster le registre de langue choisi?” “Qu’est-ce qui vous aide à vous exprimer d’une manière claire?”

**Instructional tip:** Teachers can help students plan successful presentations by asking them to think about the audience, such as what topics they will be interested in, their prior knowledge about the topic, and what might help them learn about it.

**B1.2 Producing Oral Communications:** produce prepared and spontaneous communications in French containing information, ideas, and opinions about a variety of topics, with contextual and visual support (e.g., present a plan supported by visuals about how to protect groundwater; orally

critique a film or video game; deliver a presentation about a site not to be missed on a trip around the world; deliver a speech on the impact of stereotypes and discrimination; take turns retelling a story read or told in class that addresses environmental stewardship; introduce or thank a guest speaker; deliver a presentation to peers about consumerism and addressing the difference between needs and wants)

**Teacher prompts:** “Comment pouvez-vous présenter un argument d’une façon engageante et convaincante afin de persuader une audience?” “Pourquoi doit-on être sensibilisé au public?” “En répétant une histoire entendue, comment peut-on la rendre plus intéressante?”

#### Instructional tips:

(1) When students present their conservation plans, teachers can ask them to make suggestions using “si” with the *présent* and the *futur simple* (e.g., “Si on achète des piles rechargeables plutôt que des jetables, on évitera des effets extrêmement polluants”) and express hopes using “si” with the *imparfait* and the *conditionnel présent* (e.g., “Si on éteignait les lumières chaque fois qu’on change de pièce, on ne gaspillerait pas d’énergie”).

(2) Teachers can encourage students to enrich the retelling of a story with details from their imagination, using “devoir” followed by the *infinitif* to indicate supposition (e.g., “Elle est triste; elle doit avoir des ennuis”, “Il devait être 7 heures du matin quand sa mère était venue le réveiller”).

**B1.3 Speaking with Fluency:** speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about a variety of topics (e.g., use specific vocabulary related to their topic to express concepts accurately; use a variety of linking terms to enhance the flow of ideas during a presentation; reproduce with a partner the pronunciation and rhythm of a recorded dialogue)

**Teacher prompts:** “Comment le choix d’un sujet d’actualité ou personnel influence-t-il le débit de la production orale?” “Pourquoi est-il important de parler français avec ses amis?” “Qu’est-ce qui peut vous aider à parler avec plus d’aisance en français?”

**Instructional tips:**

(1) Teachers can encourage students to practise pronunciation and articulation by repeating tongue-twisters, such as “Un chasseur sachant chasser sait chasser sans son chien de chasse”.

(2) Teachers can suggest that students show the logical progression of their ideas by using appropriate linking / transition words such as “tout d’abord”, “pourtant”, “autrement dit”, “en tout cas”, “c’est pourquoi”, “enfin”, “surtout que”, “voilà pourquoi”, “tout de même”, “par contre”.

**B1.4 Creating Media Texts:** create oral media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., present a news report on a social event, natural disaster, crime, or sports event; present their opinion as a panellist for a public affairs show on how images in advertising influence public attitudes and behaviour; develop and record a quiz show on topics being studied, in which contestants are presented with clues in the form of answers and must phrase their responses as questions; in small groups, create a video to promote a designer’s upcoming line of clothing that is made from sustainable fabrics; produce a radio program including interviews with Aboriginal leaders about some issues of concern to First Nations, Métis, or Inuit people in Canada; create an advertising campaign to persuade jobless young people to seek training to develop marketable skills)

**Teacher prompts:** “Quels sont les éléments importants d’un programme de télé pour que les téléspectateurs restent à l’écoute?” “Quelles techniques utilise-t-on dans un défilé de mode pour qu’il ait une dimension spectaculaire?” “Quelles questions poseriez-vous à un chef autochtone sur les droits des peuples autochtones en Ontario?” “Quel type de campagne publicitaire peut cibler les jeunes sans emploi?”

**Instructional tip:** Teachers can encourage students acting as guests on a public affairs show to use impersonal structures such as “il est certain que...”, “il est probable que...”, “il semble que...” to express degrees of certitude.

**B1.5 Applying Language Structures:** communicate their meaning clearly, using parts of speech and word order appropriately (e.g., use some reflexive verbs when leading a panel discussion on social media; use indefinite pronouns such as “personne” or “aucun” when responding to a speaker’s opinion; use possessive pronouns when developing questions on a topic of personal interest to initiate a discussion with peers)

**Teacher prompts:** “Quels sont les avantages et les inconvénients des réseaux sociaux?” “Comment exprimez-vous un passé immédiat?”

**Instructional tip:** Teachers can suggest that students use reflexive verbs such as “se faire”, “se laisser” to express causation (e.g., “Les malfaiteurs se sont fait arrêter à la frontière”, “Elle s’est laissé prendre au piège”).

## B2. Speaking to Interact

By the end of this course, students will:

**B2.1 Using Speaking Interaction Strategies:** demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (e.g., predict what they might hear and what expressions they can use to formulate a response; vary their language to convey emotion in class discussions; rephrase to clarify their message when misunderstanding occurs; use familiar vocabulary to describe an idea, object, or action when the exact term for it is not known or has been forgotten; use conversational and visual cues to indicate comprehension, agreement, and emotional response; identify useful words and expressions for starting, continuing, and concluding a conversation)

**Teacher prompts:** “Quelles stratégies emploieriez-vous pour communiquer vos idées lors d’un manque de vocabulaire?” “De quelle manière organiseriez-vous vos idées pour réagir dans une situation improvisée?” “Pourquoi est-il important de savoir gérer une négociation dans laquelle vous allez inviter autrui à dire ce qu’il pense?”

**Instructional tip:** Teachers can encourage students to pay attention to verbal cues (e.g., “Ah bon?”, “Ah oui?”, “Vraiment?”, “Voilà”, “Tiens!”, “Alors!”, “En effet”), non-verbal cues (e.g., pauses, falling intonation), and eye contact to determine when it is appropriate to take their turn in a conversation.

**B2.2 Interacting:** engage in sustained spoken interactions in French (prepared and spontaneous), in a variety of contexts, about a variety of topics (e.g., *create a dialogue using questions and spontaneous answers; express a point of view about the responsibilities of citizenship and defend their perspective in response to questions; with a partner, role-play an interview with a new Canadian or a figure from sports, history, or politics; engage in a round-table discussion exploring a social or environmental issue; interview a participant in a school or community event; in a small group, role-play a press conference with a minister of health in which they discuss health and safety in the lives of children, adolescents, adults, or the elderly*)

**Teacher prompts:** “Comment pourriez-vous obtenir une concession lors d’une ‘table ronde’ quand vous tenez fortement à votre point de vue?” “Comment préparez-vous une entrevue ou une conférence de presse avec un responsable du gouvernement?”

**Instructional tip:** Teachers can suggest that students use the *subjunctif* when expressing feelings and emotions during interviews (e.g., “Je suis enchanté que vous soyez parmi nous aujourd’hui”, “Nous sommes tous ravis que vous dansiez avec une telle passion”, “Craignez-vous qu’il ne pleuve demain pendant le match?”).

### B2.3 Metacognition:

(a) explain which strategies they found helpful before, during, and after speaking to communicate effectively;  
 (b) identify their areas of greater and lesser strength as speakers, and plan detailed steps they can take to improve their speaking skills (e.g., *assess and monitor their own speaking skills; make revisions to the form and content of their speech using feedback from peers and the teacher; determine which tools, strategies, and/or approaches have been most useful in helping them improve their oral skills*)

**Teacher prompts:** “Comment pourriez-vous identifier et évaluer les habiletés que vous avez pour ce nouvel apprentissage?” “Comment pourriez-vous expliquer et justifier les démarches nécessaires pour accomplir une nouvelle tâche orale?” “Pourquoi faut-il faire une autoévaluation après avoir terminé votre exposé oral?”

**Instructional tip:** Teachers can encourage students to develop their ability to manage their own learning by comparing and connecting newly acquired knowledge with prior knowledge.

## B3. Intercultural Understanding

By the end of this course, students will:

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *share with peers key similarities and differences between their own culture and a French-speaking culture presented in a film or video; present their findings about the influence of a French-speaking fashion designer; present an oral report giving clear and pertinent details about two cultural celebrations in French-speaking communities and highlighting the most significant aspect of each one*)

**Teacher prompts:** “Avez-vous le sentiment d’avoir plusieurs cultures? Expliquez.” “Comment fait-on une comparaison entre les cultures?” “À votre avis, jusqu’à quel point les couturiers/couturières célèbres peuvent-ils/elles influencer l’industrie de la mode?” “Comment pouvez-vous apprendre à propos de diverses cultures à travers leurs célébrations culturelles?”

**Instructional tip:** Teachers can review the use of the expressions “C’est” and “Il est” in the context of descriptions of cultural heritage (e.g., “C’est un grand festival”, “Il est ici en Ontario”).

### B3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in spoken interactions (e.g., *re-enact comedy sketches from two French-speaking communities to compare the humour in each region; create a monologue utilizing the rhythm and intonations of a specific French-speaking region; use expressions of appreciation appropriate to different contexts; select appropriate language registers and expressions for different audiences, purposes, or situations*)

**Teacher prompts:** “Pourquoi est-il important de choisir ses mots pour montrer son appréciation selon le contexte?” “Comment une discussion avec vos camarades vous permet-elle de comprendre l’usage des expressions régionales?” “Pourquoi devez-vous faire appel à des registres et vocabulaire distincts pour rejoindre un auditoire particulier?”

#### Instructional tips:

(1) Teachers can conduct a daily oral warm-up in which students work in pairs to create a dialogue that illustrates the meaning of an idiomatic expression in an original context

(e.g., “au bout du compte” means “tout bien considéré ou examiné”; “être tiré à quatre épingles” means “être d’une élégance impeccable”).

(2) Teachers can introduce casual expressions that students can use in their conversations (e.g., “Il m’avait dit qu’il m’aiderait. Tu parles!” means “Il ne m’aide absolument pas”; “Je travaille l’été pour me faire un peu de sous” means “Je travaille l’été pour gagner un peu d’argent”; “Aller là-bas juste pour deux jours, ça ne vaut pas le coup” means “Aller là-bas juste pour deux jours, ça ne vaut pas la peine”).

# C. READING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a variety of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### C1. Reading Comprehension

By the end of this course, students will:

#### C1.1 Using Reading Comprehension Strategies:

use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including challenging texts (e.g., *determine the purpose for reading before beginning; before reading, discuss themes or background information to increase knowledge about the topic; form mental pictures based on the words on the page; use a graphic organizer to help them categorize main ideas and important details; consolidate and extend understanding after reading by paraphrasing with partners and noting the similarities and differences in these retelling; anticipate text by constantly keeping the eye moving forward when reading*)

**Teacher prompts:** “Pourquoi est-il important de préciser votre intention de lecture?” “Comment développez-vous vos facultés de visualisation mentale?” “Comment les comparaisons vous aident-elles à comprendre le sens d’une phrase ou d’une idée?”

**Instructional tip:** Teachers can model different ways to paraphrase sentences, including by replacing a noun with a verb, an adjective with a noun, or a verb with a noun (e.g., “La commercialisation de ce médicament s’est effectuée au Canada seulement” can be paraphrased as “Ce traitement est vendu au Canada seulement”).

#### C1.2 Reading for Meaning:

demonstrate an understanding of a variety of fictional, informational, and graphic French texts,

including challenging texts and texts used in real-life situations (e.g., *create an alternative ending for a short story or novel that is consistent with the action/characters in the work; comment on how a conflict was resolved in a story studied in class; discuss, in small groups, the message in an editorial cartoon about the economy; extract information from a data chart about paper waste and its impact on the environment; in pairs, discuss a text about values, principles, and/or beliefs of First Nations, Métis, and/or Inuit peoples; consult a flyer from a local department store or a mail-order catalogue to place an order; after reading a fictional work, list the elements that should be on the cover of the book and justify their choices*)

**Teacher prompts:** “Quels sont les liens entre la lutte d’un personnage étudié et une lutte que vous avez vécue?” “Comment une bande dessinée est-elle une bonne voie pour transmettre un message?”

**Instructional tip:** Teachers can encourage students to consolidate their understanding of a text by organizing its key ideas on a graphic organizer and then discussing them with the class to check their accuracy.

#### C1.3 Reading with Fluency:

read a variety of French texts with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., *during shared reading with the whole class, read with appropriate pauses to convey their understanding of the material; place stress correctly to distinguish between similar words and phrases such as “plutôt/plus tôt”*)

**Teacher prompts:** “Dans quelles situations vous sentez-vous le plus à l’aise quand vous lisez à

haute voix?” “Comment l’émotion exprimée ou transmise dans la lecture à haute voix peut-elle clarifier le sens des mots?”

**Instructional tip:** Teachers can encourage students to make note of differences in word order between French and their first language when reading aloud.

**C1.4 Developing Vocabulary:** use several different vocabulary acquisition strategies to expand their French vocabulary (*e.g., discuss unfamiliar vocabulary and concepts in a text read in class; substitute familiar words when new, more difficult words are encountered; devise short and effective games that involve hearing, saying, and taking note of new vocabulary; with peers, plan an imaginary web page on a subject related to recently acquired vocabulary, and decide which words should be used in combination in its URL; work in small groups to develop ways to use new vocabulary; connect new words to prior knowledge and list examples of their use to help them remember their meanings; use context to help them determine meaning*)

**Teacher prompts:** “Comment la lecture vous aide-t-elle à développer votre vocabulaire?” “Pourquoi faut-il enrichir notre vocabulaire?” “Comment les liens que vous faites entre le nouveau vocabulaire et vos connaissances antérieures vous aident-ils à vous rappeler du nouveau vocabulaire?” “Pourquoi l’idée de faire des liens entre le nouveau vocabulaire et vos connaissances antérieures peut-elle vous aider à vous rappeler du sens des mots?” “Comment l’utilisation du contexte vous aide-t-elle à donner un sens à un mot nouveau?”

**Instructional tips:**

(1) Teachers can suggest that students use various strategies to help them remember the meaning of new words and expressions (*e.g., definitions, examples, descriptions, illustrations, clarifications, parenthetical notes, comparisons, elaborations, typographical cues*).

(2) Teachers can review the study of word families, identifying words within words to help students understand unfamiliar words.

**C1.5 Responding to and Evaluating Media**

**Texts:** explain ideas and information in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (*e.g., evaluate a poster created by a peer to inform workers about the safe storage, handling and disposal of hazardous materials; discuss the effectiveness of a newspaper or magazine advertisement; read reviews of children’s or young adult*

*books in parenting magazines and explain why a teenager might have a different view of the work; identify various kinds of stereotypes in advertisements; use a graphic organizer to help distinguish between fact and opinion in a news article*)

**Teacher prompts:** “Comment la publicité peut-elle améliorer l’attitude du consommateur à l’égard d’un produit?” “Pourquoi est-il toujours important d’identifier les stéréotypes présentés dans les annonces?” “Comment choisissez-vous les informations importantes à souligner quand vous lisez un article?”

**Instructional tip:** Teachers can suggest that, when students make suggestions to peers regarding their work, they use the *conditionnel présent* with the *infinitif* (*e.g., “Sur votre affiche, j’aimerais voir plus de couleur..., vous devriez développer le message..., et on pourrait ajouter des détails...”*).

## C2. Purpose, Form, and Style

By the end of this course, students will:

**C2.1 Purposes and Characteristics of Text**

**Forms:** identify the purpose(s) and characteristics of a variety of text forms in French, including fictional, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (*e.g., images and text are combined to deliver information on a website; the table of contents and headings guide the reader through material in a textbook; didactic folk songs convey a moral lesson; science fiction novels are often set in a future that is based on some current trends in science or technology*)

**Teacher prompts:** “Pourquoi les lecteurs préfèrent-ils chercher des informations dans des manuels visuels?” “Quelle forme de texte préférez-vous? Pourquoi?” “Quelles informations pouvez-vous tirer d’un sommaire d’un livre ou d’une revue?” “Quels procédés de style l’auteur a-t-il employé pour nous enseigner une leçon?”

**Instructional tip:** Teachers can encourage students to use a reading log and reading response journal to support the learning of different text forms and vocabulary.

**C2.2 Text Features and Elements of Style:**

identify features and stylistic elements of a variety of text forms in French, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (*e.g., the layout of the front page of a newspaper directs attention to its feature stories; graphics support the ideas or information in a text;*

*the tone and choice of words in a letter to the editor help express the attitude of the author towards a particular issue; similes and metaphors add layers of meaning to descriptions in a short story)*

**Teacher prompts:** “Quels sont les éléments visuels de la mise en page à la une qui vous ont attiré pour lire le journal?” “Quels éléments de style l’auteur a-t-il utilisé pour appuyer son message?” “Comment l’emploi des métaphores ajoutent-ils au texte descriptif?”

**Instructional tip:** Teachers can ask students to explain why particular verb tenses were used in a newspaper story (e.g., “Pourquoi a-t-on utilisé le conditionnel présent dans cette phrase?”, “Pourquoi est-ce que l’auteur a écrit ce paragraphe à l’imparfait?”).

### C2.3 Metacognition:

(a) explain which strategies they found helpful before, during, and after reading to understand texts;

(b) identify their areas of greater and lesser strength as readers, and plan detailed steps they can take to improve their reading skills (e.g., *identify strategies used to differentiate fact from opinion; discuss strategies that might be used when reading a campaign brochure; describe the similarities and differences in the reading strategies they would apply to a poem as compared to a print advertisement; identify confusing or challenging parts in a text and determine which strategy or strategies might help them understand it*)

**Teacher prompts:** “De quelles stratégies qui ont été utiles auparavant pour surmonter des difficultés possibles en lecture prévoyez-vous vous servir?” “Quels sont vos objectifs de réussite en lecture? Quels sont les outils que vous utilisez pour y arriver?”

**Instructional tip:** Teachers can suggest that students use conjunctions followed by the *indicatif* (e.g., “de telle sorte que”, “au point que”, “de manière que”, “si bien que”) when explaining the consequences of choosing certain reading strategies.

## C3. Intercultural Understanding

By the end of this course, students will:

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *analyse the actions and choices of fictional characters from French-speaking communities in terms of the social and cultural norms of those communities; read fashion blogs*

*from a variety of areas around the world where French is spoken to identify styles worn on different occasions; decipher clues prepared by classmates for a cultural scavenger hunt to learn more about various French-speaking cultures; read tourism brochures and websites to plan and budget for a trip or an eco-tour to a French-speaking region; discuss what the lyrics of songs convey about the culture of a French-speaking community)*

**Teacher prompts:** “Dans quelle mesure la mode joue-t-elle un rôle dans l’introduction à une nouvelle culture?” “Quelles sont les ressources d’informations touristiques qui peuvent vous aider à planifier et calculer les frais d’un voyage? Qu’est-ce que vous voulez voir ou visiter et pourquoi?”

**Instructional tip:** Teachers can promote the use of the *participe présent* when students are making connections between fashions from different regions (e.g., “en regardant...”, “en parcourant...”, “en feuilletant...”).

### C3.2 Awareness of Sociolinguistic Conventions:

using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., *compare the level of language used in formal and informal letters from two different age groups; identify puns in headlines in newspapers from different French-speaking countries; comment on persuasive language used in financial advertisements in different French-speaking countries; compare foods on menus in a variety of French-speaking communities*)

**Teacher prompt:** “Quelle est la différence entre une lettre formelle pour faire une demande d’emploi et une lettre à un ami?”

**Instructional tip:** Teachers can encourage students to use a Venn diagram to help them compare and contrast the expressions and forms used in formal and informal letters (e.g., “Je me tiens à votre disposition pour...”, “Avec mes remerciements renouvelés, je vous prie d’agréer, Madame, l’expression de mes hommages respectueux...” vs “Enfin, j’ai le temps de t’écrire...”, “Au revoir et à la prochaine...”).

# D. WRITING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### D1. Purpose, Audience, and Form

By the end of this course, students will:

**D1.1 Identifying Purpose and Audience:** determine their purpose in writing and the audience for French texts they plan to create (e.g., to blog about the effect of inappropriate or biased language in social media; to compose a prologue to a favourite story or film; to explain how to obtain a driver's licence; to describe the career of a little-known Canadian Olympic athlete; to survey peers about the pros and cons of fast-food lunches and graph the results; to advertise an item lost, found, or for sale; to take notes on a well-structured presentation; to email a politician about supporting a community initiative)

**Teacher prompts:** “Expliquez l'importance de s'autocensurer lorsqu'on participe à un réseau social.” “Comment retrouve-t-on son portable perdu?” “Quelle stratégie utilisez-vous pour prendre des notes pendant une présentation orale?”

**Instructional tip:** Teachers can ask students to use expressions of emotion when commenting on language used online (e.g., “Je suis content que...”, “J'aimerais que...”, “Il veut que...”).

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about a variety of topics, applying their knowledge of the structural and

stylistic elements of each form (e.g., *dialogue for a role play; a photo essay with a series of powerful images and captions promoting diversity and inclusion; a chart describing postsecondary options; a research paper describing professions in which the ability to speak French would be an asset; an essay detailing their personal development or explaining how some of their activities, hobbies, or pastimes contribute to their family or community; an article for a community newspaper about an initiative to create and sustain conditions that support health and well-being in the community*)

**Teacher prompts:** “Quels sont les critères d'évaluation que vous adopterez pour votre reportage photos pour promouvoir la diversité et l'inclusion dans votre communauté?” “Comment interpréterez-vous une expérience vécue pour montrer votre développement personnel?”

**Instructional tip:** Teachers can suggest that students incorporate relative pronouns such as “duquel”, “de laquelle”, “auquel” into their photo captions.

**D1.3 Creating Media Texts:** create media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., *design and write text for a website that promotes inclusiveness within the school community; create a slogan for T-shirts to support a joint school-community project; write*

a script for a video for a campaign about a social issue; blog about why colleges promote their “culture” and extracurricular programs alongside their course information; compose a magazine article addressing a teenage audience; write a script for a webinar on working together to build birdhouses or to plant trees in the community)

**Teacher prompts:** “Comment l’organisation d’une page Web influence-t-elle sa lecture?” “Comment le slogan a-t-il souvent un impact primordial?” “Quelles stratégies pourriez-vous employer pour faire appel aux émotions des jeunes au sujet de l’alcool au volant?” “Quel est le langage efficace pour capter l’intérêt du lecteur?”

**Instructional tip:** Teachers can encourage students to analyse successful slogans to help them create their own (e.g., “Boire ou conduire il faut choisir, choisir de boire c’est bien se conduire”, “Manger ou rouler, il faut trancher”).

**D1.4 Applying Language Structures:** communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., use a variety of sentence types correctly; select verb tenses appropriate to the context; use punctuation correctly to enhance the clarity and effectiveness of their writing; use relative pronouns to avoid repetition; use a variety of transitional words and phrases to connect sentences within a paragraph)

**Teacher prompts:** “Comment le choix des temps des verbes peut-il changer l’intention du message?” “Comment pouvez-vous améliorer votre propre apprentissage grammatical en lisant le travail de vos camarades?”

**Instructional tip:** Teachers can encourage students to use expressions of consequence in complex sentences (e.g., “L’auteur a écrit tant d’articles que peu de gens les ont lus”, “La rivière est tellement polluée qu’on n’y trouve plus de poissons”).

## D2. The Writing Process

By the end of this course, students will:

### D2.1 Generating, Developing, and Organizing

**Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., organize ideas on an appropriate graphic organizer before writing to help ensure the coherence and flow of an essay; list points that support or refute an argument; develop

their argument by anticipating possible questions and concerns of the intended audience; cluster ideas to help them organize content; use keyword searches and other browsing strategies to research topics on the Internet; record all sources used to gather ideas and information for inclusion in a reference list)

**Teacher prompts:** “Qui est votre destinataire et comment allez-vous structurer votre article pour qu’il soit pertinent pour lui?” “Comment choisirez-vous les idées pertinentes à votre tâche parmi toutes les informations recherchées?” “Comment allez-vous éviter le plagiat?”

**Instructional tip:** Teachers can encourage students to formulate questions to establish the focus for their writing (e.g., “Quel est le sujet ou l’aspect traité?”, “Quelle est son importance dans la vie de tous les jours?”, “Quelle est l’intention de cette tâche?”, “Quel est le résultat anticipé?”, “Qu’est-ce qui permet de déterminer si l’objectif est atteint?”, “Qu’est-ce que les lecteurs apprendront au sujet du thème traité?”).

**D2.2 Drafting and Revising:** plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., create an outline; ensure that each paragraph has a clear topic sentence and function; use pronouns where appropriate to avoid repetition; use language appropriate to the purpose and form of the text; reread early drafts to ensure logical organization with adequate development of information and ideas)

**Teacher prompts:** “Comment pouvez-vous rédiger votre travail en tenant compte du sujet et de la progression des idées?” “Quelle est l’importance d’assurer la cohérence du texte et de maintenir votre point de vue?” “Comment votre révision du texte d’un camarade peut-elle aussi vous aider à améliorer votre propre texte?” “Comment pouvez-vous relier deux phrases courtes pour enrichir votre paragraphe?” “Comment le choix de vocabulaire enrichit-il ou affecte-t-il le texte?” “Dans quelle mesure les éléments de style vous permettent-ils d’approfondir davantage le message?”

**Instructional tip:** Teachers and students can work together to create an editing checklist that students can refer to when reviewing the clarity of thought and logical development of their work.

**D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of their written work, and use various elements of effective presentation to produce a polished product for publication (e.g., consult print and

electronic resources to help them with some aspects for specific spelling errors or language conventions; reread the final draft to ensure appropriate use of form, style, and conventions)

**Teacher prompts:** “Que permet la révision du brouillon par des camarades de classe?” “Comment les ressources technologiques vous aident-elles à améliorer votre style d’écriture et vos structures grammaticales?” “Comment vous assurez-vous de la qualité du contenu de votre production écrite?”

**Instructional tip:** Teachers can suggest that students read their text aloud to a partner to help them identify and correct errors in language and inconsistencies in details.

#### D2.4 Metacognition:

- (a) explain which strategies they found helpful before, during, and after writing to communicate effectively;
- (b) identify their areas of greater and lesser strength as writers, and plan detailed steps they can take to improve their writing skills (e.g., reflect on the effectiveness of various strategies they used when revising their work, such as the use of electronic and/or print resources, consultations with the teacher, and discussions with peers or parents; explain how a checklist on the writing process developed with peers helps them plan and focus on the various stages of the process; plan to incorporate newly acquired vocabulary in future writing tasks)

**Teacher prompts:** “Selon vous, quelle stratégie est la plus efficace pour appliquer le processus d’écriture? Pourquoi?” “Quels sont vos buts pour la prochaine tâche?” “Comment pouvez-vous modifier la tâche donnée pour l’adapter à vos propres capacités ou intérêts?” “Décrivez comment la discussion de vos idées avec votre professeur et vos camarades de classe durant votre processus d’écriture vous permet d’améliorer votre production écrite.”

**Instructional tip:** Teachers can suggest that students maintain a reflection log to help them monitor their progress and set writing goals.

### D3. Intercultural Understanding

By the end of this course, students will:

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions

to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., compose a script with slapstick humour from different French-speaking regions to be presented in class; listen to a legend from a French-speaking culture and compose a legend for their own community using the same moral; write an FAQ [Frequently Asked Questions] section for a website about a particular French-speaking region)

**Teacher prompts:** “Que pensez-vous de cette citation de Pierre Desproges: ‘On peut rire de tout, mais pas avec n’importe qui?’” “Est-il possible de rire et de faire de l’humour sur tous les sujets? Justifiez votre réponse.” “Dans quelle mesure le respect de certaines conventions culturelles d’autrui est-il aussi important?”

**Instructional tip:** Teachers can ask students to use expressions such as “On dit que...”, “J’ai lu que...”, “Il me semble que...”, “J’ai appris que...” when describing other cultures.

#### D3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work (e.g., rewrite a popular song rich in cultural slang into formal French; use colloquialisms, slang, or dialect in dialogue for a story; write a résumé based on an advertisement for a job at a local company; research and use idiomatic expressions involving colours; use slang words, abbreviations, acronyms, and technical terminology commonly found in informal text after consulting a variety of resources to check their meaning)

**Teacher prompts:** “Comment adaptez-vous votre écriture en fonction des rôles sociaux de différents lecteurs?” “D’après vous, pourquoi l’application des conventions de politesse dans la correspondance est-elle importante?” “Comment mettez-vous en valeur vos compétences dans un curriculum vitae fonctionnel?” “Au Canada, le rouge est associé à la Poste. Dites à quels commerces ou services d’une région francophone vous associez les couleurs suivantes : jaune, vert, rouge et bleu.”

**Instructional tips:**

- (1) Teachers can encourage students to explore how the same message may be expressed in different language registers (e.g., formal: “J’ignore ce qu’il est advenu”; standard: “Je ne sais pas ce qui s’est passé”; informal: “J’sais pas c’qu’y a eu”).

(2) Teachers can suggest that students research the history and use of expressions involving colours (e.g., “la vie en rose”).

(3) Teachers can ask students to use the *conditionnel présent* and *conditionnel passé* to politely make requests, express opinions or regret, or suggest improvements in a formal letter (e.g., “Je voudrais vous faire savoir...”, “J’aurais aimé recevoir des informations détaillées...”).

# French Immersion, Grade 12

University Preparation

FIF4U

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: French Immersion, Grade 11, University Preparation

## Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

# A. LISTENING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### A1. Listening to Understand

By the end of this course, students will:

#### A1.1 Using Listening Comprehension

**Strategies:** identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., share information about the topic with classmates before listening; note key ideas and organize notes after listening to various texts expressing different points of view on a topic; formulate questions to elicit further information from a speaker; draw conclusions based on the information stated in the oral text, inferences made while listening, and prior knowledge and experience)

**Teacher prompts:** “Comment vous préparez-vous pour visionner un documentaire ou un reportage?” “Qu’est-ce qui pourrait vous aider à ne pas perdre le fil de l’histoire lorsque vous écoutez un document sonore?” “À quoi sert un organigramme à l’écoute?”

**Instructional tip:** When discussing listening strategies, teachers can model the combination of demonstrative and relative pronouns for emphasis, such as “c’est...qui”, “c’est...pour laquelle”.

**A1.2 Demonstrating Understanding:** demonstrate an understanding of oral French texts about a wide variety of topics, including literary texts and challenging or specialized texts (e.g., identify and explain contradictions, factual errors, and bias heard in a political debate; synthesize information presented in a documentary on financial

planning; articulate their opinion after hearing a news report or an interview on a social issue; extract the key ideas from a documentary by a conservationist such as Philippe Cousteau; summarize the information provided in a presentation for Grade 12 students who are interested in pursuing their studies at bilingual universities in Canada; describe the events in a scene heard from a novel or play; explain how the information in a presentation builds on or contradicts their prior knowledge; after watching films about writers associated with French literary movements, such as le classicisme or le romantisme, identify the main characteristics of these movements)

**Teacher prompts:** “Comment les politiciens utilisent-ils différents types de figure de style pour persuader leurs audiences de voir leurs points de vue?” “Comment vos perceptions antérieures d’une destination/institution postsecondaires peuvent-elles influencer la façon dont vous écoutez une présentation au sujet des options postsecondaires?” “La manière de filmer donne-t-elle des indices sur la suite de l’histoire? Expliquez.”

**Instructional tips:**

(1) Teachers can use a “four corners” strategy to stimulate critical thinking and encourage students to develop personal opinions about the theme of a literary text they have listened to.

(2) Teachers can suggest that students use impersonal constructions followed by the *indicatif* (e.g., “il est évident que”, “il est probable que”, “il est certain que”, “penser que”, “croire que”) and impersonal constructions followed by the

*subjonctif* (e.g., “il me semble que”, “pensez-vous que”, “il n’est pas certain que”, “je ne crois pas que”) when discussing the validity of information they have heard in presentations.

(3) Teachers can direct students’ attention to rhetoric that can be used to disguise insufficient evidence, such as generalizations with “tous”, “personne”, “toujours”, or “jamais” (e.g., “Tous les politiciens sont des menteurs : personne ne les croit”).

### A1.3 Responding to and Evaluating Media

**Texts:** evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about a wide variety of topics (e.g., *assess a series of public service announcements on the same topic to determine and explain which is most effective; verify the accuracy of information presented in a news report; compare the organization, entertaining qualities, and persuasive techniques in the coverage of an election campaign on two television channels; view a movie trailer for a film they have already seen and analyse how it portrays the events of the film; listen to commercials from different eras for the same product to compare and contrast the implicit social values they reflect; listen to media coverage of a global event from various regions, including Canada, and explain how the reports reveal the interests and values of each region*)

**Teacher prompts:** “Quel élément dans cette publicité influence votre réaction au message? Pourquoi?” “Comment pouvez-vous vérifier si les informations présentées dans les nouvelles sont correctes?” “Comment un réalisateur d’un film vous incite-t-il à voir le film dans une bande-annonce?” “Comment le message, la voix, le choix de vocabulaire ont-ils changé à travers les derniers 50 ans?”

**Instructional tip:** Teachers can suggest that students listen for and use the *passé composé*, the *imparfait*, and the *plus-que-parfait*, as appropriate, in their discussions of the evolution of media techniques over the past few decades.

## A2. Listening to Interact

By the end of this course, students will:

**A2.1 Using Interactive Listening Strategies:** identify and use a range of interactive listening strategies to suit a variety of situations while participating in academic and social interactions (e.g., *paraphrase others’ arguments to ensure that they have understood them before proposing solutions to a problem; ask questions to extend their understanding of an issue; use verbal and*

*non-verbal cues from a speaker to support their understanding of his or her argument; express agreement or disagreement with ideas of others in a discussion; when participating in a discussion or debate, make note of the speaker’s tone – sarcastic, humorous, or angry – to help them infer his or her message*)

**Teacher prompts:** “Comment amenez-vous l’interlocuteur à faire une concession?” “Quels indices vous montrent que le locuteur a complété sa pensée?” “Comment ajoutez-vous une idée différente ou opposée aux opinions de l’autre lors d’un partage d’idées?” “Comment la formulation des questions peut-elle aider son interlocuteur à comprendre le message?”

### Instructional tips:

(1) Teachers can suggest that students listen for and use the *futur antérieur* when working with their peers (e.g., “Aussitôt qu’on l’aura compris, on le fera”, “Vendredi on présentera le travail que tu auras fait pendant la semaine”).

(2) Teachers can encourage students to agree or disagree with peers, using expressions such as “de même”, “même si”, “quand même”, “pourtant”, “cependant”, “toutefois”, “tandis que”, “néanmoins”, “par contre”, “malgré”, “au lieu de”, “contrairement à” (e.g., “Contrairement à ce que tu as dit tout à l’heure, je crois que le comité de la graduation fait du bon travail parce que...”).

**A2.2 Interacting:** respond with understanding to what others say while participating in sustained interactions about a wide variety of topics, including literary and challenging or specialized topics, in formal and informal situations (e.g., *listen to representatives from different universities discuss their bilingual programs and scholarships, and then ask questions for clarification; discuss with classmates their future options, such as beginning postsecondary studies, working, or travelling; debate the impact of gender stereotyping in sports or fashion; role-play how to respectfully respond to aggressive clients in a customer service scenario*)

**Teacher prompts:** “Quelles stratégies vous aident à prioriser vos choix postsecondaires?” “Comment pouvez-vous écouter soigneusement le point de vue de quelqu’un même si vous n’êtes pas d’accord avec ce qu’il ou elle dit?” “Comment pouvez-vous réfuter respectueusement un argument lors d’un débat?” “Comment la compréhension des points de vue de plusieurs personnes peut-elle mener à une compréhension plus globale d’un problème?”

**Instructional tip:** Teachers can request that students listen for the *conditionnel présent*

and the *conditionnel passé* and use them when responding to or disagreeing respectfully with peers (e.g., “J’aimerais savoir...”, “J’aurais préféré une autre option...”).

### A2.3 Metacognition:

(a) explain which of a variety of strategies they found helpful before, during, and after listening; (b) demonstrate insight into their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., *compile a personal repertoire of listening strategies that they have used successfully; discuss the effectiveness of paraphrasing as a listening strategy; identify which strategy best helps them to recall prior knowledge before and while listening*)

**Teacher prompts:** “De quelle façon la paraphrase facilite-t-elle la compréhension globale d’un sujet?” “Comment l’anticipation du contenu d’une présentation en utilisant des indices fournis par l’interlocuteur a-t-elle influencé votre façon d’écouter?” “Comment vous débrouillez-vous quand vous ne comprenez pas une idée dans une présentation orale?”

#### **Instructional tips:**

(1) Teachers can encourage students to use causative constructions when discussing their learning processes (e.g., “Cela m’a fait penser à...”, “L’interlocuteur m’a fait croire que...”).

(2) Teachers can instruct students to use the *infinitif passé* when expressing their experiences with specific strategies (e.g., “Après avoir utilisé cette stratégie, je pense...”, “C’est après m’être fait aider par un camarade que j’ai réussi à...”).

## A3. Intercultural Understanding

By the end of this course, students will:

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *listen to plays from different French-speaking regions and explain how they reflect the societies in which they were written; analyse similarities and differences in the ways in which comedy shows from French-speaking communities around the world and from their own community address particular issues or themes; watch a documentary about photography in different French-speaking regions to determine whether particular subjects, constructions, and/or technical approaches characterize the photographs from these communities*)

**Teacher prompts:** “Comment la comparaison de documents sonores de diverses cultures peut-elle mener à une meilleure compréhension de votre propre culture?” “Comment les problèmes de la société sont-ils représentés au théâtre?” “Existe-t-il une photographie francophone? Expliquez votre réponse.”

**Instructional tip:** Teachers can encourage students to listen for demonstrative pronouns and to use them when making comparisons (e.g., “Dans cette région on s’intéresse beaucoup aux sports, mais dans celle-là on s’intéresse plutôt aux arts”).

### A3.2 Awareness of Sociolinguistic Conventions:

using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., *identify regional or social variations in pronunciation and dialect while listening to oral texts; explain why the language, whether familiar, colloquial, or formal, in various oral texts is appropriate to the context; identify ways in which farce is used to convey messages in a play or film from a French-speaking region*)

**Teacher prompts:** “Pourquoi le français diffère-t-il d’une région francophone à une autre?” “À quoi sert la farce dans les pièces de théâtre ou les films?” “Pourquoi la plupart des farces étaient-elles issues de la tradition orale?”

**Instructional tip:** Teachers can encourage students to listen for various kinds of expressions in plays, songs, fables, poetry, and/or folktales from diverse French-speaking communities (e.g., *idiomatic expressions:* “coûter les yeux de la tête” means “coûter très cher” [very expensive]; *familiar expressions:* “au petit bonheur la chance” means “à l’aventure” or “au hasard” [by chance]; *popular expressions:* “faire le pont” means “ne pas travailler entre deux jours fériés” [to take a long weekend]).

## B. SPEAKING

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

### SPECIFIC EXPECTATIONS

#### B1. Speaking to Communicate

By the end of this course, students will:

##### B1.1 Using Oral Communication Strategies:

identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., *ask questions of the audience to confirm their comprehension; explain parts of a presentation if the audience responds with confusion; clearly delineate the main points of a presentation so listeners may follow easily; recognize and adhere to time limits and other constraints; consciously monitor speech to avoid or correct frequent mistakes; use humorous anecdotes and asides in an oral presentation to establish a rapport with the audience*)

**Teacher prompts:** “Comment pourriez-vous établir ou maintenir un contact avec l’auditoire?”  
 “Comment pourriez-vous tirer profit des moyens prévus pour pallier les bris de compréhension?”  
 “Comment modifiez-vous certains aspects de votre présentation, selon l’impression de son degré d’efficacité à transmettre le message?”  
 “Comment l’humour peut-il sauver des situations difficiles pendant une présentation orale?”

**Instructional tip:** Teachers can suggest that students use connecting words to highlight the structure of their presentation (e.g., “en premier lieu”, “en revanche”, “en contrepartie”, “par contre”, “toutefois”, “néanmoins”, “pourtant”, “or”, “par ailleurs”, “bien que”, “malgré que”, “étant donné que”).

**B1.2 Producing Oral Communications:** produce prepared and spontaneous communications in French containing information, ideas, and opinions about a wide variety of topics, including literary topics and challenging or specialized topics (e.g., *deliver a presentation using logically sequenced points to analyse a character or theme in a novel; articulate and defend a point of view on a current social issue; dramatize a scene from a medieval French fable; give a talk to younger students on financial considerations related to planning their postsecondary education; present their findings, including evidence and examples supporting their position, on the economic importance of cultural industries; deliver introductory comments for a seminar on the literary analysis of a satirical play; produce an oral report comparing their own perspective on a topic with the perspective of the main character in a historical narrative; present a basic budget reflecting their expected income and expenditures after secondary school*)

**Teacher prompts:** “Quels rôles jouent les éléments prosodiques et extralinguistiques (p. ex., articulation, volume, gestuelle) dans la dramatisation d’une œuvre littéraire?”  
 “Comment structurez-vous votre présentation pour vous assurer que tout le monde comprend le message?”  
 “Comment la connaissance de votre auditoire vous aide-t-elle à préparer un discours?”  
 “Qu’avez-vous appris sur le texte traité en dirigeant un séminaire de littérature?”

**Instructional tip:** Teachers can suggest that students use the comparative and the superlative

when comparing topics or novels (e.g., “Ce roman de Proust est moins intéressant que celui de Balzac, mais c’est ce roman de Bernanos qui est le moins intéressant des trois”).

**B1.3 Speaking with Fluency:** speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about a wide variety of topics, including literary topics (e.g., *smoothly adjust their style from delivering a formal presentation to responding spontaneously to questions and remarks from the audience; use coordination and subordination, with appropriate linking terms, to smoothly express the relationships between ideas; use idiomatic expressions to improve the natural flow of language*)

**Teacher prompts:** “Comment vous préparez-vous pour parler d’un sujet littéraire ou d’un problème environnemental avec confiance et aisance?” “Comment les marqueurs de relation vous aident-ils à varier le débit verbal dans votre discours?”

**Instructional tip:** Teachers can suggest that students highlight the logical progression of an argument by using language that contributes to the flow of ideas in presentations, such as integrating questions (e.g., “Que peut-on apprendre de cela?”, “Comment est-on arrivé à cette conclusion?”).

**B1.4 Creating Media Texts:** create oral media texts in French on a wide variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., *deliver a radio or television news report covering a Canadian event for a global audience; create a podcast outlining the positions of various stakeholders on a current issue; narrate a video including interviews with advertising professionals about ways to develop and retain talent in the industry; create a persuasive public service announcement for radio; produce an informational webinar about the history and culture of First Nations, Métis, or Inuit peoples or issues related to residential schools; interview an environmental youth activist about his or her accomplishments*)

**Teacher prompts:** “Que préférez-vous développer : un reportage télévisé ou un reportage radiodiffusé? Pourquoi?” “De quoi un journaliste aura-t-il besoin pour couvrir un événement pour le média mondial?” “Quelles sont les étapes à suivre pour créer un webinaire?”

**Instructional tip:** Teachers can encourage students to use the *conditionnel présent* and the *conditionnel passé* when expressing opinions about issues in the media.

**B1.5 Applying Language Structures:** communicate their meaning clearly, using parts of speech and word order appropriately (e.g., *use a variety of sentence structures correctly to communicate complex ideas; use tense sequences correctly in both spontaneous and prepared dialogues; use the participe présent and the gérondif appropriately; use the active voice and passive voice appropriately for the purpose and audience; use unconventional grammatical constructions to create a particular effect*)

**Teacher prompts:** “Qu’a-t-on besoin d’apprendre pour être capable d’utiliser la langue à ces fins?” “Pourquoi utilise-t-on la forme passive dans certaines situations? Quand utilise-t-on cette forme?”

**Instructional tips:**

(1) Teachers can direct students’ attention to the use of the active voice and the passive voice for particular emphasis (e.g., “On interdit l’utilisation des téléphones portables en avion / L’utilisation des téléphones portables est interdite en avion”, “Tous respectaient Mère Teresa / Mère Teresa était respectée de tous”).

(2) Teachers can provide examples of the *participe présent* and the *gérondif* to help students understand the difference between them and their proper uses (e.g., “N’ayant rien à faire ce soir-là, nous sommes allés au cinéma”, “Il a répondu en faisant des grimaces”).

## B2. Speaking to Interact

By the end of this course, students will:

**B2.1 Using Speaking Interaction Strategies:** demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (e.g., *rephrase to clarify their point when misunderstanding occurs; synthesize ideas in a group discussion; respect conversation etiquette when interjecting, turn taking, introducing and changing topics, and acknowledging what was heard*)

**Teacher prompts:** “Comment est-ce que vous vous préparez avant une discussion de groupe pour vous assurer que vos idées sont brèves et soigneusement recherchées?” “De quelle façon

la synthèse des idées présentées dans une conversation vous aide-t-elle à avancer la discussion?”

**Instructional tip:** Teachers can review the correct sequence of tenses in complex sentences about past events, which students can use to clarify their point in both informal and formal contexts (e.g., “Je suis fauché. Permettez-moi d’expliquer plus en détail : J’ai déjà dépensé tout l’argent que mes grands-parents m’avaient donné pour mon anniversaire”, “Laila est une amie bienveillante. Je m’explique: Quand je suis arrivée au cinéma, Laila avait déjà acheté les billets et m’attendait patiemment”).

**B2.2 Interacting:** engage in sustained spoken interactions in French (prepared and spontaneous), in academic and social contexts, about a wide variety of topics, including literary topics and challenging or specialized topics (e.g., *with a partner, role-play an information-seeking session with a guidance counsellor, medical professional, or lawyer; lead a panel discussion on the effectiveness of a film or theatre adaptation of a literary text; present a group-researched paper on a literary topic, encourage questions from the audience to stimulate an exchange of views, and provide spontaneous answers; formally and informally debate issues arising from the study of a literary work; evaluate the effectiveness of arguments during a class debate on an environmental or economic issue; participate in a group discussion about how to express pride in one’s own culture while respecting other cultures; in a small group, plan and lead a press conference presenting a political viewpoint*)

**Teacher prompts:** “Comment initiez-vous un dialogue avec un professionnel, tel qu’un avocat, afin de chercher des informations et conseils requis?” “Comment feriez-vous une comparaison entre le texte littéraire original et son adaptation au cinéma ou au théâtre?” “Quelles sont les étapes principales d’un débat?” “Quels sont les éléments principaux d’un exposé oral argumentatif basé sur une recherche?”

**Instructional tip:** Before viewing a film or theatre adaptation of a literary work, teachers and students can brainstorm and discuss specific criteria they might use to evaluate its effectiveness (e.g., criteria related to the appropriateness of the setting, relationships between characters, pacing of the action, and visual representation of the ideas and theme).

### B2.3 Metacognition:

- (a) explain which of a variety of strategies they found helpful before, during, and after speaking to communicate effectively;
- (b) demonstrate insight into their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., *consider how synthesizing ideas assists in understanding, so that they can respond appropriately in a discussion or debate; assess the effectiveness of the strategies used to accomplish a speaking task; consider feedback from peers and the teacher when setting goals for future interactions*)

**Teacher prompts:** “Quelles sont les clefs indispensables pour ouvrir la porte de la réussite?” “Comment votre synthèse confirme-t-elle votre nouvel apprentissage?”

**Instructional tip:** Teachers can discuss with students the essential elements for managing their own learning (e.g., “savoir observer”, “savoir être attentif”, “savoir gérer ses émotions”, “savoir utiliser ses mémoires”, “savoir raisonner”, “savoir comprendre et apprendre”).

## B3. Intercultural Understanding

By the end of this course, students will:

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *set up and participate in a forum to explore cultural norms in various French-speaking communities; introduce and discuss a music video from a French-speaking community outside Canada; dramatize a scene from a comic strip or story on lifestyles in a French-speaking culture*)

**Teacher prompts:** “Parfois, une étude de la diversité culturelle se limite à la compréhension des éléments superficiels des représentations culturelles tels que les stéréotypes, les artefacts et les aspects folkloriques : À votre avis, comment peut-on arriver à dépasser cette étape?” “Port-au-Prince est le berceau des musiques caribéennes et a donné naissance aux musiques modernes voltaïques : Êtes-vous d’accord? Pourquoi?”

**Instructional tip:** Teachers can remind students of the importance of avoiding stereotypes and overgeneralizations when participating in discussions about the culture of different French-speaking countries and/or regions.

**B3.2 Awareness of Sociolinguistic Conventions:**

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in spoken interactions (e.g., *respond to and use jokes appropriately in a variety of settings; use regional expressions and vocabulary appropriately in dialogues; use expressions of politeness from various regions*)

**Teacher prompts:** “Comment l’humour, le sarcasme et les blagues sont-ils souvent une réflexion des valeurs et mœurs d’une culture?”  
“De quelle façon les expressions et les normes de politesse diffèrent-elles selon la région?”  
“Comment pouvez-vous vous assurer que vous ne violez pas les normes de politesse?”

**Instructional tips:**

(1) Teachers can suggest that students describe customs related to courtesy in various French-speaking regions and make connections to customs in their own community (e.g., in formal greetings in Senegal, people are addressed by their academic or professional title in French and their surname or first name; in France, the use of first names is reserved for family and close friends, and the formal “vous” is used rather the informal “tu” unless a person is invited to use “tu” or someone’s first name).

(2) Teachers can suggest that students research and use regional expressions, vocabulary, and humour (e.g., if it is raining, the answer to “C’est quel temps?” could be “C’est du mauvais temps, maître”).

# C. READING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a variety of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of text forms, including literary, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### C1. Reading Comprehension

By the end of this course, students will:

#### C1.1 Using Reading Comprehension Strategies:

use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including long and challenging or specialized texts (*e.g., before reading, discuss background information about the text form, the author, and/or the topic; make predictions about the plot, characters, setting, and theme of a literary work based on its title; identify the organizational pattern of the text; while reading, focus on verb endings to establish the relative timing of events; substitute familiar terms for unfamiliar, complex words; create a concept map of the figurative allusions in a text to help identify some underlying ideas in the text; consolidate and extend understanding after reading by paraphrasing with partners and noting similarities and differences in these retellings*)

**Teacher prompts:** “Comment vos connaissances d’autres matières contribuent-elles à votre compréhension d’un texte?” “Que faut-il faire avant de lire un document scientifique ou historique?” “Comment les prédictions aident-elles à comprendre le dénouement d’une histoire?” “De quelle façon peut-on faciliter la compréhension d’un texte littéraire?” “Quels sont les mots qui vous aident à saisir l’organisation du texte?”

#### Instructional tips:

(1) Teachers can encourage students to identify examples of different organizational patterns (*e.g., sequential, as in a procedure; by order of importance, as in a persuasive argument; or by classification, as in a guidebook*).

(2) Teachers can direct students to examine the tenses of the verbs in a sentence to help them understand the temporal relationship between the clauses (*e.g., “Je vous dirai quand nous aurons décidé”, “J’ai promis qu’il serait prêt à midi”, “Je doute qu’il ait terminé”*).

**C1.2 Reading for Meaning:** demonstrate an understanding of a wide variety of literary, informational, and graphic French texts, including long and challenging or specialized texts and texts used in real-life situations (*e.g., assess the extent to which the ending of a literary work resolves the initial conflict; compare the settings in two stories and analyse how they contribute to the themes of the stories; compare and contrast character development and/or social issues in works of literature on a similar theme from two different periods; synthesize non-fiction works in a digital presentation on a financial or an economic issue; research online to develop ideas for the school graduation celebration*)

**Teacher prompts:** “Comment pouvez-vous juger l’efficacité du dénouement d’une œuvre littéraire comme résolution du conflit initial?” “Comment la comparaison de deux œuvres sur un même thème peut-elle mener à une compréhension plus profonde des deux œuvres?”

**Instructional tip:** Teachers can direct students’ attention to the use of different past tenses (*passé composé, imparfait, plus-que-parfait, passé simple*) in fiction and non-fiction texts and how they help to establish different tones or levels of formality.

**C1.3 Reading with Fluency:** read a variety of French texts, including long, challenging texts,

with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., *read a role from a play dramatically or read a poem expressively, respecting punctuation and using appropriate emphasis, intonation, and rhythm; when reading a text aloud, ensure that their reading resembles the rhythm, stress, and intonation of speech; read specialized texts aloud in small groups, maintaining pace, expression, and the attention of their audience*)

**Teacher prompts:** “Qu’est-ce l’intonation?” “Comment utilise-t-on l’intonation pour donner plus de poids à la lecture?” “Quels sont les avantages de la lecture à haute voix?”

**Instructional tip:** Teachers can encourage students to read aloud to a listening partner in the classroom for feedback or to listen to recordings of themselves for self-assessment of their pace and expressiveness.

**C1.4 Developing Vocabulary:** use several different vocabulary acquisition strategies to expand their French vocabulary (e.g., *increase their independent reading; use new vocabulary over the course of a day and report on the results; use rhymes or other kinds of word play to increase word retention; build a bank of personally meaningful words and remember them by making a conscious association with familiar things, people, or events; use contextual clues to figure out the meaning of new words and homonyms; determine the meaning of new words by examining roots, prefixes, and suffixes*)

**Teacher prompts:** “Comment l’usage d’un procédé mnémotechnique vous aide-t-il à retenir le nouveau vocabulaire?” “Comment le contexte de la phrase ou du paragraphe dans le texte vous aide-t-il à comprendre les homonymes?” “Comment la structure des verbes et des phrases aide-t-elle à décoder la signification des mots et expressions inconnus?”

**Instructional tips:**

- (1) Teachers can encourage students to sort words from their reading into various categories, including generic ones (e.g., parts of speech) and specific ones (e.g., specialized vocabulary related to a particular topic or discipline).
- (2) Teachers can help students understand the origins and evolution of irregular verbs.

**C1.5 Responding to and Evaluating Media Texts:** analyse and explain explicit and implicit messages in a variety of French media texts,

and evaluate the effectiveness of the treatment and presentation of the messages (e.g., *compare the messages in different articles on an economic issue; identify implicit messages or bias in news headlines or articles; compare the layout and language used in a celebrity tabloid and in the entertainment section of a broadsheet newspaper; analyse how an informational brochure conveys its message and how it might be improved; analyse the messages conveyed by photos and text in newspaper articles; compare the discussion of an environmental issue on different websites; explain the point of view represented in an editorial cartoon*)

**Teacher prompts:** “Que pouvez-vous apprendre en comparant deux points de vue?” “Comment une manchette peut-elle vous indiquer le préjugé de l’article?” “Quels sont les avantages et les désavantages des articles sur les potins des personnes célèbres dans les médias?” “Pourquoi les journalistes utilisent-ils les photos pour accompagner leurs articles?” “Cherchez le vocabulaire qui sert à commenter la validité d’un fait.”

**Instructional tip:** Teachers can help students recognize and analyse persuasive language used in media, such as the use of the *subjunctif* following verbs that express desire or preference or try to influence the reader, so that students can later use these expressions in their own writing.

## C2. Purpose, Form, and Style

By the end of this course, students will:

### C2.1 Purposes and Characteristics of Text

**Forms:** identify the purpose(s) and characteristics of a wide variety of text forms in French, including literary, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (e.g., *quotations in an essay support the analysis or argument; conflict and characterization convey ideas and themes in short stories; particular subject matter, themes, and language characterize works representing French literary movements such as le classicisme and le romantisme; titles and descriptions of courses in all disciplines are given in a university course calendar to help students make course selections*)

**Teacher prompts:** “À quoi servent les citations dans une dissertation?” “Comment la lecture de diverses œuvres littéraires peut-elle vous aider à discerner les caractéristiques d’une

période littéraire?” “Comment rédige-t-on une analyse littéraire de deux courants littéraires majeurs?”

**Instructional tip:** Teachers can ask students to analyse a scene from a play by Molière, an excerpt from the medieval *Roman de Renart*, or a chapter from a novel by Dany Laferrière, and to cite examples showing how the selected text contributes to the theme of the work as a whole.

### C2.2 Text Features and Elements of Style:

identify features and stylistic elements of a wide variety of text forms in French, including literary, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., *analyse the syntax in a paragraph from a novel with respect to its coherence; explain how rhetorical questions engage the reader’s interest; compare two editions of a play, assessing how features such as footnotes or endnotes and glossaries improve the accessibility of the text*)

**Teacher prompts:** “Pourquoi utilisez-vous la syntaxe de la langue française en lecture?” “Comment proposeriez-vous des arguments pour défendre le style de l’auteur et d’autres pour le critiquer?” “Comment l’emploi d’une analogie approfondit-il votre compréhension du texte?”

**Instructional tips:**

- (1) Teachers can direct students’ attention to how writers use the passive voice in literary texts to downplay the agent of an action (e.g., “L’armistice est signé en 1918”).
- (2) Teachers can direct students’ attention to the use of verbs of perception or sensation to link ideas within paragraphs of literary texts or stanzas of poems (e.g., “apercevoir”, “écouter”, “entendre”, “laisser”, “regarder”, “sentir”, “voir”: “Celui qui regarde du dehors à travers une fenêtre ouverte, ne voit jamais autant de choses que celui qui regarde une fenêtre fermée... j’aperçois une femme mûre, ridée” – Charles Baudelaire, “Les fenêtres”).

### C2.3 Metacognition:

- (a) explain which of a variety of strategies they found helpful before, during, and after reading to understand texts;
- (b) demonstrate insight into their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., *rank reading comprehension strategies in order of personal effectiveness and give reasons for their choices; compare their top strategies with those of a peer and collaborate to describe the best use for each strategy; explore additional or new strategies; plan to read a variety of fiction and*

*non-fiction works in various forms to expand their vocabulary and enrich their understanding of language structures; recognize when confusion occurs and identify strategies they could apply to improve their comprehension*)

**Teacher prompts:** “Comment planifiez-vous la lecture de différents discours et formes de texte?” “Comment gardez-vous le fil de la lecture en lisant un roman littéraire?” “Quelle stratégie utilisez-vous pour approfondir votre compréhension de texte?” “Comment évaluez-vous les objectifs que vous avez fixés au début de votre lecture?”

**Instructional tip:** Teachers can suggest that students use conjunctions such as “avant que”, “pour que”, “afin que”, “bien que”, malgré que” followed by the *subjonctif* when describing their learning and planning future strategies (e.g., “Je prévois me servir de certaines stratégies qui ont été utiles auparavant avant que je lise le texte”, “Je choisis une stratégie particulière pour que je puisse approfondir ma compréhension pendant ma lecture”, “Je fixe mes objectifs de lecture au début afin que je puisse les évaluer après ma lecture”).

## C3. Intercultural Understanding

By the end of this course, students will:

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *compare the characters’ lives, influences, and motivations in texts by French-speaking non-Canadian authors and French-speaking Canadian authors; compare information on arts websites from a variety of French-speaking regions; research non-governmental organizations’ aid projects in developing regions where French is spoken to evaluate an aid initiative in that region*)

**Teacher prompts:** “Comment pouvons-nous approfondir notre connaissance des autres cultures francophones à travers la comparaison de la littérature?” “Comment savoir quelles universités offrent le programme dans lequel vous souhaitez étudier? Comment faire un choix parmi les établissements universitaires?”

**Instructional tips:**

- (1) Teachers can review comparative and superlative forms for students to use when comparing and contrasting writing style in literary works from different French-speaking regions.

(2) Teachers can ask students to use the *futur simple* and the *futur antérieur* to describe what a student will see and experience on a study tour to a French-speaking region (e.g., “Une fois que vous serez arrivé à Paris, vous prendrez tout de suite le métro pour aller à l’Université Paris-Sorbonne à Paris IV”).

### **C3.2 Awareness of Sociolinguistic Conventions:**

using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., *read several texts by the same author to determine how his or her background influences the choice of words and expressions; compare the use of formal literary language in texts from different French-speaking regions; use a T-chart to compare and contrast descriptive vocabulary in literary excerpts from two French-speaking regions; examine the influence of slang and jargon on various written texts*)

*Teacher prompts:* “Comment un auteur met-il en valeur ses expériences personnelles dans son choix de vocabulaire?” “Comment la culture d’une région peut-elle influencer le langage utilisé dans une œuvre?” “Comment la culture de l’auteur ressort-elle à travers l’argot qu’il utilise dans son œuvre?”

*Instructional tip:* Teachers can suggest that students create a dictionary of the slang and jargon that they encounter in their reading.

# D. WRITING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### D1. Purpose, Audience, and Form

By the end of this course, students will:

- D1.1 Identifying Purpose and Audience:** determine their purpose in writing and the audience for French texts they plan to create (*e.g., to adapt a complex scene from a literary work into a dialogue for junior students; to review a book or film and analyse the character development in it; to apply for a postsecondary program or scholarship; to respond in a letter to the editor to news reports about an environmental initiative; to explain social, political, and/or economic realities in Canada today, using research to strengthen their arguments; to write an editorial for a multicultural community newspaper*)

**Teacher prompts:** “Quels sont les éléments d’une lettre formelle? Quel niveau de langue est nécessaire dans ce genre de lettre?” “Comment pouvez-vous exprimer votre opinion d’une façon directe, avec courtoisie, dans un éditorial pour convaincre le lecteur de votre point de vue?” “Comment utilisez-vous les informations rassemblées de différentes sources pour formuler et appuyer vos arguments?”

**Instructional tips:**

(1) Teachers can suggest that students express opinions in their editorials using “penser que” and “espérer que” with the *indicatif* in an affirmative statement or the *subjonctif* in a negative statement (*e.g., “Je pense qu’il a raison”, “Je ne pense pas qu’il ait raison”,*

“Vous croyez qu’il peut nous convaincre”, “Croyez-vous qu’il puisse nous convaincre?”).

(2) Teachers can suggest that students use appropriate forms of the *impératif* in formal letters (*e.g., “Veuillez accepter...”*).

- D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about a wide variety of topics, including literary topics and challenging or specialized topics, applying their knowledge of the structural and stylistic elements of each form (*e.g., a blog post giving an opinion about a literary text that challenges social, cultural, or political norms; a satirical monologue using hyperbole to parody a political speech; an adaptation of a third-person narrative into the first person, reflecting the attitudes and views of the character who is narrating; a persuasive speech on bullying, homophobia, or racism, using rhetorical devices such as metaphor, simile, and allegory; an opinion on the future of the Canadian economy, supported by examples from the financial sections of various newspapers; a summary of positive and negative observations about the Canadian cultural mosaic; a persuasive essay on the dangers of cultural and regional stereotypes*)

**Teacher prompts:** “Comment l’emploi de l’hyperbole rend-il un monologue plus satirique ou comique?” “Comment le sens d’un passage écrit à la troisième personne change-t-il en le réécrivant à la première personne?” “Comment

l'emploi des figures de style, telles que la métaphore et l'allégorie, peut-il faciliter la compréhension de votre message?" "Il a été suggéré que nous avons besoin des stéréotypes pour survivre : dans quelle mesure les jugez-vous utiles?" "Comment les stéréotypes nous aident-ils à évaluer notre propre culture?"

**Instructional tips:**

(1) When students are writing about a social problem, teachers can encourage them to use past, present, future, and conditional tenses appropriately when discussing past concerns, current issues, and future considerations.

(2) Teachers can remind students to use the correct sequence of tenses when relating two linked events (e.g., "Après qu'il a assimilé les stéréotypes de cette culture, il régit les modes de relations que sa culture entretient avec les autres cultures", "Après qu'il avait assimilé les stéréotypes de cette culture, il régissait les modes de relations que sa culture entretient avec les autres cultures", "Après qu'il aura assimilé les stéréotypes de cette culture, il régira les modes de relations que sa culture entretient avec les autres cultures").

**D1.3 Creating Media Texts:** create media texts in French on a wide variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., create a multimedia travelogue or documentary about a French-speaking country outside North America; write an article for the school newspaper that promotes healthy relationships; create a storyboard for a video game and describe the most effective ways to shoot a commercial for it, including camera angles, types of shots, music, and special effects; write a news release for a mainstream newspaper, then rewrite it for an alternative newspaper, promoting a school or community initiative to help students direct their own learning in a work project)

**Teacher prompts:** "Quels éléments esthétiques faudrait-il considérer pour un documentaire de voyage multimédia? Pourquoi?" "Quels sont les éléments de preuve d'un reportage d'actualité de qualité?" "Quelle est la différence entre un article et un communiqué de presse?"

**Instructional tip:** Teachers can encourage students to use "on" and "se" to avoid the passive voice when giving information on travel (e.g., use "On interdit l'utilisation des téléphones portables en avion" and avoid "L'utilisation des téléphones portables est interdite en avion"; use "On l'a reconnue" and avoid "Elle a été reconnue"; use "Demain, les portes du théâtre se fermeront à minuit" and avoid "Demain, les portes du théâtre seront fermées à minuit").

**D1.4 Applying Language Structures:** communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., use a variety of sentence structures correctly, including in lengthy and detailed text; use transitional words and phrases to enhance the coherence of paragraphs; select the appropriate tense for the context; use various simple and complex pronouns to avoid repetition; use punctuation correctly to improve rhythm and flow; write balanced sentences with parallel structure to aid clarity)

**Teacher prompts:** "Comment variez-vous vos phrases dans une production écrite?" "Comment la tâche elle-même peut-elle imposer le temps des verbes à employer?" "Comment la structure et la ponctuation de vos phrases contribuent-elles à établir le ton d'un message?"

**Instructional tips:**

(1) Teachers can encourage students to vary sentence structure using relative pronouns (e.g., "Ce dont il se sert, c'est un nouvel outil", "Ce qui me gêne, c'est l'idée de supprimer son compte").

(2) Teachers can encourage students to review verb tenses in order to select the most appropriate tense for the context.

## D2. The Writing Process

By the end of this course, students will:

### D2.1 Generating, Developing, and Organizing

**Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., use a writer's notebook to record and organize ideas; cluster point-form notes into main ideas and supporting details; brainstorm with a partner or group using guiding questions; interview people with expertise in the topic; use a graphic organizer to help them sort and analyse contrasting opinions on an issue; select ideas from their journals to use in creative writing; establish the success criteria for a potential writing task in consultation with the teacher and classmates)

**Teacher prompts:** "De quelle façon un remue-méninges en groupes facilite-t-il ou empêche-t-il la genèse et le développement des idées?" "Dans quelle mesure les entrevues avec les experts dans un domaine spécifique vous permettent-elles de développer et trier vos idées?" "Comment choisissez-vous les points pertinents que vous allez aborder après avoir généré toutes les idées possibles?"

**Instructional tip:** Teachers can discuss with students how different types of graphic organizer

may be used to help sort their information and notes in different ways, such as comparing (Venn diagrams), clustering (webs), and sequencing (flow charts).

**D2.2 Drafting and Revising:** plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., *use an outline to organize the arguments supporting a thesis; compare their draft to an exemplar to help them assess how well the established success criteria have been met; reread early drafts to ensure logical organization with adequate development of information and ideas*)

**Teacher prompts:** “Dans quelle mesure la planification du travail écrit vous aidera-t-elle à l’écriture du brouillon?” “Comment la comparaison de votre travail à un modèle influence-t-elle votre révision et pourquoi?” “De quelle façon une conférence avec le professeur ou un autre élève pourrait-elle vous assurer que vous comprenez les critères de réussite d’un travail écrit?”

**Instructional tips:**

(1) Teachers can encourage students to use the *conditionnel présent* and *conditionnel passé* to give written feedback to their peers (e.g., “Je dirais cela différemment”, “J’aurais utilisé un autre mot ici”).

(2) Teachers can provide opportunities for students to work in small groups to review each other’s work in detail, identifying its strengths and weaknesses (e.g., “Les détails sont logiques”, “Utilise des preuves pour soutenir l’idée principale”, “Pas assez de faits et d’exemples”).

**D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of their written work, and use various elements of effective presentation to produce a polished product for publication (e.g., *consider feedback from previous assignments when correcting frequent errors and refining language use; use electronic editing tools judiciously; reread their work, looking specifically for errors in language conventions; publish texts in an appropriate format, such as a blog for an opinion piece or an anthology for a series of poems; reread the final draft to ensure appropriate use of form, style, and conventions*)

**Teacher prompts:** “De quelle façon la rétroaction des projets précédents aide-t-elle à la rédaction de vos textes?” “Comment l’usage de la technologie facilite-t-il ou empêche-t-il la rédaction de vos textes?” “Comment choisissez-vous le format dans lequel vous publierez votre écriture?”

**Instructional tip:** Teachers can provide opportunities for students to review the appropriate written use of the *plus-que-parfait*, *passé composé*, *imparfait*, *présent*, *futur simple*, *futur antérieur*, and verb modes such as the *conditionnel* and *subjonctif*.

**D2.4 Metacognition:**

(a) explain which of a variety of strategies they found helpful before, during, and after writing to communicate effectively;

(b) demonstrate insight into their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., *for a conference with the teacher, prepare a portfolio of their work along with an introduction explaining the writing process for each text, what problems they encountered and solved, and how well they achieved their purpose or targeted their audience; reflect on how they used success and/or task criteria to guide their writing, and assess the importance of having clear criteria for a writing task; reflect on their strengths and needs as a writer in a personal journal; record useful self-correcting techniques in a personal reflection log; compare their current writing skills with those required for higher education, and set specific goals for improvement*)

**Teacher prompts:** “Comment le portfolio ou le dossier d’apprentissage vous sert-il pour la maîtrise du français?” “Comment les critères de réussite vous permettent-ils de mieux rentrer dans la logique de l’évaluation?” “De quelle façon maintenir un journal vous aide-t-il à planifier les stratégies que vous utiliserez la prochaine fois?” “Comment la rétroaction de vos camarades de classe pourra-t-elle vous aider à établir vos buts d’écriture lors de la prochaine tâche?”

**Instructional tip:** Teachers can suggest that students share with peers how they revised a first draft to strengthen content and style, and that they create a list of tips to be used in peer editing, including the kind of assistance and advice that they feel would specifically benefit them.

### D3. Intercultural Understanding

By the end of this course, students will:

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *prepare a research paper about the importance of cultural identity in different French-speaking communities; add to a poem or the lyrics of a song by a French-speaking poet or songwriter to make connections with their own cultural identity; write a feature article for a community newspaper describing the role of women in the business world in different French-speaking regions*)

**Teacher prompts:** “Comment l’identité culturelle change-t-elle d’un pays à l’autre?” “De quelle façon le fait d’écrire des paroles d’une chanson ou d’un poème en reliant une autre culture avec la vôtre vous permet-il de comprendre et d’apprécier les deux cultures?” “Quelle était et quelle est la place des femmes dans le monde du travail?”

**Instructional tip:** Teachers can suggest that students use the *subjonctif* after indefinite expressions when writing about cultural identity (e.g., “On cherche toujours quelqu’un qui puisse nous définir l’identité culturelle”, “Y a-t-il quelque chose qui rende chaque société différente?”).

### D3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work (e.g., *use French slang in a comic strip; write a formal memo to members of the Académie Française to encourage them to include new terms in their French dictionary; use regionalisms in a play that parodies political leaders in a specific region*)

**Teacher prompts:** “Comment l’argot est-il une réflexion de la culture populaire?” “Comment pourriez-vous convaincre l’Académie française d’inclure de nouveaux mots dans le dictionnaire?” “Comment pouvez-vous utiliser des régionalismes d’une façon respectueuse pour satiriser les figures politiques de la région?”

**Instructional tip:** Teachers can suggest that students research slang from various regions so they can use it correctly in their comic strips and parodies.

# French Immersion, Grade 12

Open

FIF40

This course provides opportunities for students to consolidate communication and critical and creative thinking skills related to the study of French that can be applied in the workplace and beyond. Students will develop collaborative skills and self-confidence through hands-on activities in listening, speaking, reading, and writing, using French in real-life contexts and new and familiar situations. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** French Immersion, Grade 11, University Preparation or Open

## Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

# A. LISTENING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### A1. Listening to Understand

By the end of this course, students will:

#### A1.1 Using Listening Comprehension

**Strategies:** identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., list ideas about the topic before listening; while listening, take notes on a template developed with peers; use contextual clues to make inferences; after listening, discuss the text with a peer to confirm that they have both understood the facts presented and to generate questions about aspects needing clarification; paraphrase ideas and ask questions after a presentation to clarify their understanding)

**Teacher prompts:** “Quelle technique d’anticipation peut être utile pour comprendre le contexte?” “Comment l’usage d’un gabarit peut-il vous aider à suivre une présentation?” “À quoi sert la comparaison avec un(e) camarade des idées retenues d’un texte audio?” “Comment la familiarité de la forme du document sonore peut-elle vous aider à mieux comprendre?”

**Instructional tip:** Teachers can model various ways of formulating questions to elicit in-depth responses from a speaker.

**A1.2 Demonstrating Understanding:** demonstrate an understanding of oral French texts about a variety of topics, including challenging texts, with contextual and visual support (e.g., predict future outcomes based on a news report about a current issue; articulate an opinion after

hearing a documentary or newscast about a global issue; enumerate the different points of view heard in a class discussion; reiterate interesting facts heard in a travel podcast; create a brochure based on a speaker’s presentation about bilingual career options; create a flyer for a new student summarizing the information heard in a grade-level assembly about the French Immersion program; view a muted video of a political debate and identify the messages conveyed by body language and facial expressions)

**Teacher prompts:** “De quelle façon le point de vue peut-il influencer la façon dont un événement est présenté dans les nouvelles?” “De quelle façon le message d’un interlocuteur peut-il changer selon sa perspective?” “Comment le langage non verbal de chaque interlocuteur dans le débat montre-t-il son point de vue?”

**Instructional tip:** Teachers can suggest that students listen for and record words and expressions that introduce a difference of opinion and highlight the points being made in an argument (e.g., “tout d’abord”, “ensuite”, “en premier lieu”, “en second lieu”, “d’une part”, “d’autre part”, “par ailleurs”, “il faut tenir compte de”, “on ne doit pas oublier”, “de plus”, “en outre”, “comme tu le sais”, “tu ne peux nier que”).

#### A1.3 Responding to and Evaluating Media

**Texts:** evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about a variety of topics (e.g., assess how well the songs in a film soundtrack support the plot and images;

present a counter-argument to one of the points of view heard in a video conference on a social issue; identify bias in a documentary on a current issue; identify alternative points of view in various media interviews about a current issue; evaluate the use of persuasive techniques in a documentary on an environmental issue of concern to Aboriginal people in Canada; assess the portrayal of stereotypes, gender roles, and celebrities in various television advertisements; listen to media coverage of a global event from various regions, including Canada, and explain how the reports reveal the interests and values of each region)

**Teacher prompts:** “De quelle façon une bande sonore représente-t-elle l'intrigue, les thèmes et les personnages d'un film?” “Dans quelle mesure les préjugés influencent-ils la façon dont les informations sont présentées dans un documentaire?” “Comment les médias peuvent-ils influencer votre perception des autres cultures et de la vôtre?” “Dans quelle mesure pouvez-vous vous fier aux médias pour vous donner les nouvelles sans préjugés?”

**Instructional tips:**

(1) Teachers can encourage students to listen for impersonal expressions followed by the *infinitif* in advertisements (e.g., “Il faut acheter ce produit”, “Il est nécessaire d'utiliser ce service”).

(2) Teachers can suggest that students use the *conditionnel présent* and *conditionnel passé* when responding to the portrayal of stereotypes and gender roles in the media (e.g., “Il faudrait agir sur l'image du corps : apposition d'un logo 'photo retouchée' sur les clichés montrant des adolescents au corps parfait. Dans les publicités qu'on vient de regarder, ils auraient pu utiliser des personnes de toutes races, des deux sexes et de tous âges dans des milieux, des métiers et des activités non stéréotypés”).

## A2. Listening to Interact

By the end of this course, students will:

### A2.1 Using Interactive Listening Strategies:

identify and use a range of interactive listening strategies to suit a variety of situations while participating in social interactions and interactions about everyday matters (e.g., express interest in another student's presentation by commenting and asking relevant questions; in a small-group discussion, make relevant comments and paraphrase a speaker's point before responding to it)

**Teacher prompts:** “De quelle façon l'emploi de la paraphrase facilite-t-il la compréhension d'un message entendu?” “Une discussion

peut prendre diverses formes : À votre avis, quelles sont ces formes? Avec laquelle êtes-vous le plus confortable? Pourquoi?” “Quelles sont les qualités d'une question pertinente?” “Dans quelle mesure les questions posées par un pair vous aident-elles à comprendre ce que quelqu'un dit et à prolonger la discussion?”

**Instructional tip:** Teachers can encourage students to use indirect discourse when paraphrasing others' arguments (e.g., “Il a dit qu'il n'était pas d'accord...”).

**A2.2 Interacting:** respond with understanding to what others say while participating in sustained interactions about a variety of topics, in formal and informal situations (e.g., debate the validity of statements about human nature heard in an oral text; ask a guest speaker questions to clarify their understanding of his or her presentation about starting a business; role-play a conversation between a salesperson and a complaining customer; acknowledge other views while asserting a dissenting opinion in a small-group discussion about suitable attire for and behaviour in a job interview; praise a peer or a guest speaker following a presentation)

**Teacher prompts:** “Comment pouvez-vous écouter poliment le point de vue de quelqu'un même si vous n'êtes pas d'accord?” “Quels types de questions pouvez-vous poser afin de solliciter l'information nécessaire pour demander un prêt bancaire pour votre projet?” “Comment formulez-vous une réfutation efficace et respectueuse lors d'une discussion?”

**Instructional tip:** Teachers can direct students to listen for and use expressions of polite disagreement (e.g., “Je comprends ce que tu dis, mais...”, “D'accord, as-tu considéré...?”).

### A2.3 Metacognition:

(a) explain which of a variety of strategies they found helpful before, during, and after listening; (b) evaluate their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., monitor their comprehension of oral texts to gain self-confidence; explain their most effective listening strategy; analyse how the environment in which they are listening affects their comprehension; identify which strategy best helps them to recall previous knowledge before and while listening; share listening strategies/behaviours with a partner to improve their ability to participate in different types of conversation, such as a debriefing, a debate, or a coaching session)

**Teacher prompts:** “Comment vérifiez-vous que les stratégies utilisées à la compréhension de l'oral ont été efficaces?” “Comment déterminez-vous ce qui est important à retenir pendant le

visionnement d'un documentaire?" "Que faites-vous si vous manquez une idée ou si vous ne comprenez pas une idée dans une présentation orale?"

**Instructional tips:**

(1) Teachers can encourage students to reflect on their use of listening strategies by asking them questions such as "Qu'est-ce qui est nouveau pour vous?", "Qu'est-ce que vous avez modifié?", "Qu'est-ce que vous avez appris?", "Pourquoi pensez-vous avoir réussi?"

(2) Teachers can suggest that students use conditional sentences when sharing strategies (e.g., "Si tu avais écouté attentivement les instructions, tu aurais été capable de faire la tâche").

### A3. Intercultural Understanding

By the end of this course, students will:

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *compare and contrast aspects of a specific French-speaking community with their own, using information from oral texts; describe similarities and differences in how songs from French-speaking communities around the world and from their own community address particular issues or themes*)

**Teacher prompts:** "Comment la comparaison de textes sonores entre diverses cultures peut-elle mener à une meilleure compréhension de votre propre culture?" "Quelles réactions le message de cette chanson suscitera-t-il des gens du pays?"

**Instructional tip:** Teachers can direct students to use the *participe présent* when discussing their responses to cultural texts (e.g., "En écoutant cette chanson, j'ai pensé à...", "En regardant ce film, j'ai appris que...").

**A3.2 Awareness of Sociolinguistic Conventions:** using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., *while listening to an oral text, determine whether familiar, colloquial, or formal language is more appropriate to the context; identify the relationship between the speakers in audio and video clips from*

*different contexts; recognize pronunciations and dialects in songs or films from diverse French-speaking communities*)

**Teacher prompts:** "De quelle façon le français diffère-t-il d'une région francophone à une autre?" "Quelles stratégies vous aideraient à comprendre quelqu'un qui parle différemment de vous?"

**Instructional tips:**

(1) Teachers can encourage students to listen for and use double negative constructions when discussing regional linguistic differences (e.g., "Au Rwanda et en Belgique on ne dit ni soixante-dix, ni quatre-vingts").

(2) Teachers can ask students to identify the relationship (formal/informal) between speakers in different contexts (e.g., making a request, inviting someone to a casual or a formal event) to increase their awareness of possible factors involved.

## B. SPEAKING

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

### SPECIFIC EXPECTATIONS

#### B1. Speaking to Communicate

By the end of this course, students will:

##### B1.1 Using Oral Communication Strategies:

identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., use a structure and style of presentation suited to the audience and subject; use vocabulary familiar to themselves and their audience; prepare speaking points ahead of a presentation; use audience feedback to guide their presentation; use techniques such as rhetorical questions, humour, repetition, and dramatic pauses to engage the audience)

**Teacher prompts:** “Comment pourriez-vous tirer profit des notes (de votre schéma) ou de votre plan comme aide-mémoire?” “Comment utilisez-vous divers moyens de capter et de maintenir l’intérêt de l’auditoire?” “En quoi le recours à la satire peut-il être un moyen efficace de présenter votre opinion sur un problème global?”

**Instructional tip:** Teachers can suggest that students use punctuation marks or mathematical symbols to shorten their speaking notes (e.g., “?” for “question” or “recherche”; “x” for “plusieurs”; “+ ou –” for “plus ou moins”; “≠” for “différent”; “>” for “plus grand que”).

##### B1.2 Producing Oral Communications:

produce prepared and spontaneous communications in French containing information, ideas, and opinions about a variety of topics, including challenging topics, with contextual and visual

support (e.g., present an oral report proposing green initiatives in the school community; make a presentation to younger students on the benefits of staying in French immersion; recount the details of a sporting or political event; give an impromptu speech on how to budget for a major purchase; deliver a dramatic monologue about bullying in schools)

**Teacher prompts:** “Comment pourriez-vous présenter un rapport sur les initiatives vertes d’une façon qui incite les autres à l’action?” “Dans quelle mesure le commentaire d’un événement le rend-il plus facile à suivre et à comprendre?” “Quelles mesures doivent être prises pour cultiver un climat scolaire positif?”

**Instructional tip:** Teachers can encourage students to sequence the *imparfait*, *passé composé*, and *plus-que-parfait* appropriately when recounting past events.

##### B1.3 Speaking with Fluency:

speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about a variety of topics (e.g., enact with expression a scene in the book the class is reading; emulate the style of an influential French speaker, approximating his or her voice in volume and tone; entertain the class with a joke or tongue twister; self-correct large chunks of spoken language by restating a message differently while discussing current events with peers; deliver a speech without hesitation)

**Teacher prompts:** “Qu’est-ce qui influence la compréhension orale?” “Pourquoi est-ce un défi plaisant et ludique de prononcer les

virelangues?” “Quel est l'intérêt d'imiter une personne de langue maternelle française?”

**Instructional tips:**

(1) Teachers can encourage students to imitate the speech patterns of individuals in an audio or video clip.

(2) Teachers can encourage students to use familiar contractions such as “p’tit” for “petit”, “t’es” for “tu es”, “chuis” for “je suis”, or “zêtes” for “vous êtes” to sound more colloquial when speaking.

**B1.4 Creating Media Texts:** create oral media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., create a podcast to persuade tourists to visit their area; produce a commercial promoting a school environmental initiative; create an instructional video describing a task step-by-step; produce a commercial or public service announcement targeting a particular audience; create a radio show introducing contemporary First Nations, Métis, or Inuit musicians to their school community; in a small group, create a webcast for youth regarding budgeting for college, an apprenticeship program, or a major event such as a formal dance or graduation trip*)

**Teacher prompts:** “Par quel moyen allez-vous promouvoir un service ou un programme à votre école?” “Quelle technique utiliseriez-vous dans une publicité pour persuader votre auditoire d’acheter votre produit?” “Quelles sont les étapes pratiques pour planifier un programme radiodiffusé?” “Comment fait-on un budget de réalisation d’un projet?”

**Instructional tip:** Teachers can direct students to use the *futur antérieur* in their webcasts on budgeting to describe an action that will have happened in the future (*e.g., “On me paiera pour le travail que j’aurai fait pendant l’été”, “Aussitôt qu’on aura terminé nos études secondaires, on pourra organiser un voyage intéressant”*).

**B1.5 Applying Language Structures:** communicate their meaning clearly, using parts of speech and word order appropriately (*e.g., use verb forms, sophisticated vocabulary, and transition words correctly when discussing ideas with others in a small group; with peers, role-play a dialogue in a workplace, using different techniques and strategies to avoid complex language structures*)

**Teacher prompt:** “Quel est le rôle fondamental des connecteurs dans l’expression orale?”

**Instructional tip:** Teachers can encourage students to use different sentence structures to avoid the use of the *subjonctif* in a dialogue (*e.g., “Croyez-vous finir votre travail avant midi?”, “Je suis heureuse d’apprendre cette bonne nouvelle”*).

## B2. Speaking to Interact

By the end of this course, students will:

### B2.1 Using Speaking Interaction Strategies:

demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (*e.g., ask questions to develop and convey engagement in a discussion; build on replies and request additional information to develop a conversation; use verbal and non-verbal communication to encourage others to join a conversation; agree and disagree using polite expressions; ask another person for his or her opinion, listen to it without interruption, and respond to it once the speaker has finished; give answers of more than one word to questions and add interesting facts or observations to maintain a conversation*)

**Teacher prompts:** “Comment savez-vous si quelqu’un perd intérêt dans votre conversation? Comment récupérez-vous son intérêt?” “Comment pouvez-vous reformuler ou redire quelque chose en utilisant différents mots afin d’être compris?” “Comment peut-on éviter de répéter les mêmes erreurs?” “Comment pourriez-vous résumer une conversation?” “Comment savez-vous si votre auditoire comprend le vocabulaire que vous utilisez?”

**Instructional tip:** Teachers can suggest that students engaged in conversations use a variety of sentence structures to paraphrase and clarify their statements (*e.g., “Je ne suis pas sûr d’avoir bien expliqué mon point de vue”, “Je voulais dire que...”, “Il me semble que ce n’est pas clair ce que je dis”*).

**B2.2 Interacting:** engage in sustained spoken interactions in French (prepared and spontaneous), in a variety of contexts, about a variety of topics, including challenging topics (*e.g., debate a current global issue related to poverty, international economics, carbon footprints, or human rights; in a small group, compare speeches about non-smoking regulations by a tobacco company representative and a person with asthma, and analyse how each approach tries to influence the audience; interview a First Nation, Métis, or Inuit artist or professional about his or her career successes and challenges;*

answer a series of questions with ease and spontaneity after making a presentation; participate in a discussion on issues affecting a variety of cultures in Canada; in a small group, discuss and evaluate solutions to a hypothetical problem)

**Teacher prompts:** “Quels éléments dans une discussion de classe sont difficiles à suivre ou à comprendre?” “Comment formulez-vous vos points principaux dans un débat? Comment réfutez-vous les points de l’autre équipe?” “Quelles questions peut-on poser à une vedette? Comment pensez-vous à d’autres questions pendant l’entrevue?” “De quelle façon parlez-vous d’une situation hypothétique?”

**Instructional tips:**

(1) Teachers can encourage students to discuss the structure and conduct of a classroom debate and help them establish success criteria.

(2) Teachers can promote student engagement by providing opportunities for role play and simulation of real-world situations.

### B2.3 Metacognition:

(a) explain which of a variety of strategies they found helpful before, during, and after speaking to communicate effectively;

(b) evaluate their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., *monitor the effectiveness of learning strategies in different contexts; identify the most effective elements in an interaction with their peers and explain what they would do differently next time; analyse how applying speaking strategies affects their learning; join an online French social group to practise conversation*)

**Teacher prompts:** “Quelle est l’utilité des stratégies utilisées?” “Quelles autres stratégies auraient pu être utiles?” “Quelle difficulté avez-vous rencontrée dans votre présentation orale et qu’avez-vous fait?”

**Instructional tip:** Teachers can encourage students to reflect on their learning strategies and make conscious choices about what they can do to improve their own learning.

## B3. Intercultural Understanding

By the end of this course, students will:

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *create a “Francophone Idol” show in which the class*

*discusses and sings songs from various French-speaking regions; develop a presentation debunking stereotypes about various French-speaking communities; compare the styles and techniques of movies from various French-speaking regions; compare gender roles, family structures, celebrations, and naming customs among cultural groups in diverse French-speaking communities; discuss the cultural significance of a personal book, object, or photograph, and make connections with a similar artifact from a French-speaking community*)

**Teacher prompt:** “Comment allez-vous créer un concours de la chanson francophone en impliquant tous vos camarades de classe?”

**Instructional tip:** Teachers can provide opportunities for students to explore and present to the class family structures, celebrations, or customs among different French-speaking communities around the world (e.g., *Luxembourg:* when someone is invited to another’s home, it is the custom to give a box of chocolates or flowers to the hostess, and flowers should be given in odd numbers, except for thirteen, which is considered an unlucky number; *Cameroon:* it is the custom to give fruit to the hostess, and gifts are given with two hands or the right hand only, never the left hand).

### B3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in spoken interactions (e.g., *present a skit illustrating proverbs or colloquialisms; use and react to humour appropriately in different social settings; use expressions of politeness that are suitable in the context when speaking with peers*)

**Teacher prompts:** “Comment les proverbes ainsi que les interjections changent-ils d’une culture à l’autre?” “Pourquoi est-il important d’être conscient de nos humeurs?” “La politesse va au-delà de la parole : qu’entendez-vous par cela?”

**Instructional tip:** Teachers can introduce various exclamations and interjections (e.g., “Et bien!”, “Ben!”, “Bof!”, “Eh oui!”, “Hein!”, “Aie!”) and outline the social situations in which they are appropriate.

# C. READING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a variety of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

## SPECIFIC EXPECTATIONS

### C1. Reading Comprehension

By the end of this course, students will:

#### C1.1 Using Reading Comprehension Strategies:

use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including long, challenging texts (e.g., before reading, ask questions about the story or author and make predictions; research the topic of a reading selection, such as a technical paper, to become familiar with its concepts and specialized vocabulary; identify and map important concepts using contextual cues in the text; make notes to help focus thinking while reading; make connections between the experiences of the main character in a text and their own lives; use personal experiences to help them infer implicit information)

**Teacher prompts:** “Pourquoi est-il important de connaître un sujet avant de l’aborder?” “Quels éléments d’un texte pouvez-vous utiliser pour vous aider à faire des prédictions?” “Comment prenez-vous de bonnes notes pendant votre lecture?”

**Instructional tip:** Teachers can help students understand an argument by instructing them to look for adverbs of opinion (e.g., “hélas”, “sans doute”, “évidemment”), intensifiers (e.g., “trop”, “pas assez”), injunctions (e.g., “Arrête d’obéir!”), and rhetorical questions (e.g., “Combien de temps pourra-t-on ignorer cette leçon en politique?”).

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of fictional, informational, and graphic French texts, including some long, challenging texts and texts used in real-life situations (e.g., explain the overt and implied messages conveyed in a children’s comic book; using a variety of sources, make informed recommendations on reducing energy consumption or solid waste or on making environmentally responsible choices for purchases for the school; in a small group, analyse several consumer reports or reviews of a product, grouping information under the headings “Coût” and “Avantage”; make inferences about the nature of the job and/or the type of employee preferred from the information in a “help wanted” advertisement)

**Teacher prompts:** “Comment l’évaluation des sources d’informations écrites vous permet-elle de démontrer votre compréhension du sujet étudié?” “Comment la lecture vous permet-elle de formuler vos recommandations?” “Comment la synthèse de deux articles aide-t-elle à formuler la compréhension d’un produit?”

**Instructional tip:** Teachers can remind students to use different past tenses appropriately (e.g., *passé composé*, *imparfait*, *plus-que-parfait*) when presenting information on events or ideas from the past.

**C1.3 Reading with Fluency:** read a variety of French texts, including some challenging texts, with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., read a section from a fictional work aloud,

respecting punctuation, natural pauses, and the rhythm of the language; break text into appropriate phrases when reading, using proper intonation and expression; read aloud effortlessly and with expression)

**Teacher prompts:** “Comment pouvez-vous faire vivre un texte écrit quand vous le lisez à voix haute?” “Comment l’écoute des textes sonores vous aide-t-elle à améliorer votre fluidité en lecture?” “Dans quelles situations vous sentez-vous le plus à l’aise quand vous lisez à haute voix? Pourquoi?” “Pourquoi faut-il lire un texte à plusieurs reprises?” “Quelle est l’importance de la ponctuation?”

**Instructional tip:** Teachers can provide students with examples of how differences in punctuation can change the meaning of a sentence (e.g., “Samuel, mon professeur est fantastique”/ “Samuel, mon professeur, est fantastique”).

**C1.4 Developing Vocabulary:** use several different vocabulary acquisition strategies to expand their French vocabulary (e.g., name an imaginary software program using a word from their list of new vocabulary and explain the software’s function, highlighting the appropriateness of the name; rewrite a song by their favourite artist, including words from their list of new vocabulary in each verse as well as the title; identify words borrowed from other languages; create personal word banks of thematically related vocabulary)

**Teacher prompts:** “Comment pouvez-vous vous rappeler du sens et de l’orthographe de nouveaux mots?” “De quelle manière pouvez-vous organiser le nouveau vocabulaire appris?”

**Instructional tip:** Teachers can model a variety of vocabulary building and decoding skills and encourage students to reinforce their understanding of new words by compiling a personal dictionary or glossary.

**C1.5 Responding to and Evaluating Media Texts:** analyse and explain explicit and implicit messages in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (e.g., compare the intended audiences of various newspaper advertisements; analyse the language used in a sports article and explain its purpose and effect; create and justify a top ten media list for the class, such as favourite French advertisements, websites, comic strips, or posters; read and discuss, in a round-table format, an article on lifestyle or entertainment; evaluate the effectiveness of captions for magazine photos; identify the hooks that capture the reader’s interest in news articles and explain how they do so; analyse the slogan and logo on the opening page of the website of a French-language international

organization to determine their effectiveness; discuss how proverbs or clichés are used in advertisements to appeal to particular age groups)

**Teacher prompts:** “Quelles sont les techniques employées dans les publicités pour viser le marché cible?” “Quels sont les avantages et les désavantages des publicités dans les journaux?” “Quels éléments utilisent les journalistes dans leurs articles pour attirer l’attention du lecteur?” “Comment interprète-t-on un logo?” “Quels éléments linguistiques rendent un slogan plus efficace qu’un autre?” “Quel temps des verbes utilise-t-on pour exprimer des informations non confirmées dans un communiqué de presse? Pourquoi?”

**Instructional tip:** Teachers can direct students’ attention to the use of the *conditionnel présent* and *conditionnel passé* in a news report that provides information that is not certain (e.g., “Après la violente tempête d’hier, la situation est très difficile; trente mille foyers sont encore privés d’électricité. Tout pourrait rentrer dans l’ordre d’ici à la fin de la semaine. On dit que les secours auraient réussi à atteindre les maisons qui avaient été isolées par les chutes d’arbres sur les routes”).

## C2. Purpose, Form, and Style

By the end of this course, students will:

### C2.1 Purposes and Characteristics of Text

**Forms:** identify the purpose(s) and characteristics of a variety of text forms in French, including fictional, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (e.g., a mystery novel creates suspense by placing characters in danger; college calendars use subject/discipline headings, timetables, and brief descriptions of courses to communicate information to prospective students; to allow for quick reference, electronic organizers have separate sections for calendars, address books, and task lists; dialogue reveals character in short stories and novels)

**Teacher prompts:** “Pourquoi certaines données sont-elles placées dans des graphiques? Comment pouvez-vous les présenter autrement?” “Comment un organisateur électronique est-il organisé?” “Comparez différentes structures de texte pour repérer les caractéristiques qu’elles ont en commun.”

**Instructional tip:** Teachers can direct students to use the *conditionnel passé* when explaining how a text created mystery or suspense (e.g., “On n’aurait jamais cru que celui qui a créé le virus dans le logiciel le plus populaire était le programmeur le moins fiable”).

## C2.2 Text Features and Elements of Style:

identify features and stylistic elements of a variety of text forms in French, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., *identify features of the text that they can use to support their reading; compare how different websites use colour, fonts, and layout to convey information; explain how graphs, flow charts, and timelines add or reinforce important details in business reports; evaluate the effectiveness and appeal of stylistic devices used in advice columns; analyse how an author uses satire to convey a point of view on a current social issue*)

**Teacher prompts:** “Pourquoi pensez-vous qu’il y a beaucoup d’éléments visuels dans un site Web?” “Comment le choix des figures de style change selon le sexe du marché cible (dans les chansons, les publicités et les revues)?”

### Instructional tips:

- (1) Teachers can suggest that students use connecting words such as “comme”, “aussi... que”, “plus...que”, “autant...que”, “de même que”, “moins...que” when comparing websites.
- (2) Teachers can direct students’ attention to text features that will help them find information, such as headings, subheadings, table of contents, index, glossary, preface, paragraphing, bulleted lists, sidebars, footnotes, illustrations, pictures, diagrams, charts, graphs, captions, italicized or bolded words or passages, colour, and symbols.

## C2.3 Metacognition:

- (a) explain which of a variety of strategies they found helpful before, during, and after reading to understand texts;
- (b) evaluate their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., *identify reading strategies suited to different purposes; record their own most effective reading comprehension strategies; assess the effectiveness of the strategies used to accomplish a task and identify changes they will make the next time they have a similar task; plan next steps after considering strategies used regularly and the potential for ones seldom used*)

**Teacher prompts:** “Pourquoi lisez-vous?” “Quelles questions est-ce que vous pouvez vous poser avant, pendant et après la lecture pour vous aider à mieux comprendre le texte?” “Quels sont vos points forts en lecture? Que faut-il faire pour s’améliorer?”

**Instructional tip:** Teachers can suggest that students use impersonal expressions followed by the *subjonctif* when explaining their use of strategies or planning strategies to use (e.g.,

*before reading:* “Il faut que j’identifie mes connaissances et que je choisisse mes stratégies pour ma compréhension du texte”; *during reading:* “Il est important que je puisse poser des questions pour confirmer, vérifier et ajuster mes prédictions”; *after reading:* “Il est nécessaire que je sache raconter mes expériences avec le processus de lecture”).

## C3. Intercultural Understanding

By the end of this course, students will:

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *compare and contrast tourist pamphlets, brochures, and/or posters that are from different French-speaking regions and that promote similar types of attractions; evaluate the effectiveness of a blog about French cultures from outside North America; compare texts by French-speaking authors from different communities and highlight similarities and differences in their cultures and values; research the role of the Organisation internationale de la Francophonie [OIF]; compare the cost of movie and theatre tickets in a variety of French-speaking countries with their cost in Ontario*)

**Teacher prompts:** “Quelles ressemblances et différences trouvez-vous dans ces dépliants?” “Comment le ton et le choix de vocabulaire aident-ils à enrichir notre appréciation de différentes cultures?” “Après avoir lu cet extrait, qu’avez-vous appris au sujet du mode de vie dans cette région francophone?” “Quel est le rôle de l’OIF?”

**Instructional tip:** Teachers can draw students’ attention to the use of the *futur simple* and *futur antérieur* in a brochure that indicates what a visitor will see and experience on a trip to a French-speaking region (e.g., “Quand vous serez allé à Versailles, vous découvrirez la culture française”).

**C3.2 Awareness of Sociolinguistic Conventions:** using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., *describe similarities and differences in writing style in texts from various French-speaking regions; use*

*online newspapers to identify language particularities of different French-speaking regions; identify the influences of other languages on French from different regions)*

**Teacher prompts:** “Relevez et analysez les différents types de langages dans différentes régions francophones.” “Y a-t-il une influence d’une autre langue dans les régions francophones? Justifiez votre réponse.”

**Instructional tip:** Teachers can encourage students to research and explore the history of the French language to identify influences on the language, such as ethnic, political, social, technological, phonological, and grammatical changes.

# D. WRITING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

### D1. Purpose, Audience, and Form

By the end of this course, students will:

**D1.1 Identifying Purpose and Audience:** determine their purpose in writing and the audience for French texts they plan to create (*e.g., to update a historical work so that it reflects current issues; to apply for a specific, advertised bilingual position with a cover letter and résumé; to adapt for children a First Nations, Métis, or Inuit legend that is intended for adults; to give instructions for making or doing something to fellow students; to describe an event or act that marks a significant transition in life; to compare several websites that provide similar kinds of information of interest to teenagers; to write a speech on intergenerational issues or the proliferation of social media; to create a short story inspired by a work of visual art; to outline the qualities of a responsible global citizen in a charter*)

*Teacher prompts:* “Comment pourriez-vous changer un texte afin de refléter les valeurs d’aujourd’hui, en respectant les thèmes du texte original?” “Pourquoi la modernisation d’une œuvre historique nécessite-t-elle une compréhension du texte original?” “Comment rédigez-vous une lettre de motivation pour postuler un emploi?” “De quelle manière adapteriez-vous pour des enfants une histoire assez compliquée?” “De quelle façon écririez-vous un texte sur un même thème pour différents auditoires?” “Qu’est-ce qu’un citoyen du monde? Quelles qualités doit-on posséder pour être un citoyen du monde?”

*Instructional tip:* Teachers can suggest that students use the collective form of “on” when writing a report or sharing opinions.

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about a variety of topics, including challenging topics, applying their knowledge of the structural and stylistic elements of each form (*e.g., a formal letter inviting a community partner to sponsor a school project; a persuasive essay on how First Nations, Métis, and Inuit values and beliefs could benefit the larger society, presenting information and ideas in order of importance; an article about a trend in environmental stewardship; a blog post on a social issue; a personal journal entry about a conflict with peers and its resolution, using an intimate and thoughtful tone; an analysis of why certain groups are, or are not, featured in advertisements*)

*Teacher prompts:* “Quels enjeux sociaux vous touchent le plus et pourquoi? Comment pourriez-vous écrire un blog qui incite les autres à l’action sur ces enjeux?” “Croyez-vous qu’on exclue certains groupes des publicités? Pourquoi?”

*Instructional tip:* Teachers can discuss with students some essential aspects of writing a persuasive essay, such as organizing arguments in a logical order, focusing individual paragraphs on one piece of evidence, providing sufficient supporting detail within each paragraph, and describing and refuting key points of the opposing view.

**D1.3 Creating Media Texts:** create media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., create a social networking page for a character from a work of fiction; create liner notes for a CD by a French-speaking artist; design promotional materials based on a speaker’s presentation about bilingual career opportunities; create a publicity campaign for a new video game; write a script for a video promoting a school program or service; write an opinion piece defending or condemning tabloid gossip; create a brochure on workplace safety; write a film review in which they use vivid, descriptive language that encourages others to see or avoid a current film)

**Teacher prompts:** “Quelle est l’importance du graphisme en publicité?” “Quel impacte les images et les textes que vous choisissez d’utiliser pour vendre un jeu vidéo ont-ils sur le consommateur?” “Comment pouvez-vous utiliser une vidéo pour promouvoir un service ou un programme de votre école?” “De quelle façon écrivez-vous une critique d’un film pour convaincre vos amis de ne pas aller le voir?”

**Instructional tip:** Teachers can suggest that students use impersonal expressions with the *infinitif* in their film reviews to strengthen their arguments for seeing or not seeing a film (e.g., “Il faut vraiment voir ce film! Il est important de se rappeler que c’est le premier film de ce réalisateur”).

**D1.4 Applying Language Structures:** communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., use a variety of sentence types correctly to communicate complex ideas; use verb tenses correctly for reported dialogue; use unconventional grammar occasionally for a special effect; use transitional words and phrases to give coherence to their paragraphs)

**Teacher prompts:** “Comment choisissez-vous les temps des verbes dans vos productions écrites?” “Comment enrichissez-vous votre texte écrit?”

**Instructional tip:** Teachers can encourage students to use present and past tenses correctly with temporal expressions such as “depuis”, “ça fait”, and “il y a” (e.g., “Ils habitent ici depuis cinq ans”, “Ça fait cinq ans qu’ils habitent ici”, “Il y a cinq ans qu’ils sont partis de leur ville natale”).

## D2. The Writing Process

By the end of this course, students will:

### D2.1 Generating, Developing, and Organizing

**Content:** generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., survey peers to solicit opinions about a topic; develop a series of questions to guide research; make jot notes while researching, and record the sources of the information; use a T-chart to help separate facts from opinions on a topic)

**Teacher prompts:** “Quels sont les avantages d’utiliser un sondage de vos camarades pour générer des idées?” “De quelle façon un sondage de vos pairs pourrait-il vous fournir des informations correctes et incorrectes?” “Comment formulez-vous des questions pour mener vos recherches?” “Pourquoi le langage que vous utilisez dans vos notes personnelles diffère-t-il du langage du texte original?” “Comment distinguez-vous entre les faits et les opinions dans vos recherches?”

**Instructional tip:** Teachers can ask students to create groups of three or four that will work together when deciding on topics for writing and when starting to organize their ideas.

**D2.2 Drafting and Revising:** plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., create an outline to organize arguments and evidence; in pairs, assess each other’s work to determine whether success criteria have been met and make suggestions for improvement; reread drafts to ensure logical organization with adequate development of information and ideas)

**Teacher prompts:** “Comment l’usage d’un plan peut-il faciliter l’écriture d’un brouillon?” “Dans quelle mesure la rétroaction des pairs vous aide-t-elle à enrichir votre écriture?” “De quelle façon lisez-vous vos brouillons afin d’organiser l’information pour enrichir vos arguments?”

**Instructional tips:**

(1) Teachers can suggest that students annotate their text with numbers to indicate how to reorder the ideas and information when revising their initial drafts.

(2) Teachers can encourage students to link ideas logically by using a variety of conjunctions and other connecting words (e.g., “puisque”, “conséquemment”, “pourtant”, “alors que”, “cependant”).

(3) Teachers can suggest that students ask questions and provide specific feedback when editing other students’ writing.

**D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of their written work, and use various elements of effective presentation to produce a polished product for publication (*e.g., use electronic editing tools judiciously to check spelling and do global searches; consider feedback from previous assignments when correcting frequent errors; publish texts in an appropriate format, such as a manual for instructions or a website for the results of a study or survey; reread the final draft to ensure appropriate use of form, style, and conventions*)

**Teacher prompts:** “Dans quelle mesure pouvez-vous vous fier aux corrections faites par les outils de rédaction électroniques?” “Comment utiliseriez-vous les corrections faites sur des travaux précédents pour corriger votre travail actuel?” “Comment choisissez-vous le format dans lequel vous publierez votre écriture?”

**Instructional tip:** Teachers can provide opportunities for students to review the appropriate written use of the *passé composé*, *imparfait*, *présent*, *futur simple*, and verb modes such as the *indicatif* and *conditionnel*.

#### D2.4 Metacognition:

(a) explain which of a variety of strategies they found helpful before, during, and after writing to communicate effectively;  
 (b) evaluate their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (*e.g., reflect on strategies used to generate ideas and determine which might be appropriate for future writing tasks; identify difficulties faced during the writing process; record frequent errors and useful self-correcting techniques in a personal reflection log; compare their current writing skills with those required for college or the workplace, and set specific goals for improvement*)

**Teacher prompts:** “Comment utiliserez-vous votre journal d’autocorrection pour améliorer votre travail actuel?” “Comment résoudrez-vous ou éviterez-vous les difficultés que vous avez rencontrées à la prochaine tâche?” “Comment évaluez-vous le degré d’efficacité dans l’application du processus d’écriture et élaborerez-vous un plan d’amélioration?”

**Instructional tip:** Teachers can discuss with students the writing strategies and tools that they see themselves using in settings beyond high school.

## D3. Intercultural Understanding

By the end of this course, students will:

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., write a tribute to a French-speaking member of the global community who has had a positive impact on the advancement of his or her culture; review a restaurant serving food from a French-speaking culture; create a list of things and places that seem to be characteristic of a particular region or country, such as cultural objects and cities or villages; prepare a report on aspects of advertising campaigns that reflect the priorities of different regional, cultural, or socio-economic groups in a French-speaking country*)

**Teacher prompts:** “Quelle est votre perception de ce qu’est un ‘village global’, et comment le reconnaissez-vous dans votre communauté?” “Comment composez-vous une liste des objets ou des lieux qui caractérisent, selon vous, la culture d’un pays?”

**Instructional tip:** Teachers can suggest that students use comparative and superlative forms of adjectives when writing restaurant reviews, such as “d’autant que”, “plus...que”, “moins...que”, and “d’autant mieux que” (*e.g., “Ce menu est très intéressant. Il est apprécié des clients. D’autant qu’il est aussi délicieux. Il est d’autant mieux apprécié qu’il est bon marché”*).

#### D3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work (*e.g., write a scene for a play in the form of text messages; write a letter to a member of the provincial or federal cabinet; write a rap, song, or poem using slang*)

**Teacher prompts:** “Quels sont les avantages et les inconvénients de la messagerie instantanée?” “Comment pouvez-vous créer toute une pièce de théâtre en utilisant les messages instantanés?” “Comment écririez-vous une lettre à un membre du cabinet du premier ministre pour vous assurer que vous communiquez d’une façon respectueuse et polie?” “Comment savez-vous quand on peut utiliser des expressions familières/idiomatiques dans la vie de tous les jours?”

**Instructional tip:** Teachers can suggest that students expand their knowledge of French slang by reading blogs and/or posts from social networking sites.



# GLOSSARY

*The definitions provided in this glossary are specific to the curriculum context in which the terms are used.*

**action-oriented approach/l'approche actionnelle.** An approach to language learning in which language is seen as a tool for performing communicative tasks or activities in a social context.

**audience/l'audience.** The readers, listeners, or viewers for which a particular work is intended.

**anchor charts/les diagrammes de référence.** Charts designed by the class or by the teacher that list reference items (e.g., parts of speech; listening, speaking, reading, and/or writing strategies; commonly used verbs; idiomatic expressions) or steps, procedures, and/or processes for a particular activity (e.g., the stages of the writing process, procedures for a literature circle).

**authentic language task/la tâche d'apprentissage authentique.** A language learning task that involves using language in relevant real-world situations (e.g., exchanging emails with a friend, making a purchase in a store, reading the menu from a restaurant, listening to a podcast on a subject of interest) to enhance one's understanding and/or one's ability to communicate.

**authentic materials/les documents authentiques.** Materials originally created in French and intended for a general French-speaking audience (e.g., newspaper articles, short stories, novels, poems, television programs, films, websites). Language structures in authentic materials are not

simplified or adapted, as they are in texts designed specifically for French-language learners.

**characteristics of text forms/les caractéristiques distinctives des types de texte.** The key elements of a particular text form (e.g., *story*: plot, characters, setting, theme).

**cognate/le mot apparenté.** A word that is related to a word in another language (or in the same language) because the two words have a common source (e.g., comprehend/*comprendre*, petty/*petit*, a souvenir/*souvenir*, hospital/*hôpital*).

**commonly used verbs/les verbes usuels.** The most frequently used verbs in the French language (e.g., *avoir*, *être*, *aller*, *dire*, *faire*, *pouvoir*, *savoir*, *venir*, *voir*, *vouloir*).

**concrete poem/la poésie concrète.** Visual poetry, in which the shape or form created by the placement of the words helps to convey the idea/theme of the poem.

**conventions.** See **language conventions**.

**critical thinking/la pensée critique.** Some aspects of thinking critically are: questioning, hypothesizing, interpreting, inferring, analysing, comparing, contrasting, evaluating, predicting, reasoning, distinguishing between alternatives, making and supporting judgements, elaborating on ideas, identifying values and issues, detecting bias, detecting implied as well as explicit meanings.

**cues, non-verbal and visual/les indices non verbaux et visuels.** Aspects of spoken and unspoken communication that convey meaning without the use of words, such as facial expressions, gestures, body language, illustrations, typefaces, and punctuation.

**cues, verbal/les indices verbaux.** Aspects of spoken and unspoken language that convey meaning. Examples include: tone of voice, intonation, inflection, emphasis; types of words (e.g., nouns, verbs, adjectives); prefixes and suffixes (e.g., indicators of plurals, verb tenses); sound patterns (e.g., rhyme); pauses; pace.

**culture/la culture.** The customary beliefs, values, social forms, and material traits of an ethnic, religious, or social group. It includes the arts, literature, lifestyles, and traditions.

**dramatization/la dramatisation.** The recasting of a story or other material into the form of a play or drama.

**editing/la révision.** The making of changes to the content, structure, and wording of drafts to improve the organization of ideas, eliminate awkward phrasing, correct grammatical and spelling errors, and generally ensure that the writing is clear, coherent, and correct.

**elements of style. See stylistic elements (literary devices).**

**elements of writing (composition and style)/les éléments d'écriture (la rédaction et le style).** Essential aspects of written compositions. Examples include: a central theme or topic; the organization of information and ideas; use of an introduction and conclusion; diction (word choice); the use of conventions of spelling, punctuation, grammar, sentence structure, and paragraphing; plot; characterization; atmosphere; point of view; literary devices/stylistic elements.

**forms of fictional texts/les textes de fiction.** Examples include: story, short story, adventure story, detective story, myth, legend, fable, folktale, poem, song lyrics, ballad, novel (including mystery novel, historical novel, science fiction novel), play, script.

**forms of graphic texts/les textes illustrés.** Examples include: chart, word web, diagram, label, advertisement, public sign, poster, comic strip, comic book, graphic novel, logo, schedule, graph, map, table, illustration, pictorial text, symbol.

**forms of informational texts/les textes informatifs.** Examples include: history book, geography textbook, journal article, report, essay, book review, commentary, description, summary, editorial, newspaper or magazine article, television or radio script, dialogue, letter (personal, business), invitation, “how-to” book, manual, instructions or procedures, announcement, advertisement, brochure, notes, jottings, public sign, label, biography, autobiography, speech, résumé, personal journal, diary, catalogue, reference book, encyclopedia, theatre or concert program.

**forms of literary texts/les textes littéraires.** Examples include: short story, adventure story, detective story, myth, legend, fable, folktale, cumulative tale, lyric poem, dramatic poem, ballad, novel, mystery novel, historical novel, science fiction novel, soliloquy, play, script.

**forms of media texts/les textes médiatiques.** Examples include: advertisement, email, feature film or documentary, music video, DVD, food packaging, newspaper, magazine, brochure, movie trailer, editorial, sculpture, song, dance, news report, news conference, press release, sports program, documentary, situation comedy (sitcom), television or radio program or commercial, interview, travelogue, cartoon, web page, podcast, multimedia text, blog, database, interactive software, digital dictionary.

**forms of oral texts/la production orale.** Texts that can be either spoken or heard. Examples include: dialogue, monologue, lecture, anecdote, play, greeting, conversation, question, statement, exclamation, instructions, directions, poem, rhyme, song, rap, story, anecdote, announcement, play, film, newscast, television or radio show, interview, oral presentation, speech, recitation, debate, report, role play.

**forms of writing/la production écrite.** Types of writing that students may be expected to produce. Examples include: story or other narrative piece, anecdote, commentary, critical review, description, instructions or procedures, account (personal, narrative, informational), transcription of an interview, announcement or invitation, press release, creative piece (fiction, non-fiction, poetry), position paper, expository essay, personal essay, descriptive essay, argumentative or persuasive essay, supported opinion, research report, television or radio script, newspaper/magazine editorial or article, speech, letter, minutes of a meeting, notes, jottings, song text, dialogue, monologue, label, summary, cartoon caption, log, diary, journal, memoir, riddle, script for a commercial, advertisement, poster, list, survey, word web, chart.

**francophonie, la.** The geographical areas where people use French in their daily lives and communications for all of the time or part of the time. The term was first used in the nineteenth century. French is spoken in many countries and regions around the world, including Belgium, Burkina Faso, Cambodia, Cameroon, Canada, Côte d'Ivoire, Democratic Republic of the Congo, France, French Polynesia, Gabon, Haiti, Laos, Louisiana, Luxembourg, Mali, Martinique, Monaco, New Caledonia, Pondicherry, Saint Martin, Senegal, Switzerland, Togo, Vanuatu, and Wallis and Futuna.

When capitalized, *la Francophonie* is associated with the International Organisation of la Francophonie (IOF) and refers to states and other governmental bodies that have in common the use of French in their work or their trade.

**graphic novel/l'album de bande dessinée.** A story in comic-strip form, published as a book.

**guided interaction/l'interaction verbale guidée.** An interactive activity, such as a conversation, debate, or reading circle, that is lead or directed by the teacher to support students' development and to facilitate learning at a level appropriate for them.

**inclusive language/le langage inclusif.** Language that is equitable in its reference to people, thereby avoiding stereotypes and discriminatory assumptions (e.g., *le directeur/la directrice*).

**independent reading/la lecture autonome.** A reading process in which students choose and read written texts on their own. Usually, students write a book report, give a book talk, or complete a written assignment after independent reading.

**intonation/l'intonation.** The stress and pitch of spoken language.

**K-W-L.** A strategy that helps students draw on their background knowledge, identify gaps in their knowledge, and retain new information. (The abbreviation stands for "I know; I want to know; I have learned", which may be rendered in French as "Je sais; Je veux savoir; J'ai appris".) Use of the K-W-L strategy can give teachers a sense of students' level of background knowledge on a particular topic so that gaps can be addressed.

**language conventions/les conventions d'écriture.** Accepted practices or rules in the use of language. In the case of written or printed materials, some conventions help convey meaning (e.g., punctuation, typefaces, capital letters) and other conventions aid in the presentation of content (e.g., table of contents, headings, footnotes, charts, captions, lists, illustrations, index).

**language knowledge/les connaissances linguistiques.** Knowledge of grammatical forms and conventions, and of the conventions of spelling and punctuation.

**language register/le registre de langue.** A style of language (e.g., formal, colloquial) appropriate to a specific audience, purpose, or situation. Register is determined by the level of formality in a particular social setting, the relationship among the individuals involved in the communication, and the purpose of the interaction.

**language structures/les structures langagières.**

Verbal forms and structures that are used in speaking and writing. Examples include: verb tenses (e.g., present, past, future) and tense sequences; noun-adjective and subject-verb combinations that agree in number, gender, case, and person; affirmative and negative constructions; conventional sentence structures (e.g., simple, compound); structures used for questions (inversion of subject and verb, use of “est-ce que”); contractions. Particular patterns in language structures also help the listener and reader determine meaning by providing a certain level of predictability.

**listening strategies/les stratégies d’écoute ou de compréhension de l’oral.**

A variety of techniques that students can use before, during, and after listening. Examples include: focusing attention on listening and avoiding distractions; making connections to what is already known about the topic; considering the speaker’s point of view; using non-verbal cues from the speaker; avoiding interrupting the speaker; using body language to show interest (e.g., leaning towards the speaker). *See also speaking strategies.*

**literary devices.** *See stylistic elements (literary devices).*

**media text.** *See forms of media texts.*

**mentor text/le guide.** High-quality, well-written texts that can be used by teachers to introduce students to a strategy, literacy device, and/or text feature. Students can refer to mentor texts when they need to remember how to apply or to recall a literacy device or text feature. Any text form can be a mentor text, as long as it is well crafted and meets the intended learning goals.

**metaphor/la métaphore.** An implied comparison in which a word or phrase normally applied to an object or a person is used to describe something or someone else.

**personification/la personnification.** A stylistic device in which human qualities are attributed to things or ideas.

**point of view/le point de vue.** The position of the narrator in relation to the story; thus the vantage point from which events are seen (e.g., the omniscient, the third-person, or the first-person point of view).

**print and electronic (re)sources/les ressources imprimées et électroniques.** Materials in print or electronic media, including reference materials. Examples include: books (fiction, non-fiction), newspapers, magazines, encyclopedias, reports, television programs, videos, CD-ROMs, print or digital dictionaries, interactive software, computer graphics programs, word processing programs, models for writing (e.g., stories or essays by published writers), style guides, databases, thesauri, spell-check programs.

**proofreading/la correction.** The careful reading of a final draft to eliminate typographical errors and correct errors in grammar, spelling, and punctuation.

**purposes of reading/l’intention de lecture.** Some purposes of reading are to gather and process information; make connections between experience and what is read; develop opinions; broaden understanding; develop and clarify a point of view.

**purposes of writing/l’intention d’écriture.** Some purposes of writing are to explore ideas and experiences; examine ideas critically; inform, describe, and explain; provide instructions; record thoughts and experiences; clarify and develop ideas; inquire into a problem; entertain; persuade; express thoughts, feelings, and opinions.

**reader’s theatre/le théâtre des lecteurs.** An instructional activity in which students adopt the roles of different characters and of a narrator to read a text; or develop scripts based on familiar texts, practise their parts, and then present their rehearsed reading to others.

**reading inventory/l’inventaire des lectures personnelles.** A diagnostic assessment administered to students individually to determine a student’s interests and challenges and to evaluate various aspects of the student’s reading ability.

**reading strategies/les stratégies de lecture.**

Methods used in reading to determine the meaning of a text. Examples are: rereading; substituting an appropriate familiar word for an unfamiliar one; using root words to determine the meaning of unfamiliar words; using previous knowledge to determine meaning; using information from the context to determine meaning; predicting the use of specific words from the context (e.g., in a simple statement, the verb often immediately follows the subject); making inferences; predicting content; confirming or revising predictions; adjusting speed in silent reading according to the purpose of reading or the difficulty of the text; using graphic organizers (e.g., Venn diagrams, story maps); skimming text for information or detail; scanning text to determine the purpose of the text or the type of material; recording key points and organizing them in a sequence; monitoring comprehension.

**revising/la révision.** The making of major changes to the content and/or organization of a draft.

**rhetorical question/la question rhétorique.**

A question asked not for information but for dramatic effect. The answer may be self-evident (e.g., “Ne croyez-vous pas que tous ces enfants malades méritent qu’ on leur procure les soins appropriés?”) or may be provided by the questioner (e.g., “Que faut-il faire? Bon! D’abord on doit...”).

**scaffolding/l’étayage.** Teacher support for student learning and performance that is adapted to the student’s needs. Examples are: simplifying and shortening French texts for reading; speaking in the present tense for beginners; asking students to choose answers from a list or complete a partially finished outline or paragraph; using visual aids to present information and asking students to respond by using graphic organizers, tables, charts, outlines, or graphs; making use of cooperative learning and hands-on learning techniques. Support is gradually withdrawn as students develop the ability to apply newly learned skills and knowledge independently.

**simile/la comparaison.** An explicit comparison in which one thing is likened to something quite different by use of the word *comme*.

**speaking strategies/les stratégies d’expression orale.** A variety of techniques that students can use to help them communicate orally. Examples include: using body language (e.g., gestures, facial expressions, eye contact); adjusting pace, volume, and intonation; practising or rehearsing messages with a peer; consulting anchor charts and word lists for new vocabulary and expressions; recording their speaking, and listening to the recording to improve their delivery; asking questions or rephrasing ideas to clarify meaning; using speaking notes for a presentation or debate. *See also listening strategies.*

**spoken interaction/l’interaction orale.** Active engagement in spontaneous conversations or prepared dialogues to convey a shared message.

**structured interactions/les interactions structurées.** Interactions that follow a predetermined pattern or procedure; for example, interactions in which students ask and answer factual questions, engage in dialogues patterned on a model, or role-play using text they have prepared.

**stylistic elements (literary devices)/les figures de style.** Particular patterns of words, figures of speech, or techniques used in speech or writing to produce specific effects, usually in order to persuade, interest, or impress an audience. Examples include: rhyme, rhythm, repetition, rhetorical question, emphasis, balance, dramatic pause, comparison, contrast, parallel structure, irony, foreshadowing, allusion, analogy, juxtaposition, simile, metaphor, personification, pun, hyperbole, oxymoron, symbolism.

**syntax/la syntaxe.** The predictable structure of a language and the ways in which words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., nouns, verbs, adjectives) and their functions (e.g., subject, object).

**text/le texte.** A means of communication that uses words, graphics, sounds, and/or images, in print, oral, visual, or electronic form, to present information and ideas to an audience.

**text features/les caractéristiques du texte.** The physical or design characteristics of a text that clarify and/or give support to the meaning in the text and/or aid in the presentation of content (e.g., title, table of contents, headings, subheadings, lists, charts, illustrations, diagrams, captions, footnotes, typefaces, bold and italic fonts, colour, index).

**text form/le type de texte.** A category or type of text that has certain defining characteristics. The concept of text forms provides a way for readers and writers to think about the purpose of a text and its intended audience.

**think-pair-share/penser-jumeler-partager.** An instructional strategy in which students individually consider an issue or problem and then discuss their ideas with a partner.

**Venn diagram/le diagramme de Venn.** A diagram formed by two or more overlapping circles. It is used to help students categorize information for written or oral assignments.

**voice/le style.** The style or character of a written piece revealed through the author's use of vocabulary, sentence structure, and imagery, for example, as well as the rhythm of the prose and the mood of the piece as a whole.

**word web/le schéma conceptuel.** A diagram showing the relationships between ideas.

**writing process/le processus d'écriture.** The process involved in producing a polished piece of writing. The writing process comprises several stages, each of which focuses on specific tasks. The main stages of the writing process are: generating ideas; choosing a topic; developing a plan for writing; writing a first draft; reviewing and revising; editing and proofreading; and producing a final copy.

**writing skills/les compétences en écriture.** The skills needed to produce clear and effective writing. Writing skills include: organizing and developing ideas logically; identifying the level of language appropriate to the purpose for writing and the audience being addressed; choosing the form of writing appropriate to the purpose for writing; choosing words, phrases, and structures that are both appropriate for the context and effective in conveying one's message; using language structures and patterns correctly; using correct grammar, spelling, and punctuation; attending to style, tone, and point of view; showing awareness of the audience; revising to improve the development and organization of ideas; editing to improve style and to correct errors in grammar, spelling, and punctuation.

The Ministry of Education wishes to acknowledge the contribution of the many individuals, groups, and organizations that participated in the development and refinement of this curriculum policy document.



Printed on recycled paper

14-047

ISBN 978-1-4606-2448-7 (Print)

ISBN 978-1-4606-2449-4 (PDF)

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