Draft Curriculum
September 2011

This document is a draft revision of the Core French (2001). Teachers should continue to use the Prescribed Learning Outcomes from the existing IRP until this revision is finalized.
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Preface: Using this French Curriculum Document

This French Curriculum Guide provides basic information teachers will require in order to implement the French curriculum. This document supersedes the 5 to 12 Integrated Resource Package for Core French (2001). The information contained in this document is also available on the Internet at www.bced.gov.bc.ca/irp/irp.htm

The following paragraphs provide brief descriptions about the major sections of the document.

The Introduction

The Introduction provides general information about the French Curriculum, including special features and requirements. It also provides a rationale for teaching French in BC schools.

The French Curriculum

The provincially prescribed curriculum for French is structured in terms of curriculum organizers based on the linguistic skills terminology of the Common European Framework of Reference for Languages. These skills-based curriculum organizers are groupings for required learning outcomes that share a common focus. The main body of this document consists of a three-column, multi-page spread for each organizer at each proficiency level. These columns present:

- provincially Required Learning Outcome statements
- suggested Can Do Statements
- suggested proficiency-based Can Do Examples

Required Learning Outcomes

Learning outcome statements are content standards for the provincial education system. Required learning outcomes set out the knowledge, enduring ideas, issues, concepts, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do at each level. Learning outcomes are clearly stated and expressed in terms in measurable or observable terms. Outcome statements have been written to enable teachers to use their experience and professional judgement when planning and assessing. The outcomes are benchmarks that will permit criterion-referenced performance standards. It is expected that actual student performance will vary. Evaluation, reporting, and student placement with respect to these outcomes depend upon the professional judgement of teachers, guided by provincial policy.

Suggested Can Do Statements

The suggested Can Do Statements describe the type of linguistic, structural and socio-cultural knowledge required by the learner at a particular proficiency level in the language they know or are learning. Can Do Statements are positive descriptors that describe concrete tasks or concrete degrees of skills in performing tasks.

Suggested Can Do Examples

The suggested Can Do Examples further clarify the Can Do Statements. These examples are not mandatory but are provided to indicate the type of performance for a learner to fully meet the learning outcomes.

Common European Framework of Reference for Languages

The Common European Framework of Reference for Languages (CEFR) has been created from more than 30 years work on language teaching, learning, and assessment developed by the Council of Europe. The intent of the Framework is to provide a common basis for defining language proficiency among the member countries of the Council of Europe. The Framework has international currency and has been made available for use in other countries that may wish to use it as a framework for curriculum development and assessment. It is expected that the content specifications will differ according to the target language and the context of the learning, and that methodology will vary with pedagogic culture (New Canadian Perspectives: Proposal for a Common Framework of Reference for Languages for Canada, pp. 21).

New Curriculum Features

- Curriculum based on the document, the Common European Framework of Reference for Languages
- Proficiency-based curriculum, based on levels
- Skills-based organizers
- Use of proficiency levels instead of grade levels
- CEFR proficiency scales
- Can Do Statements and Can Do Examples to support both teacher assessment and learner self-assessment
- Suggested delivery models based on proficiency levels
- Inclusion of overview pages for each proficiency level
**Preface: Using this French Curriculum Document**

- Multi-page charts of Required Learning Outcomes, Suggested Can Do Statements, Can Do Examples, and Communicative Competencies for each proficiency level
- Cultural Connections chart for each proficiency level
- Language-learning Strategies Chart for each proficiency level
This French Curriculum Guide provides Required Learning Outcomes, Can Do Statements, and Can Do Examples. It sets out the provincially required outcomes for French language education, based on proficiency levels rather than grades.

Languages are a required area of study, described as “second languages” in the Required Areas of Study in an Educational Program Order, with rationale and direction provided in the Language Education Policy.

The goal is for learners of French as a required area of study is to complete a minimum of Level A1.2 as defined in this guide. Completing Level A1.2 will allow learners to develop basic proficiency in listening, reading and viewing, speaking, and writing and to function in very familiar situations. Boards of Education must offer programs of sufficient duration and intensity to enable learners to meet these goals.

The study of French language and culture is intended to enable learners to communicate purposefully in French and to provide opportunities for students to develop an openness to cultural diversity. The development of this curriculum document has been guided by and incorporates the following principles of learning:

• Learning requires the active participation of the learner.
• People learn in a variety of ways and at different rates.
• Learning is both an individual and a group process.

Rationale

In Canada, where one quarter of the population comprises speakers of French, one of Canada’s two official languages, BC students who learn French benefit in many ways.

Communicative competence in French:

• expands national and international career opportunities in fields such as global commerce, hospitality, tourism, technology, and diplomatic and non-governmental organizations
• enhances both academic and intellectual potential in areas such as first and other second language skills as well as in mathematical skills, and helps to build divergent thinking ability, memory ability, and attention span
• increases awareness of one’s own culture and encourages the development of positive attitudes toward Francophone and other cultural groups

Society as a whole benefits from having citizens who are proficient in a variety of languages.

The Communicative-Experiential Approach

The French curriculum supports what is commonly referred to as the communicative-experiential approach in which the focus of learning is the purposeful use of language to perform real-life tasks through listening, speaking, reading, viewing and writing while being aware of what is culturally and linguistically appropriate. This approach is guided by an educational philosophy that includes the following principles:

• language learning should emulate authentic language use, to the greatest degree possible
• the goal of language learning is using the language rather than knowing about the language
• language learning is not additively sequential but recursive and paced differently at various stages of acquisition
• language learning is not the accumulation of perfectly mastered elements of grammar and vocabulary; thus, learner errors are to be expected
• language proficiency involves both comprehension and production; comprehension abilities tend to precede and exceed productive abilities
• language is inextricably bound to culture; language use requires an understanding of the cultural context in which communication takes place
• language learning is complex; instruction takes into account individual learning styles and rates, and also attends to teaching process strategies for successful learning
• the ability to perform with language is facilitated when students actively engage in meaningful, authentic, and purposeful language-learning tasks
• assessment reflects instructional goals and is based on performance
• technology and textbook materials play support roles for language-learning goals; they should not determine the curriculum

(Adapted from “Teaching and Learning K-12 Authentic Instruction Communication” Section 7.9, ASCD Curriculum Handbook, September 1994.)
INRODUCTION

THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES (CEFR)

The work of the Council of Europe in its document entitled the Common European Framework of Reference for Languages (CEFR) guided this revision of British Columbia’s French curriculum. The importance of the CEFR framework is due to its provision of a comprehensive, transparent, and coherent account of language competencies. Developed from over 30 years of work on language teaching, learning, and assessment by the Council of Europe, it defines levels of language proficiency along three broad levels of linguistic competence: Basic, Independent, and Proficient. These broad bands are further broken down into six broad levels of performance against which progress in language learning can be measured. This framework of reference has been recommended as a common basis for describing and measuring language proficiency across Canada (Laurens Vandergrif, New Canadian Perspectives: Proposal for a Common Framework of Reference for Languages for Canada, 2006).

Learners’ language performance is expressed in the CEFR by “Can Do” statements, which can be used with teacher-based as well as learner-based assessment. The various proficiency scales in the CEFR were created by means of a rigorous validation process to ensure the fit of each descriptor with its level.

The CEFR approach of equally valuing all languages, skills, all levels of proficiency, and all forms of assessment, as well as its positive “Can Do” descriptions of learning, its recognition of the interwoven nature of language and culture and its support for life-long learning are all consistent with British Columbia’s goals for learners of French.

The skills (listening, reading and viewing, spoken interaction, spoken production and writing) are taught and learned in an integrated, holistic manner. Can Do Statements and Can Do Examples serve as guides, rather than sequential or lock-step lists of isolated tasks.

The Council of Ministers of Education Canada (CMEC) has also reviewed the applicability of the CEFR in the Canadian context and the potential for a common framework for languages to inform learners, teachers, policy makers, and others on a variety of matters related to language learning. CMEC has produced Working with the Common European Framework of Reference for Languages (CEFR) in the Canadian Context: Guide for policy-makers and curriculum designers.

More than 40 British Columbia teachers reviewed the CEFR during the ministry’s summer language institute in 2008 and confirmed the value of the CEFR in relation to Japanese, Mandarin Chinese, and Punjabi, as well as French, German, and Spanish curricula.

The CEFR has supported the development of an assessment tool called the European Language Portfolio (ELP). Both a reporting and a pedagogical tool, it can be used by learners to document proficiency in their first and all other languages learned. The ELP model consists of three components:

- a language passport detailing language experiences and qualifications referenced against the CEFR
- a language biography describing experiences in each language designed to assist the learner in planning and reflecting on his or her learning and to assess progress toward goals set by the learner
- a dossier containing a selection of work that best represents the learner’s proficiency

A copy of the CEFR “Can Do” self-assessment grid, information about the European Language Portfolio, and a sample language passport can all be found in the Appendix sections of this document.

British Columbia’s French curriculum retains the essentials of the communicative-experiential approach. What is new is the use of proficiency levels instead of grade levels to determine when learners have successfully mastered the Required Learning Outcomes. The use of proficiency levels in this guide are aligned with those in the CEFR. The use of proficiency levels supports the concept of “personalized learning” by means of which people learn in a variety of ways and at different rates enabling all learners to get the most out of their years in school and to leave school with the skills they need for work or further learning.
LITERACY AND LANGUAGE LEARNING

The goal of a French second language program is for students to comprehend and use language in a variety of modes and contexts. This is also key to developing literacy, defined by the Expert Panel on Literacy, Ontario (2004) as the “ability to use language and images in rich and varied forms to read, write, listen, speak, view, represent, and think critically about ideas...to share information, to interact with others, and to make meaning” (p. 5).

Literacy today involves being able to understand and process oral, written, electronic, and multi-media forms of communication that are referred to as texts. Texts are no longer limited to print on paper but now also comprise audio, electronic, graphic, and multi-media formats. Whereas an audio text was once hearing the teacher speak French or listening to an audio recording, students now also listen to radio broadcasts, online conversations, announcements, ads, etc. The same multiplicity of format and media applies to the other receptive skills of reading and viewing. This rich variety sparks equally diverse forms of production and interaction as students are encouraged to speak and write about (or represent through other means) what they are learning.

Research shows that students become more effective communicators in a first or second language when they spend time listening to, viewing and reading texts rather than participating in less communicative or inauthentic tasks such as drills, worksheets, and decontextualized activities. An approach that supports students in understanding and using texts in French mirrors the best practices in Language Arts. The first step is developing oral language to explore prior experiences, make personal links and begin to talk about topics of interest. Then, students are engaged in meaningful tasks that are cognitively challenging yet linguistically possible to execute in French. If teachers make explicit some of the literacy skills and strategies that they and their students are using, such as examining text features, using visual and other cues, and noticing language forms, a reciprocal transfer can be made between first- and second-language learning (Cummins, 1981), thus contributing to literacy development in both languages.

USING THE FRENCH CURRICULUM GUIDE

This French Curriculum Guide includes Required Learning Outcomes, Can Do Statements, Can Do Examples, and Comunicative Competencies. A preface, introduction, and a set of appendices provide additional information for teachers and others, such as district level personnel.

CURRICULUM ORGANIZERS

The curriculum is built on the five major skills reflected in the Common European Framework of Reference:
• Listening
• Reading and Viewing
• Spoken Interaction
• Spoken Production
• Writing

These organizers are used to group all aspects of the French curriculum. Required Learning Outcomes and Suggested Can Do Statements supported by target language Can Do Examples are provided at each level. Reception processes (listening, reading and viewing) are an essential part of both production and interaction processes (speaking, writing).

CULTURE

Because language and culture are intertwined, socio-cultural and linguistic goals are interrelated throughout a communicative-experiential French program, as suggested in many of the Can Do examples. Communication in French means that learners must be presented with opportunities to realize that listening, reading and viewing, speaking, and writing in French involve more than simply conveying or understanding the same message in the same way, using different words. Being proficient in French requires an understanding of gestures as well as words; of indirect messages as well as direct messages; of customs, facial expressions, voice, tone, cultural context, and way of life.

DOCUMENT ORGANIZATION

• Preface
• Introduction
• French Language Section
• Appendices
French Language Section Organization

- **Cultural Connections Chart**
  The French language section is preceded by a Cultural Connections Chart which lists possible cultural topics that provide for the integration of cultural content and context into the language-learning opportunities.

- **Language-learning Strategies Chart**
  Following the Cultural Connections Chart, the Language-learning Strategies Chart provides a repertoire of cumulative strategies for each proficiency level.

- **Proficiency Level Overview Pages**
  Each proficiency level is preceded by an overview page consisting of the language-learning context for the level in question, Required Learning Outcomes, Communicative Competencies, culture and the curriculum, possible cultural topics, and language-learning strategies.

- **Curriculum Content Pages**
  The overview page is followed by three-column multi-page charts that give the Required Learning Outcomes, Suggested Can Do Statements and Can Do Examples, which illustrate the type and level of language proficiency learners are expected to meet. A communicative competency chart that supports the Required Learning Outcome is also provided.

Definition of Terms in the Overview and Curriculum Content Pages

**Proficiency Level Context** – This context statement provides an overview of the type of learning and demonstration of skills, attitudes, and language-learning strategies that form the basis of the work at the proficiency level in question.

**Required Learning Outcomes** – The Required Learning Outcomes are the broad content standards for the French curriculum. These outcomes are expressed as tasks to be performed rather than language items to be mastered. Each Required Learning Outcome comprises the following five elements:

- **Action**: What does the learner have to do (e.g., identify, recognize, understand)?

- **Level of Understanding**: To what degree does the learner perform (e.g., targeted information, key points, main ideas)?

- **Source**: What is the format, including length/quantity (e.g., transmitted texts, spoken texts, interactions, correspondence)?

- **Restrictions**: What conditions apply? What supports are needed to enable learners to perform the task (e.g., slowly, clearly articulated, supported by pauses, repetition)?

- **Setting**: In what situation/context is the language used (e.g., familiar to unfamiliar; concrete to abstract)?

**Suggested Can Do Statements** – These statements describe the type of linguistic, structural and socio-cultural knowledge required by the learner at a particular proficiency level in the language they know or are learning. Can Do Statements are positive descriptors that describe concrete tasks or concrete degrees of skills in performing tasks.

**Suggested Can Do Examples** – The Can Do Examples further clarify the Can Do Statements. These examples are not mandatory nor are they exhaustive, but are provided to illustrate the performance of a learner who fully meets the learning outcomes.

**Communicative Competencies** – These competencies support the Required Learning Outcome for each skill at each proficiency level and include, depending upon the skill and level: range of language, cues to determine meaning, accuracy, pronunciation, intonation, and fluency.

**Culture and the Curriculum** – The cultural aspects have been selected with the Required Learning Outcomes and Suggested Can Do Statements and Can Do Examples in mind to enable teachers to seamlessly weave together the study of culture and language at the various proficiency levels.

**Language-learning Strategies** – Research shows that language-learning strategies are an essential part of language learning. When students apply a range of strategies to their language learning, they are better able to understand information, clarify and negotiate meaning, and communicate more effectively.
Introduction

Proficiency Level Statements and Expectations

The CEFR uses six proficiency levels, A1, A2, B1, B2, C1 and C2. A proficiency statement describes the level of language proficiency that learners are expected to achieve at each stage of the following progression of language development:

- A1 and A2: Basic User
  (A1 - Breakthrough; A2 - Waystage)
- B1 and B2: Independent User
  (B1 - Threshold; B2 - Vantage)
- C1 and C2: Proficient User
  (C1 - Effective Operational Proficiency; C2 - Mastery)

The BC curriculum is based on the first three levels of the Framework, A1, A2 and B1. These levels have been subdivided to provide greater incentive for learners to continue with their language study because they can perceive their progress on the proficiency scale. In addition, the subdivisions will facilitate classroom organization and delivery of instruction at the school level.

In the British Columbia French Curriculum Guide there are six proficiency levels – A1.1, A1.2, A2.1, A2.2, B1.1, B1.2. Each proficiency level represents a significant level of achievement in the language. The learning in one level subsumes learning in previous levels, so more advanced levels require increasing amount of time and effort to achieve.

In British Columbia, the goal for learners who study French for a minimum of the required program is successful completion of Level A1.2 for all five skills, although some learners may be able to progress further. The length of time to achieve Level A1.2 will depend upon the age of the learner when beginning language study, the learner’s linguistic background, as well as the learner’s engagement with the language and attitude toward learning. Boards are encouraged to offer programs that are designed to enable learners to continue their study of French after they meet the minimum expectations.

Bilingual and immersion language programs take learners well beyond the minimum expected levels. Individual learners with prior learning experience in French, and who can demonstrate their proficiency, should be placed in levels above their grade cohort. The expected levels of proficiency have been based on the fact that English is the primary language of instruction of learners other than those enrolled in an immersion program or a francophone Education Authority.

Ministry-approved External Credentials such as Advanced Placement, International Baccalaureate, or international proficiency-based examinations such as the DELF (French language test), which successfully undertaken, grant BC Graduation Program credit and international currency to learners who reach specific levels of proficiency in French. For a list of external language exams specific to French, please visit the Course Registry at www.bced.gov.bc.ca/datacollections/course_registry_web_search

For learners whose competencies exceed the expected levels of proficiency, the CEFR assessment grids (Appendices B and C) give an indicator of the level of proficiency learners could achieve if they continue their study of French. Learners who reach these higher levels of achievement will be able to receive credit towards graduation for their learning.

Boards of Education may refer to the outcomes in the assessment grids (Appendix B), as well as to the External Credentials section of the Course Registry to offer or create courses or individual learning opportunities that go beyond those provided in this curriculum document. Boards should refer to alternatives for instructional delivery, such as distributed learning (or dual credit post-secondary courses for senior secondary students) for learners who wish to pursue study of French not offered in a specific school or district.

Aligning Proficiency Levels with Grade Structures

Most students in the BC school system will begin French in elementary school. Those who have prior learning experience with French will have the opportunity to deepen their experience in the language.

As students begin secondary school, they may be completing their required period of study of French. At this point, many students may decide to continue their study of French. Some may begin study of a different language. During the Graduation Programs years, Grades 10 to 12, students earn credits for completing specific courses to which course codes are assigned and credits earned are reported, according to ministry procedures.
The concept of proficiency levels is consistent with learner autonomy and life-long learning. School-aged learners, however, need structure and guidance; schools provide that sense of structure by organizing learners into age-appropriate ability cohorts and teachers provide the guidance required as students develop into autonomous learners.

**LANGUAGE-LEARNING TIMEFRAMES**

*Time and intensity are features of successful language education programs.* The specific language that learners study as well as prior knowledge of the language will determine the amount of time required to achieve Level A1.2. Younger learners will normally take longer to complete the A1.2 level of proficiency than older learners who are cognitively more ready for some of the linguistic concepts. It will be common for learners in elementary school who have not been exposed to the language to remain in Level A1.1 for an extended period of time. Even secondary students may require more than one year to progress from one level to the next. The diagram at right represents the fact that language learning is recursive and that middle and upper levels of proficiency are progressively broader and deeper and will take learners proportionately longer to reach and complete.

Different languages will require additional time spent on certain skills. For example, a secondary Mandarin program may emphasize different communicative modalities in order to achieve A2.2 proficiency in listening and speaking, A2.1 proficiency in reading and A1.2 proficiency in writing.

In order to facilitate planning and delivery of language instruction in the BC School System, the proficiency levels have been subdivided. Not all learners will reach the same level of proficiency in all five skills at the same time; individual levels of learning should be accommodated in order to help learners reach the highest levels of proficiency possible, in as many skills as possible.

*Language learning is recursive and middle and upper levels of proficiency are progressively broader and deeper and will take learners proportionately longer to reach and complete.*
In Introduction

Four-Year Mandated Elementary and Middle School Program

The program of French language instruction will be designed to enable learners to reach the end of the A1.2 proficiency level after four years of instruction. Some students may achieve A1.2 proficiency in fewer than four years; others may take longer. Once learners have reached the specified level of proficiency for the required years of study, they may choose to continue the study of French or begin to study a different language.

Boards of Education select the language or languages to meet the required areas of study legislation.

Placement

Some learners, due to their background or exceptional ability, may be ready for more advanced learning. For example, if a Grade 8 student has demonstrated an exceptionally high level of proficiency in French, the teachers, parents, and students will need to consider placement alternatives such as moving to a higher proficiency level, or allowing the student to remain with peers but being taught more advanced French language skills.

The Choice of Language Study

Boards of Education may provide the required and optional programs of study in ministry-approved languages other than French, German, Japanese, Mandarin Chinese, Punjabi, or Spanish. A number of Aboriginal languages and other languages have been approved according to ministry policy, following the Languages Template process. The approved curriculum documents for these languages remain in effect.

Individual secondary students who have reached expected levels of proficiency in a language other than French, German, Japanese, Mandarin Chinese, Punjabi, Spanish, or other ministry-approved language may demonstrate competency in a wide variety of languages through External Credentials.

Boards of Education are encouraged to facilitate language-learning opportunities for individual students who have had significant prior language learning experiences and who wish to continue learning the language. Schools that do not offer instruction in the particular language the student wishes to continue studying should explore alternatives including distributed learning or community-based learning in order to meet the learner’s needs and interests.

British Columbia’s Diverse Student Population

British Columbia’s students bring a rich variety of languages and cultures to the classroom. Aboriginal students have traditional languages. Many students are recent immigrants or have learned a heritage language at home. Other students have acquired language skills in one or more languages through contact in their communities or abroad. This prior linguistic knowledge is a part of who the student is. Validation of the student’s ability in the language reflects the belief that all language learning is important and is a life-long endeavour. The ability of school districts to offer the study of languages, the policy for placement, and the recognition of languages through External Credentials provide maximum flexibility for meeting the needs of language learners.

Integration with Other Curricula

Many opportunities open up for integration with other curricula when teachers and learners see the target language as a practical means of communication and not just a narrow field of language study. The Required Learning Outcomes are deliberately open-ended in nature to encourage teachers and learners to make links to other areas of study through activities such as job interviews, mapping, graphing, music, art, and current events. In secondary schools, teachers could make efficient use of this open-endedness through joint planning and joint assessment tasks. Integration in the elementary classroom is easier and may begin with daily routines and procedures conducted in the target language. In this way, learners will see the target language as a useful means of expression.

Assessment

Assessment is the systematic process of gathering information about students’ learning in order to describe what they know, what they are able to do, and what they are working toward.

From the evidence and information collected in assessments, teachers describe each student’s learning and performance. They use this information to provide learners with ongoing feedback, plan further
INSTRUCTION

instructional and learning activities, set subsequent goals, and determine areas for further instruction and intervention.

Teachers determine the purpose, aspects, or attributes of learning on which to focus assessment. They also decide when to collect evidence and which assessment methods, tools, or techniques are most appropriate.

Assessment focuses on the critical or significant aspects of the learning that learners will be asked to demonstrate. Learners benefit when they clearly understand the learning goals and learning expectations.

Evaluation involves interpreting assessment information in order to make further decisions (e.g., set student goals, make curricular decisions, and plan instruction).

Teachers evaluate student performance from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria, to make judgements about student performance in relation to learning outcomes.

Learners benefit when teachers assess learning on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgement, it shows learners their strengths and suggests how they can develop further. Learners can use this information to redirect efforts, make plans, and establish future learning goals.

ASSESSMENT IN FRENCH

Since language is acquired in a spiraling and recursive process, learners will thrive in a stimulating environment where risk-taking is nurtured and errors are viewed as a natural and informative part of language development. When learners understand the role of errors, they are able to make confident decisions about when to take risks and when to edit for accuracy.

Self-assessment is powerful and complements autonomous, life-long learning. Teacher-directed assessment for and of learning helps students reach milestones and goals.

Assessment of learning, as reflected on students’ report cards, should be based on the combination of the Required Learning Outcomes for each proficiency level. Student performance will be reported to parents/ guardians consistent with the Student Progress Report Order and the Provincial Letter Grades Order.

Proficiency which meets individual Required Learning Outcomes may be documented in anecdotal comments on report cards by using tools such as the Language Passport and used in conjunction with the Can Do Statements and Can Do Examples may prove helpful in describing learners’ achievements.

EXEMPTIONS FROM THE REQUIRED AREAS OF STUDY

Ministry of Education policy states that all learners must study a second language as part of their educational program. Boards of Education will offer language programs that enable BC learners to be proficient at the A1.2 level, at a minimum. In most cases four years of study will be required to complete the level A1.2.

Students with sufficient prior learning experience or those who have progressed more rapidly than their peers and who can demonstrate that they have met the A1.2 level of proficiency in less than four years, may continue their learning in the language or begin the study of a different language.

An individual student may be exempted from studying a second language only if the student is identified as a student with specific special needs that would prevent him or her from attaining the Required Learning Outcomes for second language learning set out in this curriculum guide.

For additional information, please see the Language Education Policy.

STUDENTS WITH SPECIAL NEEDS AND SECOND LANGUAGE STUDY

Although ministry policy states that students may be exempted from second language study because of specific special needs, not all students who have been identified as having special needs should be exempted. Second language study may actually enhance first-language development for some learners.

Students with a wide range of special needs could successfully participate in second language learning because of the focus on the communicative-experiential approach. Teachers may need to adapt instructional strategies as well as assessment and evaluation methods for some students. For example, learners with sensory...
impairments may need amplification or additional
description to “view” images.

Decisions to exempt a student from taking a second
language should be made only after considering
assessment information about the student’s cognitive,
sensory, or physical disabilities.

When an individual student is exempted due to
special needs, the exemption must be documented
as part of the Individual Education Plan (IEP). For
example, students who are deaf might have difficulty
with aural/oral sections of second language learning.
Students who are experiencing difficulty establishing
communication might concentrate on developing
an alternative communication system such as Bliss
symbols or voice-activated technology. Students with
language-processing disabilities may have difficulties
that preclude second language study. Such exemptions
should include consultation with parents or guardians
as part of the IEP process.

For information on adaptive strategies to assist
students with special needs in the language classroom,
please see Appendix A.

**ESL Students and Second Language Study**

Students receiving English as a Second Language
support are not exempt from studying a language
other than English. In many cases, these students will
benefit from, and be able to develop high levels of
proficiency, by studying a language with which they
already have prior learning experience.

If students for whom English is a second language
study another language in with which they have little
or no prior learning experience in addition to their
ESL studies, teachers will need to be sensitive to
the varying rates at which these students develop
communication skills. ESL students are likely to
benefit from teacher modeling of expectations,
real-life applications, direct instruction, incremental
introduction of language-learning skills, frequent
review, and use of graphic organizers (key visuals).
Second language teachers are encouraged to use a
wide range of appropriate adaptations to instruction
and assessment to meet the needs of individual
students. When teachers provide instruction in the
target language, ESL students are placed on an equal
footing with their classmates.

**Alternative Delivery Policy**

The Alternative Delivery Policy does not apply to
the French Elementary-Secondary Curriculum
Guide. The Alternative Delivery policy applies only to
the learning expectations (i.e., the Prescribed Learning Outcomes) contained in the Health curriculum
organizer of the following provincial curricula:

- Health and Career Education K to 7
- Health and Career Education 8 and 9
- Planning 10

For more information about policy relating to
alternative delivery, refer to the Ministry of
Education policy website:
www.bced.gov.bc.ca/policy/

**Learning Resource Information**

The fundamental aim of the French curriculum is to
enable learners to communicate in the target language.
The curriculum document advocates the purposeful
use of the language to perform real-life tasks through
listening, reading, speaking, and writing while being
aware of what is culturally and linguistically
appropriate. The kinds of learning resources students
use while learning the language are vital to achieving
this aim and implementing this approach.

In order to help learners achieve communication goals
and carry out real-life tasks while learning the target
language, learning resources should include authentic
materials that reflect the language at work in daily life.
The term *realia* is often used to describe such resources,
which could include newspapers, magazines,
websites, information about entertainment, business,
employment, food, holidays and celebrations, and
artwork and artifacts reflecting the culture of the target
language. Community resource people and events
can enhance language acquisition and provide
opportunities to communicate in the target language.

**Resource Selection**

Although not specifically geared to CEFR proficiency
levels or this curriculum guide, many of the
communicative-experiential resources that teachers
presently use will be of use to address individual
learning outcomes or clusters of learning outcomes.
INTRODUCTION

Learning resources for French previously evaluated and approved by the Ministry of Education continue to be approved. Teachers may decide which of these resources are most appropriate for learners of a specific age, at a specific French language proficiency level.

Newly developed or identified learning resources may be used after district or Educational Resource Acquisition Centre (ERAC) review and approval.

APPENDICES
A. Adaptive Strategies to Assist Learners with Special Needs in the Second Classroom
B. Common European Framework of Reference Self-assessment Grid
C. Common European Framework of Reference Global Scale
D. Common European Framework of Reference Language Portfolios
E. Sample Language Passport and Global Assessment Grid
F. Links to External Websites and Print Materials

REFERENCES

For information on the Language Education Policy, go to www.bced.gov.bc.ca/policy/policies/language_educ.htm
For added information on implementing this curriculum document, go to www.bced.gov.bc.ca/irp/imp_sched.htm
The following suggested cultural aspects provide minimal cultural content. They have been selected with the Prescribed Learning Outcomes in mind for Levels A1, A2, and B1 and to enable teachers to weave the study of culture and language seamlessly together. These cultural connections can also be dealt with in a more in-depth manner at various levels. Teachers are encouraged to select Suggested Cultural Connections from other levels according to the interests of the learners and to add additional current and relevant cultural information not only about the French-speaking/Francophone areas of Canada, but also about other French-speaking countries in La Francophonie.

<table>
<thead>
<tr>
<th>Level A1.1</th>
<th>Level A1.2</th>
<th>Level A2.1</th>
<th>Level A2.2</th>
<th>Level B1.1</th>
<th>Level B1.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Canada’s official languages</td>
<td>• Benefits of knowing more than one language</td>
<td>• Canada’s official founding nations and First Nations and Métis</td>
<td>• Contributions of prominent French-speaking people</td>
<td>• La Francophonie in Canada</td>
<td>• La Francophonie in the world</td>
</tr>
<tr>
<td>• Major French-speaking areas in Canada</td>
<td>• French in learners’ daily lives (e.g., signs and labels, radio and television, newspapers, magazines)</td>
<td>• Food and restaurants in French-speaking countries</td>
<td>• Significant landmarks in French-speaking countries</td>
<td>• The French language in France and Europe</td>
<td>• The French language in Africa</td>
</tr>
<tr>
<td>• French-speaking populations and culture in BC</td>
<td>• Sports and leisure in French-speaking regions</td>
<td>• Holidays and celebrations in French-speaking countries</td>
<td>• Shopping in French-speaking countries</td>
<td>• Family life in French-speaking countries</td>
<td>• Youth: legal rights and responsibilities in French-speaking countries</td>
</tr>
<tr>
<td>• School life in French-speaking regions</td>
<td>• French-language pop music</td>
<td>• Activities and interests of young people in French-speaking countries</td>
<td>• Travel in French-speaking countries</td>
<td>• Well-known historical figures in a French-speaking country</td>
<td>• Contemporary social issues in French-speaking countries</td>
</tr>
<tr>
<td>• French songs and the national anthem</td>
<td>• Celebrations and customs of French-speaking cultures</td>
<td>• French language usage in Canada</td>
<td>• Appropriate language, expressions, and behaviours to suit cultural context</td>
<td>• Living in a French-speaking country</td>
<td>• Significant events in France or French-speaking countries, present or past</td>
</tr>
<tr>
<td>• Formal and informal forms of address and appropriate body language in social situations</td>
<td>• Visual arts, music, dance, and simplified, authentic texts from French-speaking countries</td>
<td>• Visual arts, music, dance, and simplified, authentic texts from French-speaking countries</td>
<td>• Popular culture in French-speaking countries</td>
<td>• Educational opportunities in French-speaking countries</td>
<td>• Role of literature in French-speaking countries</td>
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<td></td>
<td></td>
<td>• Visual arts, music, dance, and adapted authentic texts from French-speaking countries</td>
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<td></td>
<td>• Visual arts, music, dance, sculpture, architecture, and linguistically appropriate authentic texts from French-speaking countries</td>
</tr>
</tbody>
</table>
Learners are encouraged to develop and apply a repertoire of cumulative language-learning strategies to support communication in French.

<table>
<thead>
<tr>
<th>Level A 1.1 ↔</th>
<th>Level A 1.2 ↔</th>
<th>Level A 2.1 ↔</th>
<th>Level A 2.2 ↔</th>
<th>Level B 1.1 ↔</th>
<th>Level B 1.2</th>
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</thead>
<tbody>
<tr>
<td>• Recognize cognates</td>
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<tr>
<td>• Use visual aids, actions, lists, and graphic organizers</td>
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<tr>
<td>• Use visual and context clues to guess meaning</td>
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<tr>
<td>• Use repetition, alone or with others, to practise and reinforce new language</td>
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<tr>
<td>• Record ideas or expressions with visual images and symbols</td>
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<tr>
<td>• Derive meaning by listening attentively to key ideas and participating fully in activities</td>
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<tr>
<td>• Use formulaic phrases, including greetings and expressions of politeness</td>
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<tr>
<td>• Actively seek help by asking for clarification and repetition</td>
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<tr>
<td>• Connect new topics to personal experience</td>
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<tr>
<td>• Develop word bank of useful expressions to aid in more spontaneous communication</td>
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<tr>
<td>• Use prior knowledge of a topic to predict meaning</td>
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<tr>
<td>• Recognize known French words and cognates in new contexts</td>
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<tr>
<td>• Ask for specific words in French, if necessary, while continuing communication</td>
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<tr>
<td>• Listen to and practise pronunciation of the written word</td>
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<tr>
<td>• Group new items into categories that are personally meaningful</td>
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<tr>
<td>• Self-evaluate progress by comparison with earlier performance or against personal goals</td>
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<tr>
<td>• Continue to develop word bank of useful expressions to aid in more spontaneous communication</td>
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<tr>
<td>• Recognize and use common patterns</td>
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<tr>
<td>• Adjust the message in order to use known expressions and vocabulary</td>
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<tr>
<td>• Use word webbing charts, tables, and other graphic organizers to support oral and written expression</td>
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<tr>
<td>• Listen, view, or read selectively to focus on key information</td>
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<tr>
<td>• Tolerate ambiguity of meaning when unable to understand fully</td>
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<tr>
<td>• Use a variety of writing processes to convey personal meaning</td>
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<tr>
<td>• Plan ahead for communicative activities by anticipating language and resource needs</td>
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<tr>
<td>• Reflect on learning by recording personal goals, successful strategies, and new vocabulary and phrases</td>
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<tr>
<td>• Continue to develop word bank of useful expressions to aid in more spontaneous communication</td>
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<tr>
<td>• Transfer and adapt known structures to convey meaning in new contexts</td>
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<tr>
<td>• Take risks with the language to extend language boundaries</td>
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<tr>
<td>• Use a variety of reference material, including dictionaries, for comprehension and production</td>
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<tr>
<td>• Set personal goals in language skills and monitor their progress</td>
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<tr>
<td>• Use internalized expressions to support authenticity in spontaneous oral conversations</td>
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<tr>
<td>• Rephrase in French to compensate for unknown expressions</td>
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<tr>
<td>• Make personal notes to use as a reference for oral and written productions</td>
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<tr>
<td>• Actively review common, useful expressions and patterns to refine communication</td>
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<tr>
<td>• Self-monitor and correct recurring or significant errors in communication</td>
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<td>• Use a variety of expressions to refute arguments and to show emotional engagement in conversations or discussion</td>
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<tr>
<td>• Negotiate meaning by using questions in French and other techniques for clarification</td>
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<tr>
<td>• Summarize information in oral, graphic, and written form</td>
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<tr>
<td>• Use dictionaries and other reference materials for clarity of comprehension and expression</td>
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<tr>
<td>• Seek out and create practice opportunities in and outside the classroom</td>
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<tr>
<td>• Use a variety of expressions to analyse and compare and to express empathy in conversational situations</td>
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</tbody>
</table>
Level A1.1 Required Learning Outcomes

Listening
- Learners can identify, with support, key information in short, simple, very slowly and carefully articulated texts containing very familiar language about common, everyday situations

Reading and Viewing
- Learners can identify, with support, key information in simple texts containing very familiar language about common, everyday situations

Spoken Interaction
- Learners can participate, with support, in very simple interactions about very common everyday situations

Spoken Production
- Learners can present or read aloud, with support, using simple rehearsed statements about common everyday situations

Writing
- Learners can write very short, simple statements using very familiar language about common everyday situations, supported by models

Level A1.1 Communicative Competencies

Listening
Use a range of language
- understand texts containing a very limited repertoire of words and simple phrases related to very familiar topics
Use cues to make meaning
- derive meaning (key information) when listening to very short, simple texts about very familiar topics

Reading and Viewing
Use a range of language
- understand texts containing a very limited repertoire of words and simple phrases related to very familiar topics and supported by visuals
Use cues to make meaning
- derive meaning when exploring very short texts about very familiar topics

Spoken Interaction
Speak using a range of language
- use a very limited repertoire of words and simple structures to participate orally in interactions about very familiar topics
Speak with accuracy
- use learned words and structures to talk about very familiar topics with accuracy

Spoken Production
Speak using a range of language
- use a very limited repertoire of words and simple structures to talk about very familiar topics
Speak with accuracy
- use learned words and structures to talk about very familiar topics with accuracy

Producing Oral Language
- say very familiar words and phrases with a level of pronunciation and intonation sufficient for others to understand (with some effort)
- speak with very limited fluency (with frequent pauses)

Writing
Write using a range of language
- use a very limited repertoire of words and simple structures to write about familiar topics
Write with accuracy
- use learned words and structures about very familiar topics with accuracy

Proficiency Level Context
For some learners, this may be their first exposure to a second language. For others, it may be their second or third exposure to a new language. Learners have the opportunity to hear, repeat, and respond to French in spoken, transmitted, written, and viewed forms using visual aids as well as gestures to assist in understanding. The key is using French to perform real-life tasks and to get things done.

Learners identify strategies used in English Language Arts and learn to transfer these strategies to help them in their learning and understanding of French. At this level, writing consists of reproducing and transforming modeled languages, such as words and sentences that may be supported with pictorial representations.

Learners are encouraged to respond through drawing, acting, singing, and using simple language.

Culture and the Curriculum
Every language and its culture are intertwined. Language use requires an understanding of the cultural context in which the communication takes place, but at this level learner exposure to culture occurs primarily by means of topics chosen by the teacher to support the language learning.

Learners participate in a variety of cultural experiences based on their own heritage as well as francophone culture in Canada and show their understanding in graphic and visual forms.

Possible Cultural Topics
- Canada's official languages
- Major French-speaking areas in Canada
- French-speaking populations and culture in BC
- School life in French speaking regions
- French songs and national anthem
- Formal and informal forms of address and greetings (e.g., shaking hands, kissing on both cheeks, body language)

Language-learning Strategies
Language-learning strategies support communication in the multiple skills of language learning. Learners are encouraged to develop a repertoire of cumulative strategies to support their learning.

- Recognize cognates
- Use visual aids, action lists, and graphic organizers
- Use visual and context clues to guess meaning
- Use repetition, alone or with others, to practise and reinforce new languages
- Record ideas or expressions with visual images and symbols
- Derive meaning by listening attentively to key words and phrases and participating fully in activities
- Use formulaic phrases, including greetings and expression of politeness
- Actively seek help by asking for clarification and repetition
- Connect new topics to personal experience
- Develop word bank of useful expressions to aid in communication
### Required Learning Outcome

Learners can:

- identify, with support, key information in short, simple, very slowly and carefully articulated texts containing very familiar language about common, everyday situations

### Suggested Can Do Statements

**Learners can:**

#### Listen to conversations

- identify key information in slow, clear conversations

#### Listen to instructions, directions, and announcements

- identify key information in very short, simple instructions, directions, and announcements delivered in very slow, clear speech

### Suggested Can Do Examples

*(Examples are not exhaustive; they are intended to show the level of language and some topics that the learner may experience and on which he or she may be assessed by the end of Level A1.1. Full length and breadth of text are not always represented.)*

- **Listen to conversations**
  - Tu aimes le baseball? Non, je préfère la natation. / Est-ce que tu as un animal? Oui, j'ai un chien.

- **Listen to instructions, directions, and announcements**
  - Sortez un stylo s'il vous plaît. Tournez à la page douze. Fermez vos livres. Répète s'il te plait.
  - Où est ton crayon? Il est dans mon sac à dos.
  - Attention tout le monde! À midi, il y a de la pizza. C'est 1 $ la tranche.

### NOTE

The word “support” for listening comprehension at this level refers to the use of pauses, repetition, visuals, gestures, body language, and other cues.

---

### Communicative Competencies related to Listening

*The competencies below support the attainment of the Required Learning Outcome.*

Learners can demonstrate communicative competencies related to listening,

#### Use a range of language

- understand texts containing a very limited repertoire of words and simple phrases related to very familiar topics

#### Use cues to make meaning

- derive meaning (key information) when listening to very short, simple texts about very familiar topics
## FRENCH • Level A1.1 Reading and Viewing

<table>
<thead>
<tr>
<th>Required Learning Outcome</th>
<th>Suggested Can Do Statements</th>
<th>Suggested Can Do Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learners can:</strong></td>
<td><strong>Learners can:</strong></td>
<td><em>(Examples are not exhaustive; they are intended to show the level of language and some topics that the learner may experience and on which he or she may be assessed by the end of Level A1.1. Full length and breadth of text are not always represented.)</em></td>
</tr>
</tbody>
</table>
| • identify, with support, key information in simple texts containing very familiar language about common, everyday situations | **Read/view correspondence**  
• identify key information in very simple forms of correspondence | **Read** l’invitation. Quelle est la date de la fête? C’est à quelle heure? Où est la fête?  
**Lis la carte postale de Bruno. Quelles villes est-ce qu’il mentionne? Quelle est l’attraction dans chaque ville?** |
|                           | **Read/view informational and literary texts**  
• identify key information in very simple, short informational and literary texts about very familiar topics | **Regardez la brochure pour le camp d’été. Quelles sont vos activités préférées pour chaque jour?**  
**Regardez les images et lisez les paroles de la chanson. Mettez en ordre les 5 idées principales.** |
|                           | **Read/view instructions**  
• understand and follow very simple instructions | **Étape 1: Ouvrez un pain pita. Étape 2: Mettez du humus, des tomates et du concombre. Étape 3: Ajoutez de la sauce. Étape 4: Mangez! Bon appétit!**  
**Trouve le trésor. Va tout droit. Marche dix pas. Tourne à gauche. Marche cinq pas. Qu’est-ce qu’il y a sous le bureau?** |
|                           | **Read/view audio-visual texts and media**  
• identify key points in a very simple audio-visual text where visuals and action carry much of the storyline | **Regardez ce clip. Quels sont les personnages principaux? Est-ce qu’on est dans un restaurant ou dans un centre commercial?**  
**Quels produits voyez-vous dans cette annonce? Comparez les produits dans une deuxième annonce. Quels sont les produits en commun?** |

**NOTE:** The word “support” for reading comprehension at this level refers to the viewing of images and other visual cues and opportunities to reread.

## Communicative Competencies related to Reading and Viewing

**The competencies below support the attainment of the Required Learning Outcome.**

Learners can demonstrate communicative competencies related to reading/viewing.

**Use a range of language**

• understand texts containing a very limited repertoire of words and simple phrases related to very familiar topics and supported by visuals

**Use cues to make meaning**

• derive meaning when exploring very short texts about very familiar topics
<table>
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<th>Required Learning Outcome</th>
<th>Suggested Can Do Statements</th>
<th>Suggested Can Do Examples</th>
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</thead>
<tbody>
<tr>
<td>Learners can:</td>
<td>Interact in response to instructions</td>
<td>- Ferme la porte s’il te plaît.</td>
</tr>
<tr>
<td>• participate, with support, in very simple interactions about very common everyday situations</td>
<td>• understand and respond to very simple instructions and directions</td>
<td>- Va à droite.</td>
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<tr>
<td></td>
<td>Learners can:</td>
<td>- Passe-moi le livre s’il te plaît.</td>
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<tr>
<td></td>
<td>Interact in conversations</td>
<td>- Où est le cinéma? / Il est sur la rue Granville.</td>
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<td></td>
<td>• participate in very simple conversations (ask and answer questions)</td>
<td>- Est-ce que je peux aller aux toilettes, s’il vous plaît?</td>
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<tr>
<td></td>
<td>Learners can:</td>
<td>- Bonjour, Monsieur. / Salut, Josée.</td>
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<tr>
<td></td>
<td>Interact in exchanges of information</td>
<td>- Comment ça va? / Ça va bien, merci.</td>
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<td></td>
<td>• exchange ideas and information</td>
<td>- Comment t’appelles-tu? / Je m’appelle Thomas. Quel temps fait-il? / Il fait beau.</td>
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<td></td>
<td>Learners can:</td>
<td>- Est-ce que je peux avoir un crayon? / Voici un crayon.</td>
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<td></td>
<td>Interact in transactions</td>
<td>- À quelle heure est la récré? / C’est à dix heures trente.</td>
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<td></td>
<td>• participate in very simple transactions</td>
<td>- As-tu une activité préférée? / Oui, je joue au soccer.</td>
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<td>Learners can:</td>
<td>- C’est quand ton anniversaire? / Mon anniversaire est le 21 mars.</td>
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<td></td>
<td>Interact in exchanges of information</td>
<td>- Est-ce que tu as une soeur? / Oui, elle s’appelle Christine.</td>
</tr>
<tr>
<td></td>
<td>• exchange ideas and information</td>
<td>- Quel est ton numéro de téléphone? / C’est le 604 876-5432.</td>
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<tr>
<td></td>
<td>Learners can:</td>
<td>- Est-ce que je peux avoir cinq pommes, s’il vous plaît?</td>
</tr>
<tr>
<td></td>
<td>Interact in exchanges of information</td>
<td>- Oui, voici les pommes.</td>
</tr>
<tr>
<td></td>
<td>• exchange ideas and information</td>
<td>- Combien ça coûte?</td>
</tr>
<tr>
<td></td>
<td>Learners can:</td>
<td>- Ça coute 2 $.</td>
</tr>
</tbody>
</table>

**NOTE:** The word “support” for spoken interaction at this level refers to the use of modelling, repetition, slow speech, pauses, and gestures.

### Communicative Competencies related to Spoken Interaction

The competencies below support the attainment of the Required Learning Outcome.

Learners can demonstrate communicative competencies related to spoken interaction.

- **Speak using a range of language**
  - use a very limited repertoire of words and simple structures to participate orally in interactions about very familiar topics

- **Speak with accuracy**
  - use learned words and structures to talk about very familiar topics with accuracy

- **Produce oral language**
  - say very familiar words and phrases with a level of pronunciation and intonation sufficient for others to understand (with some effort)
  - speak with very limited fluency (with frequent pauses)
### FRENCH • Level A1.1 Spoken Production

<table>
<thead>
<tr>
<th>Required Learning Outcome</th>
<th>Suggested Can Do Statements</th>
<th>Suggested Can Do Examples</th>
</tr>
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<tbody>
<tr>
<td>Learners can:</td>
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</tr>
<tr>
<td>• present or read aloud, with support, using simple rehearsed statements about common everyday situations</td>
<td>Present orally</td>
<td>- J’aime beaucoup la musique rock. Ma chanson préférée est ... Mon groupe préféré est ... Il y a quatre personnes dans le groupe. Voici mon affiche.</td>
</tr>
</tbody>
</table>
### Required Learning Outcome

**Learners can:**

- write very short, simple statements using very familiar language about common everyday situations, supported by models

### Suggested Can Do Statements

**Learners can:**

#### Write descriptions
- write very short, simple descriptive or creative texts about real or imaginary topics

<table>
<thead>
<tr>
<th>Suggested Can Do Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Rick Hansen est un canadien important. Il est courageux. Il est de Vancouver. Cindy Klassen est une canadienne importante. Elle est sportive. Elle est de Winnipeg.</td>
</tr>
<tr>
<td>- La neige est blanche et froide; Elle tombe doucement; C’est l’hiver.</td>
</tr>
</tbody>
</table>

#### Write correspondence
- write very short, descriptive or creative texts about real or imaginary topics

<table>
<thead>
<tr>
<th>Suggested Can Do Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Bonjour! Je suis à Montréal. C’est une grande ville. Il fait très beau ici. J’aime le Parc Lafontaine et l’Insectarium. À bientôt!</td>
</tr>
<tr>
<td>- Salut! Je fais du ski à Blackcomb samedi avec ma famille. Est-ce que tu viens avec moi?</td>
</tr>
</tbody>
</table>

#### Write informational texts and complete forms
- write very short, simple informational texts and complete very simple forms

<table>
<thead>
<tr>
<th>Suggested Can Do Examples</th>
</tr>
</thead>
</table>
| - Mon horaire  
  Jour: _____ Heure: ____  Matière: _________  
  Heure: ____  Matière: _________  
  Heure: ____  Matière: _________ |

### Communicative Competencies related to Writing

The competencies below support the attainment of the Required Learning Outcome.

Learners can demonstrate communicative competencies related to writing.

#### Write using a range of language
- use a very limited repertoire of words or simple structures to write about very familiar topics

#### Write with accuracy
- write learned words or structures about very familiar topics with accuracy
LEVEL A1.2

French
## Level A1.2 Required Learning Outcomes

**Listening**
- Learners can understand, with support, key information in short, simple, slowly and clearly articulated texts containing very familiar language about common everyday situations

**Reading and Viewing**
- Learners can understand, with support, key information in simple texts containing very familiar language about common, everyday situations

**Spoken Interaction**
- Learners can participate, with support, in very simple interactions about common everyday situations

**Spoken Production**
- Learners can present or read aloud, with or without support, using simple rehearsed statements about common everyday situations

**Writing**
- Learners can write short connected statements using familiar language about a variety common everyday situations, supported by models

---

## Level A1.2 Communicative Competencies

### Listening
- **Use a range of language**
  - understand texts containing a limited repertoire of words and simple phrases related to very familiar topics
- **Use cues to make meaning**
  - derive meaning (key information) when listening to very short, simple texts about very familiar topics

### Reading and Viewing
- **Use a range of language**
  - understand texts containing a limited repertoire of words and simple phrases related to very familiar topics and supported by visuals
- **Use cues to make meaning**
  - derive meaning when exploring very short texts about very familiar topics

### Spoken Interaction
- **Speak using a range of language**
  - use a limited repertoire of words and simple structures to participate orally in interactions about very familiar topics
- **Speak with accuracy**
  - use learned words and structures to talk about familiar topics with accuracy
- **Produce oral language**
  - say familiar words and phrases with a level of pronunciation and intonation sufficient for others to understand (with some effort)
  - speak with very limited fluency (with frequent pauses)

### Spoken Production
- **Speak using a range of language**
  - use a limited repertoire of words and simple structures to talk about very familiar topics
- **Speak with accuracy**
  - use learned words and structures to talk about familiar topics with accuracy
- **Produce oral language**
  - say very familiar words and phrases with a level of pronunciation and intonation sufficient for others to understand (with some effort)
  - speak with very limited fluency (with frequent pauses)

### Writing
- **Write using a range of language**
  - use a limited repertoire of words and simple structures to write about very familiar topics
- **Write with accuracy**
  - write learned words and structures about familiar topics with accuracy

---

## Proficiency Level Context

The emphasis at this level is on continuing to help learners develop positive attitudes to learning and using French. Interactions with partners and small groups are more frequent. Guided conversation aids learners to express their ideas and when working with their repertoire of words and structures, they can begin to connect ideas to form short messages or complete messages.

Listening and speaking skills continue to be reinforced by exposure to French songs, rhymes, choral speaking and texts. Learners respond through various forms of representation and the use of simple language.

Learners can understand texts related to very familiar topics, supported by visuals and can derive meaning by using a range of strategies when exploring very short texts.

Writing at this level consists of short, connected statements about very familiar topics, supported by models.

---

## Culture and the Curriculum

Every language and its culture are intertwined. Language use requires an understanding of the cultural context in which the communication takes place, but at this level learner exposure to culture occurs primarily by means of topics chosen by the teacher to support the language learning based on student interest. Students at this level are often interested in what students their age are like in French-speaking countries.

### Possible Cultural Topics
- Benefits of knowing more than one language
- French in students’ daily lives (e.g., signs, labels, radio, television, newspapers, magazines, comics, such as *Tintin*, books such as *Babar*
- School, sports, and leisure in French-speaking regions
- French-language pop music
- Celebrations and customs of French-speaking cultures

---

## Language-learning Strategies

Language-learning strategies support communication in the multiple skills of language learning. Learners are encouraged to develop a repertoire of cumulative strategies to support their learning.

- Use prior knowledge of a topic to predict meaning
- Recognize know French words and cognates in new contexts
- Ask for specific words in French, if necessary, while continuing communication
- Listen to and practise pronunciation of the written word
- Group new items into categories that are personally meaningful
- Self-evaluate progress by comparison with earlier performance goals or against personal goals
- Continue to develop work bank of useful expressions to aid in communication
## FRENCH • Level A1.2 Listening

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</tr>
<tr>
<td>• understand, with support, key information in short, simple, slowly and clearly articulated texts containing very familiar language about common everyday situations</td>
<td><strong>Listen to conversations</strong> &lt;br&gt; • understand key information in slow, clear conversations</td>
<td>- Aimes-tu la musique rock? Non, je préfère le jazz. / Où sont les garçons? Ils sont dans le gymnase. / Que fais-tu après l’école? Je vais aller chez moi. &lt;br&gt; - Marianne vient de Kamloops. Elle est petite et drôle. Marc vient de Prince Rupert. Il est sociable et sportif. / Ces joueurs de basket sont formidables! C’est la troisième fois que cette équipe gagne le tournoi.</td>
</tr>
<tr>
<td><strong>Listen to instructions, directions, and announcements</strong> &lt;br&gt; • understand key information in short, simple instructions, directions, and announcements delivered in very slow clear speech</td>
<td></td>
<td>- Écoutez et indiquez l’image qui correspond à la conversation. &lt;br&gt; - Fermez la porte. Prenez vos livres. / Viens jouer avec moi! / Va à droite. &lt;br&gt; - Aujourd’hui à 3 heures, c’est le club de danse. Demain, c’est une pratique de basketball.</td>
</tr>
</tbody>
</table>

**NOTE:** The word “support” for listening comprehension at this level refers to the use of pauses, repetition, visuals, gestures, body language, and other cues.

---

### Communicative Competencies related to Listening

*The competencies below support the attainment of the Required Learning Outcome.*

Learners can demonstrate communicative competencies related to listening.

- **Use a range of language**<br>• understand texts containing a limited repertoire of words and simple phrases related to very familiar topics

- **Use cues to make meaning**<br>• derive meaning (key information) when listening to very short, simple texts about very familiar topics
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<td></td>
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</tbody>
</table>
| • understand, with support, key information in simple texts containing very familiar language about common, everyday situations | **Read/view correspondence**
  • understand key information in very simple forms of correspondence | - Lisez la lettre de la grand-mère. Comment va-t-elle? Qu’est-ce qu’elle dit à propos de ...?  
- Lisez le message. Où est le rendez-vous et à quelle heure? Quelle est la raison pour le rendez-vous? |
| Learners can:             |                            |                          |
| • understand, with support, key information in very simple texts containing very familiar language about common, everyday situations | **Read/view informational and literary texts**
  • understand key information in very simple, short informational and literary texts about very familiar topics | - Lisez la pièce et regardez ces images. Quelles images représentent une scène dans la pièce? Mettez les images en ordre. Quelles images ne vont pas avec la pièce?  
- Regardez le menu. Planifiez une soirée pour votre famille. Quel repas allez-vous commander pour chaque membre de la famille? |
| Learners can:             |                            |                          |
| • understand and follow very simple instructions | **Read/view instructions**
  • understand and follow very simple instructions | - Complétez le formulaire. Votre nom? Votre adresse? La solution à la question de maths ... Envoyez à ....  
- Prenez l’autobus no. 10 sur la rue Broadway. Changez d’autobus à la rue Arbutus et prenez l’autobus no. 41. Descendez à l’aréna de Kerrisdale. |
| Learners can:             |                            |                          |
| • understand key points in a very simple audio-visual text where visuals and action carry much of the storyline | **Read/view audio-visual texts and media**
  • understand key points in a very simple audio-visual text where visuals and action carry much of the storyline | - Regardez l’émission, « Films à l’affiche ». Guy et Marie analysent trois films de la semaine. Quel film est-ce que Guy aime? Est-ce que Marie est d’accord? Quel/s film/s préférez-vous et pourquoi?  
- Regardez ce clip. Quelle équipe a gagné? Quels sont les trois joueurs les plus importants? Où est-ce que l’équipe va jouer la semaine prochaine? |

**NOTE:** The word “support” for reading comprehension at this level refers to the viewing of images and other visual cues and opportunities to reread.

<table>
<thead>
<tr>
<th>Communicative Competencies related to Reading and Viewing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The competencies below support the attainment of the Required Learning Outcome.</strong></td>
</tr>
<tr>
<td>Learners can demonstrate communicative competencies related to reading/viewing.</td>
</tr>
</tbody>
</table>
| **Use a range of language**
  • understand texts containing a limited repertoire of words and simple phrases related to very familiar topics and supported by visuals |
| **Use cues to make meaning**
  • derive meaning when exploring very short texts about very familiar topics |
<table>
<thead>
<tr>
<th>Required Learning Outcome</th>
<th>Suggested Can Do Statements</th>
<th>Suggested Can Do Examples</th>
</tr>
</thead>
</table>
| Learners can:             | Interact in response to instructions | - Sortez vos livres s’il vous plaît. / On est à quelle page?  
- Où est le gymnase? / Le gymnase est à côté de la bibliothèque.  
- C’est à ton tour. / D’accord. |
| • participate, with support, in very simple interactions about common everyday situations | Interact in conversations  
- understand and respond to simple instructions and directions | - Quel temps fait-il? / Il neige aujourd’hui.  
- Bonjour, Monsieur. Comment allez-vous?  
- Je ne comprends pas. Peux-tu répéter s’il te plait? |
| Learners can:             | Interact in exchanges of information  
- exchange ideas and information | - Comment est ton frère? / Il est très intelligent. / Et ta sœur? / Elle est petite et sportive.  
- Qu’est-ce que tu vas porter ce soir? / Je vais porter mes jeans et un gilet gris.  
- Veux-tu venir chez moi vendredi prochain? / Désolée, je ne peux pas venir. / C’est dommage. |
| Learners can:             | Interact in transactions  
- participate in very simple transactions | - Je voudrais commander une pizza, s’il vous plaît. / Quelle sorte de pizza?  

**NOTE:** The word “support” for spoken interaction at this level refers to the use of modelling, repetition, slow speech, pauses, and gestures.

---

**Communicative Competencies related to Spoken Interaction**

The competencies below support the attainment of the Required Learning Outcome.

Learners can demonstrate communicative competencies related to spoken interaction.

- **Speak using a range of language**
  - use a limited repertoire of words and simple structures to participate orally in interactions about very familiar topics

- **Speak with accuracy**
  - use learned words and structures to talk about familiar topics with accuracy

- **Produce oral language**
  - say familiar words and phrases with a level of pronunciation and intonation sufficient for others to understand (with some effort)  
  - speak with very limited fluency (with frequent pauses)
**FRENCH • Level A1.2 Spoken Production**

<table>
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<tr>
<th>Required Learning Outcome</th>
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</thead>
<tbody>
<tr>
<td><strong>Learners can:</strong></td>
</tr>
<tr>
<td>• present or read aloud, with or without support, using simple rehearsed statements about common everyday situations</td>
</tr>
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</table>

<table>
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<tbody>
<tr>
<td><strong>Learners can:</strong></td>
</tr>
<tr>
<td>Present orally</td>
</tr>
<tr>
<td>• give very short, rehearsed presentation with or without props or other forms of support</td>
</tr>
</tbody>
</table>

<table>
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</table>

- Mon amie Pascale est très sportive. Elle fait du patinage artistique et elle joue au volley-ball, au basket-ball et au tennis. Elle aime aussi regarder les sports extrêmes à la télévision. Nous faisons beaucoup d'activités ensemble.

- Voici une annonce publicitaire pour mon restaurant préféré. La spécialité est les hamburgers et les salades. Ils sont délicieux! Le restaurant est moderne et chic. Les prix ne sont pas trop chers. Cette semaine la salade est gratuite quand tu achètes un hamburger.

**NOTE:** The word “support” for spoken production at this level refers to the use of modelling, pauses, gestures, and visuals.

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**Communicative Competencies related to Spoken Production**

_The competencies below support the attainment of the Required Learning Outcome._

<table>
<thead>
<tr>
<th>Learners can demonstrate communicative competencies related to spoken production.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speak using a range of language</strong></td>
</tr>
<tr>
<td>• use a limited repertoire of words and simple structures to talk about very familiar topics</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Speak with accuracy</strong></th>
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<tbody>
<tr>
<td>• use learned words and structures to talk about familiar topics with accuracy</td>
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<tr>
<th></th>
<th><strong>Produce oral language</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• say very familiar words and phrases with a level of pronunciation and intonation sufficient for others to understand (with some effort)</td>
<td></td>
</tr>
<tr>
<td>• speak with very limited fluency (with frequent pauses)</td>
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</table>
### FRENCH • Level A1.2 Writing

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<tbody>
<tr>
<td>Learners can:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• write short connected statements using familiar language about a variety common everyday situations, supported by models</td>
<td><strong>Write descriptions</strong>&lt;br&gt;• write very short, simple descriptive or creative texts about real or imaginary topics</td>
<td>- La Réunion est un pays francophone. C’est une île dans l’Océan Indien à l’est de Madagascar en Afrique. L’export majeur de la Réunion est le canne à sucre. Il y a un volcan actif dans l’île. Son drapeau est le même que la France.</td>
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<tr>
<td></td>
<td><strong>Write correspondence</strong>&lt;br&gt;• write very short, simple correspondence</td>
<td>- Mon beau pays;&lt;br&gt;pays de forêt, pays d’océans.&lt;br&gt;Pays de montagnes et de grands lacs,&lt;br&gt;Pays de plaines et de toundra,&lt;br&gt;Que c’est beau le Canada!</td>
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<tr>
<td></td>
<td><strong>Write informational texts and complete forms</strong>&lt;br&gt;• write very short, simple informational texts and complete very simple forms</td>
<td>- Appelle Marie au 250 375-2091. Rendez-vous chez le dentiste le jeudi 14 janvier à 10 heures.</td>
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**Communicative Competencies related to Writing**

The competencies below support the attainment of the Required Learning Outcome.

Learners can demonstrate communicative competencies related to writing.

**Write using a range of language**<br>• use a limited repertoire of words and simple structures to write about very familiar topics

**Write with accuracy**<br>• write learned words and structures about familiar topics with accuracy
LEVEL A2.1

French
Level A2.1 Required Learning Outcomes

Listening
• Learners can understand key information in short, simple, slowly and clearly articulated texts containing very familiar language about common and predictable situations

Reading and Viewing
• Learners can understand key information in simple texts containing familiar language about common, predictable situations

Spoken Interaction
• Learners can participate, with support, in simple interactions about common and predictable situations

Spoken Production
• Learners can give short, rehearsed presentations about common and predictable situations

Writing
• Learners can write short simple texts using familiar language about common and predictable situations

Level A2.1 Communicative Competencies

Listening
Use a range of language
• understand texts containing a very limited range of language related to familiar topics
Use cues to make meaning
• derive meaning (the gist) when listening to short, simple texts about familiar topics

Reading and Viewing
Use a range of language
• understand texts containing a limited range of language related to familiar topics and supported by visuals
Use cues to make meaning
• derive meaning (the gist) when exploring short texts about familiar topics

Spoken Interaction
Speak using a range of language
• use a sufficient repertoire of words and structures to participate orally in interactions about familiar topics
Speak with accuracy
• use familiar words and structures with accuracy but may make systematic basic errors that don’t interfere with understanding
Produce oral language
• say familiar words and structures with a level of pronunciation and intonation sufficient for others to understand
• speak with fluency (including some pauses and repetition)

Spoken Production
Speak using a range of language
• use a sufficient repertoire of words and structures to talk about familiar topics
Speak with accuracy
• use familiar words and structures with accuracy but may make systematic basic errors that don’t interfere with understanding
Produce oral language
• speak with a level/quality of pronunciation and intonation sufficient for others to understand (with some effort)
• speak with very limited fluency (with frequent pauses)

Writing
Write using a range of language
• use a sufficient repertoire of words and structures to write about familiar topics
Write with accuracy
• write familiar words and structures with accuracy but may make systematic basic errors that do not interfere with understanding

Proficiency Level Context
Learners use French as a tool for communicating about everyday topics they enjoy talking about, such as themselves, their friends, and their favorite activities. They practice and develop the language in new and interesting contexts and in different groupings—pairs, small and large groups, and individually.

Learners acquire information through listening and reading. They use this information as part of the conversational process and to convey meaning for practical purposes in situations that are personally meaningful.

An interest in pop culture in the form of music videos, songs, fashion, films, and electronic media encourages students’ emerging ability to express their thoughts and feelings in writing or other representative forms.

Culture and the Curriculum
Every language and its culture are intertwined. Language use requires an understanding of the cultural context in which the communication takes place. At this level, learners expose to culture occurs primarily by means of topics chosen by the teacher to support language learning, based on student interest.

Learners at this language level wish to further explore what teenagers their age in French-speaking countries do for entertainment and how they pass their time.

Possible Cultural Topics
• Canada’s official founding nations and First Nations and Métis
• Food and restaurants in French-speaking countries
• Holidays and celebrations in French-speaking countries
• Activities and interests of young people in French-speaking countries
• French language usage in Canada
• Appropriate language, expressions, and behaviors to suit cultural context
• Visual arts, music, dance, and simplified, authentic texts from French-speaking countries

Language-learning Strategies
Language-learning strategies support communication in the multiple skills of language learning. Learners are encouraged to develop a repertoire of cumulative strategies to support their learning.
• Recognize and use common patterns
• Adjust the message in order to use known expressions and vocabulary
• Use word webbing charts, tables, and other graphic organizers to support oral and written expression
• Listen, view, or read selectively to focus on key information
• Tolerate ambiguity of meaning when unable to understand fully
• Use a variety of writing processes to convey personal meaning
• Plan ahead for communicative activities by anticipating language and resource needs
• Reflect on learning by recording personal goals, successful strategies, and new vocabulary and phrases
• Continue to develop word bank of useful expressions to aid in more spontaneous communication
### FRENCH • Level A2.1 Listening

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</table>
| • understand key information in short, simple, slowly and clearly articulated texts containing very familiar language about common and predictable situations | **Listen to conversations and discussions**  
• understand the main idea in slow, clear conversations and discussions | - Salut Victor. Tu as passé une bonne fin de semaine?  
- Oui, super! Je suis allé à Nanaimo, chez mes cousins. Nous avons fait de la voile.  
- Tu as aimé ça?  
- Oui, beaucoup! Mais la voile, tu sais que c’est difficile. C’était la première fois pour moi ...  
- Le nouveau prof de math est très sympa!  
- Je ne suis pas du tout d’accord. Le premier jour du cours il nous a donné cinq pages de devoirs! |
| **Listen to instructions, directions, and announcements**  
• understand the key points in short, simple directions, instructions and announcements delivered in slow, clear speech | | - Pour aller au bureau du directeur, continue tout droit dans ce corridor. Tourne à gauche et c’est la deuxième porte.  
- Le gâteau aux fruits? C’est très facile. D’abord, tu mets 125 centilitres d’eau dans une casserole, tu ajoutes 120 grammes de beurre, 100 grammes de fruits confits ...  
- La chorale de Radio jeunesse recrute pour cette année scolaire des filles et des garçons âgés de 9 à 15 ans. Vous aimez le chant? Alors envoyez-nous une lettre avant le 25 mars à Chorale jeunesse, 1, rue Saint-Laurent ... |
| **Listen to audio broadcasts**  
• follow the main idea of audio broadcasts provided the speech is slow and very clear | | - À dix heures ce matin, un accident de voiture est arrivé à la sortie de l’autoroute Numéro un en direction ouest. La route est complètement bloquée jusqu’à la sortie 16. Si vous êtes sur la route, prenez le détour à la sortie 18. |

### Communicative Competencies related to Listening

*The competencies below support the attainment of the Required Learning Outcome.*

Learners can demonstrate communicative competencies related to listening.

**Use a range of language**
• understand texts containing a very limited range of language related to familiar topics

**Use cues to make meaning**
• derive meaning (the gist) when listening to short, simple texts about familiar topics
## FRENCH • Level A2.1 Reading and Viewing

<table>
<thead>
<tr>
<th>Required Learning Outcome</th>
<th>Suggested Can Do Statements</th>
<th>Suggested Can Do Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learners can:</strong></td>
<td><strong>Read/view correspondence</strong></td>
<td>• understand key information in simple texts containing familiar language about common, predictable situations</td>
</tr>
<tr>
<td></td>
<td><strong>• understand the main idea and some details in simple forms of correspondence</strong></td>
<td>- Lis les courriels suivants: Classe-les dans la grille selon les types de message: 1) des invitations, 2) des remerciements, 3) des conseils. Choisis un message qui t’intéresse, puis écris une réponse.</td>
</tr>
<tr>
<td></td>
<td><strong>Read/view informational and literary texts</strong></td>
<td>• understand the main idea and some details in informational and short, simple literary texts</td>
</tr>
<tr>
<td></td>
<td><strong>• understand the main idea and some details in informational and short, simple literary texts</strong></td>
<td>- Observe l’affiche: Réponds aux questions suivantes: Quel événement est annoncé? Où? Quel est le but? Qui peut participer? Quand? Ça coûte combien?</td>
</tr>
<tr>
<td></td>
<td><strong>Read/view instructions</strong></td>
<td>• understand and follow clear and simple instructions</td>
</tr>
<tr>
<td></td>
<td><strong>• understand and follow clear and simple instructions</strong></td>
<td>- Fais des illustrations pour les règles de la classe. (e.g., Arriver à l’heure. Ne pas apporter les téléphones cellulaires.)</td>
</tr>
<tr>
<td></td>
<td><strong>Read/view audio-visual texts and media</strong></td>
<td>• understand the main idea and some details in simple audio-visual texts where visuals and action carry much of the storyline</td>
</tr>
<tr>
<td></td>
<td><strong>• understand the main idea and some details in simple audio-visual texts where visuals and action carry much of the storyline</strong></td>
<td>- Regarde l’annonce télévisée. Relie les illustrations des articles aux prix correspondants. Compare les articles avec ceux qu’on trouve dans le centre commercial dans ta communauté.</td>
</tr>
</tbody>
</table>

## Communicative Competencies related to Reading and Viewing

*The competencies below support the attainment of the Required Learning Outcome.*

Learners can demonstrate communicative competencies related to reading/viewing.

<table>
<thead>
<tr>
<th>Use a range of language</th>
<th>Use cues to make meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• understand texts containing a limited range of language related to familiar topics and supported by visuals</td>
<td>• derive meaning (the gist) when exploring short texts about familiar topics</td>
</tr>
</tbody>
</table>
### Required Learning Outcome

Learners can:

• participate, with support, in simple interactions about common and predictable situations

### Suggested Can Do Statements

**Interact in response to instructions**
- ask for and give simple directions or instructions

**Interact in conversations**
- initiate and sustain conversations

**Interact in exchanges of information**
- exchange ideas and information

**Interact in transactions**
- participate in simple transactions

**Interact in discussions**
- participate in simple, informal discussions

### Suggested Can Do Examples

(Examples are not exhaustive; they are intended to show the level of language and some topics that the learner may experience and on which he or she may be assessed by the end of Level A2.1. Full length and breadth of text are not always represented.)

- **Interact in response to instructions**
  - Où se trouve l'aquarium? / Il faut aller tout droit pour 2 kilomètres et ensuite il faut tourner à gauche.
  - Est-ce qu'il y a un arrêt d'autobus près d'ici? / Oui, juste devant vous. L'autobus arrive dans dix minutes.

- **Interact in conversations**
  - Pourquoi est-ce que tu n'es pas venu à l'école hier?
  - J'étais malade.
  - C'est dommage. Ça va bien maintenant?
  - Oui, mais je suis fatigué. Je dois faire beaucoup de devoirs maintenant.
  - Mme Lepage a donné un test en sciences. Je peux t'aider.
  - Oui, merci! C'est gentil.

- **Interact in exchanges of information**
  - SamEDI prochain, c’est l’anniversaire de Brigitte.
  - Comment est-ce qu’on peut célébrer?
  - Elle adore la cuisine française. On peut aller au restaurant.
  - Quelle bonne idée! Il y une crêperie au centre ville. Les crêpes sont une spécialité française.
  - Tu as déjà essayé ce restaurant?
  - Oui, je suis allée avec ma famille. C’était excellent.
  - Bon, nous pouvons faire une réservation pour six personnes.

- **Interact in transactions**
  - Je veux un billet pour le film « Le petit Nicholas ».
  - C’est combien?
  - C’est 8,75 $.
  - D’accord. Il commence à quelle heure?
  - À 8 heures. Voici votre billet, et votre monnaie.
  - Merci. C’est dans quelle salle?
  - C’est la salle 3. Amusez-vous!

- **Interact in discussions**
  - À mon avis, ce site web n’est pas très bon. Je ne l’aime pas parce qu’il n’y a pas assez d’images.
  - C’est vrai, mais l’information essentielle est claire et organisée.
  - Oui, tu as raison, mais ce n’est pas très intéressant.

### NOTE

The word “support” for spoken interaction at this level refers to the use of repetition, slow speech, pauses, and rephrasing.

### Communicative Competencies related to Spoken Interaction

The competencies below support the attainment of the Required Learning Outcome.

Learners can demonstrate communicative competencies related to spoken interaction.

**Speak using a range of language**
- use a sufficient repertoire of words and structures to participate orally in interactions about familiar topics

**Speak with accuracy**
- use familiar words and structures with accuracy but may make systematic basic errors that don’t interfere with understanding

**Produce oral language**
- say familiar words and structures with a level of pronunciation and intonation sufficient for others to understand
- speak with fluency (including some pauses and repetition)
### Required Learning Outcome

**Learners can:**

- give short, rehearsed presentations about common and predictable situations and answer clear, straightforward follow-up questions

### Suggested Can Do Statements

**Present orally**

- give short, prepared presentations and answer a very limited number of follow-up questions

#### Suggested Can Do Examples

(Examples are not exhaustive; they are intended to show the level of language and some topics that the learner may experience and on which he or she may be assessed by the end of Level A2.1. Full length and breadth of text are not always represented.)

- L’été passé j’ai voyagé à Edmonton avec ma famille. Nous avons visité le parc aquatique et nous sommes allées au centre commercial.
- Tu as acheté quelque chose?
- Oui, j’ai acheté des vêtements.
- Aujourd’hui je vais vous présenter ma ville natale. Je suis né à Williams Lake. Comme vous voyez sur la carte, c’est un village au centre de la province, près de Quesnel. Voici une vidéo qui montre les gens qui travaillent dans l’industrie forestière. Cette industrie est très importante chez nous. Maintenant, avec un partenaire, posez-moi une question sur Williams Lake.

### Communicative Competencies related to Spoken Production

*The competencies below support the attainment of the Required Learning Outcome.*

Learners can demonstrate communicative competencies related to spoken production.

#### Speak using a range of language

- use a sufficient repertoire of words and structures to talk about familiar topics

#### Speak with accuracy

- use familiar words and structures with accuracy but may make systematic basic errors that don’t interfere with understanding

#### Produce oral language

- speak with a level/quality of pronunciation and intonation sufficient for others to understand (with some effort)
- speak with very limited fluency (with frequent pauses)
### FRENCH • Level A2.1 Writing

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<td>• write short simple texts using familiar language about common and predictable situations</td>
<td>Write descriptions</td>
<td>- Mes voisins sont des personnes très intéressantes. Tous les jours les parents vont au travail et les enfants vont à l’école. Mais le soir, c’est très mystérieux. Des personnes qui portent des costumes noirs arrivent chez eux, et il y a des bruits étranges ...</td>
</tr>
<tr>
<td></td>
<td>Write correspondence</td>
<td>- Cet été je vais aller en Alberta parce que ma famille veut voir les Rocheuses. Mais il y a un petit problème parce que nous ne pouvons pas trouver de logement ...</td>
</tr>
<tr>
<td></td>
<td>Write informational texts and complete forms</td>
<td>- Chers amis, Samedi prochain je fête mon anniversaire. J’organise un dîner à ma maison. Pouvez-vous venir vers 17h00? Je vais préparer un plat spécial! Pouvez-vous apporter des boissons, s’il vous plaît? Amitiés ...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Salut maman, Je veux aller au cinéma ce soir avec Manon. Je peux avoir 10 $? Je vais nettoyer la salle de bain! Grosses bises!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Venez au camp d’été « Artistes en plein air ». Il y a des ateliers d’art, de musique et de théâtre tous les jours. Vous pouvez aussi faire du canotage, de la natation et de la randonnée. Complétez le formulaire d’inscription ...</td>
</tr>
</tbody>
</table>

### Communicative Competencies related to Writing

The competencies below support the attainment of the Required Learning Outcome.

Learners can demonstrate communicative competencies related to writing.

<table>
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<tr>
<th>Write using a range of language</th>
<th>Write with accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• use a sufficient repertoire of words and structures to write about familiar topics</td>
<td>• write familiar words and structures with accuracy but may make systematic basic errors that do not interfere with understanding</td>
</tr>
</tbody>
</table>
LEVEL A2.2

French
### Level A2.2 Required Learning Outcomes

**Listening**
- Learners can understand short, simple, clearly and slowly articulated texts containing familiar language about common and predictable situations

**Reading and Viewing**
- Learners can understand simple texts containing familiar language about common, predictable situations

**Spoken Interaction**
- Learners can participate in interactions about common and predictable situations with or without support

**Spoken Production**
- Learners can give short, rehearsed presentations about common and predictable situations and answer clear, straightforward follow-up questions

**Writing**
- Learners can write simple, cohesive texts using familiar language about a variety of common and predictable situations

### Level A2.2 Communicative Competencies

#### Listening
- Use a range of language
  - understand texts containing a limited range of language related to familiar topics
- Use cues to make meaning
  - derive meaning (the gist) when listening to simple texts about familiar topics

#### Reading and Viewing
- Use a range of language
  - understand texts containing a range of language about familiar topics
- Use cues to make meaning
  - derive meaning (the gist) when exploring short texts about familiar topics

#### Spoken Interaction
- Speak using a range of language
  - use a sufficient repertoire of words and structures to participate orally in interactions about familiar topics
- Speak with accuracy
  - use familiar words and structures with accuracy but may make systematic basic errors that don’t interfere with understanding
- Produce oral language
  - say familiar words and structures with a level of pronunciation and intonation sufficient for others to understand
  - speak with fluency (including some pauses and restarts)

#### Spoken Production
- Speak using a range of language
  - use a sufficient repertoire of words and structures to talk about familiar topics
- Speak with accuracy
  - use familiar words and structures with accuracy but may make systematic basic errors that don’t interfere with understanding
- Produce oral language
  - speak with a level/quality of pronunciation and intonation sufficient for others to understand (with some effort)
  - speak with very limited fluency (with frequent pauses)

#### Writing
- Write using a range of language
  - use a sufficient repertoire of words and structures to write about a variety of familiar topics
- Write with accuracy
  - write familiar words and structures with accuracy but may make systematic basic errors that do not interfere with understanding

### Proficiency Level Context

Learners at this level begin to interact with growing confidence when dealing with familiar topics and apply their range of language-learning strategies more consistently. Engagement in interactions reflects the ability to compensate for unknown expression by rephrasing thoughts and taking modified risks in language and structural usage. Developing descriptive abilities include simple linking and sequencing of narrative.

An ever-increasing range of strategies enable learners to derive meaning from a variety of sources, including print, radio, television, Internet, and speakers.

Learners produce a variety of written texts, such as simple descriptive or creative works, correspondence related to everyday situations and short informational texts.

### Culture and the Curriculum

Every language and its culture are intertwined. Language use requires an understanding of the cultural context in which the communication takes place. Learners at this language level are interested in exploring various cultural aspects of the Francophone world as they examine the role of cultural practices and traditional language patterns.

#### Possible Cultural Topics
- Contributions of prominent French-speaking people
- Significant landmarks in French-speaking countries
- Shopping in French-speaking countries
- Travel in French-speaking countries
- Appropriate language, expressions, and behaviours to suit cultural context
- Popular culture in French-speaking countries
- Visual arts, music, dance, and simplified, authentic texts from French-speaking countries

### Language-learning Strategies

Language-learning strategies support communication in the multiple skills of language learning. Learners are encouraged to develop a repertoire of cumulative strategies to support their learning.

- Transfer and adapt known structures to convey meaning in new contexts
- Take risks with language to extend language boundaries
- Use a variety of reference material, including dictionaries, for comprehension and production
- Set personal goals in language skills and monitor their progress
- Use internalized expressions to support authenticity in spontaneous oral conversations
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</tr>
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</table>
| • understand short, simple, clearly and slowly articulated texts containing familiar language about common and predictable situations | **Listen to conversations and discussions**  
• understand the main idea and some details in slow, clear conversations and discussions | - Monsieur, est-ce que je peux vous parler? C’est au sujet du devoir qu’on doit rendre lundi. Eh bien, j’ai été absent toute la semaine, j’avais la grippe. Je reviens juste aujourd’hui, et j’ai n’ai pas pu travailler.  
- Bon, c’est d’accord. Vous me le rendez jeudi prochain dernier délai!  
- Tu sais, Chloé a trouvé deux chats. Ils sont si mignons!  
- Ah oui? Et qu’est-ce qu’elle va en faire?  
- Elle va en garder un, et elle donne l’autre. Moi, j’aimerais bien avoir un chat. Mais dans un appartement ce n’est pas pratique. Il faut s’en occuper. Et puis, un chat ça perd des poils et ça abime des choses ...

| **Listen to instructions, directions, and announcements**  
• understand key points in simple directions, instructions and slow, clearly delivered announcements | - Pour jouer des cuillères, d’abord on frappe les cuillères sur le genou, ensuite dans la paume de la main qui est tournée vers le genou, et on frappe à nouveau sur le genou, en comptant «un-et-deux-et». Et on recommence.  
- La piscine est située au coin de la rue du Commerce et Avenue Drouin. Allez tout droit jusqu’au feu puis tournez à gauche.  
- Je vous rappelle que demain, vendredi, les classes de tourisme de 11ième et de 12ième, vous irez à Whistler, et que cette visite fait partie de votre programme obligatoire. Nous nous retrouverons tous devant l’école à 7h00, et nous embarquerons dans l’autobus pour partir à 7h15 ...

| **Listen to audio broadcasts**  
• understand the main idea and some details of audio broadcasts provided the speech is slow and clear | - Les treize membres de la commission d’évaluation du Comité international Olympique sont arrivés hier à Paris où ils ont été accueillis par une délégation d’officiels français conduite par le maire de Paris. Pendant quatre jours, ils vont manipuler les auditions et les visites pour analyser en détail la candidature de Paris. |

**Communicative Competencies related to Listening**

*The competencies below support the attainment of the Required Learning Outcome.*

Learners can demonstrate communicative competencies related to listening.

**Use a range of language**  
• understand texts containing a limited range of language related to familiar topics

**Use cues to make meaning**  
• derive meaning (the gist) when listening to simple texts about familiar topics
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</tr>
<tr>
<td>• understand simple texts containing familiar language about common, predictable situations</td>
<td>Read/view correspondence • understand most of the content in simple forms of correspondence</td>
<td>- Lis la lettre suivante. Quel est le ton de la lettre? Quel est le problème de l’auteur de la lettre? Propose une solution au problème décrit dans la lettre.</td>
</tr>
<tr>
<td></td>
<td>Read/view informational and literary texts • understand most of the content in a variety of informational and simple, short literary texts</td>
<td>- D’après les descriptions données, choisis l’excursion qui t’intéresse le plus. Note les détails suivants: les prix, le logement, les activités culturelles, les repas et le transport.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Selon ce blog sur la nouvelle loi, classe les opinions des ados selon ceux qui sont d’accord, pas d’accord, indécis. Quelles options sont proposées? Et toi, qu’en penses-tu?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Lis le récit suivant. Choisis un des personnages. Trouve des détails dans le texte qui explique quelle sorte de personne il est. Fais une prédiction: Comment va-t-il réagir dans la deuxième partie du récit?</td>
</tr>
<tr>
<td></td>
<td>Read/view instructions • understand and follow simple instructions</td>
<td>- Lis la liste de précautions et associe-les aux produits convenables (prendre un caplet au moins une heure avant le repas – un médicament; ne pas placer près d’une source de chaleur – un fixatif à cheveux aérosol).</td>
</tr>
<tr>
<td></td>
<td>Read/view audio-visual texts and media • understand most of the content in simple audio-visual texts where visuals and action carry much of the storyline</td>
<td>- Regarde le reportage sur le système scolaire en France. Crée un diagramme Venn pour comparer le système français avec le nôtre.</td>
</tr>
</tbody>
</table>

**Communicative Competencies related to Reading and Viewing**

*The competencies below support the attainment of the Required Learning Outcome.*

Learners can demonstrate communicative competencies related to reading/viewing,

**Use a range of language**

• understand texts containing a range of language about familiar topics

**Use cues to make meaning**

• derive meaning (the gist) when exploring short texts about familiar topics
### FRENCH • Level A2.2 Spoken Interaction

<table>
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<td>Learners can:</td>
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<td></td>
</tr>
</tbody>
</table>
| • participate in interactions about common and predictable situations with or without support | Interact in response to instructions • ask for and give directions or instructions | - Où est-ce qu’on achète les billets pour le métro?  
- On peut les acheter du distributeur automatique.  
- C’est compliqué?  
- Merci!  
- Et n’oublie pas de compostre le billet avant de monter dans le train! |
|                           | Interact in conversations • initiate and sustain detailed conversations | - Tu as passé de belles vacances?  
- Euh...oui et non.  
- Pourquoi? Qu’est-ce qui s’est passé?  
- Nous sommes allés à la montagne où nous avons fait de la planche à neige. Le premier jour a bien commencé. Je m’amusais beaucoup quand tout à coup je suis tombé et je me suis cassé la jambe.  
- Oh! Quel dommage! |
|                           | Interact in exchanges of information • exchange ideas and information | - J’achète toujours mes chaussures dans la boutique Chez Lorenzo.  
- Ah oui? Pourquoi?  
- Parce qu’on y vend des chaussures italiennes très chic.  
- Mais ça doit coûter cher!  
- Oui, un peu, mais ça vaut la peine. Ce sont des chaussures de très bonne qualité. Je les recommande. |
|                           | Interact in transactions • participate in a variety of routine transactions | - J’ai besoin d’aller à l’aéroport, s’il vous plaît. Est-ce que c’est loin d’ici?  
- Non, ce n’est pas trop loin. Ça prend environ 20 minutes.  
- D’accord. Ça coûte combien?  
- C’est un tarif fixe de 50 $. |
|                           | Interact in discussions • participate in simple, informal and formal discussions, including exchange of personal views and opinions | - À mon avis, les jeunes passent trop de temps à jouer avec les iPads et les téléphones cellulaires. Nous sommes obsédés par la technologie!  
- C’est peut-être vrai, mais la technologie est aussi très utile. Je ne pourrais pas vivre sans mon ordi!  
- Pouah! Tu exagères un peu! |

**NOTE:** The word “support” for spoken interaction at this level refers to the use of repetition, slow speech, pauses, and rephrasing.

### Communicative Competencies related to Spoken Interaction

The competencies below support the attainment of the Required Learning Outcome.

Learners can demonstrate basic communicative competencies related to spoken interaction.

- **Speak using a range of language**
  - use a sufficient repertoire of words and structures to participate orally in interactions about familiar topics

- **Speak with accuracy**
  - use familiar words and structures with accuracy but may make systematic basic errors that don’t interfere with understanding

- **Produce oral language**
  - say familiar words and structures with a level of pronunciation and intonation sufficient for others to understand
  - speak with fluency (including some pauses and restarts)
### Required Learning Outcome

Learners can:
- give short, rehearsed presentations about common and predictable situations and answer clear, straightforward follow-up questions

### Suggested Can Do Statements

**Present orally**
- give short, prepared presentations and answer a very limited number of follow-up questions

#### Suggested Can Do Examples

*(Examples are not exhaustive; they are intended to show the level of language and some topics that the learner may experience and on which he or she may be assessed by the end of Level A2.2. Full length and breadth of text are not always represented.)*

- Il était une fois, une jolie, mais méchante jeune fille qui est allée se promener dans le bois . . .
- Elle s’est échappée à la fin? Non, malheureusement elle a été dévorée par le loup!
- Après l’école, j’irai à l’université McGill pour obtenir un diplôme en sciences. J’ai choisi cette université parce que je pourrai continuer à parler français pendant mon séjour à Montréal.
- Tu ne peux pas étudier les sciences en C-B?
- Oui, certainement. Mais le programme à McGill est meilleur.
- L’année dernière, je suis allée en Europe avec ma famille. C’était ma première fois sur ce continent, et j’étais ravie. Premièrement, on est allé voir mes grands-parents qui habitent la Suède. Ensuite, on a voyagé en Norvège où on a vu des fjords très impressionnants.
- Vous avez vu des sites culturels?
- Oui, bien sûr! Nous avons visité des musées et des bâtiments historiques.
- Mon plat préféré est la poutine. C’est un plat d’origine québécoise qu’on peut maintenant trouver partout au Canada. Traditionnellement, la poutine est composée de frites, de fromage et de sauce brune.
- C’est un plat nutritif? Il est nutritif, mais il est aussi très gras, et il contient beaucoup de calories!

### Communicative Competencies related to Spoken Production

The competencies below support the attainment of the Required Learning Outcome.

Learners can demonstrate communicative competencies related to spoken production.

<table>
<thead>
<tr>
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<th>Speak with accuracy</th>
<th>Produce oral language</th>
</tr>
</thead>
</table>
| • use a sufficient repertoire of words and structures to talk about familiar topics | • use familiar words and structures with accuracy but may make systematic basic errors that don’t interfere with understanding | • speak with a level/quality of pronunciation and intonation sufficient for others to understand (with some effort)  
• speak with very limited fluency (with frequent pauses) |
### FRENCH • Level A2.2 Writing

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<td>(Examples are not exhaustive; they are intended to show the level of language and some topics that the learner may experience and on which he or she may be assessed by the end of Level A2.2. Full length and breadth of text are not always represented.)</td>
</tr>
</tbody>
</table>
| • write simple, cohesive texts using familiar language about a variety of common and predictable situations | Write descriptions  
• write simple descriptive or creative texts about real and imaginary topics | - Le célèbre chanteur-compositeur Mathieu Chedid, mieux connu comme « M » est né en France le 12 décembre, 1971. Il est influencé par sa grand-mère, l’écrivaine Andrée Chedid et son père Louis, lui aussi musicien ...
- C’était une journée froide et triste. Tous les membres de la famille Laroche étaient réunis dans le salon pour attendre l’arrivée de Jacques. Maman et Papa parlaient doucement dans le coin, quand soudainement on a frappé à la porte ... |
| Write correspondence  
• write short, simple correspondence | - Salut Michel,
Je suis désolée, mais je ne peux pas venir avec toi au cinéma, ni jeudi, ni vendredi. En ce moment, je dois travailler pour mon examen. Je ne suis pas en vacances et je suis très occupée. On se téléphone la semaine prochaine.
À bientôt. |
| Write informational texts and complete forms  
• write a variety of short informational texts and fill in forms | - Hier soir, je suis allée voir le film, Julia et Julie. Ce film raconte l’histoire de Julia Child. Cette femme américaine est allée habiter en France où elle est devenue un chef célèbre. Julie est une jeune américaine qui s’intéresse beaucoup à la cuisine française et elle a décidé de préparer toutes les recettes du livre de cuisine de Julia Child.
- Les candidats pour les bourses du conseil scolaire doivent compléter le formulaire suivant. À la page 2, prière de fournir les détails sur vos objectifs d’études. Veuillez soumettre le résumé de votre expérience en service communautaire. |

### Communicative Competencies related to Writing

The competencies below support the attainment of the Required Learning Outcome.

Learners can demonstrate communicative competencies related to writing.

| Write using a range of language  
• use a sufficient repertoire of words and structures to write about a variety of familiar topics |
| Write with accuracy  
• write familiar words and structures with accuracy but may make systematic basic errors that do not interfere with understanding |
LEVEL B1.1

French
### Level B1.1 Required Learning Outcomes

#### Listening
- Learners can understand key information in clearly articulated, straightforward texts containing familiar language about common and predictable situations

#### Reading and Viewing
- Learners can understand key information in straightforward texts containing familiar and less familiar language about common and unpredictable situations

#### Spoken Interaction
- Learners can participate in interactions about common and unpredictable situations with limited support

#### Spoken Production
- Learners can give prepared presentations about common and unpredictable situations and answer clear follow-up questions

#### Writing
- Learners can write cohesive text using range of language about common and unpredictable situations

### Level B1.1 Communicative Competencies

#### Listening
- **Use a range of language**
  - understand texts containing a range of language about familiar topics
- **Use cues to make meaning**
  - derive meaning (the main idea and details) when listening to texts about familiar topics

#### Reading and Viewing
- **Use a range of language**
  - understand texts containing a range of language about familiar topics
- **Use cues to make meaning**
  - derive meaning (the main idea and details) when exploring short texts about familiar topics

#### Spoken Interaction
- **Speak using a range of language**
  - use a range of language to participate orally in interactions about a variety of familiar and unfamiliar situations
- **Speak with accuracy**
  - speak with accuracy most of the time but may make errors when attempting complex structures
- **Produce oral language**
  - speak with a level of pronunciation and intonation sufficient for others to understand
  - speak with sufficient fluency to sustain communication (with some pauses to plan ahead or make corrections)

#### Spoken Production
- **Speak using a range of language**
  - use a range of language to participate orally in interactions about a variety of familiar and unfamiliar situations
- **Speak with accuracy**
  - speak with accuracy most of the time but may make errors when attempting complex structures
- **Produce oral language**
  - speak with a level of pronunciation and intonation sufficient for others to understand
  - speak with sufficient fluency to sustain communication (with some pauses to plan ahead or make corrections)

#### Writing
- **Write using a range of language**
  - use a range of language to write about a variety of predictable topics
- **Write with accuracy**
  - write with accuracy most of the time but may make errors when using complex words and structures

### Proficiency Level Context
At this point in their studies, learners are able to interact with confidence in familiar situations and unfamiliar situations. Communication about abstract topics now begins to occur. Learners are more willing to take risks when engaging in spontaneous interactions, using an ever-expanding range of language-learning strategies and learned vocabulary and structures. Descriptive abilities include linking and sequencing of narrative.

Learners are now able to use the oral and written skills to convey information for particular purposes and audiences. They are beginning to show greater sophistication in their responses to more complex situations.

### Culture and the Curriculum
Every language and its culture are intertwined. Language use requires an understanding of the cultural context in which the communication takes place. Learners at this language level continue to be interested in exploring the Francophone presence, both historical and current, in various French-speaking regions, including Canada and the world.

#### Possible Cultural Topics
- La Francophonie in Canada
- The French language in France and Europe
- Family life in French-speaking countries
- Well-known historical figures in a French-speaking country
- Living in a French-speaking country
- Education opportunities in French-speaking countries
- Visual arts, music, dance, and adapted authentic texts from French-speaking countries

### Language-learning Strategies
Language-learning strategies support communication in the multiple skills of language learning. Learners are encouraged to develop a repertoire of cumulative strategies to support their learning.

- Rephrase in French to compensate for unknown expressions
- Make personal notes to use as a reference for oral and written productions
- Actively review common, useful expressions and patterns to refine communication
- Self-monitor and correct recurring or significant errors in communication
- Use a variety of expressions to refute arguments and to show emotional engagement in conversations or discussion
<table>
<thead>
<tr>
<th>Required Learning Outcome</th>
<th>Suggested Can Do Statements</th>
<th>Suggested Can Do Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners can:</td>
<td>Learners can:</td>
<td></td>
</tr>
<tr>
<td>• understand key</td>
<td>Listen to conversations</td>
<td>- Qu’est-ce que tu</td>
</tr>
<tr>
<td>information in clearly</td>
<td>and discussions</td>
<td>faisais pendant les</td>
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<tr>
<td>articulated, straightforward</td>
<td></td>
<td>vacances d’été quand tu</td>
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<tr>
<td>texts containing familiar</td>
<td></td>
<td>étais jeune?</td>
</tr>
<tr>
<td>language about common and</td>
<td></td>
<td>- Quand j’étais jeune, je</td>
</tr>
<tr>
<td>predictable situations</td>
<td></td>
<td>passais chaque été à la</td>
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<tr>
<td></td>
<td></td>
<td>maison de campagne de</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mes grands-parents.</td>
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<tr>
<td></td>
<td></td>
<td>- Qu’est-ce que tu y</td>
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<td></td>
<td></td>
<td>faisais?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Chaque jour je m’amusais</td>
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<td></td>
<td></td>
<td>à faire de la natation,</td>
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<tr>
<td></td>
<td></td>
<td>du vélo, et à jouer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>au tennis. C’était vraiment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>super.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Tu n’y vas plus?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Non, je travaille chaque</td>
</tr>
<tr>
<td></td>
<td></td>
<td>été maintenant et je n’ai</td>
</tr>
<tr>
<td></td>
<td></td>
<td>plus l’occasion d’y aller.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Quel dommage!</td>
</tr>
</tbody>
</table>

| Listen to instructions,  | Ski alpin, surf de neige,  |
| directions, and         | le traîneau à chiens, la   |
| announcements           | motoneige, le ski de fond,|
|                        | la glissade sur tube, le   |
|                        | patinage, la raquette, et  |
|                        | plus encore! Mont        |
|                        | Tremblant propose aux     |
|                        | enfants et adolescents    |
|                        | plusieurs séjours dans    |
|                        | les Laurentides durant    |
|                        | les vacances d’hiver.     |
|                        | Renseignements: par      |
|                        | téléphone au numéro sans  |
|                        | frais: 1 888 738-0177.    |

| Listen to audio          | Voici la météo pour les   |
| broadcasts and          | trois prochains jours.    |
| recordings              | Demain, il y aura de la   |
|                        | pluie, suivie d’orages. M |
|                        |ardi, normalement il      |
|                        | devrait faire beau et     |
|                        | mercredi, malheureusement,|
|                        | on prévoit du très mauvais|
|                        | temps.                   |
|                        | - J’ai beaucoup aimé le   |
|                        | nouveau film de Cédric   |
|                        | Klapisch. Je l’ai vu     |
|                        | quatre fois. C’est une    |
|                        | comédie sociale profonde |
|                        | et hilarante.            |
|                        | - J’ai adoré ce film      |
|                        | parce qu’il me fait rêver|
|                        | de voyages, d’aventures    |
|                        | et de cultures          |
|                        | différentes.             |
|                        | - J’ai une grande        |
|                        | admiration pour ce       |
|                        | réalisateur mais j’étais  |
|                        | un peu déçue par ce film.|
|                        | J’ai senti une grande     |
|                        | distance entre les        |
|                        | personnages et le        |
|                        | spectateur.              |
|                        | - Pablo Picasso était un  |
|                        | des meilleurs artistes du|
|                        | vingtième siècle. Il      |
|                        | était un artiste          |
|                        | profondément individualiste qui a notamment |
|                        | influencé le mouvement     |
|                        | cubiste et surréaliste.   |
|                        | Voici quelques images de  |
|                        | ses tableaux cubistes ... |

<table>
<thead>
<tr>
<th>Communicative Competencies related to Listening</th>
<th></th>
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<tr>
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<td></td>
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<tr>
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<td></td>
</tr>
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<td>Use a range of language</td>
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</tr>
<tr>
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</tr>
</tbody>
</table>
### Required Learning Outcome

**Learners can:**

1. **understand key information in straightforward texts containing familiar and less familiar language about common and unpredictable situations**

### Suggested Can Do Statements

**Read/view correspondence**
- understand the main idea and details in various forms of correspondence

**Suggested Can Do Examples**
- Lisez la carte postale ou le blog, puis répondez aux questions de compréhension suivantes:
  - Comment se sentait-il à son arrivée?
  - Quel problème a-t-il eu?
  - Comment se sentait-il à ce moment?
  - Qu’est-ce qu’il voulait faire?

- Lisez le lettres et imaginez que vous êtes l’employeur. Faites une liste de raisons pour embaucher ou ne pas embaucher ce candidat.

**Read/view informational and literary texts**
- understand most of the content in a variety of informational and short, simple versions of literary texts

**Suggested Can Do Examples**
- Lisez l’horoscope puis indiquez qui a suivi les conseils de son signe et qui ne les a pas suivis.

- Lisez l’histoire et répondez aux questions suivantes:
  - Quel est le thème de cette histoire? Où et quand se déroule l’histoire/le récit?
  - Qui sont les personnages importants? Comment sont-ils?
  - Qu’est-ce qui se passe au début?
  - Quel est le conflit ou les problèmes?
  - Quelles actions sont entreprises?
  - Quel est le dénouement? Qu’est-ce qui arrive?
  - Quelle est la conclusion?

**Read/view instructions**
- understand and follow a variety of types of simple instructions

**Suggested Can Do Examples**
- Lisez l’introduction du jeu de société, ensuite les instructions et puis jouez. « 1000 bornes » est un jeu de société utilisant des cartes spéciales sur le theme de la course automobile. C’est l’un des jeux les plus vendus dans le monde.

**Read/view audio-visual texts and media**
- understand the main idea and some details in longer audio-visual texts where visuals and action support the storyline

**Suggested Can Do Examples**
- Regardez le film (ou l’émission) et identifiez le sujet, le lieu où se déroule l’action, l’époque, un thème principal et la conclusion.

- Regardez la publicité. Identifiez le produit, une information donnée et le message.

### Communicative Competencies related to Reading and Viewing

The competencies below support the attainment of the Required Learning Outcome.

**Learners can demonstrate communicative competencies related to reading/viewing.**

**Use a range of language**
- understand texts containing a range of language about familiar topics

**Use cues to make meaning**
- derive meaning (the main idea and details) when exploring short texts about familiar topics
### FRENCH • Level B1.1 Spoken Interaction

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</tr>
</tbody>
</table>
| • participate in interactions about common and unpredictable situations with limited support | • Interact in response to instructions  
• ask for and give detailed instructions and explanations | - Hé Nicole, comment est-ce qu'on corrige les fautes d'orthographe dans un document électronique?  
- D’abord, consulte un dictionnaire électronique, puis essaie le site web de bonpatron.com.  
- Est-ce que c’est compliqué?  
- Non, c’est très facile et tu y trouveras des indices pour t’aider dans ta correction.  
- Pourrais-tu m’aider?  
- Oui, d’accord. Allons au laboratoire d’ordinateurs.  
- Merci.  
- Interact in conversations  
• initiate and sustain detailed conversations | - Bonjour Carl.  
- Salut Nathalie.  
- Est-ce que tu sais pourquoi Thomas est si fâché?  
- Ah, tu n’es pas au courant?  
- Quoi, qu’est-ce qui s’est passé?  
- Il a perdu sa place sur l’équipe de basket de l’école.  
- Comment est-ce possible?  
- Il a manqué toutes les pratiques à cause de son nouvel emploi.  
- C’est vraiment dommage. Je sais qu’il est passionné du basket.  
- Ça me rappelle que j’ai ma pratique de tennis dans quinze minutes. Je dois partir.  
- À plus tard Nathalie. Bonne pratique!  
- Merci Carl.  
- Interact in exchanges of information  
• exchange, check and confirm information | - Hé, Joanne. Est-ce que la pratique de badminton a été annulée?  
- Non, mais elle a été remise à demain matin à 7h00 au lieu de ce soir.  
- Pourquoi?  
- Parce que le gymnase n’est pas disponible. C’est la rencontre entre les parents et les enseignants.  
- Ah oui, j’avais oublié. Alors, à demain matin à 7h30.  
- Non, non, la pratique est à 7h00.  
- Ah bon. D’accord.  
- Interact in transactions  
• participate in a variety of routine and unplanned transactions | - Je regrette, Monsieur, mais votre passe d’autobus n’est plus valide.  
- Qu’est-ce que je dois faire?  
- Vous pouvez payer comptant. C’est 2,50$.  
- Je n’ai pas d’argent comptant.  
- Alors, vous pouvez en acheter au kiosque ou au magasin du coin.  
- Interact in discussions  
• participate in informal discussions including exchange of personal views and opinions | - Julie, peux-tu m’aider?  
- Oui, bien sûr. Qu’est-ce qu’il y a?  
- Je ne sais pas quoi faire. Mon équipe de soccer participe dans les demi-finales de la ville après l’école aujourd’hui et je suis supposé travailler.  
- As-tu appelé notre patron pour l’avertir?  
- Je me demandais si je pouvais changer de journée avec toi. Tu prends ma place aujourd’hui et je te remplace demain. Qu’en penses-tu?  
- C’est une bonne idée. Bonne chance ce soir!  
- Merci Julie.  |

*continued on page 53*
Communicative Competencies related to Spoken Interaction

The competencies below support the attainment of the Required Learning Outcome.

Learners can demonstrate communicative competencies related to spoken interaction.

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speak using a range of language</strong></td>
<td>• use a range of language to participate orally in interactions about a variety of familiar and unfamiliar situations</td>
</tr>
<tr>
<td><strong>Speak with accuracy</strong></td>
<td>• speak with accuracy most of the time but may make errors when attempting complex structures</td>
</tr>
</tbody>
</table>
| **Produce oral language**               | • speak with a level of pronunciation and intonation that can clearly be understood by others  
  • speak with sufficient fluency to sustain communication (with some pauses to plan ahead or make corrections) |
FRENCH • Level B1.1 Spoken Production

<table>
<thead>
<tr>
<th>Required Learning Outcome</th>
<th>Suggested Can Do Statements</th>
<th>Suggested Can Do Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners can:</td>
<td>Present orally</td>
<td>- J’ai assisté au match final de la coupe Stanley entre les Canucks de Vancouver et les Bruins de Boston. Mes amis et moi regardions le match sur des écrans géants installés spécialement sur la rue Georgia. Nous étions entouré de milliers de spectateurs. Tout a très bien commencé. Tout le monde était anxieux mais il y régnait une bonne humeur. Quand il est devenu clair que les Canucks n’allaient pas gagner le match, l’ambiance a commencé à changer. Il y avait de plus en plus de tension autour de nous. Nous avons décidé de partir. Une chance. Je ne peux pas croire ce qui est arrivé quelques minutes plus tard. Je suis vraiment déçu du comportement de certaines personnes. Moi, je suis fière de notre ville et de notre équipe et je ne pense pas que ces voyous étaient de vrais amateurs des Canucks. 1. Quelle est une punition raisonnable pour les personnes qui ont participé à l’émeute? 2. Quelles actions seraient utiles pour prévenir cette situation dans l’avenir?</td>
</tr>
<tr>
<td>• give prepared presentations about common and unpredictable situations and answer clear follow-up questions</td>
<td>• give short, prepared presentations and answer follow-up questions</td>
<td></td>
</tr>
<tr>
<td>Present opinions, plans, and actions</td>
<td>- Je crois que les régimes alimentaires sont inutiles et dangereux. Les jeunes reprennent souvent les quelques livres perdus si difficilement. D’autre part, il ne faut pas sous-estimer les risques que l’on prend en suivant des régimes. Il faut expliquer les dangers que les jeunes courent en ne mangeant pas assez, en sautant des repas, en ne mangeant que certains produits et en supprimant systématiquement d’autres. Il ne faut pas croire tout ce qui se dit ou s’écrit. Nous devons être plus critique. Si on ne se sent pas bien dans sa peau, il vaut mieux en parler à son médecin de famille qui nous aidera à trouver une solution.</td>
<td></td>
</tr>
<tr>
<td>• present opinions, plans, and actions with reasons and explanations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Communicative Competencies related to Spoken Production

The competencies below support the attainment of the Required Learning Outcome.

Learners can demonstrate communicative competencies related to spoken production.

**Speak using a range of language**
- use a range of language to participate orally in interactions about a variety of familiar and unfamiliar situations

**Speak with accuracy**
- speak with accuracy most of the time but may make errors when attempting complex structures

**Produce oral language**
- speak with a level of pronunciation and intonation sufficient for others to understand
- speak with sufficient fluency to sustain communication (with some pauses to plan ahead or make corrections)
### Required Learning Outcome

Learners can:

- write cohesive text using range of language about common and unpredictable situations

### Suggested Can Do Statements

#### Write descriptions

- write simple descriptive or creative texts about real and imaginary topics

#### Write correspondence

- write various types of formal and informal correspondence

### Suggested Can Do Examples


- Je me souviens bien de mon premier jour à l’école secondaire. J’étais très nerveux. Je me suis perdu et suis entré par erreur dans la classe de musique. Tout le monde a arrêté de jouer leurs instruments et me regardait. C’était une classe d’élèves de onzième année. L’enseignante m’a demandé si elle pouvait m’aider mais j’étais si embarrassé que je n’ai rien répondu. Alors ...

- Madame,


  Je vous prie d’agréer, Madame, l’expression de mes sentiments distingués / Sincèrement

- Le manque d’hélium d’ici 25 ans.

  L’hélium est le deuxième élément le plus abondant dans l’Univers. Pourtant, sur Terre, on pourrait en manquer d’ici 25 ans!

  L’hélium sert à gonfler les ballons et peut donner une voix aiguë lorsqu’il est inhalé. Mais ce gaz est essentiel dans plusieurs domaines technologiques. Par exemple, sans ce précieux gaz, on ne pourra plus refroidir les réacteurs nucléaires et les composantes des scanners médicaux. On ne pourra plus fabriquer la fibre optique ni propulser les navettes spatiales dans l’espace. Il faudra trouver d’autres solutions!

  1. Quel est le sujet de ce rapport?
  2. À quoi sert cet élément?

### Communicative Competencies related to Writing

The competencies below support the attainment of the Required Learning Outcome.

Learners can demonstrate communicative competencies related to writing.

#### Write using a range of language

- use a range of language to write about a variety of predictable topics

#### Write with accuracy

- write with accuracy most of the time but may make errors when using complex words and structures
Level B1.2 Required Learning Outcomes

**Listening**
- Learners can understand clearly articulated, straightforward texts containing familiar and less familiar language about common and predictable situations

**Reading and Viewing**
- Learners can understand key information in a variety of straightforward texts containing familiar and less familiar language about common and unpredictable situations

**Spoken Interaction**
- Learners can participate in interactions about a variety of common and unpredictable topics with limited support

**Spoken Production**
- Learners can give prepared presentations on a variety of common and unpredictable situations and answer clear follow-up questions

**Writing**
- Learners can write detailed, cohesive texts using a range of language about a variety of common and unpredictable situations

Level B1.2 Communicative Competencies

**Listening**
- Use a range of language
  - understand a variety of texts containing a range of language about familiar topics
- Use cues to make meaning
  - derive meaning (the main idea and details) when listening to texts about familiar topics

**Reading and Viewing**
- Use a range of language
  - understand a variety of texts containing a range of language about familiar and unpredictable topics
- Use cues to make meaning
  - derive meaning (the main idea and details) when exploring texts about familiar topics

**Spoken Interaction**
- Speak using a range of language
  - use a range of language to participate orally in interactions about a variety of familiar, unfamiliar, and abstract topics
- Speak with accuracy
  - speak with accuracy most of the time but may make errors when attempting complex structures
- Produce oral language
  - speak with a level of pronunciation and intonation that can clearly be understood by others
  - speak with sufficient fluency to sustain communication (with some pauses to plan ahead or make corrections)

**Spoken Production**
- Speak using a range of language
  - use a range of language to participate orally in interactions about a variety of familiar, unfamiliar, and abstract topics
- Speak with accuracy
  - speak with accuracy most of the time but may make errors when attempting complex structures
- Produce oral language
  - speak with a level of pronunciation and intonation that can clearly be understood by others
  - speak with sufficient fluency to sustain communication (with some pauses to plan ahead or make corrections)

**Writing**
- Write using a range of language
  - use a range of language to write about a variety of predictable and abstract topics
- Write with accuracy
  - write with accuracy most of the time but may make errors when using complex words and structures

Proficiency Level Context

At this level, learners are expected to engage in increasingly complex and spontaneous oral interactions. They demonstrate their facility in the use of French and in the language-learning strategies they have developed to initiate, sustain and extend communication. Their range of language enables them to participate in interactions on a variety of familiar, unfamiliar and abstract topics.

Learners are able to locate information with confidence, skim for relevant facts and use a variety of French language resources, including the Internet, correspondence, audio-visual, and other electronic media.

As learners develop increasing facility in oral and written language, they are able to experience and respond to both contemporary and traditional texts in a variety of genres.

Culture and the Curriculum

Every language and its culture are intertwined. Language use requires an understanding of the cultural context in which the communication takes place. Learners at this language level are interested in discussing contemporary issues in the francophone world, exploring how people are influenced by cultural experiences, and adapt language, expressions, and behaviours to suit cultural context.

Possible Cultural Topics
- La Francophonie in the world
- The French language in Africa
- Youth: legal rights and responsibilities in French-speaking countries
- Significant events in French-speaking countries, present or past
- Role of literature in French-speaking countries
- Visual arts, music, dance, sculpture, architecture, and linguistically appropriate authentic texts from French-speaking countries

Language-learning Strategies

Language-learning strategies support communication in the multiple skills of language learning. Learners are encouraged to develop a repertoire of cumulative strategies to support their learning.

- Negotiate meaning by using questions in French and other techniques for clarification
- Summarize information in oral, graphic, and written form
- Use dictionaries and other reference materials for clarity of comprehension and expression
- Seek out and create practice opportunities in and outside the classroom
- Use a variety of expressions to analyse and compare and to express empathy in conversational situations
# FRENCH • Level B1.2 Listening

<table>
<thead>
<tr>
<th>Required Learning Outcome</th>
<th>Suggested Can Do Statements</th>
<th>Suggested Can Do Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learners can:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• understand clearly articulated, straightforward texts containing familiar and less familiar language about common and predictable situations</td>
<td><strong>Listen to discussions</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• understand most of the content in clearly conducted extended discussions</td>
<td><strong>SOS animaux.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- On m’a dit que tu faisais partie d’un club des jeunes de la Société protectrice des animaux. J’en ai entendu parler et je voudrais m’engager.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Excellente idée. La SPA accueille des animaux dans les refuges.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Quelles sont les activités du Club?</td>
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<tr>
<td></td>
<td></td>
<td>- Tu n’as pas peur? Les chiens ne sont pas agressifs?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Non, ils sont surtout malheureux.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Alors, tu me conseilles de m’engager.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Oui, bien sûr!</td>
</tr>
<tr>
<td><strong>Listen to instructions, directions, and announcements</strong></td>
<td>• understand detailed directions and technical information in clearly delivered speech</td>
<td><strong>- Bonjour et bienvenue à l’agence Voyages Pour Tous.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Pour accéder à nos services, appuyez sur la touche étoile. Pour connaître notre adresse ou nos heures d’ouverture, composez le un. Pour faire une réservation, composez le deux. Si vous êtes un professionnel du tourisme ou vous voulez organiser un séjour pour un groupe, composez le trois. Pour recevoir une de nos brochures, composez le quatre. Pour parler à un de nos agents, composez le cinq ou restez simplement en ligne. Pour entendre ce menu à nouveau, composez le six.</strong></td>
</tr>
<tr>
<td><strong>Listen to audio broadcasts and recordings</strong></td>
<td>• understand the main idea and specific details in audio media broadcasts delivered in clear, standard speech</td>
<td><strong>- Ici, Janine Sauvé de Radio-Canada. Dans la vallée du Fraser, la pluie cause des ennuis aux résidents. Lundi soir, les fortes précipitations ont provoqué des inondations. Sur cette rue résidentielle, les propriétaires de maison ont accumulé jusqu’à un mètre d’eau dans leurs sous-sols.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>- La bailothérapie.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Brûler des calories sur l’air de « un, deux, trois »: ça « déstresse »!</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Et pendant ce temps, on ne sent pas l’effort physique. Tel est le secret du succès de la nouvelle danse importée du Venezuela.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>De l’espagnol « bailoterapia »: « bailar », qui signifie danser et « terapia »: thérapie. La bailothéraphie est une discipline qui combine l’aérobic et la danse et qui se pratique sur des rythmes latins tels que salsa, mamba, cha-cha-cha ... Au Venezuela, c’est devenu un véritable phénomène de société: on la danse dans tous les clubs de sports, dans la rue, sur la plage ...Tout le monde est accro.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Les mouvements sont simples et peuvent être pratiqués par n’importe qui et à n’importe quel âge.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>La bailothérapie convient particulièrement bien aux adolescents pour les détendre, physiquement et moralement.</strong></td>
</tr>
</tbody>
</table>

## Communicative Competencies related to Listening

The competencies below support the attainment of the Required Learning Outcome.

Learners can demonstrate communicative competencies related to listening.

### Use a range of language
- understand a variety of texts containing a range of language about familiar topics

### Use cues to make meaning
- derive meaning (the main idea and details) when listening to texts about familiar topics
## FRENCH • Level B1.2 Reading and Viewing

<table>
<thead>
<tr>
<th>Required Learning Outcome</th>
<th>Suggested Can Do Statements</th>
<th>Suggested Can Do Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners can:</td>
<td>Learners can:</td>
<td>(Examples are not exhaustive; they are intended to show the level of language and some topics that the learner may experience and on which he or she may be assessed by the end of Level B1.2. Full length and breadth of text are not always represented.)</td>
</tr>
<tr>
<td>• understand key information in a variety of straightforward texts containing familiar and less familiar language about common and unpredictable situations</td>
<td>Read/view correspondence</td>
<td>- Lisez un texte envoyé à un journal dans lequel on commente la récente performance des Whitecaps de Vancouver. Puis, dites si vous êtes d’accord ou non et répondez aux questions en écrivant l’information demandée et en donnant des explications.</td>
</tr>
<tr>
<td></td>
<td>Read/view informational and literary texts</td>
<td>- Lisez rapidement la section d’emploi d’un journal. Choisissez une demande qui vous intéresse et expliquez vos raisons.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Lisez le poème. Identifiez le theme et répondez aux questions de compréhension.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Lisez un texte argumentatif. Quelle est l’attitude de l’auteur en ce qui concerne … Identifiez les conclusions du texte.</td>
</tr>
<tr>
<td></td>
<td>Read/view instructions</td>
<td>- Lisez le document décrivant les instructions et restrictions pour prendre l’avion …</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Lisez et suivez les instructions pour activer votre souris sans fil.</td>
</tr>
<tr>
<td></td>
<td>Read/view audio-visual texts and media</td>
<td>- Regardez un film ou un programme. Identifiez le sujet, le lieu où se déroule l’action, l’époque, les thèmes, l’objectif, les relations entre les personnages (Qui veut quoi de qui?) et la conclusion.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Regardez la publicité. Identifiez le produit, l’approche utilisée, l’information donnée, le message, le slogan …</td>
</tr>
</tbody>
</table>

### Communicative Competencies related to Reading and Viewing

*The competencies below support the attainment of the Required Learning Outcome.*

Learners can demonstrate communicative competencies related to reading.

**Use a range of language**

- understand a variety of texts containing a range of language about familiar and unpredictable topics

**Use cues to make meaning**

- derive meaning (the main idea and details) when exploring texts about familiar topics
FRENCH • Level B1.2 Spoken Interaction

<table>
<thead>
<tr>
<th>Required Learning Outcome</th>
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<th>Suggested Can Do Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners can:</td>
<td>Learners can:</td>
<td>(Examples are not exhaustive; they are intended to show the level of language and some topics that the learner may experience and on which he or she may be assessed by the end of Level B1.2. Full length and breadth of text are not always represented.)</td>
</tr>
</tbody>
</table>
| • participate in interactions about a variety of common and unpredictable topics with limited support | Interact in response to instructions | - Luc, sais-tu comment installer une carte SIM dans ton iPhone?
- Oui. C’est simple comme bonjour. Pour installer la carte SIM il faut d’abord que tu insères l’extrémité d’une trombone ou l’outil d’éjection de la carte SIM dans l’orifice du tiroir de la carte SIM. Puis, appuie fermement sur l’outil en le tenant bien droit jusqu’à ce que le tiroir s’éjecte. Ensuite, retire le tiroir de la carte SIM et places-y la carte SIM comme ceci. Finalement, aligne le tiroir, la carte SIM sur le dessus comme ceci, puis replace-le soigneusement. Et voilà.
- Merci Luc, mais, est-ce que tu pourrais répéter cela?
- Viens, je vais t’aider.
- D’accord. |
| • ask for and give detailed instructions and explanations | Interact in conversations | - Madame Roland, est-ce que je pourrais vous parler?
- Bien sûr Denis.
- Je voulais m’excuser d’avoir manqué l’examen de français ce matin. Hier soir, j’avais une fièvre et je suis allé chez le docteur ce matin.
- Est-ce que ça va mieux?
- Beaucoup mieux, merci. Serait-il possible de rattraper l’examen que j’ai manqué?
- Oui d’accord Denis. Peux-tu l’écrire après l’école?
- Oui Madame. J’y serai. |
| • exchange, check, and confirm information | Interact in exchanges of information | - Cinéma du Parc bonjour.
- Bonjour Madame, j’ai regardé un film hier à votre cinéma et je crois avoir laissé mon chandail sur mon siège. L’auriez-vous trouvé?
- Pourriez vous le décrire?
- Il est rouge avec un motif jaune.
- Un moment s’il vous plaît, je vais vérifier avec ma collègue qui travaillait hier ... Oui Mademoiselle, nous avons votre chandail.
- Super. Je passerai le prendre cet-après-midi.
- Très bien. Au revoir.
- Merci et au revoir. |
| • participate in a variety of routine and non-routine transactions | Interact in transactions | - Pardon, madame, mais ce n’est pas ce que j’ai commandé. J’avais commandé...
- Allo? J’aimerais annuler mon rendez-vous pour le 9 mai. Je me rends compte que c’est un inconvénient, mais serait-il possible de faire un nouveau rendez-vous pour la semaine prochaine? |
| • participate in informal and formal discussions, including exchange of personal views and opinions | Interact in discussions | - Mathilde, je t’interdis d’apporter ton téléphone cellulaire dans la classe.
- Mais, Madame, je ne comprends pas pourquoi. Je ne le laisse pas sonner. Il vibre et avant de répondre, je regarde d’abord qui m’appelle.
- Et tous les textos que tu reçois?
- Les textos que les copains m’envoient ne font pas de bruit non plus.
- Non, mais ils te distraient. Et imagine-toi si toute la classe faisait la même chose.
- Je ne suis pas de votre avis. Je crois que les téléphones cellulaires peuvent être un outil utile dans la classe.
- Qu’est-ce que tu veux dire?
- Premièrement, c’est un dictionnaire portable. Deuxièmement, ... |

continued on page 63
Communicative Competencies related to Spoken Interaction

The competencies below support the attainment of the Required Learning Outcome.

Learners can demonstrate communicative competencies related to spoken interaction.

<table>
<thead>
<tr>
<th>Communicative Competencies related to Spoken Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speak using a range of language</strong></td>
</tr>
<tr>
<td>• use a range of language to participate orally in interactions about a variety of familiar, unfamiliar and abstract topics</td>
</tr>
<tr>
<td><strong>Speak with accuracy</strong></td>
</tr>
<tr>
<td>• speak with accuracy most of the time but may make errors when attempting complex structures</td>
</tr>
<tr>
<td><strong>Produce oral language</strong></td>
</tr>
<tr>
<td>• speak with a level of pronunciation and intonation that can clearly be understood by others</td>
</tr>
<tr>
<td>• speak with sufficient fluency to sustain communication (with some pauses to plan ahead or make corrections)</td>
</tr>
<tr>
<td>Required Learning Outcome</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Learners can:</strong></td>
</tr>
<tr>
<td>• give prepared presentations on a variety of common and unpredictable situations and answer clear follow-up questions</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Communicative Competencies related to Spoken Production**

The competencies below support the attainment of the Required Learning Outcome.

Learners can demonstrate communicative competencies related to spoken production.

**Speak using a range of language**
- use a range of language to participate orally in interactions about a variety of familiar, unfamiliar and abstract topics

**Speak with accuracy**
- speak with accuracy most of the time but may make errors when attempting complex structures

**Produce oral language**
- speak with a level of pronunciation and intonation that can clearly be understood by others
- speak with sufficient fluency to sustain communication (with some pauses to plan ahead or make corrections)
## FRENCH • Level B1.2 Writing

<table>
<thead>
<tr>
<th>Required Learning Outcome</th>
<th>Suggested Can Do Statements</th>
<th>Suggested Can Do Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners can:</td>
<td>Learners can:</td>
<td></td>
</tr>
</tbody>
</table>
| • write detailed,         | Write descriptions          | - À l’âge de 15 ans, Rick Hansen a subi un accident horrible. Depuis ce temps-là, il est paralysé et ne peut plus marcher. Cependant, il a beaucoup fait dans sa vie pour promouvoir les droits des gens handicapés. Par exemple, ...
|   cohesive texts using a | • write detailed descriptive or creative texts | - Mon voyage au Mexique a été extraordinaire. J’y suis allé avec ma famille l’hiver dernier. C’était mon premier voyage en avion. Dès que nous sommes arrivés, nous avons sauté dans la mer. Chaque journée était remplie d’activités différentes. Le premier jour ... Si j’avais la chance d’y retourner, j’irais à Cozumel, un coin particulièrement joli et bon pour faire de la plongée sous-marine. |
|   range of language       | Write correspondence        | - Madame, Je regrette de devoir annuler la réservation de la chambre pour deux personnes pour la nuit du 24 mars que j’avais faite par téléphone le 20 janvier dernier. Je vous remercie de votre compréhension et vous prie d’accepter, Madame, l’expression de mes sentiments distingués. / Sincèrement. |
|   about a variety of      | • write various types of    | - Chère Pascale, Je comprends ton anxiété pour les examens. Si j’étais toi, je participerais le plus possible en classe et puis je réviserais mes notes avec une camarade de classe pour voir si nous avons bien compris les mêmes choses. Si tu as des doutes, demande à ton enseignant, celui-ci pourra répondre à toutes tes questions. C’est une bonne idée de réviser tes notes régulièrement. Enfin, il est aussi important que tu penses à te divertir et te reposer avant tes examens. Ta santé est plus importante. Bonne chance, Pauline |
|   common and unpredictable | formal and informal         | Write informational texts | - En France l’étiquette à table diffère de celle du Canada. Par exemple, à la maison en France, ça ne se fait pas de manger avec une main sous la table ou sur les genoux; les deux mains doivent être sur la table. On sert toujours du pain avec les repas mais il n’y a pas d’assiette à pain; lorsque vous prenez un morceau de pain, vous le mettez sur la nappe, près de votre assiette et il est préférable de couper un petit bout plutôt que de croquer dans le morceau! C’est donc important de connaître au préalable les coutumes du pays que l’on veut visiter. |
|   situations              |   • write a variety of      | - D’après moi/À mon avis l’auteur de cet article veut qu’on améliore la qualité de vie dans ce quartier. Il suggère qu’on mette en place ... |
|                           |     informational texts     |                          |
|                           |     including summaries     |                          |
|                           |     and short, simple essays|                          |

### Communicative Competencies related to Writing

*The competencies below support the attainment of the Required Learning Outcome.*

Learners can demonstrate communicative competencies related to writing.

**Write using a range of language**
- use a range of language to write about a variety of predictable and abstract topics

**Write with accuracy**
- write with accuracy most of the time but may make errors when using complex words and structures
FRENCH CURRICULUM

Appendices
Appendix A: Adaptive Strategies to Assist Students with Special Needs in the French Language Classroom

Although ministry policy states that learners may be exempted from second-language study because of special needs, not all learners who have been identified as having special needs should be exempted. Second-language study may actually enhance first-language development for some learners.

Learners representing a wide range of special needs could successfully participate in this course because of its focus on the communicative-experiential approach. Teachers may need to adapt instructional strategies, activities, and evaluation methods for some learners. For example, learners with sensory impairments may need amplification or additional description to “view” videos.

Decisions to exempt a learner from taking a second language should be made only after considering assessment information about the learner’s cognitive, sensory, or physical disabilities.

When an individual learner is exempted due to special needs, the exemption must be documented as part of the Individual Education Plan (IEP). For example, learners who are deaf might have difficulty with oral sections of a second-language curriculum. Learners who are experiencing difficulty establishing communication might concentrate on developing an alternate communication system such as Bliss symbols or voice-activated technology. Learners with language-processing disabilities may have difficulties that preclude second-language study. Such exemptions should include consultation with parents or guardians as part of the IEP process.

The following teaching strategies might be used to assist learners with special needs in the second language-learning classroom.

Adapt the Environment
- Cluster learners with particular gifts or needs.
- Use community resources for extension and research.
- Make use of preferential seating to enhance learning opportunities.
- Create a space with minimum distractions.
- Change the location of the learning activity to optimize concentration.
- Make use of co-operative grouping or pairing of learners.

Adapt Presentation or Instruction
- Provide extension activities for learners with special gifts and talents.
- Offer choices for self-directed learning.
- Provide advance organizers of key information.
- Demonstrate or model new concepts.
- Adjust the pace of activities as required.
- Change the wording of questions or instructions to match learners’ level of understanding.
- Provide functional, practical opportunities for learners to practise skills.

Adapt Materials and Equipment
- Use techniques to make the organization of activities more explicit (e.g., colour-code the steps used to complete a task).
- Use manipulatives and other support materials.
- Provide large-print charts or activity sheets.
- Use opaque overlays for text pages to reduce the quantity of visible print.
- Highlight key points in written material.
- Provide software that has variable font sizes.
- Use adapted computer hardware and appropriate software.
- Provide alternative resources on the same concepts at an easier comprehension level.
- Provide or arrange for opportunities for independent study (e.g., computer).

Adapt Methods of Assistance
- Train and use peer tutors to assist learners with special needs.
- Arrange for teacher assistants to work with individuals or small groups.
- Collaborate with support teachers to develop appropriate strategies for individual learners with special needs.

Adapt Methods of Assessment
- Allow learners to demonstrate their understanding of concepts in a variety of ways (e.g., murals, displays, models, oral presentations).
- Match assessment tools to learner needs (e.g., oral or open-book tests, tasks performed without time limits, teacher-learner conferencing).
- Set short-term, achievable goals with frequent feedback.
- Provide opportunities for learners to assess their progress and set their own goals.
## APPENDIX B: COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT

### Common Reference Levels: Self-assessment Grid

<table>
<thead>
<tr>
<th>Understanding</th>
<th>A1</th>
<th>A2</th>
<th>B1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.</td>
<td>I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.</td>
<td>I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.</td>
<td>I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.</td>
<td>I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.</td>
</tr>
<tr>
<td><strong>Spoken Interaction</strong></td>
<td>I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I’m trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.</td>
<td>I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can’t usually understand enough to keep the conversation going myself.</td>
<td>I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).</td>
</tr>
<tr>
<td><strong>Spoken Production</strong></td>
<td>I can use simple phrases and sentences to describe where I live and people I know.</td>
<td>I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.</td>
<td>I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.</td>
<td>I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.</td>
<td>I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.</td>
</tr>
</tbody>
</table>
### APPENDICES

<table>
<thead>
<tr>
<th>B2</th>
<th>C1</th>
<th>C2</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.</td>
<td>I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.</td>
<td>I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.</td>
</tr>
<tr>
<td>I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.</td>
<td>I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.</td>
<td>I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.</td>
</tr>
<tr>
<td>I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.</td>
<td>I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.</td>
<td>I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.</td>
</tr>
<tr>
<td>I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</td>
<td>I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</td>
<td>I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.</td>
</tr>
<tr>
<td>I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.</td>
<td>I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.</td>
<td>I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.</td>
</tr>
</tbody>
</table>
### APPENDIX C: COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT

#### Common Reference Levels: Global Scale

<table>
<thead>
<tr>
<th>Level</th>
<th>User</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficient User</strong></td>
<td>C2</td>
<td>Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</td>
</tr>
<tr>
<td></td>
<td>C1</td>
<td>Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</td>
</tr>
<tr>
<td><strong>Independent User</strong></td>
<td>B2</td>
<td>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions on his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</td>
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<td>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</td>
</tr>
<tr>
<td><strong>Basic User</strong></td>
<td>A2</td>
<td>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</td>
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<tr>
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<td>A1</td>
<td>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</td>
</tr>
</tbody>
</table>
Appendix D: Common European Framework of Reference Language Portfolios

A key feature of the CEFR is the Language Portfolio. The Portfolio belongs to and is held by the language learner, enabling the learner to set individual learning goals, document individual experiences with second languages, measure progress and represent attained levels of proficiency in one or more second languages.

CEFR Portfolios contain three components:

- the Language Passport
- the Language Biography
- the Dossier

**Passport** – This component contains sections produced by the teacher, school, or institution, which attest to the recognition of learning and mastery of skills by the learner, report on the gaining of credits for specific courses, and support a job application or offer of services. This official aspect is part of the summative function of the assessment. The passport may include national or international recognition of language proficiency at a given stage in the learner’s learning.

**Biography** – This component records learning progress and encourages self-assessment by learners, giving them opportunity to learn and recognize personal strengths and areas to improve with respect to the tasks and strategies they are expected to perform and implement. It encourages learners to reflect on the various aspects of their language learning and use. This discrimination serves as a formative function in the assessment process. As the pedagogical component of the ELP, the biography is a bridge between teaching and learning.

**Dossier** – This component contains samples of the learner’s own work that illustrate knowledge, competencies, and attitudes in relation to the learning process. The dossier can document the objectives, etc. of certain curricula, learning experiences, and significant samples of learners’ progress in terms of second-language proficiency, and pluricultural experiences.

The Language Portfolio can have two functions:

- **pedagogical function** – presented in the biography and dossier, aimed at helping learners to reflect periodically on significant language and cultural experiences and on their learning progress, in terms of language and cultural skills involving knowledge, know-how, and experiential competence;

- **reporting function** – in the form of a report card in the passport, aimed at documenting the language proficiency (linguistic, sociolinguistic, and pragmatic) and cultural competencies aligned with the province’s curriculum requirements.

(Adapted from Working with the Common European Framework of Reference for Languages (CEFR) in the Canadian Context: Guide for policy-makers and curriculum designers.)

Some examples are:

- Council of Europe
- Armenia
- France

In some cases, jurisdictions have developed different Portfolios for elementary, secondary and adult language learners.

Canadian jurisdictions that have adapted the Portfolio concept to meet their own needs include Nunavut.

Schools or districts in British Columbia may wish to consider adopting or adapting an existing Portfolio format or creating their own Portfolios.
Appendix E: Sample Language Passport

One element of the CEFR Portfolio is the Language Passport. The Passport is an easy way for a language learner to keep track of a developing proficiency in one or more second languages and to represent that learning to those who may be interested, such as teachers, post-secondary institutions, and employers.

Like other elements of the Portfolio, the Passport is owned by the learner and complements the concept of life-long learning.

Schools or districts in British Columbia may wish to consider creating a visually age-appropriate Language Passport for elementary-level learners.

The sample Language Passport included in this appendix is designed to be used by second language learners who: a) have completed their four required years of study or reached similar levels of proficiency through external learning; b) have reached junior or senior secondary school; c) who can comprehend the self-assessment grid and how to apply it.

Second language learners are encouraged to continue developing their linguistic skills following secondary school; the Passport is designed to support such learning.

Features of the Language Passport:

- learners may record their levels of proficiency in two languages
- more languages may be added by inserting pages
- proficiency may be reported based on the Global Scale and/or for individual skill areas
- learners indicate whether the proficiency level was determined by self-assessment, by their teacher or by earning an external credential *
- Passport holders may use the CEFR Self-assessment Grid (see Appendix C) to assist in self-assessment

*Approved External Credentials, with the number of Grade 10, 11 or 12 level credits and the corresponding proficiency levels are provided annually in the Ministry of Education’s “Course Information” document, available at www.bced.gov.bc.ca/graduation/courseinfo.
The Language Passport is a voluntary, learner-managed document that may be used to record proficiency in languages, including Aboriginal languages, Canada’s official languages, international languages and heritage languages. Learners may also choose to document their proficiency in their maternal or first language.

Statement of Accuracy
I have made every attempt to accurately record information related to my language learning.

________________________________________
Passport Holder’s Signature
# Language Passport Holder

**Demonstration of Language Learning**
See the definitions of Global Proficiency Levels on the last page of this Passport. See the CEFR self-assessment grid (Appendix B) for the specific skill levels in listening, reading and viewing, speaking, and writing and the checklist of approved External Assessments in the Passport holder’s portfolio. There is no limit to the number of languages the Passport may include. If the Passport holder has skills in more than two languages, additional pages may be added.

## Language:

<table>
<thead>
<tr>
<th>A1.1</th>
<th>A1.2</th>
<th>A2.1</th>
<th>A2.2</th>
<th>B1.1</th>
<th>B1.2</th>
<th>B2</th>
<th>C1</th>
<th>C2</th>
</tr>
</thead>
</table>

### Listening Proficiency Level
Based on:
- Self-assessment
- Educator Assessment
- External Assessment (specify)

### Reading and Viewing Proficiency Level
Based on:
- Self-assessment
- Educator Assessment
- External Assessment (specify)

### Spoken Interaction Proficiency Level
Based on:
- Self-assessment
- Educator Assessment
- External Assessment (specify)

### Spoken Production Proficiency Level
Based on:
- Self-assessment
- Educator Assessment
- External Assessment (specify)

### Writing Proficiency Level
Based on:
- Self-assessment
- Educator Assessment
- External Assessment (specify)

### Global Proficiency Level
Based on:
- Self-assessment
- Educator Assessment
- External Assessment (specify)
Demonstration of Language Learning
See the definitions of Global Proficiency Levels on the last page of this Passport. See the CEFR self-assessment grid (Appendix B) for the specific skill levels in listening, reading and viewing, speaking, and writing and the checklist of approved External Assessments in the Passport holder’s portfolio. There is no limit to the number of languages the Passport may include. If the Passport holder has skills in more than two languages, additional pages may be added.

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<th>A2.2</th>
<th>B1.1</th>
<th>B1.2</th>
<th>B2</th>
<th>C1</th>
<th>C2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Proficiency Level</td>
<td>Based on: Self-assessment</td>
<td>☐</td>
<td></td>
<td></td>
<td>Educator Assessment</td>
<td>☐</td>
<td></td>
<td></td>
<td>External Assessment</td>
</tr>
<tr>
<td>Reading and Viewing Proficiency Level</td>
<td>Based on: Self-assessment</td>
<td>☐</td>
<td></td>
<td></td>
<td>Educator Assessment</td>
<td>☐</td>
<td></td>
<td></td>
<td>External Assessment</td>
</tr>
<tr>
<td>Spoken Interaction Proficiency Level</td>
<td>Based on: Self-assessment</td>
<td>☐</td>
<td></td>
<td></td>
<td>Educator Assessment</td>
<td>☐</td>
<td></td>
<td></td>
<td>External Assessment</td>
</tr>
<tr>
<td>Spoken Production Proficiency Level</td>
<td>Based on: Self-assessment</td>
<td>☐</td>
<td></td>
<td></td>
<td>Educator Assessment</td>
<td>☐</td>
<td></td>
<td></td>
<td>External Assessment</td>
</tr>
<tr>
<td>Writing Proficiency Level</td>
<td>Based on: Self-assessment</td>
<td>☐</td>
<td></td>
<td></td>
<td>Educator Assessment</td>
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<td></td>
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<td>External Assessment</td>
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</table>
Global Proficiency Levels

**Language Passport holders:** keep copies of your self-assessment, instructor assessment and external assessment documents in your language portfolio to prove your overall level of language learning and your specific skill learning levels in listening, reading and viewing, speaking, and writing.

**Language Passport reviewers:** ask to see the assessment grid completed by the learner and/or signed by an instructor and the checklist of BC-approved External Language Assessments. These documents are in the Passport holder’s Language Portfolio and will indicate the learner’s level of proficiency in specific skills: listening, reading and viewing, speaking, and writing.

A Basic User is ready to be an informed traveller or to welcome and assist visitors to British Columbia.

An Independent User is ready for extended exchange, travel, volunteering and social experiences, or for representing British Columbia.

A Proficient User is ready for formal employment or formal study in the language, whether in British Columbia, Canada, or around the world.

### Descriptions of Language Learning from the Common European Framework of Reference

**Proficient User**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning in more complex situations.</td>
</tr>
<tr>
<td>C1</td>
<td>Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express himself/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</td>
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**Independent User**

<table>
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<tr>
<th>Level</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>B2</td>
<td>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussion in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</td>
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<td>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</td>
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**Basic User**

<table>
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<tr>
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<td>A2</td>
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APPENDIX F: LINKS TO EXTERNAL WEBSITES AND PRINT MATERIALS

ActivELP
www.activelp.net

Council of Ministers of Education in Canada
www.cmec.ca

Canadian Association of Second Language Teachers (CASLT)
www.caslt.org

British Columbia Association of Teachers of Modern Languages (BCATML)
www.bcatml.org

Common European Framework of Reference for Languages
www.coe.int/T/DG4/Linguistic/CADRE_EN.asp

Working with the Common European Framework of Reference for Languages (CEFR) in the Canadian Context: Guide for policy-makers and curriculum designers
www.cmec.ca/Programs/assessment/cefr-cecr/Pages

ELECTRONIC PASSPORT SAMPLES

The European Language Portfolio in Use, edited by David Little
These nine reports will be of interest to those already working with the ELP because they confirm a high level of unity in diversity as regards implementation and learner response. They will also be of interest to those who want to know more about the ELP, especially about how its pedagogical function can be realized in classrooms.
www.coe.int/T/DG4/Portfolio/documents/ELP%20in%20use.pdf

Armenia: European Language Portfolio for Primary School
This language portfolio will serve as an interesting example for educators interested in developing a language portfolio suitable for use with elementary age learners. All three components – passport, dossier and biography – are presented.
www.brusov.am/docs/Euro_portfolio_eng.pdf

Britain: Junior European Languages Portfolio - Junior ELP 2006 edition
The Portfolio has three parts and is accompanied by a teacher’s guide:
1. **My language biography**: A personalized learning diary making children aware of their achievements as they learn.
2. **My dossier**: Where learners can file work and materials to illustrate the achievements recorded in the Language biography or Language passport.
3. **My language passport**: An overview of the learner’s knowledge and experiences of different languages, including cultural experiences.

Teacher’s guide: Practical help on using the ELP in the elementary classroom
Documents can be downloaded from: www.primarylanguages.org.uk/resources/assessment_and_recording/european_languages_portfolio.aspx

PRINT MATERIALS


