
Grade 12

COMPONENTS

Experience

Specific Outcomes: French 30–9y

Given the following fields of experience and the subfields within each field,

① World of Work
employability skills
job market

② Travel and Tourism
tourist information
travel advice
Francophone destinations

③ Role of the Media
radio
television
newspapers
advertising

④ Conservation and the Environment
(optional)
issues
problems
solutions

and other areas of interest,

students will engage in various language activities, based on the context, the communicative task and the different information and communication technologies available,

in order to:

Communication

Listening Comprehension

- understand, by identifying key words and phrases, the main ideas and a number of specific details related to these ideas about concrete or abstract topics contained in oral texts of varying lengths and levels of difficulty (e.g., identify types of job search techniques and details regarding each type of technique; identify the environmental problem and the effects it has on the environment)

Reading Comprehension

- understand, by identifying key words and phrases, the main ideas and a number of specific details related to these ideas about concrete or abstract topics contained in written texts of varying lengths and levels of difficulty (e.g., identify the basic duty-free exemptions for entering a country and the rules governing these exemptions; identify the strengths and weaknesses of various media in advertising)

Oral Production

- name, list, encourage, request or provide information, ask for or give advice, instructions or directions, express needs, feelings, desires, wishes, preferences, opinions, judgements or conditions, give compliments, make comparisons, make suggestions, describe people, actions or events, narrate or explain events, make simple hypotheses, issue invitations, convince, complain, orally, in a structured and modelled fashion, using a series of simple and complex sentences expressed in the past, present or future, resulting in a prepared or spontaneous message that is comprehensible, accurate and sustained (e.g., interview a candidate for a job; express an opinion about a current television show and support it; present French Polynesia as a possible travel destination)

Written Production

- name, label, list, encourage, request or provide information, ask for or give advice, instructions or directions, express needs, feelings, desires, wishes, preferences, opinions, judgements or conditions, give compliments, make comparisons, make suggestions, describe people, actions or events, narrate or explain events, make simple hypotheses, issue invitations, convince, complain, in written form, in a prepared, structured and modelled fashion, using a series of simple and complex sentences expressed in the past, present or future, resulting in a message that is comprehensible, accurate and sustained (e.g., provide travel information in the form of an itinerary; hypothesize about the future of the planet in an opinion letter; write a film critique).

Language

Knowledge of Language
Concepts

- continue to develop knowledge of concepts presented in grades 4–11
- acquire knowledge of the following concepts:
 - pronouns *y* and *en*
 - interrogative pronouns
 - agreement of past participle with *avoir* and direct object pronouns
 - the past infinitive
 - the simple future
 - the present conditional
 - direct and indirect discourse
 - communicative intents
 - coherence

Application of Vocabulary and
Language Concepts

- use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4–11, needed to communicate a message
- use, with some consistency, in oral and written form, the following linguistic elements needed to communicate a message:
 - vocabulary associated with the fields of experience and their subfields
 - direct object pronouns with all prescribed tenses
 - indirect object pronouns with all prescribed tenses
 - the pronouns *y* and *en* with all prescribed tenses
 - interrogative pronouns (*lequel, laquelle, lesquels, lesquelles*)
 - relative pronouns—*où* and *dont*
 - conjunctive words or expressions at the discourse level (*en effet, alors, donc, pendant que, lorsque, tandis que*)
 - agreement of the past participle with *avoir* and direct object pronouns
 - the past infinitive (e.g., *Après avoir entendu les nouvelles.../Après être allé à l’entrevue...*)
 - the simple future with all personal pronouns in affirmative and negative sentences
 - the present conditional with all personal pronouns in affirmative and negative sentences
 - direct and indirect discourse
 - coherence at the discourse level.

Culture

- explore opportunities for further education or career prospects in which knowledge of French would be an asset
- seek out information about Francophones from authentic sources (e.g., job announcements, travel brochures, advertisements)
- research and identify concrete facts that reflect the way of life of Francophone peoples (e.g., French job advertisements indicate gender and age requirements.)
- compare and contrast the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., compare and contrast content in French language magazines and English language magazines)
- compare and contrast their own way of life with the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., preparing one's curriculum vitae [CV] for Canada versus France)
- reflect upon the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures
- explore stereotypical thinking as a barrier to global understanding
- identify and use information and communication technologies available outside the classroom setting to access information about different Francophone cultures
- demonstrate knowledge of the cultural characteristics of the French language by using the following sociolinguistic conventions:
 - the sociolinguistic conventions listed in grades 4–11
 - appropriate expressions for beginning and concluding a speech or a presentation.

Language Learning Strategies

Comprehension Strategies

cognitive

- continue to expand and use a personal repertoire of comprehension strategies to facilitate the understanding of an oral or written message
 - use the prefix, suffix, radical or root to guess or determine meaning
 - use the context to determine the meaning of an unknown word or expression
 - note unknown words to verify later
 - use linking words (cohesive elements) to establish the relationship between ideas

cognitive (cont'd)	<ul style="list-style-type: none"> – use time clues to determine if the message is being expressed in the past, present or future – listen to the beginning and the end of an audio text or read the first and last paragraphs to have a better idea of the topic and the content of the text – take down notes to summarize, compare and contrast information – summarize and report information – use French language reference materials to verify meaning – skim a text using the title, subtitles, illustrations and legends to determine the topic and the main categories of ideas – predict or determine the topic and/or main categories of ideas by fast forwarding an audio text and stopping at intervals – establish connections between the information heard or read and previous knowledge – use strategies defined in grades 4–9
socio-affective	<ul style="list-style-type: none"> – ask questions, in French, to clarify or verify a message – take the risk to listen to or read more difficult and lengthy texts in French – take the risk to listen to authentic texts (e.g., radio and television shows) or read authentic documents (e.g., newspaper articles, travel brochures) – use information and communication technologies outside the classroom setting to gain access to the French language – use strategies defined in grades 4–9
metacognitive	<ul style="list-style-type: none"> – identify strategies that can be or were used to facilitate comprehension of a text – reflect upon the content of the text – verify hypotheses made about the content of the text – note unknown words to verify later – use strategies defined in grades 4–9
Production Strategies	<ul style="list-style-type: none"> • continue to expand and use a personal repertoire of production strategies to facilitate the communication of an oral or written message
cognitive	<ul style="list-style-type: none"> – use specialized French language references, such as verb conjugation books, grammar references, etc. – identify the communicative intent of the message (e.g., to inform, to entertain, to persuade) – use an outline, word web, point-prepared or spontaneous, prepared or spontaneous, form notes, etc., to organize thoughts and to plan what is to be said or written – identify vocabulary and grammatical elements needed to create a text – use cue cards to note key ideas – analyze a text in order to identify content, structural elements and ways of expressing ideas – use circumlocution(s) to sustain a communication – use strategies defined in grades 4–9

socio-affective

- as part of the editing process, work with a peer to read aloud a prepared production to determine if the message is clear
- react positively to feedback and implement appropriate changes to a production
- provide peers with constructive feedback
- use French to praise peers
- use French to evaluate peers
- take the risk to produce more elaborate oral or written messages
- use strategies defined in grades 4–9

metacognitive

- identify strategies that can be used or were used to produce a text
- refer back to previous productions of the same nature, analyze errors made and apply this knowledge to the current production
- use checklists, written in French, to verify the work
- develop a learning plan to carry out a task
- use a series of editing strategies to improve the quality of the production
- monitor an oral production and use self-correction when necessary
- use strategies defined in grades 4–9

Memory Strategies

- continue to use a personal repertoire of memory strategies to facilitate the learning, recollection or retention of vocabulary and/or grammatical structures.