

## Levels of Learner Support in the Linguistic Repertoire

From French 10–3Y through to French 30–3Y, the outcomes identified in the program of studies in the Linguistic Subcomponent of the Repertoire increase in scope and complexity. They also suggest a progressive increase in learner autonomy. As such, many of the outcomes indicate targeted levels of learner support that show increasing student control over time. The chart on the following pages contains all of the specific outcomes listed in this subcomponent of the Repertoire.

The various columns show a decreasing level of learner support that coincides with an increase in the students' independent use of the various elements of the Repertoire. The columns use the following terms which are defined in this way:

- **understanding** refers to the moment in which students acquire knowledge about a language concept
- **modelled situation** refers to the use of auditory or print models of the language structures that students are to understand and use, either provided by the teacher directly or contained in a text, and that students follow closely as they acquire and use these language elements
- **highly-structured situation** involves specific learning supports (scaffolds) that allow some degree of choice or variance and are provided to learners so that they can acquire the language knowledge and structures needed to participate in language learning experiences
- **structured situation** involves learning supports that are more open-ended in nature, and from which students are able to choose as they seek to express themselves while participating in language learning experiences
- **guided situation** still involves the support the teacher provides in terms of language knowledge and its use, but in general, students are beginning to rely less and less on models and other learning supports to understand and/or communicate their ideas
- **nonguided situation** requires that students rely on themselves for the most part to make linguistic choices based on previously taught material, and to select appropriate intercultural and/or cultural knowledge to understand and/or communicate their own messages.

The following chart can be copied and used when planning for instruction or for student assessment. Check boxes have been included for use when cross-referencing planning and/or assessment materials.

Linguistic Element	understanding of concept	use in modelled and highly-structured situations	use in modelled and structured situations	use in guided situations	use sometimes in nonguided situations
<b>Nouns, determiners and agreement with gender and number</b>					
concept of gender	<input type="checkbox"/> 10–3Y			<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	
concepts of number	<input type="checkbox"/> 10–3Y			<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	
knowledge of the variety of determiners in French; e.g., <i>déterminant défini, indéfini</i>	<input type="checkbox"/> 10–3Y				
agreement between gender of familiar nouns and determiners	<input type="checkbox"/> 10–3Y			<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	
role and application of <i>déterminants définis</i> : <i>le, la, l', les</i>	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
role and application of <i>déterminants indéfinis</i> : <i>un, une, des</i>	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
role and application of <i>déterminants possessifs</i> : <i>mon, ma, mes; ton, ta, tes; son, sa, ses; notre, nos; votre, vos; leur, leurs</i>	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
role and application of <i>déterminants exclamatifs</i> : <i>quel, quelle, quels, quelles</i>	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
role and application of <i>déterminants partitifs</i> : <i>du, de la, de l', des</i>	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
role and application of <i>déterminants contractés</i> : <i>au, à la, à l', aux; du, de la, de l', des</i>	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
<b>Pronouns</b>					
concept of pronoun replacement in French	<input type="checkbox"/> 10–3Y				
knowledge of variety of pronouns in French	<input type="checkbox"/> 10–3Y				
concept and application of <i>les pronoms personnels sujets</i> : <i>je, tu, il, elle, on, nous, vous, ils, elles</i>	<input type="checkbox"/> 10–3Y		<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y	<input type="checkbox"/> 30–3Y

Linguistic Element	understanding of concept	use in modelled and highly-structured situations	use in modelled and structured situations	use in guided situations	use sometimes in nonguided situations
concept of <i>pronoms compléments directs</i> — <i>le, la, les</i> —and <i>pronoms compléments indirects</i> — <i>lui, leur</i> —in the present tense	<input type="checkbox"/> 20–3Y		<input type="checkbox"/> 20–3Y	<input type="checkbox"/> 20–3Y	
use of <i>pronoms compléments directs</i> and <i>pronoms compléments indirects</i>		<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y	
concept of <i>pronoms relatifs</i> — <i>qui, que</i> —mostly in present tense	<input type="checkbox"/> 20–3Y				
use of <i>pronoms relatifs</i> — <i>qui, que</i> —mostly in present tense and sometimes in the past tense	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y	
<b>Possessive structure <i>de</i></b>					
possessive structure <i>de</i>	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y	<input type="checkbox"/> 30–3Y
<b>Questions</b>					
concept of how to formulate questions using intonation, <i>Est-ce que</i> , inversion and <i>les marqueurs interrogatifs</i> — <i>Quel, Qui, Que, Combien, Comment, Quand, Pourquoi</i>	<input type="checkbox"/> 10–3Y				
formulate questions using intonation, <i>Est-ce que</i> , inversion and <i>les marqueurs interrogatifs</i>			<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
<b>Verbs</b>					
concept of subject and verb agreement	<input type="checkbox"/> 10–3Y				
concept of conjugation patterns	<input type="checkbox"/> 10–3Y				
concept of conjugation patterns of frequently used regular and irregular verbs in the present tense	<input type="checkbox"/> 10–3Y				
use of frequently used regular and irregular verbs in the present tense		<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y

Linguistic Element	understanding of concept	use in modelled and highly-structured situations	use in modelled and structured situations	use in guided situations	use sometimes in nonguided situations
concept of a conjugated auxiliary verb ( <i>pouvoir, vouloir, devoir, aller, aimer, préférer</i> ) + infinitive	<input type="checkbox"/> 10–3Y				
use of conjugated auxiliary verb + infinitive mostly in the present tense		<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
concept of verbs followed by a preposition ( <i>à</i> or <i>de</i> ) + infinitive (e.g., <i>commencer à, continuer à, réussir à, essayer de, finir de, oublier de</i> )	<input type="checkbox"/> 20–3Y				
use of verbs followed by a preposition ( <i>à</i> or <i>de</i> ) + infinitive mostly in the present tense		<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	
concept of pronominal verbs and their formation with frequently used verbs in the present tense	<input type="checkbox"/> 20–3Y	<input type="checkbox"/> 20–3Y	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	
concept of <i>aller</i> + infinitive ( <i>futur proche</i> ) and its use	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
concept of <i>futur simple</i> and use with frequently used verbs including <i>aller, avoir, être</i> and <i>faire</i>	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y		<input type="checkbox"/> 30–3Y	
concept and use of the verbal expression <i>venir de</i> + infinitive for recently completed past actions ( <i>passé récent</i> )	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
concept and use of <i>le passé composé</i> for frequently used regular verbs (including those that take <i>être</i> )	<input type="checkbox"/> 20–3Y	<input type="checkbox"/> 20–3Y	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	
concept and formation of <i>l'imparfait</i> for frequently used verbs, including <i>être, avoir</i> and <i>faire</i>	<input type="checkbox"/> 30–3Y		<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y	
concept and formation of simple commands related to classroom interactions and some shopping needs	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	

Linguistic Element	understanding of concept	use in modelled and highly-structured situations	use in modelled and structured situations	use in guided situations	use sometimes in nonguided situations
concept and formation of imperative mode with frequently used verbs	<input type="checkbox"/> 20–3Y	<input type="checkbox"/> 20–3Y	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand and use verbal expressions + infinitives (e.g., <i>je te suggère de, je vous recommande de, il faut, il est nécessaire de</i> )	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand and use infinitives to suggest or direct an action or a series of actions	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y	
understand that the conditional can be used to express a need or desire in a polite way	<input type="checkbox"/> 10–3Y				
use the conditional expressions <i>j'aimerais, je voudrais, pourrais-tu</i> + infinitive	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand formation of <i>le conditionnel</i> with frequently used verbs and apply knowledge of this formation	<input type="checkbox"/> 30–3Y		<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y	
<b>Verbal Expressions</b>					
understand concept of <i>je suis en train de</i> + infinitive and use it to express an action in progress in the present tense	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y		<input type="checkbox"/> 10–3Y	
understand concept of <i>être en train de</i> + infinitive and use it to express an action in progress in the present tense	<input type="checkbox"/> 20–3Y		<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand concept of prepositional phrases, e.g., <i>jouer à..., jouer de..., faire de...</i> and use in the present tense and sometimes in the past tense (French 30–3Y)	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand concept of verbal locutionary expressions with <i>avoir, faire, parler à/de..., se faire de...</i> in the present tense and sometimes in the past tense (French 30–3Y)	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y

Linguistic Element	understanding of concept	use in modelled and highly-structured situations	use in modelled and structured situations	use in guided situations	use sometimes in nonguided situations
understand and use the verb expressions <i>c'est</i> and <i>il y a</i> (sometimes with <i>l'imparfait</i> for French 30–3Y)	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand and use certain verbs with the following prepositions: <i>choisir de...</i> , <i>opter pour...</i> , <i>commencer par...</i> , <i>remercier de...</i> in the present tense	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y		<input type="checkbox"/> 30–3Y	
<b>Negation</b>					
understand formation and use of negative expressions involving <i>ne... pas</i> , <i>ne... jamais</i> , <i>ne... rien</i> in the present tense	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand formation and use of negative expressions with <i>le passé composé</i>	<input type="checkbox"/> 20–3Y		<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
<b>Adjectives</b>					
understand and apply concept of agreement of adjectives with the gender and number of the noun	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand and apply concept of placement of commonly used adjectives	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand concept and formulation of the comparative and superlative forms of commonly used adjectives	<input type="checkbox"/> 20–3Y	<input type="checkbox"/> 20–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	
<b>Prepositions, adverbs and related expressions</b>					
understand and use select prepositions and prepositional phrases of location	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand and use select adverbs of location	<input type="checkbox"/> 20–3Y		<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand and use prepositions with geographical locations	<input type="checkbox"/> 30–3Y				<input type="checkbox"/> 30–3Y

Linguistic Element	understanding of concept	use in modelled and highly-structured situations	use in modelled and structured situations	use in guided situations	use sometimes in nonguided situations
understand that there are a variety of adverbs and their usual placement	<input type="checkbox"/> 10–3Y				
use select adverbs of time, manner and quantity and place them appropriately		<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand and use select adverbs of affirmation and probability	<input type="checkbox"/> 20–3Y		<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
<b>Discourse Development</b>					
recognize difference between an affirmative and a negative statement, statement and question and variety of questions and use knowledge to create own statements	<input type="checkbox"/> 10–3Y			<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand and use common interaction patterns in familiar situations	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y		<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand and use knowledge of intonation, stress and rhythm are used in familiar situations	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y		<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand and use common conjunctions to link more than one idea within a sentence (French 10–9Y) and to link a series of sentences (French 20–9Y and French 30–9Y)	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand the concept of word and sentence order at phrase and simple or compound sentence levels	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand and apply knowledge of complex sentences structure using <i>les pronoms relatifs qui</i> and <i>que</i>	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y		<input type="checkbox"/> 30–3Y	

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