

French as a Second Language

**Nine-year Program of Studies
Guide to Implementation —
Grade 7 to Grade 9**

ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education. Direction de l'éducation française.
French as a Second Language Nine-year Program of Studies.
Guide to Implementation — Grade 7 to Grade 9.

This resource can be consulted at the following address:

<http://education.alberta.ca/francais/teachers/progres/compl/fsl/support/niney.aspx>

ISBN 978-0-7785-6464-5

1. Français (langue) – étude et enseignement – Alberta – Allophones.
2. French language – Study and teaching as a second language – Alberta.
3. French language – Study and teaching – Alberta – Foreign speakers.
4. French language – Outlines, syllabi, etc. – Alberta. I. Title.

PC 2065.A333 2008

440.707123

Several Web sites are listed in this document. These sites are listed as a service only to identify potentially useful ideas for teaching and learning. Alberta Education is not responsible for maintaining these external sites, nor does the listing of these sites constitute or imply endorsement of their content. The responsibility to evaluate these sites rests with the user.

Note: All Web site addresses were confirmed as accurate at the time of publication but are subject to change.

For further information, contact:

Alberta Education
French Language Services Branch
9th Floor, 44 Capital Boulevard
10044 – 108 Street NW
Edmonton, Alberta T5J 5E6

Telephone: 780-427-2940 in Edmonton or
toll-free in Alberta by dialing 310-0000
Fax: 780-422-1947
E-Mail: LSB@edc.gov.ab.ca

The primary intended audience for this document is:

<i>Administrators</i>	✓
<i>Educational Consultants</i>	✓
<i>General Audience</i>	
<i>Parents</i>	
<i>Students</i>	
<i>Teachers</i>	✓



A PDF version of this resource is available at
<http://education.alberta.ca/francais/teachers/progres/compl/fsl/support/niney.aspx>



Print copies of this resource can be purchased from
the Learning Resources Centre. Order online at
www.lrc.education.gov.ab.ca or telephone
780-427-5775.

Copyright © 2008, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, French Language Services Branch, 44 Capital Boulevard, 10044 – 108 Street NW, Edmonton, Alberta, Canada, T5J 5E6.

Every effort has been made to provide proper acknowledgement of original sources. If cases are identified where this has not been done, please notify Alberta Education so appropriate corrective action can be taken.

Permission is given by the copyright owner to reproduce this document, or any part thereof, for education purposes and on a nonprofit basis, with the exception of materials cited for which Alberta Education does not own copyright.

Table of Contents

Acknowledgements.....	vii
Chapter 1 – Introduction.....	1
Purpose of the guide.....	1
Content of the guide.....	1
Benefits of learning a second language	2
Language learning in Alberta.....	3
Course sequences available for FSL.....	4
Chapter 2 – Program Design	5
Program Design	5
Audience	5
Learner outcomes.....	5
Multidimensional framework.....	6
Development of competency	7
The Experience–Communication component.....	8
The Language component.....	11
The Culture component.....	14
The Language Learning Strategies component.....	15
Program articulation.....	17
References.....	20
Chapter 3 – Implementation of the FSL Program of Studies.....	21
10 key principles for implementation	21
Meaningful language	22
Comprehension precedes production.....	22
Language learning is cyclical.....	23
Communication takes precedence over language knowledge	24
Language and culture intertwined.....	26
Strategies made explicit	26
Student progress shared	27
Language for fun and creativity	27
Parental and community support	28
Life-long learning	29
References.....	29
Chapter 4 – Teaching in the FSL Classroom	31
Many contexts for FSL teaching	31
Successful FSL classroom environment	32
The program of studies	32
The teaching approach	32
The teacher.....	34
The students	36
The classroom environment.....	37
The resources, materials and equipment.....	41

The school and the wider community	42
References	43
Chapter 5 – Planning for Instruction	45
Types of planning	45
Foundations for planning	47
Models for planning language instruction	50
Planning templates	58
References	59
Chapter 6 – Instructional Techniques and Strategies	61
Types of instructional strategies	61
Teaching within the Fields of Experience	62
Instructional strategies to develop the Language Skills.....	63
Developing the Language component	79
Developing the Culture component	83
Developing the Language Learning Strategies component	84
References.....	91
Chapter 7 – Meeting the Needs of All Students	93
Student diversity	93
Getting to know the students.....	97
Motivating students to learn French	100
Differentiating instruction.....	102
Program planning for differentiation	107
Specific instructional strategies	108
References.....	116
Chapter 8 – Classroom Assessment.....	119
Why assess	119
What to assess	119
Current trends in classroom assessment	120
Assessing effectively	125
New assessment practices imply new teaching practices	127
Sample assessment materials	128
Assessment practices and instruments	128
References.....	141
Chapter 9 – Using Technology to Support Second Language Learning.....	143
Language teachers—early pioneers of ICT integration	143
Supporting students with special learning needs	144
Uses of technology in FSL classes.....	145
Accessing authentic language	146
Gathering information.....	147
Communicating via technology	148
Creating collaborative communities	152
Accessing cultural knowledge	154
Concentrating on specific skills.....	154

Meaningful practice in authentic contexts	158
Creating texts of all types	158
Expanding critical thinking skills	160
Exploring virtual realities	161
Customizing for individual differences	161
Accessing “Just In Time” support.....	162
Receiving feedback on progress	162
References.....	163

Appendices

Appendix A: Comparison of FSL Programs of Study: 1991 and 2004	167
Appendix B: Fields and Subfields of Experience by Grade (4 to 12)	169
Appendix C: Summary Charts for Use with the Communication and Language Components.....	173
Appendix D: Suggested Classroom Expressions	187
Appendix E: Suggested Vocabulary Associated with the Fields of Experience	195
– Vocabulaire suggéré pour la 7 ^e année	195
– Vocabulaire suggéré pour la 8 ^e année	217
– Vocabulaire suggéré pour la 9 ^e année	254
Appendix F: Contributions of the FSL Program of Studies to Workplace Readiness	317
Appendix G: Introductory Letter to Parents and Guardians	319
Appendix H: Summary of Program Outcomes – Grades 4 to 12.....	321
Appendix I: Reflections on the FSL Classroom Environment	327
Appendix J: French Pronunciation Guide.....	333
Appendix K: Guidelines to Consider When Selecting Resources	339
Appendix L: Selected Models for Second Language Lesson/Unit Planning and Instruction.....	341
Appendix M: Suggested Activities and Tasks by Field and Subfield of Experience	343
– Grade 7	343
– Grade 8	349
– Grade 9	356
Appendix N: Steps Carried Out in Task-Based Learning.....	363
Appendix O: Types of Tasks.....	365
Appendix P: Sample Blank Planning Templates.....	369
Appendix Q: Cooperative Learning Strategies	385
Appendix R: Suggested Activities or Classroom Games to Promote Oral Interaction	427
Appendix S: A Selection of Graphic Organizers	445
Appendix T: Various Instruments Related to Differentiated Instruction	451
Appendix U: Selected Assessment Instruments.....	463
Appendix V: Assistive Technologies to Support the Learning of FSL	515
Appendix W: Accessing French Characters, Accents and Symbols with Microsoft Office™	517
Appendix X: Variations on One Class Project Depending on Available Technologies	521
Appendix Y: Glossary of Terms	523

Suggested Lesson Series

Grade 7 – *Mes camarades de classe et moi*

Grade 8 – *Je m’habille*

Grade 9 – *La maison et son décor*

Acknowledgements

Cover Design and Original Illustrations

Michel Fortier

Audio Production

Blackman Productions

Alberta Education acknowledges the following companies and organizations for permission to use their original work in this document: avotrestyle.ca – Beaulieu Canada; Calgary Learning Centre; Century 21 France; Clipart.com; France Lambert; the Nebraska Department of Education; PaintCafé.com inc de Société Laurentide inc. and Sico Inc.

[This page was intentionally left blank]



Purpose of the guide

Content of the guide

Benefits of learning a second language

Language learning in Alberta

Course sequences available for FSL

PURPOSE OF THE GUIDE

The FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES GUIDE TO IMPLEMENTATION—GRADE 7 TO GRADE 9 is intended to assist teachers, consultants and administrators in implementing the 2004 FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12). It is a **supporting** document that is offered as a starting point for planning and teaching French as a Second Language (FSL).

CONTENT OF THE GUIDE

This guide consists of three sections: nine chapters, 25 appendices and one suggested lesson series for each grade.

The guide provides information and suggestions for a range of topics including:

- ▶ implementation of the program of studies
- ▶ planning for instruction to meet the needs of all learners
- ▶ instructional techniques and strategies
- ▶ the use of technology to support second language learning
- ▶ classroom assessment.

Chapter 1 provides a brief introduction to this document, to the benefits of learning a second language as well as to the context for language learning in Alberta. **Chapter 2** follows with an explanation of the design of the Nine-year Program of Studies. Appendices A to E support the content of this chapter. In **Chapter 3**, considerations related to the implementation of the program of studies are listed, and these are supported by Appendices F, G and H. **Chapter 4** addresses the teaching of FSL; Appendices I to K provide further information. In **Chapter 5**, the focus is on various types of models and on planning for instruction. Appendices L to P provide additional useful tools and materials.

Chapter 6 provides suggestions for instructional techniques and strategies related to the components of the entire program of studies. This chapter is supported by Appendices Q, R and S. The goal of meeting the needs of all students is addressed in **Chapter 7** and is followed up by various tools related to differentiating instruction in Appendix T. Examples of graphic organizers for students with varying learning needs can be accessed in Appendix S. **Chapter 8** is devoted to the topic of classroom assessment and is accompanied by Appendix U. **Chapter 9** addresses various technologies that can be used to support and enhance second language learning and teaching. Appendices V to X provide additional information.

A glossary of terms used in this guide is provided in **Appendix Y**.

Related documents

The FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12) is the **primary** reference document and can be accessed at http://education.alberta.ca/media/677897/nine_year.pdf. It provides an articulated program for grades 4 to 12 and prescribes what students are to learn and what they are able to do by the end of each grade. A copy of the French version of the program of studies is available at http://education.alberta.ca/media/677902/nine_yearfr.pdf.

Alberta Education has a Web site that includes a listing of various materials in support of the FSL program of studies. It can be accessed at <http://education.alberta.ca/francais/teachers/progres/compl/fsl/support/niney.aspx>.

The Program Articulation document for grades 7 to 9 is a **supporting** document that presents a scope and sequence for the outcomes within the FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12). Its purpose is to illustrate language use for planning and assessment purposes. It can be accessed at the above-mentioned web page.

BENEFITS OF LEARNING A SECOND LANGUAGE

The Government of Alberta believes that language learning provides students with the competitive edge needed to succeed in the global economy. Research findings indicate that the experience of learning a second language can enhance many aspects of learning, including:

- ▶ improved overall school performance
- ▶ improved verbal and nonverbal intelligence, divergent thinking and memory and listening skills
- ▶ improved first language communication skills
- ▶ a deeper understanding of one's own culture and the development of positive attitudes towards cultural diversity
- ▶ improved ability to learn additional languages.

The goal for language learning in Alberta schools is to have students communicate and interact in two or more languages. The benefits of knowing another language include:

- ▶ a life-long ability to communicate with more people

- ▶ access to a larger pool of information and broader educational and career opportunities
- ▶ more opportunities to enjoy literature, art, music, theatre, movies, sports and travel.

Use of French worldwide

The choice of French as a language of study is a jurisdictional one, but it is often the language of choice as it is Canada's other official language. It is widely used and accessible throughout Canada and is the first language of 6.7 million Canadians (Statistics Canada, 2001). It is spoken by approximately 200 million people in 55 countries around the world (Organisation internationale de la Francophonie). It is also an official language of the European Economic Community, the United Nations and the International Olympic Committee. After English, French is spoken on more continents than any other language.

Alberta Education has compiled a number of resources that can be used by teachers and school authorities to promote the study of second languages. These can be accessed at the following Web site <http://education.alberta.ca/teachers/resources/learnlang.aspx>.

LANGUAGE LEARNING IN ALBERTA

Learning French has long been considered important to the education of Alberta students, both as a way to enhance our graduates' opportunities for living and working throughout Canada and the world, and as a means of fostering greater understanding between French-speaking and English-speaking Canadians.

Alberta students who are linguistically and culturally competent in French can work toward the promotion of cultural understanding and respect for diversity by breaking down cultural barriers and fostering good will and mutual respect. They can also use the intercultural skills that they have developed through the learning of French to enhance our province's influence and competitiveness abroad, helping them to become better global citizens.

In addition, the study of French can reinforce learning in other subject areas such as English Language Arts and Social Studies, where skills such as critical thinking and strategic learning are further developed. Students who learn another language tend to be risk takers, tolerate the unknown and are more flexible and adaptable to new situations—skills needed in an ever-changing world.

In 1988, the Government of Alberta adopted a language education policy (1.5.2) in response to the enactment of the Canadian Charter of Rights and Freedoms. This policy set direction for language learning by mandating English language instruction for all Alberta students, as well as mandating French language instruction for children of parents identified under Section 23 of the Charter. It also encouraged instruction in French as a second language as well as instruction in languages other than French and English, as deemed appropriate by local communities. Second language programs, including FSL, are considered an optional course at all levels.

In 2000, a number of recommendations to enhance language learning across Alberta were identified. Alberta Education began planning for a province-wide language-learning requirement for grades 4 to 9 students.

Currently, Alberta Education encourages and supports school authorities who choose to implement a language learning requirement locally by continuing to develop programs of study, learning and teaching resources and assessment materials for a range of languages, including French.

In Alberta, French as a Second Language (FSL) refers to a course of study in which the French language is taught as a subject, often between 30 and 40 minutes a day in elementary. In junior high school, the time allocation can vary from 40 to 60 minutes and will be dependent on the school's timetable configuration (e.g., Day 1, Day 2 rotation). The ideal is to meet the recommended 95 hours of instruction required to attain the learner outcomes defined in the FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12).

COURSE SEQUENCES AVAILABLE FOR FSL

Alberta Education currently has two course sequences for FSL:

- ▶ the nine-year course sequence for students who are beginning their study of French in Grade 4, and who will then continue in programming at the junior and senior high levels. Students who complete their FSL studies at the junior high school level and continue into high school will enrol in French 10-9Y, French 20-9Y and French 30-9Y;
- ▶ and the three-year course sequence which is intended for high school students who are beginning their study of French for the very first time. These students would enrol in the following courses: French 10-3Y, French 20-3Y and French 30-3Y.

Hours of instruction in grades 4 to 9

Alberta Education leaves decisions regarding the organization of instruction and allotment of instructional time to local school authorities. However, it is recommended that at least 95 hours per year (e.g., 30 minutes per day) be allotted for learning a second language in grades 4 to 9. This amount of instructional time is thought to be sufficient for the attainment of the learner outcomes as prescribed in the program of studies for elementary and junior high school students.

In summary

The learning of a language such as French is considered an important component of a student's education. To this end, Alberta Education has developed programs of study and a number of other documents that support the teaching of French. This Guide to Implementation is developed to assist teachers, consultants and administrators as they implement the FSL program of studies in grades 7 to 9.

Chapter 2 provides an explanation of the design of the FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12).



Program Design

Audience

Learner outcomes

Multidimensional framework

Development of competency

The Experience–Communication component

The Language component

The Culture component

The Language Learning Strategies component

Program articulation

→ *Corresponding Appendices A, B, C, D, E*

PROGRAM DESIGN

This chapter focuses on the design of the FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12). It provides an explanation of the four components within a multidimensional framework and defines the various competencies (communicative, cultural, linguistic and strategic) that students develop throughout their study of French.

AUDIENCE

The FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12) is designed for students who begin learning French in Grade 4 and continue their studies through to completion in high school. It is designed to be implemented based on the recommended minimum number of hours of instruction per year; i.e., 95 hours of instruction per year or 30 minutes per day in grades 4 to 9.

LEARNER OUTCOMES

The program of studies prescribes general and specific learner outcomes for each of the four components; i.e., Experience–Communication, Language, Culture and Language Learning Strategies. The **general outcomes** are broad statements that define results students are expected to achieve in the course of their language learning experiences.

Specific outcomes define results students are expected to demonstrate as knowledge, skills and attitudes at the end of each grade.

Outcomes related to information and communication technology are found within this program of studies as well.

Outcomes by grade rather than by developmental stage

Some teachers may be familiar with the French as a Second Language Program of Studies which was implemented in 1991. At that time, learner outcomes were defined within three levels of competency at each of three developmental stages: Beginning level 1, 2, 3; Intermediate level 4, 5, 6; Advanced level 7, 8, 9. The 2004 program of studies defines specific learner outcomes by grade.

Appendix A contains a chart showing key differences between the 1991 and 2004 FSL programs of study.

MULTIDIMENSIONAL FRAMEWORK

Research and experience have shown that language acquisition is a gradual, developmental process that works best when it involves students in communicative activities related to their range of experiences. During this process, students acquire language, knowledge, skills, and attitudes concurrently, at different rates and degrees of development. Thus, their ability to communicate grows and broadens over time.

The program of studies applies this understanding to a multidimensional framework in which students learn French as a second language and continually improve their language competency through the integration of **four components**.

Figure 2.1 provides a brief overview of the purpose of each component. The components are interdependent and each plays a key role in the development of students' ability to use the language for real-life purposes. All components, as well as the four language skills, are interwoven in the teaching and learning process. **All components and all skills are of equal importance.**



Figure 2.1 The components of the program of studies

DEVELOPMENT OF COMPETENCY

All components within the multidimensional framework work together to develop the students' ability to use the language successfully. The program of studies is designed to support students as they develop competencies in communication, language knowledge and use, cultural knowledge and understanding, strategic knowledge and use, and sociolinguistic awareness.

Communicative competency

Communicative competency is the ability that learners or speakers of a language have to use their knowledge of context, language functions, vocabulary and grammatical rules to understand and/or express a message. Communicative competency can be broken down further into language, cultural and strategic competency.

Language competency

Language competency is based on the acquisition of the linguistic tools needed to understand and convey authentic messages in French. The process includes the development of knowledge of language concepts, knowledge of vocabulary and the application of vocabulary and language concepts. It contributes to the repertoire of words and grammatical structures that students can access. Sufficient time, practice and reintegration in subsequent language learning experiences are a necessary part of the teaching and learning process.

Cultural competency Cultural competency develops knowledge and understanding that allow students to reflect upon other cultures, with a view to understanding other people while developing their own personalities and identities in preparation for global citizenship. Culture is intertwined with language in the teaching and learning processes.

Sociolinguistic competency Sociolinguistic competency develops knowledge and understanding related to the appropriateness of language in relation to a context or situation.

Strategic competency Strategic competency is the development and application of an ever-increasing repertoire of techniques to facilitate learning and, specifically, language learning. Strategies are divided into comprehension and production strategies in three areas—cognitive, socioaffective and metacognitive—as well as memory strategies. Students are made conscious of their strategy use and are encouraged to develop and expand their strategic repertoire through the explicit teaching and modelling of various strategies in different learning contexts.

THE EXPERIENCE—COMMUNICATION COMPONENT In the program of studies, the Experience–Communication component comprises the language experiences in which students will participate as they learn French. It is during these language experiences that the four language skills are developed.



Figure 2.2 The Experience–Communication component

Fields of experience The experience portion of the component relates to the fields of experience that provide the contexts and impetus for acquiring language.

The following guiding questions were used in the design of the program of studies when the fields of experience and their associated subfields were selected:

- ▶ Which experiences are most important to students?
- ▶ What is most important for students to know and be able to say in French based on their typical life experiences as well as their needs and interests?

The fields of experience provide the contexts for communicative activities. They represent different dimensions of students' relationship with their surroundings.

- ▶ The physical dimension represents survival and physical well-being through fields such as food, sports, health, exercise and safety.
- ▶ The social dimension includes fields such as family, friends, holidays and celebrations, work and school.
- ▶ The civic dimension centres around life in society and includes fields such as consumerism and conservation.
- ▶ The intellectual dimension encompasses the arts, sciences and the media.
- ▶ The leisure dimension focuses on vacations, clubs and associations, outdoor life and travel.

The fields of experience, sequenced from concrete to abstract, increase in complexity from grade to grade. They are prescribed at each grade in a way that allows students to acquire the most basic grammatical concepts and vocabulary first. These fields and subfields are then reintegrated, expanded and solidified in later grades. Thus, the development of the four language skills is a cyclical and ever-increasing spiral process.

Given that the fields of experience are quite broad in nature, they have been divided into a number of **subfields** that allow the development of smaller, more concise units of language learning. Fields presented at one grade level are reintegrated, expanded and solidified in subsequent grade levels.

▮ *Example:* A student in Grade 4 encounters the field of experience entitled MY CLASSROOM which contains a number of subfields such as classroom interactions, people in the classroom, school and classroom supplies and classroom furniture. In Grade 5, the student finds that this field of experience is expanded to MY ELEMENTARY SCHOOL. Later, in Grade 7, the same aspect is encountered as the field called SCHOOL, which relates to schooling at the junior high level, thus allowing students to bring what they know about school from elementary to junior high so as to further develop their language skills.

Appendix B contains an overview of the fields and subfields of experience identified for grades 4 to 12. The fields and subfields of experience for grades 7 to 9 are found on page 169. A discussion of how teachers can plan to build their instruction within the fields of experience follows in **Chapter 5**.

Four language skills

Communication is the process whereby a message is transmitted and received by another. It can occur orally, in writing or through the use of paralinguistic features such as pauses or silences, as well as through the use of gestures.

The development of the four language skills—listening comprehension, oral production, reading comprehension, written production—falls under the communication portion of the Experience–Communication component.

- ▶ **Comprehension** involves understanding the main idea(s) and supporting details presented orally or in written texts; i.e., deriving meaning from what is being heard and read.
- ▶ **Production** involves the creation of oral or written messages that are based on the need to express an idea or ideas within a given context or situation and for a particular purpose; e.g., asking to borrow a pencil because one does not have one or giving someone directions to a specific place in a town or city.
- ▶ The **negotiation process** brings the two sets of skills together as an individual glean meaning from an oral or written text, interprets what is being understood and reacts to his or her interpretation orally and/or in written form.

Figure 2.3 illustrates how the negotiation process arises at the intersection of the four language skills.

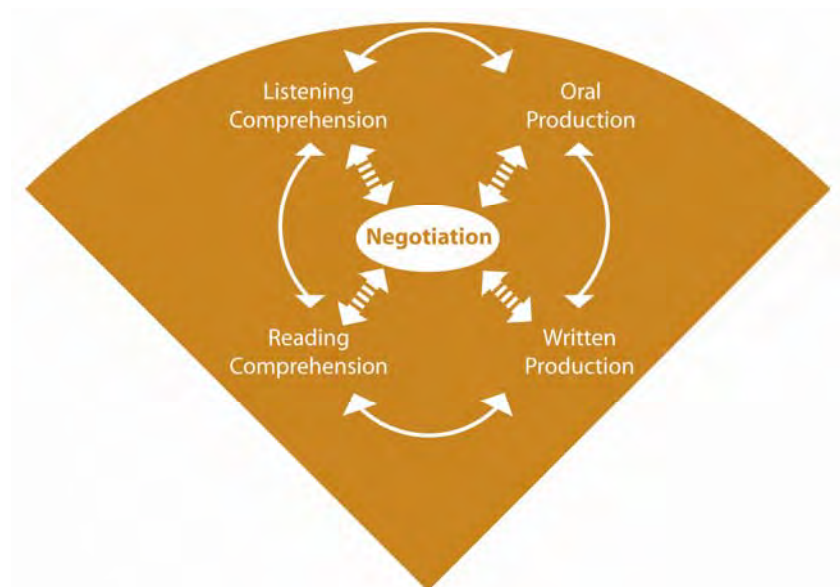


Figure 2.3 The place of negotiation within the four language skills

Generally students begin to comprehend language through watching facial expressions and gestures, hearing exclamations, and so on. They then proceed to the word level, where they hear words and language structures (linguistic elements) and learn to produce them orally. Next, they see the same words and structures in written form and learn how to make sound–symbol correspondences for recognition purposes and eventually for writing personal messages. As students become more

familiar with these words and structures, they learn to rely on them to develop meaning and to create their own messages. Further, as students gain more confidence with the language, they will develop their language skills through the integration of language functions.

The following questions were considered with regard to communication:

- ▶ What does communication mean?
- ▶ What kinds of communicative needs or intents are generally experienced by students?
- ▶ How can communicative intents be expressed or understood?
- ▶ Which language functions are to be integrated at the junior high school level in keeping with the fields of experience being developed and the cognitive level of the students?
- ▶ How can the students' language performance be described?

A discussion of how teachers support students in the development of all four language skills is found in **Chapter 6. Appendix C** provides a chart of these communicative intents, which can be defined by categories of language functions and further classified by specific communicative acts.

THE LANGUAGE COMPONENT

The **Language component** contains the building blocks that make meaningful communication possible.

This component comprises the linguistic tools or elements students must acquire in order to understand and convey messages in French. These linguistic elements include:

- ▶ pronunciation and intonation—sounds of the language
- ▶ orthography—graphic symbols of the language, including spelling and punctuation
- ▶ vocabulary—lexical items of language
- ▶ grammatical rules that guide effective communication
- ▶ syntax—word order, sentence order and discourse patterns
- ▶ discourse features that tie thoughts together.

Linguistic elements are prescribed for each grade, in keeping with the fields of experience and their corresponding subfields.

These questions were considered with respect to language acquisition:

- ▶ What is needed to achieve effective communication in French?
- ▶ What are the key elements of the linguistic code that students need to know and be able to apply?

Elements such as sounds–symbols, vocabulary, word order, grammar and discourse elements are seen as making up the language component. These elements are taught within the context of the fields of experience and with the main goal of developing communicative competency.

At the elementary level, the language component is divided into knowledge of language concepts, knowledge of vocabulary and application of vocabulary and language concepts. This division was made to provide ample time for students to be exposed to the lexical fields and the basic grammatical concepts that relate to French. **Figure 2.4** illustrates that both knowledge of language concepts and knowledge of vocabulary support the application of language concepts and vocabulary.

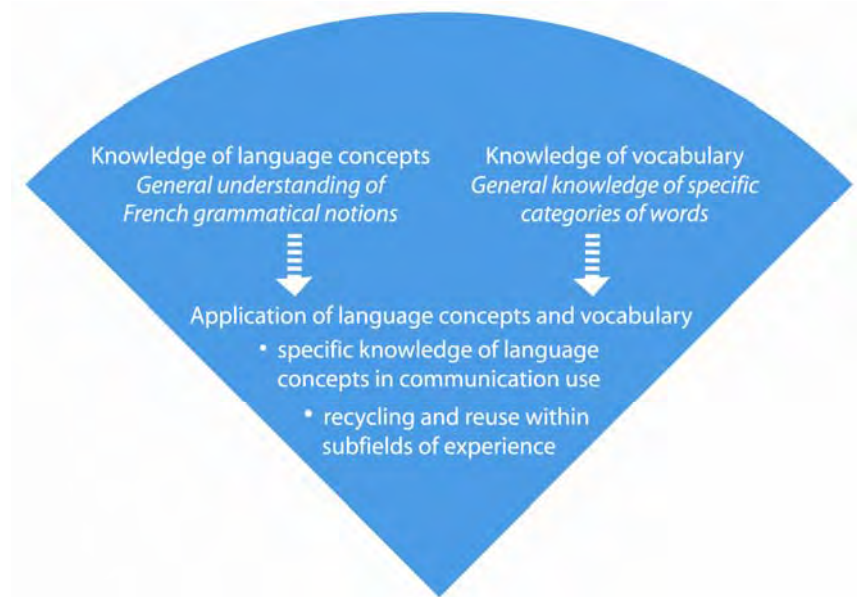


Figure 2.4 The Language component at the elementary level

Figure 2.5 illustrates how the knowledge of vocabulary is subsumed under the application portion of the Language component at the junior and senior high levels.

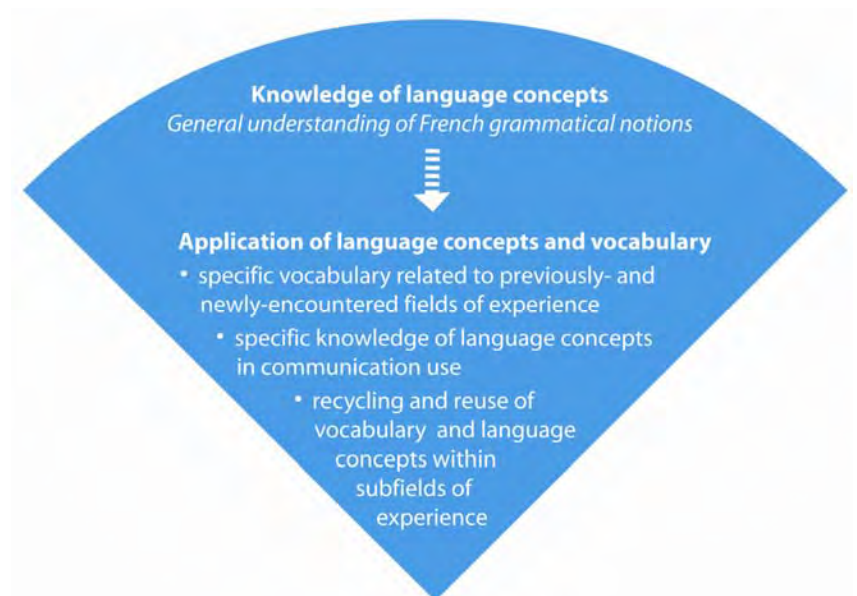


Figure 2.5 The Language component at the secondary level

Knowledge of language concepts

Knowledge of language concepts involves the acquisition of general knowledge about the linguistic elements that make up a particular language. It includes the metalanguage, which is the vocabulary used to talk about and analyze the structure of a language (including the terms noun, adjective and verb); and the ability to recognize linguistic similarities and differences that exist between two languages, such as French and English. This knowledge is often referred to as language awareness, which has the added benefit of enhancing students' understanding of the English language. It also proves beneficial when learning a third or fourth language.

▣ *Example:* All languages have nouns. In French, nouns are always defined by a gender. Gender is not as explicit in English, other than for nouns that are, in and of themselves, gendered, such as man and woman; or nouns that indicate gender in roles, such as waiter and waitress. Knowledge of gender agreement is also not as requisite in English as in French. By presenting this notion in elementary and continually revisiting it in junior high, students become familiar enough with the concept that as new vocabulary is added to the students' repertoire, knowledge and use of gender become second nature.

Appendix C provides a chart showing an overview of the introduction and reintegration of language concepts from grades 7 to 12.

Application of vocabulary and language concepts

Not only are students required to develop knowledge of language concepts, but it is also expected that they are given opportunities to apply this knowledge in multiple situations in which they engage in real and purposeful communication. The program of studies lists those vocabulary and language concepts which are to be embedded into classroom activities to provide students with opportunities to apply this knowledge.

Outcomes related to vocabulary deal primarily with the words and expressions required to carry out communicative tasks related to the various fields and subfields of experiences outlined for each grade.

Appendix D contains suggested classroom expressions for use by teachers and students. **Appendix E** contains lists of suggested vocabulary associated with the fields and subfields of experience for grades 7 to 9. This suggested vocabulary is intended to assist teachers in planning for instruction and to provide a common understanding of what kinds of words students might be able to use given the field and subfield of experience.

In the program of studies, this linguistic knowledge is generally grouped according to fields of experience. These groupings do not imply, however, that all related vocabulary and linguistic elements are only taught and used within one field of experience. Rather, the groupings are made explicit to help illustrate how students can reuse and reintegrate what they already know into various contexts and situations.

Example: A Grade 4 FSL teacher has presented basic vocabulary and expressions related to the seasons, the months of the year and the weather. When working with the fields of experience WHO AM I? and MY FAMILY, the teacher has students add weather and seasons to a discussion of their family and their personal likes and dislikes; e.g., *Est-ce que ton père aime l'été?* When students revisit the same two fields of experience in Grade 7 under the new field of experience PEOPLE AROUND ME, students are able to elaborate on what they are able to say. The teacher may ask *Qu'est-ce que ta famille aime faire en été?* Students could answer, *Nous aimons faire des pique-niques, aller au lac et faire du ski nautique.* The comprehension of vocabulary is the same, but it is now the capacity to apply this vocabulary that is developing. Furthermore, students are able to describe their family activities in more detail as they have acquired more vocabulary in Grade 7 that would contribute to a fuller description.

THE CULTURE COMPONENT

The culture component requires the acquisition of knowledge that relates to ideas and behaviours, to cultural artifacts and symbols as well as to the lifestyles and language variants that exist within various Francophone cultures.

To assist students in acquiring this knowledge, certain key outcomes—such as recognizing that there are often English equivalents for French first and last names—have been identified in the program of studies, in this case so that students can develop knowledge of sameness.

The program of studies includes various aspects of Francophone cultures so that students can become aware of different provincial, national and international Francophone groups and celebrations. For example, in junior high, geographical areas where French is spoken in Canada and other parts of the world are identified in Grade 7; regional variations in expressions used by different Francophone groups, such as the names for meal times in Québec versus France, are recognized in Grade 8; and Francophone communities at the local, provincial, national and international levels are identified in Grade 9.

The following notions were considered in the design of the program of studies: the need to build students' cultural awareness, cultural knowledge and sociolinguistic knowledge in order to expand their understanding of the world; the need to develop intercultural competence; and the need to build a sense of global citizenship. Outcomes within the program of studies relate to these understandings:

- ▶ cultural awareness and knowledge related to facts, behaviours and beliefs;
- ▶ sociolinguistic knowledge related to rules and conventions that govern the language in certain social situations.

This knowledge and awareness can be developed through activities in which students identify concrete facts, compare similarities and differences, analyze and interpret data and reflect on their own culture.

Figure 2.6 highlights the interaction of cultural and sociolinguistic knowledge in the development of cultural competency.

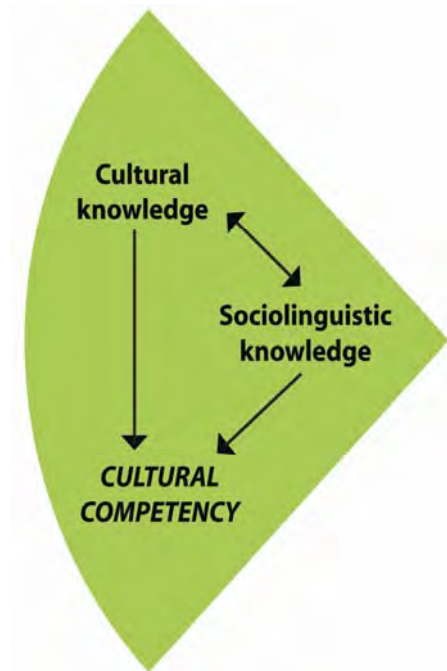


Figure 2.6 Development of the Culture component

To further the development of their cultural knowledge, students are taught explicitly appropriate sociolinguistic conventions or social rules of the language governing oral and written communications. Age-appropriate sociolinguistic aspects have been incorporated into the program of studies so students learn not only how to speak French but also to understand and appreciate various Francophone cultures. At the junior high school level, some of these conventions include learning the abbreviations for addresses, temperature, height and weight, in addition to the manner in which the date is expressed, appropriate salutations and leave-takings for different social contexts and forms of address.

THE LANGUAGE LEARNING STRATEGIES COMPONENT

Learning strategies are specific techniques, actions, steps or behaviours students use to enhance their learning. Being aware of these strategies helps make students' learning easier, provides them with more self-direction and makes them more effective learners. Learning strategies also transfer to other situations. The language learning strategies component plays a vital role in the acquisition of a second language and is an integral part of language teaching and learning.

Figure 2.7 highlights four categories of language learning strategies.

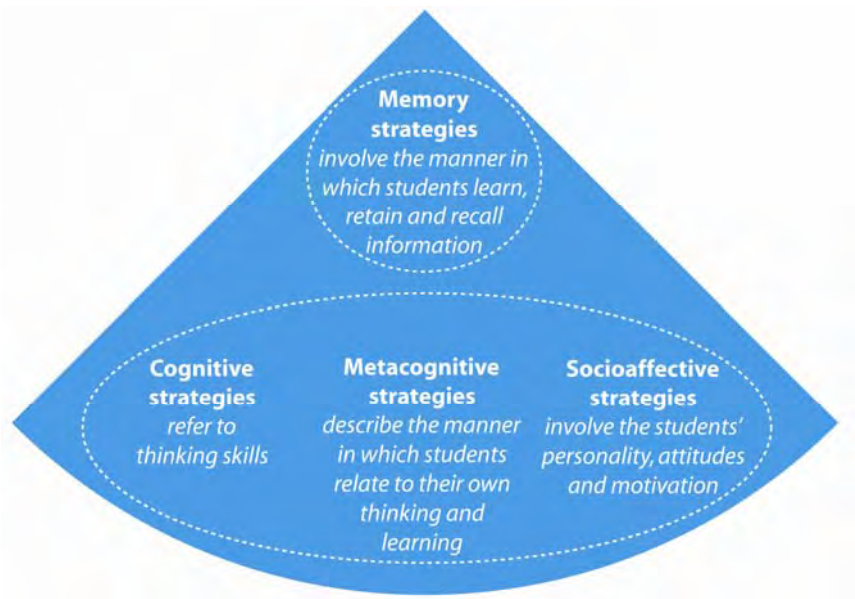


Figure 2.7 Four categories of language learning strategies

Three types of language learning strategies are generally used to support comprehension and production. They are known as cognitive, socioaffective and metacognitive strategies. Along with memory strategies, they have been included as part of the design of this program of studies.

Cognitive learning strategies can be defined in terms of thinking skills, and include techniques such as guessing, practising, using models and applying rules.

Socioaffective learning strategies involve students' personalities and their attitudes towards learning. In the context of second language learning, these strategies involve collaborating with others, tolerating ambiguity and taking risks to communicate a message in the target language.

Metacognitive learning strategies relate to how students organize their thinking and learning and reflect upon the process. Strategies of this nature include planning, monitoring and assessing one's learning.

Memory strategies involve the manner in which students learn, retain and recall the information needed to understand or produce a message. These strategies may include visualization, word-webbing and repetition.

Together, these strategies facilitate awareness of the learning process and its application to the learning of French. Students select and apply the most effective strategies to support their learning situation.

What is most important is that students become and remain conscious of their strategy use and that they are encouraged to develop and expand their strategic repertoire. This is achieved by teaching explicitly and modelling the types of strategies that can be used in different learning contexts.

In the program of studies, language learning strategies have been grouped by divisions: grades 4 to 6, grades 7 to 9 and grades 10 to 12. The groupings are based on what is believed to be cognitively appropriate for each grade level. Since the use of language learning strategies is as individual as each learner, students can demonstrate use of strategies listed at any grade level or even strategies they have acquired in other subject areas, as they may have developed these strategies in their first language.

PROGRAM ARTICULATION

Alberta Education has developed a document entitled *French as a Second Language Program Articulation Nine-year Program of Studies – Grades 7 to 9* which can be accessed at http://education.alberta.ca/francais/teachers/progres/compl/fsl/support/niney/progart7_9.aspx.

The document's scope and sequence illustrates the progression of learner outcomes by grade. Grade level communicative functions (skills and purposes) are also identified. Examples of communicative targets are provided for illustrative purposes only and can be used by teachers for assessment purposes.

Appendix C provides a correlation of the communication outcomes identified in the program of studies with the language functions identified in the above-mentioned document.

The Nine-year Program of Studies is intended to move students along a language continuum from year to year. Therefore, communication between teachers is important. Thus, in order to ensure a smoother transition from one grade to the next, it is important for teachers to indicate the degree to which students have achieved the specific outcomes of the grade level they are leaving. This becomes especially important at the end of Grade 9, because some students may not have had sufficient time to acquire the knowledge and skills defined in the program of studies. A placement strategy will need to be discussed between the junior and senior high teachers to facilitate student progress and success.

Jurisdictions will need to consider the importance of vertical meetings between junior and senior high schools to assist in the transition of students, especially if they may not have had the previous six years of study.

The language development continuum is described below through a general overview of the intent and prescribed learner outcomes at each divisional level.

Learners in grades 4 to 6

For learners in grades 4 to 6, the intent of the program of studies is to allow young students to:

- ▶ become accustomed to the sounds of French
- ▶ become familiar with the French sound–symbol system
- ▶ develop a level of comfort with the French language and
- ▶ communicate simple messages.

The fields of experience are dealt with in an introductory fashion and provide the basis for the development of vocabulary and linguistic elements that are required to use the language in these contexts. Comprehension skills and oral production skills are emphasized over written production at this level. However, students still engage in written production activities that focus on using words and simple sentences following a model.

Students at this level are able to:

- ▶ name different objects, people and places
- ▶ provide basic information
- ▶ describe people and things in a simple fashion and
- ▶ ask and answer questions with which they are familiar.

Students are also able to use some basic culturally-appropriate interaction skills required to function in Francophone cultures.

At this level, the outcomes of the program of studies are achieved mainly by exposing students to French in a variety of situations that relate to their world and that reflect, where possible, outcomes from other subject areas such as mathematics, English language arts and social studies.

Learners in grades 7 to 9

For learners in grades 7 to 9, the intent of the program of studies is to continue to develop the four language skills by increasing students' vocabulary base and by providing them with language experiences in French that increase their knowledge and use of the language.

Several fields of experience prescribed for the elementary grades reappear in the secondary grades, reintegrating what students already know. This meets the socioaffective nature of students by giving them the opportunity to demonstrate what they are able to do in French. As students review the various linguistic elements they acquired in the elementary grades, they draw on this knowledge to expand their vocabulary and acquire new linguistic elements to develop further their comprehension and production skills. They also increase their cultural knowledge and interpersonal skills by acquiring more information about various Francophone cultures and the subtle nuances of the French language.

In grades 7 to 9, students acquire more varied language functions, such as:

- ▶ giving commands
- ▶ providing more detailed information
- ▶ describing in a more elaborate manner
- ▶ giving compliments
- ▶ expressing needs and
- ▶ describing future activities or events.

The outcomes of the program of studies are achieved mainly by exposing students to authentic and adapted texts of varying lengths and difficulty so that they become accustomed to hearing and reading French at a more sophisticated level. These oral and written comprehension texts are presented in a variety of situations that relate to the students' world and that integrate, where possible, outcomes from other subject areas such as English language arts, social studies, physical education and health.

**Learners in grades
10 to 12**

For learners in grades 10 to 12, the intent of the program of studies is to develop and further refine the four language skills by providing language learning experiences that are both concrete and abstract in nature. Students at this level express their messages in the past, the present and the future, while using discourse elements to present their ideas in a more elaborate and coherent fashion. This means that the types of learning activities these learners encounter require more sophisticated language use.

As students review the various linguistic elements they acquired in junior high, they draw on an expanded vocabulary and language concepts base to deepen their linguistic knowledge, while further developing their ability to use the French language. They increase their cultural knowledge and interpersonal skills by acquiring more information about Francophone cultures and the subtle nuances of the French language, in addition to recognizing the importance of global citizenship in new and emerging economies.

Supporting document

Appendix H provides a summary of program outcomes for grades 4 to 12 which may prove useful for teachers, parents and administrators in terms of understanding and articulating the Nine-year Program of Studies.

In summary

The multidimensional approach of the FSL program of studies ensures effective language development by integrating the four components and the four language skills into the teaching and learning process. This is done in a way that allows students to develop and solidify the necessary knowledge, skills and attitudes from grade to grade.

Each component plays a key role in the development of students' ability to use the language for real-life purposes. Students develop competency in each of the four language skills through involvement in both the acquisition and use of the language in authentic communicative situations. They are taught to seek out information, orally and in written form, and to use this information to convey their messages for a variety of reasons and for different audiences.

Each of the components in this program of studies is intended to develop French language skills. The fields of experience relate to areas in which students often have prior knowledge or *des savoirs et des connaissances*. The language component builds both elements of their *savoir* (knowledge of language concepts and vocabulary) and of their *savoir-faire* (application of language concepts and vocabulary). The

culture component builds a student's *savoir-être* in that students become aware of different ways of living or being in the various Francophone cultures that they may encounter in their study of French. The language learning strategies component supports the students' learning of *savoir apprendre* in that they learn about learning as it relates to them.

Chapter 3 presents key principles to consider in the implementation of this program of studies.

REFERENCES

Alberta Education. *French as a Second Language Program of Studies Beginning Level (ECS-Grade 12)*. Edmonton, AB: Alberta Education, 1991.

Alberta Learning. *French as a Second Language Nine-year Program of Studies (Grade 4 to Grade 12)*. Edmonton, AB: Alberta Learning, 2004.

LeBlanc, Raymond. *National Core French Study: a synthesis*. Winnipeg, MB: Canadian Association of Second Language Teachers, 1990.

Oxford, Rebecca. *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House Publisher, 1990.



10 key principles for implementation

Meaningful language

Comprehension precedes production

Language learning is cyclical

Communication takes precedence over language knowledge

Language and culture intertwined

Strategies made explicit

Student progress shared

Language for fun and creativity

Parental and community support

Life-long learning

→ *Corresponding Appendices F, G, H*

10 KEY PRINCIPLES FOR IMPLEMENTATION

This chapter outlines ten key principles to keep in mind when planning for the implementation of the Nine-year FSL Program of Studies within a school and a school authority. They are listed below and expanded upon throughout this chapter.

- ▶ Principle 1: Language learning and language use should be meaningful and relate to the experiences and interests of the students.
- ▶ Principle 2: Language comprehension precedes and exceeds language production. Exposing students to a learning environment rich in language supports the development of comprehension and production skills.
- ▶ Principle 3: The successful acquisition of French comes from the opportunity to learn, review, reuse, experiment and expand one's knowledge for communicative purposes.
- ▶ Principle 4: Linguistic elements (or structures) are learned in order to be applied in communicative activities and tasks. The focus is on the activities and the tasks, not on the linguistic elements.

- ▶ Principle 5: Language learning is tied to cultural learning so that students become not only linguistically competent but also culturally competent.
- ▶ Principle 6: Language learning strategies are made explicit for students so that they become more effective and efficient learners of French.
- ▶ Principle 7: Students are informed of their progress and growth on a continuous basis for optimal success in language learning.
- ▶ Principle 8: Language learners are encouraged to be active and creative, to try their best and to use their imagination while having fun learning French.
- ▶ Principle 9: Parental and community support can have a positive influence on the successful implementation of the FSL program of studies.
- ▶ Principle 10: Learning a second language develops additional competencies that students can continue to draw from throughout their lives.

MEANINGFUL LANGUAGE

Principle 1: Language learning and language use should be meaningful and relate to the experiences and interests of the students.

Students should feel that what they are learning and the activities they are carrying out in class are relevant. By basing language learning activities on fields of experience to which students can relate, teachers ensure that both the activities carried out in class and the necessary linguistic tools required to carry out the activities are relevant for the students.

Additionally, when students discover commonalities they share with other French-speaking people of their age around the world, they develop a sense of meaning and purpose for language learning.

Chapter 7 suggests ways to make learning relevant and motivating for a wide range of students.

COMPREHENSION PRECEDES PRODUCTION

Principle 2: Language comprehension precedes and exceeds language production. Exposing students to a learning environment rich in language supports the development of comprehension and production skills.

As is the case with first language development, listening comprehension precedes oral production. Likewise, reading comprehension precedes written production. This implies that students are exposed to a language-rich environment that shows language use in its authentic oral and written forms. To achieve this, within their teaching activities teachers need to allow students to hear and see language used in many contexts and within various forms of text to become accustomed to the many voices and accents of the French language. By doing so, students will be able to pull out ideas they are able to understand before they are asked to use these words and phrases in speech or in writing for their own purposes.

Throughout grades 4 to 12, students will be developing a new linguistic repertoire and are in need of all types of language structures that they do not yet know in French. This includes nouns, verbs, adjectives, adverbs, prepositions and global expressions used for any number of purposes. In order to ensure that students develop this vast linguistic repertoire, it is vital that they have extensive exposure to the French language. To begin creating an environment rich in opportunities for exposure to language, teachers need to provide students with access to words, phrases and grammatical structures that are naturally heard and read in authentic texts. Some teachers make wall charts of commonly-used or global expressions. Others acquire and display authentic travel and tourism posters. Yet others put on music at the start of class. Access to authentic oral texts (e.g., radio or television shows or podcasts over the Internet) and written documents (e.g., poetry, travel guides, newspaper articles on the Internet) is key to developing all four language skills. Thus, it is important to maximize the opportunities for providing students with models and examples of language for real communicative purposes.

As in first language acquisition, students' curiosity and interest may be piqued by hearing or reading various words they encounter only once. Or, they may have numerous encounters with various words and phrases—sufficient to develop a sense of their meaning and to begin to apply them in their own efforts to communicate. Students use this process, alongside the learning that arises from direct instruction, to develop an ever-increasing repertoire of words and structures so as to become more proficient language users.

In the beginning of their study of French, students may have been overwhelmed when bombarded with words and structures they did not initially understand; rather, they might have expected themselves to be able to comprehend everything when confronted with adapted or authentic texts for the first time. Some students may continue needing to be reassured that they are not expected to understand all of the words and language structures they encounter at first. It is important to reinforce the notion that their ability to comprehend will develop over time and that their comprehension will always exceed their ability to speak and write in French. Nonetheless, as they continue to develop their language repertoire, all four language skills will grow and expand together over time.

Chapter 4 provides suggestions to teachers as to how they can create an effective classroom environment for continual expansion of the students' learning of French. **Chapter 6** deals with instructional techniques and strategies that teachers may use when building student comprehension and production skills.

LANGUAGE LEARNING IS CYCLICAL

Principle 3: The successful acquisition of French comes from the opportunity to learn, review, reuse, experiment and expand one's knowledge for communicative purposes.

Students require sufficient time and practice in order to be successful in their language development. A linguistic repertoire is developed when elements are sufficiently reviewed, reused and reintegrated along with

new learning. Teachers need to plan activities in such a way as to allow students to become aware of what initial knowledge they have and to integrate that knowledge into subsequent learning experiences.

Each field of experience builds on and expands the students' repertoire and skills, as does each language activity and task. Each grade level is a building block for the next and subsequent grades. By introducing one field of experience at a time, teachers can help students see what it is that they already know and what it is that they will need to add to their linguistic repertoire. In this way, as students move from elementary into junior high, they will need to revisit previously-taught linguistic elements and reuse them in a constant manner so that eventually they come to the students naturally.

Students need a full spectrum of activities that range from very structured when new linguistic elements are introduced to very open-ended as linguistic elements become more familiar. As students progress in their learning, activities generally become less structured and more open-ended, allowing for a greater degree of experimentation on the part of the learner.

Chapter 5 deals with planning for instruction and includes suggestions on ways to balance activities within a lesson or unit.

**COMMUNICATION TAKES
PRECEDENCE OVER
LANGUAGE KNOWLEDGE**

Principle 4: Linguistic elements (or structures) are learned in order to be applied in communicative activities or tasks. The focus is on the communicative activities and tasks, not on the linguistic elements.

In order to carry out activities or tasks related to authentic comprehension and production, students require a repertoire of linguistic elements or building blocks. These include elements such as sounds, symbols, vocabulary, grammatical rules, word order and discourse elements. They are prescribed by grade level and are in keeping with the fields of experience. Students use these linguistic elements in order to understand the messages they receive from others as well as to convey messages of their own.

However, the linguistic elements are not an end in themselves. Students are required not only to know the elements but to apply them in the context of communicative tasks and language activities. In language learning, a task can be described as a “goal-oriented communicative activity with a specific outcome where the emphasis is on exchanging meanings, not producing specific language forms” (Willis 1996, p. 36). A task may be comprised of several discrete activities. A cumulative task, or performance assessment task, is a carefully designed communicative task used in the assessment of learning.

With the exception of performance assessment tasks, other activities and tasks need to be designed in such a way as to build progression. These activities and tasks cannot require a level of skill and knowledge that is far beyond the competence level of the students. Rather, they are designed to be at or just a little beyond the students' competency level. This allows students to reuse and reintegrate their prior knowledge while

expanding on it as well. Explanations of linguistic elements are given within the context of the task.

Performance assessment tasks, on the other hand, need to be designed at the level of student competency in order to provide for fair and equitable assessment and student success.

Guided practice activities are developed in order to help students apply new knowledge and develop the linguistic elements needed to carry out the task. Students require sufficient exposure to the language and adequate time to develop and internalize these linguistic elements, as well as opportunities to carry the new knowledge over to additional tasks.

Tasks in grades 4 to 6 are simple in nature. For example, students can identify and label objects in a classroom or their immediate environment, or can describe themselves, their family members or their favourite room in simple terms. They can participate in simple conversations, read or create posters, fill out party invitations or create simple booklets such as a counting book for a younger child.

Tasks in grades 7 to 9 tend to be more sophisticated in nature and in keeping with the developmental level of students at this age. For example, students can show understanding of most of an authentic weather broadcast and can express their feelings about the weather through the simulation of a man-on-the-street interview. They can describe their choice of jeans by providing details related to colour, type and style of jean as opposed to identifying just the item as they would do in elementary. They can create the name of a restaurant based on research, develop the menu, simulate the ordering of a meal using another classmate's menu and fill out a customer satisfaction survey based on their experience.

Activities and tasks are based on various forms of authentic texts; e.g., a radio weather report, a school club announcement, a role-play, a poster, an invitation, a story book. Activities and tasks are also based on various functions of language (e.g., making a request, describing something, expressing preferences, asking for information) that reflect language use in real-life contexts.

Teachers may choose to tie similar activities or tasks together or may develop them in such a way as to lead naturally from one to the next. A series of activities or tasks may be planned based on the same field of experience. A task may consist of a number of activities together with a final task that integrates learning from all of these activities. Activities or tasks from one field of experience may be reused and reworked when another field of experience is addressed to demonstrate to students how their language knowledge and use is expanding.

The **Suggested Lesson Series** for grades 7 to 9 found after the Appendices of this guide provide materials and instructions for many activities and tasks in the context of three fields of experience.

LANGUAGE AND CULTURE INTERTWINED

Principle 5: Language learning is tied to cultural learning so that students become not only linguistically competent but also culturally competent.

Although the culture component is presented as separate from the language component in the program of studies, they are in fact intertwined. This intentional split allows teachers to focus the teaching of pertinent cultural facts and behaviours that are nonetheless tied to specific fields of experience and linguistic elements. For example, in Grade 8 students come to recognize that there are variations in expressions used by different Francophone groups (e.g., knowing the different times and names for meals in Québec and France) and to understand the importance of knowing this information as it relates to social contexts.

In order to develop cultural understanding and knowledge, students need to learn about various local, provincial, national and international Francophone cultures and to understand how these cultures are unique and distinctive. This is accomplished by comparing and contrasting information in order to analyze how the students' culture and Francophone cultures are similar or different. It is through this process that students gain an understanding of their own culture and identities and begin to develop the awareness and cultural competence they will need as global citizens.

In grades 4 to 6, students become familiar with where different Francophone communities are located in Alberta, across Canada and internationally and they learn concrete facts, mainly in English, that provide access to these different cultures. As students move into junior high, they will spend more time researching, in French, aspects of Francophone life and comparing and contrasting their way of life with that of Francophone students. In so doing, they come into contact with Francophone cultures through the acquisition of the French language and begin to see the world through the eyes of Francophones.

As students progress through the grades and into high school, their French language competency (acquisition of linguistic tools needed to understand and convey authentic messages in French) will assist them in learning about Francophone cultures. This cultural knowledge or *le savoir culturel*, in addition to the application of their sociolinguistic knowledge (knowledge about oral and written conventions), will lead to the development of their cultural competence.

Chapter 6 includes instructional strategies in support of the cultural component of the program of studies.

STRATEGIES MADE EXPLICIT

Principle 6: Language learning strategies are made explicit for students so that they become more effective and efficient learners of French.

Students are made aware of different strategies that can be used in their learning of a second language. Students are encouraged to be self-directed learners and are shown how they can select and apply strategies independently.

Generally, first language **acquisition** occurs through incidental learning in an unstructured environment, as a by-product of everyday living; it does not require the conscious application of learning strategies. In contrast, second language **learning** activities that take place within a classroom context are intentional in nature and involve structure, stated expectations and time constraints. Students who respond best to the intentional learning demands in a school context are those who use learning strategies consciously, who monitor task demands actively in relation to their learning and who adjust their own learning strategies accordingly (Coyne, Kame'enui, Carnine 2007, p. 31–32). Teachers who make strategies explicit and who help students find the most efficient ways to use strategies appropriate for each task will help build learning skills that transfer beyond the confines of the language classroom.

Chapter 6 includes suggestions for teachers on ways to support the development of language learning strategies in their classes.

STUDENT PROGRESS SHARED

Principle 7: Students are informed of their progress and growth on a continuous basis for optimal success in language learning.

Teachers regularly inform students as to how well they are able to understand French and how effectively they are able to communicate their messages. Providing students with feedback about their learning is a key part of the teaching–learning process. It is important to provide a balanced assessment of students' learning by including **assessment for learning, assessment as learning and assessment of learning**. By seeing their progress and success in French, students become more willing to continue developing their language skills while demonstrating a more positive attitude toward language learning in general.

Chapter 8 addresses classroom assessment in further detail.

LANGUAGE FOR FUN AND CREATIVITY

Principle 8: Language learners are encouraged to be active and creative, to try their best and to use their imagination while having fun learning French.

Students generally learn best when they can take an active role in their learning, when they are encouraged to use their imagination in constructive ways, when they experience encouragement and when they are learning in a relaxed and pleasant environment. Learners who are encouraged to put their best efforts forward, and who are provided with engaging activities and plenty of support, often end up amazed by their own results. Teachers who use a variety of creative and cooperative games and activities in their classes help motivate students. When provided with an array of opportunities to demonstrate their many skills and talents, students are more inclined to participate fully.

Various sections of this Guide to Implementation contain suggestions related to the selection of creative and imaginative activities geared to developing language use in an engaging and fun manner; in particular, **Chapter 5** and **Appendices M** and **R**.

Principle 9: Parental and community support can have a positive influence on the successful implementation of the FSL program of studies.

Parents and guardians can influence their children’s motivation and attitudes toward learning languages in general. They can also increase their children’s success in the FSL classroom, when they provide them with positive support and encouragement to use French for personal enjoyment.

Similarly, collaboration between parents, the school and the community can lead to increased opportunities for students to engage in cultural or linguistic events alongside other speakers of French. These can include varied and authentic cocurricular and extracurricular activities, such as French language camps and visits to Francophone cultural facilities, plays or performances. They can also include in-school language clubs and school visits or exchanges. Inviting guest speakers or volunteers from the community, putting on performances, setting up pen-pal or e-pal exchanges with native speakers, community members or other students learning French—all of these opportunities can help students see that French is a living and vibrant language.

By communicating clearly the benefits of language learning, by providing concrete suggestions to parents and guardians and by being clear about what can realistically be achieved within the Nine-year Program of Studies, teachers can help generate parental and community support.

Alberta Education provides a list of current and well-researched materials that can be shared with parents to support the teaching and learning of languages in Alberta. These can be accessed at the following Web site <http://education.alberta.ca/teachers/resources/learnlang.aspx>.

Appendix G contains a sample letter to parents or guardians, which teachers may wish to modify for their use when seeking family support and encouragement for students learning French. It contains suggestions for actions that parents and guardians can take to support their children’s learning.

It is vital for students’ success that they and their parents understand, from the beginning and throughout their study of French, that learning a second language is a skill for life and that it takes a lifetime to become fully competent in a second language. Teachers should nurture and encourage a positive yet realistic attitude toward language learning. Teachers may need to inform parents that native speaker proficiency will not be attained by students learning French in a second language setting involving only 30 minutes a day. The goal for language learning in Alberta is to have students develop the foundation for communication and interaction in two or more languages.

Appendix H provides a summary of program outcomes for grades 4 to 12, which teachers may wish to share with parents and guardians to

help them understand the prescribed outcomes. By letting parents and guardians know how classroom activities are intended to support these outcomes and how assessment will take place, teachers build knowledge which encourages student, parent and community participation in and support for the learning of French.

LIFE-LONG LEARNING

Principle 10: Learning a second language develops additional competencies that students can continue to draw from throughout their lives.

The inclusion of the language learning strategies component in the program of studies helps build student awareness of themselves as self-sufficient learners of language. After having participated in the Nine-year FSL course sequence, students will have strategic knowledge that they can apply on their own when given opportunities to interact with the French language outside of school.

In addition to the language learning strategies component, there are many other desirable competencies that participation in a second language class helps to promote. **Appendix F** makes reference to the *Alberta Framework of Essential Competencies for Working, Learning and Living*, which outlines essential competencies related to workplace readiness. Parents, guardians or other individuals may appreciate being shown the connection between various activities that take place in an FSL class and the development of competencies that are seen as desirable from the point of view of employers, in addition to the ability to speak and interact in a second language. These include competencies related to working with others, communicating ideas, solving problems and thinking creatively.

In summary

When implementing the FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12) in their schools, administrators and teachers take many considerations into account. This chapter has outlined some of these considerations in the form of 10 principles for implementation of the Nine-year Program of Studies.

Chapter 4 examines the many factors that play a role in teaching French as a second language.

REFERENCES

Alberta Learning. *Alberta Framework of Essential Competencies for Working, Learning and Living*. Edmonton, AB: Alberta Learning, 2001.

Coyne, Michael D., Edward J. Kame'enui, Douglas W. Carnine. *Effective Teaching Strategies that Accommodate Diverse Learners*. 3rd edition. New Jersey: Pearson, Merrill, Prentice Hall, 2007.

Willis, J. *A Framework for Task-based Learning*. Harlow: Addison Wesley Longman, 1996.

[This page was intentionally left blank]



Many contexts for FSL teaching

Successful FSL classroom environment

The program of studies

The teaching approach

The teacher

The students

The classroom environment

The resources, materials and equipment

The school and the wider community

→ *Corresponding Appendices I, J, K*

MANY CONTEXTS FOR FSL TEACHING

The context of an FSL class may vary from school to school depending on the staffing and delivery models that have been selected.* For FSL, the most frequently used staffing models include either a classroom teacher as the FSL teacher or a specialist teacher responsible for FSL providing face-to-face instruction.

FSL teachers may deliver instruction within either a virtual school model or a blended model. In the former, a teacher at a base site offers instruction to students at other sites through a range of communication technologies. In the latter, classroom or specialist teachers teach students within a classroom setting, making use of available technologies to support instruction.

In some schools, the FSL teacher may move from room to room, bringing along all the resources and materials needed for a particular lesson. In others, the FSL teacher may be based in a fixed location and it is the students who arrive and depart.

* *School Administrator's Guide to Implementing Language Programming*, p. 22, provides information on instructional models for language teaching. The guide is available at http://education.alberta.ca/media/632761/schadm_rev07.pdf.

SUCCESSFUL FSL CLASSROOM ENVIRONMENT

This chapter outlines some of the key components for a successful FSL classroom environment regardless of teaching context. These key components include the program of studies, the teaching approach, the teacher, the students, the classroom environment, the teaching and learning resources as well as the school and wider community. These components contribute to student success in multiple ways.

THE PROGRAM OF STUDIES

The FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12) does not predicate any one teaching approach or method. However, aspects arising from all three approaches mentioned below form the basis of the underlying philosophy. Pages 4 to 11 of the FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12) illustrate how the four components of the program of studies are integrated such that teaching can, at various times, be centred on the language, the learner and the learning process.

The program of studies guides teachers as they make professional choices and decisions. It is the document they are required to use in order to verify that their own approach to language teaching, or the particular teaching methodology they are planning to use, is comprehensive enough to ensure that all learner outcomes are met throughout the course of the school year.

THE TEACHING APPROACH

Over time, second and foreign language teaching has witnessed a number of teaching **approaches** which can be grouped in various ways. These approaches fall into three groups: materials-focused, communicative and humanistic approaches. Within these various approaches, some carefully structured materials and prescribed classroom practices have been developed, and these are often referred to as **methods**. These methods are further grouped and categorized in many ways.

Materials-focused approaches with language-centred methods

In materials-focused approaches (Mishan 2005, p. 1), learning is primarily centred around spoken or written texts. These approaches include language-centred methods, such as the Audiolingual method, which use preselected, presequenced linguistic structures in form-focused exercises. Language development is seen to be linear and involves conscious effort. It is also intentional rather than incidental (Kumaravadivelu 2003, p. 25). Materials such as graded readers, in which new words are restricted in number and are introduced progressively, may be used as part of a materials-focused approach.

Communicative approaches with learner-centred methods

In communicative approaches, communication is “both the objective of language learning and the means through which the language is taught” (Mishan 2005, p. 1). The notion of communicative competence arose from work in psycholinguistics in the 1960s and became the cornerstone of what is known as Communicative Language Teaching (CLT) since the 1970s. Effective communication is the goal of language teaching. Texts are used communicatively, which means that they are selected because of their meaning, not because of the linguistic structures they contain.

Students are taught to perform communicative functions, such as making requests or apologizing, in order to express personal meaning. Furthermore, they participate in meaning-focused activities in order to practice grammatical structures embedded within communicative functions. Often, these structures are preselected and presequenced (Kumaravadivelu 2003, p. 26). Language development is considered largely intentional and linear. However, this approach takes into account learners' real-life language use. For this reason, the communicative approach is often described as being learner-centred.

Holistic or post-communicative approaches with learning-centred methods

As research into the cognitive processes involved in learning, language learning and language acquisition continues to produce or confirm new insights, additional approaches or adaptations to existing approaches continue to emerge. These include “holistic” (van Lier 2006, xiii), “post-communicative” (Wolff 2001) or simply “stronger CLT” (Wesche and Skehan 2002, p. 211).

In these methods, language learning is seen as nonlinear and occurring best when the attention of the learner is focused on saying and doing something with the language, rather than focused explicitly on linguistic structures (Kumaravadivelu 2003, pp. 26-27). These approaches address the “whole” learner and reflect the shift in language pedagogy to learner autonomy or self-directed learning. These approaches include Task Based Instruction (TBI) and Content Based Instruction (CBI). Total Physical Response (TPR) may be classified within this group as it focuses on learning through sensory experiences.

Inspired by successes in French immersion programming in Canada, these approaches see language acquisition as occurring incidentally “through motivated receptive language use in meaningful contexts” (Wesche and Skehan 2002, p. 211). Opportunities are therefore provided for students to be involved in open-ended, meaningful interactions through communicative activities or problem-solving tasks. However, it has been found that in classrooms where language analysis is an integral part of communicative activities, learner achievement is higher than where spontaneous communication is seen as an end unto itself (*ibid*).

Eclectic approach

When methods are first introduced, they consist of a specified set of theoretical principles as well as an associated specified set of classroom procedures (Kumaravadivelu 2003, p. 27). In the classroom context, however, teachers often find that given the complexity of language and language use, together with the diverse nature of students, no one set of prescribed procedures meets the needs of all learners. Teachers often select various procedures deriving from a range of language teaching methods; or they develop activities, tasks and procedures which are not related to any one specific method (Kumaravadivelu 2003, pp. 29–30). Teachers may refer to their selections and choices as an eclectic approach.

Teachers analyze the individual needs of students, select teaching strategies to better meet these needs and observe and reflect on the results. In so doing, they are involved in the development of a teaching approach that meets the needs of their students, that is suited to their particular teaching context and that reflects their beliefs and preferences as a teacher. Teachers who leave behind prescribed teaching methods to create their own eclectic approach reflect on essential questions related to their teaching practices and their students' learning. The cycle of questions, observations, reflections and actions is an essential component of the creation of new knowledge and is referred to as action research (McRae and Parsons 2007, p. 14).

THE TEACHER

Regardless of the context in which FSL teaching occurs, the FSL teacher is the professional who designs instruction to allow students to achieve the outcomes prescribed in the FSL program of studies. In so doing, the teacher often carries out a range of professional roles, some of which are outlined in the sections below. Teachers often have the role of being the French language model for their students and the disseminator of information as it relates to Francophone cultures. They also design and provide instruction, facilitate learning and assess progress.

Teacher as language and culture model

Elementary school FSL teachers, especially homeroom teachers, often act as the students' first contact with the French language; junior high teachers are often the second or third contact. As such, the routines established in elementary school need to be continued and further enhanced in junior high. Lessons need to be conducted in French so that students receive as much contact with the language as possible, and they need to be exposed to correct models for routine classroom interactions such as greetings, leave-takings, receiving and giving instructions and praise.

Additionally, teachers help their students develop an awareness of the existence of the many varieties of French (expressions used, accents, dialectical variants) by providing their students with access to a range of French language models, such as speakers of varying ages, socio-cultural groups and geographic origins through the use of authentic material.

Through example, guidance and excitement provided by the teacher, students learn to value their knowledge of French and gain satisfaction from using the language. Teachers also can help students gain a better understanding and respect for Francophones, as well as for people from different linguistic and cultural backgrounds, by modelling acceptance and respect for differences.

In order to support teachers in their role as language models, many of the words and phrases that could be used with students and by students are provided in **Appendices D** and **E**. **Appendix J** of this guide includes French pronunciation guidelines for teacher, student and parent reference.

Teacher as instructional designer

When teachers design instruction based on sound practices and with the needs of the learners in mind, they are involved in instructional design. The fundamental components of instructional design are:

- ▶ the learner outcomes to be developed and demonstrated
- ▶ the particular needs and characteristics of the students
- ▶ the instructional strategies to be chosen and
- ▶ the methods that will be used to determine the extent to which learning is achieved (Morrison, Ross and Kemp 2001, p. 5).

In planning instruction for a year, unit or lesson, as instructional designers teachers carry out a series of actions based on informed decisions (Morrison, Ross and Kemp 2001, p. 6).

- ▶ Teachers specify the goals for learning as outlined in the program of studies. In FSL, the goals include both knowledge of content and the ability to apply this content through the performance of communicative acts.
- ▶ Teachers inform themselves about the characteristics, needs and interests of their students as these will influence their instructional decision-making.
- ▶ Teachers consider and select a range of language learning tasks based on communicative intents and then determine the necessary language elements that will enable students to carry out these tasks.
- ▶ Teachers identify, analyze (i.e., break down or pull apart), synthesize (i.e., put together, form a coherent whole) and sequence subject content, in keeping with the program of studies as well as with available resources.
- ▶ Teachers select instructional strategies that allow every student to be successful when it comes to meeting the learner outcomes.
- ▶ Teachers plan strategies and choose instruments to be used in assessment *for* learning (to help them understand learner needs and characteristics), assessment *as* learning (as one instructional strategy to help students gain an understanding of the learning process), and assessment *of* learning (to determine to what extent students can demonstrate the prescribed learner outcomes).

Teachers then implement the instruction as it has been designed, while being flexible and open to change to allow for emerging needs and unplanned teachable moments or flashes of insight. As teachers gain in expertise and refine their teaching practices, the two processes of designing and of implementing instruction become more closely intertwined.

Chapter 6 contains a range of suggested instructional strategies for teachers to consider.

Teacher as instructor

Depending on the nature of the learner outcomes that are identified as the objectives for a particular lesson, teachers choose instructional strategies that can be described as falling into three broad categories.

These are direct instruction, facilitation and coaching (Wiggins and McTigh, 2005, pp. 240–241).

When FSL teachers choose to provide demonstration or modelling of a particular linguistic structure, they are using strategies of direct instruction. Short explanations or mini-lectures, as well as the use of questions, are other examples of direct instruction.

Teacher as facilitator

Teachers act as facilitators when they set up learning situations that promote student participation, risk-taking and team-building, and that lead to the development of a growing competency in the students' use of French. Students' language competency develops through opportunities to use the language. It is the role of the teacher to set up learning situations based on authentic communicative tasks, such as seeking out information and/or conveying messages. As facilitator, the teacher selects, devises and sequences activities in such a way that students begin to construct learning for themselves. This may be done by means of instructional strategies such as the use of structured simulation, guided inquiry, cooperative learning, limited questioning (e.g., *Qu'est-ce que tu préfères faire avec tes amis en fin de semaine, aller au cinéma ou regarder un film à la télévision?*) or structured open-ended questions (e.g., *Qu'est-ce que tu préfères faire avec tes amis en fin de semaine?*) (Wiggins and McTighe 2005, p. 241).

Teacher as coach

Coaching occurs when students are actively engaged in activities related to skill development. By providing feedback and guidance to students as they carry out practice activities and work on tasks and projects, teachers are assuming the role of coach. Teachers coach, for example, when they help correct a student's pronunciation as he or she works with a partner or guides a group in a discussion on the advantages and disadvantages of living in an urban setting.

The decision about which type of teaching role to choose in a given lesson or part of a lesson depends on the learning outcomes and the nature of the students and the situation. Well-designed lessons include a variety of instructional strategies and teacher roles.

THE STUDENTS

In relation to the three different teacher roles and associated instructional strategies mentioned above, the role of students in the classroom changes as well. This depends on whether a teacher is providing situations that involve direct instruction or opportunities for students to construct meaning or develop skills (Wiggins and McTighe 2005, pp. 240–241).

Receiving direct instruction

When teachers are providing demonstrations, explanations or modelling specific structures, students receive, process and respond to new content. They may observe by watching and listening. They may attempt to copy the model, to practise and to refine a particular skill. They may make notes, ask additional questions or give responses to questions asked by the teacher. In this situation, the role of the student is that of recipient of content. However, it is important to note that this role is active as students are engaged and participate in activities that incite learning.

Constructing meaning

When teachers select facilitative instructional strategies, students carry out roles in which they construct, examine and extend meaning. The exact roles performed by students differ according to which instructional strategies are used. For example, in the case of cooperative learning activities, students collaborate, support, interact with, and sometimes even teach their peers. If the teacher selects strategies related to guided inquiry, the students in turn question, research, come to conclusions and provide support for these conclusions. When teachers provide open-ended questions, the students' role is to answer, explain, reflect and rethink. In the case of simulations, students examine the context, select and apply linguistic structures they already know and make hypotheses as to what some missing structures might be. When provided with opportunities for discussion, students listen, question, consider and explain as the need arises.

Refining skills

When teachers provide opportunities for students to develop their skills, and provide feedback and coaching, it is the role of students to listen, consider the feedback, practise, retry and refine their skills. In situations involving guided practice, it is the students' role to revise, reflect on and refine their work.

Using learning strategies

Language learning strategies have purposely been integrated into the program of studies. They are concrete strategies students can use to increasingly direct their own learning and develop language competency. When teachers introduce and model learning strategies as well as provide coaching in their use, the students' role includes reflecting on their learning styles as well as their use of a range of strategies so as to improve their use of French.

THE CLASSROOM ENVIRONMENT

The classroom environment consists of both the social climate and the physical environment. Both of these have a significant impact on student motivation and success. Teachers create a social climate by the manner in which they set expectations for student interaction and behaviours within a class. Teachers also create a physical environment by the manner in which they arrange their classroom (or web presence in the case of a virtual school delivery model) in order to maximize exposure to the French language and to artifacts representing Francophone cultures.

Social climate

Students learn best when the classroom climate allows them to take risks, make mistakes and participate in a wide variety of activities, without fear of ridicule or censure. The support and acceptance of both the teacher and fellow students helps build a foundation for student learning.

The physical arrangement also plays a role in the social climate, as does the manner in which rituals are established and expectations for student behaviour are set, modelled and enforced.

Teachers may use a range of strategies to ensure that a positive classroom climate is created:

- ▶ Reinforce positive student behaviour, praise students' work and teach students to praise classmates in French.
- ▶ Model the respect students are expected to show their classmates.
- ▶ Model the behaviours expected from students before, during and after classroom activities; e.g., finding partners for pair work and listening to signals to end activities.
- ▶ Seek student input when planning; when selecting topics, projects or performance tasks; or when developing a shared vocabulary bank for the class.
- ▶ Establish rituals in French, such as morning greetings or a particular way of indicating movement to and from group and individual work spaces.
- ▶ Use a variety of grouping configurations to promote the use of French, such as class choral work, division of the class into groups for practice or game purposes and small group work or pair work for language practice and for communicative activities.
- ▶ Assign and rotate student jobs related to setting up and putting away materials, collecting papers, etc.
- ▶ Plan classroom meetings at which students sit in a circle to share compliments or goals, to change or assign classroom jobs and to discuss and find solutions for concerns and problems which have been described and placed in a suggestion box in advance of the class meeting (Carrera-Carrillo and Smith 2006, pp. 23–24).
- ▶ Depending on the age of the students, some teachers have students make use of a thinking chair in their classrooms at which they reflect on their behaviours. Similarly, teachers may set up a peace table at which students come to agreements in situations of conflict (Carrera-Carrillo and Smith 2006, p. 24).

Physical environment

Whatever the space allocated to FSL teachers (a homeroom class, a portion of a shared classroom, or a virtual space), this space is used to promote the learning and use of French. It is a place of activity as well as a place in which to encounter many examples of the richness of the French language. Teachers may use or adapt some of the following suggestions as they create a stimulating environment for student learning:

- ▶ Display posters, images, flags, maps, or any other realia in French.
- ▶ Post common expressions, frequently-used words, images and words representing new vocabulary.
- ▶ Display the date where it is visible to students or assign a student to write out the date on a daily or weekly basis.
- ▶ Prepare displays involving holiday or celebration symbols and decorations appropriate to the grade level and student interests. Include corresponding vocabulary and samples of texts describing the holiday or celebration to pique student curiosity.
- ▶ Post or project short sayings or tongue twisters at regular intervals for variety.
- ▶ Play French-language music between classes or at intervals in the instructional process.

- ▶ Post projects completed by students in a space entitled *Le coin des élèves*, for example.
- ▶ Post images or projects received from partner classes.
- ▶ Create a library shelf or library corner in which copies of student-created booklets or projects are collected over the years and where students may browse through French comic books, books or magazines.
- ▶ Arrange furniture in ways that facilitate communication and small-group interaction.
- ▶ Use masking tape on the floor to create spaces for language use or for defining simulated environments, such as rooms of a house or seats in a train or bus, to be used as the basis for activities such as simulating a conversation in which students ask directions to a certain place (Curtain and Dahlberg 2004, p. 341).
- ▶ Keep a basket of props (e.g., hats, caps, sunglasses and scarves) handy for students to use when participating in role-play activities. For example, in man-on-the-street interviews where students are asked an opinion on the weather, the clothing item can represent the weather condition.
- ▶ Keep all necessary visual and audio supports on a rolling cart so they can be moved from room to room or to different parts of the room as needed.

Role of English

Teachers need to maintain a classroom environment in which the French language is prominent and used at all times. As much as possible, teachers use French to discuss content and to provide instruction. Students engaging in pair and small-group communicative activities need to be encouraged to sustain their communications in French, following models and using communication strategies provided by the teacher.

The use of English may be acceptable when it is intentional and for specific purposes, especially where sophisticated content takes precedence over the language; for example, such as in discussions related to the components of the program of studies that deal with culture and strategy use. Teachers may use English for presenting and discussing cultural information when they find that the content is beyond the level of comprehension that the students have developed in French thus far.

English may also be preferred in the discussion of language learning strategies when the students do not have the language competency needed to discuss and reflect on these strategies in French. Likewise, English may be used after grammatical explanations have been provided in French using examples, graphics, charts, arrows and colour for clarification. When helping students to form an understanding of and to talk about grammatical rules, the use of English may facilitate the task but should be used as a last resort.

Thus, teachers may consider questions such as the following to decide when it is appropriate to use English (Curtain and Dahlberg 2004, p. 35):

- ▶ Can I find ways to communicate this idea in French by adding concrete materials, visuals or gestures?
- ▶ Can I simplify the concept or the information or substitute a different concept? Can I break the concept into smaller chunks that the students can already understand?
- ▶ Can I delay this conversation until the students are able to understand completely what I am saying in French?
- ▶ Can this become part of a lesson on a day when I might have an English-speaking substitute teacher?

To decrease reliance on English, it is suggested that items such as the class schedule, class objectives, helper charts, classroom management expressions as well as other useful global expressions in French are posted so that teachers and their students surround themselves with tangible reminders to maintain a target-language rich environment as much as possible (Curtain and Dahlberg 2004, p. 36). **Appendix D** includes a range of classroom expressions teachers can post for teacher and student use.

English may also be appropriate in certain assessment situations. Students need to understand clearly what it is that they are being asked to do and what indicators of quality are being applied. For this reason, instructions, rubrics and assessment criteria for performance tasks, for example, may continue to be provided to junior high students in English, but with a gradual move towards providing certain assessment portions in French. By exposing students to instructions in French, orally and in written form, students eventually become accustomed to following instructions this way and, thus, further increase their language competency.

Promoting life-long learning

By engaging in the pursuit of life-long learning themselves, teachers model an attitude of openness to intellectual growth. Teachers may find a myriad of ways to keep current or expand upon their knowledge of the French language and Francophone cultures, as well as their knowledge of second language teaching and learning.

Teachers may read documents such as this guide to implementation to further their learning. They may choose to watch French films or listen to a French radio or web broadcast. They may subscribe to a print or digital publication from a specialist council or other similar organization. They may arrange to visit another FSL classroom or attend workshops, sessions or conferences. They may use the Internet to find and access self-study programs or subscribe to sites that allow them to access Francophone news or entertainment sources.

By sharing some of their learning experiences and challenges with students, teachers show students that learning takes effort and commitment, but that it can be an enjoyable part of one's life even after one has completed formal schooling.

When teachers demonstrate to students that learning is a process that can happen at any time or any place, as an individual or as a group, students will gain a better understanding of the time it takes to become proficient in French. Teachers may demonstrate that they too are learners and may not know all the vocabulary that is required to be a proficient speaker of the language. Activities such as consulting a bilingual printed or online dictionary to find new words as a group can instill in students a sense of community and establish the importance of the classroom as an environment in which all members are learners.

THE RESOURCES, MATERIALS AND EQUIPMENT

Successful teaching and learning draws on the availability of high-quality resources and materials. Resources include print, audio, visual or multimedia resources, and may include classroom charts and posters, audio CDs, DVDs, books, magazines, readers and adapted or simple novels. Materials include supplies, such as paper, scissors, glue, etc. to be used for various projects, as well as the necessary components of activities or games. These components can include game supplies, activity sheets, flash cards, visuals, realia, props and costumes. Equipment includes basic instructional tools, such as a blackboard or whiteboard, as well as a range of technologies ranging from the more common, such as an overhead projector and a CD player, to any types of emerging technologies to which teachers and students may gain access over time.

Teachers are encouraged to use resources that have been reviewed and authorized as basic or support resources. Some of these can be ordered from the Learning Resources Centre. Others can be accessed through the Alberta Education Web site. Teachers are invited to access the lists of approved basic and supporting resources posted on the Alberta Education FSL Web site page at <http://education.alberta.ca/francais/teachers/progres/compl/fsl/support/niney.aspx>.

Chapter 9 deals with the use of a range of technologies in support of language instruction. Digital resources that can be used in support of FSL are being developed for access on <http://www.learnalberta.ca>.

📖 *Suggestion:* Curtain and Dahlberg's book, *Languages and Children—Making the Match, Third Edition*, contains many suggestions for materials teachers may already own, have access to or can easily make for use in the languages classroom. The References section at the end of this chapter provides the full citation.

Considerations when selecting and using resources

When planning their units or lessons, teachers may develop or access additional supplementary resources or materials, such as authentic documents found via the Internet. In addition to ensuring that the resources chosen reflect the program of studies, teachers in Alberta are expected to abide by the *Guidelines for Respecting Diversity and Promoting Respect* (RD and PR). **Appendix K** provides an abbreviated list of key resource selection guidelines for teachers to consider.

Policy 3.2.2 in the *K–12 Policy, Regulations and Forms Manual* provides further guidelines for school authorities when they consider developing or acquiring instructional materials for use in their schools. This document can be accessed at <http://education.alberta.ca/department/policy/k-12manual/section3/resources.aspx>.

Provisions of the *Canadian Copyright Act* as well as the terms for *Access Copyright* licenses allow for certain materials to be copied for educational use under certain conditions. Teachers should consult with their school jurisdictional staff to verify whether there is an *Access Copyright* license in place in their schools. Additional information regarding questions of copyright can be found in *Copyright Matters! Some Key Questions and Answers for Teachers*, which is available through the Council of Ministers of Education Web site at <http://www.cmec.ca/else/copyright/matters/indexe.stm>. Additional copyright information can be obtained at <http://www.2learn.ca/copyright/copy.html>.

THE SCHOOL AND THE WIDER COMMUNITY

Successful implementation of the French as a Second Language Program of Studies draws upon support from the school community as a whole and, where possible, from the wider community. The French teacher may work with colleagues in the school to plan for extracurricular activities designed to expose a class or an entire school community to Francophone cultures. This can include the organization of a *Réveillon* supper just before the Christmas break or any other opportunity that may be planned to bring French alive in ways that will make the students' learning experience more meaningful, enlightening and motivating. Where access to French-speaking community members is a possibility, teachers may find that the involvement of such individuals enriches the students' appreciation for Francophone cultures.

The school community can work alongside the FSL teacher to educate students and parents about the benefits of learning a second language and to provide a strong rationale for making the study of French an integral part of their education. For example, evidence of the use of the French language as well as evidence of student learning can be displayed where it is seen by the school community as a whole. The Alberta Education Web site entitled *Learning Languages in Alberta* lists resources that teachers, administrators and parents may wish to use when communicating about and promoting language programs. It can be accessed at <http://education.alberta.ca/teachers/resources/learnlang.aspx>.

In summary

Teaching in the FSL classroom involves the interplay of many components, including the program of studies; the teaching approach; the teacher; the students; the classroom environment; the availability of resources, materials and equipment as well as the support of the school and wider community.

A number of approaches to second language teaching have arisen over time. Teachers today do not tend to align themselves strictly with any one methodology, but rather choose instructional strategies from a range

of approaches according to the needs of their students and the outcomes of the program of studies.

Both teachers and students carry out different types of roles depending on the type of instructional strategy selected for a particular purpose at a particular point in the lesson. The social climate and the physical environment have a role to play in the learning process as do the available resources, materials and equipment. The school and the wider community also help to form a motivating and exciting learning environment.

Chapter 5 addresses many issues related to planning for instruction. **Appendix I** provides sample reflective questions for teachers wishing to consider various aspects of their teaching practice and their classroom environments in light of all of the components identified in this chapter.

REFERENCES

- Alberta Education. *School Administrator's Guide to Implementing Language Programming*. Edmonton, AB: Alberta Education, 2007. Available at <http://education.alberta.ca/teachers/resources/learnlang.aspx>
- Carrera-Carrillo, Lore and Annette Rickert Smith. *7 Steps to Success in Dual Language Immersion—A Brief Guide for Teachers and Administrators*. Portsmouth, NH: Heinemann, 2006.
- Council of Ministers of Education, Canada. *Copyright Matters! Some Key Questions and Answers for Teachers*. 2nd edition, 2005. Available at <http://www.cmec.ca/else/copyright/matters/indexe.stm>
- Curtain, Helena and Carol Ann Dahlberg. *Languages and Children—Making the Match: New Languages for Young Learners, Grades K-8*. 3rd Edition. Boston: Pearson Education Inc., 2004.
- Kumaravadivelu, B. *Beyond Methods—Macrostrategies for Language Teaching*. New Haven, CT: Yale University Press, 2003.
- McRae, Phil and Jim Parsons. "Teachers as researchers—(Re)Searching within Alberta's schools." *The Alberta Teachers' Association Magazine* (Spring 2007), pp. 14–17.
- Mishan, Freda. *Designing Authenticity into Language Learning Materials*. Portland, OR: Intellect Books, 2005.
- Morrison, Gary R., Steven M. Ross, Jerrold E. Kemp. *Designing Effective Instruction*. 3rd edition. Toronto, ON: John Wiley and Sons, 2001.
- Van Lier, Leo. "Forward." In Gullbahar H. Beckett and Paul Chamness Miller (eds.), *Project-Based Second and Foreign Language Education: Past, present and future* (Greenwich, CO: Information Age Publishing, 2006).

Wesche, Marjorie Bingham and Peter Skehan. “Communicative, Task-Based, and Content-Based Language Instruction.” In Robert B. Kaplan (ed.), *The Oxford Handbook of Applied Linguistics* (Oxford: Oxford University Press, 2002), pp. 207–228.

Wiggins, Grant and Jay McTighe. *Understanding by Design*. Expanded 2nd edition. Alexandria, VA: Association for Supervision and Curriculum Development, 2005.

Wolff, Dieter. “Die post-kommunikative Revolution im Fremdsprachenunterricht.” *Forum Deutsch* 10, 2 (Winter 2001), pp. 4-6.



Types of planning

Foundations for planning

Models for planning language instruction

Planning templates

→ *Corresponding Appendices L, M, N, O, P*

TYPES OF PLANNING

Teachers plan for instruction in order to ensure that students meet all the learner outcomes defined in the program of studies by the end of the school year. Year plans, unit plans and daily lesson plans each have different purposes and are outlined below.

Year plans

Year plans provide an overview of the distribution of course content throughout the year. When planning at this level, teachers consider the instructional time available and select and sequence grade level outcomes into an outline for the year. While doing so, teachers may consider the following:

- ▶ the importance of being knowledgeable about the program of studies and familiar with this guide to implementation and the resources authorized for use
- ▶ the sequence of fields of experiences as outlined in the program of studies
- ▶ the allowance of a specific number of weeks for the teaching and assessment of each field of experience and its corresponding subfields
- ▶ the introduction of new words and structures in order for students to integrate them into their repertoire
- ▶ the provision for reintegration of learner outcomes over the course of the year
- ▶ the school calendar and timing of holidays and report cards
- ▶ school events and holidays that might provide an impetus for particular types of activities
- ▶ availability of specific technologies within the school at various times of the year.

Unit plans (Lesson series)

Unit plans or lesson series plans represent a specific selection and grouping of outcomes from the program of studies. The outcomes are further illustrated by specific activities and assessment tasks designed to help students learn and demonstrate the selected outcomes within a particular period of time.

A range of factors impact how teachers may choose to approach unit planning. These include:

- ▶ current second language teaching approaches that best meet the needs of the learners
- ▶ time allocation
- ▶ available resources and
- ▶ the teacher's personal experiences related to language learning.

When planning at the unit level, teachers need to consider the following:

- ▶ the current language skills level of the students
- ▶ students' learning styles
- ▶ the number of class periods available for each unit
- ▶ the main ideas and key concepts each unit is to contain
- ▶ the need to sequence units in order to support a gradual expansion of student understanding and skill development
- ▶ how previously learned vocabulary, grammatical and sociolinguistic elements and cultural knowledge can be reviewed and reintegrated as needed
- ▶ how previously developed language learning strategies can be expanded on within the unit while new strategies are being introduced
- ▶ how to solicit and use student input when choosing and/or designing activities so that students' learning styles, strengths, weaknesses and interests are integrated into the learning process
- ▶ how listening, reading, speaking and writing activities and tasks will be balanced so that all four skills are developed and assessed equally and appropriately over the course of each unit
- ▶ the need to plan for many and varied practice opportunities related to each element that is incorporated in the performance assessment tasks
- ▶ how to involve students in decision-making regarding assessment activities to be designed and implemented for a range of purposes
- ▶ how to plan for a variety of small and large group activities throughout the unit including pair, trio, quad and other types of groupings
- ▶ how technology can be incorporated into unit activities
- ▶ how students' language progress can be celebrated.

Lesson plans

Lesson plans are built around a segment of a unit plan and are limited to the instructional time available for one specific class. Lesson plans generally include an opening phase in which student outcomes, as well as the purposes and context for the lesson are shared and links are made to previous learning. They also include some type of closure in which the

students' accomplishments, thus far, are highlighted and links are made to upcoming learning, whether through homework activities or by references to upcoming classes. The body of a lesson plan varies depending on the approaches to planning and teaching that a teacher uses. Teachers may include references to specific materials that will be needed as well as time estimates for the various activities within their lesson plans.

When planning lessons, teachers need to consider the following:

- ▶ how to structure and sequence activities in order to support a gradual expansion of student understanding and skill development
- ▶ how to include a balance of individual, small group and whole class activities within a lesson
- ▶ how to maximize active participation in the classroom
- ▶ which cooperative learning strategies to select for use in small group or pair activities
- ▶ how to differentiate instruction and modify or adapt activities depending on student needs, interests and differing rates of acquisition
- ▶ which independent tasks could possibly be assigned as homework
- ▶ where and how the lesson plan can be adjusted to accommodate new needs, ideas or information.

To assist teachers in their planning, three **Suggested Lesson Series** are provided at the end of the appendices. These samples and suggestions are intended to illustrate many of the planning considerations in this chapter. They may be adapted and modified by teachers to suit the needs of their learners.

FOUNDATIONS FOR PLANNING

Good planning is grounded in three foundations:

- ▶ the outcomes and premises of the program of studies
- ▶ the learners and
- ▶ the teachers' beliefs and assumptions about language teaching.

Premises built into the program of studies

Chapters 2 and **6** of this guide, as well as **Appendix H**, are intended to help teachers familiarize themselves with the outcomes of the program of studies.

The following premises are built into the FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12) and can help shape planning for instruction.

- ▶ Language learning is performance-based.
- ▶ Language learning is student-focused.
- ▶ Language learning builds on prior knowledge, including cross-curricular connections.

PERFORMANCE-BASED

Learning a language involves understanding and communicating meaningful messages for real-life purposes. This means that the focus of language instruction is more on what students are able to **do** with the language (their ability to perform in the language) and less on what they **know** about the language (their ability to identify linguistic elements). The premise that one learns by doing may be referred to as performance-based instruction. Instruction requires the integration of content and the application of linguistic knowledge, both of which are organized through language activities that maximize students' participation.

STUDENT-FOCUSED

In student-focused instruction and learning, students are central to all learning activities and are directly involved in learning the language throughout all parts of the lesson. Activities are planned and modified to ensure that all learning styles are regularly addressed. Teachers consider styles of learning as well as students' needs and interests as they select activities that are appropriate to the students' growing language abilities.

CROSS-CURRICULAR CONNECTIONS AND PRIOR KNOWLEDGE

The design of the program of studies reinforces prior learning in other subject areas in addition to the acquisition of French. In grades 7 to 9, the language learning strategies component strongly reinforces outcomes from the English language arts program of studies. Concepts related to weather conditions and knowledge about climate reinforce knowledge previously acquired in science. The use of mapping skills and references to cultural information strengthens concepts presented in social studies. The discussion of wellness and physical activity supports aspects of the health and physical education program of studies. Furthermore, the use of technology in the FSL class helps reinforce students' knowledge related to communication and information technologies already being developed in other subject areas.

The learners

Once teachers are familiar with the learner outcomes for the grade they are planning to teach, they can use a range of techniques to become more acquainted with the needs and interests of their students. Some of these are outlined in **Chapter 7** of this guide which is devoted to meeting the needs of all learners.

Teachers' beliefs and assumptions

Teachers come to the classroom with a range of experiences as well as with beliefs and assumptions related to both language acquisition and language learning.

Language acquisition is said to occur, for example, when young children learn or acquire their first language without the benefit of rules or formal learning. From birth, learners are exposed to rich and varied linguistic and cultural input and with time, they begin using language themselves. **Language learning** occurs when students are the recipients

of carefully sequenced language instruction. While for some the acquisition versus learning distinction is an either/or proposition, for others it is rather like a continuum with various approaches to language teaching falling at different places between both end points. Teachers who plan instruction sequentially, for example, will also make a point of exposing their students to as much classroom talk in French as possible to encourage natural language acquisition.

When it comes to planning how to teach French, some teachers may wish to replicate the natural language acquisition process as much as possible within their classrooms and will orient their approach to lesson and unit planning accordingly. They might choose planning models such as those related to task-based and content-based learning, or be influenced by methodologies such as the Natural Approach or Total Physical Response.

Others believe that due to the constraints of time, and the fact that students are more cognitively advanced than infants, one can “instruct” a language to students, who can in turn “learn” it in a formal classroom setting. While making use of every possible occasion to use French with their students in order to support natural acquisition, teachers can also choose language learning planning models which involve preselecting and sequencing specific content, presenting it, having students practise and later use and apply it. Some examples of planning models for second language instruction are provided in **Appendix L**.

In addition to their beliefs related to language acquisition, teaching and learning, teachers may be encouraged by their school authorities to implement various initiatives related to broad reforms in education. Accordingly, elements related to teacher effectiveness, backward design, differentiated instruction, brain-based learning, constructivism and assessment may shape teachers’ beliefs and practices and may be considered by language teachers in their planning.

Other factors that influence teachers’ planning

In addition to teachers’ beliefs and assumptions regarding the best ways to learn and teach languages, other factors may play a role when they select teaching approaches and planning models. These factors include the degree to which they themselves are fluent in French and are familiar with Francophone cultures, as well as their preferences regarding classroom management. In addition, at various points in their careers, teachers may be more eager to experiment and test new insights into language learning with their students (Huberman 1993, p. 7).

The factors listed above can have an impact on many of the decisions teachers make when planning, including the following:

- ▶ the degree to which teachers’ planning is oriented more toward language “learning” in a formal sense, in that intended learning outcomes and linguistic content are selected and sequenced in advance, versus the degree to which their planning is oriented toward a more informal “acquisition” of language in which linguistic structures are encountered less sequentially

- ▶ how teachers decide which instructional strategies are best used at which points in the lesson or unit
- ▶ the types of activities and tasks they will incorporate into their planning and the timing and purpose of these activities and tasks
- ▶ the degree to which teachers seek to incorporate activities that allow students to “learn language while doing something else” versus activities that allow students to “learn about language”
- ▶ the degree to which teachers will prepare all materials to be used in class activities versus seeing materials-making as a valid language learning activity for the students themselves
- ▶ how and when teachers will decide to make use of assessment throughout the unit.

As they make these many choices within the planning process and seek to assemble a balanced mix of instructional strategies and activities, teachers need to turn to the program of studies to verify that all of the learner outcomes have been met.

MODELS FOR PLANNING LANGUAGE INSTRUCTION

When planning to teach French, teachers may choose to follow a model to guide the structure of their lesson, unit or year plans. Models can be helpful in that they map out steps or phases to be considered when planning. **Appendix L** provides a comparative table of selected second language instructional models to support the discussion in this chapter. These include:

- ▶ a model which is used in a number of FSL resources developed by Alberta Education and which provides teachers with a delineation of steps to carry out while teaching
- ▶ a model which highlights learning activities from a student perspective (Woodward 2001)
- ▶ a model which was developed specifically for use in second and foreign language teacher education and which incorporates steps taken by both teachers and students (Bilash 2001).

Instructional models such as these provide teachers with terms for and insights into various aspects of the teaching and learning process.

Later in this chapter, a discussion of Task-Based Learning will be provided. It is not considered an instructional model because the outcomes to be learned are not selected in advance and taught sequentially to students. Rather, they arise through the students’ engagement with a task, similar to the process in which children engage when they learn their first language. However, a number of the learning phases outlined below can be said to correspond with phases in a task-based model of learning.

Setting the stage

Teachers use various devices to pique the interest of students and to encourage them to learn about a particular feature of the French language or Francophone cultures. Depending on the interests of students, virtually anything can be used as a way to engage students with the topics of an upcoming lesson or unit and to set the stage for learning.

Unusual facts, puzzles, questions, challenges, situations, role-plays, anecdotes, decorations or other items that demonstrate real-life uses for real-life audiences can be a motivating factor for students.

▮ *Example:* A teacher brings in concrete objects, such as food items, souvenirs, clothing items or a costume in order to highlight an aspect of the coming lesson or unit. The item might be displayed freely or hidden in a bag as a “mystery object” which students may touch and comment on. For example, to begin the SPORTS AND EXERCISE unit, the classroom can be decorated with sports cards, posters, programs, tickets, sports clothing (e.g., uniforms, jerseys, bicycle shorts), used sports equipment, newspaper and magazine articles about sports or sports figures.

Certain items used to stimulate students’ interest can often provide authentic language models for students called upon to produce similar linguistic forms throughout the unit. Authentic texts can both stimulate student interest and model a form of language on which a culminating task may be based. The stage can also be set through the use of an audio or video clip or even the reading of a poem.

▮ *Example:* A teacher starts a unit or a lesson with a cartoon, a poster, an invitation, a recipe, a riddle, a nursery rhyme, a quote or a proverb to spark students’ curiosity. For example, in the field of experience FOOD, groups of students may be given samples of authentic menus and asked to look at the meals provided. Students may think that they are going to simulate ordering in a restaurant but the real intent is to prepare them for reading the menu to determine healthy food choices.

Often, teachers will share the intended learning outcomes with students at the beginning of the unit in order to help them see the purpose of the various activities and tasks in which they will be engaged along the way.

Exposing students to new structures and content

The term **input** when used in discussions related to second language acquisition refers to those elements of the target language to which students are exposed. It can include words, phrases and expressions used orally by speakers; e.g., the teacher or other individuals heard through multimedia resources such as audio or video clips. Input also refers to written texts and nonverbal means of communication such as gestures and facial expressions. In this chapter, the term is also used to refer to the content of the learner outcomes to which students are exposed in the course of their learning, including new vocabulary, linguistic elements, cultural information and modelled learning strategies.

Teachers can use a wide range of instructional strategies as well as resources to introduce or expose students to new input. (See **Chapter 6** for description of instructional strategies.) The instructional strategies may draw upon direct instruction or forms of facilitated learning and can include role-playing, guided inquiry, storytelling, singing or any other strategies that meet the needs of the students and allow them to focus on the object of the intended learning. Resources may include authentic

print documents, graphic organizers, photographs, as well as music or audio and video clips.

In grades 7 to 9, much of the vocabulary related to the fields of experience from grades 4 to 6 is reencountered and expanded upon. Teachers can use strategies similar to those used in elementary, such as presentations or activities using actual objects or visuals (images, flash cards, transparencies); posters; video clips or, in the case of verbs, pantomiming actions. It is important that students have multiple and varied exposures to the words they are learning. By embedding new vocabulary items in a description or explanation rather than presenting them as an oral list, teachers provide their students with a richer context from which to derive the meaning of a new word.

▣ *Example:* In the field of experience WEATHER, students review common weather expressions they acquired in the elementary grades, such as *Il fait beau.* or *Aujourd'hui, il vente.*, prior to viewing a televised weather report from Québec in which students will hear new expressions used. To support their learning, transparencies or flash cards of different weather conditions are visible so that as the expressions are said on the weather report, the teacher identifies them on the visuals.

Teachers make the most of every learning opportunity and attempt to expose students to as much new language input as possible. However, teachers will need to use a range of instructional strategies to ensure that the elements of language and other input they expect students to internalize and use accurately are made comprehensible to students. These instructional strategies may include:

- ▶ using gestures, visuals, objects and other items to demonstrate meanings of new words
- ▶ repeating or rephrasing and
- ▶ in the case of text, referring students to embedded cues.

Some students have a lesser tolerance for ambiguity than others. For some learners this could mean that they have a greater need to know the meanings of all words being encountered before they are able to internalize them. Teachers may model a range of language learning strategies in an attempt to guide students to cope with some degree of uncertainty, while also striving to ensure that the language level related to the learner outcomes of the program of studies is made clear to students.

Phases of language learning

Language and skill development occur in phases, and at each phase particular actions on the part of the teacher and the student are more appropriate than others. As such, various second language models use different terminology to name similar phases of language learning.

In the discussion that ensues, the following phases of learning have been identified, based on insights gained from all three models mentioned on page 50:

- ▶ encountering
- ▶ noticing
- ▶ internalizing
- ▶ applying and refining
- ▶ transforming and personalizing
- ▶ assessing (*for, as, of*) learning.

While this list of phases appears linear and sequential on paper, in practice the phases of learning are recursive and cyclical. It is understood that particular linguistic structures, cultural knowledge or strategies are not all learned at the same pace by each student. Teachers will often need to return to a previous phase for particular students or particular pieces of content. Based on their observations of student learning, teachers may note the need to return to a concept, to provide students with additional practice or to reteach it. On the other hand, they may anticipate the students' need for additional opportunities to encounter, notice and internalize particular concepts and will build those opportunities into the design of their lesson or unit plan.

Encountering phase

It is the teachers who set the stage for learning and who plan a range of instructional strategies to expose students to the content that must be learned. Some of the strategies are direct; others, such as ensuring that the FSL classroom is a language-rich environment, function indirectly to ensure that students meet the language. Yet it is the students who need to be open to encounters with the new input so that learning can take place. Factors such as the presence or absence of motivation, self-confidence and previous success can impact a student's willingness to engage with the new content.

Involving students in goal-setting and reflection on their learning may help support students' desire to be open to the new input being made available to them by the teacher. This discussion is further supported in the section related to assessment *as* learning in **Chapter 8** of this guide.

Noticing phase

To get them to notice or develop awareness of the new linguistic structures or target of intended learning, students are guided through a series of activities that are sometimes tied into a teacher explanation or that form part of a guided practice activity. Activities to support noticing are often brief and flow smoothly one after the other while often focusing on one language skill at a time. They may include:

- ▶ choral repetition in which the class or groups repeat structures together
- ▶ repetition with rhythm and music
- ▶ forward chaining, i.e., saying entire statements bit by bit starting from the beginning, can assist in remembering expressions and pronouncing them; e.g., students in Grade 8 learning about fast food

could learn a new expression that means “eating on the run” using this technique. *Déjeuner*; *Déjeuner sur*; *Déjeuner sur le pouce*.

- ▶ back chaining, i.e., saying entire statements bit by bit starting from the end; e.g., *le pouce*; *sur le pouce*; *déjeuner sur le pouce*. This can be particularly helpful when focusing on pronunciation.
- ▶ responding to yes/no and either/or questions* and
- ▶ participating in guided observations, making associations and predictions.

Teachers use a variety of instructional strategies to help students develop an awareness and understanding of the new input. These can include drawing, modelling, analyzing, narrating and questioning as well as acting, singing and dancing. The use of clear visual representations to present the meaning of new words or to present a language concept is a commonly-used instructional strategy.

In the case of vocabulary, there are many aspects of word knowledge that students can be guided to notice. These include what a word means, how to say it, how to write it, how the word is used in context and, in some cases, how the parts of the word are put together and how they can be manipulated (Woodward 2001, pp. 77–78). Similarly, there are many aspects related to groups of words that students can be led to notice, including grammatical patterns and interaction patterns or schemata related to the various functions of language, such as apologizing or gathering information. Noticing can be aided through the creation and use of **physical storage**, such as lists, word cards, tables, scales, mind maps, flowcharts, posters, gestures or mnemonics (*ibid*, p. 87).

To reach all students, a number of different noticing phase activities targeting the various types of intelligences should be planned; i.e., students may be allowed not only to see, hear and say the words or structures at this phase but also to sing them, touch or manipulate them and physically walk through space while acting them out. In order to carry out activities at this point, students may require visual and textual support, and may frequently refer to words and phrases written on a page or posted on a wall chart as they speak. Often the activities in this phase help students to clarify the new content or structures in their own mind. For some students, this step is a prerequisite before they can begin to process and internalize new learning.

The transition between noticing something new and beginning to internalize it is not a clearly delineated one and may happen at different times for different learners. The key is for teachers to provide an array of varied activities through which students are led to notice and internalize new structures, word meanings or other forms of new learning.

* **Chapter 6** describes a questioning sequence that can be used in vocabulary or grammatical development (see page 81).

Internalizing phase

Guided and pseudo-communicative practice activities are used to serve as a bridge between the earlier phases in which students encounter and notice the new learning and the subsequent phase in which they apply their learning in more authentic situations. In this phase, students engage in partner and small group tasks. Activities in this phase can involve questioning, rehearsing, problem solving and simple guided discussions, such as those that arise from games and oral activities. These allow students to assemble and reuse the various linguistic elements repeatedly in order to help the new learning be transferred into their long-term memory. Often, reflective activities related to learning strategy use will require students to think about and verbalize which memory strategies they find particularly useful for the purpose of internalizing new content. Students will reduce their need to rely on written supports as they begin using the language more and more freely.

Student engagement and mental involvement is required to move language items from various forms of physical storage and into **mental storage**, which students can draw from and apply. Two key factors—the frequency of encounters and the quality of mental processing—impact the process of internalizing new linguistic structures such as vocabulary, grammatical rules and patterns of interaction.

FREQUENT ENCOUNTERS WITH WORDS

Students need to encounter, with varying degrees of frequency, various words, structures and conversational schema in order to store them in memory. Some items may have to be met up to 16 times before they are truly integrated into the students' repertoire (Woodward 2001, p. 88). Therefore, teachers need to plan for many and varied practice activities or tasks for the same content to allow students to use and manipulate it in order to internalize it. Some suggestions follow below.

Teachers may ask students to:

- ▶ group items into categories or lists such as “things I like and don't like,” or “things I think I'll remember and don't think I'll remember”
- ▶ order items alphabetically, or according to size, chronology, context or any other criteria that make sense to the students
- ▶ repeat items by incorporating variations of speed, pitch or volume; e.g., shout/whisper, slow/fast, with different emotions or intonation
- ▶ write items with different written voices; e.g., capitals/lower case, in print or in cursive lettering, in pencil or on a keyboard
- ▶ use or create chants, songs or poems
- ▶ use serial practice in which students tell the same story to or reuse the same interaction patterns with different people, trying to express themselves more quickly and smoothly each time
- ▶ carry out various matching activities with items such as single words, phrases, parts of dialogue or short paragraphs that are matched to definitions, images, comic strip frames, key words, category headings, titles, linguistic functions or associated expressions

- ▶ use “fill in the blank” activities in which key words or parts of expressions are missing. Students can use the context provided by the remaining words in order to ascertain which pieces are missing
- ▶ carry out “find the difference” activities that involve working in pairs or groups to discuss differences noted in similar drawings or short texts related to the vocabulary or language concepts being learned (Woodward 2001, pp. 88–89).

DEEP MENTAL PROCESSING

Just as frequent encounters with the new language are important to help students internalize the new content, so too is the depth of the mental processing in which they are engaged while working with this content. The deeper the personal involvement with and connection to a language item, the more likely it is that students will be able to remember it. Techniques such as those listed below (Woodward 2001, p. 90) may help deepen mental processing when learning a language.

- ▶ Ensure that activities and tasks relate to the fields and subfields of experience and that they are meaningful to students.
- ▶ Make use of real objects, authentic documents, visuals, interviews with and surveys of students of the same age living in other regions or countries, as well as visitors to the classroom where the opportunity arises, in order to reflect reality beyond the classroom.
- ▶ Provide students with the opportunity to come up with their own examples and explanations and to build their own links and associations with content.
- ▶ Allow class time for students to organize work and represent items to be remembered in ways that are meaningful to them.
- ▶ Instead of providing words and meanings for students, have them put in a degree of effort to find the words or definitions for themselves. For example, illustrations for new words to accompany a reading text could be located at the end of the text rather than on the same page so that the student requires a degree of additional effort to seek them out. Expendng effort has an impact on the depth of a learner’s mental processing (Laufer and Hulstijn 2001, p. 20).
- ▶ Use activities that allow students to apply new learning to their own situation (e.g., guided dialogue journals) or that allow them to get involved in the language (e.g., role-playing, simulations, personal storytelling).

Chapter 6 includes brief descriptions of many of the instructional strategies and activity types mentioned here.

Applying and refining phase

With time, students move from guided practice to increasingly independent practice activities in which the skills being developed and the content being learned is applied to similar or novel situations. Often these activities require more than one language skill as well as the use of previously-learned content. At this point, students often begin to use ongoing self-assessment and teacher and peer feedback in order to assess and refine their work. Activities and tasks at this stage can include

simplified versions of the final performance tasks that will be used for assessment *of* learning at the end of a particular lesson series. Students are now not only imitating models of language they have been provided with earlier, but are also comparing their work to that shown in the models for the purpose of making further improvements or refinements to their work.

Transforming and personalizing phase

In this final phase, students apply their language knowledge to authentic contexts for real purposes. Students have reasons for listening to language as well as for reading and communicating oral or written messages. Usually in this phase, students apply a combination of language skills and incorporate their previous linguistic and cultural knowledge to carry out authentic and meaningful tasks. Language use in this phase is personally meaningful to students and includes creativity and limited spontaneity, while remaining within the range of known and learned structures.

Assessing (*for, as, of*) learning phase

Though it is often mentioned last, assessment occurs throughout the previous phases. Assessment *for* learning helps teachers plan the next steps in a series of lessons as students move through the various phases of learning. Assessment *as* learning occurs when students monitor and reflect on their learning during the learning process. Assessment *of* learning is generally carried out through the use of final performance tasks or unit/final tests. The three different assessment purposes are discussed in further detail in **Chapter 8**.

Planning with the end in mind

When teachers work with the outcomes of the program of studies, which outline the end results for student achievement for a given school year, they are in effect planning with the end in mind.

Prior to commencing a unit, teachers determine the performance assessment tasks through which assessment of learning is to occur and directly focus student learning toward this end result. This entails planning unit activities to ensure that students can successfully carry out the performance assessment tasks.

Once a field and subfield of experience are chosen, teachers need to consider authentic forms of language that are generally produced within that subfield, such as typical spoken interactions, print documents and audio-visual texts. As teachers plan the development of their performance assessment task(s), they determine the types of linguistic, cultural and strategic elements that students need to learn in order to be successful when they carry out the culminating performance assessment task(s) for a unit of instruction. These elements, as identified by the teacher in advance, become the basis for the unit, lesson and activity planning process.

The role of the task—to drive the content and close the unit

Culminating tasks—sometimes also referred to as communicative tasks, performance assessment tasks or unit projects—are seen as the source from which all of the unit content, activities and assessment strategies are derived. They are defined at the outset and create the need to know

certain language elements and cultural content, thus giving meaning, purpose and context to language activities. Explicit teaching of grammar rules with exercises that concentrate on form and the practice of specific language learning strategies occur as a result of the students' need to know specific elements of the French language in order to accomplish the task effectively later on. In this way, the culminating or performance assessment task itself provides an organizational framework for specific learner outcomes.

The choice of performance assessment tasks is based on the interests of students and is related to the subfields of the field of experience. Tasks should be flexible enough to allow for differentiation such that the needs, interests, language competency levels and capabilities of all students are addressed. Students with varying needs, interests and skills can work together on a task and may learn from each other while doing so.

Appendix M suggests activities and tasks related to the fields of experience. It includes suggestions for culminating or performance assessment tasks which are based on authentic forms of spoken or written texts and which may be considered by teachers in their planning.

An alternate role for the task—to open the unit and drive the content

In contrast with the language instruction models listed above, models such as Task-Based Learning (TBL) can be used by teachers who wish to place a task further toward the beginning of a unit. In this case, the linguistic structures and elements that arise as the students carry out the task become the focus of further study once the task has been completed. A similar follow-up task may also be placed at the end of the unit.

Appendix N outlines steps typically involved in Task-Based Learning.

Appendix O contains a classification of task types suitable for use in a Task-Based Learning approach to language teaching. However, many of these task types can also be used as activities or culminating tasks in conjunction with any model of language instruction.

Regardless of how and at which point in a unit tasks are used—whether as a culminating activity or as a point of departure—effective tasks allow students to learn about the language by using the language. They also:

- ▶ maximize language use and student engagement
- ▶ provide opportunities for language practice in each of the four language skills
- ▶ promote sharing of information and expertise among students and
- ▶ allow students to assess, reflect on and discuss their learning.

PLANNING TEMPLATES

Appendix P includes a selection of sample blank planning templates. Teachers may wish to adapt these or similar templates for their own use according to their needs, experience and personal approaches to planning.

In summary

Whether planning for a year, a unit, a series of lessons, or single lessons, teachers are cognizant of the foundational role played by the outcomes and premises of the program of studies, the needs and interests of the students as well as their own beliefs and assumptions about language acquisition, learning and teaching. Many teachers, particularly those new to language teaching, may prefer the guidance provided to them by various instructional models. These can outline the teaching and learning process and illustrate how planning for learning arises with the end in mind such that the language, the skills and knowledge related to authentic and communicative performance assessment tasks are incorporated into planning right from the start. Teachers wishing to experiment and diversify their approach to lesson and unit planning may wish to investigate other approaches to language learning such as Task-Based Learning, for example.

Chapter 6 outlines a range of instructional strategies in support of the four components of the program of studies which teachers may consider as they plan their lessons and units.

REFERENCES

- Bilash, Olenka. *Connecting Theory and Practice*. (Conference publication: IV CONGRESSO DA SIPLE Sociedade Internacional de Português – Língua Estrangeira O Desafio do Novo Milênio 15 a 18 de novembro de 2001, Campus da PUC-Rio, Rio de Janeiro. Brasil, 2001).
- Huberman, A. Michael. *The Lives of Teachers*. New York: Teachers College Press, 1993.
- Laufer, Batia and Jan Hulstijn. “Incidental Vocabulary Acquisition in a Second Language: The Construct of Task-Induced Involvement.” *Applied Linguistics* 22, 1 (2001), pp. 1–26.
- Willis, Jane. *A Framework for Task-based Learning*. Harlow, UK: Longman, 1996.
- Woodward, Tessa. *Planning Lessons and Courses: Designing sequences of work for the language classroom*. Cambridge: Cambridge University Press, 2001.

[This page was intentionally left blank.]



Types of instructional strategies

Teaching within the FIELDS OF EXPERIENCE

Instructional strategies to develop the LANGUAGE SKILLS

Developing the LANGUAGE component

Developing the CULTURE component

Developing the LANGUAGE LEARNING STRATEGIES

component

→ *Corresponding Appendices Q, R and S*

TYPES OF INSTRUCTIONAL STRATEGIES

Instructional strategies are the techniques and activities teachers use to help students become independent learners and to help them develop and experiment with learning strategies. Students exhibit a wide variety of perceptions, prior knowledge, attitudes and learning preferences. Teachers are encouraged to provide a variety of instructional strategies to ensure all student needs are being met while addressing the outcomes of the FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12). The choice of techniques and strategies depends on many factors, including at which phase in the students' learning they are to be used, which component of the program of studies they are to address, the classroom context and the teachers' beliefs about approaches to and methodologies for language learning and teaching.

In general, instructional strategies may be grouped into three categories, depending on whether the teacher is engaged in direct instruction, facilitation or coaching (Wiggins and McTighe 2005, p. 241).

- ▶ Instructional strategies used in **direct instruction** include demonstration and modelling, explanation and convergent questions, i.e., questions with one correct answer.
- ▶ Instructional strategies used in **facilitation** include discussion, open-ended questions, guided inquiry, reciprocal teaching, simulation and cooperative learning.
- ▶ Instructional strategies related to **coaching** include guided practice and feedback.

TEACHING WITHIN THE FIELDS OF EXPERIENCE

This chapter suggests a range of instructional strategies teachers can use in association with specific components and outcomes of the program of studies. These suggestions are by no means comprehensive and may be applied in ways other than those discussed here.

As teachers gain familiarity with their students, as well as with the program of studies and available resources, they continue to develop their own repertoire of instructional strategies that meet the needs of their specific groups of learners. Teachers may find that their strategies need to be adapted or replaced with others for different learner groups and teaching contexts.

The inclusion of fields of experience and related subfields within the program of studies allows teachers to draw on instructional strategies such as the following:

- ▶ make connections to students' prior experience with and interest in aspects of the subfields
- ▶ provide students with tangible materials and hands-on activities related to the subfields; e.g., making recipes, bringing in clothing catalogues, using authentic weather reports from newspapers
- ▶ have students take note of real interactions within a particular subfield. Teachers and students then develop the **conversational schemata** (patterns of interaction) used to carry out these exchanges in French so that these can become models for classroom activities as well as for performance assessment tasks
- ▶ reintegrate previously-acquired vocabulary and language structures from the elementary years so as to increase student language competency.

Working with the fields and subfields of experience provides students with multiple and varied opportunities to use the language in structured situations, as well as to personalize it for use in more creative and spontaneous ways. Simulated real-life situations provide students with opportunities to apply their language knowledge, with the intent that they will be able to transpose this experience to similar experiences outside the classroom.

In the junior high school years, students' language competency is developing in terms of sustained language use and the ability to incorporate an ever-increasing amount of vocabulary and language structures in their oral and written communications. By the end of Grade 9, students should be able to participate in spontaneous interactions with the teacher and classmates within the context of familiar fields of experience by accessing a large repertoire of vocabulary items and using a variety of linguistic elements.

- ▮ *Example:* Grade 8 students could describe a family recipe by giving the list of ingredients and their corresponding amounts in addition to indicating the steps involved in preparing the recipe. They would then identify for their classmates for what occasion this recipe is used and then explain why they chose the recipe using the global

INSTRUCTIONAL STRATEGIES TO DEVELOP THE LANGUAGE SKILLS

expression *J'ai choisi cette recette parce que...*. This example demonstrates what students can do with different language structures such as adverbs of quantity, infinitives acting as directive verbs to indicate the steps and a global expression (the use of *le passé composé*) to explain their choice of recipe.

The development of the four language skills is a sequential process that involves the encounter with and clarification, internalization and application of linguistic elements, introduced in context and applied to real-life situations to communicate authentic, personal messages.

Although they are discussed separately below, the four language skills are generally developed in an interconnected fashion, with one language skill often being a natural extension of the other. Since comprehension generally precedes production, instructional strategies in support of the comprehension skills, i.e., listening and reading comprehension, are discussed first. They are followed by the instructional strategies that can be used to develop the production skills, i.e., oral and written production. Thus, learning activities and tasks generally require an integration of all four skills. Activities can often be planned such that student use of one skill area provides support for further development in another skill area (Bilash 2007, p. 13). The following example demonstrates how the focus on listening comprehension can lead to an oral interaction activity.

▣ *Example:* Grade 8 students listen to a simulated radio show on how to treat clothing stains. Students jot down notes related to the different problems presented on the show. Next, students are divided into groups of four with one student being assigned the role of expert while the other three are given a clothing care problem to explain to the expert. The “expert” uses the information gleaned from the show to provide advice orally.

The activities in **Appendix R** demonstrate how the use of some skills serves to further develop other skills.

Developing Listening Comprehension

Often overshadowed by its oral production counterpart, listening comprehension is the cornerstone of language development. It is a vital skill whereby the listener actively seeks out, processes and makes use of particular information presented in an auditory form.

Listening comprehension involves discerning meaning from what has been said; i.e., identifying key ideas and details from an oral text and reacting to them. These oral texts may be interactive, as in the case of a two-way conversation involving the listener and the speaker. On the other hand, the texts may be non-interactive in that the listener does not interact directly with the speaker of the text—for example, when listening to a public announcement in a department store.

Listening comprehension and oral production are equal partners in the communication process and both demand a high degree of mental engagement by the student. In combination, they lead to a process of negotiation as illustrated in **Figure 2.3**, on page 10.

USING PRE-LISTENING, LISTENING AND POST-LISTENING ACTIVITIES

Student comprehension of a listening text is facilitated when teachers incorporate activities prior to (pre-listening), during and after the listening task (post-listening). For example, before hearing a text in which a person describes him or herself physically, students can be asked to brainstorm what kinds of things they may expect the speaker to mention with respect to his or her physical traits. Having engaged with the topic in advance of hearing the text, students are able to comprehend the text more effectively. As the text is being heard, an activity such as checking each item off on a detailed list as it is mentioned by the speaker can help students focus their attention on the listening task while providing them with confidence in their abilities. Post-listening activities in which additional follow-up on the text or topic is undertaken, or in which students are encouraged to reflect on their use of listening strategies, help solidify listening skill development. Post-listening activities often extend into the other language skills.

DEVELOPING GLOBAL COMPREHENSION

Teachers can use the following instructional strategies when encouraging students to develop global comprehension.

- ▶ Use French extensively to allow students many opportunities to make links between the context and the content of the auditory message.
- ▶ Focus on concrete and immediate topics when speaking and, when necessary, support the spoken word with gestures, concrete objects, visual images or pantomime.
- ▶ Provide context or background information about any audio text, such as a call-in radio show, prior to having students listen to it.
- ▶ Before they listen to the text, involve students in a pre-listening activity by sharing the topic of the text and having them brainstorm what types of information they might hear.
- ▶ Provide students with a list of questions such as *Qui, quand, où, pourquoi?* before listening to the text. Each student focuses his or her attention on listening for the response to one or two questions only.
- ▶ Encourage students to feel at ease and to develop a tolerance for ambiguity when listening to texts, by stressing that not being able to understand all of the information is a natural part of the language learning process.
- ▶ Model for students strategies that could be used when listening to a text for the first time. Teachers may “think out loud” as a way to model listening strategies, using statements such as “I think he said ...”; “I noticed that the word sounded similar to ...”; “I wonder if it could be connected to ...” and so on.
- ▶ Encourage students to focus on the information they do understand and to support each other in identifying what they can understand. By allowing students to pool their ideas, teachers help them build confidence as listeners. This process also builds collaboration while modelling how in real-life situations not every person is able to grasp every idea all the time, and people often pool their knowledge.

- ▶ Refrain from the temptation to stop an audio text after every sentence to repeat it at a slower rate.

PROMOTING THE COMPREHENSION OF DETAILS

When listening to an audio text, students require sufficient vocabulary to recognize and pull out specific details. They need to hear words, phrases and a variety of language structures within a context to attempt to build meaning from them. The use of audio and video texts is also essential for helping students become accustomed to different voices and accents as well as for expanding their language knowledge and use.

Teachers may use instructional strategies such as those listed above for global comprehension in addition to strategies such as the following for developing more precise listening abilities.

- ▶ Have students respond physically to instructions being heard.

▮ *Example:* A teacher planning to teach verbs related to physical exercise decides to use Total Physical Response (TPR) as an instructional strategy. In TPR, students are asked to demonstrate physically the meaning of the verb being presented, e.g., *plier les genoux; arquer le dos; étendre les bras.*

- ▶ Have students respond to what is heard by drawing or writing.

▮ *Example:* A Grade 7 FSL teacher reads aloud a poem about the weather. Students draw the scenes as they are being described. Students' comprehension can be verified by having them use their drawings to describe to a partner what they have understood.

- ▶ Have students respond to what is heard by identifying specific aspects of the content.

▮ *Example:* Students listen to an audio clip that describes the preparation of bannock and are asked to identify the ingredients, the required quantity for each ingredient and the method of preparation.

▮ *Example:* Before listening to prerecorded audio announcements from different zoos regarding opening and closing times, gate entrance fee, and special events being held at the zoos, students can prepare a retrieval chart that will facilitate the jotting down of notes.

Appendix O contains a number of tasks that can be adapted for use as listening comprehension activities.

PROMOTING THE USE OF LISTENING COMPREHENSION STRATEGIES

Given the importance of listening in language learning, all students benefit from the development of effective listening comprehension strategies. As outlined in the program of studies, listening

comprehension strategies should be taught to help students deal with information in auditory texts that may contain unknown words and expressions. These strategies are to be presented and modelled so that they can be used by all students. These strategies include:

- ▶ building on students’ knowledge of the context in order to anticipate the types of information they might hear
- ▶ using their prior experiences and knowledge to help them mentally situate the message being expressed
- ▶ listening for cognates and word families
- ▶ listening for auditory clues such as background noises
- ▶ guessing the meaning of unknown words or language structures by using the context or the words around the unknown word
- ▶ observing visual clues in the case of multimedia or texts accompanied by illustrations
- ▶ asking for repetition, confirmation or clarification of what is being heard when interacting with a speaker by using expressions such as:

Un instant,... je ne comprends pas.
Un moment,... je ne comprends rien.
 je n’entends pas bien.

Pourriez-vous... répéter cela, s’il vous plaît?
Peux-tu... le dire de nouveau, s’il te plaît?
 parler plus fort,
 parler plus lentement,
 expliquer cela d’une autre façon.

Qu’est-ce que... veut dire?
Que voulez-vous dire?/Que veux-tu dire?

Appendix D provides a list of useful classroom expressions, such as those mentioned above, that may be posted in the classroom to promote listening strategy use.

A detailed list of developmentally appropriate comprehension strategies can be found in the FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12), under specific outcomes for each grade level.

USING RESOURCES TO DEVELOP LISTENING COMPREHENSION

Authentic audio recordings that follow recurring patterns, such as weather reports or sports news reports, may be routinely accessed using the Internet to allow students to concentrate on what is known and to make inferences about what is unknown. With repeated exposure to the same patterns of spoken texts, students will eventually be able to recognize greater portions of the text over time.

☞ *Example:* A Grade 10 teacher pairs his or her students with students in a Grade 8 class to prepare clothing shopping advice for the Grade 8

students. The advice columns are recorded on a voice recording program that allows them to be sent over the Internet as MP3 files. The Grade 8 students listen to the advice and respond to their corresponding Grade 10 student as to whether they are in agreement with the advice given or not.

Teachers may also identify segments of videos or other multimedia resources to use in various ways.

☞ *Example:* A teacher selects portions of one of the videos available at <http://www.LearnAlberta.ca> for students to view without sound, then to listen to the text without seeing the visuals. The students consult in pairs to identify pieces of what they have heard. Activities such as these are best used with brief excerpts, not with entire videos.

ASSESSING LISTENING COMPREHENSION

Listening comprehension in a performance-based approach assesses the students' ability to show what they understand and to what degree. Students will demonstrate what they are able to understand in mainly oral or written form. Sometimes they can demonstrate their comprehension physically or by using drawings. Students may also show comprehension by using gestures and facial expressions; pointing to concrete objects; using physical action for following commands; or by using one word replies if appropriate. They may also indicate their comprehension of items mentioned in an audio text by checking off corresponding words or statements on a list.

In an assessment situation, students need to be encouraged to use the French they have learned to demonstrate what they understand. It is important, however, to allow students to use drawings, gestures or English when necessary to convey comprehension of words or ideas they are able to discern but are unable to express in French. This notion is supported by the premise that comprehension precedes and exceeds production. Therefore, students' listening comprehension is assessed in terms of what they are able to understand in a given situation, not what they are able to produce.

Developing Oral Production

The ability to communicate orally is a natural extension of listening comprehension. Both skills are intertwined in interactive verbal communication.

The development of oral production skills is sequential in that students will pass through a number of phases. The earlier phases involve repetition, often in a mechanical way, of sounds, words or expressions. As students expand their comprehension and develop greater confidence with their use of language, they move toward the creation of prepared and spontaneous oral messages in more open-ended communicative situations. While this is occurring, it is important to note that when developing oral production skills, students need to become accustomed to communicating their ideas without writing them down first.

DEVELOPING ABILITIES RELATED TO PRONUNCIATION, INTONATION AND SOUND–SYMBOL CORRESPONDENCE

Students require ample opportunities to practise the pronunciation of newly-acquired words, language structures and intonation patterns. To assist students in applying and refining their knowledge of sound–symbol correspondences, teachers will need to develop an array of activities.

▮ *Example:* To assist students in developing the ability to use a dictionary that provides the sound–symbol correspondences for words, a teacher prepares a list of words already learned by the students in the weather unit and asks them to try to use the correspondences to discern the pronunciation of these words as a class; e.g., [il vɑ̃t] = *il vente*; [il fɛ bo] = *il fait beau*. Using their knowledge of the symbols, they can prepare similar examples for a partner who will then practise saying them aloud.

Various cooperative learning strategies, such as Inside–Outside Circle, can be applied to create opportunities for students to practise pronunciation with each other. An explanation of Cooperative Learning Strategies is given later in this chapter as well as in **Appendix Q**.

▮ *Example:* Students are asked to write on an index card five clothing adjectives that they are experiencing difficulty pronouncing. As the Inside–Outside circles rotate, students pronounce these five words for their partners. After two rotations, students exchange cards and pronounce the new set of words for their partner. Partners verify pronunciation to the best of their ability. The teacher circulates, spot checks pronunciation and corrects errors as necessary. At the end of the activity, the teacher asks students if the words they were experiencing difficulty with are now easier to pronounce.

Appendix J of this guide is intended to provide support with pronunciation conventions.

PROVIDING OPPORTUNITIES FOR THE RECALL AND ORAL USE OF WORDS, EXPRESSIONS AND LANGUAGE STRUCTURES

Almost any instructional strategy, such as the use of recall activities and games, can be used to develop oral production skills at the word, phrase/expression and sentence level.

▮ *Example:* A teacher creates headings for categories of words. Either the teacher or a student holds up a card with a word or expression written on it and has the class read it aloud. Students then suggest the category to which the word or expression belongs and it is placed under the correct heading.

▮ *Example:* The teacher has the class play a form of memory game. Students stand in a circle, each holding a flash card of a particular image; e.g., a picture of a particular weather condition. Each student

makes a statement using the image on the flash card; e.g., *J'ai le symbole qui représente le dégagement du ciel*. While they are listening to all of the statements, the students attempt to make mental connections between the person and the image. Then students hide their cards and volunteers are asked to remember who said what; e.g., *Jason a le symbole qui représente le dégagement du ciel*. Points can be granted to students who recall the most items.

Developing interactive Listening and Speaking Skills

Learners need frequent opportunities to use language by taking on the roles of both listener and speaker. This provides opportunities for social interaction where students can make and clarify or confirm meaning, test hypotheses about the language and receive feedback. Language learning is best supported when regular classroom practice provides an opportunity for interactive listening—listening that requires the student to take a more active role by engaging in interaction strategies such as requesting clarification or providing feedback to the speaker to ensure successful communication is attained.

Teachers can set up interactive situations in which students spontaneously use learned global expressions (see glossary for definition) with familiar language structures; and, as their skills continue to develop, students will be able to produce a series of simple, complete sentences. In order to successfully carry out the necessary interactions, students require advanced support. All phrases required as part of a particular interaction, which are often referred to as conversational schemata, need to be introduced and accessible to students as they carry out the interaction. A collection of useful phrases is provided in **Appendix D**.

Interactive situations might involve pair, small group or large group settings. By providing some students with information and creating a need for others to gather that information orally, teachers create situations that allow all participants to develop and draw upon both listening comprehension and oral production skills.

- ▮ *Example:* Students work in pairs in which one partner receives an image, such as a picture of a fashionable clothing item, but does not let the other partner see it. The other partner asks detailed questions about the image in order to make a drawing of it based on information provided by the first partner. Alternatively, instead of handing out images to students in the class, students can be seated so that only one partner views the image projected on a screen while the other student, who creates the drawing, faces in the opposite direction.
- ▮ *Example:* A teacher decides to use a scored discussion as an instructional strategy at the end of a series of lessons in which the students have dealt with a topic such as *l'adoption d'un animal au zoo* or *la vie urbaine et la vie rurale*. In a scored discussion, the teacher asks half of the students to sit in circles comprised of five to seven students each. The remaining students stand outside the circles in a way that allows each one to observe one of the seated students.

The teacher provides sentence starters for the seated students to use in their discussions (e.g., *Pour moi, l'adoption d'un animal au zoo est... parce que...*). As the seated students discuss the topic, the observers rate their target student on a yes/no basis using the following criteria: “Did the person I am observing speak French?”; “Did he or she stay on topic?”; “Did he or she listen to what others had to say in French?”; “Was he or she polite?” Alternatively, the observer prepares two positive comments and a suggestion (two stars and a wish) to share with the person being observed. After sharing the results of their observations, the observers sit down for the next round of discussions on the same topic and are themselves observed (adapted from Clementi 2007).

Structured oral activities, such as information gap activities or role-playing conversations, may be developed to replicate interactions that simulate authentic uses of language. Activities in this phase can also include simulating telephone conversations, having students carry out surveys and having them play a range of games involving structured conversations. In order to help students continue to develop spontaneous language use, teachers can provide them with a series of point form or visual prompts suggesting the kinds of statements expected in an interaction.

📄 *Example:* A teacher provides the following skeleton for a man-on-the-street interview about the weather:

- *Salutation/Autre salutation*
- *Puis-je vous poser quelques questions au sujet de la météo?*
- *Réponse*
- *Remerciements et la prochaine question : Que pensez-vous de toute cette neige?*
- *Réponse/Et pourquoi?*
- *Réponse/Merci de votre temps.*
- *Réponse/Salutation*

In pairs, students decide how they will follow the interaction pattern and then rehearse orally until they are confident that they are able to present the entire interaction and can make unrehearsed adaptations if necessary.

Teachers may use role-playing as practice activities or may plan their units to culminate in a role-play or simulation in which students use language spontaneously based on conversational schemata or useful phrases posted for their reference. The encounters brought to life in the role-play are suggested by the fields of experience and subfields; e.g., an animal for adoption, an invitation to a community event, a first meeting between two people. These role-plays can involve props or puppets, and students act out the scene using set dialogue and improvisation where necessary. Students may be less inhibited if they can carry out their role-plays simultaneously in small groups rather than in front of an audience. The interactions expected from students in the role-play will have been frequently encountered within a number of prior activities involving each of the four language skills.

Appendix Q outlines a series of cooperative learning strategies, which call upon students to interact with others in French in order to carry out particular activities.

Appendix R provides a selection of classroom activities and games, many of which help to develop student skills related to listening, speaking and interacting with each other in French.

ERROR CORRECTION AND ASSESSMENT

When students are communicating and interacting orally, assessment focuses on the students' ability to communicate ideas in a comprehensible fashion, rather than on error correction. False starts, repetitions, paraphrases, hesitations and grammatical errors are a natural part of this type of oral communication. Over-correction of errors can lead to students becoming fearful and even reticent to speak. Teachers may make note of particular errors in students' speech but will wait until the end of an activity to comment on particular errors made by a range of students without singling them out individually. By ensuring that students are provided with models of correct language use and pronunciation, teachers help students to correct and improve their language use and pronunciation. Additionally, teachers find that when they provide students with examples of instances where a mispronounced word, incorrect article or other grammatical structure impedes a message, they can help students understand the importance of accuracy when seeking to communicate a message.

- ▮ *Example:* An FSL teacher shares a personal anecdote with students in which her request for orange juice was not understood. She tells students that her pronunciation of the word for juice resembled the word for cheek instead; i.e., *du jus d'orange* (correct word = [ʒy]) versus *du joue d'orange* (incorrect word = [ʒu]).
- ▮ *Example:* An FSL teacher highlights how a word such as *le tour* (meaning a trip or a trick) has a completely different meaning from *la tour* (meaning tower), in order to encourage students to strive for correct choice of word, gender and accurate pronunciation.

Certain cumulative tasks call for prepared oral texts that are read aloud. The assessment of such texts differs from the assessment of spontaneous oral texts. In the case of prepared oral texts, students have the opportunity to develop their ideas in a coherent and cohesive fashion by following the structure of a particular text type. In this case, written production and oral production become intertwined; the final oral product is dependent on the written product. Students prepare their texts in written form, then present them orally. In these situations, oral production of the text is assessed in terms of the expression used in the voice and correct pronunciation in keeping with linguistic elements typical of these types of text.

PROMOTING ORAL PRODUCTION STRATEGIES

When students are involved in an interaction, they should be encouraged to use oral production strategies that sustain communication, such as finding alternate ways of conveying a message; i.e., through the use of gestures, facial expressions, or alternate words or expressions. They should also be encouraged to practise their messages with others or at home so as to learn to refine their speech. Additionally, socioaffective strategies, such as asking a speaker to repeat or clarify a message, can be modelled and incorporated into classroom activities so that students learn how to use these strategies to maintain a conversation and develop confidence in speaking French. Many of the language learning strategies outlined in the program of studies can be taught and used in situations involving spontaneous or prepared oral productions.

Developing Reading Comprehension

Reading comprehension, like listening comprehension, is an active skill whereby the reader seeks out information for a specific reason. Reading comprehension involves not only deciphering and decoding written symbols, but also constructing and interpreting meaning from the printed word and/or any associated visual clues.

Once students have encountered sufficient vocabulary and language structures in spoken form, they are better able to recognize the same words and language structures in written texts. They can then use this knowledge to build meaning of unknown words and structures as they read.

Students in grades 4 to 6 can derive meaning from short authentic texts supported by illustrations, such as grocery store flyers, magazine ads and posters for community events. They can also learn to read and follow simple instructions. By Grade 6, students can be expected to comprehend the main ideas in simple short texts and picture captions on familiar topics. Teacher guidance and support are almost always necessary in grades 4 to 6.

As students move into junior high, they will need to be exposed to texts of varying lengths and using a variety of language structures that will not necessarily be taught until high school. Students at this level will be able to use their comprehension strategies to identify the main idea or ideas and some details in mostly concrete texts that are either adapted for FSL students or are authentic in nature, such as newspaper articles or adapted readers. They will also be able to follow written instructions in French. Teacher support will still be necessary, but students, especially those in Grade 9, will be able to comprehend most texts that contain familiar vocabulary and language structures with little difficulty.

USING PRE-READING, READING AND POST-READING ACTIVITIES

As in the case of listening comprehension, understanding of a reading text is facilitated when students are provided with activities prior to engaging with a text (pre-reading), during their reading, and after

(post-reading). The suggestions made above for listening comprehension apply equally to reading comprehension.

▮ *Example:* Prior to having them read a description on different climates, a teacher has students create a word web or concept map using terms they already know that are associated with climate, such as temperature and weather conditions. Later, as they read the text, they are asked to underline specific words or phrases that describe the features of a specific climate and to check off on their word web or concept map any words or ideas that they had jotted down and that appeared in the text. The post-reading activity consists of adding any new information to their word web or concept map.

PROMOTING COMPREHENSION AT THE GLOBAL OR DETAILED LEVEL

Depending on how they are designed, activities or tasks may assist students in developing global comprehension skills or help them focus on specific details. This can apply to activities that require students to reorder written content sequentially, or match or categorize segments of content, as well as to any other types of tasks outlined in **Appendix O**.

▮ *Example:* A teacher selects a paragraph or multiple paragraphs related to one of the topics in a given field of experience and either cuts out the sentences or separates the paragraphs and has students, either alone or in pairs, put the sentences or the paragraphs in the proper order. As a class, the teacher and students reconstitute the text so that students can verify their understanding of the ordering of the ideas.

Alternatively, a teacher may select a comic-strip style picture sequence and write a story to accompany it, using vocabulary and linguistic elements familiar to the students. Students then sequence the pictures and the text.

Depending on the nature of the text that is being read, a teacher can help students use graphic organizers to map out their key understandings. Graphic organizers are discussed in the section of this chapter related to vocabulary development.

PROVIDING A PURPOSE FOR READING

Giving students a clear purpose for reading orients them as they approach a text. As students develop confidence with texts of varying degrees of difficulty, the provision of a clear purpose for reading will support students as they endeavour to derive meaning from ideas that are expressed in more complex ways.

▮ *Example:* A Grade 7 teacher provides students with examples of newspaper weather reports from various French-speaking regions in Canada and internationally, along with a list of questions for students to answer or a graphic organizer for them to complete based on their comprehension of the weather reports. Once pairs of students have

gathered the information, they meet with another pair to compare the information they have gathered and to brainstorm answers to a cultural question related to the different weather reports.

- ▮ *Example:* A Grade 8 teacher uses a jigsaw strategy in which students are provided with a text describing the use of certain colours for rooms in a house. Students are put into groups and are asked to read the text that relates to their assigned colour. Students are then split into different groups to share their colour expertise. This reading is followed by scenarios that have been prepared by the teacher in which “readers” send in questions asking for advice for changing the colour of a room. The expert colour groups work together to provide advice to the “readers.” The groups share their solutions with the class as a whole.
- ▮ *Example:* A Grade 9 teacher provides students with a French version of *The Country Mouse and the City Mouse*. Students are first asked to relate in French what they remember about the story in English. The teacher jots down the plot line on the board. Then students read the text in French to determine if the story is the same or if there are slight differences. The text provides for a discussion on how versions sometimes change from language to language, in addition to setting the stage for a discussion on the advantages and disadvantages of country life and city life as seen through the eyes of characters.

THE ROLE OF ORAL READING

Reading texts aloud allows students to demonstrate their ability to decode written symbols into comprehensible words, but one cannot assume that students who can pronounce words they see in print have understood the content. Reading aloud provides students with the opportunity to practise pronunciation and appropriate rhythm and expression. Especially in the case of auditory learners, hearing themselves pronounce words aloud may assist with comprehension of the text.

USING LEARNING STRATEGIES TO SUPPORT READING COMPREHENSION

To develop reading comprehension, students are taught how to use comprehension strategies that help deal with known and unknown words and language structures. They need to learn that they can understand the main ideas of a message even if they do not know every word or language structure. Students need patience and exposure to a variety of text types in order to develop a tolerance of the unknown, and they need to deploy strategies to overcome feelings of unease. Some suggested reading comprehension strategies are listed below.

Students can learn to:

- ▶ look for cognates and word families as a way to build meaning

- ▶ use visual clues such as illustrations, photographs or charts that can help build meaning
- ▶ use the title and subtitles to anticipate ideas that may be presented in the text and to structure their reading accordingly
- ▶ use context to predict the types of information or the categories of information they might encounter
- ▶ use reading strategies they have developed in their first language to help them become better readers in French
- ▶ underline or highlight what they know in the text to isolate and deal with unknown words or language structures
- ▶ use words around the text to figure out what unknown words or language structures might mean
- ▶ take an educated guess, deduct or infer meaning
- ▶ use the dictionary to search for the meaning of the word if they wish to verify their guess. It is important to note that the use of dictionaries should be limited so that students do not become dependent on dictionaries to comprehend every word.

USING RESOURCES TO PROMOTE READING COMPREHENSION

In junior high, the use of authentic texts plays a major role in developing reading comprehension. Students need to be exposed to texts of all types and of varying degrees of difficulty at this level. Examples of different types of texts include short and long newspaper articles, recipes, classified advertisements, posters and abridged or simple novels.

Even texts created as a class or by individual students can be used for reading comprehension. The following example describes how student work can be used.

📄 *Example:* Students are asked to prepare an announcement for a school event. Before they begin the announcement, students take turns orally describing the sequence of steps they will take to carry out the task as the teacher records their statements on large chart paper. Students could say things such as *Je choisis le type d'activité à annoncer. Je fixe l'heure de l'activité. Je choisis le lieu de l'évènement. J'utilise des mots intéressants pour attirer l'attention, etc.* The class jointly edits the text to ensure that all linguistic elements and print conventions are accurate. This shared oral and written activity can now be used as the instructions for the announcement activity, and students can refer to them as they develop their announcement. The resulting text is referred to as a language experience text (Carrera-Carrillo and Smith 2006, p. 42).

Teachers may obtain subscriptions to publications from Québec, France or other countries that are targeted to French-speaking teenagers. Additionally, they may subscribe to simplified magazines that are targeted specifically to French learners.

ASSESSING READING COMPREHENSION

Reading comprehension is assessed in much the same way as listening comprehension. Students demonstrate what they have understood in terms of ideas, not simply in terms of vocabulary or language structures they recognize. They can be asked to show global comprehension of the text or to read for specific details that correspond to their language level.

In the early stages, it is appropriate to formulate questions and accept answers in English to assess reading comprehension. The language needed to ask these questions or the competency required to answer questions in French may add an additional layer of difficulty beyond that of the text. However, at junior high, it is important to encourage students to use as much French as possible to demonstrate what they can comprehend in French and to resort to English only when necessary.

Developing Written Production

Written production, like its oral counterpart, is developed in a sequential fashion. In elementary, students begin writing by copying words, labelling, making lists and matching words with pictures or symbols. They move gradually to the formulation of simple phrases and then to the autonomous use of language to express ideas. Students in junior high will follow similar patterns; however, their ability to write in French will be more extensive as they will begin to write texts that are more developed in thought and in keeping with their cognitive level.

It is important to note that written production cannot be separated from reading comprehension. Each of the instructional strategies listed below relies on the students' use of both reading comprehension and written production skills.

USING MODEL TEXTS

Prior to having students produce written texts on their own, the teacher provides them with a model of the authentic text type in question; e.g., a school supply list, a poster, an e-mail, a friendly letter. The students explore the structural features of the text such as the form, layout and related conventions; e.g. when capital letters are used, which format is used to write the date and the salutation, etc. As a class, students can generate a sample text in which they provide the content and directions to the teacher, who records their suggestions for all to view. As the text is edited jointly, the teacher provides cues to the students regarding changes for accuracy. Once this step is completed, students may generate their own texts using as models both the original sample as well as the sample generated as a class.

- ▣ *Example:* A teacher projects or makes copies of an authentic French menu. As a class, students discuss the different sections of the menu which provides them with examples of how meals are described and the correct spacing and symbol for prices. The model supports the students in the preparation of their own menus.

MODELLING THE WRITING PROCESS

The instructional strategy referred to as “think-aloud,” in which teachers (or sometimes classmates) talk students through a process they are using to carry out a particular task, can be very useful when modelling the writing process for FSL students. Activities involving shared writing, in which the teacher and students jointly brainstorm, write and edit a text, allow teachers to share how they are making decisions related to vocabulary, spelling, application of appropriate linguistic elements, sentence structure and text development using content suggested by the students. This is intended to help build student awareness of decisions they in turn will make when they write similar texts on their own. The shared creation of language experience texts (such as the example provided earlier in which students describe the steps involved in the creation of a school announcement) provides teachers with opportunities to model steps involved in the writing process.

PRACTISING WRITTEN LANGUAGE

To help students develop the written production skill, teachers provide models of written text for students to copy, manipulate, adapt or from which to draw for their own written productions. A few suggestions follow.

- ▶ A teacher may provide a template for student writing in which the key structures are complete and students fill in personalized content.

☞ *Example:* After having students carry out a range of oral practice activities in which they express personal preferences about the weather, a teacher provides written structures that students can copy and complete to express their preferences in writing; e.g., *Moi, j’aime beaucoup quand... , parce que... mais je n’aime pas quand..., parce que....* The student’s completed text might look like this: *J’aime beaucoup quand il fait beau parce que je me sens énergisé, mais je n’aime pas quand il pleut parce que je me sens déprimé.*

☞ *Example:* Students have read and worked with descriptors related to physical and personality traits. The teacher then provides them with a text structure showing fixed elements of a description to which they add details regarding a male classmate in another class while reintegrating previously-learned material. *Je vous présente mon camarade de classe _____ (son nom). Il a _____ ans. Il a les cheveux _____ et les yeux _____. Il est de _____ taille. Il est _____ (trait de personnalité) et _____ (trait de personnalité). Il aime le/la/l’/les _____ (nom d’une matière), mais il n’aime pas le/la/l’/les _____ (nom d’une matière) parce qu’il trouve cette matière _____.*

- ▶ A teacher may provide students with skeletal sentences that allow them a choice of expressions and require them to personalize the sentence with the addition of their own details.

Example: Students who have successfully worked with text structures, such as those shown above, are given a skeletal structure such as the following to use in writing about the weather in their area. Students use the skeleton to begin their text.

<i>En hiver</i>	à...	<i>il y a du/de la/ des</i>	<i>beaucoup de</i>	<i>brume</i>
<i>En été</i>				
<i>En automne</i>				
<i>Au printemps</i>				
	<i>dans la région de...,</i>	<i>il n'y a pas de</i>	<i>assez de</i>	<i>brouillard</i>
		<i>nous avons</i>		<i>grêle</i>
				<i>neige</i>
				<i>nuages</i>
				<i>pluie</i>
				<i>soleil</i>
				<i>vent</i>

The beginning of a student's text could look like this: *En hiver, à Calgary, il y a beaucoup de vent. Nous avons assez de neige. Il y a très peu de pluie.*

These types of language exercises provide students with the basis for creating their own written productions. Many activities or tasks can then be selected to assist students in applying the knowledge gained from written practice. These can include the creation of a range of text forms such as labels for illustrations or objects, invitations, posters, e-mails, booklets, written scripts and patterned poems.

USING LEARNING STRATEGIES TO SUPPORT WRITTEN PRODUCTION SKILLS

The program of studies outlines a number of learning strategies that students can use when engaged in written production. One learning strategy that is particularly useful is the use of a written model that students can analyze first and then follow when they produce their own texts. Teachers guide students through an analysis of model texts in order to clarify for them how they can follow the text structure and use the linguistic elements modelled in order to develop their own messages. This is a process that occurs naturally, and can help students who may be having difficulty in their first language gain new insight into the importance of analyzing and following models to support their writing.

Other strategies include reading instructions for a task thoroughly, preparing written drafts, using checklists to verify one's own writing or that of a peer and reflecting on what has been learned.

Teachers may provide students with checklists or other means through which they can develop habits related to monitoring and reflecting on their writing.

The learning strategies self-assessment checklist for students found in **Appendix T** includes items that refer to written production strategies.

USING RESOURCES TO PROMOTE WRITTEN PRODUCTION

Exposure to authentic texts of varying lengths and difficulty plays a major role in the development of both comprehension and production skills, because these texts represent language used for real purposes. Likewise, exposure to simplified texts is beneficial for students, because this helps provide repeated encounters with vocabulary and linguistic elements they are learning. Both authentic and simplified texts may contain structures and vocabulary that have not been explicitly taught, and therefore provide students with opportunities to develop a range of language learning skills related to decoding and comprehending text. Repeated exposure to vocabulary and structures that catch students' attention helps them develop a repertoire that is unique to them and from which they can draw upon in the creation of their own texts as they progress through the grades.

ASSESSMENT OF WRITTEN PRODUCTION

When assessing students' written production, teachers consider what weighting to give the content versus the accuracy of the message. In general, teachers decide that if certain linguistic elements were taught and practised, attention needs to be paid to them in the assessment process. However, the appropriateness and communicative content of the message receives a greater weighting than linguistic accuracy.

DEVELOPING THE LANGUAGE COMPONENT

Inherent in the learning of any language is the development of vocabulary and language concepts. In the FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12), the Language component comprises both vocabulary and linguistic elements which, although closely intertwined, are discussed separately below. **Appendix C** provides an overview of the language concepts from grades 7 to 12.

Both vocabulary and linguistic elements are the building blocks needed to understand or communicate a message in French. In a communicative–experiential approach to language learning, vocabulary and linguistic elements are not taught discretely. Rather, they are related to the fields and subfields of experience and are needed by the student to comprehend and express messages arising out of the contexts of the fields of experience.

Teachers use a range of instructional strategies to ensure that students develop knowledge of vocabulary and language concepts and to support them as they apply this knowledge.

Knowledge of language concepts

The linguistic elements are taught and developed on an “as needed” basis within the context of a given field of experience and for specific communicative intents. For example, when students are required to describe classmates, friends or family members, it will be important for them to understand and know how to make adjectival agreements based on number and gender so as to be able to add more detail to their

descriptions. It will also be important to understand the placement of these adjectives depending on the message that the students wish to get across. For example, the placement of the adjective *ancien* has two meanings. *C'est une ancienne amie de ma mère* means "This is a friend from my mother's past, but who is no longer her friend," whereas *C'est une amie ancienne de ma mère* means that she is a longtime friend from my mother's past and remains her friend. The nuance is subtle but nonetheless important to understand. By exposing junior high students to more sophisticated uses of the language they will develop more fluency and fluidity with what they know.

Furthermore, linguistic elements must be constantly reintroduced and reused in order for students to internalize and accurately apply them. This is supported when teachers ensure students are given ample opportunity to reintegrate these elements as often as possible. In addition, teachers ensure that students are provided with an explanation of how the linguistic element is used. This analytical aspect must be appropriate to the developmental level of the students.

For example, creative metaphors based on experiences to which students can relate may help them understand the purpose and function of a particular linguistic element. These metaphors may be provided to students in French or in English, depending on the complexity of the language concept and their listening comprehension level. With experience, teachers develop their own repertoire of ways to introduce and explain the various linguistic elements outlined in the program of studies. Teachers are encouraged to develop metaphors or imagery that works for them and for their students.

Knowledge and application of vocabulary and language concepts

In order to learn a language, students need to internalize a large amount of **vocabulary**. This term is used to refer to single words (e.g., nouns, verbs, adjectives, adverbs), phrases and expressions as well as words and expressions used within the context of entire conversational schemata or commonly-used interaction patterns. This is followed by the teaching and learning of language concepts that are needed to complete communicative acts. **Chapter 5** outlines phases of learning through which students pass as they move from first being exposed to vocabulary items or language concepts to being able to make use of them independently.

In their planning, teachers are required to ensure that students are given numerous and varied opportunities to engage with new and previously-learned vocabulary and language concepts. Students need frequent and meaningful encounters with this vocabulary and these language concepts through activities and tasks in which they use and reuse them so as to integrate them into their personal repertoire. Frequent exposure to and engagement with vocabulary and language concepts are key factors in their development and attainment.

A multitude of teaching strategies and activity types has been developed to assist in the teaching of vocabulary and language concepts. A few suggestions follow below.

USING A QUESTIONING SEQUENCE

Many instructional strategies used in vocabulary and linguistic element development draw on all four skills concurrently, as well as on the application of memory strategies. **Figure 6.1** suggests four levels of a questioning sequence that can be used in vocabulary development and in teaching the use of linguistic elements.

<p>LEVEL 1: YES/NO QUESTIONS Students answer questions with <i>oui</i> or <i>non</i>. The focus is on the comprehension of the question.</p>	<p>Examples:</p> <ul style="list-style-type: none"> ▶ <i>Est-ce que c'est une agrafeuse?</i> ▶ <i>Est-ce que Tyler a un téléphone cellulaire dans son sac à dos?</i> ▶ <i>Est-ce que M. Fortier enseigne les arts plastiques dans la salle à côté du laboratoire d'informatique?</i>
<p>LEVEL 2: EITHER/OR QUESTIONS Students choose the answer from the possibilities offered in the question. Students rely on structures within the question to build their responses.</p>	<p>Examples:</p> <ul style="list-style-type: none"> ▶ <i>Est-ce que Tyler a un stylo à bille ou un crayon à mine?</i> ▶ <i>Est-ce que M. Fortier enseigne les arts plastiques ou le français?</i> ▶ <i>Est-ce que M^{me} Li travaille dans son bureau ou dans sa salle de classe?</i>
<p>LEVEL 3: INFORMATION QUESTIONS – SHORT ANSWER Students provide short answers consisting of single words, a list of words, a short phrase or a complete sentence.</p>	<p>Examples:</p> <ul style="list-style-type: none"> ▶ <i>Qui a un stylo bleu? → Cécile</i> ▶ <i>Qu'est-ce que Vincent a dans sa main? → une gomme à effacer</i> ▶ <i>Où est le directeur? → Dans le bureau du directeur adjoint.</i> ▶ <i>Quand est-ce que M. Fortier enseigne les mathématiques? → l'après-midi</i> ▶ <i>Quelles matières est-ce que tu aimes? → J'aime le français, mais j'aime beaucoup les sciences.</i> ▶ <i>Combien d'enseignants est-ce qu'il y a dans notre école? → Il y a trente-neuf enseignants, je pense.</i> ▶ <i>De quelle heure à quelle heure est-ce que tu as ton cours de sciences? → de neuf heures quarante-cinq à dix heures trente</i>
<p>LEVEL 4: INFORMATION QUESTIONS – LONG ANSWER Students answer the questions with more elaborate responses using complete sentences or a series of complete sentences.</p>	<p>Examples:</p> <ul style="list-style-type: none"> ▶ <i>Qu'est-ce que Sacha fait après l'école? → Il fait ses devoirs.</i> ▶ <i>Quelle sorte de musique aimes-tu? → J'aime la musique rock, mais j'adore la musique hip hop et techno.</i> ▶ <i>Comment est ta meilleure amie? → Elle est de petite taille. Elle a les cheveux noirs et bouclés. Elle a les yeux brun foncé. Elle est d'origine colombienne.</i> ▶ <i>Où se trouve le supermarché le plus proche? → Il n'est pas loin. Il est près du terminus d'autobus. Allez tout droit jusqu'à l'avenue Leclair, tournez à gauche. Il est là.</i>

Figure 6.1 Suggested Teacher Questioning Sequence for Vocabulary and Language Development

When new vocabulary or linguistic elements are introduced, teachers make use of questioning techniques which tend to involve convergent questions or questions to which the students generally know the answers; e.g., *Est-ce que la classe commence à neuf heures quarante-cinq ou à neuf heures cinquante?* As it becomes evident that students comprehend the meaning of the new words or linguistic elements being introduced, teachers can introduce divergent questions; e.g., *Imaginez que vous pouvez changer les couleurs des salles de classe. Quelle*

couleur est-ce que vous allez utiliser pour cette salle de classe et pourquoi? Divergent questions such as the example above, which does not have a correct answer, can be used to create additional opportunities for oral interaction practice between students.

As students develop their understanding and use of new vocabulary and language structures, they now have the tools to follow the same questioning sequence. At this point, they can also ask questions from all four levels. Therefore, it is important to structure communicative situations that will allow students to practise and use their vocabulary and language knowledge while at the same time practising the formation of different types of questions.

USING GRAPHIC ORGANIZERS

Graphic organizers or *organisateurs graphiques ou représentations graphiques* can have many uses in an FSL class. (See **Appendix S** for examples.) They are visual representations that can illustrate the relationship of various concepts or components of a concept to each other. Graphic organizers can help provide a bridge between students' knowledge of the same or a related concept in their first language and the new linguistic content they are learning in French. Graphic organizers can be useful in assisting with vocabulary development, reading comprehension, cultural comparisons or for use when brainstorming and planning to carry out specific tasks.

- ▣ *Example:* As students orally brainstorm known vocabulary related to clothing items and corresponding descriptors, a teacher uses a mind map or web (*une toile d'araignée, une carte sémantique, une étoile, une constellation*) to record and organize student contributions.
- ▣ *Example:* A teacher makes use of a Venn diagram (*un diagramme de Venn*) to compare the similarities and differences between *les matières enseignées dans notre école et les matières enseignées dans une école en France*.

USING GAMES

Games allow students to practise, review and reinforce vocabulary and linguistic elements while integrating the four language skills. Games may be used at any point in a lesson or a unit. They may be structured to be played as a whole class or in small groups or pairs. Some games such as vocabulary races, scavenger hunts and treasure hunts may be organized to take place outside of the classroom, in accordance with local school field trip policies. Many popular games such as card games, board games or television game shows may be adapted for the purpose of promoting second language development. Small adjustments can often be made to specific classroom activities to give them the flavour of a game. A sample of classroom games is provided in **Appendix R**. Useful expressions to support the playing of games are found in **Appendix D**.

DEVELOPING THE CULTURE COMPONENT

The learning and teaching of culture and language are intertwined. One aim of the culture component of the program of studies is to have learners become sensitive to and understand Francophone cultures. To later demonstrate this cultural knowledge and understanding, students learn about various local, provincial, national and international Francophone cultures. Specific, relevant facts of interest have been identified within the culture outcomes in the program of studies; however, teachers and students can further explore the diversity of Francophone cultures by extending these outcomes. This can be accomplished through activities that compare and contrast various aspects of Francophone cultures with their own.

Due to the strong historical Francophone presence within Alberta and Canada, it is important to address historical as well as contemporary aspects of culture in grades 7 to 9. For example, in Grade 7, one of the learner outcomes for students is to learn that Alberta offers Francophone education to speakers of French. Students can become cognizant of this concept by becoming aware of the names of different Francophone schools in the province. In this way, they also come to know some of the people who are a part of Alberta's Francophone history, such as *Maurice Lavallée*.

Maurice Lavallée was born in Québec, taught in Edmonton and dedicated his life to promoting the maintenance of the French language in Edmonton. He did this through activities such as *le Concours de français de l'Association canadienne-française de l'Alberta (ACFA)* which he began in 1928, by managing a newspaper entitled *La Survivance* and by providing French classes over CKUA (an Edmonton radio station). A Francophone school was named in his honour (*École Maurice-Lavallée*) to recognize this man's contribution to French-language education.

While examining similarities and differences between cultures, students also become more aware of and further develop their own identities. This is another aim of the culture component. For example, using the cultural information above, students can look at how schools are named in their community. They will notice that a hyphen is used for the name in French, which is not the case in English. Students could be asked why they might think that a hyphen is used in French. (Answer: The hyphen is used to distinguish between the original name of the person and the school that he or she is named after, which is a public place.) A discussion can then take place as to how buildings are named in French and English. By focusing on similarities and by finding ways to make cultural aspects that may seem unusual to students familiar to them instead, teachers can help develop the students' level of sociocultural awareness and understanding.

In this way, culture is presented as alive and dynamic. Stereotypes or depictions of culture in folkloric terms only are to be avoided.

USING EVENTS AND CELEBRATIONS

By having their classes organize celebrations of various Francophone holidays or arrange school events, such as a *Fête de la musique*, *la semaine de l'alimentation* in March or a miniature *Carnaval de Nice*, teachers provide a tangible means of promoting cultural knowledge and awareness. However, it is also important to recognize cultural diversity in the classroom, so that by introducing these types of events students can be asked to talk about similar events that may be a part of their cultural heritage.

USING TANGIBLE ARTIFACTS

Food products or packaging, catalogues, brochures, currency, bus tickets, school schedules, advertising flyers, greeting cards and other tangible artifacts from contacts in Francophone countries or regions of Canada may be used in classes to expose students to realities of the lives of fellow Francophone citizens. Teachers may themselves have established connections with people in Francophone regions, or they may establish school partnerships through which such artifacts can be exchanged by mail, for example. Additionally, the Internet can be a valuable source of artifacts through which students can have immediate contact with different Francophone cultures.

USING MEDIA RESOURCES

A number of Internet Web sites and multimedia resources intended for use by Francophones can be shared with FSL students in order to help build their cultural awareness. While the students may not be able to comprehend all the details of the text, the richness of the visuals provides them with understanding of many elements related to historical and contemporary Francophone cultures in Canada and internationally.

📖 *Example:* A teacher decides to help students make a personal connection with aspects of Francophone cultures in Canada. As students enter the classroom, the teacher has a French news program playing from a television Web site (e.g., *Radio-Canada.ca*) and asks students to listen for the point of origin of the program transmission and for information related to the weather of the region and surrounding areas.

DEVELOPING THE LANGUAGE LEARNING STRATEGIES COMPONENT

The program of studies lists a range of language learning strategies that can be applied by students at each grade level. The importance of the acquisition and use of learning strategies cannot be overemphasized. Students come to the FSL classroom with a store of general learning strategies, many of which can be applied to second language learning. Using language learning strategies helps students improve their learning of French and become better learners overall.

The process of learning to apply language learning strategies can be similar to the phases of learning described in **Chapter 5** of this guide. Teachers help students encounter and notice the existence and purposes

of a particular learning strategy. Students are then given opportunities to try it out and reflect upon its value in terms of their learning style; they may also try to transform elements of the strategy in order to find the best ways to use it on subsequent occasions.

The teacher provides structured opportunities for students to learn, practise and develop various learning strategies. Students are encouraged to become aware of and monitor their own strategic processes as much as possible. They need to know the purpose and limitations of the strategies, as well as when and where to use them, so that students can eventually learn to rely on themselves rather than on the teacher.

Teachers may consider the following guidelines as they select instructional approaches for teaching learning strategies.

- ▶ The strategies selected should match the requirements of the learning task. Often, a number of types of strategies could be selected. For example, when teaching vocabulary, teachers may decide to introduce students to cognitive strategies to help them analyze a word, to metacognitive strategies to help them reflect on their learning of the word or to memory strategies to help them retain and recall words.
- ▶ Teachers should provide opportunities for extensive practice in and reflection on strategy use. Practice and reflection help students to generalize the strategy across a wider range of content areas and situations and to begin applying it independently.
- ▶ The teacher is encouraged to prompt students to use specific strategies at appropriate times. Some students may require explicit prompting to help develop their ability to transfer the same strategy to different but related tasks.

Teachers may find that pausing in the teaching–learning process to focus on the presentation, discussion and practice of learning strategies takes time—a precious commodity in the FSL classroom. However, time spent this way has benefits, especially for students with learning difficulties or for those who lack organizational skills and motivation.

Types of learning strategies

Chapter 2 of this guide outlines four general categories of learning strategies, although learning strategies can be classified in many ways and certain strategies fall into more than one category. **Figure 2.7** illustrates that in the program of studies, language learning strategies have been subdivided into these four categories:

- ▶ cognitive strategies
- ▶ metacognitive strategies
- ▶ socioaffective strategies
- ▶ memory strategies.

PROMOTING STUDENT USE OF COGNITIVE STRATEGIES

Research in the field of cognitive psychology suggests that the difference between students who are successful and students who struggle may be related, in part, to what students understand about the learning process. The more knowledge students have about how to learn, the more efficient their learning is likely to be. This knowledge includes an understanding of when and how to use cognitive strategies—tactics that support learners as they develop and internalize procedures for performing higher-level tasks. Cognitive strategies encourage students to take ownership of their role in learning. Teaching cognitive strategies explicitly can also help students with learning difficulties become more active and purposeful learners, thinkers and problem solvers.

Cognitive strategies call on students' thinking and reasoning abilities to help them comprehend or produce messages. The program of studies lists a number of cognitive strategies by grade groupings. For illustrative purposes, suggestions for the presentation and application of one such strategy, **anticipation**, is shared below.

Anticipation is a learning strategy that allows students to transfer their background knowledge from one situation to another by sharing what they know collectively about a given topic and developing predictions about a topic or situation being dealt with in the FSL class. Students who have more knowledge and experience concerning a particular topic or situation assist those who may not share that same knowledge or experience. Students may derive a sense of satisfaction from verifying their predictions and develop more confidence in their understanding of new audio or written texts. The prediction strategy is very useful in supporting listening and reading comprehension.

Teachers can support anticipation by:

- ▶ ensuring active student participation when using the strategy
- ▶ stimulating thought with an oral stimulus such as a sound, a word or with an expression; or with a visual stimulus, such as a picture or a series of illustrations or written words, that is related to the topic at hand
- ▶ eliciting what students already know about a topic to facilitate understanding of an unfamiliar text
- ▶ asking skillful leading questions based on the content and key vocabulary contained in the text
- ▶ providing indicators about the meanings of unknown vocabulary items in the text that may be necessary for better understanding
- ▶ having students predict possible content of an entire listening or reading selection or parts thereof
- ▶ having students check whether their predictions are correct or not.

The key to successful use of cognitive language learning strategies is explicit instruction in their use and their constant application to novel and familiar learning activities.

PROMOTING STUDENT USE OF METACOGNITIVE STRATEGIES

Metacognitive strategies play a vital role in learning and achieving language growth. The term **metacognition** refers to thinking about thinking, as well as reflecting on what one knows and how one learns it. It is a conscious process related to one's awareness of one's cognition and cognitive processes, and involves planning, monitoring and assessing one's learning. Students learn, in incremental steps, to organize, keep track of and reflect on their learning. They assess their successes and their challenges. They also discover their personal strengths and needs related to their learning of French.

Students need to become familiar with a variety of strategies for a variety of purposes, such as understanding messages or memorizing new vocabulary. They then learn to select and apply effective strategies for a given task. Junior high students are cognizant of the strategies they use and can verbalize them when solicited to do so. However, they still require encouragement and assistance to reflect on their learning processes, their learning style preferences and their use of a range of strategies for different purposes.

Explicit teaching in support of metacognitive knowledge and processes should be embedded within thematically-linked learning experiences whenever the opportunity arises, including when a specific task is assigned or before an assessment situation. Discussion of metacognitive strategies should be a part of classroom practice. Students can benefit from hearing how successful classmates approach different tasks and comparing their strategy use to those experiencing more success in their learning of French.

▮ *Example:* Before students engage in a language-learning task, such as reading a short passage or watching a video clip, the teacher tells them that they will engage in the task as they usually do; but that on this particular day students will be asked periodically to stop, think and tell the class about what is happening in their minds as they are carrying out the task. At a given moment, students stop the task, think silently for a moment about what they are doing to carry out the task and then share their steps in the process with the class. A class discussion can now take place on the similarities and differences in the manner in which students were carrying out the task. Students can assess which processes they felt were more effective and may jot them down for reference when a similar task is carried out in the future.

▮ *Example:* Before students begin gathering information about a particular cultural event, the teacher solicits student input to create a chart that tracks what students in the class already know about the event and what they wish to learn about it. After the information has been gathered, the teacher and the students meet again to add what they have learned to the chart. This instructional strategy known as **KWL** (what we **K**now, what we **W**ant to know and what we have **L**earned) or **SVA** in French (*Ce que nous Savons, Ce que nous*

Voulons savoir et Ce que nous avons Appris). Next, the teacher has students identify whether or how the process of charting this knowledge helped them in their learning of cultural content.

PROMOTING STUDENT USE OF SOCIOAFFECTIVE STRATEGIES

Socioaffective strategies deal with both the social and affective, or emotional and attitudinal, domains.

The social domain recognizes that language learning activities are not unidirectional. Interaction between the teacher and students and among students can help the learning process. Students may actively seek help from their peers, the teacher or, where applicable, others in the community. It is appropriate and beneficial to realize that asking for assistance through clarification or repetition of vocabulary or the formation of a particular language structure, for example, is a valid part of the learning process. The ability to praise and encourage others in French is also important to develop.

Thus, the importance of affect in language learning cannot be overestimated. Students should feel at ease when learning French. The FSL classroom should be a safe place where risk-taking is encouraged and rewarded.

Students bring attitudes to the French class that may be based on attitudes prevalent in the home or the community. These attitudes, in turn, may affect their motivation. By ensuring that activities are engaging, that progress and growth of students' French language skills are recorded and communicated, and by maintaining an enthusiastic outlook toward the teaching of French, teachers can positively influence student attitudes and motivation.

In addition, teachers can support the development of socioaffective strategies by:

- ▶ providing opportunities for students to interact with each other on the topic of their learning by using cooperative learning activities such as those shown in **Appendix Q**
- ▶ displaying expressions that students can use to provide encouragement and constructive feedback to one another
- ▶ having students pause and reflect on the benefits of using strategies that require working with others after they have participated in peer activities.

📖 *Example:* When pairs of students share written work with each other, the teacher coaches them on how to provide specific and helpful feedback to one another. The teacher provides peer assessment instruments appropriate to each peer-assessed task, such as an oral question guide, a simple checklist or a rubric. The teacher impresses upon students that peer assessment, when done properly, is a powerful learning strategy. It calls upon each student to be aware of

the expected criteria and results and to be able to judge what is quality work and what needs improvement.

PROMOTING STUDENT USE OF MEMORY STRATEGIES

Memory strategies are also cognitive in nature. Students consciously devise strategies to help themselves remember and recall information such as vocabulary or grammatical rules, either to comprehend or to produce messages. Teachers can facilitate this process by modelling a range of memory strategies, which can include having students model strategies for each other. Teachers can also devise activities that require students to carry out and reflect on strategies they had not been using previously.

Teachers encourage students to try out a range of memory strategies to assess which ones best complement their preferred learning style, as well as to try using strategies that complement styles of learning with which they do not feel as comfortable.

Teachers may support the development of memory strategies by:

- ▶ embedding time to model and develop strategy use as an integral part of their lesson planning
- ▶ including time in their lesson plans for the creation of materials needed in support of strategy use
- ▶ allocating time in class for students to perform or share the strategy activities they have developed.

📖 *Example:* Students are shown different school supply items and are asked to identify a way in which they can remember the gender of the items. Ideas such as colour coding, word endings, etc., might be brought forth by the students.

📖 *Example:* Students are given time to make a set of personal flash cards with an image on one side and the French word on the other; or a personal visual dictionary in which they illustrate or cut and paste images on the paper to represent the new vocabulary words, with the corresponding written word beside each image. A variation of this activity would have small groups of students build specific sections of a class dictionary. The groups could then contribute to the whole class dictionary at any time.

📖 *Example:* A teacher has small groups of students develop chants using new words. Students then perform their chants for each other.

📖 *Example:* A teacher indicates to students that oral repetition is a learning strategy they can use in language learning. The teacher arranges illustrated picture cards, each presenting an image depicting a new word, in clusters of six or seven. One half of the class is asked to repeat the words following the teacher's model while the other half simply watches and listens. Other activities follow. The teacher then displays the picture cards again and students attempt to recall

the words orally. A discussion follows as to how repeating the words initially helped students learn the words and how the interference of the other activities might impede memory. The discussion might continue to include the importance of frequent review to ensure new words are remembered.

- ▮ *Example:* A teacher shows students a number of weather-related flash cards and asks them to look at them and try to remember as many as they can in 30 seconds. Once the time is up, the pictures are gathered and the students are asked to recall as many of the expressions for weather conditions as they can. The teacher shows the card as the condition is identified. Once as many of the flash cards as can be remembered are revealed, students are asked how they remembered the expressions for different weather conditions. In small groups, students discuss the different memory strategies used by the members of their group and record them on a large sheet of paper. Students share their findings with another group to identify similarities and differences.

HELPING STUDENTS TRANSFER AND APPLY SKILLS FROM PRIOR LEARNING SITUATIONS

Students are to be encouraged to use and transfer to second language situations strategies they already possess. For instance, students already have knowledge of a variety of text forms, either through formal instruction or through their experiences outside school. They know what information to expect in clothing advertisements and weather reports, and they know how a short story is structured. They have learned about root words, prefixes and suffixes, antonyms and homonyms in English language arts.

Instead of feeling overwhelmed by new words and language structures in French, students can learn to take educated guesses based on this previous knowledge and the context or situation. The transfer of these skills cannot be assumed; it requires constant fostering and reinforcement. Students need to be invited to call upon their wealth of existing knowledge as they anticipate new learning or apply what they already know to new situations.

- ▮ *Example:* Students know they can guess the meaning of an unfamiliar word by examining the root word and prefixes or suffixes. If students see the word *blanchir* in conjunction with other information, such as the context of clothing care, they can determine, with or without teacher guidance, that this word is in some way related to the word *blanc*. They can also use their knowledge of verb endings to determine that this word is more than likely a verb, thus arriving at the conclusion that this word might mean “to whiten” or “to bleach.” They can confirm this guess by checking the meaning in the dictionary, which will only help to confirm for them that they can rely on the knowledge they possess to determine the meaning of unknown words.

Cooperative Learning Strategies

Cooperative learning is an instructional strategy that can be used by teachers to facilitate student learning. Cooperative learning integrates language and content instruction while adding variety to lessons; it aids in team-building and helps students to take risks while developing group responsibility and social skills. Teachers who apply a range of cooperative learning strategies when structuring an FSL class enhance the students' ability to understand and use the target language. Through the use of cooperative learning activities, students are provided with frequent opportunities to practise and use their French with others.

In cooperative learning, students work in small groups or pairs to carry out activities or complete tasks or projects. Tasks are structured so that each group member or partner contributes to the completion of the task. Success is based on the performance of the group or pair rather than on the performance of individual students.

Cooperative learning stresses interdependence, promotes cooperation rather than competition and plays an important role in increasing students' respect for and understanding of each others' interests, abilities and needs. Establishing and maintaining cooperative group norms also develops the concept of a community of learners.

Appendix Q describes a variety of cooperative learning strategies and provides suggestions on how to prepare students for cooperative group work.

In summary

Whether they are acting in their roles as direct instructors, facilitators or coaches, teachers use a range of instructional strategies in order to support the learning of their students.

From demonstration to modelling to visualizing and brainstorming, the list of instructional strategies suitable to use in the teaching of FSL is long and varied. No single resource can list them all. In this chapter and its associated appendices, a range of instructional strategies are suggested and illustrated through the use of examples.

Teachers will assess the effectiveness of the instructional strategies they choose and will often find themselves making modifications or adaptations to ensure that their teaching styles as well as the learning styles of their students are addressed.

Chapter 7 will focus on the diversity of students found in FSL classrooms today.

REFERENCES

Bilash, Olenka. "Scaffolding Activities to Develop the Four Skills." *Notos*, Volume 7, Number 2 (2007), pp. 12–23.

Cadoux, Remuda. *Notre Monde: Invitation au français deux*. New York: Macmillan Company, 1971.

Clementi, Donna. "It's all about communication!" Presentation given in Edmonton, AB. February 2007.

Conseil atlantique des ministres de l'Éducation et de la Formation.
L'emploi du français en classe de base, 2004.
[http://www.unb.ca/slec/hot_topics/documents/
EmploiNBdocument.pdf](http://www.unb.ca/slec/hot_topics/documents/EmploiNBdocument.pdf)

“Le travail d'équipe : L'union fait la force.” *Cyberquête et autres activités web* v.1. AQUOPS – Cyberscol 2004.
http://cyberquete.cyberscol.qc.ca/guides/guides_eleves/travail_equipe.html

Quatre cent cinquante sites Web pour réussir à l'école : guide annuel 2006-2007, numéro hors-série de *L'École branchée* (août 2006).
Montréal : Éditions De Marque, 2006.

Wiggins, Grant and Jay McTighe. *Understanding by Design*. Expanded 2nd edition. Alexandria, VA: Association for Supervision and Curriculum Development, 2005.



Student diversity

Getting to know the students

Motivating students to learn French

Differentiating instruction

Program planning for differentiation

Specific instructional strategies

→ *Corresponding Appendices S and T*

STUDENT DIVERSITY

In many schools, students today come from a wide range of cultural and linguistic backgrounds, as well as a diverse range of life experiences. In the FSL classroom, just like in any other classroom environment, teachers are called upon to address a wide range of student personalities, behaviours, aptitudes, attitudes, abilities, motivations, needs, intelligences and learning styles.

Most students, given the necessary support and encouragement, benefit from learning a second language. The process of learning a second language can enhance students' communication skills and learning strategies in all areas of study. Success in acquiring French language competency can increase self-confidence.¹

This chapter briefly introduces characteristics of grades 7 to 9 students in general, as well as those of a small sampling of diverse learner groups, while acknowledging that each student is unique and comes with a mix of learning needs specific to that student. This chapter also provides some suggestions for differentiated instructional strategies teachers may consider using, without necessarily having to create individualized instruction for each student. Rather, by building in student supports—such as clearly written instructions and accessible reference sources, e.g., wall charts of useful expressions—teachers

¹ Alberta Education has produced *A Review of the Literature on Second Language Learning*, which includes references to research related to special needs students and second language learning as well as to the learning of third or additional languages. It can be accessed at <http://education.alberta.ca/media/349348/litreview.pdf>.

allow students to differentiate many aspects of instruction for themselves.

This chapter is by no means comprehensive. Teachers may choose to follow up this discussion with a range of professional development activities, depending on their own teaching context and the needs of their students.

Alberta Education has developed a number of resources dealing with a wide range of diverse learners in Alberta's schools. These resources can be accessed at <http://education.alberta.ca/admin/special/resources.aspx>. Teachers are encouraged to review these documents so as to become aware of the various supports available to students with different learning needs.

Appendix T of this guide provides lists of sample accommodations and other tools that teachers can use as they plan to meet the needs of all students in their classroom.

Characteristics of grades 7 to 9 students

Students in grades 7 to 9 bring a wide range of abilities and personalities to the classroom while also experiencing, to varying degrees, an important period of physical and emotional change as well as cognitive growth.

Students in these grades continue to be curious and motivated learners who will take on challenges when asked. They are able to think critically and are capable of complex thinking when provided with sufficient support. Learners at this stage have an intense need to be accepted by their peers and feel like they belong while at the same time trying to determine their place in society. They find themselves constantly questioning who they are at different moments in time. As such, they tend to exhibit mood swings and are very self-conscious, naïve to the ways of the world and vulnerable.

Students' self-consciousness also stems from irregular and often rapid growth spurts that can cause some students to move in awkward and, often, in an uncoordinated manner. Furthermore, they are more aware of the other gender and as such, socialization becomes the focus of their world. This greater consciousness also makes these students more idealistic in how they view things and often brings a desire to impact society by finding ways to improve the way things are done.

Adolescent learners continue to be open-minded, excited about learning and, usually, willing to try new things as they move from concrete thinking to more abstract thinking. Like their grade 4 to 6 counterparts, they continue to prefer active learning and interaction with their peers during learning experiences; at the same time, they are becoming more reflective in the way they view the topic and activity at hand. Social interaction is the strongest aspect of their learning, and activities that allow students to spend time sharing their personal interests and sharing who they are as individuals tend to be most successful.

Teaching French to adolescent boys

Finally, self-concept and self-esteem continue to play a vital role in students' learning at this age. Positive reinforcement, recognition, praise and acceptance by adults and peers all contribute to the development of adolescent self-esteem. Teachers can support the development of students' personal independence by allowing them some degree of choice when it comes to classroom activities.

Current research indicates that boys are less likely to continue their studies in French at the junior and senior high school level because they perceive the learning of the language to be tedious and boring. Students, especially boys, have expressed in a research study by Carr (as cited by Pavy 2006, p. 6) that they lose interest in repeating material over and over again. Further, in research carried out by Jones and Jones, they found that boys "are less inclined to concentrate, memorize, listen to others, follow instructions, and work constructively with peers and are more reliant on the teacher to motivate them to communicate and interact in the target language" (*ibid*). Boys have also expressed that they feel "out of control" in a language class and have trouble understanding what is going on; in other words, they feel vulnerable and lost.

In work carried out by Rowe (2003 as cited by Pavy), boys were found to look for the following five characteristics in a good teacher:

- ▶ **firm** in that there is a balance between what is expected of students in an environment in which the teacher has control, yet where risk-taking is safe
- ▶ **friendly** in that the teacher is approachable, encouraging, willing to listen to questions and difficulties and is nonjudgmental
- ▶ **fun** in that the teacher has a sense of humour and laughing is seen as a part of learning and not a form of ridicule
- ▶ **focused**, meaning that the delivery of content is clear and directed such that the boys feel that they are learning new things, improving their skills and completing their work
- ▶ **fair**, meaning that the rules are consistent from one day to the next and are not contingent on the teacher's mood or on the student in question. Boys want to feel that their ideas are valued and that they are encouraged to try new learning tasks even if they perceive them as difficult.

It is therefore essential for boys to feel that they are connected to their teacher; that they are actively involved in their learning; that they are in an environment that is controlled yet relaxed enough to have fun; and that their teacher is enthusiastic about teaching in general and about teaching French in particular. Finally, boys need to see purpose and meaning for what they are learning and, most importantly, they need to have a sense of progress and accomplishment. It is therefore essential that classroom instruction include a variety of activities that can be "viewed" as fun, exciting and actively engaging.

Characteristics of English language learners

Many students in today's classroom may be learning French as a third or additional language while working at developing their knowledge of English as well. Being on the same level in French as other FSL

students can help boost the morale of students who are struggling to catch up to their Anglophone peers with respect to English language skills. Often, English language learners find themselves at various stages in the acculturation process. Many of the fields of experience in the FSL program of studies can help these students learn about various aspects of Canadian culture, because they provide a context for discussing everyday topics.

Depending on the nature of their previous academic experiences, learners of English may require special assistance or encouragement when it comes to the use of certain instructional strategies, such as cooperative learning strategies or other activities designed to promote active engagement and interaction with others.

Characteristics of students identified with special learning needs

Each student with special learning needs has an individual profile of abilities, needs, intelligences and learning styles. Some students with special learning needs are able to master grade-level programs of study with the help of differentiated instruction and individual student support strategies. Others have more complex learning needs that require significant changes or modifications to the program of studies.

Students' special needs can affect language learning in a variety of ways that, in turn, have implications for classroom planning and instruction. For example, some students with special needs may be more hesitant than others when participating in classroom discussion. Some may have difficulty formulating and expressing ideas and may find the task of writing difficult and stressful. On the other hand, these students may have strengths in the visual domain and may benefit from the use of graphic organizers (see Appendix S), charts and visual cues.

By providing a safe, supportive classroom environment and by protecting all students from situations in which they will feel humiliated or belittled, teachers will assist in making all students, including students identified as having special learning needs, more successful in the French language classroom.

Characteristics of gifted students

Like all other students, each child who is gifted has an individual profile of abilities, needs, intelligences and learning styles. However, there are a number of general characteristics associated with giftedness which may appear in students at all ability levels but which are more prevalent in students who are gifted. For instance, many students demonstrate heightened sensitivity and perfectionism, but these tendencies are more predominant and appear at a more extreme level in students who are gifted.

Appendix T includes a summary of the traits and aptitudes of gifted students and includes examples of the associated behaviours that teachers may wish to consider as they plan for instruction. Teachers may also use the traits and aptitudes shown in the giftedness table to create a similar profile for other groups of learners in their classes.

Characteristics of 21st century learners

Today's generation of students has grown up with an unprecedented volume of interactions with technology—so much so that they have been described as “Digital Natives,” i.e., “native speakers of the digital language of computers, video games and the Internet” (Prensky 2001, p. 1). In contrast, many of their teachers, who were not born into the digital world but who have adopted many aspects of new technologies, can be referred to as “Digital Immigrants” (*ibid.*, pp. 1–2). As a result, the way today's generation of students thinks and processes information has changed. Additional descriptors of this group of students include the following:

- ▶ They turn to the Internet for information as their first choice.
- ▶ They are used to receiving information very quickly as well as being able to parallel process and multitask.
- ▶ They prefer to see graphics on a topic before seeing the text.
- ▶ They function best when networked and when able to access information in a sequence of their choice.
- ▶ They have little patience for slow, “step-by-step” logic and instruction.
- ▶ Digital natives often cannot understand expressions and assumptions made by digital immigrants; e.g., when teachers use expressions like “dialing” a number or when they print out a document rather than looking at it on the screen (*ibid.*, pp. 1–3).
- ▶ Digital natives are used to being shapers and creators of information rather than recipients. (Wenmoth 2007).

As a result, “the model of pedagogy needs to change to address the needs of a generation of learners who have grown up participating and not just being broadcast to” (Tapscott, as cited by Wenmoth 2007).

As teachers plan, they will need to consider all the needs of their students by applying a range of instructional strategies intended to meet the various needs of particular learners. By making the necessary accommodations, teachers are supporting their students' ability to develop French language competency.

GETTING TO KNOW THE STUDENTS

The sooner teachers get to know their students as individuals, the sooner they can ensure that their students' learning needs are being met. A number of instructional strategies can be used to gain information on students' interests, their learning preferences, their attitudes and their abilities.

📖 *Example:* While students are working on a task they have chosen from an array of possibilities, the teacher may ask them how and why they made their choices in order to have them, as well as their teacher, begin to develop and verbalise an understanding of themselves as unique learners.

📖 *Example:* A teacher provides students with a table on which they may fill in various topics, activities, movies, games, etc. that they enjoy. Students then circulate around the classroom to speak to their

peers in French and to collect signatures of others who share the same interests. After the activity, students share, orally or in writing, their discoveries of common interests; e.g., *Bohdan aime jouer au soccer intérieur comme moi.*

📄 *Example:* A teacher makes a point of providing students with a brief interest survey twice a year. The teacher keeps the results so both he/she and the students can become aware of and discuss changes in each student's preferences in areas such as favourite Internet sites, movies or pop artists.

📄 *Example:* A teacher hands out a short learning styles survey that includes statements such as “I like to learn by hearing things”; “I like to work by myself”; “I like to learn by talking to others” (Blaz 2006, p. 21). Alternatively, the teacher hands out coloured cards to represent responses along a continuum; e.g., “Yes very much so”; “Yes quite often”; “I don't really know”; “No not often”; “Never!” As a learning style question is read aloud, small groups of students show each other the card that best reflects their respective responses. The teacher circulates and makes a mental note of some of the choices.

Surveys such as these should be clearly written, short, focused and purposeful. Students should be told why they are being asked to provide this information and how teachers will use it to make decisions about and provide choices related to learning activities.

In addition to becoming aware of students' interests and perceived learning style preferences, teachers can make observations or ask questions related to other aspects of their students' learner profiles. These include students' grouping preferences, learning environment needs, cognitive styles and prevalent multiple intelligences (Blaz 2006, p. 16).

- ▶ **Grouping preferences:** A teacher may determine whether students feel they have a preference for independent work, pair or small group work or the mentorship of an adult. Over time, the teacher encourages students to work in groupings that do not reflect their preferences in order to provide them with the confidence to move beyond their comfort zones.
- ▶ **Learning environment needs:** It may help to determine where students feel they might do better; e.g., in a quiet or noisy setting, in a warmer or cooler room, with little or more clutter, with flexible or fixed expectations, remaining seated or being able to move around.
- ▶ **Cognitive style:** Teachers may have students consider whether their strengths lie in grasping the big picture ideas or identifying specific details; whether they approach learning competitively or collaboratively; whether they tend to be more concrete or more abstract; more linear or more nonlinear; people-oriented or task-oriented; more alert in the morning or later on the day.
- ▶ **Multiple Intelligences:** Teachers may have students reflect on which types of intellectual competencies might represent how they prefer to acquire information.

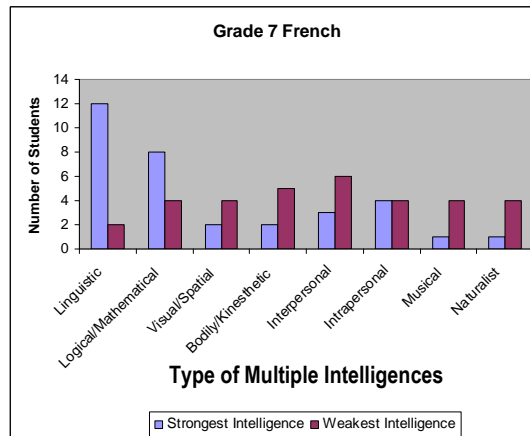
Multiple intelligences

Eight different and relatively autonomous types of intelligences have been identified (Gardner 1991). According to Gardner, any given learner has several different, relatively autonomous types of intelligences that are often developed to different degrees and that can change over time. Gardner's insights are part of a growing interest in brain research, which has provided greater insights into how language learning is processed in the brain and the significance of this for second language teaching.

Larsen-Freeman observes, "In language classrooms, without any special attention, it is likely that verbal/linguistic intelligence and interpersonal intelligence will be regularly activated. The issue for teachers who wish to honour the diversity of intelligences among their students is how to represent the other intelligences and enable each student to reach his or her full potential, while not losing sight that their purpose is to teach language" (Larsen-Freeman 2000, p. 172).

☞ *Suggestion:* A teacher may take a learning style survey that focuses on multiple intelligences by coding small index cards with the name of every student as well as a coloured dot representing an intelligence to which the student responds strongly. When grouping students for tasks or activities by intelligences, he or she sorts the cards by coloured dots and groups students accordingly (Blaz 2006, p. 20).

☞ *Suggestion:* A teacher has students take a multiple intelligence inventory survey. The teacher takes in the inventory sheets and uses a spreadsheet program to create a profile of the strongest and weakest multiple intelligences for planning purposes. An example of what a "class portrait" might look like follows below. (An example of an inventory can be found in Mary Ann Christison's book *Multiple Intelligences and Language Learning – A Guidebook of Theory, Activities, Inventories and Resources*.)



Appendix T suggests various considerations and possible classroom activities based on multiple intelligence theory. It also illustrates how the multiple intelligences can be used to inspire a range of activities within a single field of experience. Several of the planning templates in **Appendix P** make reference to the multiple intelligences as well.

MOTIVATING STUDENTS TO LEARN FRENCH

One of the most important factors in the rate and success of second language attainment is motivation (Dörnyie 2001, p. 5). Along with appropriate programs of study, good teaching and inherent abilities, student motivation contributes significantly to student success. High motivation can make up for considerable difficulties in one's language aptitude, whereas low motivation can prevent learning from occurring.

Teachers also need to be cognizant of language anxiety which can contribute to a student's inability to acquire a second language. Recent research (von Wörde, 2003) has shown that students who exhibit anxiety in the language classroom "... may learn less and also may not be able to demonstrate what they have learned. Therefore, they may experience even more failure, which in turn escalates their anxiety" (Krashen as cited by von Wörde, 2003, p. 1). In her research, von Wörde found that the following factors contribute to language anxiety: 1) the perceived notion held by students that they do not comprehend what is being said in the classroom; 2) activities that require students to speak publicly; 3) the manner in which students are taught, especially by teachers who are perceived to be rigid, intimidating and condescending; 4) substantial error correction by the teacher; and 5) having to speak to native speakers in the classroom. In light of these factors, teachers need to assist students who exhibit language anxiety in the classroom to overcome their fear of language learning by promoting risk-taking in a safe environment, by giving them self-confidence in listening and speaking situations and by understanding how these students learn best.

In order to help bolster student motivation and decrease language anxiety, teachers follow up their knowledge of students' personal interests and learner profiles with strong instructional practices such as some of those listed below.

DEVELOPING STUDENTS' CONFIDENCE

Teachers can:

- ▶ provide regular encouragement and reinforcement of student learning to date
- ▶ highlight what students can do in French
- ▶ create a supportive and accepting learning environment
- ▶ encourage the view that mistakes are a natural part of learning
- ▶ make sure students regularly experience success and a sense of accomplishment before tackling more difficult tasks and concepts
- ▶ help students link past difficulties to controllable factors, such as insufficient effort, the use of inappropriate strategies, or confusion about what to do, rather than to lack of ability
- ▶ encourage students to set achievable and specific goals, such as participating in oral activities every class, and support them in their efforts
- ▶ regularly and publicly celebrate student success.

DECREASING ANXIETY

Teachers can:

- ▶ break tasks down into smaller, manageable units
- ▶ sequence activities from easier to harder and provide scaffolding by posting clear instructions and useful expressions to cut down students' frustration levels in advance
- ▶ match the difficulty of tasks to students' abilities so that they can expect to succeed if they exert reasonable effort
- ▶ teach students learning and communication strategies as well as strategies for problem solving.

DECREASING LANGUAGE ANXIETY

Teachers can:

- ▶ create a friendly environment in which students feel safe and where risk-taking is supported and encouraged
- ▶ create an atmosphere in which students feel they are a part of a cohesive group and where everyone supports each other
- ▶ be aware of and sensitive to students experiencing anxiety and help them find ways to overcome their fears
- ▶ support students in their listening abilities by using visuals and gestures to ensure comprehension
- ▶ support students in speaking activities in front of the class by providing sufficient practice in small groups or pairs
- ▶ use error correction methods that are gentle in tone and unobtrusive
- ▶ offer words of encouragement on a constant and meaningful basis
- ▶ ensure activities build on and reinforce learning so that anxious students can reduce their anxiety levels and feel successful.

BUILDING ELEMENTS OF SURPRISE OR INTEREST

Teachers can:

- ▶ use authentic, unusual or otherwise interesting texts, recordings and visual aids
- ▶ use materials, objects and suggestions that kindle students' imaginations
- ▶ break the routine of classes by periodically changing interaction patterns or the seating plan
- ▶ design or select varied and challenging activities; adapt tasks to students' interests, making sure that something about each activity is new or different and includes game-like features, such as puzzles, problem solving, overcoming obstacles or mystery or hidden information.

ALLOW FOR PERSONALIZATION

Teachers can:

- ▶ personalize tasks and encourage students to do so as well

- ▶ provide students with choices about alternative ways to complete tasks
- ▶ connect the task with things students find satisfying or valuable.

DESIGN INSTRUCTION WITH INTERACTION IN MIND

Teachers can:

- ▶ promote peer interaction and peer teaching
- ▶ invite students to design and prepare activities themselves
- ▶ encourage students to engage in meaningful exchanges such as sharing personal information relevant to the topic at hand.

CONNECT TO REAL WORLD EXPERIENCES

Teachers can:

- ▶ make use of authentic materials, artifacts, and documents to provide models and promote language use
- ▶ make connections between classroom learning and current local or world events
- ▶ share with students how languages play a meaningful role in their lives
- ▶ share with students what they themselves have experienced or personally gained because of their own language proficiency.

INCREASE STUDENTS' SENSE OF SATISFACTION

Teachers can:

- ▶ create opportunities for students to produce finished products they can perform, such as a Reader's Theatre script; or display, such as wall charts of what the group has learned
- ▶ celebrate success.

Teachers can increase the motivation and success of all students with learning experiences that create a sense of competence, enjoyment and belonging. When motivation is combined with appropriate accommodations and differentiated instruction, students with special learning needs, along with all learners, can gain valuable knowledge, skills and experiences in the FSL classroom.

DIFFERENTIATING INSTRUCTION

While individual students may require specific accommodations in the FSL classroom, teachers can also support the learning of all students—particularly those with learning difficulties—by incorporating elements of differentiated instruction.

The term **differentiation** embraces a variety of instructional strategies that recognize and support individual differences in learning. Differentiated instruction maximizes learning by considering students' individual and cultural learning styles, recognizing that some students require adjusted expectations and offering a variety of ways for students to explore content and demonstrate learning, while accepting that these

different methods are of equal value. With differentiated instruction, the teacher attempts to create learning situations that match students' current abilities and preferred learning styles, while also stretching students' abilities and encouraging them to try new ways of learning.

Rather than focusing on trying to change people or modify or stop behaviours, the approach of differentiated instruction allows teachers to shift their professional focus to a calculated attempt at changing the environment. This is done to prevent behavioural problems, to limit students' opportunities to make poor choices and to provide students with modelled strategies so that those students experiencing difficulties in learning can visualize themselves as successful learners.

Teachers can differentiate the content, processes, products or environment of classroom instruction. They can also provide students with opportunities to differentiate by interest and learning style preference.

By supporting all students in their learning and helping them cope with a gradual increase in responsibility, teachers build student independence. Students are moved along from being in the position of observers of teacher actions to doers, as shown in the following sequence:

- ▶ I do, you watch.
- ▶ I do, you help.
- ▶ You do, I help.
- ▶ You do, I watch (Wilhelm 2001, p.11).

In this way, differentiation of instruction is seen as a means to help support learner autonomy, and it applies to all grades and classes.

Differentiating Content

Content consists of the knowledge, skills and attitudes students are to acquire, as reflected in the general and specific outcomes of the program of studies. These outcomes identify what students are expected to achieve in the course of their language learning; however, individual students will vary in their language competence, their ability to apply the language in various situations and their use of effective learning strategies. Differentiation of content recognizes that while all students are focusing on a general or specific outcome of the program of studies, specific classroom outcomes may differ for some students. For example, while all students are using French in a variety of situations and for a variety of purposes, there will be students whose specific outcome may be to *identify* different types of ethnic cuisine while others will be able to *describe* competently the kinds of dishes that each type of cuisine offers. Differentiating content allows students to learn developmentally-appropriate concepts while working with developmentally-appropriate materials.

The fields of experience in the program of studies were selected with the intent that they support, as much as possible, the need for differentiated content.

Three ways to differentiate content are discussed below. These are referred to as:

- ▶ parallel instruction
- ▶ overlapping instruction and
- ▶ additional or remedial instruction.

PARALLEL INSTRUCTION

In parallel instruction, all students work toward the same general outcomes, but some students work on specific outcomes from different grade levels or at varying degrees of difficulty. This instruction often requires flexible grouping within the classroom. For example, all students in a class could be engaged in using French, but not all are working with the same outcomes.

▮ *Example:* Most of the students in a Grade 8 FSL class are working with activities related to the subfield of experience CLOTHING DESIGN. The activities require that students use a range of clothing vocabulary—nouns and adjectives, demonstrative and exclamatory adjectives as well as adverbs of intensity—to describe their newly designed clothing items. Meanwhile, a few of the Grade 8 students are working within the same subfield, but with related outcomes drawn from the Grade 7 program of studies. For example, these students may focus on adjectival agreements and the conjugation pattern for the verb *être* because they have difficulty with language processing and as such do not have consistent control over these linguistic elements.

OVERLAPPING INSTRUCTION

In overlapping instruction, some or all of a student's outcomes for the instructional activity are drawn from sources other than the standard subject area programs of study. These outcomes are based on goals identified in that student's Individual Program Plan, as explained below.

▮ *Example:* A Grade 7 student with a mild cognitive disability may practise and apply his or her goals of using pictorial symbols or hand signals to express basic requests within the classroom, while other students express the same request orally in French.

ADDITIONAL OR REMEDIAL INSTRUCTION

Additional instruction occurs when a student has unique needs that necessitate instruction, sometimes with a specialist's direction, in an area that other students do not require. For example, a student with learning disabilities may need additional instruction in phonemic awareness, decoding or effective use of learning strategies.

Differentiating processes

Differentiating processes means varying learning activities or instructional strategies to provide appropriate opportunities for all students to explore new concepts. This may require adapting how students participate in a learning activity or providing adapted equipment or materials. Collaborative learning activities, learning centres, learning logs, individual goal-setting, changing the pace of instruction and using visual and verbal cueing are examples of differentiating processes so that all students can be active participants in the classroom.

Differentiating products

Differentiating the product refers to varying the type and complexity of the products that students create to demonstrate their learning. Students working below grade level may have different or reduced performance expectations than their grade-level peers. For example, they may answer a question with a drawing instead of with a written sentence. Allowing student choices for demonstrating their knowledge accommodates differing student abilities, interests and learning styles and should be done in conjunction with their Individual Program Plans.

Differentiating environments

Differentiating the environment means varying the actual physical and social setting where learning takes place, or changing the conditions under which a student works. The learning environment can be differentiated by changing the actual place where students work, altering the teacher's expectations, allowing flexible time limits, providing opportunities for collaborative learning and giving students opportunities to work alone. A teacher cannot work one-on-one with each student all of the time, but by changing the seating arrangements, for example, teachers can help students meet and develop relationships with others from whom they may receive some assistance or the opportunity to share ideas and build independence.

Individualized program planning

Every student who is identified as having special learning needs is required to have an Individualized Program Plan (IPP). This plan, typically coordinated by the student's classroom teacher and the child's parent or guardian, contains information about the student's strengths and needs, current assessment data, any relevant medical history, other services that might be needed, educational goals and objectives for the year, required accommodations and strategies, and plans for transitions. The FSL teacher is considered a member of the student's learning team and may be asked to participate in planning meetings to discuss how target goals can be addressed in the FSL classroom and to provide feedback on the student's needs, strengths and progress.

A student's IPP can provide helpful information for planning and adapting instruction in the FSL classroom. Any significant modifications to the program of studies for a particular subject area are documented in the IPP. For example, a student with severe communication difficulties may have long-term goals, such as establishing eye contact or initiating peer and adult interactions, and the IPP would focus on social outcomes to achieve these goals. On the other hand, a student identified with a reading disability may be able to achieve a variety of specific outcomes from the regular FSL program of studies, but outcomes related to reading comprehension may be need to be modified.

The IPP also contains recommended accommodations and instructional strategies. An accommodation is a change or alteration in the way a student is expected to learn, complete assignments or participate in classroom activities. Accommodations remove, or at least decrease, the impact a student's special needs may have on his or her learning while giving him or her the same opportunity to succeed as other students.

Once a student has been identified with special learning needs, accommodations should be considered in consultation with parents and other teachers to ensure the student can access the outcomes of the program of studies and learn and demonstrate new knowledge to the best of his or her abilities.

Appendix T provides further support and suggestions that may be used as part of the IPP writing process.

Making accommodations

The following accommodations are frequently used to support students with special learning needs in junior high.

- ▶ Arrange alternative seating; e.g., near teacher, facing teacher, at front of class, away from distractions.
- ▶ Allow more time for tasks or assignments.
- ▶ Reduce the number of items required; e.g., fewer sentences or paragraphs to read, fewer vocabulary words to learn.
- ▶ Reduce the demand for copying.
- ▶ Present fewer questions on a page and provide more space for answers.
- ▶ Provide visual cues; e.g., arrows, stop signs.
- ▶ Encourage the use of place markers, cue cards and writing templates.
- ▶ Encourage the use of a variety of writing instruments and paper; e.g., pencil grips, graph paper, paper with lines, paper with raised lines.
- ▶ Allow personal word lists or other print references for testing situations.
- ▶ Provide checklists and/or picture cues of steps for longer tasks.
- ▶ Break tasks into smaller steps.

Tracking task completion

When planning to differentiate instruction, some teachers plan certain activities as core activities which are common to all students. Then, they encourage students to choose from a range of additional activity selections which have been designed with differentiation in mind and which are similar in terms of both their scope and the outcomes being targeted. Rubrics are designed with flexibility in mind so they can be used with multiple variations of a single performance assessment task or with multiple tasks. In order to ensure that students remain on-task and complete the targeted number of activities or tasks on time, teachers may use a number of instructional strategies such as those described in the examples that follow.

- Example: A teacher provides students with a list of related activities and tasks from which they must select a specific number to be completed by a certain date. To keep track of their progress, at the end of each class students place the date next to the activities they have worked on along with a symbol to signify *J'ai commencé l'activité* or *J'ai complété l'activité*.
- Example: A Grade 7 FSL teacher creates a three-by-three grid and lists various tasks and activities related to the subfield of experience WEATHER CONDITIONS in each square. Students are instructed to complete one row of activities on the grid, either vertically, horizontally or diagonally, by a specific date. As students are working on a task, the teacher circulates to assess completed work and to mark the squares on the grid with a symbol such as a happy face. Not all pieces of work need to be assessed equally or in an in-depth manner. The teacher chooses to grade holistically and notes specific areas of improvement over time. The activities in the grid can include listening comprehension tasks such as listening to weather reports for a week and jotting down on a chart the conditions for the same location, including the high and low temperatures for each day. They can also include a number of production tasks, such as making flash cards with weather symbols used in newspapers on one side and the words on the other; making a crossword puzzle using as many weather conditions as possible; or creating a song or a rap to help someone else remember the different weather conditions by season. Another task could be a survey of five classmates regarding their favourite weather condition and why; e.g., *J'adore quand il pleut parce que je reste au lit et je lis*. One could include the creation of a man-on-the-street interview where the announcer asks students who are “passing by” their opinion on the weather based on a weather symbol that the teacher holds up. Another task could have students create a chart on the kind of weather information that is given on radio, on television and in print and compare this information with French and Québec media for similarities in symbols and expressions.

PROGRAM PLANNING FOR DIFFERENTIATION

Appendix T contains some tools which may be of assistance to teachers using a differentiated approach to instruction. Teachers may choose to set a goal of working in one area of differentiation at a time and expanding their repertoire of instructional strategies for differentiation in that area before moving to another.

Teachers can use a framework, such as the following four-step plan, for differentiation in the FSL classroom.

STEP 1 – Identify underlying concepts

In this step, teachers identify what concepts they would like all students in the class to understand by the end of the lesson or unit. It is important to separate the concepts from the content used to develop the concepts. Different content may be necessary for students with different levels of skills; however, at the end of the lesson all students should have a

similar understanding of the concept, taking into consideration the level at which they are working.

STEP 2 – Choose appropriate instructional strategies

Teachers present concepts in a way that enables all students to gain an appropriate degree of knowledge. They make use of instructional strategies such as the following when differentiating instruction:

- ▶ Present new material in short periods of time, through varied activities.
- ▶ Use materials with varying levels of difficulty for the whole group.
- ▶ Stand close to students who need extra help.
- ▶ Modify the pace of instruction.
- ▶ Simplify instructions.
- ▶ Write instructions on the board.
- ▶ Ask students to repeat instructions or to paraphrase what has been presented in English, if necessary.
- ▶ Demonstrate, model or act out instructions.
- ▶ Complete the first example with students.
- ▶ Use a multisensory approach, having students touch, manipulate, hear and smell materials as appropriate.
- ▶ Present concepts in as concrete a way as possible.
- ▶ Use pictures and concrete materials whenever possible.
- ▶ Use different-coloured chalk, pens or fonts.
- ▶ Break up information into smaller steps.
- ▶ Provide additional time to preview materials and/or complete tasks.
- ▶ Adapt the level of questioning.
- ▶ Use advance organizers.

STEP 3 – Choose strategies for student practice

Use a variety of practice activities and provide students with guided choices to target specific skills or language elements to be practised. This may require adapting how students participate, either by providing adapted materials or by modifying goals for individual students. Each student should participate according to his or her skill level.

STEP 4 – Choose strategies for assessment *for, as and of* learning

Identify a variety of ways students can demonstrate their knowledge and use of French. Assessment criteria should be determined according to each student's learning needs and abilities.

SPECIFIC INSTRUCTIONAL STRATEGIES

As stated earlier, this chapter provides teachers with the beginnings of a discussion on meeting the needs of all learners. In general, the instructional strategies that can be used with specific groups of learners may also be successful with other learners. Some strategies are suggested here as a starting point.

Strategies for students experiencing difficulties with attention

Attention is the ability to focus on and encode relevant information, to sustain focus and to carry out two or more tasks simultaneously. Attention also affects regulation of mental energy and alertness.

Students experiencing difficulties with attention may:

- ▶ usually catch only the first and last part of an instruction and miss the middle
- ▶ respond with answers unrelated to the question or questions being asked
- ▶ look attentive and focused but have trouble understanding and responding appropriately
- ▶ be easily distracted
- ▶ have difficulty inhibiting responses
- ▶ be impulsive
- ▶ be hyperactive (e.g., move around, fidget)
- ▶ have problems doing two tasks simultaneously (e.g., listening and taking notes).

Teachers may consider the following sample strategies for supporting students with attention difficulties.

CREATE STRUCTURE TO FOCUS ATTENTION

- ▶ Provide study carrels, earphones, desks located in a quiet part of the classroom or other physical accommodations to reduce extraneous stimuli.
- ▶ Encourage students to use a bookmark, ruler or sheet of paper to cover the rest of the page when reading or reviewing directions.
- ▶ Limit materials on desks or workspaces.
- ▶ Keep instructional group sizes as small as possible.
- ▶ Limit the number of oral instructions given at any one time and follow up with printed instructions that include visual cues.
- ▶ Write the day's class activities on the board.

REDUCE PROBLEMS WHEN SHIFTING ATTENTION

- ▶ Keep tasks short and specific, and give only one instruction at a time.
- ▶ Provide a list of tasks to be completed and have students check off each task as it is completed.
- ▶ Provide cues when there is a shift in activity. When speaking to the class, stop and indicate information that students should write down.

ALLOW TIMES FOR APPROPRIATE MOVEMENT

- ▶ Provide stretch or movement breaks as needed, or make them part of the classroom routine. Some teachers may arrange an area in the classroom where students can move around without distracting

others and then give students the option of going to this area when they need a stretch break.

- ▶ Have students do regular errands in the classroom, such as handing out papers or putting materials away, so they can move in the classroom in appropriate and helpful ways.
- ▶ Arrange nondistracting ways for students to move while involved in work. For example, a teacher may choose to replace a student’s chair with a large ball that enables the student to bounce gently at his or her desk and still get work done.

MANAGE THE ENVIRONMENT TO MAINTAIN FOCUS AND MENTAL ENERGY

- ▶ Provide periodic verbal prompts or visual cues, such as watch alarms or tape-recorded messages, to remind students to stay on-task.
- ▶ Create guidelines for good listening skills and review these guidelines frequently.
- ▶ Reinforce listening skills and behaviours for all students by commending students who demonstrate these skills and describe what they are doing to be successful listeners.
- ▶ Place visual cues, such as stickers or checkmarks, at specific spots on worksheets that signal students to take a break.
- ▶ Use auditory cues, such as bells or egg timers, to provide cues for taking a break or returning to work.

USE LOW-KEY CUES TO CORRECT INAPPROPRIATE BEHAVIOURS

- ▶ Have students design and make reminder cards for listening, focusing and sharing skills.
- ▶ Post the reminders on students’ desks and, when walking by, point to the reminder.
- ▶ Collaborate with individual students to identify unobtrusive signals or simple physical cues the teacher can use, such as a gentle hand on the shoulder, to remind or indicate to a student that a behaviour is interfering with learning.
- ▶ Use fluorescent file cards with key messages such as “Talk in a low voice” or “Keep working” and if students need reminders, place the cards on their desks, without comment. After five minutes, if the behaviour has improved, quietly remove the card. If the behaviour continues, add a second card.

ENCOURAGE STUDENTS TO ATTEND TO INSTRUCTIONS

- ▶ Enforce a “No pencils/pens in sight” rule during class instruction and discussion times.
- ▶ Teach students to fold over their worksheets so only the directions show. (This physically slows down students and encourages them to attend to directions.)

Strategies for students experiencing difficulties with memory

- ▶ Ask students to repeat directions in their own words to a partner or the teacher.
- ▶ Ask students to work through a few questions and then check their work.
- ▶ Hand out worksheets one at a time when possible.
- ▶ Make a graph for certain tasks, such as work with vocabulary lists, and have students record the number of correct answers versus the number of completed answers. (This may benefit students who might be more focused on quantity rather than quality.)

Memory is the ability to record new information, retain information for a short time, consolidate and use new knowledge and skills and store information in long-term memory. Memory also involves retrieval—that is, efficiently recalling stored ideas.

Students experiencing difficulties with memory may:

- ▶ be unable to remember colours and shapes, despite repeated instruction
- ▶ be unable to recall information, despite extensive studying
- ▶ frequently lose their belongings
- ▶ have problems remembering daily routines, despite regular exposure
- ▶ have problems recalling facts and procedures such as new vocabulary words or verb forms.

Teachers may consider the following sample strategies for students experiencing memory difficulties.

SUPPORT AND ENHANCE MEMORY SKILLS

- ▶ Provide one instruction at a time until students can remember two consecutive instructions, and then provide two instructions at a time until students can remember three.
- ▶ Provide opportunities for students to see directions and other information, e.g., the daily schedule on the board.
- ▶ Write down the main points on an overhead or on the board when giving verbal instructions.
- ▶ Present concepts concretely, in familiar or authentic contexts, to add meaning and relevance and to aid learning and recall.
- ▶ Assess student learning frequently and, on shorter units of work, use quick, short assessments rather than longer, formal tests.
- ▶ Use familiar language.
- ▶ Use cues to help students recall details.

INTEGRATE MEMORY AIDS INTO EACH LEARNING ACTIVITY

- ▶ Provide regularly-scheduled reviews of procedures and concepts.
- ▶ Teach students to make lists of reminders and to note dates and assignments on a calendar.

- ▶ Teach mnemonics whenever possible when language concepts are presented.
- ▶ Have students visualize themselves going through a room and finding the objects that are named on a list of vocabulary to be learned. Students can replay the images of themselves finding the same items in the same sequence based on the location clues.

PROVIDE MULTISENSORY CUES FOR EASY RECALL OF INFORMATION AND SKILLS

- ▶ Teach sound–symbol associations when introducing new vocabulary words by saying the name of each letter, its sound and a familiar word that starts with that letter while looking at a picture of the word and tracing the letter on the desk, in the air or in a sand tray.
- ▶ Use visual cues such as colour coding, photo and drawing sequences, charts and videos.
- ▶ Use auditory and kinesthetic cues in combination, by linking songs with movement and dance patterns or by linking music and physical routines to fact learning.
- ▶ Incorporate hands-on learning experiences and demonstrations.

SET UP CLASSROOM ROUTINES FOR EASIER ACCESS TO INFORMATION AND MATERIALS

- ▶ Label class supplies and class work.
- ▶ Encourage students to use folders and binders of different colours or labels with pictures to separate subject work or materials for each class.
- ▶ Ensure students have their names prominently displayed on all personal supplies.
- ▶ Assist students with daily and weekly organization of their desks and workspaces by providing them with time to clean desks and organize their homework at school.
- ▶ Schedule procedures for recording information in day-timers or assignment books.
- ▶ Provide memory aids for frequently-used information; e.g., key vocabulary words kept in a pocket on the side of desks, schedules posted on the blackboard or on the wall, and so on.
- ▶ Tape simple cue cards of daily class routines on students' desks.

TEACH STUDENTS STRATEGIES TO MEMORIZE SPECIFIC PIECES OF INFORMATION

- ▶ To memorize groups of related words, students can be taught a range of strategies including one which involves using a piece of paper to cover up a part of the page that is being committed to memory. Students cover up the content and then quiz themselves as to how much of what is covered they can recall and say correctly.

Strategies for students experiencing difficulties with reading

- ▶ Model the use of a foldover strategy in which students fold paper into a number columns to be used for a range of purposes, such as drawing small sketches and writing the associated French words or for preparing and verifying a French and English list of particular vocabulary items.

Students who have difficulty reading in their first language may be at a disadvantage when attempting to read in a second language. Many students with special learning needs may be reading below grade-level expectations and therefore require accommodations in this area.

Teachers can help students become more effective second-language learners by helping them be more flexible with their repertoire of first-language reading strategies and by being more effective at monitoring and adapting their strategies.

Teachers may consider the following sample strategies for students with reading difficulties.

HELP STUDENTS LEARN TO VISUALIZE AS THEY READ

- ▶ Provide students with blank paper. Read a very brief story out loud, stopping frequently to allow students to sketch what they visualize as they listen. Students can work in pairs to discuss what they are adding to their pictures as the story is read.

CREATE EXTRA SUPPORT FOR STUDENTS WITH READING DIFFICULTIES

- ▶ Pair less able readers with competent readers and have them read and complete assignments together.
- ▶ Provide students with picture dictionaries to help them find and remember vocabulary.
- ▶ Photocopy reading material for students with reading difficulties. Use whiteout tape to cover new or difficult words and write simpler or previously learned vocabulary on the whiteout tape. This is also effective for reading materials that contain many idioms, metaphors or unfamiliar parts of speech.

TEACH STUDENTS SPECIFIC READING STRATEGIES

- ▶ Introduce text content strategies to use before, during and after reading to help students identify, learn and understand ideas in new material. Text content strategies include making connections to previous knowledge or experience, making predictions about what will happen in a text and asking themselves questions about the text.
- ▶ Teach decoding strategies, such as highlighting different parts of a sentence in different colours (e.g., nouns in green, verbs in yellow), to help students break down and decode sentences.

- ▶ Introduce cognitive and metacognitive strategies to monitor comprehension, such as pausing after each sentence or paragraph and asking, “Does this make sense to me?”
- ▶ Provide strategies for dealing with unfamiliar vocabulary such as the “Read Around” strategy, in which students skip the word and read to the end of the sentence. Then, they read the whole sentence again, asking themselves what word might fit into the space taken up by the unknown word while looking at the beginning of the word for letter–sound clues and any associated visual cues.

Strategies for students who are gifted

Giftedness does not fit a single profile. Students who exhibit unusually high levels of verbal skills, advanced comprehension, unusual retentiveness, emotional sensitivity or other characteristics associated with giftedness may also be experiencing delays in other aspects of their intellectual, physical, social or emotional development. This uneven development, referred to as asynchronous development, can mean that some students who are gifted may be out of developmental step with their same-age peers. They may appear to be at different ages in different situations and may exhibit difficulties adjusting emotionally and socially. One of the tools in **Appendix T** highlights traits and characteristics of gifted students.

For some children who are gifted, a combination of characteristics may lead to difficulties with peer relations, excessive self-criticism and avoidance of risk-taking. The greatest need of these students is an environment where it is safe to be different. A sensitive and flexible approach to teaching students who are gifted helps them develop their full potential.

Teachers may consider the following acceleration and enrichment strategies for students who are gifted.

USE FLEXIBLE PACING

Flexible pacing allows students to move through the outcomes of the program of studies at their own rate in order to lower potential boredom by reducing the amount of time they must spend on the regular activities. This allows them to spend some more time on more challenging activities.

TRY COMPACTING OR TELESCOPING

The terms *compacting* and *telescoping* both refer to a strategy in which students are given the opportunity to demonstrate what they know, to complete required material and then be freed to do other work.

To implement compacting successfully, a teacher may follow these steps:

- ▶ Identify learning objectives for the whole class, according to the program of studies.

- ▶ Pretest the entire class to identify students who would benefit from an opportunity to compact.
- ▶ Plan appropriate alternate activities.
- ▶ Eliminate unnecessary practice and review activities for those students who have mastered the material.
- ▶ Keep accurate records of compacting activities and assessments.

PROVIDE ALTERNATE LEARNING ACTIVITIES

Alternate activities can provide challenging work for students who have already mastered the learning outcomes in the grade level program of studies. Alternate activities should challenge the students' thinking abilities and push them to engage more deeply in topics related to the field of experience being dealt with by the class. Information and communication technologies can be used by students to investigate a topic further and develop presentations or projects with a higher degree of complexity than what is required from other students in the class.

Collaborative tasks and cooperative learning

Appendix Q of this guide outlines a range of cooperative learning strategies which teachers may find especially useful when differentiating instruction. Such strategies allow students to learn collaboratively, which can benefit both students with special learning needs and their classmates. Cooperative learning can help to build positive peer relationships, increase students' feelings of responsibility for classmates and encourage strategic learning by capitalizing on children's natural desire to interact.

The use of cooperative learning along with collaborative tasks provides students with opportunities to learn new information in a supportive environment and to notice gaps in their linguistic knowledge as they try to express themselves within the context of an authentic need for language use. When working together, students often accomplish what they could not have accomplished alone.

Teachers may consider the following strategies to make collaborative learning as beneficial as possible.

- ▶ Design group work to ensure that students with learning difficulties participate as actively as other classmates.
- ▶ Use a variety of different groupings and activities.
- ▶ Create situations in which each group member is accountable for his or her own learning and group reward is based on the achievement of its members.
- ▶ Teach and practise social skills within group contexts so that students get to know and trust one another while communicating accurately, providing support for each other and learning to resolve conflicts constructively.
- ▶ Create structured, reflective group activities in which students are expected to examine their thought processes and explain how they reach a conclusion or arrive at an answer. This kind of reflection and

sharing during group discussions helps all students build the higher-order thinking skills that are essential for language learning.

In summary

Learning a language is for everyone and, as such, teachers need to meet the needs of all of their students in the FSL class by finding activities appropriate for the students' abilities, interests, aptitudes and particular learning needs. Teachers can gain insights from developments in cognitive psychology and other fields of research. By applying principles related to multiple intelligence theory or to the needs of the 21st century learner, for example, as they plan for instruction, teachers can help ensure that all students can meet with success in the FSL class. Differentiated instruction helps teachers provide students with choices as to which activities will best help them learn, while ensuring that there is a core of activities that are completed by all students, in original or modified form and in keeping with their students' abilities.

Newer information and communication technologies provide opportunities that help extend a teacher's capacity to meet the special learning needs of all students. This is the focus of **Chapter 9**.

Chapter 8 focuses on assessment, in which learners of all types are able to demonstrate their abilities and feel successful in learning French.

REFERENCES

- Alberta Education. "English as a Second Language: Guide to Implementation—Kindergarten to Grade 9." 2007.
<http://education.alberta.ca/media/507659/eslcto9gi.pdf>
- Alberta Education. "Focusing on Success: Teaching Students with Attention Deficit/Hyperactivity Disorder." 2006.
<http://education.alberta.ca/admin/special/resources/adhd.aspx>
- Blaz, Deborah. *Differentiated Instruction: A Guide for Foreign Language Teachers*. Larchmont, NY: Eye on Education, 2006.
- Centre of Collaborative Education. "At the Turning Point: The Young Adolescent Learner – Excerpt."
<http://www.turningpts.org/pdf/YALGuide2.pdf>
- Christison, Mary Ann. *Multiple Intelligences and Language Learning – A Guidebook of Theory, Activities, Inventories, and Resources*. San Francisco, CA: Alta Book Center Publishers, 2005.
- Dörnyei, Zoltan. *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press, 2001.
- Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*. 2nd Edition. Oxford: Oxford University Press, 2000.

Pavy, Sarah. "Boys Learning Languages." *Babel* 41, (July 2006), pp. 4–11.

Prensky, Marc. "Digital Natives, Digital Immigrants." October, 2001.
<http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>

von Wörde, Renée. "Students' Perspectives on Foreign Language Anxiety." *Inquiry*, Volume 8, Number 1, Spring 2003.

Wenmoth, Derek. "Don Tapscott and Wikinomics." March 31, 2007.
http://blog.core-ed.net/derek/emerging_technologies/

Wilhelm, Jeffrey, Tanya N. Baker and Julie Dube. *Strategic Reading: Guiding Students to Lifelong Literacy 6-12*. Portsmouth, NH: Boyton/Cook, 2001.

Woodward, Tessa. *Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom*. Cambridge: Cambridge University Press, 2001.

[This page was intentionally left blank.]

Why assess**What to assess****Current trends in classroom assessment****Assessing effectively****New assessment practices imply new teaching practices****Sample assessment materials****Assessment practices and instruments**→ ***Corresponding Appendix U*****WHY ASSESS**

Assessment comes in various forms and addresses many purposes. One of the main reasons for teachers to assess student learning is to obtain feedback that will guide teaching and assist in making modifications to lesson planning and delivery to ensure student progress. Assessment allows teachers to monitor progress, diagnose individual or group difficulties and adjust teaching practices. Assessment can support student motivation when students are provided with ongoing information about their progress and with opportunities to set further goals for learning. Sharing the results of assessment with students, parents, other teachers and administrators provides them with an indication of student progress. All forms of assessment are done with purpose, involve professional decision-making and support learning.

Assessment for guiding teaching practices

The assessment process informs teachers about what individual students know and what they are able to do in relation to learner outcomes. As a result, teachers can make decisions about which types of content and skill development need to be addressed further by the class as a whole or by individual students.

WHAT TO ASSESS

The FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12) guides teachers in terms of what to assess. Before students are assessed, they need to be given sufficient time and multiple opportunities to develop knowledge and skills related to the general and specific outcomes in all four components of the program of studies.

CURRENT TRENDS IN CLASSROOM ASSESSMENT

Tasks developed for assessment purposes should reflect and relate to familiar classroom activities, and they often resemble situations or activities that students and native speakers of French could encounter in their day-to-day lives. Any activity carried out in class can lead to an assessment. The teacher assesses content in the same way it was taught, rather than providing students with an assessment that differs from the learning situation.

The terms **formative evaluation** and **summative evaluation** are being redefined in education circles. Many teachers know formative evaluation as the informal, daily type of assessment they use with students while learning is occurring. Summative evaluation was the term used to “sum it all up,” to indicate a final standing at the end of a unit or a course.

Current trends in assessment focus on judging student progress in three ways: **assessment *for* learning**, **assessment *as* learning** and **assessment *of* learning**.¹ Each assessment approach serves a different purpose.

Assessment *for* learning is especially useful for teachers as they develop, modify and differentiate teaching and learning activities. It is continuous and sustained throughout the learning process and indicates to students their progress and growth.

Assessment *as* learning focuses on fostering and supporting metacognitive development in students as they learn to monitor and reflect upon their own learning and to use the information gathered to support and direct new learning.

Assessment *of* learning is cumulative in nature. It is used to confirm what students already know and what they can do in relation to the program of studies outcomes.

What is now being divided into two approaches—assessment *for* and assessment *as* learning—was until very recently seen and promoted under a single focus formally known as formative evaluation or assessment *for* learning. Formative assessment (comprised of both assessment *for* and assessment *as* learning) can be defined as follows:

... the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in the learning, where they need to go and how best to get there.
(Assessment Reform Group 2001, cited in Gardner 2006, p. 2)

This is in contrast to assessment approaches that result in course or unit grades or marks, known formerly as summative evaluation and more recently as **assessment *of* learning**.

¹ Western and Northern Canadian Protocol for Collaboration in Education, *Rethinking Classroom Assessment with Purpose in Mind—Assessment *for* Learning; Assessment *as* Learning; Assessment *of* Learning*, 2006.

Assessment of learning refers to strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualized programs, or to certify proficiency and make decisions about students' future program or placements.

(Western and Northern Canadian Protocol for Collaboration in Education 2006, p. 55)

Current research demonstrates that a focus on assessment *for* learning improves overall learning and can be a powerful motivator for students (Gardner 2006). For teachers, assessment *for* learning is invaluable in terms of obtaining diagnostic information that can be used for differentiated instruction.

Assessment for learning

In assessment *for* learning, teachers monitor the progress made by each student in relation to the program of studies outcomes and determine upcoming learning needs. Teachers ensure that learning outcomes are clear and detailed and ensure that they assess according to these outcomes. They use a range of methods to gather and to provide students with descriptive feedback to further student learning. These methods may include checklists and written notes based on observations of students as they learn. The descriptive feedback gathered is used to inform planning for learning and to assist the teacher in differentiating instruction in order to meet the needs of all students. The feedback may be shared in oral or written form with individual students or with the class as a whole. As the information gathered guides the planning process, it leads to the improvement of future student performance in relation to specific outcomes.

▮ *Example:* Students participate in a pair oral activity involving a field of experience with which they have been working. The teacher lets the class know which criteria he or she will be focusing on when observing students as they speak with each other. For example, the teacher might observe whether or not students can ask questions and provide answers or whether they can share particular information and communicate the message comprehensibly. The teacher records observations of some students using a criterion-referenced checklist, similar to the one provided in **Appendix U**. The teacher uses the results of the observations to determine which kinds of structures or practice need to be worked on further by the entire class or by individual students. The teacher lets the class know how the observations are directing decision-making as a whole, without making reference to specific individuals.

Teacher reflections

Assessment procedures are planned and methodical. It is important to reflect on why and when a teacher assesses students' progress. The types of reflective questions that teachers can ask themselves when engaged in assessment *for* learning include:

- ▶ Am I observing in order to find out what my students know or are able to do?

- ▶ Does my assessment strategy allow student learning to be apparent? Are there elements I need to change in order to minimize anxiety or distractions that might get in the way of learning?
- ▶ Will I use the results of my observation to modify my instruction, either with this individual student or group of students, or the next time I teach this concept or skill to a new class?
- ▶ Will I share the results of my observations with the individual student, so that the student and I can decide how to improve future performance?
- ▶ Will I share the results of my observations with the class in general (without identifying particular students) in order to provide some indicators as to where they can improve future performance?

Assessment as learning

Assessment *as* learning focuses on the role students play in their learning. In this approach to assessment, students are viewed as the bridge between what they know and the unknown that is still to be learned. Their role is to assess critically both what and how they are learning. They learn to monitor their thinking and learning processes; to understand how they are acquiring and retaining new information or developing new skills and awareness; and how to make adjustments, adaptations and even changes when necessary. For some students, being asked to reflect on their learning using skills and strategies related to metacognition (to think about thinking) might seem new and uncomfortable. They may need help to come to the realization that learning is a conscious process in which knowledge is constructed when the known, or previously acquired, encounters the new or unknown. This process often results in the restructuring or reintegration of what was previously learned.

When a focus on assessment *as* learning is implemented, students are often provided with tools for reflection including open-ended questions, self-assessment grids or checklists and the like. Student self-reflections are not used for grading purposes, but rather to help students learn about how they learn, what learning barriers they encounter and what strategies they can select in order to meet the learning goals they set for themselves. The purpose of reflection is to help students achieve deeper understandings of themselves, so that they become better equipped to look at themselves critically and become more effective decision makers *vis-à-vis* their own learning. To achieve this, students need to be trained in the reflective process and shown the importance of becoming aware of their strengths and their challenges so as to improve learning. Structured, modelled practice over time will provide students with the opportunity to develop the independence they need to monitor their own learning.

▮ *Example:* Students have revisited, in French, the names of common school areas in a junior high school. Students are paired off and have been asked to prepare a drawing of a new school plan for future renovations and to prepare an oral description of the colours of classrooms, the location of the different areas found in the new school and one unique feature that the new school will have.

Students practise their presentation in front of another pair before presenting it to the class. Afterwards, the teacher provides students with a reflection sheet similar to the one found in **Appendix U**. Students can record their reflections by completing sentence starters such as “Things that went well ...”; “Things that got in my way ...”; “Next time I will ...” Alternatively, they may check off various statements that apply to themselves or their performance on a checklist, including items such as “To create my message, I () used a model of a similar text () prepared a draft ...”; “When I presented, I () made sure to use eye contact, () spoke clearly ...” When they have finished, students file the reflection sheet in a special folder, knowing that it will be reviewed along with other reflections in a one-on-one conference with the teacher and led by the student. The dates and times of the one-on-one meeting are posted on a schedule in the classroom. Students work on their own for a portion of each class when the teacher has a scheduled meeting with one of their peers.

Teacher reflections

The types of reflective questions that teachers can ask themselves when planning opportunities in support of assessment *as learning* include:

- ▶ Are the students familiar with the purpose of reflective tools such as the one I am thinking of using? Will they be able to engage with the questions in a meaningful way?
- ▶ Have I provided/will I provide support for students in accordance with the various points mentioned in the reflective instrument; i.e., do I provide clear instructions, create a model, share a checklist, ensure that there are reference materials?
- ▶ Have I implemented a system to collect similar types of reflective instruments over time, so students can see their progress in relation to their goals and the program of studies outcomes?
- ▶ Will the time invested by students completing this reflective instrument be greater than the time they spent on the actual learning activity?
- ▶ Have I planned time to speak with all students individually or in pairs to assist them in drawing conclusions about their own learning? How can I help them to articulate what has been done well and what needs improvement, and help them to identify their next steps toward a clear, long-term learning goal?
- ▶ As my students work on a task I have assigned them, do I often encourage them to compare their work in progress with checklists, rubrics or exemplars I have provided for their use?
- ▶ Do I plan for regular—but not too frequent—intervals for students to articulate and show their learning to someone else?

Assessment of learning

Assessment *of learning* focuses on the cumulative results of learning. It involves providing information on student knowledge or performance, in a quantified fashion, as it directly relates to specific assessed outcomes. Assessment *of learning* takes place at specific times in the instructional sequence, such as at the end of a series of lessons, at the end of a unit or at the end of the school year. Its purpose is to determine

the degree of success students have had in attaining the program outcomes. Assessment *of learning* involves more than just quizzes and tests. It should allow students to move beyond recall to a demonstration of the complexities of their understanding and their ability to use the language. Furthermore, in assessment *of learning* students should be able to apply key concepts or demonstrate their new knowledge and skills in ways that are authentic.

Assessment *of learning* can take the form of communicative tasks or other performance tasks, educational projects, quizzes, tests or final examinations. It includes a wide range of demonstrations of learning such as portfolios, performances, displays, simulations, multimedia projects and more.

Student progress is reported by way of a mark, e.g., a percentage or letter grade, a few times a year or a term. The report card is usually received by students, their parents/guardians as well as by school administrators.

☞ *Example:* At the conclusion of a unit entitled PHYSICAL ACTIVITY AND HEALTHY LIFESTYLES, each student records orally “*mon plan d’activités quotidien pour cette semaine,*” in which the student explains how he or she will integrate at least 30 minutes of activity throughout the day. For example, the student might say, *Voici mon plan d’activités quotidien pour la semaine prochaine. Lundi matin, je vais me lever tôt pour faire une promenade de 15 minutes avec mon chien. Après l’école, je vais jouer au basket-ball avec mes amis pendant 30 minutes. Mardi, je vais aller à ma classe de natation et je vais faire 10 longueurs de piscine après la classe. Mercredi, pendant l’heure du dîner, je vais participer aux intramuros de soccer intérieur. Jeudi matin, je vais me lever tôt pour faire une promenade de 15 minutes avec mon chien. Après le souper, je vais jouer au basket-ball avec mes amis. Vendredi, après le souper, je vais aller avec mes amis au terrain de jeu pour jouer un match de football.* Once all students have recorded their presentation, the teacher listens to the recordings and assesses them based on criteria related to the learner outcomes that have been shared with students in advance. The resulting grades are presented as part of a report card mark, a portfolio or at a parent-student-teacher conference.

Teacher reflections

The types of reflective questions that teachers can ask themselves when planning opportunities in support of assessment *of learning* include:

- ▶ Am I using processes and assessment instruments that allow students to demonstrate their competence and skill fully?
- ▶ Do these assessments align with the manner in which students were taught the material?
- ▶ Do these assessments allow students to demonstrate their knowledge and skills as per the program of studies outcomes?
- ▶ Am I allowing all students an equal chance to highlight their learning?

- ▶ Since I am checking learning for reporting purposes, how do I know whether the assessment tool I am using is valid and truly reflects the outcomes that it purports to assess?
- ▶ Do I have clear and defensible reference points for making judgements? Are my processes transparent?
- ▶ What is my rationale for undertaking this particular assessment at this time?
- ▶ How reliable, consistent, fair and free from bias is the information I am gathering? Would another teacher arrive at the same conclusion based on the criteria I am following?
- ▶ Do I have sufficient information about the learning of each particular student or do I need to gather more?
- ▶ What am I going to do with the information once it is gathered? Will I, for example, share it back with the student as part of more assessment *for* and *as* learning?
- ▶ Are the records I am keeping detailed and accurate enough so I can provide meaningful information to students, parents and others using my notes? Have I included all pertinent information such as dates and criteria?

ASSESSING EFFECTIVELY

Teachers can ensure that their methods of assessment are effective by ensuring that they:

- ▶ strive for clarity
- ▶ maintain balance
- ▶ ensure validity and reliability
- ▶ accommodate individual needs and differences.

STRIVING FOR CLARITY

In order to support student success, teachers need to be clear about not only what they want students to do, but what it is they want students to learn. The purpose and key elements of each learning task, as well as each assessment activity, should be identified for students. Expectations can be stated orally but should be backed up in writing so that students have a point of reference at a later time. Furthermore, the availability of copies of exemplars or samples of student work is very helpful in order to communicate expectations clearly to students. In the absence of student samples, teachers can create sample products they expect their students to produce, limiting themselves to the range of vocabulary and structures known to students.

- ▮ *Example:* Before assigning a project to the class in which students prepare a fact sheet on a wild animal—defining its physical characteristics, its personality traits and three interesting facts about the animal—the teacher provides students with a model, in transparency form, that follows the criteria given to the students. Then the teacher goes over the task and the criteria with the students to ensure that they understand what is expected of them.

MAINTAINING BALANCE

It is the teacher's responsibility to decide when, how often and in which ways it is appropriate to assess students. A solid assessment plan leads to successful student learning and language skill development. Such a plan seeks to balance the three approaches to assessment; i.e., assessment *for*, *as* and *of* learning, while also reflecting a balance between the four components of the program of studies and the four language skills.

Not everything needs to be assessed all the time. There is no obligation to assess each activity completed in class. However, it is essential to be informed of where students are in their learning, what prior knowledge they have and what preconceptions or gaps they may have related to the material that is being taught.

Regular, systematic assessment, along with periodic celebrations of success, encourage students to do their best, to be involved in their learning and to focus their attention on the knowledge they are acquiring and the skills they are developing.

ENSURING RELIABILITY AND VALIDITY

By using many different assessment practices and instruments, teachers provide students and themselves with a better picture of student skills and accomplishments than they would if they limited themselves to the repeated use of a narrow range of instruments.

Reliability comes from cross-referencing the results of a range of assessment instruments and finding that the results of the various pieces of evidence corroborate each other. The combination of practices related to assessment *for* learning, such as anecdotal notes, and assessment *of* learning, such as performance tasks, along with conversations held with students as part of assessment *as* learning allow the teacher to draw reliable conclusions about students' learning.

Just as teachers need to ensure that their assessment processes provide them with enough consistent information to allow for reliability when assessing students' learning, so must they ensure that the assessment tools and processes are valid; i.e., that there is a good match between the intended learning, the tool being used to assess the intended learning and the decisions being made as a result of that instrument's use.

ACCOMMODATING FOR INDIVIDUAL NEEDS AND DIFFERENCES

Assessment impacts student motivation and self-esteem; therefore, sensitivity to the needs and learning styles of individual students is just as important when assessing as when teaching.

Using a range of assessment instruments and practices ensures sensitivity to different learning styles and provides students with varied opportunities to demonstrate their achievement. Students who are learning English as a second language and students who have behavioural, intellectual, physical or communication-related exceptionalities may benefit from adjustments to the kind, breadth, depth and pace of assessment provided by the teacher. Adjustments could include a reduction in criteria, an increase in time or additional support. All students benefit when the focus of assessment is on what a student **can** do, rather than on what a student **cannot** do, since assessment should be about growth and progress, not about failure.

NEW ASSESSMENT PRACTICES IMPLY NEW TEACHING PRACTICES

When preparing to implement all three assessment purposes, some teachers may find that in addition to redefining terminology, they will need to make adjustments in how they see their role as a teacher as well as in the selection of teaching practices they choose to employ. Teachers may find that when assessment is seen in new ways, so too are the roles of the teacher and the student in the regulation of student learning. As a result, some teachers find themselves seeking more professional development opportunities that update their understanding of learning theories in which students are seen as being active in their own learning. They may seek ways in which to foster the development of a community of learners within their classrooms. They may also feel unsettled as they move their practice from one in which they were the presenters of knowledge to one in which the responsibility for learning is shared with the class (Black and Wiliam 2006, pp. 16–17).

Professional development projects that have tracked teachers' needs as they implement an increased focus on assessment *for* and assessment *as* learning have found that teachers need “time, freedom and support from colleagues, in order to reflect critically upon and to develop their practice” (Black and Wiliam 2006, p. 19). James and Pedder (2006) identify a number of factors that relate to teachers' professional learning when it comes to changing assessment practices. These include developing the desire and ability to make learning explicit, promoting learner autonomy, promoting inquiry and working toward building social capital. **Appendix U** includes a teacher self-assessment instrument that can be used to reflect on the degree to which these factors are currently reflected in one's practice.

Appendix U also includes some sample assessment materials that can be used and adapted for a particular classroom context.

Alberta Education has produced a sample of classroom assessment materials for French as a Second Language which can be accessed and downloaded at <http://education.alberta.ca/francais/teachers/progres/compl/fsl/support/niney.aspx>. Teachers may model their own assessment instruments after many of the materials included in this document.

Additional samples are available in the series of ten kits that were produced by Alberta Education for grades 7 to 9.

SAMPLE ASSESSMENT MATERIALS

In the sections that follow, various assessment practices and instruments are associated with one of the three purposes for assessment. An overview is provided in **Figure 8.1**. However, the use of these practices and instruments is not limited to a single purpose—many can be used in different ways for all three purposes. What is important is that teachers first clarify the purpose of assessment and then select the method that best suits the purpose they have in mind for that particular context.

What is key, especially in the case of assessment *as* learning, is that the instruments provide students with the opportunity to consider their learning and to judge their work in relation to criteria, models, and examples of other students' work or exemplars, all of which provide information to students about successful learning.

The following discussion provides an overview of the different practices and variety of instruments that can be used and tailored to meet the needs of a specific assessment purpose.

ASSESSMENT PRACTICES AND INSTRUMENTS

Assessment Practices and Suggested Instruments
Assessment for Learning
Informal observation Anecdotal notes/records Observation checklists/Rating scales Performance Assessment Tasks Question and Answer/Classroom dialogue Quizzes or Tests Rubrics/Scoring guides
Assessment as Learning
Conferencing/Learning conversations Learning logs/journals/E-journals Peer assessment/coaching Portfolios Quizzes or Tests Rubrics/Scoring guides Self-assessment and Goal setting
Assessment of Learning
Performance Tasks/Projects Portfolios Quizzes Rubrics/Scoring guides Tests or Examinations

Figure 8.1: Overview of Assessment Practices and Suggested Instruments


Practices and instruments related to assessment for learning

INFORMAL OBSERVATION

- ▶ may be used when assessing the effectiveness of a particular teaching strategy or the progress of an individual or an entire class in relation to learning outcomes. Because this practice is used solely to make adjustments in the instructional plan, no notes or grades are recorded.
- ▶ assists teachers in determining whether and when review is necessary and when it is time to move on to new material.

ANECDOTAL NOTES (also referred to as ANECDOTAL RECORDS)

- ▶ are used for recording specific observations of individual student behaviours, skills and attitudes.
- ▶ are brief, objective and focused on specific outcomes.
- ▶ are usually most accurate if recorded during or immediately following an activity.
- ▶ can be shared with students and parents if they contain information on individual students only.
- ▶ can provide cumulative information on student learning and direction for further instruction.

 *Suggestion:* The teacher may keep a binder with a separate page for each student. Observations can be recorded on sticky notes with the student's name and date and moved to the appropriate page in the binder at a later time, along with an entry showing the name of the activity and the targeted specific outcome the activity was addressing. A class list can be kept in front of the binder on which students' names are checked off as anecdotal notes are added. In this way teachers can see which students may not have been observed as frequently as others in order to target them for future observations.

Feb. 6.

Kendra M.

- *used models posted, and was able to reformulate them to suit her purposes*
- *hesitated when trying to make correct adjectival agreement but asked her partner for help if she was uncertain*
- *after answering the required questions, she was able ask her partner similar questions to keep the conversation going*

OBSERVATION CHECKLISTS and/or RATING SCALES

- ▶ allow for quick recording of information about individual or group performance in relation to specific outcomes.
- ▶ allow teachers to indicate the degree or frequency of specific behaviours, skills and strategies displayed by the learner. Rating

scales include specific criteria along with three or four response selections to describe quality or frequency of an aspect of student achievement.

- ▶ are often written to allow for either–or choices such as yes–no; yes/not yet; or met/not met and allow teachers to indicate the absence or presence of the demonstration of a specific criterion.
- ▶ often include a mixed design: a blend of checklist, rating scale and spaces for additional brief comments to provide information not captured by other means.
- ▶ provide a record of observations over time if the teacher ensures that the dates of the observations are always included.

📄 *Suggestion:* For ease of use, students' names can be entered in a blank copy of the checklist or rating scale according to a seating arrangement frequently used in the classroom or alphabetically by first name. Then after multiple copies are made, they are ready for use, requiring the teacher to fill in only the date, the activity name and the appropriate outcomes or criteria for observation.

📄 *Suggestion:* Criteria on the checklist can be formulated in a generic way so as to apply to similar activities over time, instead of being specific to one particular activity. This way, teachers can focus on a few students each class period when similar activities are underway. The criteria on the checklist could include three to four items from a list such as the following:

- follows instructions
- takes risks to communicate
- asks for assistance
- communicates in French as much as possible
- accepts correction as a means of improving
- uses the resources available in the classroom
- works well/cooperatively in groups
- stays on task
- makes connections between knowledge of French and another subject area.

📄 *Suggestion:* The template for a generic analytic rubric included in **Appendix U** can be used or modified as needed.

PERFORMANCE ASSESSMENT TASKS OR CUMULATIVE TASKS

- ▶ are goal-oriented activities in which students construct responses, create products or demonstrate a skill they have acquired. Students are often engaged in the task because of the motivating nature of the task and not only because it serves an assessment purpose.
- ▶ may also be used toward the beginning of a particular unit of study as a way for the teacher and students to become aware of learning needs and to plan subsequent lessons accordingly.

Example: A teacher is interested in trying some of the principles of task-based learning in a Grade 8 FSL class. The students are just beginning to work with the subfield of experience of CLOTHING DESIGN, and have not yet encountered the names for all the vocabulary items related to design features of clothing. However, the teacher provides a model for a task involving a conversation between two people over the telephone in which one of speakers is talking about the new clothing item he/she has just purchased and is providing details so that the other can “visualize” what it looks like. In the model, the speakers use the type of vocabulary that the students will eventually encounter by using shopping catalogues. The conversation could sound something like this:

- *Je viens de m’acheter une nouvelle paire de jean. Il est de coupe ajustée, de taille basse, et délavé.*
- *Est-ce qu’il y a des poches?*
- *Ah, oui! Il y a deux poches en avant et deux poches à rabat en arrière avec un motif de dragon. Puis, il y a des petites fentes aux côtés en bas du jean.*
- *Ça a l’air chic!*
- *Oui, je veux porter ce jean à l’école demain...*

Working with catalogue descriptions of various clothing items, small groups of students briefly try to carry out the task of “describing their new clothing item” using the structure of the model provided. When students discover a new vocabulary item that describes a particular clothing feature, they make a note of it. In a reporting phase, the groups of students share their list of newly-discovered vocabulary items with the class. This list will be considered as the teacher plans the remainder of the unit. Toward the end of the unit, students carry out the same task and reflect on the learning that occurred in the interval.

QUESTION AND ANSWER (also referred to as CLASSROOM DIALOGUE)

- ▶ can help teachers determine what students know, understand and can do, while making the learning process more transparent for students if the questions are well-chosen and well-formulated. By expending effort to frame questions that evoke critical indicators of student understanding rather than just resorting to simple yes–no questions, teachers will more easily notice gaps and misconceptions that students may have in their understanding (Black and Wiliam 2006, p. 14).
- ▶ are most effective if the teacher adopts practices that result in longer and more thorough replies. For example, consciously applying wait time or rules related to raising hands allows all students to have time to think about a question before individuals are called upon to provide responses (*ibid*).
- ▶ help increase student involvement, promote thoughtful reflection and provide teachers with a deeper understanding of their students’ level of knowledge if teachers take all answers seriously, whether they are right or wrong (*ibid*).

- ▶ may occur in French rather than in English. However, when more complex structures or unknown vocabulary are required, students may have to use English to express their understandings.

📖 *Example:* An FSL teacher designs questions to spark student reflection on key concepts related to the functions and purpose of language or the discovery of grammatical rules or cultural aspects. Students are allowed pair or small group discussion time prior to sharing their potential answers for these questions. The teacher can follow up thoughtful student responses with meaningful teacher responses and can deal with challenges experienced by the students in order to help them extend their understanding. The teacher makes mental or written notes after hearing student responses in order to shape directions for subsequent lessons (*ibid*).

QUIZZES or TESTS

- ▶ are dealt with in more detail in the section on assessment *of* learning. However, they can be valuable when it comes to other purposes of assessment, such as assessment *for* learning.
- ▶ can provide students with an opportunity to practise what they know and are able to do in a nonthreatening manner if no mark is given.
- ▶ can supply information about student learning that is used by teachers to guide planning for future instruction.
- ▶ can involve students in the development of test questions, which lets the teacher note how well students have understood specific learning outcomes and plan future lessons accordingly.

RUBRICS or SCORING GUIDES

- ▶ are a set of criteria used to assess student performance. The design may be holistic or analytic. *Holistic* rubrics are used to support a quick or general judgement of student learning and can be used to provide a global overview of work in progress. *Analytic* rubrics define levels of performance for each criterion that makes up the rubric. This type of rubric is most commonly used when a number of criteria are needed to assess different aspects of a task. It may be used to assess a final product.
 - ▶ are developed and shared with students before they start the task for which the rubrics are developed.
 - ▶ may be designed for use with any of the three purposes of assessment.
- 📖 *Example:* A teacher uses a holistic rubric to verify whether students have completed a particular written exercise. The rubric has a three-scale design with indicators, such as “completed”, “partially completed” or “not completed.”

📖 *Example:* A teacher uses an analytic rubric to verify how well students were able to complete elements of a task. If the intent is to

guide further instruction, this use of a rubric supports assessment *for* learning. Because the students are in the early stages of learning and wide ranges of performance are difficult to define, the teacher uses a three-scale design that includes descriptors rated from 1 to 3, each of which describe a certain level of performance. The descriptions focus on the quality of the product or performance, not on quantity; i.e., not on the number of paragraphs, spelling errors or supporting ideas.

The rubrics included in **Appendix U** can be used or modified as needed.

Practices and instruments related to assessment as learning

CONFERENCING (also referred to as LEARNING CONVERSATIONS or INTERVIEWS)

- ▶ involves purposeful and focused yet relaxed and friendly meetings; or written encounters between the teacher and the student, the teacher and a small group of students or between two students.
- ▶ involves a limited number of topics at one time. The purpose of the meeting and the expectations of all participants are clarified before the conference begins.
- ▶ exposes students to the language and processes related to critical self-assessment and peer assessment as they learn to reflect on learning.

📖 *Example:* As students are preparing for a particular performance task, the teacher facilitates a conference with small groups of students to help them identify which aspects of the task they can already do well and which aspects they wish to identify as an area of growth. As part of the conference, the teacher offers concrete suggestions for improvement.

📖 *Example:* In a group conference, students have the opportunity to share their work, to emphasize what they are proud of and to ask questions. Other participants point out what they like about each student's work and offer suggestions for improvement. Students learn to use feedback about their work to make improvements. Teachers may decide to observe and record anecdotal notes during the group conference.

📖 *Example:* A student and a teacher may meet one-on-one to review anecdotal notes made by the teacher on aspects of the student's learning or to review periodically the student's file of self-assessment instruments and/or goal statements. By the end of the meeting, the student's goals in relation to a particular outcome have been revisited and possibly revised.

LEARNING LOGS, LEARNING JOURNALS or ELECTRONIC (E) LOGS or JOURNALS

- ▶ are instruments for self-reflection that come in many forms and may be implemented in various ways.
- ▶ are generally called **learning logs** if used by students to record specific objective data, such as a list of stories read, films watched, strategies tried or words being targeted for learning.
- ▶ are generally called **learning journals** if used by students to record personal reflections, questions, ideas, words or expressions they are curious about or experiences they have had in class.
- ▶ may involve varying degrees of teacher guidance; e.g., guidance on which aspects of their learning students should focus.
- ▶ may be used by students to request teacher assistance on specific points.
- ▶ will likely occur in English rather than in French with beginning students and students new to reflective thinking and writing, and will require teacher guidance. Ideally, reflective thinking and writing is done on a regular basis, with the teacher responding with oral or written advice, comments and observations. The transition to using French and to recording more independent reflection is made over time and provides a meaningful context for the students' use of French.

Appendix U includes a series of sentence starters that can be shared with students to assist them when they carry out a self-reflection activity in a learning journal.

PEER ASSESSMENT (also known as PEER COACHING or PEER CONFERENCING)

- ▶ allows students to examine each other's work in light of specific criteria and to offer encouragement and suggestions for improvement.
- ▶ provides students with an opportunity to learn how to implement the language and processes of assessment by carrying out assessments amongst themselves.
- ▶ provides students with an opportunity to share their insights about the rewards and challenges related to learning French.
- ▶ may require coaching students in the art of giving descriptive and constructive feedback rather than using broad terms such as "good" or "bad."

Students can be asked to provide two positive comments and one question about their peers' work. Sentence starters such as "I liked that you ..." can be provided.

- ▮ *Example:* After reviewing a classmate's collage that illustrates a particular subfield of experience, such as choice of pets, students fill

out a peer assessment checklist, and then discuss the results with their partner to explain their feedback. The checklist can contain statements such as “I like how you ...”; “I noticed that you ...”; “Next time you might ...”

PORTFOLIOS

- ▶ are purposeful collections of student work samples, student self-assessments and goal statements that reflect student progress. The collections may contain tangible artifacts placed within a single folder or they may consist of documents saved electronically.
- ▶ contain samples and items that students feel represent their best work or best illustrate growth in their learning. Samples are generally chosen by the student, but teachers may also recommend that specific work samples be included. Encouraging students to select items for inclusion in the portfolio helps them examine their progress and develop self-confidence and a positive sense of themselves as active learners.
- ▶ are most effective when students are in control of their portfolios and have easy access to them in order to review, update or reflect upon their contents. Once students leave a grade or class, they should be able to take the portfolios with them as these are their personal property.

📄 *Example:* A portfolio cover sheet may be filled in by students. The cover sheet may also have spaces for comments from the teacher and/or the students’ parent or guardian, depending on when and how the portfolios are shared with others. Comment starters could include statements such as “Two positive things I noticed are ...”; “One specific area to work on could be ...”; and so on.

📄 *Example:* In the place of a cover sheet for each entry, small comment cards can be completed by the student and attached to the entry. These can refer to a student’s perseverance and improvement or to processes the student used; e.g., “When I made this, I tried very hard to ...”; “I included this piece in my portfolio, because it shows how much I improved at ...”; “Please notice how I did A before B” (BC Ministry of Education, Student Self-assessment 1994, p. 19).

QUIZZES OR TESTS

- ▶ are dealt with in more detail in the section on assessment *of* learning. However, they can be valuable when it comes to the other purposes of assessment, such as assessment *as* learning, depending on how they are used.
- ▶ can help students reflect on what they can and cannot yet do in the language if they are involved in developing test questions with the teacher or are asked to recommend specific questions to include in a test.

- ▶ can trigger student self-reflection once they have been written, graded and returned to students. Research on the use of tests in the context of assessment *as learning* shows that using marked tests as the basis of student reflection and goal-setting helps improve learning. Therefore, tests can be a positive part of the learning process (Black and Wiliam 2006, p. 16). Reflections regarding particular challenges can be discussed in student-teacher conferences or reflected upon by students in their learning journals. They can help drive a study plan or be a crucial factor in goal-setting.

📖 *Example:* In preparation for a quiz or test, students go over a list of key words or topics on which the test is based and mark their current level of understanding using the colours of a traffic light. Red or amber can be used where students are totally or partially unsure of their success, and green is used where they feel their learning is secure. This allows them to see where they need to concentrate their efforts when it comes to preparing for the test (Black and Wiliam 2006, p. 15). Alternatively, students may categorize the topics along a continuum from easy to difficult to help them understand what they should focus on when preparing for a test.

Teachers may have pairs or small groups of students prepare quizzes and corresponding answer keys on a particular topic for their classmates. Prior to making copies of the quizzes available for the class, the teacher may review the answer keys to ensure their accuracy. Students can then hand out and mark the quizzes they have designed and submit the results to the teacher. The process of designing the quizzes becomes an assessment *as learning* activity for the students. The grades that are recorded can become assessment *of learning*, if so desired. Research shows that students who prepare for examinations by developing their own questions outperform students who study by other means; the process helps them develop a better overview of the topic being tested (Black and Wiliam 2006, p. 16).

📖 *Example:* By marking each other’s quizzes or tests in peer groups, students recognize the need to develop rubrics or answer keys. This allows them to reflect more deeply on the nature of the concepts being taught and learned, on the purpose of various test questions and on which criteria to apply to the responses (Black and Wiliam 2006, pp. 15–16).

RUBRICS or SCORING GUIDES

- ▶ are described in more detail in the section entitled “Practices and instruments related to assessment *for learning*.”
- ▶ may be designed for use with any of the three purposes of assessment.

📖 *Example:* A teacher may choose to return a piece of student work with written comments and suggestions only, withholding the scored rubric and the numerical feedback by one day. This allows students

to reconsider their work carefully and focus on the descriptive feedback. The teacher may find that when the scored rubric and total mark are returned the next day, students have a better understanding of the strengths and weaknesses of their work (Alberta Assessment Consortium 2005, p. 36).

Example: A teacher may decide to take the time to provide detailed, descriptive, thoughtful criteria-referenced comments to one student product (**deep marking**) in order to help a student set goals for future learning. However, this would not be done with every piece of every student's work. This degree of feedback would be provided for a product or task that engaged the learner's time and attention and that would become the basis for future, similar products or tasks. Deep marking can, if desired, be applied to one aspect of a task only, whereas the remaining aspects can be assessed holistically (Alberta Assessment Consortium 2005, p. 34).

SELF-ASSESSMENT and GOAL-SETTING

- ▶ can take the form of a checklist, rating scale, rubric, learning list or learning log/journal. Any of these instruments can be used by students to indicate and reflect upon their achievement of specific outcomes.
- ▶ may involve the use of English for student reflection as well as for teacher guidance and feedback.
- ▶ allows students to develop awareness of the learner outcomes and learning processes, as well as of their own particular learning needs and styles. Students require encouragement, guidance and practice in order to become adept at reflective thinking, particularly in the beginning stages.
- ▶ may be shared by students during parent-student-teacher conferences or included in student portfolios.
- ▶ may require teacher assistance when students are setting their own goals. Teachers may help students decide what they need to focus on next in their learning and which steps they can take to reach the goals they set.
- ▶ may involve setting short-term goals which are small, specific and achievable within a short timeframe. Teachers can help students set goals by adding prompts to self-assessment tasks, such as "Next time I will"
- ▶ may involve setting long-term goals in that students look at their overall progress and identify a specific area for improvement. Teachers can support students by helping them develop a plan to meet their goals, by encouraging them to break the goal into smaller steps with particular target dates, and to share their goals with other significant adults.

Example: The teacher may provide students with a checklist of outcomes specific to a particular unit prior to commencing the unit and ask them to check off which outcomes they feel they can already

address. As the unit progresses, students return to the checklist and note additional progress over time. Teachers may use a yes/no checklist or a rating scale using indicators such as “Got it/Getting it/Don’t get it yet” in order to allow students to reflect on their levels of understanding.

☞ *Example:* Self-assessment instruments may use metaphors and graphics to illustrate rating scales. For example, using the graphic metaphor of a smiley, a big grin can indicate “I completely understand!” A smaller grin can mean “I partially understand” and no grin can imply “I don’t understand or I am having difficulty.” Likewise, the rating scales can involve the use of French words, such as *Je comprends très bien!* *Je comprends assez bien!* and *Je ne comprends pas du tout!* to indicate different levels of understanding.

☞ *Example:* An FSL teacher encourages student volunteers to share out loud their self-reflections on a given topic. The ensuing discussion can serve to coach all students on the process of completing a self-assessment. It also provides the teacher with an indication of the students’ self-assessment abilities.

☞ *Example:* In order to help students remember particularly challenging words or phrases, a teacher has them make their own lists of items on which they wish to focus. The teacher also designs additional guided reflective activities to encourage individual students or the class as a whole to reflect on the progress being made with learning items on the list. A class learning list may be compiled using entries from the lists created by individual students. Examining the lists as a class may help students develop a greater understanding of linguistic patterns or challenges presented by specific words or phrases.


Practices and instruments related to assessment of learning

All of the following assessment instruments will require a letter grade or numerical notation to be given, as these instruments assess cumulative learning.

PERFORMANCE TASKS (or PERFORMANCE ASSESSMENT TASKS or PROJECTS or RICH ASSESSMENT TASKS)

- ▶ refer to a wide range of activities in which students demonstrate their ability to use multiple skills.
- ▶ often involve more than one language skill; i.e., students may need to listen and speak and/or read and write in order to carry out the task successfully. It can involve any other combination of language skills.
- ▶ are often based on real-life uses of the language and therefore provide students with a meaningful context for real language use, possibly for an authentic audience.
- ▶ may consist of multiple smaller tasks pertaining to a specific theme or topic within a field of experience.

- ▶ can include simulations or the creation of specific products that have meaning to students beyond their use as part of an assessment process.
- ▶ allow students to create personal meaning.
- ▶ should be designed with the students' age, cultural background and level of cognitive and linguistic maturity in mind. They should be flexible enough and appropriate for every student in the classroom.
- ▶ can help students understand their progress in the development of language competency, if presented to students along with clear assessment instruments such as a well-developed rubric.
- ▶ are used with students who are familiar with processes related to planning for, carrying out, refining and reflecting on tasks. The type of assessment chosen should reflect the instructional approach used. Teachers who choose to assess student abilities using performance tasks ensure that their students understand clearly what is expected of them.
- ▶ require clear and unambiguous task directions and rubric descriptors. English may be used to ensure that all students have understood the directions and criteria since the purpose is to assess the product and not their comprehension of the instructions given.

 *Example:* A Grade 7 teacher is concluding a unit on the WEATHER. As a culminating task, students are to prepare a five-day forecast for radio/TV and newspaper and include a weather proverb that sums up the conditions for the upcoming week/month. The students work in groups, and the group's performance and products are assessed using rubrics, group assessment and self-reflection instruments.

Appendix U includes a checklist that teachers can use when developing their own performance assessment tasks.

FSL teachers may choose to make use of task development strategies sometimes used by teachers in other content areas, such as the RAFTS writing strategy (Holston and Santa 1985, pp. 456–457). In this instructional strategy, students are given indicators of the role (R), audience (A), format (F), topic (T) and a strong verb with which to start (S). For example, students might be told: You are a veterinarian [role]. Create a poster [format] addressed to people looking for a pet [audience] in which you plead [strong verb] with them to consider what it takes to have a family pet [topic]. Associated criteria are developed to assess the students' performance in the form of rubrics or criterion-referenced marks.

Teachers may find that it takes several tries and often many revisions over the course of a few years to develop performance assessment tasks that are truly valid and reliable when it comes to assessing student achievement accurately in relation to the outcomes of the program of studies. The performance assessment tasks should guide the planning and teaching of the entire unit rather than be developed as an afterthought.

PORTFOLIOS

- ▶ have been described in more detail in the previous section. They may also be used in assessment *of* learning, but in this case the contents of the portfolio are given a grade or mark.

QUIZZES

- ▶ are a brief way to check for learning on a few items that have been introduced and practised in class.
- ▶ may relate to a single, specific outcome or a few targeted outcomes.

RUBRICS or SCORING GUIDES

- ▶ are described in more detail in the section entitled “Practices and instruments related to assessment *for* learning.”
- ▶ may be designed for use with any of the three purposes of assessment.
- ▶ should be developed and shared with students prior to starting the performance task.
- ▶ can increase the consistency and reliability of scoring and, as a result, are often used to develop grades for reporting purposes.

TESTS or EXAMINATIONS

- ▶ are summative assessment instruments used to collect information about what students know and can do after a period of study.
- ▶ are generally used to assess several learning outcomes at one time. Outcomes related to the skills of reading and writing are generally easier to assess when using a pencil and paper test or examination format. Assessing outcomes related to listening and speaking requires more creativity on the part of the teacher designing the test or exam.
- ▶ have questions aligned with the outcomes from the program of studies in order to obtain valid results.

In summary

When planning for effective classroom assessment, teachers begin teaching with the end in mind. Teachers ask themselves which learning outcomes they intend to help students achieve, and then they teach to those outcomes. They assess before, during and after they have taught in order to develop and refine, on a continuous basis, the students’ ability to attain those outcomes.

While assessing, teachers share the intended learning outcomes and assessment criteria with students and find ways to involve students in the assessment process. They also ground assessment in contexts that are meaningful to students and that involve authentic uses of language.

In their planning, teachers decide on ways to employ a variety of assessment methods and purposes of assessment and to provide frequent and descriptive feedback to students. It is important that teachers demonstrate sensitivity to individual differences in this process. By doing so, teachers also develop ways to facilitate students' self-reflection and communication with others regarding their progress and achievement to date. The planning allows students to reflect on their goals for learning in addition to the next steps that need to be taken.

Teachers can also model how they themselves reflect on their learning in order to demonstrate to students how one can continue to develop knowledge and skills.

Chapter 9 provides a discussion of the use of technology in the FSL classroom.

REFERENCES

Alberta Assessment Consortium. *Refocus: Looking at Assessment for Learning*. 2005.

Black, Paul and Dylan Wiliam. "Assessment for Learning in the Classroom." In John Gardner, ed. *Assessment and Learning: An Introduction* (London: SAGE Publications, 2006), pp. 9–26.

Gardner, John, ed. *Assessment and Learning: An Introduction*. London: SAGE Publications, 2006.

Holston, Valli and Carol Santa. "RAFT: A method of writing across the curriculum that works." *Journal of Reading* 28, 5 (1985), pp. 456–457.

Province of British Columbia, Ministry of Education. *Assessment Handbook Series: Student self-assessment*. 1994.

Western and Northern Canadian Protocol for Collaboration in Education. *Rethinking Classroom Assessment with Purpose in Mind—Assessment for Learning; Assessment as Learning; Assessment of Learning*. 2006.
<http://www.wncp.ca/assessment/rethink.pdf>

Willis, Jane. "Task-Based Learning: What Kind of Adventure?" In *The Language Teacher*. 1998.
<http://jalt-publications.org/tlt/files/98/jul/willis.html>

[This page was intentionally left blank.]



Language teachers—Early pioneers of ICT integration

Supporting students with special learning needs

Uses of technology in FSL classes

Accessing authentic language

Gathering Information

Communicating via technology

Creating collaborative communities

Accessing cultural knowledge

Concentrating on specific skills

Meaningful practice in authentic contexts

Creating texts of all types

Expanding critical thinking skills

Exploring virtual realities

Customizing for individual differences

Accessing “Just In Time” support

Receiving feedback on progress

→ ***Corresponding Appendices V, W, X***

LANGUAGE TEACHERS— EARLY PIONEERS OF ICT INTEGRATION

Technology can expose teachers and students to authentic contexts for learning. A variety of technologies can also provide students with access to resources, as well as with alternative methods of representing and communicating their knowledge. The use of technology can foster innovation, facilitate dialogue and offer potential for developing new practices in the education and research communities.

The use of technology in the FSL classroom has progressed from large reel-to-reel tape players and state-of-the-art language laboratories to instantaneous access to an abundance of information via the Internet. From the beginning, language teachers have often been at the forefront

of the move to integrate technology into the classroom. Technology afforded students opportunities to develop all four language skills. The potential offered by technologies, such as audiotapes and video recorders, to make language come alive for students and bring authentic culture into the classroom motivated many language teachers to embrace technology in their teaching. As a result, teachers of second languages have often been viewed as early pioneers in the integration of technology for learning.

The purpose of this chapter is to highlight how various technology-based resources available today can support language learning in the FSL classroom. All four components of the FSL program of studies can be supported through the use of available technologies. Assistive technologies, formerly considered only for support of students with special learning needs, may also benefit all students as they learn French.

Please note that due to rapid changes in the field of information and communication technologies, some of the terms and applications named in this document may be obsolete; they were, however, in current use at the time of writing. Teachers are encouraged to contact their jurisdictional technology coordinators for updated information. Also note that throughout this chapter, particular product or company names are included as illustrative examples of particular technologies and are not provided as endorsements of certain products over others. They are included solely as points of reference for the various topics addressed in this chapter.

SUPPORTING STUDENTS WITH SPECIAL LEARNING NEEDS

Students with special learning needs in the FSL class may require assistive technologies to support their learning. Assistive technologies are those media, devices and services that are used to help students overcome barriers to learning and achievement. For example, a student who is blind will need to have learning materials in an alternative format such as Braille or in digital format so that materials can be read aloud by text-to-speech software. Students with physical disabilities who cannot write using pencil and paper may need to use a computer with an alternative keyboard and mouse to communicate what they know. Students with learning disabilities may need additional supports to read print materials, even if they can comprehend the materials in other forms.

Traditionally, assistive technologies have been used by students with special education needs, such as physical, sensory or cognitive disabilities. However, using assistive technologies in the language learning classroom can benefit a wide variety of students, beyond those for whom the technologies may have been intended initially. References to assistive technologies are included throughout this chapter as well as in **Appendix Y**.

USES OF TECHNOLOGY IN FSL CLASSES

Information and communication technologies provide a vehicle for communicating, representing, inquiring, making decisions and solving problems. Outcomes related to the integration of information and communication technologies (ITC) are defined in the NINE-YEAR FRENCH AS A SECOND LANGUAGE PROGRAM OF STUDIES (GRADE 4 TO GRADE 12).

Both teachers and students can benefit from access to technology-based resources as a means of developing students' language skills. In an FSL class in particular, information and communication technologies allow students and teachers to:

- ▶ attain exposure to authentic language
- ▶ gather and analyze information
- ▶ communicate with others by sharing information and resources with people in other places, in a more efficient manner and in real time
- ▶ collaborate with others by creating technology-supported communities
- ▶ develop cultural knowledge and intercultural skills
- ▶ concentrate on particular language skills
- ▶ access meaningful practice in authentic contexts
- ▶ create a range of text types
- ▶ expand skills in critical thinking, problem-solving and self-reflection and
- ▶ explore or develop virtual realities.

Furthermore, some technologies allow for

- ▶ customization to account for individual differences
- ▶ “just-in-time” support as it is needed and
- ▶ reliable diagnostic feedback of student progress.

Alberta Education Technology Initiatives

A number of Web sites related to learning and technology in Alberta that can be accessed from the Alberta Education homepage found at <http://www.education.alberta.ca/>. These sites provide links to information regarding safe use of the Internet, policies related to integration of technology, the use of videoconferencing and other related topics. There are also details regarding the software agreements that Alberta Education has negotiated on behalf of school jurisdictions in Alberta with Apple, Microsoft and Inspiration/Kidspiration.

To learn more about using appropriate assistive technology tools with students with special education needs, teachers may refer to Chapter 9 of a resource provided by Alberta Education entitled *Programming For Students With Special Needs (PSSN) Book 3: Individualized Program Planning (IPP)*, which may be accessed at the following Alberta Education Web site page at <http://education.alberta.ca/admin/special/resources/ipp.aspx>.

Additional information on Assistive Technologies for Learning (ATL) is provided on the following Alberta Education Web site page <http://education.alberta.ca/admin/technology/atl.aspx>.

ACCESSING AUTHENTIC LANGUAGE

Language learners need to access a lot of spoken language in order to develop all of their language skills. Both listening comprehension and listening strategies are aided by the access opportunities that many types of technology afford students. Cassettes, audio CDs, video recordings or Internet-based audio resources allow learners to access a variety of examples of French spoken for authentic purposes. Using a range of audio resources allows teachers to ensure that their students are exposed to a variety of speakers and voices whose spoken French may differ slightly depending on the origin, age and social class of the speaker. Oral text types, such as weather reports, can serve as models for students' oral production as well.

Depending on the physical arrangement of the classroom, the needs of the students and the availability of the necessary equipment, listening activities can either be set up in small listening centres or carried out with the whole class. Similarly, students may view audiovisual or digital resources individually, in small groups or as a whole class, depending on available hardware (e.g., computer monitors or multimedia projection devices).

In addition to the text, audio and video files being made available commercially and publicly through the Internet, an increasing number of interactive learning activities are being developed. These activities may be referred to as digital resources and can vary in size and complexity. Museums and other institutions may develop such resources in order to provide visitors to their Web site with their content. In addition, Alberta Education is developing resources for a number of subject areas, in both English and French, which are available to students, teachers and parents at <http://www.LearnAlberta.ca>. All resources, including interactive learning activities and videos posted on this site, align with Alberta programs of study. Currently, the majority of the resources available in French are targeted at Francophone and French Immersion students. However, these resources provide students and teachers with access to models of spoken French in a range of contexts.

Teachers interested in supplementing resources authorized by Alberta Education with authentic language samples, such as those found on French Internet radio sites, are encouraged to do so; however, teachers must ensure that these resources are suitable for classroom use and that they align with outcomes in the program of studies. **Appendix K** provides guidelines to consider when selecting additional resources. In particular, **Appendix K** makes reference to the *Guidelines for Recognizing Diversity and Promoting Respect*, which must be followed when resources are chosen for use in the classroom.

GATHERING INFORMATION

The learning of a language is closely tied to the desire and need to seek information about the people who speak the language. Prior to the advent of web-based technologies, teachers encouraged students to gather information from and about speakers of French by writing formal and informal letters, and sometimes by making inquiries using the telephone and fax machine. These older technologies may still be used, but teachers are required to abide by policies in place in their jurisdictions regarding the use of telephones and cell phones in schools. If permitted, telephones and cell phones may be used to gather information or pass on messages related to French class.

Where text documents are to be shared with someone at a distance and the use of the Internet as a means of communication is not available, the fax machine remains a standby. Teachers and students seeking information from individuals, businesses or agencies in countries where the use of e-mail is not widespread may find that their requests for information are more readily attended to if they are sent by fax or by mail.

The Internet allows teachers and students to access a substantial amount of information. A search on the Internet for the term “French search engines” can enable teachers and students to gather information from French language Web sites such as *Voila.fr*. Some search engines, such as Google, allow users to set the interface and carry out the search in a range of different languages, including French.

The challenge for language teachers is to help students find information that is commensurate with their reading comprehension level in French.

Alberta teachers and students may access *L’Encyclopédie canadienne* through the Online Reference Centre/*Centre de référence en ligne* which is accessible at <http://www.LearnAlberta.ca>. While this resource is not written for FSL students in particular, it provides them with the opportunity to view authentic texts geared to their Francophone peers.

📖 *Example:* Students in a Grade 9 FSL class dealing with the field SPORTS AND EXERCISE are asked to research *L’histoire du sport canadien*. Students are paired up and asked to choose one sport of interest mentioned in the text and to create a timeline that shows the history of the sport in Canada. The information students find can then be used to create question cards for a sports trivia game.

Teachers can also use the Internet to gather information related to language teaching and learning. Alberta Education provides a number of Web sites with documentation regarding the teaching and learning of languages. These include a site specifically related to FSL at <http://education.alberta.ca/francais/teachers/progres/compl/fsl.aspx>, as well as a site promoting the teaching and learning of second languages in Alberta: <http://education.alberta.ca/teachers/resources/learnlang.aspx>.

COMMUNICATING VIA TECHNOLOGY

Language is learned so that people can communicate with each other. In the past, FSL teachers interested in facilitating communication between their students and students in partner classes in other regions or countries had their students prepare audio or video recordings of messages to be sent by mail. Today, teachers may continue to use these methods when communicating with students in locations without access to high speed Internet. Where accessible, a number of technologies allow for much more immediate communication, either between individuals or among or between groups of people.

In the case of many distributed learning environments in which students are working at a distance, all or most classroom interactions will be facilitated through the use of a variety of technologies. In other contexts, some of the technologies mentioned briefly below can be used for specific recurring contacts or one-time communicative projects.

This section addresses technologies that can be used to facilitate communication between teachers and students, between students in separate classes, and between students in remote areas or countries. Alternate uses for these technologies, as well as other examples, can be found for almost any of the points made below. This section is not intended to be exhaustive, but rather illustrative of the variety of ways in which technology can be used to promote and enhance the learning of French.

Communication from one to one

Various technologies can be used to support communication between individual people. These include telephones, answering machines and voice mail systems.

Where access is available, e-mail can facilitate communication between and among students and teachers as well as parents. External applications, such as Sound Recorder or QuickTime Pro, allow for the creation of audio files which can be attached to e-mails, thus enabling language teachers and students to share spoken messages in French. When it comes to written messages, keyboard settings can be added or shortcuts can be used to allow for the use of French characters and accents, as illustrated in **Appendix W**.

Where its use does not contravene jurisdictional or school policies, instant messaging or text messaging allows people to interact with each other using text on-screen rather than the spoken word. This form of communication can help in the development of decoding skills. However, linguistic accuracy is often neglected due to the inherent immediacy of communication this type of technology affords.

Communication from one to many

WEB SITES and BLOGS

Teachers who find it beneficial for their students to access course and lesson materials via the Internet, particularly those teachers working in a distributed learning environment, often post their lesson content to a dedicated space on the Internet.

Teachers who consider posting content to their own dedicated space may be interested in developing their ability to use Web designing programs. Various programs exist and require varying degrees of specialized knowledge. By creating a personal Web site or a more simplified blog (weblog, or online journal), teachers can post information, links, assignments, instructions for special projects, notices for parents and more. Some school jurisdictions allow teachers to access server space and technical support in order to create their own Web sites within the jurisdiction's mainframe. Teachers are required to contact their jurisdictional technology representatives for further direction before implementing this type of communication with students and parents.

VIDEOCONFERENCING (VC)

Teachers teaching in a distributed setting may require videoconferencing technology and/or interactive whiteboards in order to connect to their students at another location. School jurisdictional staff can provide further information, guidance and support in these areas.

Students in the regular classroom setting can also benefit from this technology. Students can be linked within a jurisdiction or to another jurisdiction via video conferencing suites to share information about themselves or to share class projects.

However, when using this form of technology, teachers need to consider that much preparation is needed beforehand. Reliable and viable French-language providers are available and often at a cost. This kind of information is important to obtain before engaging the services of a VC provider.

It is also important to consider the following when planning a VC experience.

- ▶ What is the purpose of the videoconferencing experience?
- ▶ How does it relate to the outcomes of the program of studies?
- ▶ How will students be engaged with the guest speaker?
- ▶ What happens if the technology fails?
- ▶ What back-up plans need to be in place so that valuable class time is not lost?

These factors are key to an enjoyable and meaningful VC experience for both the teacher and the students.

PODCASTING

Podcasting allows teachers or other individuals to provide media files over the Internet for playback over a computer or a mobile device commonly used for playing music. This technology allows teachers and students to access language learning at any time and anywhere. The Canadian Association of Second Language Teachers (CASLT) provides

information about podcasting on its Web site at <http://www.caslt.org/research/technology2.htm>.

Communication from many to many

A range of technologies exists to enable teachers to facilitate communication between their students and other students, or other individuals, at a distance. These include but are not limited to Web sites or blogs, a range of shared online spaces, as well as video-conferencing.

BLOGS

A blog (or weblog) allows one to post content on either an open or a restricted space. This means that the content can be viewed either by anyone with access to the Internet or by individuals who have been provided with a password in order to gain access to the space. Some teachers use blogs to post materials created by their students and to facilitate communication between partner classes. In such a case, access to the content is limited to the members of both partner classes. Alternatively, the blog may be used as a way for classes within a single school to communicate with each other.

▣ *Example:* A teacher sets up a blog for the Grade 7 and Grade 8 French classes in the school. Pictures of student work and sound files of the oral contributions in class are regularly posted on the blog. Students use free recording software, such as Audacity, to record their voices and obtain feedback from their FSL classmates. The teacher verifies in advance that the planned project complies with the *Freedom of Information and Protection of Privacy Act (FOIP)* as well as with jurisdictional technology policies.

SECURE ONLINE COMMUNITIES

An emerging technology that is making it possible to hold discussions in private with a select group of participants is the provision of online communities. At the time of printing of this guide, one such example is called Wikispace; however, as this technology develops further, names and services of such online spaces may change rapidly. Language teachers interested in facilitating written communication between their students and the students in a partner class can use online communities to set up a group Web site that can be accessed by all parties. All participants are invited to post entries and images, as well as to comment on the postings of others.

Combined web-based authoring, delivery and learner management tools such as Moodle, WebCT, Blackboard or Nicenet's Internet Classroom Assistant facilitate interaction among a number of people and are often used to offer online courses or various forms of professional development. These technologies are a primarily asynchronous form of communication, whereby participants can post text and audio files for their peers to access and respond to at a later time. However, these tools often include features that allow for synchronous communication as well (communication that occurs in real time), such as oral conversations and text messaging

between participants linked with each other at the same time. Features such as a built-in, interactive whiteboard allow teachers and students to communicate with all participants who are able to speak, write and prepare visual representations in order to share and discuss as a group at the same time. This technology usually requires a fairly high bandwidth along with a certain level of comfort with technology. Reasonable precautions must be taken to ensure that the safety and identity of the participants are not compromised. However, tools such as these facilitate the creation of virtual learning environments that allow for interaction, feedback and exchange of documents between and among students and teachers, in a way similar to learning in a face-to-face environment.

INTERACTIVE WHITEBOARDS

This classroom technology consists of a display panel that can function in many ways, including as an ordinary whiteboard, a projector screen or as a computer projector screen. Users can control the image by touching or writing on the panel. They can also write or draw on the surface, save the image to a computer, print it off or e-mail it to others. Clip-on whiteboard conversion kits, such as Mimio and eBeam, offer some of the same features. Students who cannot use a computer mouse often find they can work better if they have access to this technology.

TRANSMITTING VOICES OVER THE INTERNET

Transmitting live conversations over the Internet can be of special interest to language teachers as it is relatively inexpensive and easy to do. Applications such as Skype allow small groups of teachers and students to connect with each other or with other speakers of French who have an Internet connection, a microphone and sufficient bandwidth to carry on a conversation in real time. If the parties involved also have access to a digital camera, visual images of the speakers can be transmitted, but this is not a requirement. Because of differences in time zones, connecting with native speakers during school hours might not be possible; however, conversations between students within a school jurisdiction are possible.

VIDEOCONFERENCING

Whether through a state-of-the-art school studio or a personal desktop studio, the use of videoconferencing technology and the associated infrastructure to simulate face-to-face communication is expanding. Whether it is used to connect groups of learners with students in other countries, to broadcast presentations or special events or as the primary means of conducting teacher and student interaction, videoconferencing offers a number of possibilities for language classes.

▣ *Example:* A Grade 9 FSL teacher interested in facilitating a cultural exchange between students in his or her class with Francophone students in a partner class in another part of Canada investigates whether both classes can obtain access to a videoconferencing facility

in order to exchange information on cultural events in their communities. In preparation, the two classes make use of other technologies and applications, such as e-mail, to share portraits of themselves and their interests with a partner in the other class. Students also prepare to share with the partner class brief oral descriptions, with accompanying visuals, of a festival or celebration held in their community. Some multimedia presentations with embedded audio files are shared ahead of time; others are presented live. During the VC sessions, students from both schools present their projects, while those whose projects were viewed prior to the session can ask questions of the groups who did not present. After the VC session, each class writes a letter to another partner group indicating what they liked about the presentation and to ask any further questions about the community.

CREATING COLLABORATIVE COMMUNITIES

In addition to the tools mentioned above, certain technologies support collaboration between learners who are in the same location as their peers or at a distance from them.

Technologies such as telephones, instant messaging and video-conferencing support interaction in real time among people who are not in the same place at the same time. Similar to a face-to-face speaking situation, the focus of the interchange is on sharing and comprehending key ideas and messages, rather than on the accuracy of linguistic details.

Applications and technologies that support asynchronous communication (communication that does not occur in real time and therefore has no immediacy) allow learners to reflect on and edit their messages before posting. The result is a more thoughtful, yet less spontaneous use of language. Issues of security, access, and file management might restrict the use of such applications to teaching situations in which technology-mediated communication is essential—that is, when students and teachers are not working in a face-to-face environment. However, as solutions to some of these barriers are found, teachers in some face-to-face settings are finding ways to integrate aspects of these technologies into their teaching or professional development practices as well.

Within a single classroom, students working on individual or group activities or tasks may use concept mapping tools such as Inspiration/Kidspiration to help them organize their work conceptually. Results of group work can be projected digitally or by using an overhead projector so that students can share their results with classmates. Alternatively, by using some of the communication technologies mentioned above, results can be made accessible to peers in another location to allow those students to contribute and, thus, collaborate jointly on a larger project.

Teachers to teachers

Technology provides teachers with a number of options when it comes to pooling their expertise or becoming part of a collaborative professional community. The following tools can be used to become part of or to build a professional learning community.

DISTRIBUTION LISTS

A teacher can begin by simply signing up to a distribution list to receive information from their choice of various organizations, institutions or publishing houses related to the teaching and learning of French, such as the *CASLT Digital Newsletter* or *La minute FLE*. Teachers provide their e-mail address in order to regularly receive updated information, such as teaching ideas, details regarding new resources or opportunities for professional development.

MAILING LISTS OR LISTSERVS

Whereas distribution lists allow teachers to receive information, mailing lists or listservs also allow information to be posted. These lists are automated systems that allow a number of people to participate in online discussions. A copy of the e-mails subscribers send to the system is automatically forwarded to other subscribers to the list.

▣ *Example:* A teacher who wishes to communicate with other second-language teachers might consider subscribing to a mailing list hosted by a specialist council in order to receive information about upcoming professional development events, or to post and reply to questions which are then forwarded to all members of the list.

BLOGS, BULLETIN BOARDS OR DISCUSSION BOARDS

Blogs, bulletin boards, discussion boards and interactive message boards are examples of applications that allow participants to post messages for other participants to access asynchronously.

▣ *Example:* Five junior high FSL teachers living in different locations in the province meet at a professional development event. They decide to collaborate in the planning, development and sharing of activities for a unit on CLOTHING. One teacher sets up a blog and invites the other four as participants. When decisions need to be made, one teacher posts a suggestion as well as a response deadline date. If others have an alternate suggestion, they post their responses prior to the date. Once teachers have completed their design of an activity, they share it with the rest of the group by posting it to the blog. In addition to communicating asynchronously via the blog, the teachers might find it valuable to plan to speak together as a group using Internet voice transmission technologies and applications described earlier in this chapter.

ONLINE DISCUSSION GROUPS OR NEWSGROUPS

For teachers interested in communicating and sharing ideas as well as possibly collaborating with colleagues, another resource is the many online discussion groups or newsgroups related to language learning available on the Internet. Participants access these and post messages through a news reader, an application that can be downloaded for free

or that is a feature of some common Internet applications such as Internet Explorer or Netscape.

ACCESSING CULTURAL KNOWLEDGE

Cultures are forever changing and evolving and as such, digital technology opens the doors to accessing Francophone cultures, in particular, in the here and now.

The NINE-YEAR FRENCH AS A SECOND LANGUAGE PROGRAM OF STUDIES (GRADE 4 TO GRADE 12) identifies a number of Culture outcomes for grades 7 to 9 which involve recognizing French language conventions in texts such as:

- ▶ calendars
- ▶ schedules
- ▶ clothing labels
- ▶ maps
- ▶ forms
- ▶ menus
- ▶ food product information and
- ▶ neighbourhood signs.

These conventions include elements such as:

- ▶ abbreviations for forms of address
- ▶ date and time notation
- ▶ spacing for numbers containing multiple digits
- ▶ abbreviations for cardinal points, streets, avenues
- ▶ metric measurements
- ▶ abbreviations and spacing rules for Canadian and foreign currencies
- ▶ conventions and spacing rules for punctuation marks and
- ▶ the use of Celsius in measuring temperature.

The culture outcomes also include an awareness of how French language accents and characters can be accessed on a computer keyboard, as well as the existence of French language Internet search engines.

Teachers can make use of French language resources delivered through media such as interactive CD-ROMs or Web sites to illustrate the various cultural conventions mentioned above. By providing students with opportunities to use French language search engines and French keyboard shortcuts, teachers not only help students attain the cultural outcomes but also infuse information and technology outcomes into their lessons.

CONCENTRATING ON SPECIFIC SKILLS

Students are expected to develop skills in listening and reading comprehension as well as in oral and written production. Additionally, students must develop knowledge of vocabulary and language concepts. Various software applications and assistive technologies can support learners as they develop this knowledge and these skills.

LISTENING COMPREHENSION

Some schools use classroom amplification systems, such as sound field systems, to support students with hearing impairments and to reduce teacher vocal fatigue. These systems allow teachers to speak in a normal tone of voice and ensure that all students can hear them clearly, regardless of where in the classroom the students are seated. Classroom amplification also benefits students with behavioural and attention difficulties, as well as students who are learning a second language. These systems enhance students' ability to perceive and understand language in almost all instances.

Cassettes, videos, DVDs and web-based multimedia resources provide students with rich opportunities to develop listening comprehension skills and strategies. When listening to these audio materials, students can refer to teacher-created materials that provide support for comprehension. Teachers can develop a range of different activities to promote the development of listening comprehension skills, a number of which are described in **Chapter 6**; only a few are included here to illustrate how a range of technologies may be employed to develop this skill.

- ▣ *Example:* As students listen to a recording of a story, the teacher projects illustrations on an overhead projector or classroom data projector to accompany and support the ideas presented in the story.
- ▣ *Example:* Students are given a weather poem with blanks for words that are missing. Before they hear the poem, which was recorded as an MP3 file and is accessible to the students at any time, they attempt to fill in the blanks with what they anticipate they will hear. As they hear the poem read the first time, they put a checkmark beside the words they were able to anticipate and indicate at the bottom of the page the number of words they predicted correctly the first time. In subsequent listenings, students continue to fill in the missing words. At the end of the activity, students can be asked to reflect on any difficulties they may have encountered in carrying out the activity and which listening and reading comprehension strategies they used to help fill in the missing words.

When watching audiovisual materials such as video clips, film excerpts, commercials, cartoons, etc., language learners have the opportunity to gather meaning from not only the soundtrack but also from clues in the background, the setting and from nonverbal communication (e.g., gestures, facial expressions). Using these kinds of materials, teachers can stop at any time to review or confirm understanding.

- ▣ *Example:* A teacher shows the class an excerpt from a movie clip with the audio turned off. Groups of students make suggestions and act out what they believe the conversation might have been before the segment is replayed with the audio turned on.

READING COMPREHENSION

There are a number of assistive technologies to support learners with reading comprehension. These include text-to-speech software and portable devices known as reading pens. These provide auditory support to students with reading difficulties or visual impairments while reading. Where available, these technologies may be used by the general class population for support with reading in French. They are described in further detail in **Appendix V**.

ORAL PRODUCTION

A number of existing and emerging technologies can be used in support of oral production. Web tools such as Sound Recorder allow teachers and students to record oral text and attach it to e-mails or embed it in multimedia presentations. In this way, students can share their oral message with others.

The ability to have pairs of students record themselves speaking and listening to their spoken interactions is invaluable when they are learning another language. Pairs of students may follow a skeleton model of a dialogue and, depending on which technologies are available (e.g., cassette recorders, voice recording features included in newer operating systems or mobile devices), they prepare audio recordings of these dialogues. The recordings can be reviewed in a conference with the teacher for the purpose of assessment *as* or *for* learning, or they can be shared with peers or parents as a demonstration of what students are able to do with the language.

Developments in voice recognition software will allow students to receive accurate and useful feedback on their pronunciation of isolated words and the use of specific expressions. At the time of publication, some software programs include a rudimentary indicator of pronunciation accuracy that may be of limited use. Whether or not a program provides feedback, however, students benefit from the ability to hear their own voices and to compare their pronunciation with a model, possibly in conjunction with one-on-one conferencing with their teacher.

WRITTEN PRODUCTION

Teachers and students can use word processing software to create and edit text in French. Most word processing programs include a French keyboard setting and features that allows users to type in French, as well as the ability to type on an English keyboard using shortcuts for French accents. **Appendix W** provides some direction to teachers and students wishing to access French characters on a computer keyboard.

Assistive technologies that support learners engaged in written production can prove useful to all students, not just to those identified with special education needs. For example, the spell checking feature

included with many word processing programs was originally created for students who struggle with writing but is now commonly used by everyone. A French language spell checker can provide additional support to all learners of French, not only those with special needs.

Other assistive technologies, such as word prediction software or word processor functions that provide oral support as a student types, are outlined in **Appendix V**. Where available, these technologies may be used by the general class population for support with writing in French.

VOCABULARY DEVELOPMENT

Tools or programs such as Quia, Spellmaster and others that are accessible on the Web allow teachers and students to create learning activities ranging from crossword puzzles to quizzes, games and test banks. Simpler versions of these programs are often available free of charge with the option of purchasing the right to access more complex tools and features, such as the tracking of student results. (These programs are often used with the learning of discrete vocabulary items. Care must be taken to ensure that vocabulary is developed within the context of an authentic communicative situation.)

Teachers and students may be able to access applications such as spreadsheets which can also be used to support vocabulary learning.

📖 *Example:* Students in a Grade 9 FSL class are beginning work on the field of experience HOUSING. The teacher has shown them how to set up multiple sheets in a spreadsheet application, such as Microsoft Excel. Students enter each new vocabulary item in one column of the spreadsheet with a clip art graphic to illustrate the item in the second column. Students may decide to use the first sheet for words and expressions related to types of housing and the second sheet for housing design. Over the course of the unit, as students encounter new vocabulary items they enter them accordingly. From time to time, they alphabetize either column, print off a fresh copy of all the words they have gathered thus far and use this copy in various ways. Depending on the nature of the content, the context of the class and the needs of the students, other columns can be added for definitions and examples of sentences in which the words are used.

DEVELOPMENT OF LANGUAGE CONCEPTS

The ability to project visual supports when presenting students with new linguistic structures or new information is crucial for the teaching of languages. Teachers may find it useful to have a projection device, such as an overhead projector and/or classroom data projector, when illustrating or having students examine various French language concepts.

Teachers often make and display transparencies showing class notes or new structures. Where possible, the use of colour helps learners

differentiate between categories of content such as masculine and feminine nouns in French. Slides or transparencies presented in previous classes can be used again as a basis for review activities.

When planning for whole-class guided activities, teachers may choose to project common board games, such as Battleship or Tic-Tac-Toe, that have been modified for use with particular linguistic structures. Some of the activities described in **Appendix S** can lend themselves to projection either by means of a multimedia projector or an overhead projector.

MEANINGFUL PRACTICE IN AUTHENTIC CONTEXTS

The various technologies described in this chapter, particularly in the section on communication, can be implemented as a part of the classroom activities and tasks that teachers plan for their students. Students can simulate interviews, telephone calls and a number of other interchanges while following dialogue outlines based on the language structures being learned in class.

Depending on available technologies, teachers can plan activities and tasks in any number of ways to provide meaningful practice opportunities for their students. **Appendix X** illustrates a number of variations on a single task, each using different available technologies.

CREATING TEXTS OF ALL TYPES

The expanding array of technologies is particularly useful in FSL classes, where both teachers and students are involved in a range of text creation tasks; teachers plan for their students' learning and students create various text types as they develop skills in oral and written production.

FSL teachers may choose desktop publishing programs, multimedia presentation tools or other software to create posters, transparencies, board games, certificates, handouts and worksheets; or to create other materials including models of authentic text types such as menus, tickets and advertisements. Teachers may illustrate and post the necessary linguistic structures, including the classroom expressions found in **Appendix D**, that students will use as they carry out various activities and tasks.

Students can also use available tools and applications to create a range of document types as they develop and apply their French language skills.

📖 *Example:* Students in a Grade 9 FSL class working with the reflexive verbs prepare collages of images using free clip art and a simple desktop publishing program to illustrate the meaning of the different verbs. The teacher ensures that students learn to reference correctly the source of all of the images they use.

Multimedia presentation tools, such as Powerpoint and Director, allow students to prepare presentations and other types of documents that they can then share with their classmates or a wider audience using

communication technologies. The amount of text that students in grades 7 to 9 enter for such presentations should be limited as students need to be able to “talk” to the slides and not read the content verbatim. The ability to personalize their presentations by adding images from free clip art collections and citing the sources should be encouraged. Presentation tools can also be used by students when designing the layout of certain text forms, such as greeting cards or brochures.

As teachers and students make use of content found on the Internet, including images and graphics, it is important to ensure that the provisions of the *Copyright Act* are followed and that sources are correctly referenced. Jurisdictional technology coordinators or other jurisdictional staff working with ICT integration can advise teachers as to local policies on the use of image collections and Web sites in student or teacher work.

District staff may also be able to provide support to teachers who want to learn more about the integration of technologies within their teaching.

☞ *Example:* An FSL teacher consults with district staff to seek advice as to how students can use an external sound recording application, such as Sound Recorder or QuickTime Pro, to record themselves or others and how to attach the recorded files to e-mails or link them to other documents.

☞ *Example:* A teacher learns that recent applications contain tools for inserting links to different files—such as sound, text and image files—within a single document. The ability to add these hyperlinks to documents they have created enhances student projects and provides a context for their developing production skills.

Allowing students to take still photographs or make videos of their projects or interactions in the classroom and to view or post these in the context of a classroom activity can help build student motivation and provide them with opportunities to develop their oral production and listening comprehension skills. *Freedom of Information and Protection of Privacy Act* (FOIP) guidelines need to be observed when showing images or videos of students outside of the classroom. Teachers may consult with their jurisdiction’s FOIP contact for jurisdictional FOIP policies. For more information on this matter, access the FOIP Web site at <http://foip.gov.ab.ca>.

The ability to scan print images such as student drawings, charts or other items and manipulate them in the documents has helped teachers customize and personalize their lesson materials. However, in keeping with copyright law, the source for the scanned or photocopied pictures, including appropriate permissions, needs to be cited by the user.

☞ *Example:* Students in a Grade 8 FSL class working with the subfield of experience ANIMALS IN ZOOS decide to develop an audio story

book for French Immersion students in Kindergarten. The students prepare descriptions of the animals in the zoo and provide facts about these animals. They develop the storyboard and use the Internet to seek out copyright-free photographs or use their own scanned photographs or drawings to illustrate their information. Using a slide program, such as Powerpoint, the students prepare the slides and then record, in an MP3 file, the audio track that will accompany each slide; they then embed the audio track into the presentation. The students could then attach the presentation to an e-mail file and send it to another group for a test run and preview. Using an assessment for learning form, students could also provide feedback to their peers.

EXPANDING CRITICAL THINKING SKILLS

Students who use information and communication technologies while developing their language skills benefit from the opportunity to communicate, inquire, make decisions and solve problems while learning French.

Concept mapping tools, such as Inspiration/Kidspiration, allow students to categorize concepts graphically and visually express thoughts. These can be used by individual students or in small group or whole class settings in a language class. Examples of graphic organizers can be found in **Appendix S**.

▮ *Example:* Before starting a project related to a holiday or celebration, a junior high FSL teacher uses a digital graphic organizer to guide the students as they list questions they might ask to gather information about the holiday or celebration. For example, they might ask, *Quel est le nom de la fête ou célébration? Quelle est la date de cette fête ou célébration? Quelles sont les couleurs typiques de cette fête ou célébration? Quels sont les symboles associés à cette fête ou célébration? Quelles sont les origines de cette fête ou célébration?* Over a period of classes, as the students find answers to these questions, the web is revisited and information is added in order to provide students with a completed concept map which they can display and share as evidence of learning.

Applications for producing spreadsheets and databases, such as Access and Excel, tend to be linked to math and science classes rather than to a language course. Language teachers, however, are finding ways to include them in their repertoire of language learning activities as well. For example, students can use spreadsheets for data-gathering activities such as surveys.

▮ *Example:* A Grade 7 FSL class has just completed a survey of students' personal preferences. Pairs of students enter and sort various pieces of data gleaned from the survey in order to generate and discuss results, such as *Vingt-deux élèves sur 30 préfèrent aller au cinéma en fin de semaine;* or *Soixante-treize pour cent des élèves de notre classe préfèrent aller au cinéma en fin de semaine. Neuf*

sur dix élèves détestent les examens; or Quatre-vingt-dix pour cent des personnes sondées détestent les examens.

EXPLORING VIRTUAL REALITIES

Students used to playing computer games are familiar with simulations and virtual realities. Research and development of virtual realities for use in language learning is in its early stages. With time, opportunities to explore and make use of this emerging technology may enhance or otherwise impact language learning.

One feature in many virtual reality computer games is the creation of a virtual character or avatar. FSL teachers may direct their students to create a character of their choice as a part of a digital resource found on <http://www.LearnAlberta.ca> entitled *Visite virtuelle : Entrez dans l'édifice de l'Assemblée législative de l'Alberta*. Students can then use this persona to describe the people around them from the point of view of the avatar.

Chat rooms provide another form of virtual reality for many students in their lives outside the classroom. When precautions are taken to ensure that chat rooms are secure and private, and when the learning activities that are carried out via chat are well designed, chat rooms can be a valuable learning tool for language students. They can allow teachers and students to engage in a virtual, synchronous exchange of textual, visual and auditory information as they develop their skills in French.

Note: Teachers need to check with their jurisdictional technology coordinators whether or not the use of chat rooms for instructional purposes is supported within the school jurisdiction prior to embarking on any projects involving this technology.

▣ *Example:* Students are at computer stations in the school or at home. The teacher has provided different information to different students; e.g., each student has a new identity and personal information related to this identity. Using questions learned in class, the students are asked to find out about others who are visiting the same chat room that they are in. Once students are familiar with this type of activity, more complex activities such as jigsaws can be attempted. This type of activity involves groups of three or more students. Each student is seen as an expert on one aspect of a topic and each student gathers and shares information with others.

CUSTOMIZING FOR INDIVIDUAL DIFFERENCES

The use of technology allows teachers to meet the needs of individual learners. For example, teachers may find that by incorporating visuals into specific lessons, they can present some concepts more clearly, especially to visual learners.

By using an external application to create audio files of explanations for various points in the lesson and then linking corresponding slides to the audio files, teachers can make entire lesson presentations available to students who were not present when a lesson was shared in class. Conversely, if the teacher is absent and a substitute replaces him or her,

the class presentation can still be made with no time lost, as students are able to continue with their learning. Presentations can be saved, modified and reused at a later time.

Teachers and students may need to make adjustments to text font and size, as well as text and background colour, to assist with visual perception. Many computer systems allow for such changes. Teachers who are providing texts such as worksheets or activity sheets for their students may easily make a large print version for specific students who require this type of accommodation.

Appendix V provides further information on a number of assistive technologies that may help teachers provide for individual differences in the classroom.

ACCESSING “JUST IN TIME” SUPPORT

Most current software programs come with a number of built-in tools such as the dictionary, spell check and grammar check features, which allow students to access support with specific words and structures as they are creating texts in French.

While some students may wish to make use of online translators, they should be made aware of the pitfalls of this particular type of resource and shown how they can access more reliable assistance by using bilingual dictionaries.

Auditory learners may benefit from the ability to hear their written drafts being read aloud as they are writing. The assistive technologies listed in **Appendix V** include tools that can make writing audible, as well as others that could be accessed by all students as particular needs arise.

RECEIVING FEEDBACK ON PROGRESS

Teachers can use applications such as word processing programs and marksheet programs to plan for and keep track of student progress. Some software programs or online tools, such as Quia, keep track of the numbers of correct answers provided by students as they carry out particular activities. This form of immediate feedback can be valuable for some learners for the purpose of assessment *as learning*. However, it is not intended as the sole basis upon which student progress is assessed.

More recently, technologies have enabled students to post examples of their best work, as well as their reflective journals, into electronic portfolios of their own. These can then be assessed in the same way as hard copy portfolios.

Teacher reflections

As teachers make decisions about the use of technologies in their French classrooms, they may consider questions such as these:

- ▶ Do I understand the different types of technologies available to me and my students and do I know how they can be used to enhance or motivate my students?

- ▶ Am I choosing a particular technology because it will enhance and/or facilitate learning for my students?
- ▶ Am I using the appropriate type of technology for what my students need to do?
- ▶ Am I using technology as a quick fix, add-on or afterthought or am I planning its use and integration in a purposeful manner?
- ▶ Am I harnessing the capacity of technology to allow students to play a greater role in their learning and use of French?

In summary

Technology opens up a range of opportunities for students and teachers both inside and outside of the FSL classroom. The many features available in information and communication technologies, as well as in diverse assistive technologies, provide a vehicle for the development of many components of the FSL program of studies. When planning for the meaningful integration of technologies in the language class, teachers are encouraged to reflect on ways they can use these technologies to enhance their students' learning.

REFERENCES

- Canadian Association of Second Language Teachers (CASLT). "Technology and Second Language Teaching" (a listing of links to other articles). <http://www.caslt.org/research/technology2.htm>
- Chapelle, Carol A. "Technology and second language learning: expanding methods and agendas." *System* 32 (2004), pp. 593–601.
- Council of Ministers of Education, Canada. *Copyright Matters! Some Key Questions and Answers for Teachers*. 2nd edition, 2005. Available at <http://www.cmec.ca>
- Enright, Jim and Michael Ryan. "The Internet and the Collaborative Project in the Teaching of Languages." Working Paper Series. Dublin City University, 1998. <http://www.computing.dcu.ie/research/papers/MCE/1998/0198.pdf>
- Jonassen, David H., Kyle L. Peck and Brent G. Wilson. *Learning with Technology – A constructivist perspective*. Upper Saddle River, NJ: Merrill, 1999.
- Milton, James. "Report 1: Literature Review in Languages, Technology and Learning." Futurelab, 2002. <http://www.futurelab.org.uk/research/reviews/lang01.htm>
- Prensky, Marc. "Digital Natives, Digital Immigrants." October, 2001. <http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>

[This page was intentionally left blank.]

Appendices

Comparison of FSL Programs of Study: 1991 and 2004

French as a Second Language Program of Studies Beginning Level (ECS–Grade 12) 1991 and French as a Second Language Nine-year Program of Studies (Grade 4 to Grade 12) 2004

Similarities		
<ul style="list-style-type: none"> – both are based on the premise that students learn to communicate by communicating, i.e., the communicative–experiential approach.¹ – both are based on a multidimensional approach², i.e., are based on four dimensions or components: experience–communication; language; culture; language learning strategies called General Language Education in 1991. – both contain fields of experience drawn from five areas of the students’ relationship with their environment. 		
Differences	1991 Program of Studies	2004 Program of Studies
Program	<ul style="list-style-type: none"> • not grade-specific. With the use of proficiency level indicators (Beginning 1, 2, 3, Intermediate 4, 5, 6, Advanced 7, 8, 9) was intended for adaptation to different grade levels, depending on local needs and programming. 	<ul style="list-style-type: none"> • grade-specific. Determines outcomes by grade rather than proficiency levels.
Learner Outcomes	<ul style="list-style-type: none"> • are global, general and specific. • are defined by developmental stages: beginning, intermediate and advanced, with three levels of competency in each stage. 	<ul style="list-style-type: none"> • are general and specific. • are defined by grade level and are linked to general outcomes. Specific outcomes are clearly defined at each grade level. • include information and communication technology outcomes.
Content of Components	<ul style="list-style-type: none"> • Language component requires students to understand and use the linguistic code to fulfill communicative intents in a variety of situations. • Culture component involves identifying concrete facts about the presence of Francophone individuals. 	<ul style="list-style-type: none"> • Language component is divided into Knowledge of Language Concepts; Knowledge of Vocabulary; Application of Vocabulary; and Language Concepts. • Culture component is more detailed and includes prescribed sociolinguistic elements.

¹ The communicative–experiential approach to language learning arose out of recommendations of the *National Core French Study* which was commissioned by the Canadian Association of Second Language Teachers to study the following question: If students learn to communicate by communicating, how can we maximize opportunities for communication in the classroom and what then is the role for explicit language teaching?

² The multidimensional approach comprises the four components reflected in this program of studies and arose out of the findings of the National Core French Study. Since the results of the study were published in 1990, the multidimensional approach has been incorporated into FSL programs of study across Canada.

Differences	1991 Program of Studies	2004 Program of Studies
	<ul style="list-style-type: none"> • For each level, five fields of experience are identified around which students are expected to engage in language experiences. • General language education component promotes an awareness of the nature of learning; develops cognitive, socioaffective and metacognitive processes. 	<ul style="list-style-type: none"> • Fields of experience are prescribed for each grade. Subfields are added to each field of experience to ensure consistency of communicative activities and program articulation. Some fields and subfields relate language learning to other subject areas. • Language learning strategies component is expanded to meet the needs of different learners.

Fields and Subfields of Experience by Grade (4 to 12)

Grade 4

1. My Classroom

classroom interactions
people in the classroom
school and classroom supplies
classroom furniture
arithmetic operations
shapes

2. Who Am I?

my age/my birthday
my physical traits
my personality traits
my likes and dislikes

3. My Immediate Family

my immediate family members
their age/birthday
their physical traits
their personality traits
their likes and dislikes
family pets

4. Calendar and Weather*

days of the week
months of the year
seasons
statutory holidays in Canada
weather expressions
seasonal weather

5. Alberta Winter Celebrations

location and date
symbols and activities

Four Holidays and Celebrations*

greetings, symbols and colours
associated with four holidays and
celebrations
L'Halloween
La Saint-Valentin
La Saint-Patrick
La fête des Mères
La fête des Pères

And other areas of interest

Grade 5

1. My Elementary School

classroom timetable
school personnel
areas inside and outside the
school
healthy school snacks
arithmetic operations

2. Our Friends – The Animals

common farm animals
common wild animals
physical traits of animals
animal habitats

3. Clothes

seasonal clothes
clothing preferences
clothes for different occasions

4. My Home

types of dwellings
rooms in my home
structure of a room
my room

5. Le Festival du Voyageur

location and date
symbols and activities

Four Holidays and Celebrations*

greetings, symbols and colours
associated with the four holidays
and celebrations
Noël
Le jour de l'An
La fête des Rois
Pâques

And other areas of interest

Grade 6

1. My Health and Well-being

healthy eating
expression of feelings and
emotions
feeling well/feeling ill
seasonal sports and physical
activities

2. My Neighbourhood

neighbourhood buildings
people in the neighbourhood
neighbourhood plan
neighbourhood transportation

3. Alberta – My Province

location
landscapes
common wild animals
communities and their festivals
its riches

4. The Environment

natural environments and habitats
dangers to the environment
endangered animals
protection of the environment

5. Le Carnaval de Québec

location and date
symbols and activities

Four Holidays and Celebrations*

greetings, symbols and colours
associated with the four holidays
and celebration
L'Action de grâces
Le jour du Souvenir
La Sainte-Catherine
La fête du Canada

And other areas of interest

* Holidays and celebrations have been identified for each grade from 4 to 9 and are based on holidays historically celebrated by Francophones in Canada. This list is not meant to be exclusive. Discussions of holidays and celebrations in the classroom should continue to reflect and respect the diversity of the students within the classroom as well as within the Francophone world.

Grade 7

1. School

school supplies
school calendar
school plan
school personnel
school subjects
school activities

2. People around Me

classmates
friends
family

3. Weather

weather conditions
climate
Canada's weather
weather folklore/weather
proverbs

Four Holidays and Celebrations*

origins of four holidays and
celebrations
traditions associated with four
holidays and celebrations
L'Halloween
La Saint-Valentin
La Saint-Patrick
La fête des Mères
La fête des Pères

And other areas of interest

Grade 8

1. Animals

choice of pets
pet care
animal families
wild animals
animals in zoos
animal adoption

2. Clothing

clothing choices
clothing design
clothing care

3. Food

food and nutrition
food preparation
ethnic cuisine
cuisine of the Francophone world
food and celebrations

Four Holidays and Celebrations*

origins of the four holidays and
celebrations
traditions associated with the four
holidays and celebrations
Noël
Le jour de l'An
La fête des Rois
Pâques

And other areas of interest

Grade 9

1. Sports and Exercise

venues, clothing and equipment
physical and mental traits of
athletes
sporting events
injuries and injury prevention
physical activity and healthy
lifestyles

2. Housing

housing designs
housing plans
home décor
home leisure activities
household chores

3. Community

country life and city life
urban and rural communities
community businesses and
services
community clubs and associations
community events and festivities
French-Canadian communities

Four Holidays and Celebrations*

origins of four holidays and
celebrations
traditions associated with four
holidays and celebrations
Noël
Le jour de l'An
La fête des Rois
La fête nationale du Québec
*Other Francophone holidays and
celebrations*

And other areas of interest

* Holidays and celebrations have been identified for each grade from 4 to 9 and are based on holidays historically celebrated by Francophones in Canada. This list is not meant to be exclusive. Discussions of holidays and celebrations in the classroom should continue to reflect and respect the diversity of the students within the classroom as well as within the Francophone world.

**French 10-9Y
(Grade 10)**

1. Activities

daily
social
cultural
physical

2. Shopping

for goods and services
shopping advice
shopping habits

3. Vacations

Canadian and other travel
destinations
vacation planning
travellers' health and safety

4. Fine Arts

visual arts
performing arts
literary arts

5. Safety (optional)

vehicle safety
personal safety

And other areas of interest

**French 20-9Y
(Grade 11)**

1. Senses and Feelings

exploration of feelings and
emotions
exploration of the senses

2. Close Friends

friendship
social life
conflict resolution

3. Fads and Fashions

past and present
careers in fashion

4. Consumerism

consumer choices
consumer rights and
responsibilities

5. Outdoor Life (optional)

survival skills
outdoor experiences

And other areas of interest

**French 30-9Y
(Grade 12)**

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

[This page was intentionally left blank.]

Summary Charts for Use with the Communication and Language Components

The two charts that follow are intended to represent the two components of the program of studies in different ways. The first chart allows for an understanding of the language functions prescribed in the program of studies and how they can be categorized and made more specific to suit different communicative situations. The second chart provides a global overview of when language concepts are introduced and reintegrated in Grade 7 through to Grade 12. The charts can provide teachers with another way of looking at the program of studies, both for planning instructional activities and tasks and to serve as check points for assessment *for* and *of* learning.

CORRELATION OF LANGUAGE FUNCTIONS WITH PROGRAM OF STUDIES OUTCOMES CHART

In the program of studies, the language functions are identified under the Oral and Written Production skills of the Experience–Communication component. Within the fields and subfields of experience, these language functions are accessed and fulfilled when oral and written messages are understood and produced.

The language functions identified in the program of studies can be redefined in terms of *Categories of Functions*. The *Categories of Functions* are as follows:

PERSONAL FUNCTIONS = language used to express personal thoughts, needs, emotions, perspectives and beliefs

INTERPERSONAL FUNCTIONS = language used to socialize; i.e., to form, maintain, sustain and change interpersonal relations

REFERENTIAL FUNCTIONS = language used to seek, gather, process and impart information

DIRECTIVE FUNCTIONS = language that is used to direct, influence and manage one's or others' actions (sometimes stated as “to get things done”)

IMAGINATIVE FUNCTIONS = language used for creative purposes to entertain and for personal enjoyment.

Within each category, there are *Specific Communicative Acts*—statements that identify the types of language actions that occur. Teachers can use these specific statements to form the basis of communicative activities or tasks that can be carried out in the classroom. Although these statements have not been identified as such in the program of studies, they serve to support the development of the production skills in a manner more explicit than that given in the program of studies.

While many of the same language functions appear at all grade levels in the program of studies, other language functions appear only at the higher grade levels. The gradual insertion of more and varied language functions allows for a solid development of increasingly sophisticated and complex language structures that enable students to understand and communicate sustained and varied messages.

As students move through the grades, they will add more specific communicative acts to their repertoire. Although certain communicative acts appear to be more simplistic than others, such as “to indicate preferences,” the acts can in fact require the use of advanced language structures in order to express one's ideas. For example, *J'aime Paris et Londres.* vs. *J'aime Paris et Londres comme villes.* vs. *J'aime mieux*

Paris que Londres parce que Paris est connue comme la ville des lumières. Adding more detailed language structures to the latter sentence adds complexity. These complex structures require more time to develop and are dependent on mastery of certain other structures before the complex structures can be taught and acquired.

The correlation chart, then, takes the language functions identified in the program of studies and aligns them with the categories and specific communicative act statements. This chart may assist junior high teachers in making the general and specific communication outcomes of the Nine-year FSL Program of Studies more explicit when they plan and deliver instruction and assess students' language abilities.

KNOWLEDGE AND APPLICATION OF LANGUAGE CONCEPTS GRADE 7–12 CHART

The Language Concept chart articulates the access points for different language concepts that students will need in order to communicate messages related to the various language functions. The chart groups similar linguistic elements together, so that at a glance teachers can see when an element is introduced, or reintroduced in the case of elements that were first presented in the elementary grades. The chart also shows when more sophisticated language elements are introduced at the higher grades. The point at which these elements are introduced does not preclude, however, students being given access to these linguistic elements earlier. Rather, the chart indicates clearly when students are expected to be able to understand and use independently and with some degree of consistency, the identified linguistic element at a particular grade level or in a particular course.

USING THE CHARTS TOGETHER FOR PLANNING AND ASSESSMENT PURPOSES

The language functions and language concept charts can work together to facilitate planning and assessment. From the charts, it may appear as if only the production skills are present, but it is understood that students will demonstrate understanding of language functions and language concepts before they are able to produce them on their own.

The following example illustrates how the two charts could be used. A Grade 7 teacher is preparing a unit on the field of experience PEOPLE AROUND US and the subfield FRIENDS. Using the language functions chart, the teacher notices that the outcome “to describe” (a Grade 7 language function from the program of studies) can be defined more specifically to include a description of people, places or things. The teacher envisions the end assessment task as being a description of a friend and begins to list the language concepts that students will require in order to understand and be able TO DESCRIBE A FRIEND. These linguistic elements could include the personal subject pronouns *il* or *elle*, the appropriate form of the verb *être* in the present tense, adjectives (descriptive vocabulary), the concept of adjectival agreement, the concept of word order and the concept of simple or compound sentences using a cohesion marker such as *et*. The teacher can now use the language concept chart to verify that these elements were taught in the elementary grades or that they need to be introduced in Grade 7. This information can also serve to ascertain the types of learning activities that need to take place and the assessment instrument(s) required to demonstrate language growth.

As students progress into high school, the same language function can be accessed through the field of experience CLOSE FRIENDS. This time the student is asked TO DESCRIBE A JUNIOR HIGH SCHOOL FRIEND, THEN AND NOW. Once again, the teacher will determine the language concepts required to carry out the task, noting this time that students will need knowledge of the past tense (in this case *l'imparfait*). Checking the chart, it can be confirmed that *l'imparfait* is in fact taught in the French 20-9Y course and that the students should be able to carry out the task once the concept has been taught and practised.

The above example shows how both charts can be used and how the same language function can be accessed and fulfilled at two different levels of language development.

CORRELATION OF LANGUAGE FUNCTIONS WITH PROGRAM OF STUDIES OUTCOMES

PROGRAM OF STUDIES COMMUNICATIVE OUTCOMES	CATEGORY OF FUNCTIONS	SPECIFIC COMMUNICATIVE ACTS
To name	REFERENTIAL FUNCTION <ul style="list-style-type: none"> ▪ providing information 	<ul style="list-style-type: none"> ▪ naming people, places, emotions, feelings or things
	IMAGINATIVE FUNCTION <ul style="list-style-type: none"> ▪ generating new ideas, solutions 	<ul style="list-style-type: none"> ▪ creating a new name for people, places or things
To list	REFERENTIAL FUNCTION <ul style="list-style-type: none"> ▪ processing information 	<ul style="list-style-type: none"> ▪ enumerating people, places, emotions, feelings or things ▪ indicating a sequence of events ▪ classifying words, ideas
	IMAGINATIVE FUNCTION <ul style="list-style-type: none"> ▪ generating new ideas, solutions 	<ul style="list-style-type: none"> ▪ generating a series of ideas
To describe	REFERENTIAL FUNCTION <ul style="list-style-type: none"> ▪ providing information 	<ul style="list-style-type: none"> ▪ describing oneself, someone or something ▪ describing one's feelings ▪ describing one's emotions
	<ul style="list-style-type: none"> ▪ processing information IMAGINATIVE FUNCTION <ul style="list-style-type: none"> ▪ generating new ideas, solutions ▪ developing new texts, ideas, solutions 	<ul style="list-style-type: none"> ▪ providing a summary ▪ describing an image or a visualization of someone or something ▪ creating personal texts
To explain	REFERENTIAL FUNCTION <ul style="list-style-type: none"> ▪ providing information 	<ul style="list-style-type: none"> ▪ explaining something ▪ reporting factual information
To ask questions	REFERENTIAL FUNCTION <ul style="list-style-type: none"> ▪ seeking information 	<ul style="list-style-type: none"> ▪ requesting information about people, places, things, time, dates and events ▪ asking for a definition ▪ asking for an explanation
	<ul style="list-style-type: none"> ▪ recalling information INTERPERSONAL FUNCTION <ul style="list-style-type: none"> ▪ establishing common ground with others 	<ul style="list-style-type: none"> ▪ asking whether one knows or does not know someone or something ▪ asking if someone has remembered or forgotten someone or something ▪ asking about others' well-being ▪ asking about others' needs

PROGRAM OF STUDIES COMMUNICATIVE OUTCOMES	CATEGORY OF FUNCTIONS	SPECIFIC COMMUNICATIVE ACTS
To ask questions		<ul style="list-style-type: none"> ▪ asking about others' likes, dislikes, preferences, wants and desires ▪ asking about others' feelings and emotions
	<p>DIRECTIVE FUNCTION</p> <ul style="list-style-type: none"> ▪ requesting an action ▪ suggesting an action ▪ dealing with permission ▪ dealing with obligations and expectations ▪ repairing communication 	<ul style="list-style-type: none"> ▪ asking for help ▪ asking for directions or instructions ▪ asking for suggestions ▪ asking for advice ▪ asking someone to do something ▪ seeking or requesting permission ▪ inquiring whether others have permission to do something ▪ asking whether one is obligated or not obligated to do something ▪ asking for confirmation of understanding ▪ asking for clarification ▪ asking for repetition of all or of a portion of what was said ▪ asking to have something spelled out ▪ asking to have something written down ▪ asking for someone to speak more slowly
To answer questions	<p>REFERENTIAL FUNCTION</p> <ul style="list-style-type: none"> ▪ providing information ▪ recalling information 	<ul style="list-style-type: none"> ▪ providing information about people, places, things, time, dates and events ▪ providing a definition ▪ providing an explanation ▪ providing a translation for something ▪ indicating whether one knows or does not know something ▪ indicating if someone remembers or forgets someone or something
To give commands	<p>DIRECTIVE FUNCTION</p> <ul style="list-style-type: none"> ▪ demanding an action 	<ul style="list-style-type: none"> ▪ issuing a command ▪ forbidding someone to do something
To give directions	<p>DIRECTIVE FUNCTION</p> <ul style="list-style-type: none"> ▪ suggesting an action 	<ul style="list-style-type: none"> ▪ providing directions
To give instructions	<p>DIRECTIVE FUNCTION</p> <ul style="list-style-type: none"> ▪ suggesting an action 	<ul style="list-style-type: none"> ▪ providing instructions

PROGRAM OF STUDIES COMMUNICATIVE OUTCOMES	CATEGORY OF FUNCTIONS	SPECIFIC COMMUNICATIVE ACTS
To give advice	DIRECTIVE FUNCTION ▪ suggesting an action	▪ providing advice
To express needs	PERSONAL FUNCTION ▪ expressing basic or personal needs	▪ expressing a physical state of being ▪ expressing a need for food, water, sleep ▪ expressing a need for someone or something
	INTERPERSONAL FUNCTION ▪ expressing basic or personal needs	▪ expressing someone else's physical state of being ▪ expressing someone else's need for food, water, sleep ▪ expressing someone else's need for someone or something
To express desires	PERSONAL FUNCTION ▪ expressing basic or personal needs	▪ expressing a want or a desire
To express wishes	INTERPERSONAL FUNCTION ▪ sustaining relations with others	▪ expressing concern for another's well-being ▪ congratulating someone ▪ expressing and/or acknowledging gratitude ▪ expressing well wishes
To indicate preferences	PERSONAL FUNCTION ▪ expressing personal preferences	▪ expressing a liking for something or someone ▪ expressing a dislike for something or someone ▪ expressing a preference for someone or something
	INTERPERSONAL FUNCTION ▪ expressing the preferences of someone else	▪ expressing someone's liking for something or someone ▪ expressing someone's dislike for something or someone ▪ expressing someone's preference for something
To make suggestions	DIRECTIVE FUNCTION ▪ suggesting an action	▪ providing suggestions
To give compliments	INTERPERSONAL FUNCTION ▪ sustaining relations with others	▪ complimenting someone

KNOWLEDGE AND APPLICATION OF LANGUAGE CONCEPTS GRADE 7–12 CHART

Note: In grades 4 to 6, students were introduced to the concepts of nouns, gender, number, definite and indefinite articles, possession, possessive adjectives, adjectives, adjectival agreements, prepositions, the use of the infinitive in identifying verbs, personal subject pronouns, verbs, conjugation of regular *-er* verbs in the present tense, regular and irregular verbs, negation, the interrogative, the sound–symbol system, pronunciation, word order at the phrase level and the construction of simple sentences. Students continue to develop their knowledge and application of these language concepts in grades 7 to 12.

This chart represents when the concept is introduced/reintroduced and assessed. The grey arrow indicates that the language concept continues to be developed and assessed as students move toward independent and accurate use.

LANGUAGE CONCEPTS					
Grade 7	Grade 8	Grade 9	French 10-9Y (Grade 10)	French 20-9Y (Grade 11)	French 30-9Y (Grade 12)
Articles, determiners, nouns (variations of, agreement with gender and number)*					→
Contractions with <i>à</i> and <i>de</i> + definite articles and prepositions					→
	Partitive article <i>du, de la, de l', des</i>				→
	Exclamatory adjectives: <i>quel, quelle, quels, quelles</i> (e.g., <i>Quelle belle jupe!</i>)				→
	Demonstrative adjectives: <i>ce, cet, cette, ces</i>				→
Possessive adjectives <i>mon, ma, mes, ton, ta, tes, son, sa, ses</i> *					→

* Signifies that the concept is being reintroduced in the context of new lexical items or grammatical structures.

LANGUAGE CONCEPTS					
Grade 7	Grade 8	Grade 9	French 10-9Y (Grade 10)	French 20-9Y (Grade 11)	French 30-9Y (Grade 12)
	Possessive adjectives <i>notre, nos, votre, vos, leur, leurs</i>				
Adjectives and adjectival agreement					
				Comparative of adjectives (e.g., <i>Ce jean est aussi cher que ce pantalon.</i>)	
				Superlative of adjectives (e.g., <i>Ce jean délavé avec les poches arrière déchirées est le plus beau.</i>)	
	Adverbs of manner, time, quantity and intensity and adverbial expressions		Adverbs of affirmation and doubt		
	Adverbs and adverbial expressions of negation				
		Formation of adverbs from adjectives (e.g., <i>normale + ment = normalement</i>)			
				Comparative of adverbs (e.g., <i>Ce parfum sent aussi fort que cette eau de toilette.</i>)	
				Superlative of adverbs (e.g., <i>Ce parfum sent le plus fort.</i>)	

* Signifies that the concept is being reintroduced in the context of new lexical items or grammatical structures.

LANGUAGE CONCEPTS					
Grade 7	Grade 8	Grade 9	French 10-9Y (Grade 10)	French 20-9Y (Grade 11)	French 30-9Y (Grade 12)
Personal subject pronouns*	→				
				Emphatic pronouns <i>moi, toi, lui, elle, nous, vous, eux, elles</i>	→
				Direct object pronouns with present tense <i>le, la, les</i>	→
					Direct object pronouns, with all prescribed tenses, including agreement with <i>avoir</i> when used in <i>passé composé</i>
				Indirect object pronouns <i>lui, leur</i>	→
					Indirect object pronouns with all prescribed tenses
					Use of pronouns <i>y</i> and <i>en</i> with all prescribed tenses
Conjugation pattern for regular <i>-er</i> verbs in the present tense, with all subject pronouns, in the affirmative (from Grade 6)	→				
	Conjugation pattern for regular <i>-er</i> verbs in the present tense, with all subject pronouns, in the negative	→			

* Signifies that the concept is being reintroduced in the context of new lexical items or grammatical structures.

LANGUAGE CONCEPTS					
Grade 7	Grade 8	Grade 9	French 10-9Y (Grade 10)	French 20-9Y (Grade 11)	French 30-9Y (Grade 12)
Conjugation pattern for <i>avoir, être, faire, aller</i> in the present tense, with all subject pronouns, in the affirmative					
	Conjugation pattern for <i>avoir, être, faire, aller</i> in the present tense, with all subject pronouns, in the negative				
	Conjugation pattern for <i>-ir</i> and <i>-re</i> regular and irregular groupings in the present tense, with all subject pronouns, in the affirmative and negative				
		Concept of pronominal vs non-pronominal verbs			
		Conjugation pattern for pronominal reflexive verbs (e.g., <i>se reposer</i>) in the present tense, with all subject pronouns, in the affirmative and negative			
		Conjugation pattern for <i>vouloir, pouvoir, devoir</i> in the present tense, with all subject pronouns, in the affirmative and negative			

* Signifies that the concept is being reintroduced in the context of new lexical items or grammatical structures.

LANGUAGE CONCEPTS					
Grade 7	Grade 8	Grade 9	French 10-9Y (Grade 10)	French 20-9Y (Grade 11)	French 30-9Y (Grade 12)
		Concept of the verb + infinitive, including the use of <i>vouloir, pouvoir, devoir</i> , with all subject pronouns, in the affirmative and the negative			
		Immediate future with <i>aller</i> + infinitive with all subject pronouns, in the affirmative and negative			
					Simple future with all subject pronouns, in the affirmative and negative
	Imperative in the affirmative and negative with regular and irregular <i>-er, -ir, -re</i> verbs				
		Imperative in the affirmative and negative with regular and irregular <i>-er, -ir, -re</i> with pronominal verbs			
			Use of the infinitive acting as imperatives (e.g., <i>Consulter un agent de bord avant d'utiliser les toilettes.</i>)		
			<i>En</i> + present participle (e.g., <i>Elle lit en écoutant...</i>)		
			Conditional of <i>aimer, vouloir, pouvoir</i> with <i>je, tu, nous, vous</i> (polite forms)		
					Present conditional with all subject pronouns, in the affirmative and negative

* Signifies that the concept is being reintroduced in the context of new lexical items or grammatical structures.

LANGUAGE CONCEPTS					
Grade 7	Grade 8	Grade 9	French 10-9Y (Grade 10)	French 20-9Y (Grade 11)	French 30-9Y (Grade 12)
			Recent past <i>venir + de + infinitif</i> with all subject pronouns		
			Use of present + <i>depuis</i> to indicate past continuing to present		
			<i>Passé composé</i> with all subject pronouns, in the affirmative and negative, using the auxiliaries <i>avoir</i> and <i>être</i>		
					Past tense involving use of infinitive, e.g., <i>après avoir entendu les nouvelles.../Après être allé à l'entrevue...</i>
			<i>C'était..., Il y avait...</i> as past expressions in the affirmative and negative		
				<i>Imparfait</i> with all subject pronouns, in the affirmative and negative	
					Use of indirect vs. direct discourse
		Verbs taking a preposition			
Concept of affirmative versus negative statements*					
	Concept of negation using adverbs and adverbial expressions <i>rien, jamais, ne... jamais, ne... plus, ne... rien</i>				
				Concept of negation using the expressions <i>ne... personne, ne... aucun(e), ne... que, ne... ni, personne ne..., rien ne..., aucun(e) ne...</i>	

* Signifies that the concept is being reintroduced in the context of new lexical items or grammatical structures.

LANGUAGE CONCEPTS					
Grade 7	Grade 8	Grade 9	French 10-9Y (Grade 10)	French 20-9Y (Grade 11)	French 30-9Y (Grade 12)
Concept of an interrogative sentence using <i>Est-ce que</i> , intonation and the question words*	→				
			Use of inversion of the subject and verb to form questions	→	
					Use of interrogative pronouns <i>lequel, laquelle, lesquels, lesquelles</i> to form questions
Correct word order at the phrase level (e.g., <i>une grande fille</i> vs. <i>une fille aimable/ Je suis</i>)	→				
Use of the conjunction <i>et</i> to link words or phrases (e.g., <i>Il a les cheveux blonds et les yeux verts.</i>)	→				
Correct word order for simple sentences (e.g., <i>Mon nom est Marc.</i>)	→				

* Signifies that the concept is being reintroduced in the context of new lexical items or grammatical structures.

LANGUAGE CONCEPTS					
Grade 7	Grade 8	Grade 9	French 10-9Y (Grade 10)	French 20-9Y (Grade 11)	French 30-9Y (Grade 12)
Word order at the simple and compound/complex sentence level					→
		Beginning sentences orally with <i>parce que</i>			→
			Use of coordinate (<i>et, mais</i>) and subordinate conjunctions (<i>parce que, quand</i>)	→	→
				Use of relative pronouns <i>qui, que</i>	→
					Use of relative pronouns <i>où, dont</i>
Sentence cohesion					→
				Cohesion at the simple and complex sentence level using adverbs (e.g., <i>puis, d'habitude</i>) adverbial expressions, (e.g. <i>de temps en temps</i>) and conjunctions of coordination (e.g., <i>car, cependant, c'est-à-dire, par exemple</i>)	→
					Cohesion between sentences or sections of discourse using conjunctive words or expressions (e.g., <i>en effet, alors, donc, pendant que, lorsque, tandis que</i>)

* Signifies that the concept is being reintroduced in the context of new lexical items or grammatical structures.

[This page was intentionally left blank.]

Suggested Classroom Expressions

Note: The vocabulary lists included in this appendix are meant as suggestions only and are provided as an illustration of what may typically be taught and used by junior high FSL students. They are by no means prescriptive or limiting. Teachers and students will use the words, phrases and expressions which best suit their needs. **Appendix E** includes suggested vocabulary specifically associated with the fields and subfields of experience for grades 7 to 9.

Expressions to Use When Speaking with Individual Students

Directives à un seul élève

Accroche ton manteau.
 Donne-moi ça, s'il te plaît!
 Écoute bien, s'il te plaît!
 Efface le tableau, s'il te plaît!
 Enlève ta casquette.
 Fais attention, s'il te plaît!
 Mets ton sac à dos sur le plancher.
 Mets tes bottes/ton manteau.
 Observe bien.
 Ouvre la porte/la fenêtre.
 Parle moins fort, s'il te plaît.
 Parle plus fort, s'il te plaît.
 Parle à ton tour, s'il te plaît.
 Prête attention à ton travail.
 Pose ton crayon sur le pupitre.
 Prends un stylo/un crayon.
 Prends une feuille blanche.
 Range ton pupitre.
 Répète après moi.
 Sors ton livre/Sors ton cahier.
 Va à la page... de ton cahier.
 Va au tableau, s'il te plaît!
 Viens ici, s'il te plaît!
 Où est ton livre?
 Veux-tu distribuer les livres aujourd'hui?

Pour aider un élève

Essaie encore une fois, s'il te plaît!
 Est-ce que je peux t'aider?
 As-tu compris?
 Oui, tu peux aller aux toilettes.
 D'accord.

For managing a student

Hang up your coat.
 Give me that, please!
 Listen, please!
 Erase the board, please!
 Take off your baseball cap.
 Pay attention, please!
 Put your knapsack on the floor.
 Put on your boots/coat.
 Observe.
 Open the door/the window.
 Speak softer, please.
 Speak louder, please.
 Speak in turn, please.
 Pay attention to your work.
 Put your pencil on your desk.
 Take out a pen/a pencil.
 Take out a clean piece of paper.
 Clean up your desk.
 Repeat after me.
 Take out your book/workbook.
 Turn to page ... in your workbook.
 Go to the board, please!
 Come here, please!
 Where is your book?
 Do you want to distribute the books today?

For assisting a student

Try one more time, please!
 Can I help you?
 Did you understand?
 Yes, you can go to the washroom.
 O.K.

Expressions to Use when Speaking to the Class as a Whole

Directives à la classe

Allumez les lumières!
Apportez...!
Asseyez-vous, s'il vous plaît!
Attendez...!
Commencez maintenant!
Copiez...!
Dépêchez-vous!/Vite, vite.
Écoutez bien, s'il vous plaît!
Écrivez votre nom sur la feuille, s'il vous plaît!
Éteignez les lumières!
Faites attention!
Levez-vous, s'il vous plaît!
Mettez-vous en rang.
Notez les mots-clés.
Ouvrez vos livres à la page 22, s'il vous plaît!
Organisez-vous!
N'oubliez pas vos devoirs pour demain.
Parlez moins fort!
Parlez plus fort!
Posez votre crayon sur le pupitre.
Prenez un stylo/un crayon.
Prenez des notes.
Rangez vos affaires avant de partir.

Regardez-moi, s'il vous plaît!
Remettez-moi votre travail, s'il vous plaît!
Répétez encore une fois, s'il vous plaît!
Retournez à vos pupitres!
Silence, s'il vous plaît!
Venez ici, s'il vous plaît!

Qui veut distribuer les livres aujourd'hui?
Qui a la réponse?
Qui peut prêter un crayon à Jared?
Qui a besoin de plus de temps pour finir?
Qui a fini son travail?

Expressions de temps

Il nous reste cinq minutes avant la fin de la classe.
Vous avez... minutes pour faire...
C'est l'heure de partir.
Une minute, s'il vous plaît!/un instant!

Pour les activités de participation active

Bougez!
Changez de place!
Claquez des doigts!
Courez!
Dansez!
Marchez!

For managing the classroom

Turn on the lights.
Bring ...!
Sit down, please!
Wait ...!
Start now!
Copy ...!
Hurry up!/Hurry, hurry.
Listen, please!
Write your name down on the paper, please!
Turn off the lights!
Pay attention, please!
Stand up, please!
Line up.
Jot down (the) key words.
Open your books to page 22, please!
Get organized!
Do not forget your homework for tomorrow.
Speak softer, please!
Speak louder, please!
Put your pencil on your desk.
Take out a pen/a pencil.
Jot down some notes.
Organize your things before leaving.

Look at me, please!
Hand in your work, please!
Repeat again, please!
Return to your desks!
Quiet, please!
Come here, please!

Who would like to distribute the books today?
Who has the answer?
Who can lend Jared a pencil?
Who needs more time to finish?
Who has finished?

Time-related expressions

We have five minutes left before the class ends.
You have ... minutes to ...
It's time to go.
One moment, please!

For physical participation activities

Move!
Change places!
Snap your fingers!
Run!
Dance!
Walk!

Sautez!
Tapez des mains!
Tournez à droite!
Tournez à gauche!
Tournez en rond!

Pour les activités d'arts plastiques

Collez...!
Coloriez...!
Découpez...!
Dessinez...!
Peignez...!
Tracez...!

Pour affirmer l'effort

Bravo!
Bon effort!
Bon travail!
Excellent!
Fantastique!
Félicitations!
Formidable!
Magnifique!
Parfait!
Quel beau travail!
Quelle bonne idée!
Super!
Très bien!
Très bien fait!

Pour regrouper les élèves/pour faire du travail en équipe

Choisissez la/le secrétaire de votre groupe.
Dans votre groupe, qui est la/le chef du groupe?
Décidez qui va faire quoi.
Décidez qui sera la chronométreuse/
le chronométréur.
Faites une évaluation de votre travail de groupe.
Mettez-vous en groupe de...
Qui veut être la rapporteuse/le rapporteur?
Trouvez un partenaire.

Expressions de politesse

Merci mille fois.
Il n'y a pas de quoi.
Je t'en prie./Je vous en prie.

Expressions pour s'absenter

À lundi.
À la prochaine.
À tout à l'heure.
À tantôt.

Jump!
Clap your hands!
Turn to the right!
Turn to the left!
Turn around in circles!

For art project work

Glue ...!
Colour ...!
Cut out ...!
Draw ...!
Paint ...!
Trace ...!

For praising/confirming student work

Bravo!
Good effort!
Good work!
Excellent!
Fantastic!
Congratulations!
Great!
Superb!
Perfect!
What nice work!
What a good idea!
Super!
Well done!
Good job!

For grouping students/for cooperative learning situations

Choose a secretary for your group.
Who is your group leader?
Decide who will do what.
Decide who will be the timekeeper.

Evaluate your group work.
Put yourself in groups of ...
Who wants to be the reporter?
Find a partner.

Courtesy words

Thanks a million.
You're welcome.
You're welcome.

Leave-taking expressions

See you on Monday.
Until next time.
See you later.
See you soon.

À la fin de l'année scolaire

Youpi, nous sommes en vacances!

Expressions pour le travail en groupe

J'ai une idée.

Je ne comprends pas.

Je suis d'accord.

Je ne suis pas d'accord.

Je ne sais pas.

Répète, s'il te plaît.

Fais ta part, s'il te plaît!

Parle moins fort, s'il te plaît!

Parle à ton tour, s'il te plaît!

Écoute bien, s'il te plaît!

Fais attention, s'il te plaît!

Essaie encore une fois, s'il te plaît!

Expressions de politesse

S'il te plaît.

S'il vous plaît.

De rien.

Bienvenue. (au Canada français)

Pardon, monsieur.

Excusez-moi, madame.

Expressions d'encouragement

Quelle bonne idée!

J'aime ton idée.

Bien!

Bravo!

Excellent!

Fantastique!

Parfait!

Pour encourager quelqu'un

Allez!/Vas-y!

Chouette!

Super!

Oh là là!

Incroyable!

Bien fait!

C'est correct./C'est juste.

C'est ça.

C'est bon.

Pour aider quelqu'un

Peut-être que c'est meilleur comme ça...

... va avec...

Je pense/je crois que c'est...

End of the school year

Hurrah! We're on vacation!

Useful expressions for student group work

I have an idea.

I don't understand.

I agree.

I don't agree.

I don't know.

Repeat, please!

Do your part, please!

Speak softer, please!

Talk in turn, please!

Listen, please!

Pay attention, please!

Try again, please!

Polite words

Please.

Please.

You're welcome.

You're welcome.

Sorry, sir.

Excuse me, madam.

Words of encouragement

What a good idea!

I like your idea.

That's great!

Bravo!

Excellent!

Fantastic!

Perfect!

To encourage someone

Go! Start!

Sweet! (colloquial)

Great!

Wow!

That's amazing!

Well done!

That's correct.

That's right.

That's good.

To help someone

Maybe it's better like this ...

... goes with ...

I think that it is ...

Pour emprunter ou prêter quelque chose

Je n'ai pas de...
 J'ai seulement un/une...
 Peux-tu me prêter ton/ta...?
 Puis-je emprunter ton/ta...?
 Peux-tu me donner un/une...?
 Peux-tu me passer un/ une...?
 S'il te plaît, laisse-moi utiliser ton/ta...!
 Oui, bien sûr!
 D'accord!
 Le/la voici.
 Merci beaucoup!
 Je t'en prie.
 Non, absolument pas!
 Non, j'ai besoin de mon/ma...
 Désolé(e), je n'ai pas de...

Pour échanger quelque chose

Veux-tu échanger ta feuille de papier avec moi?
 Voulez-vous échanger des cartes avec nous?

To borrow or lend something

I don't have a/any ...
 I only have one ...
 Can you lend me your ...?
 Can I borrow your ...?
 Can you give me a ...?
 Can you pass me a ...?
 Please let me use your ...!
 Yes, certainly!
 OK!
 Here it is.
 Thank you very much!
 You are welcome.
 No, absolutely not!
 No, I need my ...
 Sorry, I don't have a/any ...

To exchange items

Do you want to exchange papers with me?
 Do you want to trade cards with us?

Additional Expressions for Student Group Work or for Games and Activities**Pour déterminer le tour**

C'est à qui?
 C'est à toi/à moi.
 C'est à ton tour/à mon tour.
 Au suivant.

Pour partager les matériaux

Passe-moi..., s'il te plaît.
 le dé
 les cartes
 Merci/De rien.

Pour compter des points

J'ai un point!
 J'ai une paire!
 Combien de points as-tu?

Après un jeu

J'ai gagné!/On a gagné!
 Tu as gagné.
 Bien joué!

To take turns

Whose turn is it?
 It's your turn/my turn.
 It's your turn/my turn.
 Next.

To share materials

Pass me ... please.
 the die
 the cards
 Thank you/You're welcome

To count points

I have a point!
 I have a pair!
 How many points do you have?

After a game

I won!/We won!
 You won!
 Good game!

Suggested Computer and Communication Vocabulary

Les composantes de l'ordinateur

le clavier
l'écran (m.)
le disque dur
un lecteur de cédérom/un lecteur de CD
un lecteur de DVD
un microphone
un moniteur
un ordinateur portable
un port USB
une souris
un tapis de souris

Les parties du clavier

la barre d'espace
la touche de retour
une touche
la touche majuscule

Les périphériques

un appareil-photo numérique
une barre d'alimentation
un caméscope numérique
un haut-parleur
une imprimante
un manche à balai
un numériseur/un scanner
un tableau blanc interactif
un vidéoprojecteur
une webcaméra

Mots reliés au stockage de l'information

un cédérom (CD-ROM)/un CD
une disquette/un disque
un DVD

Autres mots reliés à l'informatique

a commercial (arobas)
une adresse de courrier électronique
un bâton de mémoire/une carte de mémoire
flash
une binette
un bogue
un courriel/un message électronique
le courrier électronique
un babillard électronique
un didacticiel
les données
une étiquette
en ligne

Components of a computer

keyboard
screen
hard drive
CD-ROM reader/player
DVD player
microphone
monitor
laptop computer
USB port
mouse
mouse pad

Components of a keyboard

space bar
return key
key
shift key

Peripherals

digital camera
power bar
digital video camera
speaker
printer
joystick
scanner
interactive whiteboard
digital projector
Web cam

Words related to data storage

CD-ROM
disk
DVD

Other words related to computer use

at-sign (@)
e-mail address
memory stick/flash memory card

emoticon
bug
e-mail message
e-mail
bulletin board
courseware
data
label
online

un fichier
un fichier joint, une pièce jointe
un forum
une icône
une liste de diffusion
un logiciel
un message textuel
un mot de passe
le traitement de texte

Verbes reliés à l'informatique ou à la communication

baladodiffuser
clavarder
cliquer
coller
couper
démarrer
enregistrer
envoyer un message textuel
être en ligne
fusionner
imprimer
naviguer
relancer
sauvegarder
télécharger

Mots reliés à Internet

une adresse URL
un balado
une barre de défilement
un blogue
un clavardoir
une communauté virtuelle
un espace Web personnalisé
un fournisseur de services Internet
un gestionnaire de liste de diffusion
un hyperlien
un jeu en ligne
une page d'accueil
une réalité virtuelle
la recherche en ligne
un réseautage social en ligne
un site Web
un site Wiki

Mots reliés à la communication

un assistant numérique personnel
un baladeur à disque dur
un baladeur MP3
la câblodistribution

file
attached file
online discussion group/newsgroup
icon
distribution list
software program
text message
password
word processing

Verbs related to using ICT

to podcast
to chat
to click
to paste
to cut
to start up
to save
to text message
to be online
to merge
to print
to navigate
to restart
to backup
to download

Words related to using the Internet

uniform resource locator (URL)
podcast
scroll bar
blog
chat room
online community
personalized Webspace
Internet service provider
listserv
hyperlink
online game
home page
virtual reality
online research
online social network
Web site
Wikisite

Words related to communication

digital assistant
iPod
MP3 player
cable television

un caméoscope numérique	digital video camera
un modem	modem
un réseau sans fil	wireless network
la technologie sans fil	wireless technology
une télécommande	remote control
un téléphone-appareil photo	camera phone
un téléphone cellulaire/un mobile (France)	cell phone
la télévision à haute définition	high definition television
un terminal mobile de poche	wireless handheld device
une visioconférence	videoconference

Suggested Vocabulary Associated with the Fields of Experience

The vocabulary lists included in this appendix are meant as suggestions only and are provided as illustrations of what may typically be taught in an FSL class at each grade level and in relation to each field and subfield of experience. Teachers will choose which words, phrases, expressions and sentences to use with their students in addition to selecting what best suits the needs of their students.

Note: Statements or questions that relate more to teacher talk than student talk are highlighted in a different font. For example, a question such as *Peux-tu me dire où se trouve le gymnase dans cette école?* is more at the level of the teacher than the students; however, students are still expected to provide an answer to the question as their comprehension level is higher than their ability to produce complex sentences in French. Their answer would be simple but in keeping with their abilities. Thus, the section **Utilisation des connaissances linguistiques pour communiquer** provides possible teacher questions with answers that students should be able to produce after a certain amount of study in a particular field and subfield of experience.

The following vocabulary includes items reintegrated from grades 4 to 6. Other vocabulary is added to reflect the experiences of students in Grade 7. These lists are intended to expand students' language repertoire and their ability to use French in a more sophisticated manner.

Vocabulaire suggéré pour la 7^e année

L'ÉCOLE

Les fournitures scolaires

un agenda scolaire
 une agrafeuse
 un atlas
 un bâton de colle
 un bloc-notes
 un cadenas
 un cahier
 une calculatrice de poche
 des ciseaux (m.)
 un coffre à crayons
 un crayon
 un crayon à mine
 des crayons de couleur
 un dictionnaire
 une disquette/un disque
 des feuilles (f.) de papier ligné
 des feuilles de papier quadrillé
 des feuilles de papier uni
 des feuillets (m.) autocollants
 des feuillets intercalaires
 un feutre
 une gomme à effacer
 un livre
 des œillets (m.) autocollants
 une règle

une reliure à anneaux
un sac à dos
un stylo
un stylo correcteur
un surligneur
une trousse de crayons
une trousse de géométrie
des vêtements (m.) pour l'éducation physique

Les objets dans la salle de classe

une affiche/des affiches
un bac de recyclage
une boîte de papiers-mouchoirs
une brosse
un bureau
un calendrier
une carte géographique
un casier
une cassette audio
une cassette vidéo
une chemise
un classeur
une chaise/des chaises
de la craie/des craies
une corbeille à papier
le drapeau canadien
un DVD
un écran
une étagère/une bibliothèque
un globe terrestre
un lecteur de disques compacts/un lecteur de CD
un lecteur de DVD
une horloge
un magnétophone
un magnétoscope
un marqueur
un ordinateur
un perforateur/une perforatrice
une punaise
une poubelle
un projecteur d'image-écran
un pupitre/des pupitres
un rétroprojecteur
du ruban adhésif transparent
un tableau (blanc/noir/vert)
un tableau d'affichage
une table/des tables
un taille-crayon
un téléphone
un téléviseur
un trombone

Utilisation des connaissances linguistiques pour communiquer

Est-ce que je peux emprunter un stylo? Puis-je emprunter un crayon?

→ Oui, voici un stylo.

→ Désolé(e), mais je n'ai pas de crayon pour toi.

Est-ce que je peux tailler mon crayon?/Puis-je tailler mon crayon?

→ Pas maintenant.

→ Oui, vas-y!

Comment dit-on « paperclip »?

→ C'est un trombone.

C'est quoi « une agrafeuse »?

→ Voici une agrafeuse. C'est pour mettre tes papiers ensemble.

Comment est-ce que tu épelles le mot « fenêtre »?

→ F-E-N-E ACCENT CIRCUMFLEXE-T-R-E.

Où est ton livre de français?

→ Il est dans mon casier.

Qu'est-ce que tu as dans ton sac à dos?

→ J'ai deux cahiers, une calculatrice, une trousse de crayons, une trousse de géométrie, mes livres de sciences et de mathématiques, deux reliures à anneaux et mon dictionnaire français-anglais.

Qu'est-ce que tu as dans ta trousse de crayons?

→ J'ai un stylo noir, un stylo rouge, un stylo bleu, cinq crayons à mine, deux gommes à effacer, des œillets autocollants et une petite règle.

De quelles fournitures scolaires as-tu besoin pour ta classe de mathématiques?

→ J'ai besoin d'une reliure à anneaux, de feuilles de papier ligné, de feuilles de papier quadrillé, de crayons, d'une gomme à effacer, d'une règle, d'une calculatrice et d'une trousse de géométrie.

Où est le rétroprojecteur?

→ Là, derrière le classeur.

→ Il se trouve derrière le classeur.

Le calendrier scolaire

un jour férié

une journée de congé

les jours de la semaine (4^e année)

les mois de l'année (4^e année)

la date (4^e année)

Les jours fériés (4^e année)

la fête du Travail (au mois de septembre)

l'Action de grâces (au mois d'octobre)

le jour du Souvenir (le 11 novembre)

Noël (le 25 décembre)

le jour de l'An (le 1^{er} janvier)

la fête de la Famille (le troisième lundi du mois de février)

le Vendredi saint (au mois de mars/d'avril)

Pâques (au mois de mars/d'avril)

le lundi de Pâques (au mois de mars/d'avril)

la fête de la Reine (au mois de mai)

Utilisation des connaissances linguistiques pour communiquer

Combien de jours fériés y a-t-il dans un calendrier scolaire?

→ Il y a neuf jours fériés.

Est-ce que nous avons une journée de congé au mois d'octobre?

→ Oui, pour l'Action de grâces.

Noël, c'est quel jour de la semaine cette année?

→ C'est un lundi.

Dans les écoles françaises, est-ce qu'ils célèbrent le 11 novembre?

→ Oui, mais en France, ce jour férié s'appelle l'Armistice.

Pour nous, l'Halloween est une célébration, mais pas un jour férié. En France, ils ne célèbrent pas l'Halloween. Ils célèbrent la Toussaint le 1^{er} novembre et c'est un jour férié.

Le plan de l'école

À l'intérieur

la salle d'art dramatique

la salle d'économie familiale

la salle d'étude

la salle de classe numéro...

la salle de classe mobile

la salle de musique

la salle de théâtre

la salle de travail

la salle d'haltérophilie

la salle d'arts plastiques

la salle des élèves

la salle des enseignants/la salle des professeurs

la salle des ordinateurs/le laboratoire d'informatique

le bureau principal

le bureau du directeur/le bureau de la directrice

le bureau du directeur adjoint/le bureau de la directrice adjointe

le bureau du conseiller/le bureau de la conseillère

la bibliothèque

la cafétéria

la conciergerie (France)/le local d'entretien (Canada)

le couloir/le corridor

le deuxième étage

l'entrée principale (f.)

l'entrepôt (m.)

les fenêtres (f.)

le gymnase

l'infirmerie (f.)

le laboratoire (de langues/de sciences)

le mur

la porte

le rez-de-chaussée

la sortie d'urgence

les toilettes (f.)

le vestibule

le vestiaire/les vestiaires

À l'extérieur

la cour
le stationnement
le terrain de jeux

Utilisation des connaissances linguistiques pour communiquer

Comment est ton école?

→ Elle est grande. Elle comprend deux étages. Au rez-de-chaussée, nous avons le bureau principal, huit salles de classe, deux gymnases, un théâtre, une petite cafétéria et une salle de musique. Au deuxième étage, il y a la salle des enseignants, deux laboratoires d'informatique, une bibliothèque, une salle d'étude et le bureau de la conseillère.

Où se trouvent les toilettes?

→ Les toilettes des filles se trouvent à côté du gymnase ouest, devant la petite cafétéria et les toilettes des garçons se trouvent de l'autre côté du gymnase ouest, devant la salle de musique.

Où est le bureau du directeur?

→ Il est en face du bureau de la directrice adjointe, à gauche.

Où est la sortie d'urgence la plus proche?

→ Allez tout droit, jusqu'au premier couloir. Tournez à droite et continuez tout droit. Vous allez sortir par les portes principales.

Le personnel de l'école

L'administration

le directeur/la directrice
le directeur adjoint/la directrice adjointe
le conseiller/la conseillère

Le personnel enseignant

l'enseignant/l'enseignante (au Canada)/le professeur/la professeure (en France, au Canada au niveau postsecondaire)
l'enseignant de... (p. ex., l'enseignant de sciences, l'enseignante d'arts plastiques)

Le personnel de soutien

le bibliothécaire/la bibliothécaire
l'aide-enseignant/l'aide-enseignante
le concierge/la concierge
l'infirmier/l'infirmière
le secrétaire/la secrétaire
le technicien en informatique/la technicienne en informatique

Utilisation des connaissances linguistiques pour communiquer

Comment s'appelle le directeur de ton école?

→ Il s'appelle monsieur Lalonde.

Comment est-il?

→ Il est grand et assez sévère, mais il s'entend bien avec les élèves.

Qui enseigne le français?

→ C'est madame Bourgeois.

Comment est-elle?

→ Elle est amusante. Elle est aussi responsable du club d'art dramatique. Dans sa classe, nous jouons des petites pièces de théâtre.

Comment s'appelle la secrétaire de l'école?

→ Elle s'appelle madame Smith. Elle est très gentille. Elle aide beaucoup les élèves.

Où est le technicien en informatique?

→ Il est dans le bureau du directeur.

Qui est à côté de monsieur Black?

→ Oh! C'est mon enseignante de maths, madame Carter.

Est-ce que nous avons des aides-enseignants?

→ Non, il n'y a pas d'aides-enseignants ici.

Que fait le conseiller?

→ Il écoute les problèmes des élèves. Il donne des conseils. Il aide les élèves à faire des choix.

Les matières scolaires

une matière scolaire

l'allemand (m.)

l'anglais (m.)

l'art dramatique (m.)

les arts plastiques (m.)

le cours de chant

le cours de vie en plein air

la danse

l'économie familiale (f.)

l'éducation physique (f.)

l'espagnol (m.)

les études religieuses (f.)

les études sociales (f.)/les sciences humaines (f.)

le français

l'informatique (f.)

l'italien (m.)

les mathématiques (f.)

la musique

la santé/l'hygiène (f.)

les sciences (f.)

les travaux manuels (m.)

Le temps pendant la journée

aujourd'hui

demain

hier

l'après-midi (m.)

le jour

le matin

le midi

le soir

Utilisation des connaissances linguistiques pour communiquer

À quelle heure est-ce que l'école commence?

→ À huit heures trente-cinq.

À quelle heure est-ce qu'elle finit?

→ À quinze heures quinze.

À quelle heure est-ce que vous avez votre cours de sciences?

→ À neuf heures trente, les lundis, mercredis et vendredis matin et à treize heures, le mardi.

À quelle heure est-ce que nous prenons le dîner?

→ À onze heures cinquante-cinq.

Quand est-ce que tu aimes avoir ton cours de musique?

→ Le matin.

Quelle est ta matière préférée?

→ J'adore les sciences.

Pourquoi?

→ Elles sont très intéressantes.

Quelles sont tes matières préférées?

→ J'aime l'anglais, les maths et l'éducation physique. J'aime l'anglais parce que j'aime écrire. J'aime les maths parce que j'aime faire des calculs. J'aime l'éducation physique parce que j'adore les sports.

Est-ce qu'il y a des matières que tu n'aimes pas?

→ Je n'aime pas l'art dramatique parce que je suis timide et je n'aime pas le français parce que c'est difficile. Je déteste les études sociales. C'est beaucoup de travail.

Est-ce que tu as beaucoup de devoirs aujourd'hui?

→ Oui, j'ai des devoirs de maths et d'anglais.

Quand est-ce que tu fais tes devoirs?

→ Je fais mes devoirs après l'école.

Où est-ce que tu fais tes devoirs?

→ Je fais mes devoirs dans l'autobus scolaire.

Dans quelles matières est-ce que tu as tes meilleures notes?

→ En français, en anglais et en sciences.

Quels sont les commentaires que tu as dans ton bulletin scolaire/de notes?

→ Voici mes commentaires : Bon travail! Bel effort! Doit faire plus d'étude à la maison. Ça c'est en mathématiques. Je trouve les mathématiques ennuyantes.

Les activités scolaires/Les activités parascolaires

l'élection du conseil des élèves

la danse de l'Halloween

une journée pédagogique pour les enseignants

un match de l'équipe de... soccer/volleyball/basket-ball/badminton

une collecte de fonds pour... (le Conseil des parents, la banque alimentaire)

la remise du bulletin scolaire/de notes

les rencontres parents-enseignants

une réunion des enseignants/professeurs

une réunion du club (d'échecs, de français)

une réunion du conseil des élèves

une répétition du club d'art dramatique
un spectacle de musique
les vacances de Noël
les vacances de relâche du printemps/la semaine de relâche
les vacances d'été

Utilisation des connaissances linguistiques pour communiquer

Est-ce que nous avons de l'école demain?

→ Non, il y a une journée pédagogique pour les enseignants.

C'est quand la remise du bulletin scolaire?

→ C'est la semaine prochaine.

→ C'est le jeudi 23 novembre.

Où est la réunion du Club de français?

→ C'est dans la salle de classe n° 123.

À quelle heure est la réunion?

→ Elle est à 12 h 15.

Quand est-ce que les vacances de Noël commencent?

→ Elles commencent le 23 décembre.

Et quand est-ce que nous recommençons l'école?

→ Le 7 janvier.

Est-ce que tu vas à la danse de la Saint-Valentin ce soir?

→ Non, j'ai un match de basket-ball.

Est-ce que tu fais partie d'une équipe de sport à l'école?

→ Oui, je fais partie de l'équipe de soccer.

Est-ce que tu fais partie d'un club parascolaire?

→ Non, je n'ai pas de temps libre après l'école. Je garde les enfants de mes voisins.

LES PERSONNES AUTOUR DE MOI

Mes camarades de classe

un camarade de classe

une camarade de classe

Mes amis

un ami

une amie

un petit ami

une petite amie

Les membres de la famille

un enfant

un enfant unique

des enfants (m. ou f.)

une fille

un fils

une sœur

un frère

une jumelle

un jumeau

des jumelles

des jumeaux

une femme
un mari
une épouse
un époux
une mère
un père
des parents

une grand-mère
un grand-père
des grands-parents
les grands-parents maternels
les grands-parents paternels
les arrière-grands-parents

une petite-fille
un petit-fils
les petits-enfants

une tante
un oncle
une grand-tante
un grand-oncle
une nièce
un neveu
une cousine
un cousin

une cousine germaine
un cousin germain
une cousine au second degré
un cousin au second degré

une demi-sœur
un demi-frère
une belle-mère
un beau-père
des beaux-parents
une belle-sœur
un beau-frère

une tutrice
un tuteur
une bonne d'enfants

Pour décrire les membres de la famille

adopté
adoptif/adoptive
aîné/aînée
cadet/cadette
célibataire
décédé/décédée

deuxième/troisième de _ enfants
divorcé/divorcée
fiancé/fiancée
marié/mariée
maternel/maternelle
paternel/paternelle
séparé/séparée
veuf/veuve

Pour décrire une famille

une famille adoptive
une famille d'accueil
une famille monoparentale
une famille reconstituée

Pour décrire les traits physiques d'une personne

Description physique

beau/bel/belle
faible
fort/forte
grand/grande
gros/grosse
jeune
joli/jolie
mince
petit/petite
vieux/vieil/vieille

Cheveux

(assez) bouclés
(assez) bouffants
(assez) courts
(assez) frisés
(assez) longs
(assez) ondulés
(assez) raides
en brosse
en chignon

Coloration des cheveux

blancs
blonds
bruns
châtains (châtain clair, châtain doré)
gris (argent, foncé, souris)
poivre et sel
noirs
roux
avec des mèches (blondes, grises, rousses)

Les yeux
en amande
de grands yeux
bridés
ronds

Coloration des yeux
bleus (bleu clair, bleu acier, turquoise)
bleu-vert
bruns (brun foncé, brun-vert)
gris (gris-bleu)
noirs
noisette
topaze
verts (vert-gris, vert noisette, vert foncé)

La peau
blanche
brune
jaune
noire

Le visage
carré
long
ovale
rond

Coloration du visage
teint basané
teint bronzé
teint clair
teint foncé
teint pâle
teint de blond

Lèvres
(assez) fines
(assez) grosses
(assez) épaisses

Front
bas
bombé
fuyant
haut
plat

Nez
aquilin
aplati
droit

gros
pointu
retroussé

Taille
de petite taille
de taille moyenne
de grande taille

Adjectifs pour décrire les traits de personnalité

Positifs
actif/active
affectueux/affectueuse
aimable
ambitieux/ambitieuse
amical/amicale
amusant/amusante
artistique
assuré/assurée
aventureux/aventureuse
bon/bonne
brave
calme
chaleureux/chaleureuse
charmant/charmante
confiant/confiante
conscientieux/conscientieuse
content/contente
courageux/courageuse
créatif/créative
curieux/curieuse
déterminé/déterminée
diligent/diligente
discipliné/disciplinée
discret/discrète
drôle
dynamique
efficace
énergique
enthousiaste
fidèle
flexible
formidable
fort/forte
généreux/généreuse
gentil/gentille
heureux/heureuse
honnête
humble
indépendant/indépendante
individualiste
intelligent/intelligente

intuitif/intuitive
loyal/loyale
modeste
motivé/motivée
musical/musicale
optimiste
organisé/organisée
passionné/passionnée
patient/patiente
persévérant/persévérante
plaisant/plaisante
poli/polie
ponctuel/ponctuelle
populaire
prudent/prudente
raisonnable
rationnel/rationnelle
réaliste
respectueux/respectueuse
responsable
sentimental/sentimentale
sérieux/sérieuse
sincère
silencieux/silencieuse
sociable
sportif/sportive
studieux/studieuse
sympathique
talentueux/talentueuse
tenace
timide
tolérant/tolérante
travailleur/travailleuse

Négatifs

agité/agitée
agressif/agressive
arrogant/arrogante
bête
déloyal/déloyale
désagréable
désorganisé/désorganisée
égoïste
hypocrite
ignorant/ignorante
impatient/impatiente
impoli/impolie
imprudent/imprudente
inactif/inactive
indiscipliné/indisciplinée
indiscret/indiscreète
insociable

intolérant/intolérante
irrespectueux/irrespectueuse
jaloux/jalouse
malhonnête
méchant/méchante
mécontent/mécontente
menteur/menteuse
nerveux/nerveuse
obstiné/obstinée
paresseux/paresseuse
pénible
pessimiste
prétentieux/prétentieuse
stupide
superficiel/superficielle
tricheur/tricheuse
vaniteux/vaniteuse

Les passe-temps/les activités entre amis ou en famille

aller à la pêche
aller au cinéma
aller au restaurant
assister à un match de...
danser
dessiner
écouter de la musique
étudier/lire au café
faire de l'artisanat
faire de la bicyclette/du vélo
faire de la boxe
faire du camping
faire du canotage
faire des courses
faire la cuisine/cuisiner
faire de l'équitation
faire de l'exercice
faire de l'haltérophilie
faire du jardinage
faire du jogging
faire du karaté
faire du magasinage/magasiner
faire de la natation/nager
faire du patin à roues alignées
faire du patin à roulettes
faire de la planche à roulettes
faire de la plongée
faire de la photographie
faire une promenade/marcher
faire du rafting
faire du ski alpin
faire du ski de fond
faire du ski nautique

faire du surf
faire du surf des neiges/faire de la planche à neige
faire de la voile
faire de la randonnée
faire un pique-nique
jouer au badminton
jouer au baseball
jouer au basket-ball
jouer au billard
jouer au cricket
jouer au croquet
jouer au football
jouer au golf/au mini-golf
jouer au ping-pong
jouer au racquetball
jouer au soccer
jouer au tennis
jouer au volley-ball
jouer aux fléchettes
jouer aux jeux de société
jouer aux quilles
jouer à des jeux vidéo
jouer de la batterie
jouer de la flûte
jouer de la guitare
jouer du piano
jouer de la trompette
lire (le journal, des romans, des bandes dessinées)
regarder la télévision
regarder des films

Utilisation des connaissances linguistiques pour communiquer

Comment est ton camarade de classe à ta gauche?

→ Il est très sympathique. Il travaille fort. Il est studieux et très sérieux. Il aime aider ses camarades de classe.

Comment est ta camarade de classe à ta droite?

→ Elle est timide, mais gentille. Elle est très musicale. Elle adore la musique. Elle joue du piano, de la guitare et de la flûte.

Selon toi, quelles sont les qualités d'une bonne amie?

→ C'est une personne fiable, loyale, discrète et disciplinée.

Comment trouves-tu Mattie?

→ C'est une personne obstinée et désagréable. Ce n'est pas une bonne amie.

Comment trouves-tu Peter?

→ Il est très sportif et intelligent. Il est aussi honnête et humble.

Je cherche Mélanie. Comment est-elle?

→ C'est une fille de taille moyenne. Elle a les cheveux châains bouclés et les yeux bleu-vert. Son visage est ovale et elle a le teint pâle.

Je cherche Mark. Comment est-il?

→ C'est un garçon de grande taille. Il mesure 182 cm. Il a les cheveux blonds et les yeux vert clair. Il a un beau teint brun.

Qu'est-ce que tu fais comme activités avec tes amis en fin de semaine?

→ Nous allons au cinéma, nous étudions au café ou nous jouons à des jeux vidéo.

Qu'est-ce que tu fais comme activités avec ta famille pendant les vacances d'été?

→ Nous aimons faire des pique-niques, (faire) du canotage, (faire) du camping et (faire) de la bicyclette dans les Rocheuses.

Décris-moi ton meilleur ami.

→ Mon meilleur ami s'appelle Jason. Il est aimable et drôle. Il aime l'école. Alors, il est ponctuel aux classes et il est discipliné. Il est aussi sportif. Il joue au basket-ball en été et il fait partie d'une équipe de hockey en hiver.

Qui sont les membres de ta famille?

→ Ma famille est petite. Nous sommes deux enfants. Nous vivons avec notre mère.

As-tu une sœur ou un frère?

→ Un frère. Je n'ai pas de sœur.

Quel âge a-t-il?

→ Il a huit ans.

Décris-moi ton frère.

→ Mon frère s'appelle Andrew. Il est mince et il a beaucoup d'énergie. Il ressemble à ma mère. Il a les yeux brun foncé, les cheveux noirs et un nez aplati comme mon grand-père paternel.

Décris-moi ta mère : ses traits physiques et ses traits de personnalité.

→ Elle est de petite taille et elle est mince. Elle est d'origine philippine. Elle a les yeux noirs et en amande. Elle a les cheveux longs et raides. Elle a un nez aplati et un menton pointu. Ma mère est généreuse et tolérante.*

Quelle est la profession de ta mère?

→ Elle est ingénieure.

Quels sont les passe-temps de ta mère?

→ Elle aime faire du jardinage et cuisiner. Après le souper, elle fait une promenade avec nous. Les samedis, elle fait du judo.

Quels sont tes passe-temps?

→ J'aime jouer au golf en été et faire du soccer à l'intérieur en hiver. J'aime aussi dessiner.

Quelles sont les activités que vous faites en famille les fins de semaine?

→ Le vendredi soir, nous louons un film et nous mangeons de la pizza. Le samedi, nous faisons le ménage et nous faisons des courses. Le dimanche, nous allons à l'église et après, nous allons chez nos grands-parents pour le dîner.

*The choice of describing a real family member or an imaginary family member should be at the discretion of the student. The description above is for illustrative purposes only.

LA MÉTÉO

Les conditions météorologiques

un arc-en-ciel
une averse
une averse de grêle
un blizzard
le brouillard
le brouillard glacé
le brouillard léger
la bruine
la brume
un cyclone
un éclair/des éclairs
la foudre
le frimas
le froid
la gelée
la gelée blanche
le givre
la glace
la grêle
la grisaille
une inondation
la neige
les nuages (m.)
une ondée
un ouragan
un orage
la pluie
la pluie verglaçante
la poudrierie
une rafale
le soleil
une tempête
une tempête de grêle
une tempête de neige
une tempête de pluie
le tonnerre
un typhon
le verglas

Le climat

un climat aride/désertique
un climat continental
un climat de montagne
un climat équatorial
un climat extrême
un climat méditerranéen
un climat marin
un climat maritime
un climat océanique
un climat polaire/arctique
un climat rigoureux

un climat subarctique
un climat tropical

La météo au Canada

Les provinces et territoires

la Colombie-Britannique

l'Alberta (f.)

la Saskatchewan

le Manitoba

l'Ontario (m.)

le Québec

la Nouvelle-Écosse

le Nouveau-Brunswick

l'Île-du-Prince-Édouard (f.)

Terre-Neuve-et-Labrador

le Yukon

les Territoires du Nord-Ouest (m.)

le Nunavut

Utilisation des connaissances linguistiques pour communiquer

Quel temps fait-il?

→ Aujourd'hui, il fait très beau. Le soleil brille et le ciel est dégagé.

Ce soir, la température chute à -5 °C, mais c'est l'automne.

Quel temps fera-t-il demain?

→ Les prévisions pour demain sont une journée froide. Il y aura des rafales entre 20 et 30 km à l'heure et la température sera de -20 °C.

Quel temps fait-il à Ottawa aujourd'hui?

→ Il fait très chaud. La température est de 35 °C. Il y a aussi beaucoup d'humidité.

Comment est le climat en Alberta?

→ L'Alberta a un climat très varié. Les hivers sont froids et secs. Dans le sud, il vente beaucoup. Les étés sont variables. Parfois, il pleut beaucoup ou il fait très chaud. Il y a des possibilités de tornades ou d'inondations.

Comment est le climat au Canada?

→ Le Canada est un grand pays et a un climat varié. La Côte Pacifique a un climat modéré. La Côte Atlantique a un climat moins modéré.

L'Ontario a un climat fiable parce qu'il se trouve au milieu du pays.

Les Prairies ont un climat extrême. Les hivers sont longs et

rigoureux et les étés sont chauds et secs. Le Grand Nord a un climat

subarctique. Les hivers sont longs, sombres et très froids et les étés

sont frais et généralement nuageux.

Décris-moi un climat continental.

→ Un climat continental a des étés chauds et courts et des hivers longs et rigoureux. Il y a beaucoup de précipitations, surtout l'été. Ce

climat se trouve à l'intérieur des continents.

Quand il pleut, comment te sens-tu?

→ Je me sens fatigué(e). J'aime regarder la télévision et boire du thé.

Quand il fait chaud, comment te sens-tu?

→ J'ai beaucoup d'énergie. Je fais du sport et je promène le chien.

Quand il y a un orage, as-tu peur?

→ Non, j'adore les orages. J'aime regarder les éclairs et écouter le tonnerre.

Aimes-tu la neige?

→ Oui, j'adore la neige. Je fais du ski de fond et je participe au festival d'hiver.

Le folklore météorologique*

Il y a certains proverbes météorologiques qui sont fondés sur la science et qui prédisent la météo. D'autres n'ont aucun fondement scientifique. La nature humaine aime prédire les phénomènes météorologiques. Voici quelques proverbes et dictons.

Les proverbes et les dictons associés à la météo

Après la pluie, le beau temps.

Gros nuages, temps d'orage.

La pluie, le vent et les parents, après trois jours sont ennuyants.

Lune cerclée, pluie assurée.

Proverbes et dictons reliés aux saisons ou aux mois prédisant des conditions météorologiques

Jour de l'An beau, mois d'août très chaud.

Brouillard en janvier, année ensoleillée.

Un mois de janvier sans gelée n'annonce jamais une bonne année.

Février et mars trop chauds, mettent le printemps au tombeau.

À mars poudreux, avril pluvieux.

Brouillard en mars, gelée en mai.

D'avril les ondées, font les fleurs de mai.

Juin froid et pluvieux, tout l'an sera grincheux.

Juin bien fleuri, vrai paradis.

Juillet sans orage, famine au village.

Chaleur d'août, c'est du bien partout.

Au mois d'août, le vent est fou.

Soleil rouge en août, c'est la pluie partout.

Octobre en bruine, hiver en ruine.

Brouillard en novembre, l'hiver sera tendre.

Été bien doux, hiver en courroux.

Automne en fleurs, hiver plein de rigueurs.

Utilisation des connaissances linguistiques pour communiquer

Quel est ton proverbe météorologique préféré et pourquoi?

→ J'aime le proverbe *Octobre en bruine, hiver en ruine* parce qu'il est très simple.

Quelle sorte de printemps est-ce que nous allons avoir?

→ Ça s'annonce bien : un peu de pluie et beaucoup de soleil. Alors, *d'avril les ondées, font les fleurs de mai*.

Connais-tu des proverbes en français reliés à la météo?

→ Oui. Soleil rouge en août, c'est la pluie partout.

*It is not expected that students are able to produce all of these proverbs. Rather, the intent is that they understand their meaning and are able to use a few proverbs given a certain weather condition.

**DES FETES ET
CELEBRATIONS
POSSIBLES**

Le jour du Souvenir – le 11 novembre

Les origines de la fête ou de la célébration

C'est une fête historique et commémorative.

Elle commémore la fin de la Première Guerre mondiale à 11 heures le 11 novembre 1918.

En 1921, le coquelicot est adopté comme symbole officiel. Il représente le sang des soldats tués pendant la guerre.

Les traditions associées à la fête ou à la célébration

On observe deux minutes de silence le 11 novembre à 11 heures.

On met des couronnes sur les cénotaphes.

On assiste à des défilés des anciens combattants.

On lit/écoute le « poème de la Grande Guerre » (*In Flanders Field*).

On a une grande cérémonie à Ottawa pour rendre hommage aux soldats tués pendant les deux guerres mondiales et la guerre de Corée.

La Saint-Valentin – le 14 février

Les origines de la fête ou de la célébration

C'est une fête civile.

On fête les amoureux et les amitiés.

Il y a longtemps, un prêtre appelé Valentin est emprisonné. Seul et isolé, il décide d'envoyer à ses amis des messages, attachés aux pattes des pigeons voyageurs. En mémoire de ce jeune prêtre, on fête la Saint-Valentin.

Les traditions associées à la fête ou à la célébration

On envoie/donne des fleurs et des cartes pour montrer son affection.

On écrit des petits messages ou des lettres d'amour à nos bien-aimés.

On donne des chocolats dans une boîte en forme de cœur.

On achète des petits cadeaux pour nos bien-aimés.

On souhaite une « Joyeuse Saint-Valentin » à nos amis.

La Saint-Patrick – le 17 mars

Les origines de la fête ou de la célébration

C'est la fête nationale des Irlandais. Au Canada, c'est un jour de fête.

Il annonce le début du printemps.

La légende dit que saint Patrick, un prêtre, essaie de convertir les païens en utilisant un trèfle pour expliquer la Sainte Trinité. Il chasse aussi les serpents de l'Irlande. On fête la date de sa mort, le 17 mars.

Les traditions associées à la fête ou à la célébration

On s'habille en vert.

On assiste aux défilés.

On porte le trèfle.

La fête des Mères – le deuxième dimanche du mois de mai

Les origines de la fête ou de la célébration

C'est une fête d'origine américaine et est attribuée à une femme américaine, Anna Jarvis, de la Virginie. En 1906, elle demande aux autorités cléricales de son État d'avoir une cérémonie religieuse

pour fêter les mères. Elle aime avoir une cérémonie religieuse célébrant toutes les mères le deuxième dimanche du mois de mai, le même mois et la même semaine du décès de sa mère. En 1907, la première fête a lieu à Philadelphie. Elle a du succès et en 1914, le Président Woodrow Wilson institue le deuxième dimanche du mois de mai comme la date officielle pour fêter les mères.

En France, en 1950, une loi est mise en place pour fêter les mères françaises officiellement.

Les traditions associées à la fête ou à la célébration

Maintenant, plusieurs pays dans le monde célèbrent les mères le deuxième dimanche du mois de mai.

En France, cette fête a lieu le quatrième dimanche du mois de mai. On donne des cadeaux, des fleurs et des cartes de souhaits à nos mères.

La fête des Pères – le troisième dimanche de juin

Les origines de la fête ou de la célébration

C'est une fête d'origine américaine et est attribuée à une femme américaine, Sonora Smart, de Spokane. En 1909, elle écoute un discours relié à la fête des Mères et a l'idée de fêter les pères parce que son père élève les enfants après le décès de sa mère. La date de naissance de son père est le 19 juin. Alors, la première fête des Pères est célébrée le même jour en 1910. En 1972, le président Richard Nixon institue la célébration de façon nationale et déclare le troisième dimanche du mois de juin la fête des Pères.

Les traditions associées à la fête ou à la célébration

Maintenant, plusieurs pays dans le monde célèbrent les pères le troisième dimanche du mois de juin.

En France, ça se célèbre la même journée.

On donne des cadeaux et des cartes de souhaits à nos pères.

Utilisation des connaissances linguistiques pour communiquer

Quand est-ce qu'on célèbre le jour du Souvenir?

→ Le 11 novembre.

Pourquoi est-ce que nous célébrons le jour du Souvenir?

→ Parce qu'il commémore la fin de la Première Guerre mondiale à 11 heures le 11 novembre 1918. On se souvient de tous les soldats tués pendant les guerres.

Quelles sont les traditions associées à cette célébration?

→ On observe deux minutes de silence le 11 novembre à 11 heures. On met des couronnes sur les cénotaphes.

→ On assiste à des défilés des anciens combattants. On lit/écoute le poème « Au champ d'honneur » (*In Flanders Field*).

La Saint-Valentin, est-ce une fête historique ou un jour férié?

→ C'est une fête historique.

Pourquoi est-ce que nous célébrons la Saint-Valentin?

→ Pour fêter nos amitiés et nos amours.

Quelles sont les traditions associées à cette célébration?

→ On donne des cartes ou des chocolats à nos amis. On souhaite une
« Joyeuse Saint-Valentin » à nos amis.

Est-ce qu'il y a une danse de la Saint-Valentin dans ton école?

→ Oui, c'est ce jeudi à 15 h 15.

Vocabulaire suggéré pour la 8^e année

The following vocabulary includes items reintegrated from grades 4 to 7. Other vocabulary is added to reflect the experiences of students in Grade 8. These lists are intended to expand students' language repertoire and their ability to use French in a more sophisticated manner.

LES ANIMAUX

Le choix d'un animal de compagnie

Les animaux de compagnie (4^e année)

un canari
un chat/une chatte/un chaton
un cheval
un chien/une chienne/un chiot
un cochon d'Inde/un cobaye
un gecko
une gerbille
une grenouille
un hamster
un hérisson
un lapin
un lézard
un oiseau
un perroquet
un poisson
un poisson rouge
un serpent
une souris
une tortue

Les principaux animaux de la ferme (5^e année)

un âne
un canard
un cheval
une chèvre
un cochon
un coq
un dindon
un mouton
une oie
une poule
un taureau
une vache

Utilisation des connaissances linguistiques pour communiquer

Connais-tu des animaux de compagnie célèbres?

→ Oui, Garfield est un chat célèbre et Snoopy est un chien célèbre.

Comment est Snoopy?

→ Snoopy est un chien blanc avec des oreilles longues et noires. Il est tendre, doux et intelligent, mais il est aussi indiscipliné et arrogant. Il aime manger et il pense toujours à son bol.

As-tu un animal de compagnie?

→ Non, mais j'aime les animaux.

Quelle sorte d'animal de compagnie aimes-tu avoir?

→ Des poissons.

Pourquoi?

→ Ils sont faciles à entretenir.

As-tu un animal de compagnie?

→ Oui, j'ai un cheval.

Comment s'appelle-t-il?

→ Il s'appelle Chester.

Décris-moi Chester : ses traits physiques et ses traits de personnalité.

→ Chester est un grand cheval. Il est brun, mais ses oreilles sont blanches. Il a de longues pattes et sa queue est tressée. Il est très fort et très agile. Il est gentil, mais il a peur des souris.

Selon toi, est-ce qu'un cheval est un bon choix d'animal de compagnie?

→ Ça dépend. Il demande beaucoup de travail. Il faut brosser le pelage du cheval chaque soir. Il faut garder le cheval dans une écurie. Un cheval coûte cher à élever.

Quel est le meilleur choix d'animal de compagnie?

→ Ça dépend. Si tu as des allergies aux plumes et au pelage, le meilleur choix est un iguane. Il a des écailles, mais il ne perd pas son poil. Le chat est le meilleur choix si tu aimes avoir un animal indépendant.

Les soins apportés aux animaux

amener l'animal chez le vétérinaire pour sa visite annuelle

amener l'animal chez le vétérinaire pour le faire vacciner

brosser les dents de l'animal

caresser l'animal

couper les griffes de l'animal

donner des gâteries à l'animal

donner un bain à l'animal/baigner l'animal

tenir sa cage propre

tenir sa niche propre

jouer avec l'animal

nettoyer la litière (tous les jours)

parler à l'animal

promener le chien

ramasser les excréments de l'animal

Un animal a besoin...

d'affection/d'amour

de compagnie

d'eau/d'eau fraîche

d'exercice

de jouets

de nourriture

Utilisation des connaissances linguistiques pour communiquer

Je veux avoir un chien comme animal de compagnie. Qu'est-ce qu'il faut faire pour soigner l'animal?

→ Un chien a besoin de beaucoup d'affection. Il aime la compagnie. Il faut donner de la nourriture et de l'eau fraîche au chien chaque jour. Il faut brosser les dents du chien chaque semaine. Il faut donner un bain au chien toutes les six semaines. Il faut promener le chien chaque jour. Il faut ramasser ses excréments. Un chien demande beaucoup d'entretien.

J'aime les chats. Qu'est-ce qu'il faut faire pour soigner les chats?

→ Les chats sont très indépendants. Il faut donner de la nourriture et de l'eau fraîche chaque jour. Les chats aiment être caressés. Ils ont besoin de beaucoup d'affection.

Je veux un animal de compagnie, mais je n'ai pas beaucoup de temps libre. Quel animal suggères-tu?

→ Je suggère un poisson. Ça ne demande pas beaucoup de temps. Un poisson n'a pas besoin d'affection. Il a besoin de nourriture chaque jour et il faut nettoyer l'aquarium toutes les six semaines.

Si tu n'as pas beaucoup de temps libre, n'achète pas un animal de compagnie!

Les familles d'animaux

bœuf/taureau, vache, veau

canard, cane, caneton

cerf, biche, faon

chat, chatte, chaton

cheval, jument, poulain/pouliche

chien, chienne, chiot

cochon, truie, cochonnet

coq, poule, poussin

dindon, dinde, dindonneau

éléphant, éléphante, éléphanteau

girafe, girafeau/girafon

hippopotame, hippopotamesse, hippopotameau

lapin, lapine, lapereau

lion, lionne, lionceau

loup, louve, louveteau

mouton/bélier, brebis, agneau/agnelle

ours, ourse, ourson

paon, paonne, paonneau

perroquet, perruche, perruchon

rhinocéros, rhinocère, rhinocéron

singe, singesse/guenon, guenuche

tigre, tigresse, tigreau

zèbre, zèbrelle, zèbreau

Les animaux sauvages

Les principales catégories d'animaux

un animal domestique

un animal sauvage

un carnivore
un crustacivore
un granivore
un herbivore
un insectivore
un omnivore

un insecte
un mammifère
un oiseau
un poisson
un reptile
un amphibien

un animal à sang chaud
un animal à sang froid

Les animaux sauvages (5^e et 6^e année)

une antilope
une autruche
une bernache du Canada
un bison
un buffle
un caribou
un castor
un cerf
un chameau
un couguar
un coyote
un cygne
un écureuil
un éléphant
un émeu
un faisan
un flamant
une girafe
un gorille
un guépard
un hippopotame
un kangourou
un koala
un hibou
un insecte (une abeille, une araignée, une mouche, un moustique,
un papillon)
un léopard
un lion
un loup
un lièvre
une mouffette
un mouflon
un orignal
une otarie

un ours
un panda
un paon
un pélican
une perruche
un phoque
un raton laveur
un renard
un renne
un rhinocéros
un serpent
un singe
un toucan
un tigre
un wapiti
un zèbre

Pour décrire les parties du corps d'un animal/d'un oiseau

Taille

gros
grand
petit

Corps

corps allongé
corps épais/gros/massif
corps couvert de plumes
corps cylindrique
corps trapu

Fourrure

fourrure épaisse
fourrure plate
fourrure soyeuse

Langue

langue allongée/pointue

Museau

long museau
museau allongé
museau aplati

Oreilles

longues oreilles
grandes oreilles plates
oreilles droites
oreilles triangulaires

Pattes

courtes pattes
fortes pattes

longues pattes
pattes noires
à pattes courtes
à pattes longues
à quatre pattes
aux pattes armées de griffes
pattes de derrière
pattes de devant

Peau

peau épaisse
peau lisse
peau rugueuse

Pelage

à pelage beige pâle
à pelage court
à pelage épais
à pelage long
à pelage rayé

Pieds

pieds palmés

Plumage

beau plumage
plumage blanc
plumage vivement coloré

Poil

beau poil
longs poils
poils piquants
à poil court
à poil long
au poil doux
au poil dur
au poil rude

Queue

jolie queue
large queue
longue queue
queue plate
queue relevée
queue tombante
queue touffue
sans queue
à longue queue
à petite queue

Tête
grosse tête
tête triangulaire

Voix
voix aiguë
voix basse
voix puissante

Yeux
yeux en amande
yeux oblongs
yeux brillants

Autres parties (5^e année)
un bec
des bois (m.)
un cou
une crinière
un dos
une écaille/des écailles
une griffe/des griffes
une langue
des moustaches (f.)
un tronc
les yeux

*Adjectifs pour décrire les animaux ou les parties de leur corps
(5^e année)*
actif/active
agile
calme
court/courte
curieux/curieuse
dangereux/dangereuse
drôle
exotique
féroce
flexible
formidable
fort/forte
gentil/gentille
grand/grande
grégaire
gros/grosse
intelligent/intelligente
intéressant/intéressante
lent/lente
long/longue
mignon/mignonne
mystérieux/mystérieuse
petit/petite
rapide

silencieux/silencieuse
timide

Les animaux dans les jardins zoologiques

L'habitat des animaux (5^e année)

un arbre
les bois (m.)
une branche
le désert
l'eau (f.) fraîche
l'eau (f.) salée
la forêt
une forêt tropicale
un lac
un marécage
les montagnes (f.)
un nid
l'océan (m.)
la prairie
les prés (m.)
la rivière
la savane
une tanière

Utilisation des connaissances linguistiques pour communiquer

Mon cousin adore les animaux. Où se trouvent des jardins zoologiques en Alberta?

→ Il y a un jardin zoologique à Calgary et un autre à Edmonton.

Comment est le jardin zoologique de Calgary?

→ Il est beau et grand. Au jardin zoologique de Calgary, on essaie de mettre les animaux sauvages dans leur habitat naturel. Par exemple, les éléphants sauvages habitent la savane. À Calgary, leur habitat ressemble à la savane en Afrique.

J'habite à Red Deer. Où se trouve le zoo de Calgary?

→ Allez tout droit sur l'autoroute n° 2 en direction sud jusqu'à Deerfoot Trail. Continuez tout droit sur Deerfoot jusqu'à la promenade Memorial. Tournez à droite. Le zoo est à votre gauche.

Quelles sont les heures d'ouverture du zoo?

→ Il est ouvert de 9 h à 17 h tous les jours.

Est-ce qu'il y a des événements spéciaux au zoo?

→ Oui, pour l'Halloween, ils ont une soirée avec les animaux de nuit et pour la veille du jour de l'An, ils ont Zoolights. C'est un spectacle avec des illuminations et des feux d'artifice.

Comment s'appellent les membres d'une famille d'éléphants?

→ Le mâle s'appelle un éléphant. La femelle est une éléphante et le bébé est un éléphanteau.

Je n'ai jamais vu un caribou. Peux-tu me le décrire?

→ Un caribou est un animal typique des forêts de l'Alberta. En hiver, il a un long pelage épais et brun. Son museau et sa queue sont courts et bien pourvus de poils. Le mâle et la femelle portent des bois.

J'adore les singes. Ils sont très drôles. Comment s'appelle ce singe dans la photo?

→ C'est un macaque japonais. C'est un omnivore, mais il préfère manger des fruits. Le mâle mesure entre 88 et 95 cm et la femelle entre 79 et 84 cm. Il habite les forêts mixtes d'arbres feuillus et de conifères des montagnes du Japon. C'est un animal très intelligent parce qu'il apprend de nouvelles choses facilement.

Comment est-ce que les saisons influencent les animaux?

→ Pour éviter la saison froide, certains animaux hibernent et certains oiseaux, comme la bernache du Canada, migrent en automne. Les saisons influencent aussi l'accouplement des animaux.

Si tu pouvais être un animal sauvage, quel animal serais-tu? Et pourquoi?

→ Un jaguar parce que c'est un animal rapide et très intelligent. À cause de ses longues pattes, il court vite et attrape sa proie.

L'adoption d'un animal

aider le jardin zoologique/la *Société canadienne pour la prévention de la cruauté envers les animaux* pour couvrir leurs coûts d'entretien

choisir un animal à adopter

contribuer à la conservation des espèces

participer à la sauvegarde d'une espèce en voie de disparition

payer une contribution pour nourrir un animal

remplir le formulaire

sélectionner un plan d'adoption

téléphoner au jardin zoologique/à la *Société canadienne pour la prévention de la cruauté envers les animaux* pour obtenir des renseignements

Utilisation des connaissances linguistiques pour communiquer

Comment puis-je adopter un animal de compagnie?

→ Il faut aller à la Société canadienne pour la prévention de la cruauté envers les animaux pour choisir un animal de compagnie.

Comment puis-je adopter un animal sauvage?

→ Il faut téléphoner au jardin zoologique pour obtenir des renseignements.

Pourquoi dois-je adopter un animal sauvage?

→ De cette façon, tu participes à la sauvegarde d'une espèce en voie de disparition.

Qu'est-ce que je dois faire pour adopter un animal sauvage?

→ Il faut choisir ton animal sauvage préféré. Il faut remplir le formulaire et payer une contribution pour nourrir l'animal.

Pourquoi est-il important d'adopter un animal?

→ Vous contribuez à la conservation des espèces et vous aidez à payer les coûts d'entretien. Vous devenez un bon citoyen/une bonne citoyenne de la planète.

LES VÊTEMENTS

Le choix de vêtements

Accessoires

un bandeau/un serre-tête
un béret
des bottes (f.) de caoutchouc
des bottes (f.) de randonnée
des bottines (f.)
une casquette
une ceinture
un châle
un chapeau
des chaussures (f.)/des souliers (m.)
des chaussures (f.) de sport
une cravate
une écharpe/un foulard
des espadrilles (f.)
un fichu
des gants (m.)
des lunettes (f.)
des lunettes (f.) de soleil
des mitaines (f.)
des pantoufles (f.)
un parapluie
un portefeuille
un porte-monnaie
un sac à main
des sandales (f.)
une serviette
des souliers (m.) à talons hauts
une tuque
une visière

Bijoux

un anneau
une bague
des boucles (f.) d'oreilles
un bracelet
une broche
une chaîne
un collier
un collier de perles
une épingle
une montre
un pendentif

Sous-vêtements et lingerie pour femme

des bas (m.)
un bas-culotte
un collant
une combinaison-jupon
une culotte

un jupon
un soutien-gorge

Sous-vêtements pour homme

un caleçon
un caleçon boxeur
des chaussettes (f.)
un gilet athlétique/d'athlétisme/de corps
un maillot/un t-shirt
des sous-vêtements (m.) isothermes

Vêtements d'été

un bermuda
un bikini
un maillot de bain
un short

Vêtements d'extérieur

un anorak
un blouson
une cape
un imperméable
un manteau
un parka
un pardessus
un survêtement
une veste polaire

Vêtements de nuit

une chemise de nuit
une robe de nuit
un pyjama
une robe de chambre

Vêtements principaux

une blouse
un cardigan
un chandail/un pull-over (un pull)/un tricot
une chemise
un chemisier
un complet/un costume
un coton ouaté
un gilet
un jean
une jupe
un pantalon
un tailleur-pantalon
une robe
une salopette
un tailleur
un t-shirt/un tee-shirt
une veste
un veston

Les parties du corps

l'avant-bras (m.)
la bouche
le bras
les cheveux (m.)
la cheville
le cou
le coude
la cuisse
une dent
un doigt
le dos
l'épaule (f.)
les fesses/le derrière
le front
le genou
le gros orteil
la hanche
la jambe
une joue
les lèvres (f.)
la main
le menton
le mollet
le nez
le nombril
la nuque
une oreille
l'œil gauche/l'œil droit (m.)
un orteil
un pied
le poignet
la poitrine
le pouce
la taille
le talon
la tête
les yeux (m.)

Tissus/étoffes ou autres matières employés dans la confection des vêtements

l'acrylique (m.)
le cachemire
le caoutchouc
la chenille
le coton
le cuir (de vache, d'agneau)
le daim
le denim
la dentelle
la flanelle
la flanelle de coton (la flanellette)

la fourrure (de castor, de renard, etc.)
le jersey
la laine
le lamé
le lin
le lycra
la microfibre
le molleton polaire/tissu polaire
le nylon
le plastique
le polyester
la ramie
le satin
la serge
la soie
la soie lavée
le spandex
le suède
le tweed
le velours
le velours côtelé (corduroy)
la viscose/la rayonne
le voile

Adverbes et expressions adverbiales

jamais
presque jamais
rarement
parfois
de temps en temps
souvent
tous les jours
une fois par jour
environ une fois par semaine
plusieurs fois par jour

Utilisation des connaissances linguistiques pour communiquer

J'ai besoin d'une nouvelle garde-robe pour cet été. J'aime les vêtements décontractés. Qu'est-ce que tu me suggères?

→ Achète des vêtements en coton, des shorts et des t-shirts de couleurs variées. N'achète pas trop de vêtements à la mode.

Quel temps fait-il?

→ Il pleut à verse! Porte ton imperméable et tes bottes de caoutchouc.

Qu'est-ce que tu portes en fin de semaine?

→ Souvent, je porte un survêtement en coton ouaté et mes pantoufles.

D'habitude, qu'est-ce que tu portes à l'école?

→ J'aime porter des pantalons et des gilets ou des cotons ouatés. Je déteste porter une chemise avec une cravate. Ça, c'est le style de mon père.

Quelles étoffes est-ce que tu aimes? Et pourquoi?

→ J'aime le coton parce qu'il est frais et j'aime la soie parce qu'elle est souple.

Quelles étoffes est-ce que tu n'aimes pas?

→ Je n'aime pas la laine parce qu'elle est non lavable. Je n'aime pas le lin parce qu'il est froissable.

Comment trouves-tu cette montre?

→ Elle est élégante.

Est-ce que vous aimez ces chaussures de sport?

→ Non, je déteste l'orangé. Elles sont laides.

Ton ami Paul porte toujours des bottes. Quelles bottes préfère-t-il?

→ Il préfère les bottes noires à talons carrés et les bottes de style cowboy.

Sais-tu que les couleurs reflètent ta personnalité? Par exemple, si tu aimes porter du jaune, tu es sociable, travailleur et intelligent. Si tu aimes porter du violet, tu es généreux, visionnaire et créatif.

J'ai les yeux bleu clair et les cheveux blonds. Quelles couleurs accents est-ce que vous me suggérez?

→ Je te suggère l'abricot, le beige, l'écru, le rose ou le bleu clair. Évite les couleurs trop foncées ou trop vives.

J'ai les hanches larges. Quels conseils as-tu pour moi?

→ Bon, l'effet que tu veux créer est d'amincir tes hanches. Alors, opte pour un jean en denim souple et foncé, à taille basse.

Pourquoi est-ce que tu portes un maillot de bain?

→ Je vais à la plage pour me faire bronzer.

La conception de vêtements

Adjectifs de couleur

abricot

agate

améthyste

argent

auburn

avocat

azur

banane

beige

blanc

bleu

brique

bronze

brun

café

canari

cannelle

caramel

carotte

céladon

cerise

chamois

champagne

châtain

chocolat

citron
cognac
coquelicot
corail
crème
crevette
cuivre
ébène
écarlate
émeraude
épinard
fauve
fraise
framboise
fuchsia
gris
indigo
ivoire
jade
jaune
jonquille
kaki
lavande
lilas
magenta
marine
marron
mauve
moutarde
noir
noisette
olive
or
orange
paille
pastel
pastèque
pêche
perle
pistache
platine
pourpre
prune
rose
rouge
roux
rubis
safran
saphir
saumon
souris
thé

tomate
topaze
turquoise
vermillon
vert
violet

Détails

à double boutonnage
à passants de ceinture
à pattes d'éléphant
à plis
à simple boutonnage
à taille basse
à taille élastique
à taille haute
côtelé/côtelée
fermé à/par glissière (au côté, au devant, au dos)
fermé par bouton(s)
plissé/plissée
un revers de pantalon/manche
une braguette à boutons
une fente (au côté, au devant, au dos)

Encolures

un col boutonné
un col châle
un col cheminée
un col chemise/chemisier
un col chinois
un col montant
un col polo
un col roulé
un col tailleur
une encolure arrondie/ronde
une encolure bateau
une encolure décolletée
une encolure dégagée
une encolure en V
une encolure festonnée
une encolure lacée
une encolure ras de cou

Manches

manches (f.) courtes
manches longues
manches raglan
manches trois quarts
sans manches

Motifs

à carreaux
à fleurs/fleuri
à lignes courbes
à lignes horizontales
à lignes verticales
à motif d'animal
à motif brodé
à motif de feuilles
à motif de fruits
à motif imprimé
à motif jacquard
à pois
à rayures/rayé
à ton uni

Poches

à deux poches
fausse poche
une poche à rabat
une poche au côté
des poches au côté
une poche intérieure
une poche plaquée/une poche appliquée
une poche passepoilée
une poche poitrine

Style de jeans

une coupe ajustée
une coupe classique
une coupe confort
une coupe décontractée/une coupe relax
une coupe étroite
une coupe évasée
une coupe standard/une coupe régulière
un jean à jambe droite
un jean à jambe large
un jean délavé
un jean extensible
un jean lavé à la pierre
un jean rincé
un jean à taille basse
un jean à taille haute
un jean d'aspect usé

Classification des étoffes

une étoffe artificielle
une étoffe brillante
une étoffe chaude
une étoffe confortable
une étoffe douce
une étoffe froissable

une étoffe imperméable
une étoffe infroissable
une étoffe lavable
une étoffe légère
une étoffe lisse
une étoffe naturelle
une étoffe non lavable
une étoffe robuste
une étoffe souple
une étoffe synthétique
une étoffe transparente

Des compliments

La couleur de cette écharpe met tes yeux en valeur.
J'aime beaucoup ton jean.
Elles sont chics, tes boucles d'oreilles!
Oh! ça c'est à la dernière mode!
Quelle belle jupe!
Les encolures en V te vont bien.
Le look sportif, c'est tout à fait ton style.
Il est chouette, ce tricot.
J'adore le motif de ta cravate.
Le turquoise te va bien.
Ton t-shirt est original.

Utilisation des connaissances linguistiques pour communiquer

Qu'est-ce que tu aimes porter en été?

→ J'aime porter des t-shirts en coton à manches courtes.

Qu'est-ce qu'il y a dans le sac?

→ Mon nouveau t-shirt. Il contient 95 % de coton et 5 % de spandex.

Il est blanc à motifs de souliers devant et de sacs à mains au dos!

Quel beau manteau! Il a des boutons dorés, une fente au dos et l'encolure est en V. Il y a des poches intérieures et plaquées.

Comment est ton manteau d'hiver?

→ C'est un manteau en laine d'un beau bleu foncé. Il va être chaud pour l'hiver.

Annik va à un mariage ce soir. Elle porte une robe noire à manches courtes. Qu'elle est belle! D'habitude, elle s'habille en vêtements de sport.

Quel beau gilet! Le ras de cou te va bien!

Les filles de ma tante préfèrent porter de belles chaussettes à pois roses.

Pour avoir un style décontracté, choisis un jean et un t-shirt de ton uni.

Quelle est la mode pour le printemps prochain?

→ C'est extraordinaire. Le style est relax, mais excentrique. Pour les hommes, ils vont porter des pantalons à coupe étroite surtout en lin, des chemises multicolores faites en acrylique avec des manches trois quarts. Et pour les femmes, les vêtements sont de couleur pastel. Les jupes sont très courtes et de style gitan, faites en étoffes froissables. Les jeans sont délavés à motifs fleuris ou géométriques. Les blouses sont de couleurs chaudes et rayées sans manches et avec des encolures bateau.

Voici notre mannequin Belinda. Elle porte un beau tailleur-pantalon noir avec des poches passepoilées sur le veston. Les boutons sont en bois. Pour compléter son ensemble, elle porte de beaux escarpins noirs à petits pois dorés.

L'entretien des vêtements

de l'adoucissant (m.)/de l'assouplissant (m.)
un bac à linge/un panier à linge
une brosse à chaussures
une brosse à vêtements
un cintre
du cirage (du cirage en crème)
une corde à linge
de l'eau chaude (f.)
de l'eau froide
de l'eau de Javel/du javellisant
une éponge
un fer à repasser
de la lessive
une pince à linge
une planche à repasser

Étiquettes de lavage

couleur : détergent doux
fabriqué à/au/aux/en
laver à la machine à l'eau froide à l'envers
laver à la machine à l'eau froide avec couleurs similaires
laver à la main
laver à la machine à l'eau tiède avec agitation réduite
ne pas repasser
ne pas sécher par culbutage
nettoyage/nettoyer à sec
repasser à température moyenne
repassage à fer doux/fer à basse température
rincer après usage
sécher par culbutage à basse température
suspendre sur un cintre

Utilisation des connaissances linguistiques pour communiquer

J'ai des taches d'herbes sur mon jean. Quoi faire?

→ Fais tremper le jean dans l'eau froide, puis lave ton jean tout de suite.

J'ai une chemise de 100 % coton qui se froisse constamment. Quoi faire?

→ Repasse la chemise à haute température. Ne lave jamais une chemise à 100 % coton à l'eau chaude.

J'ai un nouveau jean noir. Qu'est ce que je dois faire pour garder sa couleur intacte?

→ Lis l'étiquette pour connaître les instructions d'entretien.

Lisez les étiquettes d'entretien avant de faire la lessive.

Ne lavez jamais les vêtements blancs avec les vêtements de couleurs foncées.

Suspends tes vêtements parce qu'ils vont se froisser.

L'ALIMENTATION

La nourriture et la nutrition

Aliments variés

du beurre
du beurre d'arachide
de la cassonade
des céréales chaudes (f.)
de la crème
de l'huile (f.) d'olive
de la margarine
du miel
des œufs (m.)
des olives (f.)
des pâtes (f.) alimentaires
du riz
du sirop
du sucre
de la vinaigrette

Assaisonnements et fines herbes

de l'ail (m.)
de l'aneth (m.)
de l'anis (m.)
du basilic
de la cannelle
des câpres (f.)
de la cardamome
du chili
de la ciboule
de la ciboulette
du clou de girofle
de la coriandre
du cumin
du curcuma
du curry/du cari
de l'estragon
du fenouil
une feuille de laurier
du gingembre
des graines (f.) de pavot
du macis
de la menthe
de la moutarde
de la muscade
de l'origan (m.)
du paprika
du persil
du piment
du poivre

du raifort
du romarin
du safran
de la sauge
du sel
du thym
de la vanille

Boissons

du café
un chocolat chaud
du cidre
de l'eau (f.)
de l'eau minérale
du jus d'orange
du jus de pomme
du lait
un lait frappé
une limonade
un soda/une boisson gazeuse
de la tisane
du thé
du thé glacé
du vin rouge/blanc

Condiments

de la confiture
des cornichons (m.)
des épices (f.)
du ketchup
de la mayonnaise
de la moutarde
du poivre
de la relish
de la sauce barbecue
du sel
du vinaigre

Desserts

un beigne glacé au chocolat
des biscuits (m.)
un cornet de crème glacée
des crêpes (f.)
du fromage
un gâteau
une mousse
un pouding
une salade de fruits
une tarte
une tartelette
un yogourt

Friandises et grignotises

des arachides (f.)/des cacahuètes (f.)
des bonbons (m.)
des bretzels (m.)
des chips (m.)/des croustilles (f.)
une tablette/une barre de chocolat
des craquelins (m.)/des biscuits salés (m.)
des fruits secs (m.)
des guimauves (f.)
du maïs soufflé
le muesli/le granola
des noix (f.)
des raisins (m.) secs
une trempette

Fruits

un abricot (m.)
un ananas
un avocat
une banane
des bleuets (m.)
des canneberges (f.)
un cantaloup
des cerises (f.)
un citron
une citrouille
une clémentine
des dattes (f.)
une figue
des fraises (f.)
des framboises (f.)
un kiwi
une lime
une mandarine
une mangue
un melon miel
des mûres (f.)
une nectarine/un brugnon
une orange
un pamplemousse
une papaye
une pastèque/un melon d'eau
une pêche
une poire
un poivron
une pomme
une prune
de la rhubarbe
des raisins (m.)
une tangerine
une tomate

Légumes

un artichaut
des asperges (f.)
une aubergine
une betterave
du brocoli
une carotte
du céleri
des champignons (m.)
un chou
un chou-fleur
des choux (m.) de Bruxelles
des concombres (m.)
une courge
une courgette
des épinards (m.)
des fèves (f.)
des haricots (m.)
des haricots jaunes (m.)
des haricots verts (m.)
une laitue
du maïs
une igname
un navet
un oignon
un panais
des petits pois (m.)
des poireaux (m.)
des pommes (f.) de terre/des patates (f.)

Pains

un baguel
une baguette
un croissant
du pain blanc
du pain de blé entier
du pain de seigle
un pain pita
des petits pains (m.)

Repas rapides

un bol de soupe
du chili
un filet de poisson frit
un hamburger
un hamburger au fromage
des haricots (m.) au four
un hot dog
des croquettes (f.) de poulet
une douzaine d'ailes à la sauce barbecue
des médaillons (m.) de poulet
du poulet frit

du poulet rôti
un burrito
une fajita
des nachos (m.)
de la pizza
un taco
un sandwich
un sandwich panini
un sandwich pita
un sandwich roulé
un sous-marin
des frites (f.)
une pomme de terre au four
de la poutine
des rondelles (f.) d'oignon
une salade de chou
une salade de légumes
une salade de pâtes
une salade verte
une boisson gazeuse
un lait frappé
une limonade
un verre d'eau minérale
un verre de jus de fruits
un verre de lait
un biscuit
une coupe (f.) glacée
un morceau de gâteau
un muffin
une pointe de tarte
du yogourt glacé

Fruits de mer

du crabe (m.)
des crevettes (f.)
des escargots (m.)
du homard (m.)
des huîtres (f.)
des moules (f.)
des pétoncles (m.)

Gibier

du caribou
du cerf
du faisan
du lièvre
de l'orignal (m.)

Poisson

des anchois (m.)
du flétan (m.)
de la morue

de la perche
des sardines (f.)
du saumon (m.)
de la sole
du thon (m.)
de la truite

Viandes
de l'agneau (m.)
du bœuf
du lapin
du mouton
du porc
du veau

Produits/Coupes de bœuf et de veau

un bifteck
du bœuf haché
une cervelle
un cœur
une côtelette de veau
des côtes levées (f.)
une entrecôte
une escalope
une escalope de veau
un filet (mignon)
le foie
du ris de veau
des rognons (m.)
du rosbif
un rôti
un rôti de bœuf
une saucisse
une saucisse fumée
un saucisson
un steak
une surlonge

Produits/Coupes de porc

du bacon
une côtelette
des côtes (f.) levées
une escalope de porc
un filet de porc
du jambon
des pattes (f.) de cochon
du porc haché
un rôti de porc
une saucisse
un saucisson
un steak de porc

Produits de mouton et d'agneau

un carré d'agneau
une côtelette
un gigot d'agneau
un rôti d'agneau

Volaille

du canard
de la dinde
de l'oie (f.)
du poulet

Coupes de volaille

une aile
une cuisse
le cœur
le cou
du foie
un gigot
des pattes (f.)
un pilon

Pour décrire les aliments

De façon générale

affreux/affreuse
appétissant/appétissante
crémeux/crémeuse
dégoûtant/dégoûtante
délicieux/délicieuse
exotique
gazeux/gazeuse
horrible
juteux/juteuse
mauvais/mauvaise
plat/plate
rafraîchissant/rafraîchissante
sec/sèche
tropical/tropicale

Selon les cinq sens

Le goût

(avoir) un bon goût
(avoir) un mauvais goût
un goût acide/aigre
un goût amer
un goût délicieux
un goût doux
un goût épicé
un goût fruité
un goût piquant
un goût salé
un goût sucré

une saveur amère
une saveur douce
une saveur épicée
une saveur fruitée
une saveur salée
une saveur sucrée
(être) fade/sans goût

L'odorat

une bonne odeur
une mauvaise odeur
une odeur âcre
une odeur agréable
une odeur aigre/acide
une odeur de brûlé
une odeur de pourriture/moisissure
une odeur délicieuse
une odeur désagréable
une odeur forte
une odeur épicée
une odeur parfumée
(être) parfumé/parfumée

L'ouïe

croquant/croquante
croustillant/croustillante

Le toucher

chaud/chaude
doux/douce
froid/froide
léger/légère
lisse
lourd/lourde
mou/molle
rigide
rugueux/rugueuse
souple
velouté/veloutée

La vue

allongé/allongée
court/courte
épais/épaisse
gros/moyenne
long/longue
mince
ovale
petit/petite
rectangulaire
rond/ronde

Selon l'état

au naturel
congelé/congelée
cru/crue
cuit/cuite
en conserve
fondu/fondue
frais/fraîche
fumé/fumée
nature
naturel/naturelle
pur/pure
séché/séchée
surgelé/surgelée

Selon la nutrition

un aliment pauvre
un aliment riche
un aliment vide
gras/grasse
nourrissant/nourrissante
nutritif/nutritive (qui a la propriété de nourrir, ex. : la valeur nutritive)
nutritionnel/nutritionnelle (qui concerne la nutrition, ex. : une donnée nutritionnelle)

Selon les groupes d'aliments

Légumes et fruits
Produits céréaliers
Produits laitiers
Viandes et substituts

Utilisation des connaissances linguistiques pour communiquer

Qu'est-ce que tu prends pour le petit-déjeuner/déjeuner?

→ Je prends un verre de jus d'orange et un bol de céréales.

Qu'est-ce que tu prends pour le déjeuner/le dîner?

→ Je mange un sandwich au poulet et comme boisson, je prends une bouteille d'eau. Je mange aussi des carottes crues. Et comme dessert, une tranche de gâteau au chocolat.

À quelle heure est-ce que tu prends le dîner/souper chez toi?

→ Nous mangeons à 18 h 30.

Qu'est-ce que vous prenez normalement?

→ Ma mère prépare une coupe de viande, avec des pommes de terre bouillies et une salade mixte.

Mangez-vous des repas rapides?

→ De temps en temps, on mange des hamburgers et des frites ou des tacos.

Qu'est-ce qu'il y a pour le petit-déjeuner?

→ Il y a du jus, des rôties (tranches de pain grillées), de la confiture, du fromage, des tomates, des œufs, du yogourt et des pommes de terre frites.

Est-ce que tu aimes la pizza?

→ Oui, j'adore la pizza. Sur ma pizza, je prends du jambon, des poivrons rouges et des champignons.

Qu'est-ce que tu as dans ton sandwich aujourd'hui?

→ Il y a de la laitue, de la moutarde, du fromage cheddar et du rosbif.

Ce fruit est gros, ovale, parfumé et contient un noyau large et plat.

Qu'est-ce que c'est?

→ C'est une mangue.

Qu'est-ce que tu aimes boire pendant les longues soirées d'hiver?

→ J'aime boire du chocolat chaud ou une tisane à la menthe.

Quel parfum de crème glacée est-ce que tu préfères?

→ Je préfère la crème glacée à la banane.

Et du sorbet?

→ Je préfère le sorbet au citron.

Comment trouves-tu ce poulet?

→ Il est fade et sec.

Quel type de poulet contient le plus de calories? La poitrine de poulet sans peau ou la poitrine de poulet avec peau?

→ La poitrine de poulet sans peau.

Quelles boissons contiennent du sucre?

→ Le chocolat chaud, la limonade, le cidre, les boissons gazeuses, le jus de fruits et les laits frappés.

Mangez beaucoup de fruits! Les fruits sont bons pour la santé.

Ne buvez pas de boissons gazeuses! Elles contiennent trop de caféine.

Mettez moins de vinaigrette dans vos salades!

Mangez moins souvent des aliments frits.

N'abusez ni des croustilles ni du chocolat.

Choisissez de préférence des aliments moins gras.

La préparation des aliments

Pour décrire les méthodes de cuisson

à la vapeur

bouilli/bouillie

braisé/braisée

brouillé/brouillée

cuit au four/cuite au four

farci/farcie

flambé/flambée

fouffré/fouffrée

frit/frite

fumé/fumée

glacé/glacée

grillé/grillée

haché/hachée

mariné/marinée

mélangé/mélangée

mijoté/mijotée

pané/panée

poché/pochée

en purée

rôti/rôtie

sauté/sautée
sur le plat

Les verbes reliés à la préparation et à la cuisson des aliments

ajouter
battre
beurrer
brosser
couper
couper en dés
éplucher
façonner
faire bouillir
faire chauffer
faire cuire
faire frire
faire mariner
faire mijoter
faire sauter
fouetter
frir
griller
hacher
incorporer
mariner
mélanger
mijoter
peler
pétrir
râper
refroidir
remuer
retirer
rôtir
rouler
saupoudrer
sauter
tourner
tremper
verser

Expressions de quantité

une boîte de/d'...
une bouteille de/d'...
une canette/cannette de/d'...
une douzaine de/d'...
une grappe de/d'...
un morceau de/d'...
un panier de/d'...
un paquet de/d'...
un pot de/d'...
un sac de/d'...

une tablette/barre de/d'...
une tranche de/d'...
un quart de tasse de/d'...
une demi-tasse de/d'...
trois quarts de tasse de/d'...
une tasse de/d'...
une cuillerée à soupe de/d'...
une cuillerée à thé de/d'...
une pincée de/d'...
une livre de/d'...
une once de/d'...
une gousse d'ail
un gramme de/d'...
un kilogramme de/d'.../un kilo de/d'...
un litre de/d'...
un millilitre de/d'...

Adverbes de quantité

peu de...
assez de...
beaucoup de...
trop de...
plus de...
moins de...

Utilisation des connaissances linguistiques pour communiquer

Quelles sortes de crêpes est-ce que tu aimes?

→ Les crêpes aux champignons et au fromage sont délicieuses.

Est-ce que vous préférez les œufs pochés, brouillés ou sur le plat?

→ Je préfère les œufs pochés.

Que veut dire « à la florentine »?

→ Ça veut dire « préparé avec des épinards ».

Cette salade aux concombres est délicieuse. Comment est-ce que tu la prépares?

→ C'est simple. Coupe le concombre en tranches. Assaisonne avec du sel et presse les tranches entre deux assiettes. Fais bouillir quatre cuillerées à soupe de vinaigre et quatre cuillerées à soupe d'eau avec une pincée de poivre. Mets les concombres dans un bol et ajoute le liquide. Assaisonne avec de l'aneth frais finement haché et mets le bol à refroidir dans le frigo.

Qu'est-ce qu'il y a dans le sac?

→ Il y a une boîte de céréales, une douzaine d'œufs, une bouteille d'eau minérale, un paquet de biscuits, un pot de confiture et une tablette de chocolat.

La cuisine ethnique

un mets algérien/la cuisine algérienne
un mets allemand/la cuisine allemande
un mets américain/la cuisine américaine
un mets arabe/la cuisine arabe
un mets asiatique/la cuisine asiatique
un mets belge/la cuisine belge

un mets californien/la cuisine californienne
un mets canadien/la cuisine canadienne
un mets cantonais/la cuisine cantonaise
un mets chinois/la cuisine chinoise
un mets créole/la cuisine créole
un mets danois/la cuisine danoise
un mets espagnol/la cuisine espagnole
un mets européen/la cuisine européenne
un mets français/la cuisine française
un mets grec/la cuisine grecque
un mets indien/la cuisine indienne
un mets international/la cuisine internationale
un mets italien/la cuisine italienne
un mets japonais/la cuisine japonaise
un mets juif/la cuisine juive
un mets libanais/la cuisine libanaise
un mets marocain/la cuisine marocaine
un mets mexicain/la cuisine mexicaine
un mets portugais/la cuisine portugaise
un mets québécois/la cuisine québécoise
un mets russe/la cuisine russe
un mets scandinave/la cuisine scandinave
un mets sichuanais/la cuisine sichuanaise
un mets suisse/la cuisine suisse
un mets thaïlandais/la cuisine thaïlandaise
un mets ukrainien/la cuisine ukrainienne
un mets vietnamien/la cuisine vietnamienne

Utilisation des connaissances linguistiques pour communiquer

Est-ce que tu manges des mets italiens?

→ Oui, je mange de la lasagne, mais je ne mange pas de spaghetti.

Quel est ton repas rapide préféré?

→ J'adore les tacos et les nachos. J'aime bien les plats mexicains.

Quels assaisonnements sont utilisés dans la cuisine marocaine traditionnelle?

→ Ils emploient du safran, du cumin, de la coriandre, du poivre noir, du curcuma, du gingembre et de la muscade épicée.

Tu es d'origine ukrainienne, n'est-ce pas?

→ Oui.

Quels sont les mets typiquement ukrainiens?

→ On mange des pirojkis, du koubasa et de l'holubtsi. Ce sont de petits rouleaux de choux farcis avec de la viande hachée, du riz et des oignons.

La cuisine dans les pays francophones

La cuisine belge

La cuisine belge est reconnue pour ses moules et ses frites avec de la mayonnaise, sa bière et son chocolat. Comme les Canadiens français, ils appellent les repas : le déjeuner, le dîner et le souper. Les Belges prennent un dîner assez léger à midi et ils fréquentent les restaurants en soirée.

La cuisine française

Chaque région de la France a sa propre cuisine, mais il y a des mets typiquement français. Une chose est certaine, les Français mangent du pain à chaque repas. Pour le petit-déjeuner, les adultes boivent du café noir ou un café crème et les enfants boivent un café au lait ou un chocolat chaud. Ils mangent des tartines de pain beurrées. Les dimanches, ils mangent des croissants ou des baguettes. Pour le déjeuner, ils mangent une entrée, un plat de résistance, du fromage ou un dessert. Ils mangent la salade après le plat principal. Pour le dîner, ils mangent un repas plus léger : un plat principal comme un steak et des frites, de la salade et un dessert.

La cuisine marocaine

La cuisine marocaine est une des meilleures cuisines au monde. Ces plats typiques sont le couscous, les tajines, la pastilla, la harira, les dattes fourrées et les pâtisseries à base de miel et d'amandes. Les épices jouent un rôle important dans la cuisine marocaine. Les olives et la menthe accompagnent souvent les mets.

La cuisine suisse

La cuisine suisse reflète sa diversité culturelle : italienne, française et allemande. Chaque région a ses propres traditions culinaires. À cause de son climat froid, la cuisine suisse est riche et comprend de nombreuses soupes et différents types de fromage. La fondue et la raclette sont des mets typiquement suisses à base de fromage. La Suisse est aussi renommée pour son chocolat.

La cuisine québécoise

Les origines de la cuisine québécoise sont européennes. Le porc est une viande très utilisée dans la cuisine québécoise. On fait des tourtières, des boulettes et des viandes froides. Des mets typiques de la cuisine québécoise sont les crêpes avec du sirop d'érable et des saucisses, la soupe aux pois, les fèves au lard, les cretons, les boulettes de porc, le ragoût de pattes de cochon, les tourtières, la poutine et les desserts à l'érable.

Utilisation des connaissances linguistiques pour communiquer

Quels sont vos plats préférés?

→ Moi, j'aime les mets québécois : les fèves au lard, la poutine, la tourtière, le ragoût de pattes de cochon. Comme dessert, je préfère les éclairs au chocolat, la crème caramel ou la tarte aux pommes.

La harira, qu'est-ce que c'est?

→ C'est une soupe marocaine.

Quels sont les ingrédients?

→ Pour préparer cette soupe, il faut de la viande de veau, de petits os charnus, des oignons, du safran, du poivre, du beurre, des lentilles, du jus de citron, du sel et de l'eau pour le bouillon. Pour préparer la tédouira, il faut un bouquet de coriandre, un bouquet de persil, des tomates broyées, de l'eau, du beurre, de la farine et du sel.

Quels sont les mets typiques de la Suisse?

→ La cuisine suisse est reconnue pour ses soupes, les fondues et la raclette.

C'est quoi la raclette?

→ C'est un fromage suisse. Les Suisses utilisent ce fromage pour faire des recettes avec la viande, le poisson, les légumes et les fruits.

Connais-tu des mets français?

→ Oui, la bouillabaisse marseillaise, les crêpes bretonnes, le poulet cordon bleu, le pâté de foie gras, les soufflés, la salade niçoise, les potages, les coquilles St-Jacques ainsi que les pâtisseries comme les éclairs au chocolat et la crème brûlée.

Utilisation des connaissances linguistiques pour communiquer

La nourriture et les célébrations

Que mangez-vous pour le souper de l'Action de grâces?

→ Pour notre souper, nous avons de la dinde rôtie au barbecue, de la sauce assaisonnée au romarin et au thym, du jambon fumé, de la purée de pommes de terre, des choux-fleurs gratinés, une salade d'avocats, des carottes, des ignames panées, une casserole de maïs et pour dessert, de la tarte à la citrouille avec de la crème fouettée.

Qu'est-ce que les Ukrainiens servent la veille de Noël?

→ Il y a douze plats pour rappeler les douze apôtres. On ne mange pas de viande. On mange des mets à base de légumes, par exemple, le bortsch. C'est une soupe composée de betteraves et d'autres légumes.

C'est le Ramadan. Est-ce que les musulmans mangent pendant le Ramadan?

→ Pendant le Ramadan, ils font le jeûne parce que c'est une période importante pour les musulmans. Ils ne boivent pas et ils ne mangent pas entre la prière du matin et la prière du soir. C'est un mois de purification du cœur. Quand ils mangent, ils commencent par casser le jeûne avec du lait et une datte et/ou du thé et/ou de la soupe (la chorba). Tous ces mets aident l'organisme à se réhydrater. Puis, ils mangent du couscous et un petit dessert. Le matin, il faut boire beaucoup d'eau avant le commencement de la journée.

DES FÊTES ET CÉLÉBRATIONS POSSIBLES

L'Action de grâces – le deuxième lundi du mois d'octobre

Les origines de la fête ou de la célébration

C'est une fête pour rendre grâce à la Terre mère et pour célébrer l'automne et les récoltes. C'est pourquoi la corne d'abondance est devenue un symbole relié à cette fête.

La fête est célébrée pour la première fois au Canada en 1578, à

Terre-Neuve, par Sir John Frobisher, après l'arrivée des premiers

immigrants sains et saufs. Le 9 octobre 1879, la fête devient une occasion annuelle de remercier Dieu pour les récoltes abondantes. Au début, cette fête est célébrée le dernier jeudi de novembre, comme aux États-Unis. En 1931, le Canada décide de remettre cette fête au deuxième lundi d'octobre pour qu'elle coïncide avec le temps des moissons. La tradition de manger de la dinde vient des Hollandais et date de 1620. Leur tradition est de manger de l'oie, mais ils ne trouvent que des dindes sauvages et des canards en Amérique du Nord.

Les traditions associées à la fête ou à la célébration

On mange de la dinde.

On a des réunions de famille.

On mange les repas en famille.

On remercie Dieu pour ses bienfaits.

La Sainte-Catherine – le 25 novembre

Les origines françaises de la fête ou de la célébration

Catherine, une jeune fille convertie au christianisme, refuse de se marier. L'empereur Maximilian (311–313 après J.-C.) l'invite à la consécration d'un temple. Elle meurt aux mains de l'empereur. Elle devient la patronne des jeunes filles.

Les traditions associées à la fête ou à la célébration

Une jeune fille qui a 25 ans et qui n'a pas de mari « fête sa Catherine » le 25 novembre. Elle fabrique un chapeau intéressant. Elle le porte et se promène dans les rues du quartier pour attirer l'attention des jeunes hommes. Elle va aussi à des réceptions et à des danses.

Les origines canadiennes-françaises de la fête ou de la célébration

En 1657, Marguerite Bourgeoys, fondatrice de la première école à Ville-Marie (Montréal), offre des bonbons aux enfants français et autochtones pour les attirer aux leçons de catéchisme à l'école. Les bonbons (faits de mélasse) sont devenus la tire de la Sainte-Catherine. Aujourd'hui, la fête représente une journée où les enseignants permettent aux élèves de manger des bonbons, de la « tire », etc., à l'école.

Les traditions canadiennes-françaises associées à la fête ou à la célébration

On étire la tire de la Sainte-Catherine.

On mange des bonbons à l'école.

La fête de la Chandeleur – le 2 février

Les origines de la fête ou de la célébration

La fête de la Chandeleur trouve son origine dans les traditions païennes et les religions juive et chrétienne, mais c'est une

tradition typiquement française. C'est la fête de la lumière, mais aussi de la purification, de la fécondité et de la prospérité. Le mot « chandeleur » vient du mot latin *candela* (chandelle).

Les traditions associées à la fête ou à la célébration

On mange des crêpes et des galettes entre amis ou en famille. Le principal ingrédient de la crêpe et de la galette est la farine. La crêpe est un mets sucré à base de farine blanche. La galette est un mets salé à base de farine de blé entier. À cause de sa forme et de sa couleur, la crêpe symbolise le soleil et la lumière.

On fait sauter sa crêpe dans la poêle en tenant une pièce de monnaie dans la main afin de garantir fortune et bonheur pour toute l'année.

On fait sauter sa crêpe en formulant un souhait. Si la crêpe retombe correctement dans la poêle, le souhait va être réalisé.

Le Vendredi saint – le vendredi précédant le dimanche de Pâques

Les origines de la fête ou de la célébration

C'est une fête religieuse.

Le Vendredi saint est célébré par les chrétiens.

C'est la commémoration de la crucifixion de Jésus-Christ.

Les traditions associées à la fête ou à la célébration

Les catholiques font le jeûne jusqu'à la messe de 15 h.

Ils vont à l'église.

C'est une messe solennelle.

Après la messe, il y a un souper en famille.

On mange du poisson. On ne mange pas de viande.

Pâques – le premier dimanche qui suit la pleine lune du printemps

Les origines de la fête ou de la célébration

C'est une fête religieuse.

Pâques est la fête du printemps et d'une vie nouvelle.

Depuis très longtemps, on fête le réveil de la terre, après son long sommeil, par des festins, des chants, des danses, etc.

Le nom anglais « Easter » tire son origine du nom *Eostre*, dieu du printemps. Les anciens Saxons ont un festin annuel en son honneur. On célèbre la résurrection de Jésus-Christ.

Les traditions associées à la fête ou à la célébration

On va à l'église.

On décore l'église de fleurs et de chandelles.

On sonne les cloches à l'église.

On échange des cadeaux, des fleurs et du chocolat.

On se réunit en famille.

On se souhaite de « Joyeuses Pâques ».

Le Ramadan – la date varie chaque année

Les origines de la fête ou de la célébration

Le Ramadan dure un mois. C'est une fête pendant laquelle il est recommandé de jeûner entre le lever et le coucher du soleil. Le

Ramadan est en fait le neuvième mois du calendrier lunaire

musulman. Le Coran est révélé au prophète Mohamed pendant tout le mois de Ramadan. À la 27^e nuit, un verset du Coran instaure l'obligation de jeûner. On observe le jeûne pour purifier son cœur de tout mauvais sentiment. Le jeûne du mois de Ramadan est l'un des cinq piliers de l'Islam.

Les traditions associées à la fête ou à la célébration

La nuit où apparaît le croissant de la lune commence alors un mois de recueillement et de compassion envers les plus pauvres.

Il vise à démontrer à l'homme sa capacité de se priver pour un temps de ce qui lui semblait indispensable.

Les musulmans ne doivent ni manger, ni boire du lever jusqu'au coucher du soleil.

Ils ressentent ainsi les douleurs de ceux qui souffrent de la faim toute l'année.

Tous ceux qui risquent d'avoir des problèmes de santé; les jeunes enfants, les femmes enceintes, les vieillards et les malades en sont exemptés.

Au coucher du soleil, les musulmans se retrouvent en famille et avec des amis pour partager un repas.

À la fin du mois, ils ont aussi l'obligation de donner une « zakât » aux pauvres, afin de se purifier l'âme.

Utilisation des connaissances linguistiques pour communiquer

Quand est-ce qu'on célèbre l'Action de grâces?

→ Le deuxième lundi du mois d'octobre, mais aux États-Unis, elle est célébrée au mois de novembre. Cette fête est moins célébrée au Québec.

Quelles sont les traditions associées à la Sainte-Catherine?

→ En France, les filles célibataires fabriquent des chapeaux. Elles portent ces chapeaux le 25 novembre dans les rues pour attirer l'attention des hommes célibataires.

C'est quand la fête de la Chandeleur?

→ Le 2 février.

Est-ce que nous célébrons cette fête au Canada?

→ Non, c'est une fête française.

Qu'est-ce que les Français font pour célébrer cette fête?

→ Ils mangent des crêpes en famille. Une croyance veut que pour garantir fortune et bonheur pendant toute l'année, il faut faire sauter une crêpe dans une poêle en tenant une pièce de monnaie dans la main.

C'est quand le Ramadan?

→ La date de cette fête musulmane varie chaque année et elle dure de 29 à 30 jours.

Vocabulaire suggéré pour la 9^e année

The following vocabulary includes items reintegrated from grades 4 to 8. Other vocabulary is added to reflect the experiences of students in Grade 9. These lists are intended to expand students' language repertoire and their ability to use French in a more sophisticated manner.

LE SPORT ET L'EXERCICE

Classification des sports

un sport aérien
un sport aquatique
un sport athlétique
un sport à roulettes
un sport cycliste
un sport de balle
un sport de ballon
un sport de combat
un sport de coordination
un sport de créativité
un sport d'endurance
un sport de force
un sport de glace
un sport de glisse
un sport de montagne
un sport de neige
un sport de précision
un sport de précision et d'adresse
un sport de puissance musculaire
un sport de raquette
un sport de réflexes
un sport de souplesse
un sport de stratégie
un sport de vitesse
un sport équestre
un sport extrême
un sport gymnique
un sport mécanique/des sports motorisés
un sport nautique

un sport de loisir
un sport de compétition

un sport d'équipe
un sport individuel

un sport d'intérieur
un sport d'extérieur

un sport masculin
un sport féminin

un sport mixte
un sport unisexe

un sport d'hiver
un sport d'été

Les sports et les sportifs

l'athlétisme	un athlète
l'aviron	un rameur
le badminton	un joueur de badminton
le baseball	un joueur de baseball
le basket-ball	un basketteur
le billard	un joueur de billard
la boxe	un boxeur
la course automobile	un pilote automobile
le croquet	un joueur de croquet
le curling	un joueur de curling
le cyclisme	un cycliste
le jeu de fléchettes	un joueur de fléchettes
l'escrime	un escrimeur
le fer à cheval	un joueur de fer à cheval
le football	un joueur de football/un footballeur
le golf	un golfeur
la gymnastique rythmique	un gymnaste
l'haltérophilie	un haltérophile
le hockey	un hockeyeur
le judo	un judoka
le kayak	un kayakiste
le karaté	un karatéka
le motoneigisme	un motoneigiste
le parachutisme	un parachutiste
le patin à roues alignées	un patineur
le patin à roulettes	un patineur
le patinage artistique	un patineur/une patineuse
le patinage de vitesse	un patineur
la planche à roulettes	un planchiste
la planche à voile	un véliplanchiste
la plongée libre	un plongeur
le plongeon	un plongeur
le polo	un cavalier
les quilles	un quilleur
le roller hockey	un joueur de roller hockey
le ski alpin	un skieur
le ski de fond	un skieur de fond
le ski nautique	un skieur nautique
le soccer	un joueur de soccer
le surf des neiges	un surfeur
le surf océanique	un surfeur
le tennis	un joueur de tennis
le tennis de table	un pongiste
le tir à l'arc	un archer
le turf/la course hippique	un jockey
le volley-ball	un joueur de volley-ball

Pour décrire les sports

captivant
dangereux
ennuyant
exigeant physiquement
fatigant
intéressant
rapide
rude
violent

Noms associés au sport et à l'exercice

une blessure
un but
un coéquipier/une coéquipière
un coup de pied de coin
une course
l'endurance
l'entraînement
l'étirement
la faiblesse
une faute
la force
un hors-jeu
la maîtrise de soi
une mise en jeu/une mise au jeu
une pénalité
une précision
la puissance
une punition
le repos
une séance d'échauffement
la souplesse
un tir
un touché
la vitesse

Utilisation des connaissances linguistiques pour communiquer

Dans quelle catégorie de sport classez-vous le tennis?

→ C'est un sport de raquette et un sport d'été.

Quels sont les sports de combat?

→ Ce sont la boxe, le judo, le karaté et l'escrime.

Quels sports vous intéressent?

→ Le ski alpin et le cyclisme.

Quels sports vous ennuient?

→ Le golf et les quilles.

Quels sports vous amusent?

→ Le volley-ball et le curling.

Quels sports vous étonnent?

→ La luge et le parachutisme.

Quels sports vous « cassent les pieds »?

→ Le hockey et le football.

Quels sports vous font peur?

→ La plongée sous-marine et le surf océanique.

Quels sports est-ce que vous pratiquez en hiver?

→ Je joue au hockey et au basket-ball.

Quels sports individuels est-ce que vous pratiquez en été?

→ Je fais de la voile et du ski nautique.

Dans quels sports y a-t-il des punitions?

→ Dans le soccer, le football, le hockey et le water-polo, par exemple.

Comment trouves-tu le golf?

→ Je n'aime pas ce sport. Il est ennuyant.

Comment trouves-tu le surf des neiges?

→ C'est un sport rapide, mais dangereux.

Aimez-vous lire des livres qui traitent de sport ou de sportifs?

Pourquoi?

→ Oui, j'adore lire des livres qui traitent de sport. Je suis sportif et j'aime tout ce qui est relié au sport.

Pour être un bon athlète, il faut avoir un bon entraînement et avoir de la souplesse et de la force.

Les installations, les terrains, les vêtements et l'équipement sportif

Balles, ballons, billes, boules

une balle de baseball

une balle de golf

une balle de tennis

une balle de tennis de table

un ballon de basket-ball

un ballon de football

un ballon de volley-ball

des billes (f.)/des boules de billard

une boule

Chaussures et patins

des chaussures (f.) d'alpinisme

des chaussures de sport

des chaussures de sport munies de crampons

des patins de figure(s) (m.)

des patins de hockey sur glace

des patins de vitesse

des patins à roues alignées

des patins à roulettes

des patins de hockey à roues alignées

Équipement d'exercice

une bicyclette d'entraînement

un cerceau

une corde à sauter

un gymnase universel d'entraînement

un haltère

des mini-haltères

un tapis

un tapis roulant
un trampoline

Équipement protecteur

un bouclier
un casque
une coudière/un protège-coude
une épaulière/un protège-épaule
un gant
des gants rembourrés
une genouillère/un protège-genou
une jambière
une jambière de gardien de but
un masque
une mitaine
un plastron
un protège-poitrine
un protège-tibia

Équipement sportif

un arc
un bâton
des bâtons (m.) de ski
une batte/un bâton (de baseball)
un bobsleigh à deux
un bonnet
des bottes (f.) de ski/des chaussures (f.) de ski
une brosse
un but
une bicyclette
un casque
un club/un bâton de golf
une corde
une crosse
un cuissard
un filet
un fleuret/une épée
un gant
des gants de boxe
un gant de frappeur
des gants de motocross
un gilet de sauvetage
un kayak
des lunettes (f.) de ski
des lunettes profilées
un maillot
un maillot de bain
un masque
des palmes (f.)
un parachute
des pierres (f.)
un piolet

une planche à voile
une planche de surf
une planche de surf des neiges
une queue/une baguette de billard
des quilles (f.)
une rame
une raquette de badminton
une raquette de racquetball
une raquette de tennis
un ring
une rondelle
un ruban
un sac d'entraînement
une selle
des skis (m.)
des skis nautiques
une table de billard
une table de tennis de table
un triangle
un tuba
un vélo
un volant

Installations et terrains sportifs

un aréna
un autodrome
un bassin de plongeon
un centre de loisirs/un centre récréatif/un centre d'amusement
un complexe nautique
un court de badminton
un court de tennis
un gymnase
un parcours de golf
un parcours équestre
une patinoire
une piscine/une piscine pour longueurs
une piste
une piste de curling
une piste de patinage de vitesse
une piste de quilles
une piste de ski
un ring
une salle de quilles
un stade
un terrain d'athlétisme
un terrain de baseball
un terrain de basket-ball
un terrain de football
un terrain de soccer
un vélodrome

Locutions adjectives associées au sport

hors jeu
hors-limite
hors du terrain

Noms associés aux terrains

un appuie-pieds
un arrière-champ
une arrivée
un avant-champ
un banc
une barre
une barrière
un but
un centre
un cercle
un champ
une clé
un départ
un filet
un filet d'arrêt
une haie barrée
une ligne
une maison
un marbre
un monticule
un mur
un oxer
un panier
la plaque du lanceur
le point de mise en jeu
des poteaux (m.)
le rectangle (m.) du frappeur
une zone

Objets associés au sport

un sifflet
un chronomètre
un drapeau à damier
un podium
une médaille
un trophée

Utilisation des connaissances linguistiques pour communiquer

Où est-ce qu'on peut jouer au soccer?

→ Dans un stade ou sur un terrain de jeux.

Qu'est-ce qu'il me faut pour faire du ski alpin?

→ Il faut avoir une paire de skis alpins, des bottes, des bâtons de skis alpins, un survêtement de ski, des gants de ski, des lunettes de ski et une tuque.

Mon fils veut jouer au soccer ce printemps. Qu'est-ce qu'il lui faut comme équipement?

→ Il a besoin d'un maillot, d'un short, de jambières et de chaussures de sport munies de crampons.

Quel sport canadien est joué sur les patinoires extérieures et intérieures dans lequel l'objectif est de marquer des buts, en utilisant un bâton sans lame pour passer, lancer et transporter un anneau?

→ La ringuette.

Les traits physiques et mentaux des athlètes

Noms des sportifs et des sportives

un aikidoka/une aikidoka

un archer/une archère

un athlète/une athlète

un basketteur/une basketteuse

un biathloneur/une biathloneuse

un bobeur/une bobeuse

un boxeur/une boxeuse

un canoéiste/une canoéiste

un cavalier/une cavalière

un combattant/une combattante

un culturiste/une culturiste

un dynamophile/une dynamophile

un escrimeur/une escrimeuse

un golfeur/une golfeuse

un grimpeur/une grimpeuse

un gymnaste/une gymnaste

un haltérophile/une haltérophile

un hockeyeur/une hockeyeuse

un jockey/une jockey

un joueur de badminton/une joueuse de badminton

un joueur de baseball/une joueuse de baseball

un joueur de basket-ball/une joueuse de basket-ball

un joueur de cricket/une joueuse de cricket

un joueur de crosse/une joueuse de crosse

un joueur de football/une joueuse de football

un joueur de handball/une joueuse de handball

un joueur de hockey/une joueuse de hockey

un joueur de racquetball/une joueuse de racquetball

un joueur de rugby/une joueuse de rugby

un joueur de soccer/une joueuse de soccer

un joueur de squash/une joueuse de squash

un joueur de tennis/une joueuse de tennis

un joueur de volley-ball/une joueuse de volley-ball

un joueur de water-polo/une joueuse de water-polo

un judoka/une judoka

un kaéliste/une kaéliste

un karatéka/une karatéka

un kayakiste/une kayakiste

un kendoka/une kendoka

un kick-boxeur/une kick-boxeuse
un lugeur/une lugeuse
un lutteur/une lutteuse
un marathonien/une marathonnienne
un motocycliste/une motocycliste
un motoneigiste/une motoneigiste
un nageur/une nageuse
un parachutiste/une parachutiste
un patineur/une patineuse
un peloteur/une peloteuse
un pentathlète/une pentathlète
un pilote/une pilote
un planchiste/une planchiste
un plongeur/une plongeuse
un pongiste/une pongiste
un pratiquant de kung-fu/une pratiquante de kung-fu
un rameur/une rameuse
un skieur/une skieuse
un surfeur/une surfeuse
un tireur (à l'arc)/une tireuse (à l'arc)
un trampoliniste/une trampoliniste
un triathlète/une triathlète
un véliplanchiste/une véliplanchiste

Pour décrire les sportifs/les sportives

agile
calme
confiant/confiante
coordonné/coordonnée
de petite taille
de poids moyen
de grande taille
discipliné/disciplinée
élané/élanée
intelligent/intelligente
léger/légère
mobile
musclé/musclée
rapide
résistant/résistante
souple
vif/vive
vigoureux/vigoureuse

Il faut...

avoir un bon sens de l'anticipation.
avoir un excellent sens de l'équilibre.
avoir une attitude positive.
avoir une bonne capacité aérobie.
avoir une bonne vision périphérique.
avoir une endurance physique.
avoir une excellente forme physique.

avoir une force intérieure canalisée.
avoir une grande résistance à la pression.
avoir une grande souplesse.
avoir une parfaite coordination.
avoir une puissance aérobie.
avoir une puissance musculaire.
avoir la facilité de perception.
avoir la facilité de décision.
avoir la facilité de contrôle du mouvement.
avoir la force physique.
avoir la force de concentration.
avoir la résistance musculaire.
avoir la rapidité d'improvisation.
avoir la rapidité des réflexes.
avoir la vitesse de mouvement.
avoir de la créativité.
avoir de la précision.
avoir du sang-froid.
avoir des réflexes supérieurs.
savoir gérer ses émotions.

Utilisation des connaissances linguistiques pour communiquer

Quel est le nom de l'athlète qui fait du patinage de vitesse?

→ C'est un patineur de vitesse à courte piste ou un patineur de vitesse à longue piste.

Et quels sont les traits physiques et mentaux d'un patineur de vitesse?

→ C'est un sport exigeant physiquement. Alors, pour être un bon patineur de vitesse, il faut être agile et avoir de la force pour effectuer de bons départs. Il faut avoir des jambes puissantes et une puissance aérobie. Il faut aussi être discipliné et avoir une grande résistance à la pression.

Je veux jouer au volley-ball. Quels sont les traits physiques et mentaux d'un volleyeur?

→ Il faut être de grande taille. Il faut aussi avoir un bras puissant pour les services et des poignets forts pour frapper le ballon. Il faut savoir jouer en équipe et avoir la rapidité des réflexes.

Les événements sportifs

Les Jeux paralympiques

Les Jeux de la Francophonie

Le chemin vers la Coupe Stanley

Le chemin vers la Coupe Grey

Les Jeux autochtones

Le chemin vers la Coupe du Monde de soccer

Les Mondiaux

Le Tour de France

Les Jeux Olympiques

Le tournoi de Wimbledon

Indianapolis (Indy) 500

America's Cup

un match de... (basket-ball, baseball, etc.)
une partie de... (basket-ball, baseball, etc.)

Règles d'équipe

Accepter les décisions des arbitres.
Adopter des attitudes positives.
Adopter des habitudes de vie saines.
Collaborer avec l'entraîneur et les coéquipiers.
Coopérer.
Démontrer l'esprit d'équipe.
Essayer toujours de faire de son mieux.
Être conscient de ses attitudes et de ses actions.
Être honnête.
Être loyal envers les coéquipiers et les coéquipières.
Être ponctuel.
Être prudent.
Ne pas blesser les autres.
Ne pas humilier les adversaires.
Ne pas tricher
Participer pour s'amuser.
Respecter les adversaires.
Respecter l'autorité.
Respecter les règles du jeu.
Travailler fort.

Encouragements pour les joueurs/les équipes

Bravo!
Allez...
Hip, hip, hip, hourra!
Vive les...
Allons-y!
On va les avoir!
Hourra pour...
Vas-y!
Courage...
Super!
Fantastique!
Formidable!
Parfait!
Quelle équipe!

Utilisation des connaissances linguistiques pour communiquer

Est-ce qu'il y a un match de hockey à la télévision cette fin de semaine?

→ Oui, c'est la bataille de l'Alberta : Les Flames contre les Oilers.

Regarde le joueur n° 19! Il va vite. Allez! Allez! Il marque un but!

BRAVO!

On a notre match final de soccer ce soir. Est-ce que tu as des conseils pour moi?

→ Oui, respecte l'arbitre. Sois prudent et le plus important, amuse-toi bien!

Quelles sont les qualités d'une bonne coéquipière?

→ Elle est loyale, passionnée, ponctuelle, honnête, coopérative et prudente.

Les blessures et la prévention des blessures

Types de blessures

une courbature/une contracture musculaire
une fracture de... (coude, pelvis, bras, jambe, orteil)
une entorse de... (genou, poignet, doigt, cheville, orteil)
une rupture musculaire
la tendinite du coude

Facteurs contribuant aux blessures sportives

absence d'échauffement
anomalies physiques : une jambe plus longue que l'autre
augmentation brusque dans l'entraînement
équipement inadéquat
faiblesse des muscles
mauvaise technique
manque d'attention
manque de prudence
méthodes d'entraînement insuffisantes
surface inadéquate pour le sport pratiqué : trop molle, trop dure

Prévention des blessures

avoir l'équipement approprié
boire beaucoup d'eau
éviter de se déshydrater
faire des exercices d'échauffement
faire des exercices d'étirement
manger sainement
ne pas manger un souper lourd avant de pratiquer un sport
utiliser l'équipement approprié

Utilisation des connaissances linguistiques pour communiquer

Les joueurs de golf ont souvent mal aux épaules. Moi, je joue beaucoup au hockey et j'ai mal aux genoux. Ma sœur fait partie d'une équipe de soccer. Elle a toujours mal aux jambes et aux chevilles.

Pour éviter des blessures, il faut faire des exercices d'échauffement et d'étirement avant de commencer le sport.

Qu'est-ce que tu as?

→ J'ai mal au genou. C'est une entorse.

Pour prévenir des blessures sportives, il faut boire beaucoup d'eau. Évitez de vous déshydrater. Faites toujours des exercices d'échauffement avant de faire du sport et des exercices d'étirement à la fin. Utilisez l'équipement approprié.

L'activité physique et les modes de vie sains

Pourquoi faire des activités physiques

Parce que/qu'...

c'est un passe-temps préféré.

il faut être actif.

on aime gagner.

on aime la compétition.

on aime la participation.

Pour...

améliorer son humeur.

apprendre quelque chose de nouveau.

avoir l'occasion de réfléchir.

avoir plus d'énergie.

avoir un sentiment d'accomplissement.

bouger.

contrôler son poids.

développer les muscles.

développer l'estime de soi.

devenir entraîneur d'une équipe (professionnelle).

diminuer le stress.

être à la mode.

être en forme.

être mince.

faire partie d'une équipe, d'un groupe.

mieux dormir.

le plaisir de porter un uniforme, des vêtements de sport.

le plaisir.

s'amuser.

partager une activité physique avec d'autres.

passer du temps avec des amis.

relever un défi personnel.

rencontrer des gens.

se faire des amis.

se régénérer et libérer de l'énergie.

se reposer/se relaxer.

voyager.

Types d'exercices

les exercices d'échauffement

les exercices d'étirement

les exercices pour se calmer/se reposer

le yoga

Adjectifs associés à l'exercice

allongé/allongée

aplati/aplatie

arqué/arquée

baissé/baissée

contracté/contractée

courbé/courbée

détendu/détendue
étendu/étendue

Adverbes et prépositions pour l'exercice

Courez **sur** place.
Étendez les bras **derrière** le dos.
Étendez-vous **sur** le plancher.
Étirez le bras gauche **au-dessus de** la tête.
Faites une rotation exagérée du bassin **d'avant en arrière**.
Joignez les mains **devant** vous.
Penchez-vous lentement **en avant**.
Placez le pied droit **à côté du** pied gauche.
Posez les mains **sur** le sol **entre** les jambes écartées.
Poussez le bas du dos **contre** le plancher.
Touchez un genou **avec** le coude opposé.
Tournez-vous **vers** le côté gauche.

Verbes associés à l'exercice

arquer (le dos)
atterrir
baisser (la jambe, le pied)
balancer (les bras)
claquer (les doigts)
contracter (les muscles)
courber (les épaules)
courir
croiser (les bras)
déplier (les genoux)
détendre (le bras, la jambe)
écarter (les jambes)
étendre (le bras, la jambe)
étirer (le bras, le corps, le dos)
exécuter (des battements)
expirer
faire/effectuer (des rotations, des sauts)
fléchir (les doigts)
garder (le dos droit)
glisser (les mains)
hausser (les épaules)
incliner (la tête en avant)
inspirer
joindre (les mains)
lever (le pied, la jambe)
maintenir
marcher (sur place)
pencher
placer (la main, le pied)
plier (la jambe, les genoux)
poser (la main, le pied)
reculer
rentrer (le ventre)
répéter

respirer
rouler (les épaules)
sauter
soulever (la tête, les épaules)
s'allonger
s'asseoir
se balancer
se coucher
se déhancher
s'étendre
s'étirer (le bras, le corps, le dos)
se lever
se mettre debout
se pencher (en avant)
se reposer
se tourner
tendre (l'abdomen, les muscles)
toucher (les genoux, les orteils)

Verbes reliés à des exercices spécifiques

courir sur un tapis roulant
faire de l'exercice d'aérobic
faire du vélo d'exercice
faire un redressement abdominal
faire un redressement brachial
sauter à la corde
utiliser l'escalier d'exercice/d'entraînement
utiliser le gymnase universel

Verbes reliés à une séance d'entraînement

Avancer une fesse à la fois.
Courber le dos.
Effectuer des rotations du cou en avant et sur les côtés.
Élever la jambe.
Étirer les mains et les doigts avec l'autre main.
Faire porter son poids vers l'avant.
Fléchir les genoux.
Lever les épaules.
Monter un pied vers la fesse.
Passer les bras en arrière et vers le haut.
Plier les genoux.
Pousser les mains contre le mur.
Relâcher les muscles du ventre et abaisser le corps au sol.
Sauter sur place.
Se déhancher de gauche à droite.
Se déplacer à quatre pattes et ramener un genou sous la poitrine.
Soulever du sol un bras et la jambe opposée.
Tirer le bras vers la poitrine.

Utilisation des connaissances linguistiques pour communiquer

Quels sont les avantages de faire partie d'une équipe sportive?

→ On gagne et on perd en équipe. Les performances individuelles ne sont pas les plus importantes.

Pourquoi fais-tu du sport?

→ Je fais du sport pour passer du temps avec mes amis. Nous nous amusons bien ensemble. De plus, notre équipe, les Lions, a souvent l'occasion de voyager. Je fais du sport parce que j'aime la participation et la compétition. Avant de jouer, nous disons : Vive les Lions! Rouaaah! Rouaaah! Vive les Lions! Hip, hip, hourra!

Quel est le sport le plus pratiqué au Canada?

→ Le golf.

Quel sport est-ce que tu pratiques rarement?

→ Le water-polo.

Quels sports est-ce que tu pratiques assez bien?

→ Le karaté et le rugby.

Quelles sont tes activités physiques préférées?

→ J'aime faire des promenades avec mes amies après le souper, jouer au soccer intérieur dans une équipe de filles et faire partie de l'équipe de basket-ball de la communauté.

Est-ce que vous faites suffisamment d'activité physique?

→ Oui, je cours cinq fois par semaine. Je joue au soccer trois fois par semaine. Chez moi, je passe l'aspirateur de temps en temps et je tonds souvent le gazon.

Pour faire travailler les obliques : allongez-vous sur le côté gauche, main droite devant le corps. Décollez les jambes et exécutez des battements de jambes en ciseaux.

Pour améliorer la condition cardiovasculaire : Sautez deux fois sur la jambe droite. Au second compte, levez la jambe gauche et touchez votre genou du coude droit. Continuez en passant alternativement de la jambe gauche à la jambe droite.

Savez-vous que l'activité physique et l'alimentation sont inséparables? Voici des conseils pour une saine alimentation : Déjeuner le matin. Prendre des repas légers. Manger souvent. Choisir des aliments faibles en gras. Éviter les aliments moins bien tolérés par le corps humain. Limiter la caféine.

Savez-vous que les activités d'endurance sont bonnes pour votre cœur, vos poumons et votre système cardiovasculaire? La marche, le golf, le jardinage, la bicyclette, le patinage, la natation, le tennis et la danse sont de bons exemples d'activités d'endurance. Les étirements, les quilles, le golf, le yoga, le curling, la danse, les travaux extérieurs sont des exemples d'activités physiques qui favorisent le développement et le maintien de la souplesse. Les activités qui font travailler les muscles améliorent votre force et votre posture. Par exemple, les lourds travaux extérieurs, le transport de sacs d'épicerie, l'ascension d'escaliers et la musculation à l'aide d'appareils ou de poids sont quelques exemples d'activités qui développent la force.

Le saut à la corde est très bon pour l'endurance aérobie et bon pour la flexibilité. Il n'est pas très bon pour la force musculaire. Le surf des neiges est très bon pour la force musculaire.

Est-ce que tu connais un exercice pour réchauffer les jambes?

→ Oui, je connais un exercice pour réchauffer les mollets.

Est-ce que tu peux expliquer cet exercice?

→ Oui. Penche-toi contre un mur et pousse. Garde les pieds face au mur, les talons au sol et la jambe arrière tendue. C'est tout! Merci.

Est-ce que tu connais un exercice de yoga?

→ Oui, je connais la position du chat. Installe-toi à quatre pattes, tes bras et tes cuisses en position verticale. Expire et fais le gros dos. Laisse tomber ta tête et mets ton menton sur la poitrine. Fais rentrer le ventre. C'est ça! Bien fait!

Les athlètes doivent avoir des connaissances alimentaires. Par exemple : la viande et les noix sont des aliments riches en lipides. Le fromage et le poisson sont riches en protéines. Le pain et les fruits secs sont riches en glucides.

L'HABITATION

Les types d'habitation

Différents abris pour les animaux

un aquarium
un bocal à poissons
une cage à oiseaux
une cage à porcs/une porcherie
une digue de castor
une écurie (chevaux)/une étable (bovins)
une fourmilière
une mue
une niche à chien
un nichoir
un nid d'oiseau
une ruche
une tanière de renard
une taupinière
un terrier/un trou

Différentes habitations

une autocaravane
un bateau à voiles/un voilier
une caravane
une case/une hutte
un chalet
un château
une chaumière
un igloo
un immeuble d'appartements
une jonque chinoise
une maison de campagne
une maison de ferme
une maison en bois
une maison en brique
une maison en pierre
une maison hantée
une maison individuelle/de plain-pied
une maison jumelée

une maison mobile
une maison pièce sur pièce
un manoir
une péniche
une tente
un tipi
une tour d'habitation
un vaisseau spatial

Différentes habitations urbaines

une maison de plain-pied
une maison à deux étages
une maison à demi-niveaux
une maison jumelée
des maisons en rangée
un immeuble d'appartements
une tour d'habitation

Pour décrire les habitations

ancien/ancienne
avec de belles fenêtres
avec de grandes portes
avec des arcs
avec des colonnes
avec des jardinières
avec des piliers
avec des vitraux
avec une cheminée
avec un toit à pignon
avec un toit à quatre versants
avec un toit en appentis
avec un toit en bardeaux
avec un toit en pente
avec un toit en tuiles
avec un toit plat
bas/basse
beau/belle
carré/carrée
circulaire
contemporain/contemporaine
élégant/élégante
en forme de carré
en forme de croix
en forme de rectangle
en forme de triangle
énorme
étroit/étroite
fait d'acier/faite d'acier
fait d'adobe/faite d'adobe
fait de bambou/faite de bambou
fait de bois/faite de bois
fait de boue/faite de boue

fait de briques/faite de briques
fait de ciment/faite de ciment
fait de feutre/faite de feutre
fait de marbre/faite de marbre
fait de neige/faite de neige
fait de paille/faite de paille
fait de peaux/faite de peaux
fait de pierre/faite de pierre
fait de verre/faite de verre
grand/grande
gros/grosse
haut/haute
immense
joli/jolie
laid/laide
large
magnifique
maison individuelle
moderne
nouveau/nouvelle
petit/petite
propre
rectangulaire
rond/ronde
rustique
sombre
traditionnel/traditionnelle
triangulaire
une maison à __ étages
vieux/vieille

Où se trouvent les habitations

à la campagne
à la montagne
au centre-ville
au bord de la mer
dans le désert
dans l'eau
dans la forêt
dans le Grand Nord
dans un arbre
dans un champ
dans une grande ville
dans une petite ville
en banlieue
en ville
près d'un étang
près d'un cours d'eau
près d'un lac
sur les plaines
sur pilotis

Avantages de différents types d'habitation

bien construit/bien construite
bien éclairé/bien éclairée
chaud en hiver/chaude en hiver
confortable
durable
facile à construire
facile à nettoyer
facile à réparer
facile à transporter
flottant/flottante
frais en été/fraîche en été
mobile
moderne
plein de courants d'air/pleine de courants d'air
occupe peu d'espace
résistant/résistante au vent, à la pluie, aux chutes de neige, à tous les climats

Désavantages de différents types d'habitation

chaud en été/chaude en été
coûte une fortune
difficile à maintenir/entretenir
difficile à nettoyer
difficile à réparer
flottant/flottante
froid en hiver/froide en hiver
occupe trop d'espace
pas confortable
pas mobile
pas résistant(e) au vent, à la pluie, aux chutes de neige, à tous les climats
plein de courants d'air/pleine de courants d'air
trop cher/trop chère
trop grand/trop grande
trop petit/trop petite
trop sombre

Utilisation des connaissances linguistiques pour communiquer

Un renard habite dans quel type d'abris?

→ Il habite dans une tanière, mais il peut aussi habiter dans le gîte d'un autre mammifère, une caverne ou un tronc d'arbre creux.

Quelles sortes d'habitations se trouvent dans ton quartier?

→ J'habite un vieux quartier dans le sud de la ville. Là, il y a des maisons jumelées, des maisons de plain-pied faites de bois et de briques et des maisons en rangée.

J'habite au centre-ville. Il y a beaucoup d'immeubles d'appartements à plusieurs étages. Il y a très peu de maisons individuelles.

Comment est-ce que le climat influence les types d'habitation d'une région?

→ Par exemple, les fenêtres vitrées ne sont pas recommandées dans les régions où il fait chaud. Pour les régions chaudes, la brique est un

des meilleurs matériaux pour garder les habitations fraîches.
Où est-ce que tu habites?
→ J'habite 8, rue Deslauriers. Ma famille et moi habitons (dans) une
vieille maison à deux niveaux.
Notre chalet est en forme de triangle. Il est fait de bois et il a de petites
fenêtres.
Quelle est la forme traditionnelle des habitations sénégalaises?
→ Ce sont traditionnellement des cases rondes ou carrées.
De quels matériaux sont-elles construites?
→ Elles sont généralement construites de briques, de latérite, de paille
et de bois de rônier.

Les plans d'habitation

Extérieur : l'arrière de la maison

un balcon
une balustrade
une fenêtre
une girouette
un lanterneau
un mur extérieur
un perron
une porte
une rampe d'accès
un toit
une véranda

Le devant de la maison

une cheminée
une descente de gouttière
une entrée de garage
un garage
une lucarne
un œil-de-bœuf
un paratonnerre
un porche
un seuil de fenêtre
une tabatière

Différentes parties extérieures

un balcon
un balustre
une cheminée
une fenêtre
une galerie
une marquise
un mur de brique rouge
un mur de pierre
le parement
un pilier/une colonne
une porte principale
une rampe/une main courante
un rebord de fenêtre

une tuile (en terre cuite)
une verrière/un vitrail
une vitre/un carreau
un volet
une voûte d'entrée

Le parterre

une allée
un arbre
un arbuste
un arceau
un bac à plantes
un bassin
une clôture
une corbeille suspendue
une fontaine
le gazon/l'herbe/la pelouse
une haie
un massif de fleurs
un parterre fleuri
une plante grimpante
une remise
une rocaille
une serre
un treillis

Pièces et parties de la maison

un atelier
une buanderie
un cabinet de travail/un bureau
une chambre/une chambre à coucher
une chambre froide
une chambre principale
une chaufferie
un coin repas
un couloir
une cuisine
une entrée
un escalier
un espace de rangement
un foyer/une cheminée (France)
un garage
un garde-manger
une garde-robe
un grenier
un palier
un patio/une terrasse
une penderie
un placard
une salle à manger/une salle à dîner
une salle d'eau
une salle de bains

une salle de couture
une salle de jeux
une salle de musique
une salle de bains attenante
une salle de séjour/un séjour/un salon
une salle d'exercice
une salle familiale/un vivoir
un solarium
un sous-sol
une toilette/les toilettes
un vestibule

Pour décrire les pièces/parties d'une maison

agréable
apaisant/apaisante
beau/belle
bizarre
campagnard/campagnarde
charmant/charmante
clair/claire
chic
contemporain/contemporaine
cossu/cossue
décontracté/décontractée
démodé/démodée
douillet/douillette
élégant/élégante
ensoleillé/ensoleillée
étroit/étroite
exigu/exiguë
fonctionnel/fonctionnelle
frais/fraîche
froid/froide
grand/grande
inspiré de la nature/inspirée de la nature
intime
joli/jolie
laid/laide
moderne
naturel/naturelle
net/nette
orné/ornée
petit/petite
propre
raffiné/raffinée
refait à neuf/refaite à neuf
relaxant/relaxante
riche
romantique
rustique
sans lumière
simple

sombre
sophistiqué/sophistiquée
spacieux/spacieuse
spectaculaire
stimulant/stimulante
traditionnel/traditionnelle
vaste

Décorer un logement – éléments de base à considérer

la couleur
la décoration des murs
la décoration du plafond
la disposition des meubles
l'éclairage
l'habillage des fenêtres
les matériaux, les étoffes
les motifs des meubles
le revêtement de sol
le style de décor
le style de meubles

Utilisation des connaissances linguistiques pour communiquer

Le jardin de mon père est très beau. Il y a beaucoup d'arbres, d'arbustes et de jolies fleurs. Il est entouré d'une clôture. Il a même un arceau couvert de plantes grimpantes.

Décris-moi l'extérieur de ta maison.

→ Ma maison est à deux étages. Le toit est en pente et fait de bardeaux bleu foncé et le parement est blanc. Au devant de la maison, il y a l'entrée du garage, un œil-de-bœuf au-dessus de la porte du garage et la porte d'entrée a une verrière multicolore de forme géométrique. Les fenêtres du deuxième étage ont des volets bleu foncé de chaque côté. De notre cuisine, on peut sortir sur le balcon fait en cèdre. On a aussi un grand jardin. Ma mère adore le jardinage. Alors, il y a plusieurs massifs de fleurs et de bacs à plantes remplis de fleurs de plusieurs couleurs en avant et en arrière de la maison.

Décris-moi l'intérieur de ta maison.

→ C'est une maison de plain-pied de 450 mètres carrés et elle comprend sept pièces : une cuisine, un salon, une salle de bains, trois chambres à coucher et une buanderie. En entrant par la porte principale, la buanderie est cachée par des portes. Au milieu de la maison se trouve un grand salon. Du côté droit du salon se trouvent deux chambres à coucher, une pour ma sœur et une autre pour moi. Il y a une grande salle de bains entre ma chambre et la chambre de mes parents. La cuisine se trouve à côté de la buanderie. On a aussi un grenier. Les escaliers se trouvent au milieu du salon juste à côté du foyer en briques.

J'ai un ami qui habite dans un appartement à Paris. C'est un F4. Cela veut dire quatre pièces principales : un salon, deux chambres à coucher et une salle à manger.

Voici une petite annonce : MAGNIFIQUE! Cheminée, moulures, planchers en bois, 6 chambres, 2 salles de bains, boudoir, terrain orienté ouest, près de tout! Que penses-tu de cette maison? Est-ce que tes couleurs préférées reflètent ta personnalité?

→ Oui, j'adore le violet parce que cette couleur reflète la créativité et le sens artistique. C'est moi : une personne créatrice et artiste.

Comme l'intérieur d'une maison reflète aussi sa personnalité, il faut choisir des couleurs et des teintes qui vont avec son tempérament. Y a-t-il une pièce dans ta maison qui est peinte d'une couleur que tu n'aimes pas?

→ Oui, la cuisine est peinte en jaune et je n'aime pas le jaune. Je préfère l'orangé. Cette couleur aide la digestion et aide à créer les plaisirs de la table.

Quel style de décor préférez-vous?

→ Je préfère le style moderne. Ce style est net. Des nouveaux matériaux, du bois courbé et des lignes pures conviennent au mode de vie moderne et actif. Ma mère préfère le style campagnard, une maison de style accueillant et confortable.

Comment trouves-tu cette chambre à coucher?

→ Elle est ensoleillée, mais trop élégante et ornée. Je préfère une chambre douillette.

Que faire pour agrandir ou illuminer une pièce?

→ Peindre les murs d'une couleur claire ou pastel. Ces couleurs donnent l'illusion d'une plus grande superficie.

Les décors intérieurs

Accessoires

une affiche
un bol à fruits
un bol en cristal
une bougie/une chandelle
un bougeoir
un cadre
un chandelier
des coussins (m.)
une figurine
une horloge
une horloge de parquet
un jeté tissé
des jouets (m.) en peluche
un milieu de table
un miroir
un panier
une peinture
une photo
un piédestal
une plante à fleurs
une plante verte
un portemanteau
un pot en céramique
une sculpture

une statuette
un tableau
un vase à fleurs
un vase en poterie

Appareils électroménagers

un aspirateur
un batteur
une cafetière
une cuisinière électrique
un fer à repasser
un four
un four à micro-ondes
un gaufrier
un grille-pain
un lave-linge/une laveuse/une machine à laver
un lave-vaisselle
une machine à coudre
une machine à pain/un robot-boulangier
un ouvre-boîte
un réfrigérateur
un séchoir à linge/un sèche linge/une sècheuse (Canada)

Appareils sanitaires

une baignoire
une douche
un évier
un lavabo
un lavabo sur pied
une toilette

Articles de cuisine

une casserole
une marmite
une poêle
des ustensiles de cuisine (m.)

Équipements et accessoires audio et audiovisuels

un baladeur
une chaîne stéréophonique
des écouteurs (m.)
un lecteur de disques compacts
un magnétophone
un magnétoscope
une radio
un radio-réveil
une télécommande
une télévision/un téléviseur

Habillage de fenêtres

une cantonnière
des rideaux (m.)

des stores (m.)
des voilages (m.)

Literie

une couverture
un couvre-lit
une couette/un édredon
un drap
un drap-housse
un oreiller
une serviette
une taie d'oreiller
un volant

Luminaires

un abat-jour
une applique murale
un éclairage sur rail
une lampe de bureau
une lampe de chevet
une lampe de table
un lampadaire
un lustre
un plafonnier
des spots (m.)
une suspension
un ventilateur de plafond à lumière/à éclairage

Meubles/Mobilier

une armoire
une berceuse
une bibliothèque
un buffet
un buffet vaisselier/un cabinet à porcelaine
un bureau
un canapé
une causeuse
une chaise
une chaise de bureau
un chiffonnier
une commode
un fauteuil
un fauteuil club
un garde-manger
un guéridon
un lit
des lits superposés
un meuble à éléments
des placards (m.)/des armoires (f.)
une table
une table basse
une table de canapé/d'extrémité/de bout

une table de nuit/une table de chevet
un tabouret
une vitrine

Vocabulaire supplémentaire

une ampoule
un barbecue
une échelle
des meubles (m.) de jardin
de la peinture
une pelle à neige

Utilisation des connaissances linguistiques pour communiquer

Selon le décorateur d'intérieur, les rideaux et les stores doivent être fonctionnels et décoratifs. Ils doivent s'harmoniser avec le décor. J'adore ta cuisine. Elle est spacieuse. L'aménagement des appareils ménagers est fantastique. Le plafonnier donne beaucoup de lumière et les placards en bois sont grands.

Qu'est-ce que tu n'aimes pas dans ta chambre? Qu'est-ce que tu veux changer?

→ Je n'aime pas la couleur des murs. Je déteste le vert. Je préfère le turquoise. Cette couleur évoque la paix et le calme. De plus, je n'aime pas ma couette. Le motif et les couleurs sont démodés. Je veux changer la moquette. Elle rend le décor vivant et chaleureux, mais elle est moins hygiénique.

Selon le designer, il faut utiliser les rayures asymétriques et les grands motifs abstraits pour créer un environnement vivant.

Mon frère et moi ne partageons plus une chambre à coucher. Alors, j'ai besoin d'un lit avec une nouvelle couette. J'aime le sport. Alors, je veux décorer ma chambre avec des motifs de sport. Je veux un abat-jour avec différents types de balles et de ballons et je veux mettre du papier peint tricolore aux couleurs des Canadiens de Montréal. J'ai aussi besoin d'un bureau pour mon ordinateur et d'une bibliothèque pour tous mes livres de sport. Je veux aussi avoir une chaîne stéréophonique s'il y a assez de place.

J'ai besoin d'une bibliothèque pour ma chambre.

→ Lis cette annonce classée : Bibliothèque blanche avec un côté vitré, comme neuve. Qu'en penses-tu?

Les activités récréatives à la maison

avoir des invités à souper
célébrer un anniversaire
coudre des vêtements/des couettes
envoyer des messages textuels aux amis
faire du bricolage
jouer à des jeux vidéo
jouer à l'ordinateur
jouer aux jeux de société
lire le journal
lire un roman/un livre/les bandes dessinées
parler au téléphone avec des amis
regarder un DVD/une vidéo

regarder la télévision
tricoter

Utilisation des connaissances linguistiques pour communiquer

Quelles activités récréatives fais-tu chez toi?

→ J'aime lire ou regarder la télévision avec mes amis. Le vendredi soir, on commande des pizzas et on joue à des jeux de société en famille.

Quelles sont les activités récréatives des membres de ta famille?

→ Comme ma grand-mère habite avec nous, elle aime tricoter des gilets et des bas en laine. Ma mère aime coudre des couettes et elle fait ça les fins de semaine. Mon père aime jouer à des jeux vidéo avec mon frère aîné quand mon frère n'a pas de devoirs.

Quand regardez-vous la télévision?

→ Nous pouvons regarder la télévision après le souper et si nous n'avons pas de devoirs.

Les tâches ménagères

Articles de nettoyage

un balai
un balai à franges/une vadrouille (Québec)
une poubelle
une raclette
un seau

Couvert

une assiette
un bol
un couteau
le couvert
une cuillère/une cuiller à soupe
une cuillère/une cuiller à thé
une fourchette
une grande tasse
une nappe
un napperon
une serviette/une serviette de table
une soucoupe
une tasse
un verre
un verre à vin

Outils de jardinage

un arrosoir
une brouette
des cisailles de jardinier
un transplantoir/un déplantoir
une fourche à fleurs
une fourche à bêcher
des gants (m.) de jardinage
une houe
une pelle

un râteau
une tondeuse/une tondeuse à gazon
un tuyau d'arrosage

Verbes reliés aux tâches ménagères

arracher les mauvaises herbes
arroser les fleurs, la pelouse, les plantes
balayer le plancher
balayer les trottoirs
brosser le chien
brosser les dents du chien
changer les draps
cueillir les fleurs
débarrasser la table
déneiger l'auto
donner de la nourriture au chien, au chat, au poisson, à l'oiseau
donner un bain au chien
enlever la poussière/épousseter
essuyer
faire de la couture
faire de la peinture
faire des courses
faire des réparations
faire du bricolage
faire du raccommodage
faire la cuisine
faire la lessive
faire le café, le thé
faire le ménage
faire le repassage
faire les lits
faire sécher le linge
faire une course
fertiliser les légumes, la pelouse, le sol
garder ses frères et ses sœurs
laver les fenêtres
laver le plancher
laver la voiture
mettre la table
nettoyer la baignoire, la douche, le lavabo, la toilette
nettoyer la cage d'oiseau
nettoyer la piscine
nettoyer les chambres
passer l'aspirateur
peindre les murs, la clôture
pelleter la neige
planter les fleurs, les légumes
plier le linge
préparer les repas
promener le chien
ramasser les feuilles
ranger sa chambre

ratisser les feuilles, le sol
repasser le linge
sarcler les légumes
sortir les ordures
suspendre les vêtements
tailler les arbres, les arbrisseaux, les arbustes
teindre le balcon, la clôture, la terrasse
tondre le gazon/la pelouse
transplanter les plantes
vider le lave-vaisselle

Verbes reliés aux routines quotidiennes

se brosser les dents
se coiffer
se coucher
se dépêcher
se déshabiller
s'endormir
s'habiller
se laver
se lever
se maquiller
se peigner
se raser
se réveiller

Bonnes manières à table

avoir une bonne posture
commencer par l'ustensile le plus à l'extérieur
manger la bouche fermée
tenir les coudes serrés contre le corps
ne pas bercer la chaise
ne pas étendre le bras devant son partenaire de table
ne pas faire de bruit avec la bouche
ne pas jouer avec les ustensiles
ne pas parler la bouche pleine
ne jamais laisser la cuillère à café dans la tasse
ne jamais essuyer son assiette à l'aide d'un morceau de pain
ne pas prendre de grosses bouchées
ne pas souffler sur sa soupe
ne pas tenir sa fourchette en l'air

Règles de la maison

accrocher son manteau
demander la permission avant d'emprunter quelque chose à quelqu'un
enlever ses souliers avant d'entrer
éteindre les lumières avant de sortir
faire son lit avant d'aller à l'école
garder sa chambre propre
mettre la vaisselle sale dans le lave-vaisselle
ne pas manger dans le salon
se laver les mains avant de manger

sortir la vaisselle propre du lave-vaisselle
téléphoner à ses parents si on va être en retard

Liste d'excuses

Je ne peux pas... parce que/qu'...
ce n'est pas mon tour.
il fait trop chaud/froid.
il y a une bonne émission à la télévision.
il n'y a plus de savon/d'eau de Javel.
il vente trop.
j'ai ma leçon de piano/danse.
j'ai mal au bras/à la tête/à la jambe.
j'ai un rendez-vous avec mes ami(e)s/chez le dentiste/chez le médecin.
j'ai une séance d'entraînement avec mon équipe de basket-ball/soccer.
je dois faire mes devoirs.
je dois étudier/travailler.
je ne peux pas trouver la recette/la pelle.
je ne sais pas quoi faire.
je suis allergique au travail/à l'éponge/à l'aspirateur/au balai.
je suis malade.
je suis pressé/pressée.
je suis très/trop occupé/occupée.
je suis trop fatigué/fatiguée.
l'aspirateur/le fer à repasser ne fonctionne pas.

Adverbes et expressions adverbiales associés au temps futur

bientôt
plus tard
cet après-midi
ce soir
demain
demain matin
demain après-midi
demain soir
le lendemain
lundi prochain
la fin de semaine prochaine
la semaine prochaine
le mois prochain
l'année prochaine

Utilisation des connaissances linguistiques pour communiquer

Notre salle de bains est trop petite. J'ai cinq sœurs. Il n'y a pas assez d'espace pour se laver, se coiffer, se maquiller et se brosser les dents le matin.

Qui fait quoi chez vous? Qui fait la vaisselle? Qui sort les ordures?
Qui lave la voiture?

→ Chez moi, ma sœur et moi faisons la vaisselle. Mon frère cadet sort les ordures et mon père lave la voiture. Il fait aussi la cuisine. Ma mère fait la lessive et le repassage. Elle fait aussi le ménage. En été, mes parents font du jardinage ensemble.

Range ta chambre, s'il te plaît. Je ne peux pas ranger ma chambre. Je suis trop fatigué. Je vais ranger ma chambre demain.

Je mets la table. Où est-ce que je place le couteau?

→ Place le couteau à droite de l'assiette avec la partie tranchante vers l'assiette.

Attention! À table, on ne doit pas jouer avec les ustensiles ou réarranger les accessoires de table.

Quelles sont les règles chez toi?

→ Il faut faire le lit chaque matin. Il faut arriver à l'heure pour le souper. Il faut téléphoner à mes parents si on va être en retard. Il faut ranger sa chambre à coucher chaque samedi. Il faut terminer nos tâches ménagères avant de sortir avec nos amis.

Qu'est-ce que tu utilises pour faire le ménage chez toi?

→ Pour épousseter les meubles, j'utilise un essuie-meubles. J'utilise un aspirateur pour aspirer la moquette et un balai pour les planchers.

LA COMMUNAUTÉ

La vie rurale et la vie urbaine

La campagne

un abreuvoir

un arbre

un atelier d'usinage

l'avoine (f.)

une basse-cour/une cour de ferme

un bâtiment agricole

une bergerie

les betteraves

le blé

une botte de foin

une cage à porcs/une porcherie

un camion

une camionnette

le canola

un champ

un champ d'avoine

une charrue

un chat

un cheval

une chèvre

un chien

une clôture (en fil barbelé)

un cochon

un cultivateur

une dinde

une écurie

un enclos

l'engrais (m.)

une étable

le fenil

une ferme

un fermier

des fleurs sauvages (f.)

un fossé

un fumier
un grand jardin
une grange
un hangar
les haricots (m.) secs colorés
l'irrigation (f.)
un jardin potager
la laiterie
le lin
la luzerne
la machinerie agricole
le maïs
une moissonneuse-batteuse
la moutarde
un mouton
une mue
un pâturage
un paysan/une paysanne
les pois (m.) secs
un poulailler
une poule
la prairie
un pulvérisateur
une ramasseuse-presse
un râteau
une remorque
les roches (f.)
une ruche
un ruisseau
le seigle
un semoir
une serre
un silo
le soja
la solitude
un tracteur
la tranquillité
le trèfle
une vache
un vacher
un verger

La ville

un aéroport
une allée
des arbres
un aréna
un arrêt d'autobus
un autobus
une autoroute
une avenue
une banlieue

une banque
un béton
une bibliothèque
une bijouterie
un bistrot/un bistro
une boîte de nuit
une borne d'incendie
une boucherie
une boulangerie
un boulevard
une boutique
un bureau de poste
un café
un camion
une ceinture de verdure/une ceinture verte
un centre commercial
un centre récréatif/un centre de loisir
du ciment
un cimetière
un cinéma
un citoyen/une citoyenne
un collègue
un commerce
une confiserie
un carrefour en trèfle
une décharge
un divertissement
une école
un édifice
une église
un entrepôt
une épicerie
un feu de circulation
une fleuriste
une foule
une galerie d'art
un garage
une gare
une gare routière
des gens (m.)
un grand magasin
un gratte-ciel
un hôpital
un hôpital vétérinaire
un hôtel
un hôtel de ville
un hypermarché
un immeuble de bureaux
une industrie
un jardin zoologique/un zoo
une librairie
un magasin

une maison
un marché
un métro
une mosquée
un musée
un office de tourisme
un palais de justice
un palais des congrès
un panneau d'affichage
un panneau de signalisation
un parc
un parc de stationnement
un passage pour piétons
une pharmacie
une piscine
une piste cyclable
une piste de curling
une piste de quilles
une place
une plaque de rue
un pont
un poste d'essence
un poste de police
un poste de pompiers
un quartier
une quincaillerie
une raffinerie
un restaurant
un réverbère
une route
une rue commerçante
une rue pavée
une ruelle
une salle de spectacles
un service public
un stade
une station de métro
un stationnement
une station-service
un supermarché
une synagogue
un taxi
un temple
un terrain de jeux
un théâtre
une tour d'habitation
le transport en commun
un trottoir
une université
une usine
une vie culturelle
une voiture

Les communautés urbaines et rurales

Types de communautés

agricole
anglophone
autochtone
chinoise
continentale
culturelle
ethnique
familiale
francophone
grecque
humaine
italienne
juive
linguistique
multiculturelle
nationale
portugaise
provinciale
religieuse
rurale
urbaine
villageoise

Où les communautés s'établissent

à l'embouchure d'une rivière/d'un fleuve
au confluent de deux rivières
à côté d'une rivière
sur la rive d'une rivière/d'un fleuve
à l'entrée du port
à côté d'une ligne ferroviaire
au bord d'un lac
sur une plaine fertile
au bord de l'océan
à côté d'une route existante

Faits qui influencent la planification d'une ferme

climat

- direction des vents
- accumulation de neige (précipitation)
- quantité de pluie
- intensité du soleil
- températures

drainage

distance de la ville, des autoroutes, des centres de services, des voisins
entrées de garage
prévention des feux
routes existantes
sécurité
source d'eau de bonne qualité
sol productif

Avantages de la vie à la campagne

c'est une bonne vie
l'air est frais et pur
les belles nuits étoilées
les couchers de soleil inoubliables
les fleurs sauvages
les grands champs
les grands espaces ouverts
l'odeur de l'herbe fraîche
la paix
la tranquillité/le calme/le silence
on est près de la nature
on peut avoir beaucoup d'animaux de compagnie, d'animaux de la ferme
on peut avoir un grand jardin
tout le monde se connaît

La vie à la campagne

Les produits comme les œufs, les légumes, les fruits, le bœuf, le porc viennent de la ferme.
Les fermiers produisent les graines pour nos céréales, notre pain.
On fait des activités de plein air (ski de fond, motoneige, raquette) à la campagne.
On cueille/récolte les fruits et légumes frais dans les fermes.

Désavantages/Problèmes de la campagne

les couguars (m.)
les coyotes (m.)
difficile de faire du patin à roues alignées sur les chemins de gravier
difficile de conduire une voiture sur les chemins de gravier
l'érosion (f.)
la grêle
les insectes à profusion (m.)
l'isolement (m.)
les maladies (f.)
un manque de grands magasins
les mauvaises herbes (f.)
les ours (m.)
les ravageurs (m.)
la sécheresse
pas de grand choix de produits dans les magasins les plus proches
les produits sont plus chers dans les magasins les plus proches
il faut conduire partout
pas d'accès immédiat aux services médicaux, gouvernementaux

Activités de la campagne

cultiver
donner à manger aux animaux (aux chevaux, aux poules)
ensemencer un champ/une prairie
faire les moissons/moissonner les champs
labourer un champ
nettoyer les écuries/les étables

ramasser les œufs
réparer les clôtures
traire les vaches

Avantages de la vie en ville

accès aux soins médicaux
accès aux emplois
accès aux événements culturels et sociaux
beaucoup de choix de produits et de services
galeries d'art
grands magasins
multitude d'activités culturelles et sportives
proximité des services et des commerces
restaurants, pâtisseries, traiteurs
spectacles à profusion
transport en commun

La vie en ville

C'est l'endroit où...

on va à l'école.
on habite.
on fait du sport.
on fait du magasinage.
on fait ses dévotions.
on prend des leçons (de musique, de tennis, de danse).
on fait des courses.
on va au théâtre/au cinéma.
on assiste aux concerts.
on va chez le dentiste/chez le médecin.
on travaille.
on trouve son restaurant préféré.

Désavantages/Problèmes de la ville

l'air (m.) pollué
le bruit
la circulation/le trafic
les clochards (m.)
le crime/la criminalité
la densité de population
la drogue
les égouts (m.)
les embouteillages (m.)
les sans-abri (m.)
les ghettos (m.)
le graffiti
l'insuffisance (f.) de logements
l'heure (f.) de pointe
le logement défectueux/inhabitable
les mendiants (m.)
la pauvreté
la pollution
la poussière

la production massive de déchets
la saleté
la surpopulation
les taudis (m.)/les zones taudis
le vandalisme
la violence

Activités de la ville

aller au restaurant, au café, aux marchés de producteurs, dans les
boîtes de nuit, au théâtre, aux spectacles de musique
aller au travail/à l'école à bicyclette, en autobus, en voiture, en métro
avoir une vie culturelle
assister à un match de football au stade
assister à une pièce de théâtre
assister aux festivals d'art dramatique, de musique jazz, d'arts visuels
faire du lèche-vitrine des boutiques
faire du lèche-vitrine dans un centre commercial
faire du jogging sur une piste cyclable
faire du vélo sur une piste cyclable
participer à une compétition sportive internationale
participer à un marathon
se promener dans une rue commerçante

Types de quartiers d'un centre urbain

quartier des beaux-arts
quartier chinois
quartier commercial
quartier des affaires
quartier d'entrepôts
quartier francophone
quartier grec
quartier industriel
quartier italien
quartier maritime
quartier portugais
quartier résidentiel
quartier touristique
quartier universitaire

Installations sportives et récréatives qui se trouvent dans un voisinage

les arcades (f.)/les salles (f.) d'arcade
les arénas (m.)
les centres (m.) aquatiques
les centres communautaires
les centres de l'âge d'or
les centres de karaté, de yoga, d'arts martiaux
les centres de loisirs/les centres récréatifs
les centres d'entraînement sportif
les courts (m.) de tennis
les gymnases (m.)
les patinoires (f.)

les piscines (f.) intérieures/extérieures
les pistes (f.) cyclables
les pistes de curling
les pistes de randonnée
les pistes de ski de fond
les salles (f.) de quilles
les stades (m.)
les terrains (m.) de balle
les terrains de baseball
les terrains de basket-ball
les terrains de football
les terrains de golf
les terrains de jeux
les terrains de soccer
les vélodromes (m.)

Adverbes

activement
absolument
agressivement
aimablement
ardemment
attentivement
aventureusement
bellement
bêtement
calmement
certainement
chaleureusement
courageusement
cruellement
curieusement
dernièrement
difficilement
discrètement
doucement
dynamiquement
énormément
fidèlement
fortement
généreusement
gracieusement
grandement
gravement
heureusement
impatiemment
lentement
malheureusement
normalement
péniblement
plaisamment
poliment

ponctuellement
précisément
présentement
profondément
prudemment
raisonnablement
rapidement
respectueusement
sentimentalement
sincèrement
stupidement
sûrement
totalement
vaniteusement
vraiment

Utilisation des connaissances linguistiques pour communiquer

Pour moi, la communauté, c'est comme une grande famille.

Généralement, tout le monde a les mêmes buts. On travaille ensemble, on essaie de s'entraider.

Moi, je déteste la ville, surtout les grandes villes. Il y a trop de monde, trop de bruit et beaucoup de pollution. La vie est beaucoup plus tranquille et beaucoup plus agréable à la campagne. À la campagne, on est souvent surpris par la nature. On a de l'espace, on voit de vastes paysages et des animaux sauvages.

Moi, je préfère la vie urbaine. J'aime surtout les activités sportives et les musées et les galeries d'art. J'aime aussi le choix de magasins, de services et de restaurants. Il y a une vie culturelle dans la ville. J'aime ça.

La ville m'étouffe. J'ai besoin d'air frais, d'espaces vastes et de la liberté.

Ah que la ville est belle! J'adore voir le monde passer sur le trottoir, prendre un bon café à la terrasse et assister aux spectacles musicaux.

Selon toi, quelles sont les avantages de vivre à la campagne?

→ La vie est agréable. L'air est frais et il n'y a pas trop de bruit. On peut voir les grands espaces et se sentir près de la nature. Il y a très peu de crimes. J'aime ça. Et les désavantages? On est loin des services médicaux et d'un grand choix d'activités et de restaurants.

Selon toi, quels sont les avantages de vivre dans une grande ville?

→ Il y a une grande variété d'activités et de restaurants. On peut se promener sur des rues pavées, prendre des pistes cyclables, participer aux festivals et utiliser le transport en commun. On a accès aux différents services médicaux.

Et les désavantages?

→ Malheureusement, il y a beaucoup de crimes et l'air est très pollué. La circulation est épouvantable. Il y a trop de monde et trop de vandalisme.

Quelles sont les activités typiques d'une communauté rurale?

→ Normalement, les gens cultivent les champs, ils donnent à manger aux animaux ou ils nettoient les étables.

Quelles sont les activités typiques d'une communauté urbaine?

→ D'habitude, les gens vont au travail, ils font des courses dans les centres commerciaux, ils vont au cinéma, ils assistent aux matchs de hockey, de baseball, de football ou ils font du lèche-vitrine.

Les commerces

une animalerie
un aéroport
une banque
une bibliothèque
une bijouterie
une blanchisserie
une boucherie
une boulangerie
une boutique de musique
un bureau de poste
un centre commercial
une chocolaterie
un cimetière
un cinéma
un club vidéo
un concessionnaire d'autos
un concessionnaire de machines agricoles
une confiserie
un dépanneur
une école
l'édifice (m.) de l'Assemblée législative
une église
un édifice universitaire
une épicerie
un fleuriste
une gare
une gare routière
un grand magasin
un hôpital
un hôtel de ville
un immeuble de bureaux
une librairie
un magasin de sport
un musée
un nettoyeur
un office de tourisme
un palais de justice
une papeterie
un poste de police
un poste de pompiers
un poste de lavage/un lave-auto (France)
une quincaillerie
un restaurant
un salon de coiffure
un salon funéraire
une station-service

un supermarché
un théâtre

Les services agricoles

une usine de nettoyage des semences

Les services culturels et communautaires

une billetterie
un centre culturel
un musée
un service de bibliothèque
un théâtre

Les services de communication

Internet
le journal
la radio
le téléphone
la télévision

Les services de loisirs

une installation sportive
un parc
un terrain de golf
un terrain de jeux

Les services de santé

une clinique dentaire
une clinique d'orthodontie
une clinique de physiothérapie
une clinique médicale
une clinique optométrique
un hôpital
un service de quarantaine
un service de santé mentale
un service dispensé aux malades chroniques

Les services de sécurité

un poste de police
un poste de pompiers
un service des incendies
un service de police
un service de pompiers volontaires

Les services de transport

l'autobus
le métro

Les services des ressources humaines

un service d'emploi pour les jeunes
un service d'emploi pour les adultes
un service de placement

Les services éducatifs/d'éducation

un collège
une commission scolaire/un conseil scolaire
une école
une garderie
une maternelle
une université

Les services financiers

une banque
une caisse
un service bancaire
un service de comptabilité

Les services hôteliers

une auberge
un gîte
un hôtel
un motel

Les services municipaux

un service d'administration publique
un service de loisirs
un service de nettoyage des rues
un service de recyclage
les services de planification
les services publics (d'utilité publique)
des travaux publics (m.)
l'urbanisme et le développement économique

Les services postaux

des bureaux de poste (m.)
des messageries (m.)

Les services professionnels

des services dentaires
des services légaux
des services médicaux

Les services religieux

les églises (f.)
les mosquées (f.)
les synagogues (f.)
les temples (f.)

Les services sociaux

un service de la planification familiale
des services d'assistance sociale
des services d'intervention de crise

Les services touristiques

un office du tourisme

Les métiers et les professions

un acteur/une actrice

un agent de police/une agente de police

un annonceur/une annonceuse

un architecte/une architecte

un artiste/une artiste

un avocat/une avocate

un bibliothécaire/une bibliothécaire

un bijoutier/une bijoutière

un bottier/une bottière

un boucher/une bouchère

un boulanger/une boulangère

un caissier/une caissière

un chanteur/une chanteuse

un charpentier/une charpentière

un chauffeur d'autobus/une chauffeuse d'autobus

un chauffeur de taxi/une chauffeuse de taxi

un chirurgien/une chirurgienne

un coiffeur/une coiffeuse

un conseiller municipal/une conseillère municipale

un comptable/une comptable

un cuisinier/une cuisinière

un dentiste/une dentiste

un électricien/une électricienne

un enseignant/une enseignante

un épicier/une épicière

un facteur/une factrice

un fleuriste/une fleuriste

un fermier/une fermière

un gardien de zoo/une gardienne de zoo

un homme d'affaires/une femme d'affaires

un infirmier/une infirmière

un ingénieur/une ingénieure

un journaliste/une journaliste

un maire/une mairesse

un mécanicien/une mécanicienne

un médecin/une médecin

un militaire/une militaire

un musicien/une musicienne

un opérateur de traitement de texte/une opératrice de traitement de texte

un opticien/une opticienne

un ouvrier/une ouvrière

un pharmacien/une pharmacienne

un photographe/une photographe

un plombier/une plombière

un politicien/une politicienne

un pompier/une pompière

un pompiste/une pompiste

un réceptionniste/une réceptionniste

un réparateur/une réparatrice
un scientifique/une scientifique
un secrétaire/une secrétaire
un serveur/une serveuse
un tailleur/une tailleuse
un travailleur social/une travailleuse sociale
un vendeur/une vendeuse
un vétérinaire/une vétérinaire

Les enseignes

À louer

À vendre

Attendre ici/Veuillez attendre ici.

Attendez, l'hôtesse va vous placer.

Attention à la marche!

Attention, chien méchant!

Chambre à louer

Complet

Danger

Défense de fumer

Défense de nager

Défense de plonger

Défense de stationner

École/Zone écolière

Entrée (strictement) interdite/Défense d'entrer

Fermé/Fermée

En panne

Garder la droite

Garder la gauche

Hommes au travail

L'accès à l'établissement est interdit aux moins de 18 ans non accompagnés d'un adulte.

Laissez vos (grands) sacs à l'entrée.

Libre-service

Livraison à l'arrière

Ne nourrissez pas les animaux./Ne donnez pas de nourriture aux animaux.

Nous déclinons toute responsabilité pour les objets perdus ou volés.

Ouvert/Ouverte

Ouvert 24 heures sur 24

Pas de colportage

Peinture fraîche

Pelouse interdite/Défense de marcher sur le gazon/la pelouse

Pique-nique interdit sur la plage

Prière de vous essuyer les pieds

Poubelle

Poussez

Route barrée (... à 300 m)

Silence!

Sonnette de service

Sortie

Sortie de secours

Tenue vestimentaire appropriée
Tirez
Vente
Voie piétonne

Où se trouvent les enseignes

à la piscine
à la plage
au bureau de poste
dans la rue
dans un bureau
dans un jardin zoologique
dans un magasin
dans un parc
dans un restaurant
dans une bibliothèque
sur la pelouse
sur un immeuble
sur un mur
sur une clôture
sur une fenêtre
sur une porte

Pour demander son chemin

Excusez-moi. Où est le centre commercial, s'il vous plaît?
Je m'excuse. Où se trouve la pharmacie?
Je cherche la bibliothèque. C'est loin d'ici?
Pour aller à l'hôpital, s'il vous plaît?
Pardon. Vous savez où se trouve la banque la plus proche?
Pouvez-vous me dire où se trouve le musée national, s'il vous plaît?
Pourriez-vous me dire comment aller au stade, s'il vous plaît?

Pour donner des directions

Tournez à droite.
Prenez la première rue à gauche.
Allez jusqu'à...
Prenez cette rue.
Prenez cette avenue en direction nord/sud/est/ouest.
Traversez la rue/le pont.
Continuez tout droit.
Allez tout droit.
Passez devant...
Descendez la rue...
Montez la côte...
C'est sur votre gauche/droite.
C'est juste avant...
C'est juste après...
C'est tout droit.
Marchez le long de...

Pour situer un édifice

(juste) avant la boucherie

(juste) après l'épicerie
à droite de la piscine
à gauche de la banque
à côté du bureau de poste
en face du magasin de sport
devant la station-service
derrière la librairie
entre le garage et le stade
au coin de la rue _____ et de l'avenue _____
à l'angle des rues _____ et _____
pas loin de la pharmacie
près de la station-service
à 3 km de la bibliothèque
au centre-ville

Utilisation des connaissances linguistiques pour communiquer

Où doit-on aller pour acheter des clous?

→ À la quincaillerie.

Où doit-on aller pour faire de la recherche?

→ À la bibliothèque.

Où doit-on aller pour parler au maire?

→ À l'hôtel de ville.

Quel est votre métier?

→ Je suis acteur.

Pourquoi ce métier et pas un autre?

→ Parce que j'aime divertir les gens.

Combien d'heures est-ce que vous travaillez par jour?

→ Entre huit et dix heures.

Qu'est-ce que vous aimez le plus dans votre travail?

→ J'adore voir les gens rire.

Peux-tu me décrire Bruderheim?

→ C'est un petit village rural à l'est d'Edmonton. Il a une population de 1 200 habitants. Il se trouve dans une région agricole sur une plaine fertile. Il y a un aréna, un parc de planche à roulettes, trois terrains de baseball, un terrain de soccer, un terrain de football, une bibliothèque, un centre récréatif pour les adolescents (une maison des jeunes) et un centre de loisirs pour les personnes âgées.

Et je peux compter sur quels services ici?

→ À Bruderheim, vous pouvez compter sur des services postaux, des services publics et des services religieux.

Pardon, monsieur. Savez-vous où se trouve le bureau de poste le plus proche?

→ Oui. C'est simple. Va tout droit sur l'avenue des Pins. Tourne à gauche à la rue Lavoie. Va jusqu'au coin de la rue Lavoie et de l'avenue Babi. Tu y es.

Que veut dire cette enseigne avec le x sur la cigarette?

→ Défense de fumer.

La restauration : questions générales

Quelle est souvent l'inspiration du nom d'un restaurant?

→ Le nom d'une ville (d'un pays, d'une région, d'une personne célèbre), un objet et l'environnement peuvent en être l'inspiration.

Où est-ce que vous allez manger?

→ Nous allons au restaurant *Mangia*.

Qu'est-ce que vous mangez?

→ Nous mangeons de la pizza.

Quand allez-vous au restaurant?

→ Nous allons au restaurant les vendredis soirs.

Quel est votre plat préféré?

→ J'adore la pizza aux champignons.

Avec qui est-ce que vous allez au restaurant?

→ Avec mes parents.

Pourquoi est-ce que vous mangez au restaurant?

→ Parce que ma mère n'aime pas faire la cuisine pendant la fin de semaine.

Quel est votre restaurant préféré?

→ C'est la pizzeria *Mama Mia*.

Pourquoi?

→ Parce que j'adore leur pizza.

Quel est votre type de cuisine préférée?

→ C'est la cuisine italienne.

Pourquoi?

→ Parce que j'adore les pâtes et les sauces variées.

Pour réserver une table au restaurant

J'aimerais faire une réservation.

J'aimerais réserver une table.

J'appelle pour réserver une table.

Je voudrais faire une réservation.

Pour commander un repas

J'aimerais...

J'aimerais essayer...

Je prends...

Je vais prendre...

Donnez-moi s'il vous plaît...

Est-ce que vous voulez un hors-d'œuvre?

→ Oui, je vais prendre une salade de tomates.

→ J'aimerais du pâté.

→ Je prendrais des escargots.

→ Je veux la soupe du jour.

Et comme plat principal, que désirez-vous?

→ J'aimerais l'escalope de veau avec une pomme de terre au four.

→ Je désire le poulet avec des frites.

→ Je prendrais le canard à l'orange avec du riz.

→ Je vais prendre le bœuf bourguignon avec des pâtes.

Qu'est-ce que vous prenez comme boisson?

→ J'aimerais du café avec de la crème.

→ Je prendrais une limonade.

- Je prends de l'eau minérale.
- Je veux un coca.
- Vous prenez un dessert?
- Oui, j'aimerais de la glace à la vanille.
- Oui, je prends une mousse au chocolat.
- Oui, je vais prendre une crêpe aux framboises.
- Oui, je veux une salade de fruits.

Pour demander des choses spécifiques

- C'est accompagné de quoi?
- Puis-je avoir une salade à la place des frites?
- Qu'est-ce que vous avez comme sandwiches?
- Qu'est-ce que c'est... (une crème caramel)?

Pour faire des commentaires au sujet des restaurants

- Comment s'appelle le restaurant?
- Il s'appelle La Table de Cézanne.
- Qu'est-ce que tu penses de ce restaurant?
- Il est excellent.
- Quel type de cuisine sert-on?
- On sert la cuisine française.
- Comment est la cuisine?
- Elle est exceptionnelle.
- Comment est le service?
- Il est impeccable.
- Quelles sont les qualités d'un bon restaurant?
- L'accueil doit être chaleureux. Le service doit être bon/rapide. La cuisine doit être (très) bonne/exceptionnelle/extraordinaire. Les serveurs/serveuses doivent être aimables et consciencieux.
- Comment trouves-tu ce restaurant?*
- L'ambiance est excellente/agréable/unique/géniale. Le restaurant est propre. Les toilettes sont propres. Le restaurant a une bonne/excellente réputation. Il y a un grand choix de plats. Les prix sont raisonnables/modérés. Le décor est beau/exotique. Les plats sont cuits à la perfection. La présentation des mets est exceptionnelle.
- Quels sont les défauts d'un mauvais restaurant?*
- L'accueil n'est pas chaleureux. Le service est affreux/lent. La cuisine est inacceptable/mauvaise/très mauvaise/immangeable/pas mangeable. Les serveurs ne sont pas courtois. L'ambiance est bruyante/désagréable/froide. Le restaurant est malpropre. Le choix des plats est limité. Les prix sont trop élevés/exorbitants. Le décor est laid/ordinaire. Les plats ne sont pas assez cuits/sont trop cuits/trop salés. Les plats ont un mauvais goût.

Pour faire des commentaires positifs sur un restaurant

- C'est la meilleure pizzeria de la ville.
- Ce menu à 15 dollars est bon marché.
- Cette baguette est chaude et fraîche.
- Cette viande est excellente. Elle n'est pas trop cuite.
- Cette vinaigrette a bon goût.

J'aime ce beurre au citron.
Elles sont très bonnes, ces pommes de terre.
L'ambiance est très romantique.
Les sushis sont tout simplement délicieux.
Mon plat est cuit à la perfection.
On mange bien ici et ça ne coûte pas cher.

Pour faire des commentaires négatifs sur un restaurant

Ce bacon est brûlé.
Ce couteau est sale.
Ce poulet est fade et il est comme du caoutchouc.
Cette sauce est trop épicée. Appelez les pompiers!
Cette soupe est trop salée.
Cette tarte est trop sucrée.
Il existe beaucoup mieux pour le prix.
Il fait tellement noir. Je ne peux pas lire mon menu.
Il y a un cheveu dans ma salade. Quelle horreur!
Il y a une erreur dans l'addition.
La musique est trop forte.
Selon moi, la cuisine ici est dégueulasse.

Les associations et les clubs communautaires

une association culturelle
une association de bénévoles
une association d'écrivains
une association de musiciens et d'interprètes
une association de philatélistes
une association de photographes
une association de sculpteurs
une association de voyageurs
un club d'artisanat/un club artisan
un club d'artistes/un club artistique
un club d'astronomie
un club des beaux-arts
un club de collections
un club de jeux/un club de jeux de société
un club de lecture
un club de littérature
un club de loisirs
un club de musique
un club de nature
un club de philatélie
un club de photographie
un club de service communautaire
un club de sport/un club sportif
un club de théâtre/un club d'art dramatique/un club théâtral
un club de voyage
un club parascolaire
un club social

Utilisation des connaissances linguistiques pour communiquer

Est-ce qu'il y a des clubs et des associations à Bruderheim?

→ Bien sûr que oui! Il y a les scouts et les guides pour les enfants, le Club 4-H, un club agricole, un club de hockey pour les hommes et les femmes, le Club Lions et un club pour les personnes âgées.

Fais-tu partie d'un club ou d'une association?

→ Oui. Comme je collectionne des timbres, je fais partie du club de philatélie.

J'aime aider les gens et faire du bénévolat. Peux-tu me suggérer une association ou un club?

→ Oui, ici à Lethbridge on a toujours besoin d'aide. Il y a le Club garçons et filles qui a besoin de bénévoles tout de suite.

Quelques évènements et festivals communautaires par province ou territoire*

La Colombie-Britannique

Le Nouvel An chinois (Vancouver)

Exposition nationale canadienne (PNE à Vancouver)

L'Alberta

Festival de la Moisson de Plamondon (région agricole)

Fête au village de Legal

Le Nouvel An chinois (Edmonton)

Calgary Exhibition and Stampede

Edmonton Capital Exhibition

La Saskatchewan

Vesna, Festival ukrainien (Saskatoon)

Saskatoon International Fringe Festival

Le Manitoba

Festival du Voyageur (Saint-Boniface)

Winnipeg Folklorama

L'Ontario

Festival canadien des tulipes (Ottawa)

Exposition nationale canadienne (CNE à Toronto)

Toronto Street Festival

Bluesfest (Ottawa)

Le Québec

Exposition culturelle (Saint-Jean)

Festi-Jazz (Rimouski)

Le Festival international de jazz (Montréal)

Le Festival d'été (Québec)

*This sample list of festivals was up-to-date at the time of printing. Teachers are advised to verify the list on a yearly basis as to what are the current festivals by province and territory.

Le Nouveau-Brunswick

Fête du homard (Shédiac, capitale mondiale du homard)
New Brunswick Highland Games and Scottish Festival
Acadian National Holiday festivities (Caraquet)

La Nouvelle-Écosse

Fête de la floraison des pommiers de la Vallée d'Annapolis (Kentville)
Nova Scotia International Tattoo (Halifax)
La Mi-Carême (Chéticamp)

L'Île-du-Prince-Édouard

Festival of Lights (Charlottetown)

Terre-Neuve-et-Labrador

Festival folklorique de Terre-Neuve-et-Labrador
Festival by the Sea (Saint-Jean)

Nunavut

Festival d'arts Inuit (Iqaluit)
Toonik Tyme (Iqaluit)

Les Territoires du Nord-Ouest

Folk on the Rocks (Yellowknife)
Caribou Carnival (Yellowknife)

Le Yukon

Jours de la découverte de l'or du Klondike (Dawson)

Utilisation des connaissances linguistiques pour communiquer

Quel est le nom de la fête?

→ C'est le Festival de la Canneberge de Villeroy.

Quelle est la date de la fête?

→ Les 8, 9 et 10 octobre.

Où est-ce que la fête a lieu?

→ Elle a lieu à Villeroy.

Quelles activités font partie de la fête?

→ Il y a les visites guidées aux cannebergières, les pièces de théâtre avec artistes locaux, un marché aux puces, une exposition d'artistes peintres, un concours de recettes à la canneberge, un souper méchoui, une soirée folklorique, une messe animée, un souper spaghetti, une soirée dansante, entre autres.

À quelle heure est-ce que ces activités se déroulent?

→ Vendredi, elles commencent à 13 h, samedi à 9 h et dimanche à 8 h.

Quelle est la durée de la fête?

→ Elle dure trois jours.

Est-ce que la fête a un thème?

→ Oui, ce sont les canneberges.

À quelle fête préférez-vous assister?

→ Je préfère assister à l'AquaFête des rapides de Chambly.

Pourquoi?

→ Parce que j'adore observer la descente des rapides. Il y a 3 000 plongeurs et ils bravent un parcours de deux kilomètres dans les eaux tumultueuses des rapides de la rivière Richelieu.

À Iqualuit, dans le Grand Nord canadien, il y a une fête hivernale.

Cette fête s'appelle le Festival Toonik Tyme. Pendant la fête, on peut fabriquer et faire voler des cerfs-volants, jouer au golf sur la neige, participer aux compétitions de motoneiges, assister aux jeux traditionnels inuits, chanter, danser et déguster de la tige.

La Gala albertain de la chanson a lieu au mois de mai, à la Cité francophone. Pour plus d'informations, il faut appeler l'ACFA.

Les communautés canadiennes-françaises

Dans chaque province et territoire du Canada, il y a des communautés francophones.

En Colombie-Britannique, la plus forte concentration de francophones se trouve dans les régions de Vancouver et de Victoria. Ils travaillent surtout dans la fonction publique, dans les écoles de langue française et dans diverses associations.

En Alberta, il y a beaucoup de communautés francophones, mais les plus nombreuses se trouvent autour d'Edmonton et de Calgary. L'Association canadienne-française de l'Alberta aide à cultiver la francophonie partout dans la province. Elle est très active sur les plans culturel, économique et politique. Le Campus Saint-Jean à l'Université de l'Alberta offre, tout en français, des diplômes postsecondaires dans une variété de professions.

En Saskatchewan, la population francophone est éparpillée dans toute la province. Les Fransaskois comptent de nombreux entrepreneurs, fermiers, artistes, enseignants et fonctionnaires.

Au Manitoba, tout au long de leur histoire, les francophones se trouvent principalement sur les bords de la rivière Rouge. Quarante-vingt-dix pour cent des francophones vivent à Winnipeg ou dans des petits villages aux alentours de Winnipeg. À Saint-Boniface, le quartier francophone de Winnipeg, il est facile de vivre en français. Il y a le Collège universitaire de Saint-Boniface qui offre des diplômes postsecondaires et des services de conditionnement physique en français. À Saint-Laurent, plus particulièrement, il y a une population importante de Métchifs.

En Ontario, les francophones se trouvent aux quatre coins de la province. Dans le sud-ouest de la province, par exemple, la présence francophone remonte à 1701 et se trouve majoritairement sur les bords du lac Érié. La présence des

francophones au centre de l'Ontario est récente. Elle est due à la migration de travailleurs du Québec durant le vingtième siècle.

Au Québec, qui est majoritairement francophone, on trouve des villes et des villages, chacun avec son cachet spécial. Par exemple, la ville de Trois-Rivières se trouve au point de rencontre de la rivière Saint-Maurice et du fleuve Saint-Laurent. La ville de Rimouski est aussi située au bord du fleuve Saint-Laurent. Elle est construite dans un amphithéâtre naturel. La beauté de ses paysages fait de Rimouski une belle communauté. Ses 50 000 habitants ont de la chance.

Le Nouveau-Brunswick est la terre des Acadiens et est la seule province officiellement bilingue au Canada. Aujourd'hui, les francophones comptent pour un peu plus de 30 pour cent de la population de la province.

Les deux autres provinces maritimes, la Nouvelle-Écosse et l'Île-du-Prince-Édouard, ont des communautés francophones et acadiennes. Après la Déportation des Acadiens, plusieurs Acadiens sont retournés et se sont établis dans ces deux provinces. En Nouvelle-Écosse, la plupart des Acadiens se trouvent dans les régions suivantes : Argyle, Clare, la vallée de l'Annapolis, Halifax-Dartmouth, Pomquet, Richmond et Sydney.

À Terre-Neuve-et-Labrador, les francophones vivent principalement dans trois régions : la péninsule de Port-au-Port, à Saint-Jean (la capitale de la province) et ses environs, et aux villes minières de Labrador City-Wabush et la base militaire de Happy Valley-Goose Bay.

Les trois territoires, le Yukon, les Territoires du Nord-Ouest et Nunavut, comptent des communautés francophones vibrantes. La plupart des francophones qui vivent dans ces régions viennent principalement d'Europe et des régions du Canada français. La majorité de ces gens travaillent dans la fonction publique ou dans des conseils scolaires.

DES FÊTES ET CÉLÉBRATIONS POSSIBLES

Noël – le 25 décembre

Les origines de la fête ou de la célébration

Noël est une fête très ancienne et religieuse.

Les Romains célèbrent le dieu Saturne, dieu de l'abondance, du 17 au 24 décembre. Pendant un jour de cette semaine, ils fêtent le Soleil et la renaissance.

Les Teutons, les peuples de Scandinavie, célèbrent le solstice d'hiver.

Il y a environ 2000 ans, Joseph et Marie vont à Bethléem. Il n'y a pas de chambres; alors, ils s'installent dans une étable. C'est là

que le bébé Jésus, enfant envoyé par Dieu, est né. Noël devient l'anniversaire de la naissance de Jésus. La première célébration de la Nativité au Québec remonte à 1536, fêtée par Jacques Cartier et son équipage. En 1645, des colons français se réunissent dans la petite église de Québec pour assister à la messe de minuit. Ils chantent un vieux chant de Noël de France – « Chantons Noël ». Les mots Noël! Nau! désignent encore aujourd'hui Noël.

Les traditions associées à la fête ou à la célébration

Avant Noël

On envoie des cartes de Noël aux amis et à la famille.

On décore les maisons, les boutiques et les rues avec des sapins ornés de lumières et des guirlandes.

On achète, on emballe et on échange des cadeaux.

On construit une crèche et on y met les santons (figurines en argile – bergers, animaux, etc.).

On décore le sapin.

La veille de Noël

On suspend les bas de Noël.

On pose les souliers devant le feu ou près du sapin.

On attend l'arrivée du Père Noël.

On chante des cantiques de Noël et des cantiques religieux.

On va à la messe de minuit.

On pose une figurine de l'Enfant Jésus dans la crèche.

On visite la crèche pour rendre hommage à l'Enfant Jésus.

On se réunit en famille après la messe.

On mange au réveillon, on boit, on s'amuse, on chante autour du sapin.

On allume une bûche de Noël.

Le jour de Noël

On trouve les cadeaux le matin au pied du sapin.

On ouvre les cadeaux.

On se réunit en famille pour manger le repas de Noël qui dure plusieurs heures.

On bavarde, on raconte des histoires, on chante, on joue à des jeux.

On se souhaite un « Joyeux Noël ».

La veille du Nouvel An – le 31 décembre (en France)

En France, la nuit du 31 décembre au 1^{er} janvier est aussi appelée la Saint-Sylvestre.

On décore la maison de gui.

On se réunit et on s'amuse avec des amis tard dans la nuit, chez soi ou au restaurant.

On mange le souper de la Saint-Sylvestre.

On boit du champagne.

On s'embrasse (sous le gui) à minuit.

On se souhaite une bonne et heureuse année.

On klaxonne sur les Champs-Élysées, à Paris, pour célébrer le début de la nouvelle année.

Le jour de l'An en France – le premier janvier

Les origines de la fête ou de la célébration

C'est une fête civile et religieuse pour les chrétiens.

La tradition du Nouvel An remonte à Babylone, 2000 ans avant Jésus-Christ. Cette fête a lieu au printemps pour honorer le dieu qui protège les récoltes, Mardouk. À Rome, en 46 avant Jésus-Christ, Jules César reporte le nouvel an au 1^{er} janvier et pour cela, il crée une année de 445 jours. Cette tradition disparaît, mais est reprise au Moyen Âge à des dates différentes selon le pays. Le Nouvel An se fête alors en mars en Angleterre, le dimanche de Pâques en France et à Noël en Italie.

Les traditions associées à la fête ou à la célébration

On reçoit la bénédiction paternelle.

On va à la messe.

On rend visite à la parenté et aux amis.

On se réunit avec la famille et les amis autour d'un bon repas.

Quelquefois on mange des spécialités de la région, par exemple, la fondue.

On s'embrasse et se souhaite une bonne et heureuse année.

On s'offre « des étrennes » (cadeaux que les gens s'offrent à la fin de l'année et qui sont échangés entre parents et amis).

On s'envoie des cartes de vœux.

La fête des Rois (au Canada français et en France) – le 6 janvier

Les origines de la fête ou de la célébration

La fête célèbre le jour où les Rois mages rendent visite à l'enfant Jésus dans la crèche à Bethléem.

Les traditions associées à la fête ou à la célébration

Les parents ou les enfants préparent un gâteau spécial (*la galette des rois* en France et *le gâteau des rois* au Canada). On cache une fève dans le gâteau. La personne qui trouve la fève est la reine ou le roi pour la journée. Il ou elle porte une couronne en papier.

La fête nationale du Québec – le 24 juin

Les origines de la fête ou de la célébration

C'est une fête historique et traditionnelle.

Autrefois, cette fête était appelée la Saint-Jean-Baptiste.

Au début, la fête a pour but de célébrer le solstice d'été qui tombe le 21 juin. C'est la fête du soleil et de la lumière.

En 1638, pour la première fois au Canada, on célèbre la fête de la Saint-Jean comme à Paris, par des coups de canon, des feux d'artifices et un feu de joie. La première Fête nationale est célébrée le 24 juin 1834 autour d'une table où les hommes discutent de l'avenir politique du pays et mangent un grand repas ensemble. Depuis ce temps, la fête est associée à saint Jean-Baptiste, le saint patron des Canadiens français.

Les traditions associées à la fête ou à la célébration

On partage la nourriture, on discute, on rit à une grande tablée (un repas communautaire).

On fait des piqueniques.

On allume des feux de joie.

On assiste aux défilés.

On assiste aux danses en plein air.

On assiste aux spectacles.

On chante des chants nationaux.

On assiste aux compétitions sportives.

On assiste aux jeux.

On assiste aux concours.

On décore de drapeaux, de guirlandes, de banderoles.

Diwali – en octobre ou novembre, toujours un jour de nouvelle lune

Il y a beaucoup de régions en Inde, alors il y a différentes manifestations de la fête de *Diwali*.

Les origines de la fête ou de la célébration

C'est la fête hindoue des lumières.

Le jour suivant est le début de la nouvelle année pour les hindous du nord. Dans le sud, la nouvelle année est habituellement célébrée en mars ou avril.

Diwali signifie, en sanskrit, « une rangée de lampes » et symbolise la destruction des forces du mal. *Diwali* fête le retour de quatorze ans d'exil de Ram Ji, 20 jours après avoir vaincu les démons Vijay Dashami. Les rangées de lumières tournées en sa direction illuminent maisons, jardins, boutiques, ghâts, et commémorent ce retour. Au Goudjérate, le festival honore *Lakshmi*. Elle est la divinité de la prospérité, de la fortune, de la beauté et de l'élégance. Au Bengale, le festival honore la déesse Kali.

Les traditions associées à la fête ou à la célébration

Dans la majeure partie de l'Inde du nord, *Diwali* est célébré pendant cinq jours.

Les jours précédant la fête, on fait du nettoyage, des rénovations, de la peinture dans les maisons et les boutiques. La maison doit être belle et illuminée afin que *Lakshmi* entre. Elle n'aime pas l'obscurité. On lui rend la maison la plus accueillante possible.

Le premier jour, on achète de la vaisselle neuve pour la maison, ou des objets en argent, afin d'inviter la richesse à habiter chez soi.

Le deuxième jour est consacré à la prière et à la vénération de la déesse Kali (la divinité de la force).

Le troisième jour, on finit les préparatifs avant la grande fête le soir. On fait des courses : lampes en argile, gâteaux au miel, pistaches, beignets, pâtes d'amandes, bougies, feux d'artifice, pétards. On brosse les tapis, lustre l'argenterie, dresse l'autel, dispose les icônes et les offrandes, sort les objets à bénir, finit de ranger et de décorer, sort les douceurs, prépare le thé, vérifie l'horaire d'arrivée du brahmane et des invités.

La troisième nuit, nuit sans lune, est la plus animée. Au coucher du soleil, la grande fête commence. Les femmes sortent des maisons, les bras chargés de plateaux de chandelles. Elles déposent des milliers de petites lumières partout. Tout est décoré de petites lumières et de guirlandes de fleurs. On allume les feux d'artifice et on fait exploser les pétards. On est à la fête et on écoute de la musique. Les commerçants offrent des sucreries à leurs clients et à leurs voisins. Ils inaugurent un nouveau livre de comptes parce que le lendemain est le début d'une nouvelle année fiscale. Après le « son et lumière », il y a une cérémonie religieuse (la puja). Le brahmane (le prêtre) va de maison en maison où il bénit les icônes et les offrandes sur les autels. Puis, il y a de nouvelles offrandes et des prières. Chacun souhaite un « Happy Diwali » à ses voisins et à ses invités et la fête recommence.

On s'offre des cadeaux.

On échange les cartes de vœux.

On prépare les mets les plus fins.

On porte de nouveaux vêtements.

On partage des sucreries.

On donne de l'argent, des fruits et des gâteaux aux pauvres.

On prend de bonnes résolutions.

On se souhaite un « Happy Diwali ».

La fête du Sacrifice du mouton (la grande fête) : Eid al-Adha

Les origines de la fête ou de la célébration

Cette fête commémore le sacrifice offert à Dieu par Abraham de son fils aîné Ismaël.

Les musulmans héritent la tradition de sacrifier un mouton d'Abraham. Selon le Coran, Abraham est en train de sacrifier son fils quand une voix des cieux lui donne la permission de substituer un mouton à son fils. Aujourd'hui, tout musulman sacrifie un agneau au nom d'Abraham et de son fils. Chaque année cette fête marque la fin du pèlerinage à La Mecque. La fête a lieu le 10 du mois de Dhou al Hijja ou Dhu al-Hijja, le dernier mois du calendrier musulman.

Les traditions associées à la fête ou à la célébration

Le pèlerinage à La Mecque

Tout musulman doit se rendre au moins une fois dans sa vie à la Mecque s'il a les moyens de le faire. Ce pèlerinage se fait pendant *Dhu al-Hijja*. Il commence le septième jour du mois par un grand sermon de l'imam de la Mecque. Le croyant, portant l'habit traditionnel blanc, fait les ablutions rituelles et il récite des prières exprimant sa soumission à Dieu. Ensuite, il va près de la Kaaba, le temple cubique au centre du sanctuaire. Il fait le tour du temple sept fois en récitant des prières. Puis, il part pour parcourir sept fois le trajet entre Safa et Marwa. Le neuvième jour du mois, il se rend dans la plaine d'Arafa, à une vingtaine de kilomètres de la Mecque. Là, debout devant Dieu, il demande et obtient le pardon de ses fautes. Le dixième jour, c'est l'Eid al-Adha, le jour de la grande fête. Au retour d'Arafa, le pèlerin lance des cailloux sur des stèles qui symbolisent le démon et il sacrifie un mouton pour commémorer le sacrifice par Abraham de son fils Ismaël. La viande de ces moutons tués est distribuée aux pauvres des pays musulmans. Ensuite, le pèlerin revient à La Mecque. Il tourne sept fois autour de la Kaaba. Cette action marque la fin du pèlerinage. Il est maintenant un homme purifié et ajoute le titre de Hajj à son nom.

L'application de la tradition du Prophète – Notions de la veille et le jour de l'Eid

Les musulmans répètent la formule *Allâhu-Akbar*.

Chaque famille musulmane égorge un mouton (parfois d'autres animaux comme des vaches ou des chameaux). L'animal est mis sur le flanc gauche et la tête vers La Mecque. Chaque poil du mouton représente une bonne action. Pour assister aux prières, les hommes musulmans se lavent, se parfument et mettent leurs plus beaux habits. Les femmes doivent aussi assister aux prières, voilées et habillées d'une façon respectueuse. Après les prières, la famille mange d'abord le foie de l'animal égorgé. Les hommes et les femmes partent au Musala à pied ou en voiture pour assister au prêche de l'imam et pour dire la prière de l'Eid. Les hommes et les femmes reviennent chez eux par un chemin différent, comme le prophète Abraham l'a fait. Les compagnons du Prophète se félicitent pour cette occasion heureuse. Cette fête offre l'occasion de rendre visite aux parents et à la famille, laver le cœur de l'envie et de la haine, conforter les démunis, être bienveillant vis-à-vis des pauvres, faire preuve de dévotion envers Dieu en accomplissant la prière de l'Eid. On se souhaite « qu'Allah accepte notre jeûne et le tien ». Dans une partie de l'Afrique musulmane (le Mali, le Sénégal, le Niger, la Côte d'Ivoire, le Burkina Faso), l'Eid al-Adha est nommé la Tabaski.

La fête des dattes à Erfoud au Maroc

Les origines de la fête ou de la célébration

Cette fête qui remonte au temps de l'Antiquité a lieu pour célébrer la récolte des dattes au mois d'octobre. La fête a pratiquement disparu après la Deuxième Guerre mondiale, mais après la visite du roi Mohammed V en 1958, ce rituel prend une dimension festive et devient une fête officielle.

Les traditions associées à la fête ou à la célébration

La grande fête des dattes d'Erfoud a lieu au mois d'octobre.

Trois jours de festivités célèbrent ce fruit oblong, moelleux et aux couleurs mordorées, mûri au soleil de l'été. Cette fête est l'occasion pour les habitants de la région de se retrouver dans une ambiance typique. Au son de la musique et au milieu de tentes berbères, les invités boivent le thé d'accueil traditionnel. Le dernier jour, il y a une compétition traditionnelle de dromadaires dans l'un des plus beaux déserts du monde, les dunes de Merzouga. Le Medfouna, un petit en-cas de pain garni d'œufs, d'oignons et de diverses épices, est servi à la fin de la course. Il y a une dégustation de dattes, des processions et des danses folkloriques.

La fête des roses à El Kelaa M'Gouna

Les origines de la fête ou de la célébration

La légende dit que les pèlerins venant de la Mecque ont laissé tomber des graines de roses le long de leur chemin à El Kelaa M'Gouna. Par la suite, les rosiers se sont développés, avec le temps, en de longues haies tout au long des champs verts de la vallée. À la mi-mai, la récolte de la très précieuse « *Rosa damascena* » commence.

Les traditions associées à la fête ou à la célébration

Quand arrive la mi-mai, le parfum des roses embaume l'air printanier de toute la vallée du Dadès dans le sud marocain. On peut assister à la récolte de la très précieuse « *Rosa damascena* » des longues haies de rosiers délimitant les champs verts de la vallée. Dès l'aube, les femmes recueillent une à une les fleurs parfumées. À la fin de la cueillette, El Kella M'Gouna célèbre la reine des fleurs pendant trois jours. C'est l'occasion pour les habitants des villages voisins de descendre des montagnes pour participer à cette fête odorante, colorée et très animée. Dans la troupe folklorique à la chorégraphie originale, la femme symbolise l'abeille (habits noirs, verts et blancs). L'homme en blanc symbolise l'apiculteur. Dans le tableau final, les danseuses forment une ronde, entourées par les hommes. Dans les rues de la ville parées de bouquets parfumés, résonne le son des flûtes et des tambours. Un défilé de chars décorés de motifs

naïfs s'étire tout au long du parcours. Les spectatrices enthousiastes lancent des pétales de roses à la jeune fille élue reine du jour. La fête terminée, chacun repart, chargé de guirlandes de fleurs, d'eau et d'essence de cette rose berbère qui éloigne les *djinns* (les lutins arabes) et les maléfices.

Contributions of the FSL Program of Studies to Workplace Readiness

The *Alberta Framework of Essential Competencies for Working, Learning and Living* (Alberta Learning 2001) lists minimum essential workplace competencies in order to help in the preparation of students for the workplace. The framework can be ordered from the Alberta Government's Learning Resources Centre at <http://www.lrc.education.gov.ab.ca>.

What follows are brief correlations of aspects of the Nine-year FSL Program of Studies with various dimensions of the Framework of Essential Competencies.

- ▶ **Interacting and Communicating—Working with Others:** the FSL program of studies promotes learning communication strategies, showing support for others, learning to respect others, and working effectively in small groups.
- ▶ **Interacting and Communicating—Communication Skills:** the FSL program of studies provides students with strategies that cross over, draw from and further expand skills they have developed in the English language, such as extrapolating meaning from texts, listening and reading attentively, preparing presentations, understanding text structure, taking notes and preparing to write and revise texts.
- ▶ **Building Personal Capacity—Managing Transitions:** at the high school level, the FSL program of studies supports exploration of questions related to career exploration and adapting to change.
- ▶ **Planning and Managing—Thinking:** the FSL program of studies supports and promotes the development of thinking skills related to finding information, identifying a problem and finding solutions. Students are also encouraged to develop creative thinking skills as they learn to develop ideas and to elaborate on these skills through the use of another language.
- ▶ **Using Data and Computer Technology—Numeracy:** the FSL program of studies reinforces skills in the domain of numeracy through specific outcomes in the elementary grades that are reinforced in grades 7 to 12.
- ▶ **Using Data and Computer Technology—Computer Technology:** the domain of computer technology is addressed through outcomes related to computer operations and the use of application tools for research purposes.

[This page was intentionally left blank.]

Introductory Letter to Parents and Guardians

Bonjour et bienvenue!

Your child is continuing the Nine-year Program of Studies for French as a Second language (FSL) this year as part of his or her junior high school program. We are looking forward to an exciting year of learning French and learning about Francophone cultures.

Your continued support and encouragement are key to your child's motivation and positive attitude toward acquiring further skills in French. Even if you do not speak French, you can help by taking an interest in what your child is learning, and in the progress he or she is making.

Here are a few suggestions you can use to assist your junior high school child in developing his or her skills in French:

- Ask your child to tell you about his or her FSL learning experiences and progress.
- Have him or her teach you a new grammar rule or new vocabulary words.
- Create opportunities for your child to practise his or her language skills. For example, include simple greeting and leave-taking conversations in the family's daily routine.
- Bring French into your home by borrowing French books, including comic books, from the library or by subscribing to a French magazine. (These print resources are available for all ages and suit many interests.)
- Watch French-language television – cartoons, hockey games, quiz shows, news broadcasts – or commercials. Videos, board games, computer software and the Internet can also provide a variety of French language experiences.
- Take part in local Francophone cultural opportunities such as plays, concerts and festivals whenever possible. They can be fun for the whole family and they provide an opportunity for your child to experience French in a social setting.
- Speak to your child about the value of language learning and its personal benefits as a part of a well-rounded education.
- Celebrate your son or daughter's success as they continue to learn French!

I would be pleased to talk to you about the French program and to answer any questions you may have.

Un gros merci!

[This page was intentionally left blank.]

Summary of Program Outcomes – Grades 4 to 12

In Alberta, French as a Second Language (FSL) is a nine-year course sequence in which the French language is taught as a subject. Each year, the goals of the course are to develop students' communication skills in French and to encourage students to acquire an appreciation and understanding of Francophone cultures in Alberta, Canada and the world. This summary represents the key communicative and cultural competencies that students can demonstrate at the end of each grade or course in high school.

Grade 4

The Grade 4 course is designed so that students can ...

- ▶ understand basic information related to their classroom, their classmates, their families, their pets, the calendar, the weather, an Alberta winter festival and certain holidays and celebrations.
- ▶ talk about their classroom and who their classmates are.
- ▶ talk about their family and themselves, their likes and dislikes.
- ▶ name a variety of holidays and celebrations, including a local winter festival, and identify the date of these holidays and celebrations as well as the symbols related to them.
- ▶ describe different weather conditions based on the day, the month or the season.
- ▶ label school supplies, classroom objects, holiday symbols, calendars, weather pictures.
- ▶ give reasons for learning a second language.
- ▶ experience aspects of French language and culture in their immediate environment.
- ▶ sing songs that are typically French.
- ▶ develop and use language learning strategies that will help them improve their learning of French.

Grade 5

The Grade 5 course is designed so that students integrate the knowledge and skills they acquired in Grade 4, while expanding their language use further. By the end of the year students can ...

- ▶ understand basic information related to their school, domestic and wild animals, everyday clothing, their home, a Manitoba Francophone winter festival and certain holidays and celebrations.
- ▶ talk about their school, the type of clothes they wear for different occasions and different seasons, their home and their bedroom in particular.
- ▶ describe different animals and animal habitats.
- ▶ talk about activities, symbols and the location of *le Festival du Voyageur* (a Manitoba Francophone winter festival).
- ▶ label a plan of their school, the main body parts of an animal, holiday symbols, a plan of their home and bedroom.
- ▶ write simple descriptions about their school, their clothes, their home or room, or a celebration.
- ▶ explain the different ways that they can come into contact with Francophone cultures outside of the school, such as watching French television or using the Internet.
- ▶ identify elements of French language and culture in their immediate environment, such as bilingual labels on clothing items.
- ▶ recognize certain abbreviations used in French such as *h* for hour.
- ▶ develop and use language learning strategies that will help them improve their learning of French.

Grade 6

The Grade 6 course is designed so that students integrate the knowledge and skills they acquired in grades 4 and 5, while expanding their language use so they can ...

- ▶ understand basic information related to their health and well-being, their neighbourhood, Alberta, the environment, a Québec winter festival and certain holidays and celebrations.
- ▶ talk about healthy eating, physical activities to stay healthy, their neighbourhood, different environments and protecting the environment.
- ▶ describe Alberta in terms of its landscapes, its communities and its cultural and natural resources.
- ▶ talk about activities, symbols and the location of *le Carnaval de Québec* (a Francophone winter festival in Québec City).
- ▶ identify the date, symbols, greetings and typical colours associated with a variety of holidays and celebrations.
- ▶ label neighbourhood plans and maps.
- ▶ write simple descriptions about healthy eating, their neighbourhood, the environment, Alberta and *le Carnaval de Québec*.
- ▶ state that Canada is a bilingual country and that our national anthem is sung in both languages.
- ▶ identify different Francophone communities in Alberta.
- ▶ name at least two different Francophone winter festivals.
- ▶ recognize topographical abbreviations used in French, such as *N* for north and *av.* for avenue.
- ▶ develop and use language learning strategies that will help them improve their learning of French.

Grade 7

The Grade 7 course is designed so that students integrate the knowledge and skills they acquired in grades 4 to 6, while expanding their language use so they can ...

- ▶ understand the main idea(s) or isolated details in oral and written texts dealing with familiar topics, such as school subjects and school activities, weather and climate, friends and families, origins and traditions of certain holidays and celebrations.
- ▶ describe their school subjects, school plan, school personnel and school activities.
- ▶ describe their classmates, friends and families.
- ▶ describe weather conditions and climates for different parts of the province as well as other parts of Canada.
- ▶ describe the origins and traditions of four different holidays or celebrations.
- ▶ ask and answer questions about their school, their classmates, friends and family, Canadian weather and climate and about holidays and celebrations.
- ▶ give directions based on their school plan.
- ▶ indicate their preferences in terms of school subjects, school activities, friends and weather.
- ▶ recognize that French language education is available in Alberta and in other provinces and territories.
- ▶ do research on different Francophone cultures that relate to their schooling, their families, their holidays and their celebrations using French-language search engines.
- ▶ become familiar with expressions such as those used to describe the weather and contrast and compare them with English expressions.
- ▶ compare and contrast the way of life of different Francophone cultures so as to gain an appreciation of these cultures.
- ▶ demonstrate knowledge of language conventions that are culturally appropriate, such as addressing people using formal and informal language and using rules governing written addresses and telephone numbers in French.
- ▶ develop and use language learning strategies so as to become more effective and efficient learners of French.

Grade 8

The Grade 8 course is designed so that students integrate the knowledge and skills they acquired in grades 4 to 7, while expanding their language use further. By the end of the year they can ...

- ▶ understand the main ideas and some isolated details in oral and written texts dealing with familiar topics, such as choice of pet and pet care, animal adoption, clothing design and choices, clothing care, nutrition, food preparation, ethnic cuisine, food and celebrations.
- ▶ name such things as different animals for adoption or in zoos, clothing styles and types of cuisine.
- ▶ describe in some detail such things as animals in zoos, clothing choices, nutritional choices and food preparation.
- ▶ describe the origins and traditions of four holidays or celebrations in addition to those covered in previous grades.
- ▶ explain, in some detail, such things as how to care for clothes or how to follow a recipe or make a meal.
- ▶ ask and answer questions related to such things as choice of pet, choice of clothing and choice of cuisine.
- ▶ give instructions or advice on such things as clothing care or food preparation.
- ▶ express preferences on such things as choice of pet or ethnic cuisine.
- ▶ give someone a compliment on such things as clothing choice, hair style or on an oral or written presentation.
- ▶ recognize and understand how the French language has evolved and continues to evolve.
- ▶ recognize and appreciate regional differences in the French language.
- ▶ talk about Francophone cultures in terms of their views on animals, their clothing choices, their eating patterns and their ways of celebrating certain holidays and festivities.
- ▶ demonstrate knowledge of language conventions that are culturally appropriate, such as the abbreviations and symbols for measurement, currency symbols and spacing of numbers and certain punctuation marks.
- ▶ continue to develop and use language learning strategies so as to become more effective and efficient learners of French.

Grade 9

The Grade 9 course is designed so that students integrate the knowledge and skills they acquired in grades 4 to 8, while expanding their language use so they can ...

- ▶ understand the main idea(s) and some details related to the main idea(s) in oral and written texts dealing with familiar topics such as sporting events, sports injury and prevention, housing designs and plans, home leisure activities, urban life and rural life, community events and festivities.
- ▶ name such things as different sporting events, venues and equipment and Francophone communities.
- ▶ describe in some detail such things as the mental and physical traits of athletes, physical activities and healthy lifestyles, housing designs, country life and city life.
- ▶ describe the origins and traditions of four holidays or celebrations in addition to those covered in previous grades.
- ▶ give detailed directions to a certain business or service in a community.
- ▶ explain, in some detail, such things as the equipment requirements of a certain sport, housing plans and the businesses and services available in a given community.
- ▶ ask and answer questions about such things as injury prevention, household chores, French-Canadian communities or holiday traditions.
- ▶ give advice on such things as home décor or community clubs and associations.
- ▶ express preferences on such things as sporting events, housing designs or urban or rural life.
- ▶ give compliments on such things as one's housing plan.

- ▶ name trades or professions for which knowledge of French is useful or an asset.
- ▶ identify Francophone communities at the local, provincial, national and international levels.
- ▶ do research on Francophone communities and reflect upon their way of life so as to better appreciate these communities.
- ▶ access appropriate Web sites in French to gain an appreciation for different Francophone cultures.
- ▶ demonstrate knowledge of language conventions that are culturally appropriate, such as how buildings, streets and monuments are named in French; the appropriate abbreviations and symbols for measurement, for example, km and m²; and the conventions used for informal letters.
- ▶ continue to develop and refine language learning strategies so as to become more effective and efficient learners of French.

French 10-9Y (Grades 10–12)

The French 10–9Y course is designed so that students integrate the knowledge and skills they acquired in grades 4 to 9, while expanding their language use so they can ...

- ▶ understand the main idea(s) and some related details in oral and written texts dealing with familiar topics such as daily, physical, cultural and social activities; advice and habits related to shopping for goods and services; vacation planning within Canada and elsewhere; and the visual, literary and performing arts.
- ▶ name such things as typical goods and services available locally, types of vacations or movies, as well as components and processes related to information and communication technologies.
- ▶ describe, in some detail, such things as options for leisure activities in one's area.
- ▶ explain, in some detail, such things as options for entertainment or travel.
- ▶ ask and answer questions about such things as shopping habits and travel experience.
- ▶ give advice on such things as shopping, personal safety, or choosing a form of entertainment.
- ▶ express preferences on such things as leisure activities, shopping habits.
- ▶ identify aspects of Francophone history, literature or arts that are of personal interest.
- ▶ use authentic sources, such as vacation guides or tourism videos, to seek out information about Francophone cultures.
- ▶ compare and contrast aspects of their own way of life with those of individuals or groups from various Francophone cultures to gain an appreciation for these cultures.
- ▶ demonstrate knowledge of language conventions that are culturally appropriate when seeking information formally and informally, orally and in writing.
- ▶ continue to develop and refine language learning strategies so as to become more effective and efficient learners of French.

French 20-9Y (Grades 10–12)

The French 20–9Y course is designed so that students integrate the knowledge and skills they acquired in grades 4 to 10, while expanding their language use so they can ...

- ▶ understand the main idea(s) and related details in oral and written texts dealing with familiar topics such as feelings, emotions, friendship, fads and fashion, consumer rights and outdoor experiences.
- ▶ name such things as different senses, careers in fashion, consumer choices, marketing strategies and characteristics of a close friend.
- ▶ describe in some detail such things as a close friendship, feelings and emotions, the clothing look of a particular time period and a possible customer complaint.
- ▶ give advice on such things as resolving a conflict with a friend, or on rights and responsibilities of a consumer.
- ▶ express preferences on such things as fashion and shopping.
- ▶ give compliments on such things as one's clothing and hairstyle.

- ▶ compare and contrast aspects of their own way of life with those of individuals or groups from various Francophone cultures to gain an appreciation for these cultures.
- ▶ access information about Francophone cultures using information and communication technologies and authentic sources; e.g., fashion magazines and consumer information pamphlets.
- ▶ demonstrate knowledge of language conventions that are culturally appropriate for the writing of informal letters, business letters and newspaper articles.
- ▶ continue to develop and refine language learning strategies so as to become more effective and efficient learners of French.

French 30-9Y (Grades 10–12)

The French 30–9Y course is designed so that students integrate the knowledge and skills they acquired in grades 4 to 11, while expanding their language use so they can ...

- ▶ understand the main idea(s) and related details in oral and written texts dealing with familiar topics such as the media, the world of work, travel and tourism.
- ▶ name such things as different job search techniques, types of media, Francophone tourist destinations and environmental problems.
- ▶ describe in some detail such things as participation in a job interview, one’s personal employability skills and a travel itinerary.
- ▶ give advice on such things as overseas travel, responding to an advertisement for a job, or submitting an opinion to a media outlet.
- ▶ express preferences on such things as potential future jobs or travel opportunities, media choices or advertisements.
- ▶ compare and contrast aspects of their own way of life with those of individuals or groups from various Francophone cultures to gain an appreciation for these cultures.
- ▶ access information about Francophone cultures using information and communication technologies and authentic sources.
- ▶ explore stereotypical thinking as a barrier to global understanding.
- ▶ demonstrate knowledge of language conventions that are culturally appropriate for beginning and closing presentations and speeches.
- ▶ continue to develop and refine language learning strategies so as to become more effective and efficient learners of French.

[This page was intentionally left blank.]

Reflections on the FSL Classroom Environment

Teachers may choose to use reflection questions on aspects of their teaching practice such as those included in this appendix when planning their professional development. The *School Administrator's Guide to Implementing Language Programming* contains an example of a teacher professional development plan for teacher consideration. This document can be accessed at http://education.alberta.ca/media/632761/schadm_rev07.pdf.

REFLECTING ON THE TEACHING APPROACH

When I plan for instruction ...

- do I select instructional strategies based on one particular methodology or do I draw from a range of approaches?
- am I using observation as a means to identify which instructional strategies are best suited to my particular group of students?
- how does my knowledge of the teaching and learning process grow as I observe and reflect on my students, my actions and the learning that takes place?
- do I have beliefs based on my past experiences as a language learner regarding various second language teaching approaches or methodologies? Do these beliefs impact choices I make when I select instructional strategies today?
- do I engage in continued professional development in areas related to current approaches to language teaching?

REFLECTING ON THE PROGRAM OF STUDIES

When I plan for instruction ...

- do I use the program of studies as a means to verify that the approaches to language teaching I am using are comprehensive enough to ensure that all of the learner outcomes are met?

REFLECTING ON THE ROLE OF THE TEACHER

When I provide modelling of the French language ...

- do I model correct pronunciation and language use?
- do I use French consistently and extensively?
- do I encourage students to do the same?
- do I use gestures, facial expressions, visuals, illustrations and concrete objects as much as possible to get meaning across?
- do I use explicit error correction in activities that focus on accuracy, yet provide other means to address errors in activities that focus on communication?
- do I ensure that students have the opportunity to listen to a variety of French voices?
- are there any actions I can take to increase the amount of French language students are exposed to in my class?

- do I share an enthusiasm for the French language and culture by exposing students to authentic texts such as Web sites that provide audio/video of people in action, as well as humorous and creative texts such as songs, poems or tongue twisters which they can be encouraged to sing, recite or say aloud?

When I provide modelling of Francophone cultures ...

- do I effectively integrate culture into my classes so that my students understand how integral culture is to language?
- do I provide opportunities to help students develop positive attitudes towards cultural diversity?

When I plan for and design instruction ...

- do I make reference to the current FSL program of studies in my planning?
- how do I balance the need to focus on the content prescribed in the program of studies with the needs of the individual students in my class?
- do I provide opportunities for communication in French through meaningful and purposeful activities that simulate real-life situations and that allow students to develop their skills?
- do I select instructional strategies that meet the needs of my students while being congruent with the outcomes of the program of studies?
- do I ensure that questions used and tasks developed reflect a range of thinking skills appropriate to the needs of students as well as the learner outcomes?
- do I ensure that activities and tasks are designed and adjusted to address a wide range of learning styles?
- do I identify which instructional strategies I can implement to ensure that all learners are successful with all of the learner outcomes?
- do I make links to prior learning?
- do I make the purpose of new learning explicit?
- do I anticipate students' needs and ensure that the necessary supports for activities (e.g., charts with potentially useful phrases) are prepared in advance?
- do I plan for opportunities for learning to be summarized at regular intervals (e.g., at the end of class or the end of a unit)?
- do I ensure that the assessment strategies I have selected reflect the teaching strategies I will use?
- do I ensure that criteria for assessment are grounded in the program of studies?

When I facilitate learning ...

- do I ensure that students encounter a rich variety of language activities in which they use their skills and knowledge?
- do I ensure that time devoted to listening, speaking, reading and writing is balanced in keeping with the students' needs and abilities as well as with the outcomes to be achieved?
- do I select and use instructional techniques based on my habits and preferences or do I select them specifically with different learning outcomes in mind?
- do I explicitly teach, model and provide opportunities for students to apply and reflect on language learning strategies?

- do I determine which concepts I believe are most effectively and efficiently learned through explicit teaching and which are best learned if students have an opportunity to explore and reflect on them instead?
- do I provide regular opportunities for students to reflect on their learning, set and modify their own goals for learning and engage in other assessment *as* learning activities?
- do I regularly use assessment *for* and assessment *of* learning and confer with students on the results?
- do I ensure that instructions and criteria for assessment activities are clearly stated and understood by students in advance?
- do I solicit and draw from student input when planning lessons?
- do I display French word walls or other resources that students can access freely as they participate in classroom activities?
- do I identify which kinds of additional supports my students need in order to take a greater responsibility for their learning?
- do I acknowledge which aspects of my teaching practice are currently teacher-centred and could be changed in order to allow for greater student involvement and independence?

REFLECTING ON THE ROLE OF THE STUDENTS

When I plan and carry out my lessons ...

- do I structure activities to allow students to encourage each other to remain on task, to develop independence and to take responsibility for their learning?
- do I encourage students to summarize their knowledge?
- do I encourage students to apply and extend their knowledge in personal ways, possibly including role-playing, acting, miming, drawing, painting, sculpting, writing, photographing, creating models or other representations of knowledge?
- do I encourage students to contribute to shared resources such as a shared vocabulary bank or collection of useful conversational schema?
- do I support student questioning and engage students in inquiry-based learning?

REFLECTING ON THE CLASSROOM ENVIRONMENT

When I create, maintain and change the social climate ...

- how do I sustain a positive climate for learning French while maintaining student conduct?
- do I model, encourage and enforce respectful behaviour?
- do I show motivation and enthusiasm?
- do I celebrate student learning?
- do I use variety in student groupings?
- do I implement student-centred activities after ensuring that prior modelling and development of the necessary skills has occurred, and that the necessary supports are in place?
- do I provide students with frequent and genuine praise in French?

- do I encourage plenty of smiling, laughter, singing and applause as a means of creating and maintaining a positive learning environment?
- do I build student confidence by ensuring that activities are designed to enable all students to be successful?
- do I engage in discussions with students about their ideas and feelings related to language learning?
- do I establish a climate in which students feel accepted, at ease and comfortable taking risks?
- how do my beliefs about students and learning impact the choices I make?
- how do I model my own pursuit of learning to my students?

When I create, maintain and change the physical environment ...

- do I create a physical environment that reflects the French language and the diverse Francophone cultures?
- do I create a language-rich environment including, for example, French posters, signs, books, brochures, magazines, labels, calendars, etc.?
- do I display student work and change bulletin boards frequently?
- do I allow for movement and student interaction during and between games, songs and activities in keeping with the purpose of the activities?
- are there steps I can take to ensure the classroom is physically conducive to learning, e.g., by arranging furniture or by controlling the temperature and the noise level?

When I consider the use of French and English in the classroom ...

- what was the role of English versus the target language in the classroom when I was learning the language myself?
- how do my experiences shape my beliefs and practices when I decide when to use French or English in the course?
- do I consider the nature of the content to be discussed when deciding which language to use at any given time?

When I promote life-long learning ...

- do I share my curiosity and discoveries related to language and culture with my students?
- do I demonstrate to students how I reflect on what I know and what I need to know?
- do I encourage students to identify their knowledge needs and to develop strategies to fill them?

REFLECTING ON RESOURCES, MATERIALS AND EQUIPMENT

When selecting and working with resources, materials and equipment ...

- do I use a variety of authentic and adapted print and nonprint materials?
- do I use technology to facilitate and enhance teaching and learning?
- do I incorporate multimedia equipment, e.g., CD or DVD player, VCR and monitor, overhead projector, computer and digital projector?

- do I have beliefs based on my past experiences as a language learner regarding the roles that different types of classroom materials and resources (e.g., textbooks, audiotapes, video materials, worksheets) had in my learning? Do these beliefs impact choices I make when selecting resources and materials today?
- do I identify and incorporate suitable French video clips, music, radio or web-based broadcasts into my classroom activities?
- do I make reference sources available to students (e.g., French only and French-English dictionaries, visual dictionaries)?
- do I use textbooks as tools, not as the program of studies?
- do I provide students with opportunities to listen to or to read a variety of adapted and authentic French texts?
- are there constraints within which my teaching takes place (e.g., time constraints, financial limitations, timetabling) which impact the decisions I make when choosing materials and resources for my FSL classroom?

REFLECTING ON THE SCHOOL AND THE WIDER COMMUNITY

When working as a community to support the study of French ...

- what kinds of opportunities can we create to promote an understanding of aspects of Francophone cultures in my classroom as well as in the rest of the school community?
- which communication tools already exist within our school (bulletin boards, newsletters, daily announcements) that can be used as a way to educate students, staff and visitors about the value of studying French specifically and of languages in general?

[This page was intentionally left blank.]

French Pronunciation Guide

Even though there are 26 letters in the French alphabet, there are actually more sounds than there are letters; some sounds occur when vowels or consonants combine. In the following explanation, the symbols in square brackets [] indicate the way these sounds are represented in a dictionary. The pronunciation rules are based on standard practice; they do not, however, account for variations in pronunciation found in different Francophone regions of the world and for variations within these regions.

CONSONANTS

Most of the consonants in French are pronounced in much the same way as they are in English. These consonants are: *b, d, f, k, l, m, n, p, q, t, v, x, y* and *z*. The remaining consonants are pronounced according to the vowels that follow them.

- c** The letter *c* is pronounced in two ways, depending on what vowel follows it. When *c* is followed by an *e* or an *i*, it is pronounced [s], like in the words *certain* and *ciseaux*. A soft *c* also occurs with the use of the *cédille* (*ç*), like in the words *garçon* and *leçon*. When *c* is followed by an *a, o, u* or by another consonant, the *c* is pronounced like [k], as in the words *carton*, *colle*, *cube* and *crayon*. The [k] sound is also pronounced when the word has a *k* in it, like in *kayak*, *kilogramme* and *kangourou*; with the *qu* combination, like in the words *qui*, *quand* and *quatre*; when *q* is found at the end of the word, like in *cinq*; and when *ch* is followed by an *r*, like in the names *Christian* and *Chrétien*, or the words *chrome* or *chronmètre.*
- g** The letter *g* is also pronounced in two ways. It is a hard *g* [g], like in the English word *go*, when followed by the vowels *a, o* and *u*; for example, *gardien*, *gorge* and *légumes. It is pronounced [ʒ], like the letter *j*, when followed by the vowels *e, i* or *y*, in such words as *corrigeons, tragique and gymnase.**
- h** The letter *h* is not pronounced, although it is represented orthographically. There are two types of *h*'s: an aspirated *h* or *un h aspiré* and a silent *h* or *un h muet*. The difference between the two is that a silent *h* allows for liaison to occur with the previous consonant whereas the aspirated *h* does not. Words beginning with an aspirated *h* are most often of Germanic origin. For example, *l'hôtel*, *l'hôpital* and *l'heure* all allow for the liaison with the *l*, whereas *le héros* does not. There are no rules to help in determining when an *h* is aspirated and when it is not. The best way to verify which words begin with an aspirated *h* and which ones begin with a silent *h* is to use a dictionary. Dictionaries often use a symbol, such as an asterisk [*], to indicate when a word begins with an aspirated *h*.
- r** The letter *r* is pronounced differently. In French, it is pronounced farther back in the throat than in English.

s The letter *s* is pronounced in two different ways, depending on its position in a word. It is pronounced [s] when it is found at the beginning of a word, like in the word *seize*; when it is followed by another consonant, like in the word *scolaire*; and when it is doubled, like in the word *croissant*. The letter *s* is pronounced [z] when it comes between two vowels, like in the words *chaise* and *cousin*.

w The letter *w* can be pronounced like the letter *v*, as in the word *wagon* or like the *w* sound in English, as in the word *watt*.

x The letter *x* makes two different sounds. If *x* is found between two vowels, it often makes a [gz] sound, like in the words *exemple* and *exact*. In other situations, it makes a [ks] sound, like in the words *maximum* and *excellent*.

Consonant Combinations

Some consonants combine to form a new sound. For example, *ch* combines to make a [ʃ] sound, whereas in English *sh* combines to make this same sound. *Chaise* and *chat* are examples of this combination. *Ph* combines to make a [f] sound like in the words *photo* and *physique*. When *t* combines with *-ion*, it makes a [s] sound, like in *conversation*. The *th* combination forms a [t] sound, like in the words *théâtre* and *mathématiques*. Two *ll*'s preceded by an *i* together form a [j] sound, like in the words *feuille* and *famille*. However, *ville* and *mille* are two exceptions to this rule. The two *ll*'s in these words are pronounced separately. The combination *gn* makes a [ɲ] sound. Examples of this combination are *espagnol* and *gagner*.

Consonants at the end of words

As a general rule, consonants at the end of a word are not pronounced. However, the consonants *c*, *f*, *l* and *r* are often exceptions, as demonstrated in the words *bac*, *chef*, *loyal* and *noir*. These consonants are pronounced only when preceded by a vowel. Another exception occurs when an *e* follows the consonants *d*, *s* or *t*. In this case, the preceding consonant is pronounced.

Examples:

Not pronounced	Pronounced
chaud	chaude
français	française
tolérant	tolérante

Consonants before a vowel

When a word ending in a consonant is followed by a word beginning with a vowel, a silent *h* or a *y*, there is a *liaison*; that is, the two words are linked together. This means that the final consonant of the first word is said as if it were at the beginning of the second word. The symbol [] may be used to indicate when a *liaison* occurs, but it is not a spelling mark found in the dictionary.

Examples:

ils [z] ont	sept [t] heures	neuf [v] ans
deux [z] enfants	il [j] y a	cinq [k] hôtels

VOWELS

There are five letters in French – *a*, *e*, *i*, *o* and *u* – that, as single letters or as a combination of letters, create vowel sounds.

The [a] sound

The [a] sound is represented by the letter *a*, as in *madame*; by *à*, as in the preposition *à*; and by *â*, as in the word *bâton*.

The [i] sound

The sound [i] is represented by the letter *i*, as in *ici*, the letter *y*, as in *bicyclette*, or *î*, as in the word *île*.

The sounds [o] and [ɔ]

The sound [o] can be represented by the letter *o* when it appears before a silent consonant or at the end of a word, as in *moto*, or *ô* as in *hôtel*, or by a combination of letters like *au*, as in *auto*, *aux*, as in *auxquels*, or *eau*, as in *bureau*. The letter *o* also has an open *o* sound [ɔ]. This *o* is known as the open *o*, because the mouth tends to be more open than when pronouncing the pure *o*. This sound usually occurs in the middle of words, such as, *octobre* and *costume*.

The [y] sound

The [y] sound is represented by the letter *u*, as in *tuu*, and *û*, as in the word *sûr*. The [y] sound in French is made by moving the lips forward and rounding them. This sound is difficult for English speakers because the English [y] is formed with less rounded lips.

Three sounds for the letter e

There are three sounds for the letter *e*; its pronunciation depends on its position in a word and whether or not it has an accent. The pure *e* vowel sound [ə] appears at the end of one-syllable words, such as *le*, *de* and *jee*, or when it is at the end of the first syllable in a word containing more than one syllable, like in the words *premier* and *devant*. This sound is also made when the *e* appears at the end of the word and is preceded by *tr*, as in the words *fenêtre* and *mettre*.

The [e] sound is represented by the combinations *ez*, *er*, *ed*, *et* or *é* and is similar to the English sound *ay*. Examples of words containing these combinations or *é* are *écoutez*, *regarder*, *pied* and *et*.

The open *e* sound [ɛ] is represented in a number of ways: by an *e* followed by a consonant, such as in the word *êtes*, or by a combination of consonants, like in the words *est* and *sept*; by *è*, found in words such as *père* and *mère*; and by *ê*, found in words *même*, *être* and *fête*. The open *e* is also found in the vowel combinations of *ei* and *ai*, like in the words *treize*, *neige*, *anglais* and *français*. When *e* is followed by a double consonant or two consonants, the [ɛ] sound is made, like in the words *appelle*, *lettre* and *merci*. When *e* is preceded by a consonant like *f* in *chef*, *c* in *grec* and *r* in *cher*, the *e* is pronounced as an open *e*.

Vowel Combinations

When certain vowels combine together, they form new vowel sounds.

ou

One of these combinations is *ou*, which sounds similar to the English *oo* sound, like in the word *moo*. *Vous*, *jour* and *trousse* are examples of the sound [u]. This sound is also represented by *où*, as in the question word *où*; and *ôu*, as in the word *août*. The *ou* combination can also form a [w] sound. This sound

occurs when the mouth is moving from a [u] position to another vowel sound. It comes out as a puff of air like in the English h. This sound is found in words such as *oui* and *jouer*.

oi, oi, oy

The oi or ôi combination creates a [wa] sound and is heard in words such as *boîte* and *voici*. Oy can also generate this sound, like in the word *voyage*.

eu, or œu

The combination eu is pronounced two ways, depending on its position. When eu is in the last syllable of a word ending in eu, eut or eux, or when it is found before a final se, it is pronounced [ø]. *Bleu*, *veut*, *deux* and *photocopieuse* are examples of words where eu is pronounced as [ø]. When eu or œu are followed by a consonant, these vowel combinations are pronounced [œ], like in the words *couleur*, *neuf* and *sœur*.

ui

The vowel combination ui makes a [ɥ] sound, like in the words *puis*, *suis* and *nuit*.

Nasal Vowels

When a vowel combines with either an m or an n, it becomes a nasal vowel. This means that the vowel sound resonates in the nasal cavity. The nasal sound [ã] is represented by the combinations am and an, like in the words *champ* and *ans*. This same nasal sound is also represented by the combinations em and en and is found in words like *temps* and *centre*. The nasal sound [ɔ̃] is represented by the vowel combinations im, in, ain and aim in words like *impossible*, *printemps*, *maintenant* and *faim*. The vowel sound [jɔ̃] is made when the vowels ie and n combine to form ien. This sound is found in words such as *bien*, *chien* and *combien*. On and om form the nasal vowel [ɔ̃], like in the words *bâton* and *combien*. The [ɔ̃] sound is formed when um or un combine in words like *parfum* and *lundi*.

Note: When ain and aim are followed by a vowel, these combinations no longer form a nasal vowel, such as in the words *mexicaine* and *aimable*.

Exceptions

There are, however, exceptions to the above rules. For example, the e in the word *femme* is not pronounced as an [ɛ], but rather as an [a]. Another common example is the word *monsieur*. Phonetically, *monsieur* looks like this: [mɔ̃sjø].

EXAMPLES FOR PRACTICE

The examples in the list that follow are provided for teacher reference.

Les consonnes

- [k] carton, colle, club, karaté, que
- [s] voici, garçon, seize, scolaire, professeur, éducation
- [z] ciseaux, cousin, zéro
- [g] gardien, gorge, légumes
- [ɔ̃] corrigeons, tragique, gymnase, je, jour
- [r] restaurant, artistique, bonjour
- [v] voisin, wagon
- [ʃ] chaise, chat, cheveux

[f] fête, physique, photo
 [t] table, patte, mathématiques
 [j] feuille, famille, yeux, corbeille
 [ŋ] espagnol, gagner, ligne

Les voyelles

[a] madame, classe, camarade
 [i] affiche, bicyclette, avril
 [o] auto, bureau, hotel
 [y] tu, une, sur
 [ɔ] octobre, horologe, brosse
 [ə] le, de, vendredi
 [e] écouter, allez, pied, et
 [ɛ] êtes, sept, fête, treize, anglais
 [u] vous, jour, trousse
 [ø] bleu, deux, feutre
 [œ] couleur, œillets, surligneur
 [ɥ] suis, nuit, lui
 [ɑ] champs, ans, temps, centre
 [ɑ̃] informatique, maintenant, faim
 [jɑ̃] bien, technicien, combien
 [ɑ̃] bâton, crayon, administration
 [ɑ̃] lundi, un, parfum
 [w] oui, jouer
 [wa] boute, voici, voyage

[This page was intentionally left blank.]

Guidelines to Consider When Selecting Resources

Resources that have been authorized by Alberta Education as basic and support resources go through an intensive review process. Teachers who are selecting additional supplementary resources are required to ensure that these are suitable for classroom use. This list of considerations is presented in an abbreviated form based on the criteria used in the resource review process at Alberta Education.

Teachers interested in accessing an online document on the **Guidelines for Recognizing Diversity and Promoting Respect** may do so at <http://education.alberta.ca/media/646277/rdpr.pdf>.

To assist teachers in selecting resources or materials for supplementary use, the following criteria may be used:

- ▶ The resource is congruent with the program of studies.
- ▶ The resource is congruent with students' needs, interests and language competency level.
- ▶ The resource presents accurate content clearly.
- ▶ The resource is free from undue bias and stereotypes.
- ▶ The resource promotes respect and understanding of others.
- ▶ The resource reflects an appropriate balance of perspectives and contributions of people including persons:
 - of all ages
 - of both genders
 - of representative racial/ethnic groups
 - from representative religious groups
 - with disabilities
 - from diverse social/economic/political situations and/or perspectives
 - who hold different beliefs.
- ▶ The resource presents controversial issues appropriately, representing major viewpoints on the issue.
- ▶ If the resource includes humour, this humour must be used in a manner that is sensitive and that does not offend or denigrate individuals or groups.

Teachers can view approved resources for the Nine-year Program of Studies at the following Web page <http://education.alberta.ca/francais/teachers/progress/comp/fsl/support/niney.aspx>.

[This page was intentionally left blank.]

Selected Models for Second Language Lesson/Unit Planning and Instruction

Phases of language learning	Blended Teaching Framework (Teacher-Focused)	Four Stages in Language Lessons (Woodward 2001) (Student-Focused)	Bilash Success-Guided Language Instructional Model (Bilash 2001) (Teacher- and Student-Focused)
Encountering	<p>SET Teacher uses a hook to stimulate student interest.</p>	<p>EXPOSURE TO LANGUAGE Students meet the language in spoken, written and multimedia texts; e.g., dialogues, lists, poems, teacher presentation, lists. Language should be at, just above, or just below students' current language level.</p>	<p>COMPREHENSIBLE INPUT Students are exposed to new linguistic content at or just above their current level of comprehension, either through presentation by the teacher or by engaging with comprehensible materials. Teachers ensure that exposure to each element is immediately followed up with clarifying activities, i.e., "getting it," before additional input is provided.</p>
	<p>PRESENTATION Teacher presents the intended focus of learning to the students. This can include new vocabulary, linguistic elements, cultural information or language learning strategies.</p>		
Noticing	<p>EXPLANATION Teacher plans this teaching phase to meet the needs of the students. It can include inquiry and discovery learning.</p>	<p>NOTICING Students note details, i.e., the sound, form and meaning of new language by making lists, charts, gestures, mnemonics. (Physical storage)</p>	<p>GETTING IT Students engage in short specific activities planned by teachers to help them clarify the new input while focusing on one skill at a time; e.g., choral repetition, yes/no questions, circling a verb ending.</p>
Internalizing			

Applying and refining	GUIDED PRACTICE Teacher directs whole class activities, based on content previously presented and explained. These relate to one or more of the four language skills.	REMEMBERING Students carry out activities to process and internalize the language, e.g., manipulate and develop personal connections (Mental storage)	USING IT Students engage in activities involving combinations of input, in which they become gradually more self-reliant and reduce their need to refer to wall charts and other supports. Multiple activities, including pair work, develop all four skills.
	INDEPENDENT Teacher facilitates group, pair or individual activities related to the content presented and involving one or more of the four language skills.		
Transforming and personalizing	TRANSFORMATION Teacher provides students with authentic communicative tasks in which they apply new and previously acquired learning using a range of language skills.	USE AND REFINEMENT Students recall and use language, make generalizations and transfer to new situations; e.g., face-to-face interactions, restating, modifying text, creating new texts, taking tests and reflecting on learning.	PROVING IT Students engage in activities in which they produce personalized and spontaneous language. Teachers plan all previous steps after having determined what the “final product” or “cumulative tasks” will be. The “proving it” activities are based on authentic forms of language and include all four skills.
	ASSESSMENT The authentic communicative task is assessed by teachers, students and/or peers according to criteria that have been provided in advance to indicate how well students demonstrate learner outcomes. Additionally, assessment <i>as</i> and <i>for</i> learning activities occur throughout the previous phases.		
Assessing learning			ASSESSMENT Occurs throughout the cycle and includes student self-assessment (assessment <i>as</i> learning) as well as teacher assessment (assessment <i>for</i> and <i>of</i> learning).

Suggested Activities and Tasks by Field and Subfield of Experience

This list is provided as a starting point and is not to be seen as prescriptive or limiting. Teachers will select and develop a range of activities and tasks based on the needs and interests of their students. The suggested activities and tasks will require explicit teaching of vocabulary and language concepts related to the subfields, the use of models and in some cases the use of specific sentence starters so that students may carry out the activity or task successfully. Examples of these sentence starters are provided when deemed necessary.

Since many students come from various feeder schools, it is important to note that in Grade 7 the first field of experience is intended to confirm that all students have the same communicative abilities and the same linguistic, cultural and strategic knowledge. The first field allows for students to demonstrate what they are able to do in French while talking about their schooling experience from a teenager’s point of view. As students progress through the subfields, the intent is to develop their language skills such that they are able to provide more details in their oral and written productions and to do so with greater accuracy.

Grade 7

L'ÉCOLE / SCHOOL	
Classroom Interactions (review from grades 4 to 6)	Students present themselves to two classmates and then report orally on three things they have learned about these two classmates.
	Students are twinned with a class in another school. They introduce themselves to the members of the other class via videoconferencing, taped video or audio cassette.
School Supplies (reintegration of classroom supplies and furniture from grades 4 and 5 and clothing from Grade 5)	Students are told that the school has lost most of its school supplies and furnishings in a fire and the School Board has asked students to create their “wish list” for their class of 30 students. Students make a list of all the items that they think are important for the classroom.
	Students are given the situation of <i>La rentrée scolaire</i> (Back to School). Students are told that their parents have given their children permission to create their own list of school supplies, including clothing items the students may need. Students write up school supply lists using quantities and colours of items as required. There is no money limit!
	Students prepare simple <i>devinettes</i> for school supply items or classroom furniture. For example, <i>Cet outil est disponible en bleu, en noir ou en rouge. On utilise cet outil pour écrire. Qu'est-ce que c'est?</i> Or <i>On place les stylos, les crayons de couleur et une gomme à effacer dans ça. Qu'est-ce que c'est?</i>

School Calendar (reintegration of calendar, dates, seasons, holidays, celebrations, legal holidays from Grade 4 to Grade 6)	Students prepare a monthly calendar containing a complete listing of holidays, special days, activities, etc. occurring during the school year. The calendar can be updated throughout the year as new events/activities arise.
	Students create a weekly agenda page in French and write in their homework in French for all subject areas. For example, <i>Mathématiques, p. 12, questions 1 à 10 pour demain.</i>
School Plan (reintegration of areas inside and outside the school from Grade 5)	Students prepare a guided tour of both the inside and outside of the school, adding interesting tidbits of information about different areas; for example, <i>À votre gauche, c'est la salle de musique. Ici, on joue de la musique extraordinaire.</i> The tour can be planned for a group of Grade 6 students from a neighbouring school or it can be videotaped so that it can be viewed by other classes, shown during Education Week or during an open house.
	Students prepare a plan for a brand new state-of-the-art middle school/junior high school and present it orally to a panel of their peers. Students choose one or two aspects from each plan to create a new class plan.
School Personnel (reintegration of school personnel from Grade 5)	Students prepare descriptions of five different staff members without mentioning their names, by indicating the subject area they teach and two or three physical or personality traits. Students guess the name of the staff member. <i>Note:</i> It will be important to outline the description parameters for this activity to ensure that students use respectful language.
	Students pair up with students not taking French as a course and walk them around the school, introducing them to the school personnel and telling them what each person does.
School Subjects (reintegration of classroom timetable from Grade 5)	Students prepare a copy of their timetable in French using the 24-hour clock.
	Students form groups of five or six, depending on their timetable rotation. Based on their timetable, students prepare for a French-speaking guest a set of directions for getting from class to class for one day of the week. The group members try out each other's directions to ensure that they are correct.
	Students prepare the kind of report cards they would like to receive by predicting their grades and the comments they might get for all the subjects they are presently studying.
School Activities (reintegration of personal preferences in activities from Grade 4 and seasonal sports and physical activities from Grade 6)	Students choose a position on the Student Council for which they would like to run. They prepare a poster and campaign speech indicating their personal strengths, their likes and what activities they would like to promote in the school. For example, they can learn the expression <i>j'aimerais avoir... une danse chaque mois, un club de soutien pour les pairs, etc.</i> that can be used in their campaign speech.
	Students create oral and print announcements for a fictitious or upcoming school function. The announcements for upcoming events can be read over the intercom and published in the school newsletter.
	Students create a poster to advertise a new sport or activity club, prepare a short information handout and prepare an application form for students who wish to join the club.
	Students write a letter in French to their new French-speaking superintendent to explain why their school is so great.

LES PERSONNES AUTOUR DE MOI / PEOPLE AROUND ME

Classmates	Students prepare a written description of <i>Le camarade de classe idéal</i> or <i>La camarade de classe idéale</i> . Descriptions are posted. Students circulate around the class, write down all of the descriptors mentioned and indicate the number of times the same descriptor is used. Students form groups of four and information is pooled. A class discussion can follow regarding the most common descriptors used.
	Students prepare a written description of the characteristics of classmates with whom they like to work. The teacher can use these descriptions for organizing groups. For example, a student could write, <i>Mes camarades de classe préférés sont énergiques, travailleurs et des passionnés du sport.</i>
	Students view pictures of “new classmates and new teachers” at the school for three minutes. Based on memory, they prepare oral or written descriptions of these “new classmates and new teachers.” In groups of four, students share their descriptions to determine if they have described the same people or not. They then analyze the different descriptors used to determine whose description best suited the “person.”
Friends	The teacher prepares ten statements regarding what a friend is or does. For example, <i>Un bon ami ou une bonne amie ne dit jamais la vérité.</i> After each statement, the teacher asks, <i>Qui est d'accord?/Qui n'est pas d'accord?</i> Students raise their hands according to their opinion.
	Students simulate a radio-talk show where they call in and describe the ideal friend for National Friends Day.
	Students prepare a <i>cinquain</i> for a best friend telling him or her what it is they like about their best friend.
	Students prepare a get-well card for a friend who is in the hospital. Besides wishing him or her well, students prepare a little booklet telling the friend why he or she is special.
	Students are provided with fictitious pen pal ads. They are asked to read each ad and to choose a pen pal with whom to begin correspondence. They prepare a letter of introduction to the new pen pal. <i>Note:</i> There are e-pal sites that teachers can access if school jurisdictional policy allows. The activity can then become an authentic exchange.
Family (reintegration of Immediate Family from Grade 4)	Students prepare an audio tape for their new pen pal containing information about themselves, including a description of their family members and the things that each family member likes to do.
	Students are informed that a talent scout is coming to the area to find participants for a new reality show entitled <i>La vie d'une famille idéale</i> . Students decide to attend the auditions and present their ideas on what makes a perfect family life.
	Students are informed that the school is compiling information on the diversity of families in the area in order to provide more options for students at the junior high level. In groups of four, students prepare a survey and have another group “field test” the questions to provide feedback.
	Students create a schedule of chores for all members of the family.

	<p>Students prepare a schedule of activities that their family can do together for the three-day Family Day long weekend.</p> <p>Students prepare a guest list for their family reunion stating the name, age and relationship of each person within the family.</p> <p>Students are given the context that they are attending a family reunion. Each student is given a card, prepared by the teacher, with information about who they are in the family. Before beginning the simulation, students think about the kind of questions they might ask a person to whom they are related but do not know anything about. During the simulation, students need to meet at least two family members, remember at least one detail given, and report this in a diary entry that begins: <i>Aujourd'hui, j'ai fait la connaissance de... Il/elle...</i></p> <p>Students are told that their family is preparing a history book and each member has been asked to write up a short history about him or herself.</p>
LA MÉTÉO / WEATHER	
Weather Conditions (reintegration of weather expressions from Grade 4)	Using the Corners strategy, students are asked to go to the corner that represents the season in which their birthday falls. Students now ask each other what the weather is typically like on their birthdays (<i>Généralement, quel temps fait-il le jour de ta fête?</i>). Students prepare a summary of the weather conditions for their group and present their findings to the class.
	Students are given the context that during <i>La semaine de la francophonie</i> , the local French radio or television station has asked for students to present the weather at three different times of the day. Students volunteer to be a weather forecaster for one of the three times of day.
	Students are told that schools have been closed today in the following locations: Iqaluit, Montréal, Miami and Paris. They are to prepare a radio announcement to explain why in meteorological terms.
	Using onomatopoeia of certain weather words, students prepare short weather poems for the school newspaper.
Climate	Students are asked to research a type of climate (e.g., <i>un climat aride, un climat tropical, un climat continental, un climat polaire, un climat de montagne</i>) and to prepare a multimedia slide presentation and accompanying oral description indicating where the climate is found and at least five characteristics of this climate. Before the presentations begin, students are asked to predict on a retrieval sheet what they might hear about each climate. If the points are mentioned in the presentation of a particular climate, they are to check them off accordingly.
Canada's Weather	Using a map of Canada, students in groups of four illustrate the typical weather conditions for a province or territory for each season. Using their illustrated maps, students present this information to the class. As students listen to the presentation, they write down the conditions for each province and territory and for each season.
	Students are given the context that they are in a shopping mall in a given town/city in Canada and have agreed to participate in an oral interview about the weather in the province or territory where they live. Students describe the weather and the kinds of activities they can do based on the weather conditions.
Weather Folklore/	Students review weather proverbs and choose one to illustrate without words. Students write the proverb on the back of the illustration. The class identifies which proverb the illustration represents.

Weather Proverbs	Students hear a weather report and find a proverb that describes the weather; e.g., <i>On commence le mois de mars par des températures très douces</i> . Students could come up with the weather proverb, <i>Quand mars entre comme un mouton, il sort comme un lion</i> .
	Students research weather folklore, such as Ground Hog Day, to determine if Francophone countries have similar or different beliefs.
QUATRE FÊTES ET CÉLÉBRATIONS / FOUR HOLIDAYS AND CELEBRATIONS	
Any holiday or celebration	Students prepare a brief oral presentation or written description of a holiday or celebration identifying the date, traditional symbols and colours, origins and traditions of the holiday or celebration.
	Students invent a new holiday or celebration and present it orally, identifying the date, symbols and colours, origin and traditions related to the holiday or celebration. (E.g., <i>Ma célébration imaginaire s'appelle la fête de l'Enfant. C'est le 30 avril. Cette année, c'est un mercredi. La raison pour cette fête est de se souvenir de l'enfance. On donne des petits cadeaux et des bonbons aux enfants. Tout le monde porte des vêtements en couleurs printanières...</i>)
	Students create a coupon booklet that can be used to show kindness to friends and family for <i>Random acts of kindness week</i> (<i>la Semaine des actes de gentillesse à l'improviste</i>).
	For <i>Random acts of kindness week</i> , students prepare a short note to five members of the school personnel, indicating to them what kind of task they are going to do for them during the week. Students are given an example and a model sentence starter for this activity; e.g., <i>M^{me} Smith, ce jeudi, je vais prendre les appels pendant l'heure du dîner</i> .
	Students are told that their family has decided to hold a party to celebrate a real or imagined holiday that is special to them. They are to create the invitation that will be sent out.
Le jour du Souvenir (reintegration of date, colours and symbols from Grade 6 in addition to origin of holiday and traditions)	As part of an in-class celebration, students listen to a reading of the French version of the poem "In Flanders Fields" (<i>Au champ d'honneur</i>). Students write down key words they heard and then discuss the poem as a class.
	The school is holding an assembly to commemorate <i>le jour du Souvenir</i> . Students write a simple five-line poem that can be read at the assembly (e.g., first line names the day, second line identifies two colours associated with the celebration, the third line identifies words that are symbolic of the day, etc.).
La Saint-Valentin (reintegration of date, colours and symbols from Grade 4 in addition to origin of holiday and traditions)	Using a Cupid outline, students describe in a written Question–Answer format the origin and traditions associated with Valentine's Day.
	Students are told that the Student Council is hosting a Friend Matcher activity. Students fill out a survey of their preferences in order to find a new friend.
	Students are told that the Student Council is holding a Valentine dance. They design a poster to announce the dance and any special activities that are associated with the dance.



<p>La Saint-Patrick (reintegration of date, colours and symbols from Grade 4 in addition to origin of holiday and traditions)</p>	Students prepare a rap or chant related to the traditions of this celebration.
	Students are told that four-leaf clovers are said to bring good luck. Students design a four-leaf clover and write on each leaf a good luck wish for someone they care about; e.g., <i>Je te souhaite bonne chance pour ton examen de maths demain.</i>
<p>La fête des Mères/la fête des Pères (reintegration of date, colours and symbols from Grade 4 in addition to origin of holiday and traditions)</p>	Students are told that instead of buying a card for their mother, father or significant person in their lives, they will create a <i>cinquain</i> poem to celebrate what this person means to them.
	Students make a list of five things that their mother, father, or significant person does for them that makes them happy; e.g., <i>J'aime quand mon père joue au baseball avec moi.</i> Then they write a second list of five things that they can do for that person on their special day; e.g., <i>Je vais tondre la pelouse pour ma mère.</i>
	Students prepare a menu for a meal for their parents on their special day.
	Students plan a special day for their parents by listing all the things they will do, eat, see, receive, etc. on this day.
<p>Other Francophone holidays and celebrations</p>	The class is divided into groups of four. Each group decides to hold a party for a certain Francophone holiday. Each group creates a radio announcement for their party, giving details about the origin and traditions of the celebration.
	Students carry out a research project on a Francophone celebration and present their findings, integrating the date, colours, symbols, origin of the holiday and traditions. A portion of the research project presentation may have to be done in English.
AND OTHER AREAS OF INTEREST	

Grade 8

LES ANIMAUX / ANIMALS	
Choice of Pet (reintegration of family pets from Grade 4)	Students search the Internet for an article on <i>Comment choisir un animal de compagnie pour ma famille?</i> Students print off the article and highlight the key points. In groups of four, students share their information and choose five pieces of advice. They then write the list on chart paper using the title <i>Cinq choses à considérer pour le choix d'un animal de compagnie.</i> Students compare their advice with another group's and create a new list based on group consensus.
	Students are told that this year the pets at the SPCA are to choose their owners. Students write a short description of themselves stating what their preferences are in pets and why they would be a good owner for this pet.
	Students prepare a lost pet advertisement for the radio and for a poster. The radio advertisement is recorded and students listen to each classmate's advertisement, jotting down what kind of animal is lost, the name of the pet, a couple of physical traits and a contact number. <i>Note:</i> Students should be told to create a fictitious telephone number for this activity, beginning with the digits 555-
	Students are told that the school newspaper is holding a contest on <i>Le choix d'un animal de compagnie.</i> Students are to submit a description of their pet and indicate why they chose this particular pet, using the sentence starter <i>J'ai choisi... parce que....</i> Students' submissions are accompanied by a photograph of their pet.
Pet Care	Students are given the task of researching the care of an animal of their choice in order to convince their parents that they can be a good owner to this pet. Students prepare an oral presentation of the choice of pet, the care required for this pet and an explanation of why they would be a good pet owner.
	Students are given the following situation: You are a pet and you require medical help because your owner is not taking care of you. During a counselling session, tell your owner what your needs are and why. Students are paired up and given a few minutes to prepare their ideas in order to carry out the conversation between the pet owner and the pet.
Animal Families	Students are to imagine their family as an animal family. They choose an animal family and identify each member of their family and what their relationship is to each other (e.g., <i>Nous sommes une famille de lions. Le lion de la famille c'est mon père...</i>). Students are paired up and present this information orally to their partners.
	Students are divided into groups of six to create a children's storybook about animal families. Students choose a domestic pet, a farm animal and a wild animal family to describe in their book.
Wild Animals (reintegration of common wild animals and physical traits from Grade 5)	Students imagine a new wild animal made up of different body parts. They then describe the animal to another student who draws out the animal. Together the pair comes up with a name for the animal. The pairs switch roles. Next, the pair presents their animals to another pair.
	Students choose a wild animal, research it and prepare a written report as well as a picture of it for the class bulletin board.

Animals in Zoos (reintegration of animal habitats from Grade 5)	The classroom is set up in such a way as to simulate the different areas of a zoo. Students are given a card with the name/picture of an animal they are responsible for and the following situation. The animals in the zoo have all broken out of their cages and need to be returned to their proper cages. Students listen to the instructions given in order to “return the animal to its cage.”
	Using a map of a zoo in an English-speaking area, students are divided into pairs and are told that they are to imagine that a group of Francophone students of their age group is visiting the zoo. These students are experiencing difficulty reading the English map so students must provide them with directions for finding a particular area in the zoo in the most efficient way possible. The teacher provides the question starters <i>Où est/sont... ?/Où se trouve... ?/Où se trouvent... ?</i> One partner asks the question and the other provides the directions. Students switch roles.
	Students are told that the city/area they are living in has decided to build a zoo. The town/city council has asked students to provide input by designing the zoo and choosing the types of animals that would live there. Students design a plan and provide details on the habitats required by these animals. An oral presentation accompanies the written plan.
	Students write a simple poem about an animal at the zoo.
Animal Adoption	Students prepare a radio announcement indicating different ways in which people can adopt animals from a shelter or in a zoo.
	Students imagine themselves as a domestic or wild animal in an animal orphanage and prepare an advertisement about themselves in order to be adopted.
	Students write a letter to their local newspaper explaining the special needs of pets and who makes good owners of them.
L' HABILLEMENT / CLOTHING	
Clothing Choices (reintegration of seasonal clothes, clothing preferences and clothes for different occasions from Grade 5)	Students describe orally to a partner the types of clothes they wear for the different seasons and for special occasions and activities.
	Students prepare a written list of all the items in their wardrobe. The teacher writes on the board the following categories: <i>Je garde cet article./Je n'aime plus cet article</i> . Students draw a line beside the list of clothing and then indicate whether they will keep the item or not. Once students have completed this step, students brainstorm as a class what they can do with the items, e.g., <i>Je donne cet article à mon cousin</i> . The teacher writes the ideas on the board. Students then select from the board the actions they will take for each item they no longer want and write out a personal list of actions.
	Students prepare a survey of their classmates' clothing choices for two different situations: clothing preferences for school and clothing preferences for weekend wear. Students prepare either an oral or written report of their findings.
	Students are given the following situation: A local clothing store is giving you the opportunity to enhance your wardrobe. Enter the contest by explaining what you already have and what you need in order to have a complete wardrobe, including accessories, for your lifestyle. Students complete a contest entry form prepared by the teacher.

	<p>Students listen to an expert describe the type of clothing that is appropriate for different body types; students jot down the information on a prepared retrieval chart.</p>
	<p>Students write a letter to a teen magazine, describing their physical traits (hair and eye colour, height, skin colour, body type) and asking for advice on what type of clothing to wear.</p> <p><i>Note:</i> Students may invent a character if they feel too self-conscious describing themselves.</p>
	<p>Students choose a letter to read from the previous activity and provide clothing advice based on the information given.</p>
Clothing Design	<p>Students create a clothing timeline in which they identify changing designs and fabrics of clothing for a certain time period.</p>
	<p>Students are given the context that as a group of friends, they have decided to design their own clothing line for the reality television show <i>La mode des jeunes</i>. The award-winning collection must contain clothes for all seasons and the necessary accessories.</p>
	<p>Students are told that the school is holding a t-shirt contest. They are to design the front and back of a t-shirt for this contest and the student population will vote on one. Students also prepare an oral presentation that highlights the key features of their t-shirt and why it would be the best choice.</p>
	<p>Students are told that a local designer is looking for original clothing designs for teenagers. In groups of four, students design a clothing collection for a particular season and present their designs to the class, which represents the designer.</p>
	<p>Students are told that their new school principal wants to have the students wear a uniform and he has asked the French class for input. Students design a fall/winter and a spring/summer uniform for the school. Uniforms are designed and posted in the class.</p>
	<p>Students are told that they are on the red carpet covering an awards show for their local radio station. Using photographs as a stimulus, students describe to the listening audience what the male and female stars are wearing and give their opinion on the ensemble (e.g., <i>Bonjour chers auditeurs, chères auditrices, ici Patrick Laflamme de CKPR en reportage des Globes en or. Devant moi... Quelle belle robe! C'est une belle robe longue sans manche...</i>).</p>
Clothing Care	<p>Students listen to a radio show or read a clothing care column in order to obtain advice for certain clothing care problems.</p>
	<p>Students are given situational cards which describe certain clothing care problems. Students provide either oral or written advice to resolve the problem.</p>
	<p>Students bring samples of clothing with the cleaning tags on them and tell a partner what materials and/or fabric the item is made from and the cleaning instructions indicated (e.g., <i>Cette blouse est faite de 100 % coton. Elle est très froissable. Alors, lavez cette blouse dans de l'eau tiède. Ne séchez pas la blouse dans une sècheuse...</i>).</p> <p><i>Note:</i> Some items come with written instructions; others with only the symbols used. Students need to be aware that the written instructions may not necessarily be translated correctly.</p>

	Students are told that the government wants to include students in their <i>La jeunesse en action</i> program. Students are asked to prepare an information sheet geared to teenagers that describes how to clean and care for clothing and accessories.
L'ALIMENTATION / FOOD	
Food and Nutrition (reintegration of healthy snacks from Grade 5 and healthy eating from Grade 6)	Students are asked to make an alphabet book about their food preferences. Students take each letter of the alphabet and draw or find a picture of a food item that begins with that letter. Next, they write the French word for the food next to it and indicate if they like or dislike the item and the degree to which they like the item. (E.g.,  = <i>abricot</i> <i>J'aime beaucoup les abricots.</i>  = <i>ananas</i> <i>Je déteste les ananas.</i>)
	Using the activity above, students are paired up and share their likes and dislikes of different foods by asking questions such as <i>Quels aliments est-ce que tu aimes énormément? Est-ce que tu adores le chocolat? Quel aliment est-ce que tu as pour la lettre f?/J'ai le fromage./Est-ce que tu aimes le fromage?/Non, je n'aime pas du tout le fromage.</i>
	Students are told that scientists in their area are interested in creating new fruits and vegetables. Students are to send suggestions for a new fruit or vegetable by describing what it would look like and by proposing a new name (e.g., <i>Je vous propose une nectarange. Ce nouveau fruit a l'écorce d'une orange et la peau d'une nectarine. La nectarange n'a pas de noyau parce qu'il y a beaucoup de personnes avec des allergies aux nectarines à cause du noyau...</i>).
	Students are given the following context: Your friend's uncle in Québec plans to go into food basket sales for teens. He would like your help in suggesting what foods would be appropriate for teens. Students are to prepare a written list of suggested foods appropriate for a dessert basket, a fruit basket, a picnic basket and a variety basket.
	In groups of four, students prepare a children's book with a food theme that includes suggestions for healthy snacks for younger children.
	Students prepare a poster to promote healthy eating habits for teenagers.
	Students prepare five breakfast and lunch menus for teenagers based on the four colours of the Canada Food Guide. The menus are to be healthy and varied.
	In pairs, students prepare a survey on teenagers' eating habits. Students simulate a telephone survey of their peers by taking down the information reported. The information is then summarized and the results reported orally.
	Using menus downloaded from reputable restaurants in Québec City, students simulate ordering a pizza over the telephone.
	In groups of four, students create a board game that focuses on good and bad eating habits. Students design the rules and the game board. Another group of students plays the game and provides the group with feedback on the clarity of the game's rules and the content.
Food Preparation	Students create a personal illustrated dictionary of cooking terms.
	Students watch a cooking show in French and take down the recipe of the day.
	Students create a new ice cream flavour for a company that is looking for new and unique flavours for ice cream.

	<p>Students are given the following context: Your neighbour has found a recipe for <i>les crêpes</i> on the Internet, but it is available only in French. She cannot read French so she asks for help in following the recipe. Students have to find a way to help the neighbour understand the recipe.</p>
	<p>Students prepare an after-school snack recipe in front of their classmates. They will need to bring the necessary ingredients to class and demonstrate how it is made. As they demonstrate its preparation, students take down notes in order to write up the recipe for future use.</p>
	<p>Students contribute a family recipe to a class recipe book and explain at the beginning why this recipe is a family favourite (e.g., <i>Cette recette est une des recettes favorites de ma grand-mère et préparée par elle. La quantité de chocolat rend le dessert irrésistible. Bon appétit! Voici les ingrédients :...</i>).</p>
	<p>Students create an etiquette book for table settings and table manners based on either a formal or informal dinner party.</p>
Ethnic Cuisine	<p>Students are shown visuals of different foods and guess the type of ethnic cuisine they represent. For example, they could be shown a picture of <i>le bortsch et les pérogies</i> and the students would identify these items as <i>des mets ukrainiens</i> or as <i>la cuisine ukrainienne</i>.</p>
	<p>Students create five different <i>devinettes</i> that describe a type of ethnic cuisine. The <i>devinettes</i> can be used as a listening activity at the beginning of each class for a week (e.g., <i>Cette cuisine est reconnue pour des mets comme les cretons, les fèves au lard et les tourtières. Comment s'appelle cette cuisine? [la cuisine québécoise]</i>).</p>
	<p>Students present orally a favourite recipe from their culture, indicating where it comes from, what it tastes like (e.g., <i>le mets a un goût fade</i>), what it smells like (e.g., <i>il dégage un arôme épicé</i>), what its texture is like (e.g., <i>croustillant</i>).</p>
Cuisine of the Francophone World	<p>As part of the school's Multicultural Week, students research the Internet for recipes from different Francophone countries or regions so that other students can become more knowledgeable about foods of other cultures. Students prepare recipe cards including a picture or a drawing of the dish.</p>
	<p>In groups of four, students choose a Francophone region or country. As a group, they research the type of cuisine that is typical for the chosen region or country. Students prepare a map of the region or country and prepare a collage with names and illustrations of typical food items.</p> <p><i>Note:</i> In order to assist students with the task, they might be encouraged to choose one meal time (e.g., breakfast) or a specific celebration as the focus.</p>
Food and Celebrations	<p>In French, students write a list of the holidays and celebrations with which they are familiar. They must think of at least three foods or drinks that are traditional for these holidays or celebrations.</p>
	<p>Students plan a fictitious birthday celebration which is “potluck” style. Using a planning sheet, students must find members of the class who will bring different food items based on preset categories such as <i>les breuvages, les gâteries, les desserts, les salades</i>. They can ask each classmate to bring only one item.</p>
	<p>Using a Brainstorm Carousel strategy, students brainstorm the type of vocabulary they would need (e.g., name of the celebration, origin [country/region], type of food, type of activities) to describe orally a special family celebration to their classmates. They use this checklist to prepare their presentation (e.g., <i>Au Mexique, quand on fête les quinze ans d'une fille, c'est une grande célébration. Il y a une</i></p>

	<p><i>fête chez les parents de la fille. On a de la musique, on danse et on mange beaucoup. Comme nourriture, on a des tacos, des quesadillas...).</i></p> <p><i>Note:</i> Students may choose to invent a celebration if they do not have one that is particular to their family.</p>
QUATRE FÊTES ET CÉLÉBRATIONS / FOUR HOLIDAYS AND CELEBRATIONS	
Any holiday or celebration	<p>Students prepare a brief oral presentation or written description of a holiday or celebration, identifying the date, traditional symbols and colours, origins and traditions of the holiday or celebration.</p>
	<p>Based on the holiday or celebration under study, students create a menu for the occasion.</p>
	<p>If there are students in the class who come from a country other than Canada, they can be asked to tell the class about a holiday or celebration that is special to them. Their presentation should be limited to the five senses: what they see, hear, smell, taste and feel.</p>
L'Action de grâces (reintegration of date and symbols from Grade 6 to include origin of holiday and traditions)	<p>Students prepare a menu for Thanksgiving Day dinner and compare their menu with a classmate's. The pair uses a Venn diagram to record similarities and differences. The pair then shares their findings with another group. The new group of four prepares another Venn diagram with their findings. Students discuss their findings as a class.</p>
	<p>Since this is a day of thanks, students create a list of at least five people or things they are thankful for in their lives and why. These lists can be posted around the classroom for the other students to read.</p>
La Sainte-Catherine (reintegration of date and symbols from Grade 6 to include origin of holiday and traditions)	<p>As a class, students discuss the differences between how <i>la Sainte-Catherine</i> is celebrated in Québec and how it is celebrated in France.</p>
	<p>The girls in the class are instructed to create or decorate a hat at home and to bring it to class the next day. The boys, on the other hand, are asked to write down in French three categories they could use to classify the girls' hats, such as funny, stylish, freakish, etc. The next day, the boys present their categories to the class and the teacher writes them on the board. The girls put on the hats to present to the boys who must find three different categories for each hat. After the judging has been completed, the boys summarize their results. The teacher then explains the tradition of hat-making and how it relates to <i>la Sainte-Catherine</i>, in addition to indicating that this is a tradition that originates in France.</p>
	<p>Students are told that one of the legends of <i>la Sainte-Catherine</i> states that a teacher made taffy for her students in order to convince them to come to school. Students prepare the recipe and then discuss in groups their reaction to the candy in terms of the five senses.</p>
La fête de la Chandeleur	<p>Students research the origin and traditions of this celebration. Students will find out that one of the traditions is the eating of <i>crêpes</i>. Students can discuss their favourite fillings for <i>les crêpes</i>.</p>
	<p>Students research proverbs (<i>dictions</i>) on the Internet related to <i>la fête de la Chandeleur</i>. Students may come to realize that this French celebration is on the same day as Ground Hog day and that many of the proverbs are weather-related; e.g., <i>Rosée à la Chandeleur, Hiver à sa dernière heure</i> or <i>Chandeleur claire, laisse l'hiver derrière*</i>.</p> <p>(*Web page source: http://pagesperso-orange.fr/proverbes/religieu.htm)</p>

<p><i>Le Vendredi saint et Pâques</i> (reintegration of date and symbols from Grade 5 to include origin of holiday and traditions)</p>	<p>In preparation for this activity, the teacher blows out the insides of raw eggs, enough to provide one per student, and lets them dry out. Students either bring or are provided with a wide variety of materials (e.g., pipe cleaners, felt pens, sparkles, buttons, fabric). Students decorate their egg and then prepare an explanation of the meaning of the egg in relation to the holiday. The egg and the explanation are hung on branches that the teacher has planted in a pot of sand in order to create an Easter Egg tree.</p>
	<p>Students are paired up and provided with at least 10 questions they have to answer, such as “<i>Quelle est la date de Pâques cette année?</i>” When they have correctly answered the questions they are permitted to search for a bag of Easter candy that the teacher has hidden in the classroom.</p> <p><i>Note:</i> It might be wise to label the question sheet and the bag of candy with the same number or name so that students only take the bag that is intended for them.</p>
	<p>Where possible, students participate in an Easter celebration (e.g., mass) presented in French. Students write down in a journal how they felt about hearing the celebration in French only.</p> <p><i>Note:</i> This activity is only suggested for those schools in which the holiday is part of the school program/rite.</p>
<p><i>Other Francophone holidays and celebrations</i></p>	<p>The class is divided into groups of four. Each group decides to hold a party for a certain Francophone holiday. Each group creates a radio announcement for their party, giving details about the origin and traditions of the celebration.</p>
	<p>Students carry out a research project on a Francophone celebration and present their findings, integrating the date, colours, symbols, origin of the holiday and traditions. A portion of the research project presentation may have to be done in English.</p>
<p>AND OTHER AREAS OF INTEREST</p>	

Grade 9

LE SPORT ET L'EXERCICE / SPORTS AND EXERCISE	
Venues, Clothing and Equipment (reintegration of sports from Grade 6 and Clothing for special occasions from Grade 5 and Grade 8)	Students draw a picture showing only a part of a sport, such as the feet of a soccer player with a ball and sneakers. The drawings are numbered and posted around the room. Using a retrieval sheet, students are asked to identify the sport, the venue where this sport is played and the clothing or equipment needed to play the sport.
	In groups of four, students create a new sport which they will present to the class. They identify the name of the sport, the type of venue where it is played, the equipment required and a few of the main rules of the sport. <i>Note:</i> This activity can later be extended to incorporate the mental and physical traits of the athletes of this sport in addition to creating a name for the athlete that plays this sport (masculine/feminine name following naming rules [e.g., <i>l'escrime</i> = <i>escrimeur/escrimeuse</i>]).
	Students create a card game about sports. On one side of the card, they draw or find a picture of the sport. On four other cards, they draw or find a picture of a) an article of clothing for this sport; b) the venue for this sport; c) a piece of equipment for this sport; and d) the category of sport to which it belongs. Students are divided into groups of four or six players and are asked to shuffle their game cards before play begins. The game is then played in a fashion similar to "Go Fish," where the players have to collect all five cards for a particular sport in order to win.
Physical and Mental Traits of Athletes (reintegration of traits and personality from Grade 4 and Grade 7)	The teacher prepares <i>devinettes</i> of physical and mental traits of different athletes and students guess which athlete is being described. (E.g., <i>Pour participer à ce sport, l'athlète doit être fort des épaules et des jambes, être rapide.../C'est un joueur de basket-ball?</i>)
	Students are told that the physical education teacher has asked the French class to create profiles of athletes in French for an open house display. Students create a poster that illustrates the mental and physical traits necessary for a certain sport.
	Students draw a simple picture (or find one in a magazine) of a person playing a particular sport. Students label the primary parts of the body used in the sport and what actions they provide (e.g., <i>On utilise les mains pour lancer le ballon.</i>). Students also identify the physical and mental qualities required for this sport.
	Students are given the context that the local French radio station is asking the public to describe the qualities of a good team member. Students simulate calling in to give their opinion.
Sporting Events	If available, students watch the telecast or podcast in French of events played in an international competition, such as the Winter Olympics, and note the name of the sport, the name of the Canadian athlete involved in the sport and any details that commentators make about the athlete.
	In groups of four, students research an upcoming sporting event of interest, such as the Summer or Winter Olympics or the Arctic Winter Games, using information gleaned from French language Web sites. They present orally the name of the event, the dates of the event, the sports represented, the names of participating countries and some interesting facts about the event.

	<p>In groups of four, students prepare a presentation to a new sporting event committee. In their presentation, students name the event, give the dates of the event, name the sports to be played and explain why this new sporting event is important (e.g., <i>Cet évènement sportif est important parce qu'il donne la chance aux jeunes sportifs handicapés de mettre en vedette leurs talents.</i>)</p>
	<p>Students imagine themselves at the beginning of a sporting event and use a self-talk strategy to prepare themselves to carry out the sport. With a partner, they say out loud what it is they are thinking just before they begin (e.g., <i>Je dois penser à mes jambes. Est-ce qu'elles sont dans la bonne position? Oui, elles sont correctes. Je dois mettre les bras devant moi. Oui comme ça...</i>).</p>
	<p>Students prepare an animal Olympics album with the names of sports such as <i>La course de 100 m</i>, and they identify animals that participate in this event, along with statistics about each animal (e.g., <i>Le cougar est un animal athlète parfait pour cet évènement. Il est capable de courir jusqu'à 80 km/h</i>).</p>
Injuries and Injury Prevention	<p>Students choose a sport that they are afraid of playing because of its potential for injuries. They make a list of at least five possible injuries that may occur because of the demands of the sport. Students share their lists with a partner who will try to come up with advice to avoid an injury.</p>
	<p>Students prepare a poster providing advice on how to prevent sports injuries (the do's and don'ts).</p>
	<p>Students create a new sports drink that will provide the necessary energy required for a specific sport and reduce injuries. Students indicate the ingredients and what each ingredient provides the athletes of this sport.</p>
Physical Activity and Healthy Lifestyles	<p>Students prepare a survey of classmates to determine their fitness level using information from <i>le Guide d'activité physique canadien – Vive la vie active – Magazine pour les jeunes de 10 à 14 ans</i> that is found on the Web site of <i>l'Agence de la santé publique du Canada</i>.</p>
	<p>Students create a fitness routine and describe it to the class orally.</p>
	<p>Students choose an athlete and research his or her fitness routine and/or training schedule. Students prepare a list of possible questions they could ask the athlete in an interview.</p>
	<p>In small groups students create a series of cheers in order to encourage people to play sports, work out or eat well. Students present their cheers to the class.</p>
	<p>A local TV station is starting a new game show called <i>Le sport, c'est ton fort</i>. They have asked the public to submit questions for the game. Students create at least ten questions, trying to include as much variety as possible such as venues, clothing, equipment, injuries, physical and mental traits, healthy eating, etc.</p>
	<p>Students prepare a physical activity schedule for seven days that includes at least thirty minutes a day of cardiovascular activity. At the end of the week, students summarize how well they were able to follow the schedule. Students will require model sentences such as <i>J'ai réussi à faire.../Je n'ai pas fait d'exercice.../ La prochaine fois, je vais....</i> Students share their results with a partner. A class discussion can also be held where students find out how well others did and what they might do for future success.</p>
	<p>Students listen to an aerobics routine in French and follow the instructions as they are given.</p>

	<p>The students are given the context that their local fitness club is starting an aerobics class for teens and plans to use teenagers as instructors. In groups of three, students prepare an exercise routine that contains a warm-up, a series of cardiovascular exercises and a cool down in order to apply for the instructor's position. Students present their routine to another group that represents the fitness club. The fitness club judges provide feedback as to the appropriateness of the exercises.</p>
L'HABITATION / HOUSING	
<p>Housing Designs (reintegration of types of dwellings, from Grade 5)</p>	<p>Throughout the course of the unit, students use a learning log (<i>un journal de bord</i>) in which they write about what they have learned and the activities they have carried out. They also indicate how successful they were in their learning of key concepts.</p>
	<p>Students are told that a magazine entitled <i>Maisons bizarres</i> is soliciting designs of dwellings that would be considered a totally new concept in housing. Students prepare a drawing of the dwelling. They identify the type of dwelling, the materials used to build the various parts of the dwelling and explain the choice of materials in written form (e.g., <i>Le toit de cette maison est fait de panneaux solaires pour permettre un chauffage écolo.</i>). Students vote on the most original design based on the accompanying description.</p>
	<p>Students find a picture of a house from a magazine and use the picture to prepare a simple article for a Home and Gardens type magazine. The description involves the design of the house and garden.</p>
	<p>Students prepare a written Internet or newspaper advertisement in order to list their home for sale.</p>
	<p>Students search the Internet for housing plans in French. They choose one they like and must now explain to a partner what it is they like about the plan.</p>
	<p>Students are given plans from Québec and from France and using a Venn diagram, they fill in the commonalities and identify the differences. Students discuss their findings as a class.</p>
	<p>Students design their dream home and write a description of the materials that will be used on the inside and outside of the house.</p>
<p>Home Décor (reintegration of my room from Grade 5)</p>	<p>Students are shown different room styles and are asked to identify the type of room décor (e.g., <i>C'est un style campagnard. C'est un style contemporain.</i>).</p>
	<p>Students prepare a video/digital tour of their home or of a fictitious home and add commentary such as which room is being shown and details about the décor of the rooms.</p>
	<p>As an Open House activity at the school, the French class teaches some French to their parents. They create a wall-sized model of a room that is fully decorated. When the parents arrive, ask them to identify what room it is and then teach them the words for the furnishings that are found in the room. <i>Note:</i> The furnishings can be in the form of drawings or photographs.</p>
	<p>Students are given the context that a national furniture company is looking for new items of furniture to accommodate changing lifestyles. Students design one new item of furniture and provide details regarding its construction and its use.</p>

	<p>Students carry out a jigsaw activity in which they read information on paint colours and how they relate to one's personality and how certain colours make a person feel. Information is shared and students try to decide which paint colour matches their personality.</p>
	<p>Students are given the context that their family is moving and they need to sell furniture and appliances. Students write classified advertisements in order to sell at least five items.</p>
	<p>Students read about a variety of decorating styles and write down the key points related to each style. Each student then chooses a decorating style and explains to another student why he or she likes that particular style.</p>
	<p>Students are given the context that an interior designer is coming to their house to find out how students want to have their room decorated. Students prepare an oral description of how they want their new room to look.</p>
<p>Home Leisure Activities (reintegration of activities and preferences from Grade 4)</p>	<p>In groups of four and using a brainstorm carousel, students brainstorm what leisure activities can be done in which rooms of the house.</p>
	<p>In pairs, students describe to each other what they do for fun in different places in the house either by themselves or with a family member. (E.g., <i>Je joue aux jeux vidéo dans ma chambre. Ma famille regarde la télévision dans la salle familiale.</i>)</p>
	<p>Using the above activity, students prepare a survey of ten questions and ask classmates their questions. Students then use a spreadsheet program to enter their results and summarize them by creating pie charts or bar graphs.</p>
	<p>Students are given the context: New house = new rules. Students make up a list of activities that their siblings can and cannot do in different rooms in the new house (e.g., <i>Ne mange/mangez pas dans le salon.</i>). Students share their lists with a partner and the partner decides if he or she agrees or disagrees. (E.g., <i>Oui, c'est un bon choix pour cette pièce./Non, je ne suis pas d'accord. Cet ordre s'applique mieux pour la salle de jeux.</i>)</p>
<p>Household Chores</p>	<p>Students are given the context that they want to buy a few extra things for their room and they need to earn some extra money. Students create a flyer stating what chores they will do, at what cost and frequency, etc.</p>
	<p>Students read an adapted version of <i>Cendrillon</i> and, using a Venn diagram, fill in the chores carried out by the character. Students then fill in their own list of chores in the other side of the Venn diagram. In the middle, they identify the chores that are the same.</p>
	<p>Students are given the context that one of their parents has noticed that different members of the family are forgetting to do some of their chores. Students write reminder notes to each member of the family for a particular day of the week on which he or she is to carry out the chore. (E.g., <i>Le lundi, Mohamed, n'oublie pas de faire ton lit.</i>)</p>
<p>L A C O M M U N A U T É / C O M M U N I T Y</p>	
<p>Country Life and City Life</p>	<p>Students create their own textbook (<i>Mon grand cahier blanc</i>) throughout the field of experience COMMUNITY. The purpose of the textbook is to have students reflect on their learning as it relates to vocabulary, language concepts, cultural information and language learning strategies. Students can begin their textbook by creating a T-chart that outlines country life and city life, followed by a Venn</p>

	<p>diagram that focuses on the differences and the similarities between these two lifestyles.</p> <p><i>Note:</i> This activity can be used as a final project and/or for portfolio purposes for high school.</p>
	<p>Students read <i>La souris de ville et la souris de campagne</i>. Using the summary pair strategy and the questions: <i>Comment est la vie rurale selon la souris de campagne? Et selon la souris de ville?/Comment est la vie urbaine selon la souris de ville? Et selon la souris de campagne?</i> students discuss country life and city life from the perspective of each mouse.</p>
	<p>Students listen to a radio talk show on the topic of city versus country life. Students simulate calling in to the station to express their opinion.</p>
	<p>Students write a short editorial expressing their opinion on the advantages and disadvantages of city life or rural life.</p>
<p>Urban Communities and Rural Communities</p>	<p>In their <i>Cahier blanc</i>, students create personal definitions for the words: <i>une grande ville, une petite ville, un village</i> and <i>un hameau</i>. Students give provincial or national examples to support their definitions.</p>
	<p>In pairs, students choose one of the two contexts: 1) a new city development for 100,000 people is going to be built nearby and the community has been asked for their input; 2) a new mine has opened up and a new rural community of 5000 people is going to be built near it. As a pair, the students develop and submit a plan for this new development.</p>
	<p>Students design a plan for a new state-of-art farm to present to the Agriculture Minister of the Federal Government.</p>
<p>Community Businesses and Services</p>	<p>In groups of four, students brainstorm the business and services available in their town or city. Using the Internet, they find a town or city of the same size as their own in Québec or France, identify similar businesses and services available and note any ones that are different.</p>
	<p>Using a list of categories for businesses and services (e.g., <i>les commerces, les services religieux, les services médicaux</i>), students choose a town or city in Alberta or any other province, except Québec, where French is spoken and identify businesses that offer service in French.</p> <p><i>Note:</i> A variation of this activity would have students identify the name of the business or service for the different categories.</p>
	<p>Students are given the context that <i>Invitons nos jeunes au travail</i> (Take Our Kids to Work Day) is coming up. Students prepare a list of questions that they can ask a French-speaking member of the community who works with their parent.</p>
	<p>Students are given the context that they have gone out with their family to dinner at a new restaurant the night before. They are to describe orally to their partner the ambiance of the restaurant and the service provided.</p>
	<p>Students are given the context that since there are no French-speaking restaurants in the area, a Québec franchise wants to open up a teen theme restaurant in the area. Students provide input as to the type of food, hours of operation and type of service they would like to see available.</p>
	<p>As a continuation of the above task, students are given the context that the above restaurant is finally ready. As a last check before opening, students are asked to simulate the whole restaurant experience in order to help train the waiters and waitresses.</p>

	Students are given the context that there are many places in their town or city where teens can go and socialize. Students choose a place and try to convince a classmate to go there with them.
	Students prepare a brochure or Web site material detailing all the clubs, services and activities available for teens in their community or surrounding area.
Community Clubs and Associations	Students are given the context that there is a lack of places where teens can socialize. They are told that in Québec, there are places called <i>Les maisons des jeunes</i> . Students are asked to research what this <i>maison</i> offers students and to present their information orally to the class. As an extension of this research, students can create their own <i>Maison des jeunes</i> for the teens in their area.
	Students prepare a poster and a radio or television advertisement for a club or an association hosting an event.
Community Events and Festivities	Using the Internet and working in pairs, students research an event or festival being hosted in a French-speaking community. Students prepare a slide presentation to inform their classmates about where this event or festival occurs, when it occurs and what kinds of activities are held.
	Students prepare a yearly calendar of events and festivities for Francophones in different provinces and territories based on information gleaned from the Internet.
	Students fill in a contest form in which they have to describe in 50 words why they would like to go to a particular event or festival. <i>Note:</i> It is suggested that a contest form be prepared for the students to fill out so that the language experience is more authentic.
French-Canadian Communities	Students conduct research on a French-Canadian community and present it orally.
	Students create a travel brochure for the French-Canadian community they researched so as to entice people to come and visit the community.
QUATRE FÊTES ET CÉLÉBRATIONS / FOUR HOLIDAYS AND CELEBRATIONS	
Any holiday or celebration	Students prepare a brief oral presentation or written description of a holiday or celebration, identifying the date, traditional symbols and colours, origins and traditions of the holiday or celebration.
	Students are given the context that they are organizing a housewarming party for their new home. Students make a list of all the things they need to do for it, such as food, guest list, invitation, etc. and identify who in the family will do each task.
	Students create a new national holiday including new symbols, a date and proposed activities.
Noël (reintegration of date and symbols from Grade 5 to include origin of holiday and traditions)	Students are given the context that it is time to decorate their house for Christmas, but this year they want to do something different. Students are to come up with ideas as to how to decorate both the inside and the outside of the house in a unique way. Students present their ideas to a partner or a group of students to obtain feedback.
	Students are given an article on decorating one's house for Christmas. They take down notes and decide if they will use the decorating ideas or not and explain why. (E.g., <i>J'aime l'idée de suspendre des mitaines parce que j'adore lancer des boules de neige.</i>)

	<p>Since Christmas is generally family holiday, groups of students write a play about the holiday that includes its origins, its symbols and traditions.</p> <p>Students create a list of food items they could put in a family gift basket as a gift to another family member this year.</p>
<p>Le jour de l'An (reintegration of date and symbols from Grade 5 to include origin of holiday and traditions)</p>	<p>Students are told that in France, family members give out gifts at New Year's (<i>les étrennes</i>) instead of at Christmas; these gifts, however, are not expensive. Students make a list of inexpensive gifts that they could give to different family members.</p>
	<p>Students are told that since New Year's involves resolutions, they are to create a list of resolutions that they would like to do for the next year (e.g., <i>Je vais nettoyer ma chambre chaque vendredi après l'école. Je ne vais pas taquiner le chien. Je vais être gentille avec ma sœur.</i>).</p> <p><i>Note:</i> At the end of the school year, students can review their list and indicate how successful they were at attaining their goals, using expressions such as <i>J'ai réussi ma résolution/mes résolutions à 100 pour cent/assez bien/de façon constante/de façon inconstante.</i></p>
	<p>Students research <i>la Saint-Sylvestre</i> and how it is celebrated in France. Students then compare this celebration with New Year's eve celebrations in Canada.</p>
<p>La fête des Rois (reintegration of date and symbols from Grade 5 to include origin of holiday and traditions)</p>	<p>Students create six "pretend cookies" using play dough. In one of each student's six cookies, a bean or a small coin is to be hidden. The students share their "cookies" with the class. Whenever a student finds a prize, the student who put it there must make a wish for that student. The boy and girl who collect the greatest number of prizes become the King and Queen for the class and are each presented with their <i>couronne</i>.</p>
	<p>Students research the traditions related to this holiday and prepare a storybook about the traditions.</p>
	<p>Students research the Internet for recipes of <i>la Galette des Rois</i> and compare ingredients and preparation depending on the French region.</p>
<p>Le fête nationale du Québec</p>	<p>Students research on the Internet the date, symbols, origins and traditions of this holiday and present their findings to the class.</p>
	<p>Students prepare a simple debate on why this celebration is called <i>la fête nationale du Québec</i>.</p>
<p>Other Francophone holidays and celebrations</p>	<p>Students research the meaning of <i>La semaine de la francophonie</i> and participate in activities suggested by <i>l'Organisation Internationale de la Francophonie</i>.</p>
	<p>The class is divided into groups of four. Each group decides to hold a party for a certain Francophone holiday. Each group creates a radio announcement for their party, giving details about the origin and traditions of the celebration.</p>
	<p>Students carry out a research project regarding a Francophone celebration, integrating the date, colours, symbols, origin of the holiday and traditions. A portion of the research project presentation may have to be done in English.</p>
<p>AND OTHER AREAS OF INTEREST</p>	

Steps Carried Out in Task-Based Learning*

PRE-TASK PHASE

- ▶ The topic is defined.
- ▶ Task instructions are clarified.
- ▶ Brief activities to help students recall or learn useful phrases are carried out. This can include the teacher having students carry out a demonstration of an abbreviated version of the task.
- ▶ The teacher may share audio recordings of other groups of students carrying out a task such as the one being used.

▮ *Example:* To prepare students in a Grade 7 FSL class for a task in which groups of students fill out a school schedule with names of school subjects from France, based on information provided in a similar text, the teacher draws or projects a blank sample schedule. He or she solicits student input to jointly fill out a single column for one day. The expressions and phrases that arise are collected and posted for student reference as they carry out a more expanded version of the task themselves.

Appendix O lists a range of tasks for consideration.

THE TASK CYCLE – PART 1—DOING THE TASK

- ▶ The students carry out the task to the best of their abilities, which may involve halting and simplified speech, making use of posted sample expressions and phrases.
- ▶ The teacher encourages the students as needed while engaging in assessment *for* learning, taking note of commonly occurring errors that arise in the class as a whole. The teacher targets specific linguistic elements for later follow-up based on the outcomes of the program of studies.
- ▶ Where applicable, the teacher notes additional expressions and phrases that arise in specific groups and adds these to the posted chart of expressions for use by other groups.

THE TASK CYCLE – PART 2—PLANNING TO SHARE THE RESULTS

- ▶ The teacher may share audio recordings of other students presenting reports on similar tasks.
- ▶ Groups of students plan to share with the rest of the class how they have carried out the task and, in a limited way, what they have discovered while doing so.

▮ *Example:* Groups of students in the Grade 7 FSL class mentioned previously may use statements such as the following when planning to present their results, if such statements have been collected, posted and previously rehearsed.

- *Qui lit la liste de matières pour lundi? Moi. Bon, Aminta, tu commences.*
- *Jonathan, est-ce que tu lis la liste pour mardi?*
- *Qui montre les matières à l'écran quand les autres parlent?...*

* Based on Jane Willis, *A Framework for Task-based Learning* (Harlow, UK: Longman, 1996).

THE TASK CYCLE – PART 3—REPORTING ON THE RESULTS

- ▶ The report may be oral or in the form of a visual which is displayed and viewed.
- ▮ *Example:* Reports by the students in the Grade 7 FSL class mentioned above may contain statements such as the following, if appropriate sentence starters have been collected, posted and previously rehearsed.
 - *L’opinion de notre groupe est la suivante. Le lundi matin, l’élève a un cours de mathématiques, d’éducation physique, de français et un cours de géographie l’après-midi.*
 - *Le mardi, l’élève a...*
 - *Voici la phrase dans le texte... Pour nous, ça indique que le mercredi, la personne a...*
- ▶ The teacher continues to take note of linguistic structures for further follow-up.
- ▶ After students have presented their spoken reports or circulated and viewed the written reports, the teacher provides students with brief feedback on the content and form of their reports.

THE LANGUAGE USE FOCUS – PART 1—LANGUAGE ANALYSIS ACTIVITIES

- ▶ The teacher develops and implements language analysis activities based on observations made during the task cycle.
- ▶ The activities are intended to help students identify and process various features of language as it was used during the steps of the task cycle.

THE LANGUAGE USE FOCUS – PART 2—PRACTICE ACTIVITIES

- ▶ Students carry out practice activities using the language features analyzed above.

OPTIONAL – ADDITIONAL TASK

- ▶ Following the task cycle and the language use focus, students may be given the opportunity to carry out a similar task with other students or to develop a similar task for others to carry out.

Types of Tasks

In *A Framework for Task-based Learning* (Harlow, UK: Longman, 1996), Willis lists a number of types of tasks. The list that follows can provide teachers with ideas for a range of activities regardless of the approach to lesson and unit planning they choose.

<p>1. LISTING. Students produce a complete list or mind map by brainstorming or fact finding:</p>	
	<ul style="list-style-type: none"> – international words found in a French song or on a French Web site – physical or personality traits of a celebrity – animals found in a zoo – food preparation words – clothing found in a teenager’s closet – services available in an urban or rural area. <p>As a follow-up task, students can devise a memory game using the list.</p>
<p>2. ORDERING AND SORTING. Students order and sort information ...</p>	
by sequencing:	<ul style="list-style-type: none"> – put the names of holidays or celebrations into the correct order, as they appear in the calendar year. <p>As a follow-up task, students can devise a “spot the missing item” task.</p>
by ranking:	<ul style="list-style-type: none"> – the most useful school supplies to donate to a charity – the best recipe for a healthy snack – the most useful clothes to have for summertime – the most important businesses or services to have in a community. <p>As a follow-up task, after hearing the report from each group, the class as a whole may wish to reach consensus.</p>
by categorizing:	<ul style="list-style-type: none"> – read short informational texts and fill in information gathered from the text into a partially completed table – read various statements on a similar topic, such as appropriate household chores for teenagers; students decide if they agree or disagree or are undecided. <p>Students in each group present and justify their completed table to the whole class.</p>
by classifying:	<ul style="list-style-type: none"> – find three ways to classify school supplies – find three ways to deal with a clothing stain – find ways to classify holidays and celebrations. <p>As a follow-up task, students can devise a “find the odd one out” activity.</p>

3. COMPARING. Students compare two sets of data ...	
by matching:	<ul style="list-style-type: none"> – listen to or read descriptions of people and identify which description matches which person – listen to or read descriptions of classrooms, people, rooms in a house, or communities and pick one of four photographs that fits the description – follow and carry out instructions, such as tracing a route on a map or drawing a sketch. <p>As a follow-up task, students can design similar tasks with their own data; e.g., a description of their own community.</p>
by finding similarities:	<ul style="list-style-type: none"> – compare two eyewitness reports about what the same “suspect” was wearing – compare two versions of a recipe for <i>la galette des rois</i> – compare different ways of celebrating the same holiday in various countries – compare businesses and services from various locations to see commonalities.
by finding differences:	<ul style="list-style-type: none"> – find the differences in two similar pictures – Jigsaw viewing: one half of the class sees a video excerpt while the other half reads an account of the excerpt that deliberately includes different information. Together, students from each group identify what is different in the information they have.
4. PROBLEM SOLVING. Students find and evaluate a solution to a problem by analyzing real or hypothetical situations, by reasoning and by making decisions. Starting points can include ...	
short puzzles:	<ul style="list-style-type: none"> – classic logic problems adapted for use in the FSL class such as <i>Voici la chambre à coucher de Josh. Il veut changer l’arrangement de ses meubles. Sa chambre à coucher mesure 4 m sur 6 m. Comment peut-il les arranger autrement selon les mesures données?</i>
hypothetical or experienced real-life problems:	<ul style="list-style-type: none"> – predicting the weather for the next two days based on given weather variables – providing clothing advice based on one’s physical features – planning an exercise routine for an athlete.
incomplete or scrambled stories, poems, reports:	<ul style="list-style-type: none"> – a short story, poem or cartoon strip that has been read in a previous class may be copied once for each small group and cut into sections. Students use clues in the story as well as their memory of the text to put the pieces into the correct sequence. <p>As a follow-up activity, the solutions arrived at in each group may be shared with and voted on by the class as a whole.</p>

<p>5. SHARING PERSONAL EXPERIENCES. Students use and add to models of text in which a speaker or writer describes or explains a personal opinion, reaction or experience to share aspects of their own experience in a similar way. Starting points can include ...</p>	
reflective questions:	<p>For example:</p> <ul style="list-style-type: none"> – <i>Comment te sens-tu quand il pleut? Je n'ai pas d'énergie quand il pleut. Je me sens triste. Je préfère le soleil. Il me donne plus d'énergie.</i>
survey questions:	<p>For example:</p> <ul style="list-style-type: none"> – <i>Quel est ton mets préféré?</i> – <i>Est-ce que tu aimes porter des shorts en été? Souvent. Des fois. Jamais.</i>
using audio or video clips or reading text:	<p>For example, a Grade 8 FSL class dealing with the subfield of COUNTRY LIFE AND CITY LIFE may listen to an audio recording in which people describe their way of life depending on where they live. Students may create a t-chart before listening to the recording identifying what they think the speakers might say. The following task might involve students describing their own lifestyle.</p>
<p>6. CREATIVE TASKS. Students produce an end product that can be appreciated by a wider audience. These tasks tend to be comprised of more stages than the classroom tasks outlined in this chart so far. They may be referred to as projects and may involve processes such as brainstorming, fact-finding, ordering, sorting, comparing, problem-solving and others. Starting points can include ...</p>	
concrete creations or experiments:	<ul style="list-style-type: none"> – draw a picture following an audio or written prompt – make a model, diorama, map or a craft following instructions provided – prepare a recipe. <p>As a follow-up activity, students share their results with other students by preparing a list of statements that describe the steps they undertook.</p>
creative writing and similar activities:	<ul style="list-style-type: none"> – write a poem, song, story, dialogue script, play or advertisement based on what was read or seen in class, following a model written with the range of vocabulary and structures known by the students – prepare a radio or television show, or take photos to illustrate a short <i>photoroman</i> style of story, following models provided and using known vocabulary and structures.
social investigations:	<ul style="list-style-type: none"> – to commemorate <i>la journée internationale des personnes âgées (le premier octobre)</i>, students may prepare and carry out an interview with an older person in their family or community on known topics such as likes and dislikes, favourite foods, games or animals. While the interviews themselves may take place in a language other than French, the students can prepare profiles on their interview partners in French, which may be shared with the class and posted within the school as long as permission to do so has been secured. – class twinning projects involving multiple contacts over the school year through e-mail and other means of communication, which may involve a range of creative tasks.

7. MEDIA PROJECTS FOR THE SCHOOL OR COMMUNITY. Similar to the creative tasks described in the previous section, these projects may be quite complex and involve a number of other processes. The teacher and students may collaborate with and provide a contribution to others in the school or community who are involved in the production of various forms of media. Where applicable, teachers will need to seek parental permission and adhere to the provisions of the *Freedom of Information and Protection of Privacy Act* (FOIPP). These tasks may involve ...

displays:	<ul style="list-style-type: none"> – students may set up a public display, in a location such as the school or a municipal building, to reflect an aspect of what they are studying, such as a seasonal holiday.
print:	<ul style="list-style-type: none"> – students may provide contributions to regular or special issues of school or community newsletters or newspapers, or may create a short newsletter to be distributed to French-speaking residents of a local nursing home, where applicable – students may design and write a simplified leaflet for French-speaking visitors to a school or a community.
multimedia:	<ul style="list-style-type: none"> – students may provide to a French-language radio broadcast contributions such as singing a Christmas song or reading a poem – in collaboration with students in higher grades, classes may create advertisements for upcoming events in the school or in the community, or may create other short video clips for public use.

Sample Blank Planning Templates

The following types of Planning Templates are provided in this appendix and can be modified or adapted for personal use:

Year Plan	pp. 370 and 371
Long Range Plan	p. 372
Unit Plan Overview (Web)	p. 373
Unit Content Chart (planning with the end in mind)	p. 374
Activities Brainstorm (planning with multiple intelligences in mind)	p. 375
Lesson Series/Unit Outline (Day-by-Day Web)	p. 376
Lesson Series/Unit Planning (Day-by-Day Chart)	p. 377
Lesson Series/Unit Planning Chart (Phases of Language Learning)	p. 378
Lesson Plan (Step-by-Step Table)	p. 379
Lesson Plan (Teacher and Student Activities)	p. 380
Unit Planning Checklist	p. 381
Lesson Planning Checklist	p. 383

Sample Template for a Year Plan

Grade Level(s) _____ School Year: _____ Teacher(s) _____					
	September	October	November	December	January
Field(s) of Experience (Units)					
Key Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment <i>for, as, of</i> Learning					

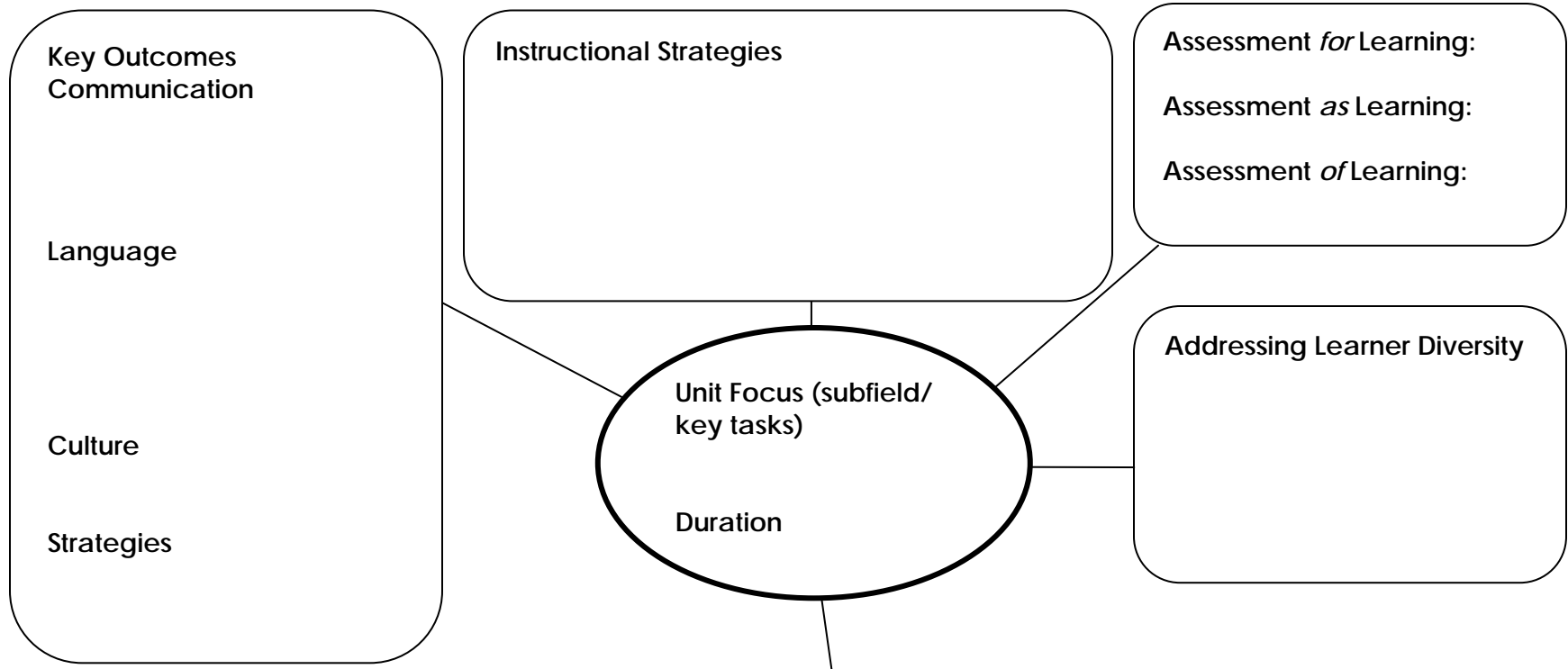
Sample Template for a Year Plan

Grade Level(s) _____ School Year: _____ Teacher(s) _____					
	February	March	April	May	June
Field(s) of Experience (Units)					
Key Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment <i>for, as, of</i> Learning					

Sample Template for a Long Range Plan









Grade(s) _____ School Year _____ Teacher _____	
Unit Focus Duration Unit Description Key Outcomes	Unit Focus Duration Unit Description Key Outcomes
Unit Focus Duration Unit Description Key Outcomes	Unit Focus Duration Unit Description Key Outcomes

Sample Template for a Unit Plan Overview (Web)



Possible Student Activities

Checking the balance - How many activities appeal strongest to which type of learner?

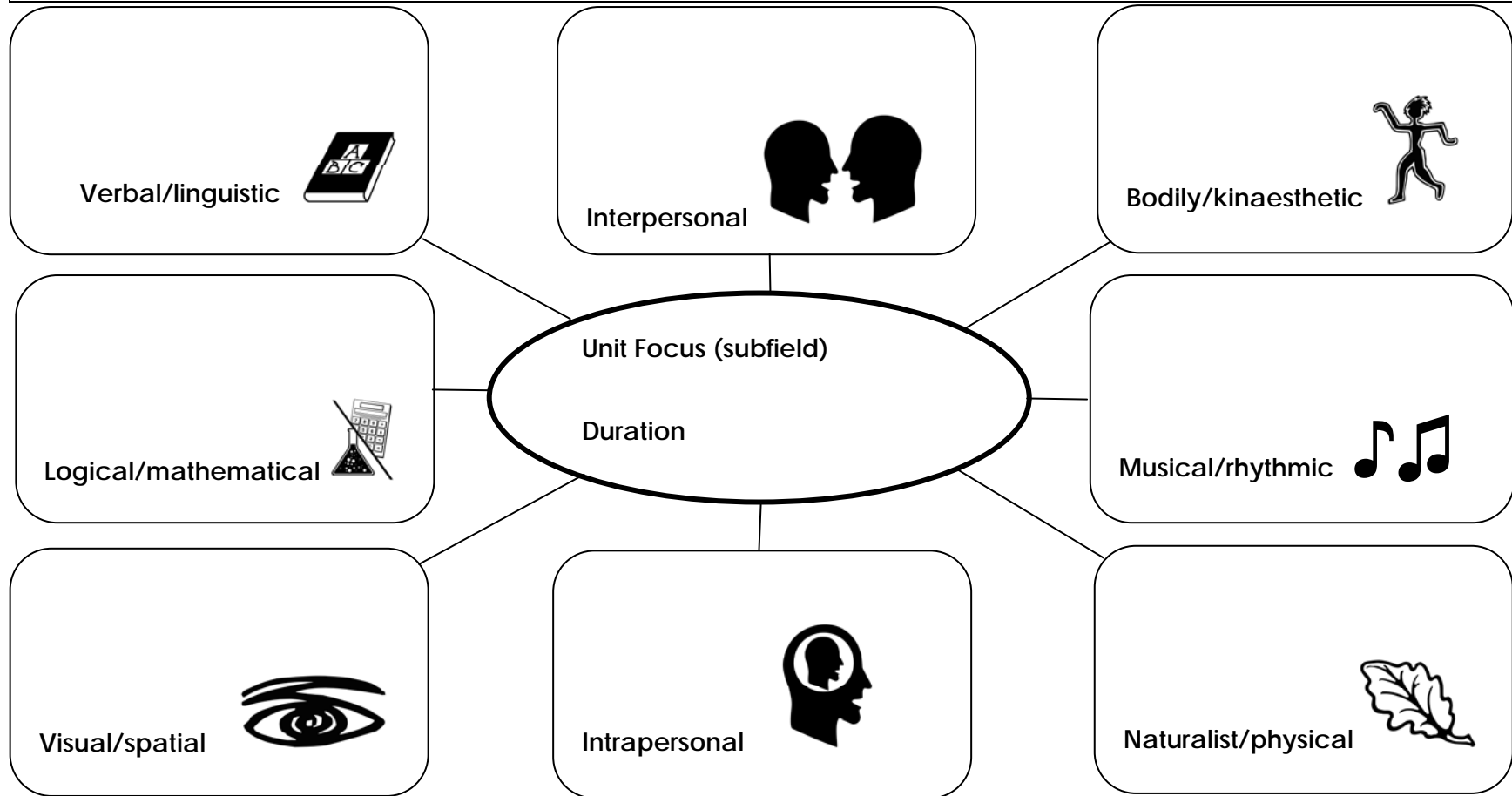
							
Verbal/ linguistic	Logical/ mathematical	Visual/ spatial	Bodily/ kinaesthetic	Musical/ rhythmic	Inter- personal	Intra- personal	Naturalist / physical

Unit Content Chart (planning with the end in mind)

Unit Focus: _____ Dates/Duration: _____			
OUTCOMES:	Possible related language experiences	Possible related performance assessment tasks	
Field of Experience and related subfield(s)			
Communication Outcomes Listening Comprehension (LC) Reading Comprehension (RC) Oral Production (OP) Written Production (WP)			
Language Outcomes			
Culture Outcomes			
PERFORMANCE TASK selected for this unit: Students will ...			
Necessary Vocabulary (words, phrases, schemata)	New	Need review	Known
Necessary Linguistic Elements (grammatical structures)			
Necessary authentic text(s) as models for student production			
Visual: Audio: Audio/visual: Print:			
Necessary Cultural Knowledge			
Possible Associated Language Learning Strategies			

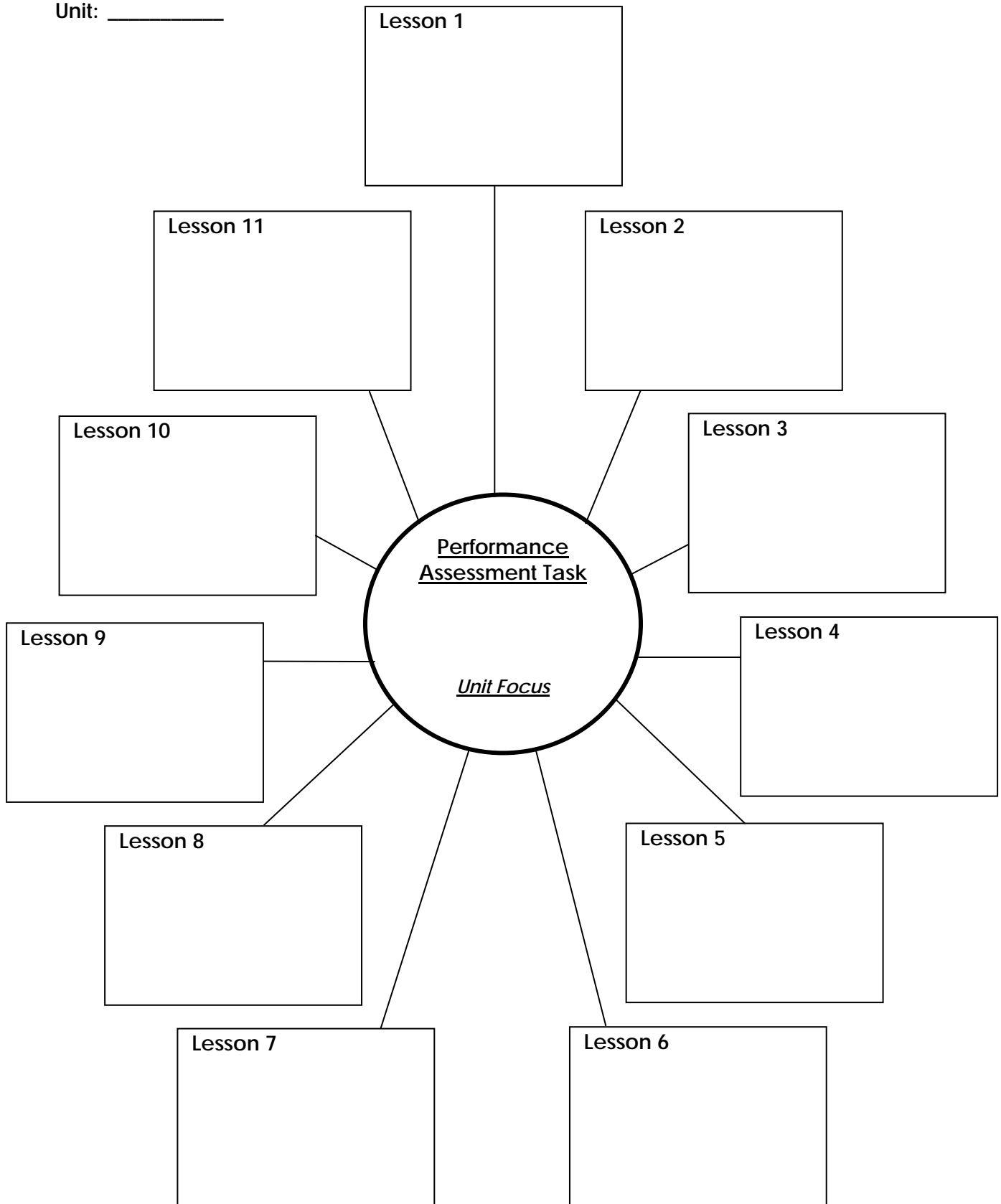
Activities Brainstorm (planning with multiple intelligences in mind)

Performance Task: Students will ...



Sample Template for a Lesson Series/Unit Outline (Day-by-Day Web)

Unit: _____



Sample Template for Lesson Series/Unit Planning (Day-by-Day Chart)

Field of Experience: _____ Subfield: _____						
Possible Contexts for Language Experiences: _____						
Focus for this Lesson Series/Unit: _____ Dates/Duration: _____						
Day		Outcomes	Teaching and Learning Activities	Resources, Materials	Planning for Diversity	Assessment (<i>for, as, of</i>) Learning
1	Skills					
	Key Linguistic Elements					
	Culture					
	Strategies					
2	Skills					
	Key Linguistic Elements					
	Culture					
	Strategies					
3	Skills					
	Key Linguistic Elements					
	Culture					
	Strategies					

Sample Template for Lesson Series/Unit Planning Chart (Phases of Language Learning)*

BRAINSTORM OF POSSIBLE CONTEXTS	– – –					
LEARNER OUTCOMES	PHASES OF LANGUAGE LEARNING [WITH SKILLS]: Listening Comprehension [LC]; Reading Comprehension [RC]; Oral Production [OP]; Written Production [WP]					
	ENCOUNTERING	NOTICING	INTERNALIZING	APPLYING and REFINING	TRANSFORMING and PERSONALIZING	ASSESSING (for, as, of LEARNING)
	Day 1					

* See the Overview of the Suggested Lesson Series (Grade 6) for an example of a completed template.

Sample Template for a Lesson Plan (Step-by-Step Table)

Date: _____ Lesson Topic: _____ Number in sequence: _____ Duration: _____				
Learning Outcomes	Activity	Time	Procedure (Step by Step)	Materials/Resources

Sample Template for a Lesson Plan (Teacher and Student Activities)

Class(es) _____ Teacher _____				
Date _____ Class start time _____ Class end time _____				
Lesson number _____ out of _____ total in unit, leading to performance assessment task: _____				
Learner Outcomes			Plan for Diversity	
Prerequisite Knowledge, Skills, Strategies and Attitudes			Preliminary Matters (Announcements, etc.)	
	Time	Teaching Strategy	Student Activity	Resources
Introduction, set, link to previous learning				
Activity Sequence <i>May involve:</i> <i>Presentation,</i> <i>Explanation,</i> <i>Guided Practice,</i> <i>Independent Practice,</i> <i>Assessment</i> <i>OR</i> <i>Approaching,</i> <i>Encountering,</i> <i>Noticing,</i> <i>Internalizing,</i> <i>Applying</i> <i>Refining,</i> <i>Personalizing,</i> <i>Transforming,</i> <i>Assessing.</i>				
Closure, summary of learning, link to upcoming learning				

Unit Planning Checklist

Have I ...

- selected the outcomes I wish to focus on in this unit and considered how these relate to the outcomes in previous and upcoming units?
- determined the main ideas and key concepts that the unit is to contain in order to support a gradual expansion of student understanding and skill development?
- included a variety of instructional strategies, as well as language experiences and activities, while considering students' continued language development?
- considered which linguistic elements students will need to know and apply in order to successfully carry out the performance task(s) I am selecting?
- planned for appropriate assessment *for* learning, assessment *as* learning and assessment *of* learning strategies?
- considered student needs, interests and abilities, their learning experience in other subject/areas and the relevance of this unit to students' lives outside school?
- considered how to solicit and use student input when choosing and/or designing activities so that students' learning styles, strengths, challenges and interests are integrated into the learning and collaborative decision-making process?
- provided opportunities for students to engage in activities that allow them to develop skills in comprehension, production and negotiation, both orally and in writing?
- determined how listening, reading, speaking and writing activities and tasks will be balanced so that all four skills are developed and assessed equally and appropriately over the course of the unit?
- selected a performance assessment task that is based on authentic uses of language and planned many and varied practice opportunities related to all the components of the task to ensure student success?
- considered how previously-learned vocabulary, grammatical and sociolinguistic elements as well as cultural knowledge can be reviewed and reintegrated in the unit?

Have I ...

- included factual information on Francophone cultures at the local, provincial, national or international levels in keeping with the field(s) of experience developed in this unit?
- included the teaching of appropriate sociolinguistic conventions based on the performance task chosen?
- selected interesting, useful and varied resources to support this unit?
- allowed for flexibility and adaptation of the plan in response to student needs?
- ensured that I planned for a variety of small and large group activities throughout the unit including pair, trio, quad and other types of groupings?
- verified that the activities of the unit reflect a wide array of learning style preferences?
- determined how previously-developed language learning strategies can be expanded on within this unit as well as which additional strategies can be introduced?
- determined how to celebrate students' language progress?

Lesson Planning Checklist

Have I ...

- considered how to structure and sequence activities in order to support a gradual expansion of student understanding and skill development?
- included a balance of individual, small group and whole class activities within the lesson?
- determined how to maximize active participation in the classroom?
- determined how to differentiate instruction and modify or adapt activities depending on student needs, interests and differing rates of acquisition?
- considered which strategies to select in order to motivate students and to provide a link to previous and upcoming learning?
- determined which cooperative learning strategies to select for use in small group or pair activities?
- determined which independent tasks could possibly be assigned as homework?
- decided where and how the lesson plan can be adjusted to accommodate new needs, ideas or information?
- integrated an assessment *for, as* or *of* learning procedure to assess my students' progress?

[This page was intentionally left blank.]

Cooperative Learning Strategies

PREPARING STUDENTS FOR COOPERATIVE GROUP WORK

In order for students to gain maximum benefit and enjoyment from cooperative group work, teachers using cooperative learning strategies need to ensure that students are familiar, in advance, with all expectations for behaviour, participation and use of French. Often students are introduced to smaller activities and provided with modelling and support before larger, more complex cooperative learning strategies are used.

To prepare students for work in cooperative groupings, teachers carry out steps such as the following:

- ▶ Set expectations for appropriate behaviour in cooperative groups. **Transparency No. 1/Transparent n° 1** (French version of the same transparency) at the end of this appendix may be used to stimulate discussion about what it means to be a member of a cooperative group.
- ▶ Teach routines for getting into groups quickly and quietly, gathering materials, determining group roles and asking for assistance.
- ▶ Teach the appropriate French vocabulary for cooperative group work. **Appendix D** includes expressions that students can use.
- ▶ Start cooperative group work in pairs to familiarize students with expectations related to active participation.
- ▶ Clearly define the activity or task to be accomplished.
- ▶ Give clear and concise instructions for each step of the activity or task.
- ▶ Set appropriate time limits for each step of the activity or task.
- ▶ Model and teach appropriate collaborative skills related to communication, leadership, decision-making and conflict management to facilitate effective cooperative group work. These skills include listening, allowing others to speak, asking for help, reaching consensus and completing a task within the allotted time. Students require opportunities to practise these skills and to receive feedback and reinforcement.
- ▶ Build trust and respect among students by frequently structuring team-building activities into lessons.
- ▶ Provide students with the time, tools and procedures needed to analyze how well their groups work together and how successful they are at accomplishing tasks. This allows them to assess the cooperative learning process, both as individuals and as a group.

ORGANIZING STUDENTS FOR COOPERATIVE GROUP WORK

Depending upon the nature of the activity or the task, the class can be divided into pairs, trios, quads or larger groups. Groupings can be formed at random or can be predetermined by the teacher.

When organizing student groupings teachers may choose to use some of the strategies listed below:

- ▶ Group students according to their strengths and personalities, keeping in mind class dynamics. By creating small, diverse groups, teachers allow students to learn from each other's strengths and abilities.

- ▶ Vary the group selection processes to include teacher-structured, randomly-selected and student-selected groups.
- ▶ To organize pairs randomly, pass out sets of matching cards, shapes or puzzle pieces. Students who find that their items match will carry out the subsequent activity as a pair. Teachers may develop or select cards with words or phrases that relate to the fields of experience and subfields that students have already learned. Alternatively, they may develop matching cards with categories such as:
 - opposites (*petit/grand*)
 - synonyms (*aride/sec*)
 - homonyms (*mer/mère*)
 - word associations (*école/enseignant*)
 - first and last names (*Marie/Curie*)
 - holiday greetings (*Joyeux/Noël*)
 - one half of a shape or a picture.
- ▶ To organize groups randomly, have students simply number off or draw names, shapes, puzzle pieces, playing cards or toothpicks out of a bag or hat. The matching process can also be used with categories such as:
 - month of one's birthday
 - cities
 - provinces
 - vocabulary items related to fields of experience or subfields already learned, such as clothing, seasons, weather expressions
 - various forms of a conjugated verb.

ASSIGNING STUDENT ROLES FOR COOPERATIVE GROUP WORK

Once the students have been organized in pairs or groups, the teacher may assign roles to all students before the activity or task begins. Not all cooperative learning strategies require that each student receive an assigned role; however, the success of the group should depend on each group member being responsible for some part of the task. Roles should be rotated to allow students the opportunity to experience each role over time.

Different types of roles that can be assigned include:

- ▶ coach (*l'animateur/l'animatrice ou le/la chef du groupe*)—helps other group members
- ▶ checker (*le vérificateur/la vérificatrice*)—ensures everyone has the correct answer
- ▶ volume manager (*le/la responsable du volume*)—ensures that group members respect expectations regarding volume, equalizes participation of group members
- ▶ materials monitor (*le/la responsable du matériel*)—collects and distributes materials to group members and ensures the group cleans up at the end of the activity or the task
- ▶ praiser (*le motivateur*)—praises contributions made by group members
- ▶ reporter (*le/la porte-parole ou le rapporteur/la rapporteuse*)—reports group's answers and ideas
- ▶ secretary (*le/la secrétaire*)—records group's answers and ideas
- ▶ timekeeper (*le gardien/la gardienne du temps ou le chronométrateur/la chronométreuse*)—monitors time allotted to the activity or the task
- ▶ researcher (*le chercheur/la chercheuse*)—takes the lead in looking for information; can also assign the distribution of research activities or tasks to other group members.

Teachers may choose to determine particular roles for particular students in advance, or they may decide to assign roles randomly. Not all the roles are needed for every activity or task.

- ▶ To assign roles randomly, teachers may hand out laminated role cards to each group member or pass out coloured cards, shapes, or a playing piece, each of which represents a specific group role.

▮ *Example:* A teacher informs students that the colours on cards handed out to students relate to roles as follows: blue = coach, red = reporter, green = praiser and yellow = secretary.

- ▶ To assign roles randomly, teachers may announce roles according to certain criteria.

▮ *Example:* A teacher announces roles as follows: The praiser is the oldest member of the group. The timekeeper is the group member wearing the brightest clothing. The materials monitor has the most cousins. The timekeeper has the most syllables in his or her name.

REVIEWING EXPRESSIONS AND PHRASES TO USE IN GROUP WORK

Teachers often have a small group demonstrate the interactions that are likely to occur in the course of a group discussion, in advance of having all the groups disperse to begin their activity or task. The phrases included in **Appendix D** may be posted as a starting point and expanded further by the students and the teacher before, during and after the activity or task is completed.

SELECTING A COOPERATIVE LEARNING STRATEGY FOR THE TASK OR ACTIVITY AT HAND

Many factors may be considered when teachers select a cooperative learning strategy. These include the nature of the activity or task, the nature of the linguistic structures to be learned or used and the degree to which students in the class are familiar with cooperative learning. Twelve strategies are described in this appendix, followed by transparencies that can be used in support of each.

CORNERS/QUATRE COINS (Cooperative Learning **Transparency No. 2/Transparent n° 2**)

This strategy is one way for students to express opinions and to hear different points of view expressed by their classmates. It helps to develop openness about differences in opinions and respect for others.

To begin, the teacher announces what each corner of the room represents. Actual objects or pictures can be placed in each corner to facilitate recognition. The teacher asks a predetermined question. Students think about the question and decide which corner best represents their thinking or their answer to the question. Students then go to the designated corner and, with a number of partners, discuss their answers. A spokesperson from each corner is chosen to summarize and present the ideas discussed.

▮ *Example:* In the field of experience, HOUSING, the teacher places different colour swatches in four corners of the room. Students are asked to select the corner that identifies their favourite colour. In the corner, students ask each other the question *De quelle couleur est ta chambre... ?* Each corner keeps track of the answers given and one member reports them; for example, *Dans notre groupe, quatre personnes ont une chambre bleu clair, une autre a une chambre avec des murs bleus et le plafond beige et une autre personne a une chambre rose.*

NUMBERED HEADS TOGETHER/TÊTES NUMÉROTÉES (Cooperative Learning Transparency No. 3/Transparent n° 3)

This strategy is effective for reviewing material as well as for checking for knowledge and comprehension. It develops team-building skills and also provides a safe risk-taking environment. Group members must arrive at a consensus in terms of the answer. This situation is less threatening for students who are shy or have difficulty speaking orally.

Students are organized into groups of four and each group member numbers off, from one to four. All groups are asked a question and are given time to put their heads together and come up with a common answer to the question. All students in the group must be able to answer the question correctly. The teacher calls a number from one to four and the person from each group associated with that number raises his or her hand or stands up. The teacher then randomly selects one of these students to answer. If the answer is incorrect, the teacher calls on another one of the numbered students to provide an answer.

▮ *Example:* After having reviewed *les groupes alimentaires*, Grade 8 FSL students are asked a question such as *Dans quel groupe alimentaire trouve-t-on le bœuf haché?* In their groups, they come up with the answer. The teacher calls *la personne numéro deux*. One student from each group stands up to provide the answer on behalf of the group.

THINK – PAIR – SHARE/RÉFLEXION – PAIR – ÉCHANGE (Cooperative Learning Transparency No. 4/Transparent n° 4)

This strategy allows for movement from individual thinking to pair sharing and is useful when asking students to anticipate, hypothesize, predict or activate their prior knowledge, to use inductive or deductive reasoning or to apply knowledge.

Students are divided into pairs. They are asked a question or asked to reflect on a particular topic provided by the teacher. They are given a minute or two to think in silence. Then, partners discuss their answers or their thoughts or sometimes create a new answer. Finally, each pair of students shares their answers with the class.

▮ *Example:* A Grade 8 FSL teacher asks students the question *Quelles recommandations de style de vêtements avez-vous pour une personne qui est de petite taille et qui a les cheveux châtain et les yeux vert clair?* Students are given the opportunity to reflect on the question and prepare their answer. Next, they pair up and discuss their ideas. Each pair is then given the opportunity to share their combined answer with the class. Alternatively, each pair may be asked to pool their answers with another pair before reporting to the class as a group of four.

SUMMARY PAIRS/LECTURE EN TANDEM (Cooperative Learning Transparencies Nos. 5 and 6/Transparencies n° 5 et 6)

This cooperative learning strategy is intended for reading comprehension activities and is particularly effective in that it helps students who experience difficulties with reading to build confidence. The teacher pairs a stronger reader with a weaker reader. Between them they determine who is student A and who is student B. Student A reads the first sentence aloud and student B summarizes or paraphrases the main idea of the sentence just read. Together, the students discuss the idea presented and clarify the meaning of what was just read. Student B then reads the second sentence and student A paraphrases or summarizes the idea contained in that sentence. The process continues until the end of the text. Reading may be done either orally or silently.

ROUND ROBIN/TOURNOI À LA RONDE (Cooperative Learning **Transparency No. 7/Transparent n° 7**)

The purpose behind this strategy is to provide students with an opportunity to share ideas, express opinions and create spoken text in a quick and efficient fashion. Students are divided into groups of four. When the signal to begin is given, each student contributes an idea, orally, in a circular fashion.

▮ *Example:* Students are grouped into fours and are asked the following question: *Quel équipement faut-il avoir pour jouer au football?* The first student starts by saying, *un casque*. The next student follows by saying, *des épaulettes*, and so on, until all the necessary equipment has been named. Next, the students could recreate the list by saying, *Pour jouer au football, il faut....*

ROUND TABLE/TABLE RONDE (Cooperative Learning **Transparency No. 8/Transparent n° 8**)

This strategy is similar to the Round Robin strategy, but it is carried out in written form. Using this strategy, students may also create short poems or stories collaboratively.

▮ *Example:* After having studied different weather-related onomatopoeic words, Grade 7 FSL students write a *cinquain* poem that describes a certain weather condition. One piece of paper and a pencil are distributed to each group of four. The first student in each group writes down the weather phenomenon and passes the paper and pencil to the second student. This student writes down three conditions related to the weather phenomenon and passes the paper and pencil to the third student. He or she writes down a sentence about the weather phenomenon and passes the paper and pencil to the fourth group member who now writes an appropriate weather-related onomatopoeic word. Jointly, the students think of a final fifth statement to close the *cinquain*. They then pass the paper around one more time to locate and correct any errors they may find. The poems can then be read aloud or displayed for other groups to read.

THREE-STEP INTERVIEW/ENTREVUE EN TROIS ÉTAPES (Cooperative Learning **Transparency No. 9/Transparent n° 9**)

This strategy maximizes participation and is useful for predicting, hypothesizing, providing personal reactions, reinforcing content and summarizing learning.

Students are divided into groups of four and then into pairs. Students in the pairs name themselves A and B. Student A interviews Student B. Then, the students reverse roles. Each student, in turn, shares what he or she has learned in the interview with the rest of the group, using a Round Robin strategy.

▮ *Example:* Students in a Grade 9 FSL class ask each other questions about the new sport they created; e.g., *Comment s'appelle ton nouveau sport? Quel équipement est nécessaire pour participer à ce sport? Quelles sont les règles de ce sport?* Students then take turns sharing what they learned about their partner's new sport with the whole group.

BRAINSTORM CAROUSEL/REMUE-MÉNIGNES EN ROND (Cooperative Learning **Transparency No. 10/Transparent n° 10**)

Brainstorming is a strategy that allows students to share their ideas in a collective manner. It allows the generation and flow of a large number of ideas. The brainstorming process also develops student vocabulary and creates an environment that demands respect for others, since judgement is withheld on all ideas presented.

The Brainstorm Carousel is one strategy that may be used. In this strategy, students are divided into groups of four to six, depending on the number of subtopics to be brainstormed. Each group is given one sheet of chart paper and a different-coloured felt marker. Each group writes down as many ideas as possible within the designated time. All ideas are welcomed. Students then pass their chart paper to the next group. This group reads the ideas brainstormed by the previous group and then adds its own. The chart paper is continually circulated until it returns to the original group. The use of a different colour felt marker by each group allows participants to track the origin of the ideas on each chart. Depending on the classroom situation, students may move to charts that have been posted in various parts of the room rather than remaining seated and circulating the chart paper.

▮ *Example:* Students in a Grade 7 FSL class working with the field of experience WEATHER are divided into five groups. Five sheets of paper are circulated at the same time. Each sheet has a different weather condition written on it; e.g., *Il pleut./Il fait froid./Il fait chaud./Il vente./Il neige*. Students write down the feeling or emotion this type of weather condition evokes; for example, under the title *Il pleut* students could write, *Je me sens fatigué(e). Je suis triste*. Once their original chart is returned to each group, students carry out a culminating activity in which their responses are used in a man-on-the-street interview involving how the weather makes them feel.

FOCUS TRIO/PRÉDICTIONS EN TROIS (Cooperative Learning Transparency No. 11/ Transparent n° 11)

This strategy allows students to use brainstorming to anticipate or predict the content of a presentation (e.g., an audio or video segment, a talk by a guest speaker) or of a written text based on their prior knowledge. In this way, it helps to build student confidence and increase risk-taking when using the target language.

Students are divided into groups of three. Trios are asked to write down what they already know about the topic or to write questions they think will be answered. When they hear the presentation or read the text, students verify their predictions and write down any new information they find interesting. After having heard the presentation or read the text, students in each group discuss their predictions and the new information they noted. A class discussion may follow.

▮ *Example:* An FSL teacher visits the youth site of *Radio-Canada* to find an audio segment on a topic related to a field or subfield of experience they are currently studying, such as interviews with athletes. After selecting a segment or a portion of a segment, the teacher applies the Focus Trio strategy with the class prior to, during and after the segment is played.

INSIDE–OUTSIDE CIRCLES/LES CERCLES INTERIEURS ET EXTERIEURS (Cooperative Learning Transparency No. 12/Transparent n° 12)

This strategy actively involves all students at one time. It can be used to get acquainted with classmates, to share new information, to verify comprehension or to review concepts or structures. This strategy supports vocabulary and grammar practice within the context of a dialogue.

Students count off in twos in order to organize two concentric circles, each with the same number of participants. Students numbered “One” form the inside circle and stand, shoulder to shoulder, facing outward. The “Twos” form the outside circle and stand, shoulder to shoulder, facing inward in front of a student from the inner circle. Students in the inside circle ask a question which is answered by the student in the outside circle or vice versa. Once the pairs have shared information, students on the inside rotate one or two positions to the left and repeat the process with a new partner. The students continue to rotate until everyone has spoken with several different partners. Alternatively, the teacher can provide a stimulus for student practice or discussion prior to each rotation.

▮ *Example:* A Grade 7 FSL teacher decides to use the Inside-outside Circle strategy as a review activity for students at the beginning of the school year. The purpose is to have students practise introducing themselves while using the letters of the alphabet to spell out their first and last names. Students forming the inside circle ask their partner the question, *Comment t'appelles-tu?* and students forming the outside circle provide their name and spell it out loud.

▮ *Example:* A Grade 8 FSL teacher has students use the Inside-outside Circle strategy to survey each other on their choice of clothing. Each student in the inside circle asks a different question and keeps a running count of the answers provided by students in the outside circle. Questions can include: *Qu'est-ce que tu aimes porter en fin de semaine?/Est-ce que tu aimes porter du bleu marine?/Aimes-tu porter des t-shirts à manches courtes ou à manches longues? Quel style de jeans aimes-tu porter?*

JIGSAW/STRATÉGIE CASSE-TÊTE (Cooperative Learning Transparency No. 13/ Transparent n° 13)

This strategy provides students with the opportunity to work as a team to comprehend a small portion of oral or written information. This strategy is especially useful for decreasing the fear of having to understand a long text. It can be used for review or to acquire and present new material.

Students are divided into base groups, comprised of four to six students, that vary with class size and/or the number of pieces of information that make up the text. Each student is responsible for listening to an audio portion or reading one specific part of a written text and for pulling out a number of details that make up that portion of the text. Once students have gathered the required information, those responsible for similar pieces of information gather to discuss and compare notes and to decide how to present the information, thus becoming experts on their portion of the text. Students return to their base groups and, in turn, present their piece of information to the other members of the group. At the conclusion of the information-sharing session, the base group discussion can be followed by a large group discussion. All students are assessed on all aspects of the text.

▮ *Example:* A Grade 9 FSL teacher who has gathered information on a range of home decorating styles decides that each decorating style will be a topic for an expert group to learn about and present to the base groups. In their expert groups, the students are provided with a text that describes the particular decorating style for which the group is responsible, as well as a list of key questions such as *Quels sont les éléments clés de ce style de décor? Pour quelle sorte de personnalité recommandes-tu ce style de décor?* The students in the expert groups collaborate to prepare answers to the questions. In their base groups, each expert takes turns sharing information about the home decorating style assigned to the group.

▮ *Suggestion:* To facilitate the logistics of this activity when using written text, the teacher may photocopy each piece of information on a different colour of paper and make as many copies as there are base groups.

PLACEMAT/NAPPERON (Cooperative Learning Transparency No. 14/Transparent n° 14)

This information-sharing strategy involves students first reflecting on a statement that is made or on a question that is asked; they then write their answer in a square on a piece of paper that is in the form of a placemat. The purpose of the strategy is for the group to consider all of the students' input, look for similarities in answers and arrive at a common answer.

The placemat is comprised of four squares divided evenly on a large sheet of paper (e.g., legal size). Each student provides information in the square that is facing him or her as per the oral or written stimulus.

Once every student has completed filling in his or her square, students read the information together, either in a clockwise or counter-clockwise fashion. Once all of the squares have been read as a group, students decide which information is common to all answers and this information is now written on a square in the centre of the placemat. Having students put an asterisk beside the answers that are similar in nature will help students decide which answers are common to all four squares.

▮ *Example:* As a means of establishing what students already know about choosing a pet as part of the Grade 8 subfield of experience PET CHOICE, a Grade 8 teacher chooses the Placemat strategy to have students activate prior knowledge before having them listen to radio show on the subject. The teacher asks the following question: *Qu'est-ce qu'il faut considérer avant d'acheter ou d'adopter un animal de compagnie?* The teacher models a possible answer, such as: *Il faut penser aux coûts d'entretien*, and writes on the board, *les coûts d'entretien*. Students now write their responses to the question in their corresponding square. A possible placemat could look like this:

Mon nom : Amy • le prix de l'animal • le type d'animal	Mon nom : Jared • la race de chien • les visites chez le vétérinaire
Notre groupe pense qu'il faut considérer : le type d'animal	
Mon nom : Mikael • les jouets pour l'animal • son habitation	Mon nom : Nahla • les allergies de ma sœur • le type d'animal

GRAFFITI POSTERS/AFFICHES GRAFFITI (Cooperative Learning Transparency No. 15/Transparent n° 15)

The purpose behind this strategy is to give students the opportunity to discuss informally what they already know about a topic and to jot down these ideas on a large piece of butcher paper. Students are arranged in groups of three to five and each group is given a topic or question to discuss. Each group is given a different-coloured marker so that information from contributing groups can be distinguished one from the other. Students write down their ideas on the topic or question and pass their paper to a different group. These groups now add their ideas to the topic or question and the paper is passed on again. This step is continued until the paper is returned to the original group. Each group now reads all of the information on their graffiti paper and summarizes the key ideas for the class. The graffiti posters can be displayed around the room and students can add to the posters as new ideas are discussed.

▮ *Example:* A Grade 8 teacher decides to use the Graffiti strategy with the FOOD unit. Each group is given a different question related to food. For example, one group could be given a question related to the food groups, another group could be given a question related to meal planning, etc. Groups are given three to five minutes to discuss the topic and to write down a few ideas before passing their paper to another group. This group reads the topic and adds their ideas without reading what has been written by preceding groups. Once all groups have answered the questions, the papers are returned to the original groups. Students then read through the information provided, decide what information they will use and prepare a brief presentation related to their question.

STRATEGIES FOR PROMOTING TEAM BUILDING

The following suggested activities are intended to provide opportunities for students to become acquainted with one another and to build trust and respect for each other. These activities may be done in French once students have developed their vocabulary base.

PEAS IN A POD (Things in Common)

- ▶ The teacher divides the students into groups of three or four.
- ▶ One sheet of chart paper and a different-coloured felt marker are distributed to each group.
- ▶ The groups discuss what they have in common. As soon as consensus is reached on one particular point, the group records the point on the chart paper.
- ▶ After five to seven minutes, each group passes the chart paper clockwise to another group. These group members now circle what they have in common with the other group.
- ▶ The charts are posted and reviewed as a class.

ME TOO! ME NEITHER!

- ▶ The students are divided into groups of four.
- ▶ Ten pennies are distributed to each student.
- ▶ One paper cup is distributed to each group.
- ▶ The teacher asks students to number off, from one to four.
- ▶ Student One makes a statement about a like or a dislike. For example, *J'aime le gâteau au chocolat* or *Je déteste les mathématiques*. Alternating turns, Students Two, Three and Four put a penny in the cup if they like or dislike the same thing as Student One. These students must also state *Moi aussi!* or *Moi non plus!* according to the initial statement made by Student One.
- ▶ Student Two then makes a statement and the students who share the same experience contribute a penny. Those who do not share the experience do not contribute.
- ▶ Students Three and Four each take a turn making a statement, with the other group members reacting to the statements accordingly.
- ▶ The activity continues until one student in the group runs out of pennies.

SNOWBALLS

- ▶ The teacher asks each student in one half of the class to write his or her name on a piece of paper from the recycling box, to crumple the paper into a ball and to throw the balls into a pile.
- ▶ The teacher asks the remaining half of the students to select a ball and to find the person whose name appears on the paper.
- ▶ The students find out five interesting facts about the person they selected.
- ▶ The students take turns presenting their classmates.

FACT OR FICTION?

- ▶ The teacher asks the students to write down three statements about themselves: two that are true and one that is false. For example, *J'aime le baseball./J'habite une ferme./J'ai cinq frères.*
- ▶ In small groups, the students read out the statements and have the group members try to guess which of the three statements is false.

PROMOTING EQUAL PARTICIPATION WITHIN A GROUP

When implementing small group work or cooperative learning strategies, teachers often find that one person may dominate the group or that no one wants to take responsibility for leading the group. To alleviate these problems, the following strategies can be implemented.

TALKING CHIPS

The purpose of this strategy is to promote turn-taking and equal participation among group members during an activity. This strategy is useful for activities related to giving opinions, organizing information and making decisions. In terms of classroom management, it is also useful because, at a glance, the teacher can see how well students are participating in the activity.

Depending upon the complexity of the activity, each member of the group is given one to four chips of a different colour. When a group member wants to speak, he or she places a chip in the centre of the table to indicate that he or she has something to say. Once a student has used up all of his or her chips, he or she cannot speak until the other members of the group have exhausted their chips. When all of the chips are in the centre, they are redistributed and the students start the process again.

SPEND A LOONIE

The purpose of this strategy is to provide students with a mechanism for making decisions when options are offered. This strategy is particularly useful when tasks need to be divided among groups, as in the case of a class project.

Each group is provided with as many envelopes as there are options. For example, students could be asked to choose from writing tasks that include a *cinquain*, a free verse poem or a haiku. In this case, each group receives three envelopes. Students label each envelope with a different option. Each student is given four tokens, each representing 25 cents. Students spend their money by choosing two options. They can spend 75 cents on their favourite option and 25 cents on their second choice. If they have difficulty deciding between two options, they can spend 50 cents on each of their two favourites. Once all of the group members have placed their money in the envelopes, the money from each envelope is counted. The group's choice is determined by the envelope that contains the most money.

PROMOTING PEER COACHING

Cooperative learning strategies involving peer work and peer coaching are often useful in that they help ensure that students' needs for support are being met within the context of a large and diverse classroom. The following strategies illustrate ways in which a teacher can take advantage of the learning that happens when students interact closely with their peers.

PAIRS–CHECK

This strategy is useful for self-correction before marking work as a class. It is an excellent way for students to practise their language skills and to help each other in the process.

Students are divided into groups of four and then paired off. Each pair is provided with an exercise page. They work together to complete the exercise. Student A works on the first question while Student B coaches or monitors Student A's work. Then, Student B does the second question while Student A coaches or monitors Student B's work. The students alternate roles until the exercise is completed. Then, the two pairs get together and share or compare their answers within the group of four. Answers may also be checked by the other pair more frequently.

PEER EDITING OR PEER TUTORING

Peer editing or peer tutoring can be used with any oral or written production task. These strategies allow students to work together and to benefit from the expertise that each has gained in his or her study of French. It is important, however, to pair students in such a way that abilities and personalities are matched.

DRILL PARTNERS

This strategy is useful for drilling spelling, vocabulary and grammatical concepts. In pairs, students drill each other on the words or concepts to be mastered until they are certain both partners know and can recall them.

HOMEWORK HUDDLE

Homework huddles provide an opportunity for students to check each other's homework, to discuss any answers that are not the same and to verify questions that caused problems. Students huddle in groups of three, for three to five minutes, to check their homework.



When working in a

Group,

Respect others,

Offer help and encourage others,

Use soft voices,

Participate and share together.



Travailler en

Groupe veut dire...

Respecter les autres,

Offrir de l'aide aux autres.

Utiliser un ton doux en parlant.

Participer à l'activité en échangeant des idées.

Encourager les autres lors de l'activité.

Corners



1. Listen as the teacher announces the corners.
2. Listen to the question.
3. Think about the question.
4. Formulate your answer.
5. Write down the corner number.
6. Go to the designated corner.
7. Pair up to share your answer.
8. Pair up and share answers in new pairs **or** paraphrase answers in new pairs.
9. Select a spokesperson to share answers with the spokesperson from another corner or with the class.
10. Be prepared to paraphrase ideas from other corners.

Quatre coins



1. Écoutez votre enseignant lorsqu'il/elle annonce les coins.
2. Écoutez la question.
3. Pensez au sens de la question.
4. Formulez votre réponse.
5. Notez le numéro de votre coin.
6. Allez au coin choisi.
7. Mettez-vous en équipe de deux pour échanger vos réponses.
8. Maintenant, formez une nouvelle équipe et échangez vos réponses ou paraphrasez vos réponses et échangez-les avec une nouvelle équipe.
9. Choisissez une personne qui présentera les réponses de votre coin à la personne choisie d'un autre coin ou à l'ensemble de la classe.
10. Préparez-vous à paraphraser les idées des autres coins.

Numbered Heads Together



1. Number off, from one to four.
2. Listen carefully to the question.
3. Discuss and determine the correct answer as a group, and ensure that everyone knows the answer.
4. When the teacher calls a number, raise your hand to respond if you are the numbered student.

Têtes numérotées



1. Donnez-vous un numéro de un à quatre.
2. Écoutez attentivement la question posée.
3. Discutez en groupe de la réponse possible et, ensemble, décidez quelle est la réponse correcte. Assurez-vous que tout le monde connaît la réponse.
4. Quand votre enseignant annonce un numéro, levez la main et donnez la réponse du groupe si c'est votre numéro.

Think – Pair – Share



1. Think

- Think about the question or topic privately.
- Formulate an answer individually.

2. Pair

- Discuss your answer with a partner.
- Listen carefully to your partner's answer.
- Create a new answer through discussion.

3. Share

- Share your responses with the class.

Réflexion – Pair – Échange



1. Réflexion

- Réfléchissez à la question posée ou au sujet donné de façon autonome.
- Formulez une réponse individuelle.

2. Pair

- Discutez de votre réponse avec votre partenaire.
- Écoutez attentivement la réponse donnée par votre partenaire.
- Ensemble, développez une nouvelle réponse à partir de votre discussion.

3. Échange

- Échangez votre réponse avec les autres membres de la classe.

Summary Pairs (Oral Reading)



1. Student A – Read the first bit of information aloud.
2. Student B – Summarize or paraphrase the information while Student A listens.
3. Students A and B – Discuss and verify the information.
4. Student B – Read the next bit of information while Student A listens.
5. Student A – Summarize or paraphrase the information while Student B listens.
6. Students A and B – Discuss and verify the information.
7. Alternate roles until the text is finished.

Tandem de lecture (Lecture à voix haute)



1. Élève A – Lisez le premier segment d’information à haute voix.
2. Élève B – Résumez ou paraphrasez l’information pendant que l’élève A écoute.
3. Élèves A et B – Discutez de l’information échangée et vérifiez-la.
4. Élève B – Lisez le prochain segment d’information pendant que l’élève A écoute.
5. Élève A – Résumez ou paraphrasez l’information pendant que l’élève B écoute.
6. Élèves A et B – Discutez de l’information échangée et vérifiez-la.
7. Lisez le texte jusqu’à la fin en alternant les rôles.

Summary Pairs (Silent Reading)



1. Students A and B – Read the first section of information silently.
2. Student A – Summarize or paraphrase the information while Student B listens.
3. Students A and B – Discuss and verify the information.
4. Students A and B – Read the next section of information silently.
5. Student B – Summarize or paraphrase the information while Student A listens.
6. Students A and B – Discuss and verify the information.
7. Alternate roles until the text is finished.

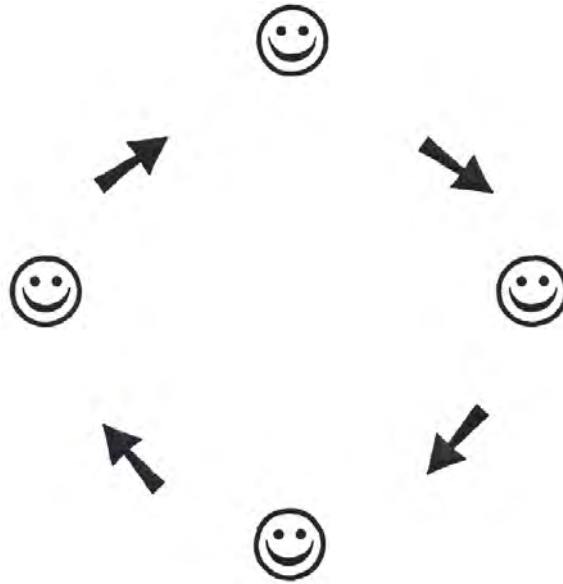
Tandem de lecture (Lecture silencieuse)



1. Élèves A et B – Lisez le premier segment d'information de façon autonome.
2. Élève A – Résumez ou paraphrasez l'information pendant que l'élève B écoute.
3. Élèves A et B – Discutez de l'information échangée et vérifiez-la.
4. Élèves A et B – Lisez le prochain segment d'information de façon autonome.
5. Élève B – Résumez ou paraphrasez l'information pendant que l'élève A écoute.
6. Élèves A et B – Discutez de l'information échangée et vérifiez-la.
7. Lisez le texte jusqu'à la fin en alternant les rôles.

Round Robin

1. Contribute an idea, verbally, to the group discussion in a systematic fashion.

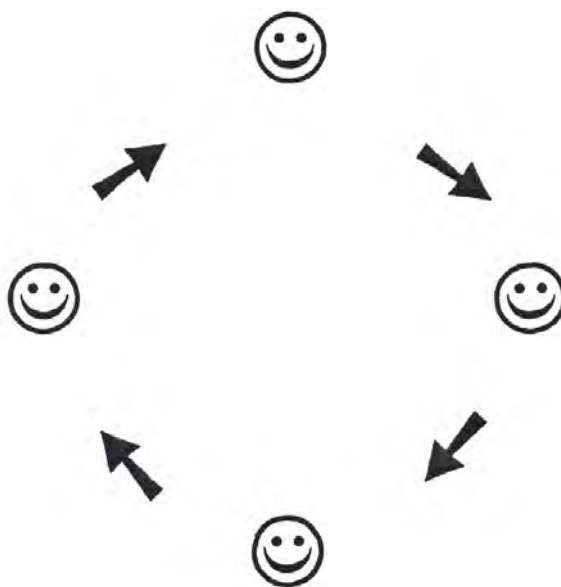


2. Listen carefully to contributions made by other group members.
3. Be prepared to summarize or paraphrase for the class all ideas presented by group members.



Tournoi à la ronde

1. De façon systématique, contribuez oralement une idée à la discussion du groupe.

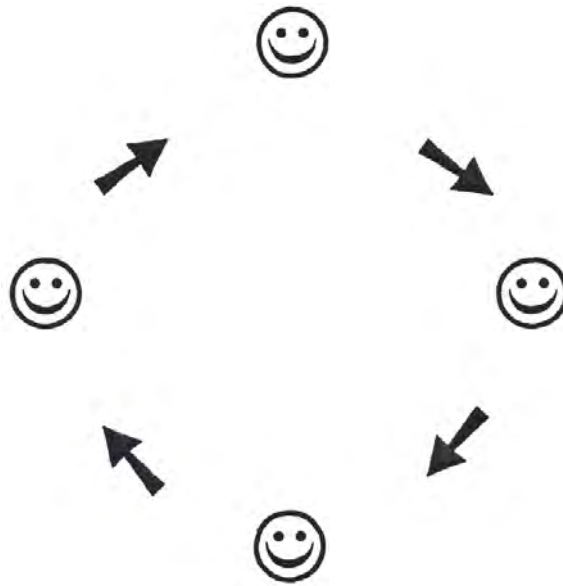


2. Écoutez attentivement les contributions des autres membres de votre groupe.
3. Préparez-vous à résumer ou à paraphraser les idées présentées par les membres de votre groupe.



Round Table

1. Contribute an idea, in writing, to the group recording sheet in a systematic fashion.

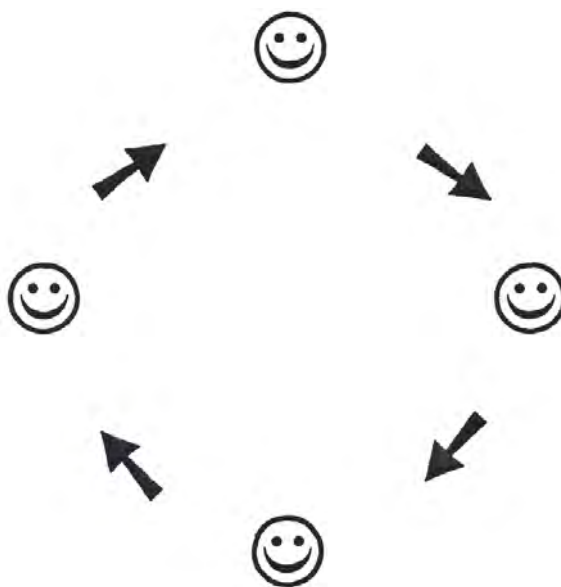


2. Read carefully the contributions made by other group members.
3. Be prepared to summarize or paraphrase for the class all ideas contributed by group members.



Table ronde

1. De façon systématique, contribuez une idée par écrit sur la feuille du groupe.



2. Lisez attentivement les contributions des autres membres de votre groupe.
3. Préparez-vous à résumer ou à paraphraser les idées présentées par les membres de votre groupe.



Three-step Interview



1. Interview your partner.
2. Reverse roles.
3. In teams of four, share what you learned in the interview in Round Robin fashion.

Entrevue en trois étapes

1. Interviewez votre partenaire.
2. Changez de rôle.
3. En équipe de quatre, partagez ce que vous avez appris avec les autres en utilisant la tactique du Tournoi à la ronde.



Brainstorm Carousel



1. In home groups, brainstorm and record ideas on the assigned topic for ____ minutes.
2. Pass your sheet clockwise to the next group.
3. Read the ideas on the sheet received, continue brainstorming and record new ideas.
4. When the original sheet returns to the home group, each group ...
 - reads
 - discusses
 - summarizes
 - presents its ideas.

Remue-méninges en rond



1. Dans votre groupe de base, faites un remue-méninges pendant ____ minutes sur le sujet assigné et notez vos idées sur une feuille.
2. Maintenant, passez votre feuille au prochain groupe dans le sens des aiguilles d'une montre.
3. Lisez les idées déjà notées sur la feuille. Continuez à remuer de nouvelles idées et à les noter sur la même feuille.
4. Quand votre feuille originale vous revient, chaque groupe doit
 - lire toutes les idées
 - en discuter
 - les résumer
 - les présenter.

Focus Trio



1. In groups of three, summarize what you already know about the topic.
2. Brainstorm and record questions about the presentation that will follow.
3. During the presentation, note answers to your formulated questions as well as new information.
4. After the presentation, discuss the answers and new information.
5. Share your information with the class.

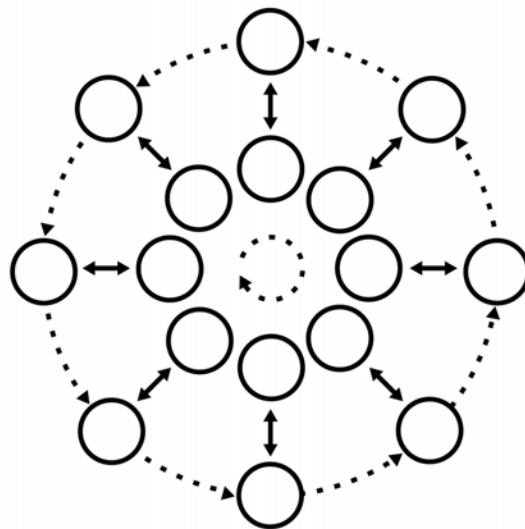
Prédictions en trois



1. En groupe de trois, résumez ce que vous savez déjà à propos du sujet.
2. Faites un remue-méninges des questions que vous avez au sujet de la présentation.
3. Lors de la présentation, notez les réponses à vos questions ainsi que toute autre nouvelle information.
4. Après la présentation, discutez des réponses et des nouvelles informations apprises.
5. Échangez votre information avec les membres de la classe.

Inside–Outside Circles

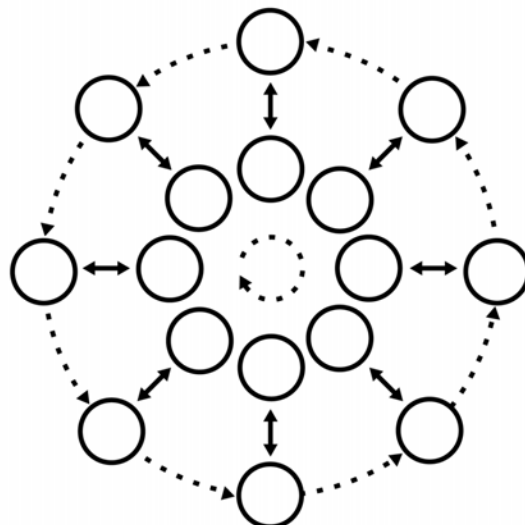
1. Listen carefully to the announced topic or question.
2. Think about the topic or question.
3. Formulate your ideas.
4. Stand in the designated circle or line.
5. Share your ideas with the person facing you.
6. Listen for the signal to stop.
7. Rotate or move the number of positions stated by the teacher.
8. Share your ideas with your new partner.



Cercles intérieurs et extérieurs



1. Écoutez attentivement la question posée ou le sujet annoncé.
2. Réfléchissez au sens de la question posée ou à celui du sujet annoncé.
3. Formulez votre réponse.
4. Mettez-vous debout dans le cercle indiqué.
5. Échangez votre réponse avec la personne en face de vous.
6. Prêtez attention aux consignes d'arrêt.
7. Maintenant, déplacez-vous du nombre de places indiqué par votre enseignant/enseignante.
8. Échangez votre réponse avec un nouveau ou une nouvelle partenaire.



Jigsaw



1. Read or listen to the assigned material in base groups.
2. Meet with same-numbered partners from other groups to discuss the material.
3. In these expert groups, prepare and practise presenting the material.
4. Present the material to base group members.
5. Answer questions about your part of the assigned material.

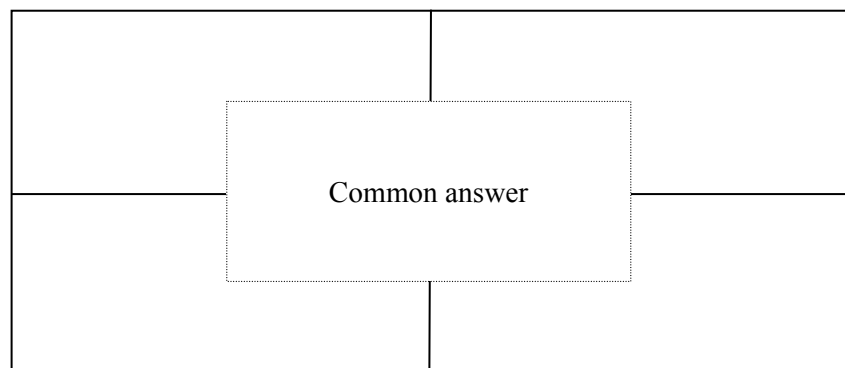
Stratégie casse-tête



1. Lisez ou écoutez le texte assigné aux groupes de base.
2. Joignez-vous aux partenaires qui ont le même numéro que vous pour former un groupe expert. Discutez de l'information trouvée dans le texte avec eux.
3. Dans ces groupes experts, préparez la présentation de ce matériel et exercez-vous ensemble.
4. Présentez le matériel aux membres de votre groupe de base.
5. Répondez aux questions posées au sujet de la section dont vous êtes responsable, s'il y a lieu.

Placemat

1. Think about the question asked.
2. Think about your answer to the question.
3. Write your answer to the question in the square facing you on the placemat.
4. Ensure each group member has finished writing an answer before moving on to the next step.
5. Once each member of the group or pair has finished filling in his or her square, read silently all answers by moving the placemat either clockwise or counter-clockwise as indicated by your teacher.
6. Once all answers have been read and discussed, arrive at a common answer.

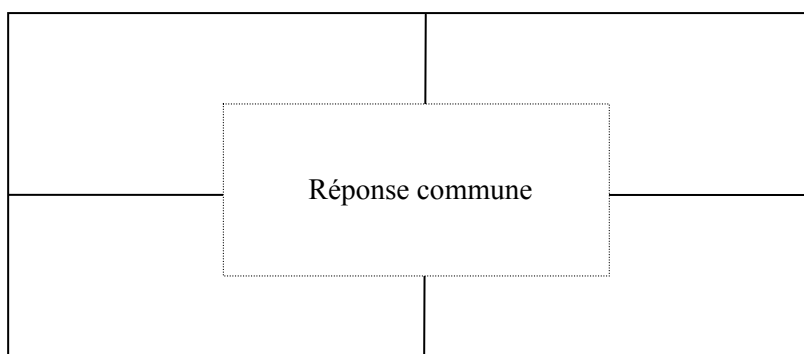


7. One member of the group writes the common answer in the middle square.
8. Share your answer with the class.

Napperon



1. Réfléchissez à la question posée.
2. Pensez à votre réponse.
3. Sur le napperon, écrivez votre réponse à la question dans la case devant vous.
4. Assurez-vous que chaque membre a fini d'écrire sa réponse avant de commencer la prochaine étape.
5. Une fois chaque case remplie, lisez toutes les réponses ensemble, en déplaçant le napperon, soit dans le sens des aiguilles d'une montre, soit dans le sens opposé, selon les directives de votre enseignant/enseignante.
6. Une fois les réponses lues et discutées, il faut arriver à une réponse commune.



7. Un membre du groupe doit écrire la réponse commune dans la case au centre du napperon.
8. Échangez votre réponse avec les autres membres de la classe.

Graffiti Posters



1. In your group, think about the question.
2. As a group, discuss possible answers to the question.
3. Decide what your group answer to the question will be and designate one member to write it down.
4. Now, pass your paper to another group.
5. Read the question on this paper and discuss your answer.
6. Designate another member to write the group answer down and pass the paper to another group.
7. Repeat the process until your original paper comes back to your group.
8. Read all of the ideas contributed by other groups.
9. Decide what information you will present and how you will present it.
10. Prepare a brief summary of the key ideas and present it to the class.

Affiches graffiti



1. En groupe, réfléchissez à la question donnée.
2. En groupe, discutez des réponses possibles à la question.
3. Décidez de ce qui va être votre réponse de groupe et identifiez un membre qui va l'écrire sur la feuille.
4. Maintenant, passez votre feuille à un autre groupe.
5. Lisez la question de la nouvelle feuille et discutez de votre réponse de groupe.
6. Identifiez un autre membre du groupe qui va écrire la réponse sur la feuille et ensuite, passez-la à un autre groupe.
7. Continuez à suivre le processus jusqu'à ce que votre feuille soit revenue à votre groupe.
8. Lisez toutes les réponses contribuées par les autres groupes.
9. Décidez en groupe quelles informations vous aimeriez présenter et comment le faire.
10. Préparez un sommaire des idées clés et présentez-les à la classe.

[This page was intentionally left blank.]

Suggested Activities or Classroom Games to Promote Oral Interaction

The focus of these activities and games is to promote student oral production. However, in carrying out these activities, students will use other skill sets to support their oral production skills. Brief instructions for the preparation and set of each activity are included, as well as possible processes that can be followed. Depending on the vocabulary and the particular structures chosen, many of the activities included here can be used with grades other than those indicated. The instructions are provided as suggestions only and written with a face-to-face classroom setting in mind. Teachers can adapt and modify them to suit their students' needs as well as the requirements of their particular teaching context. Assessment *for* learning instruments can be developed and used at any time with these activities or games.

Some of the activities allow for “winning” or “losing”; however, as far as the teacher is concerned, winning or losing is not as important as using French to interact and develop confidence with the language.

In order to provide support and promote students success, keep the following points in mind:

- ▶ These activities need to be planned for and incorporated into lesson planning.
- ▶ The language elements needed to carry out the activity should have already been taught to maximize student success.
- ▶ Student volunteers can be asked to demonstrate the steps and structures involved in the activity prior to involving the class.

This appendix provides descriptions mainly for large group or whole-class activities; however, any of the activities can be adapted or modified for small group or pair work.

THE NAME GAME

(Le jeu des prénoms)

A whole class or large group activity

Students mill around the classroom as music is playing. When the music stops, each student positions him or herself in front of another person and provides this person with personal or factual information, such as their name, their age and something they like or dislike. When the music starts again, students mill around until the music is stopped again and once more they provide information to another student. The activity continues until students have met at least three different students. Next, students present one classmate only, and each person is introduced only once. This is important because students will need to keep in mind who has been introduced and who they have met in order to participate in the activity. This activity also requires students to transform information from the first-person singular to the third-person singular in order to introduce the student to the class. For example, *Je vous présente Fred. Il a 12 ans. Il aime les chiens, mais il déteste les chats.* The activity is over when all classmates have been introduced.

Main Language Functions Used	<p>INTERPERSONAL FUNCTION: Language used to socialize, i.e. to form, maintain, sustain, and change interpersonal relations.</p> <p>REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information.</p>
Language Skills Practised	<p>LISTENING COMPREHENSION: Understanding personal information imparted by someone else.</p> <p>ORAL PRODUCTION: Providing someone with personal information such as one's name, age and likes and dislikes.</p>
Key Specific Outcomes Addressed	<p>Experience The topics of the conversations can relate to any field or subfield of experience currently under study.</p> <p>Language The appropriate verb forms for <i>avoir</i> and <i>être</i>, regular –er verbs such as <i>aimer, détester, adorer, jouer à, faire de</i>, vocabulary related to the topic under study.</p> <p>Culture Use of appropriate sociolinguistic conventions such as the expressions used for indicating one's age and greetings.</p> <p>Strategies Collaborate with others to exchange information and communicate messages.</p>
Prerequisite Language Elements	<ul style="list-style-type: none"> – greetings – expressions for introducing oneself – knowledge of the conjugation forms for the personal subject pronouns <i>je, il/elle</i> and the verb being used – the expression <i>Je vous présente...</i>
Possible Phrases/ Structures	<p><i>Pour se présenter</i></p> <ul style="list-style-type: none"> – <i>Bonjour, je m'appelle.../Salut, mon nom est...</i> – <i>J'ai... ans. J'aime les chiens. Je déteste les chats.</i>
	<p><i>Pour présenter quelqu'un d'autre</i></p> <ul style="list-style-type: none"> – <i>Je vous présente...</i> – <i>Il/elle... ans. Il/elle aime les chiens. Il/elle déteste les chats.</i>

Time	Approximately 20 minutes, depending on the size of the class. It may be necessary to ask students to record the information for a subsequent class so that students can be introduced over a few class periods for time and interest's sake.
Materials	No materials required.
Preparation and Set up	Desks or tables and chairs should be moved out of the way so that students are better able to move around and simulate a “social gathering” atmosphere.
Additional Notes	The teacher may need to model the presentation before beginning. As a variation, students can be provided with information cards that indicate who they are, and they must now transform this information from the third-person singular form to the first-person singular form.
Possible Assessment Strategy	The teacher uses a checklist with a list of student names and mills around the classroom as the students are exchanging information. The checklist helps the teacher quickly identify outcomes that are being attained through the activity, such as specific language outcomes or strategic outcomes. An example of a possible assessment checklist can be found in Appendix U.

SHARING TELEPHONE NUMBERS
(Le partage de numéros de téléphone)
 A whole class or large group activity

Students each receive or devise a fake telephone number. Students take turns asking someone else what his or her phone number is, and this person answers out loud to the class. As the numbers are given, students take note of the names and numbers in order to have their own list. Students may ask for the numbers to be repeated more slowly, more loudly, etc. if needed. Once all the numbers have been shared out loud, the teacher, who has also been recording phone numbers for a master list, projects/uncovers his or her list so that students can check the accuracy of their own lists. A few student volunteers are chosen to “place” a call by saying someone’s phone number out loud. The whole class listens to the conversation for as long as the caller and call recipient can sustain it. After two or three “telephone calls” have taken place in front of the whole class, pairs of students “call” each other at the same time.

Main Language Functions Used	<p>REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information.</p> <p>INTERPERSONAL FUNCTION: Language used to socialize, i.e. to form, maintain, sustain, and change interpersonal relations.</p>
Language Skills Practised	<p>LISTENING COMPREHENSION: Using knowledge of numbers in order to identify a person’s telephone number; understanding greetings, questions being asked and salutations used in a conversation.</p> <p>ORAL PRODUCTION: Providing a telephone number aloud; asking and answering questions over the telephone.</p>
Key Specific Outcomes Addressed	<p>Experience The topics of the conversations can relate to any field of experience currently under study.</p> <p>Language Question formation, vocabulary used when requesting repetition and clarification, vocabulary related to the topic under study.</p> <p>Culture Formation of telephone numbers may reflect conventions in other Francophone countries.</p> <p>Strategies Focus attention; use models; ask for clarification; participate willingly; take risks; activate prior knowledge; ask the speaker to repeat or clarify.</p>
Prerequisite Language Elements	<ul style="list-style-type: none"> – numbers 0–9 (if using a Canadian format for phone numbers) or numbers 1–99 (if using an international format) – greetings, states of being and salutations – basic question and answer formats – hesitation markers such as <i>euh, bon, un instant, attends, une minute</i>, etc.
Possible Phrases/ Structures	<p><i>Pour donner les numéros de téléphone</i></p> <ul style="list-style-type: none"> – <i>Isabelle, quel est ton numéro de téléphone, s’il te plaît?</i> – <i>C’est le quatre, deux, sept, neuf, deux, deux, sept.</i> – <i>Est-ce que tu peux le répéter, s’il te plaît?</i> – <i>Est-ce que tu peux parler plus lentement, s’il te plaît?</i> – <i>Est-ce bien le quatre, deux, sept, neuf, deux, deux, sept?</i>

<p>Time</p>	<p><i>Pour commencer l'appel téléphonique</i></p> <ul style="list-style-type: none"> – <i>Je fais l'appel maintenant. Je compose le cinq, cinq, cinq, deux, sept, neuf, deux. Dring, dring, dring....</i> – <i>Allô, ici Isabelle Leblanc. C'est qui à l'appareil?</i> – <i>Isabelle, c'est moi, Allan.</i> – <i>Bonjour, Allan. Comment ça va?</i> – <i>Est-ce que tu as des devoirs?</i> – <i>Oui, en français. Et toi?...</i> <p><i>Pour conclure la conversation</i></p> <ul style="list-style-type: none"> – <i>Je regrette. Je dois te quitter maintenant. Au revoir.</i> – <i>Au revoir! À la prochaine!</i> <p>Approximately 8 to 10 minutes, depending on the size of the class, to ask and record all telephone numbers. The teacher may allow 30 seconds to 1 minute for each demonstration telephone call prior to having pairs of students call each other. The length of the calls may vary depending on the range of linguistic structures students already know. Students can brainstorm possible topics or questions that can be discussed.</p>
<p>Materials</p>	<p>If handing out telephone numbers, small cards with one telephone number per student, written in the appropriate format (single digits such as 555-2222 for Canada, double digits such as 55-55-22-33-44 for France).</p>
<p>Preparation and Set up</p>	<p>The teacher posts phrases and structures necessary for the sharing of phone numbers so that they are visible during the activity. The teacher also solicits and posts suggested questions and structures students could use during their telephone calls, depending on what the students have already learned, and adds these to the list of necessary phrases.</p>
<p>Additional Notes</p>	<p>Toy telephones, cell phones, etc. could be used as props.</p> <p>All numbers should start with 555 to avoid creating telephone numbers that actually exist.</p>

TIC-TAC-TOE
(Les X et les O)

A whole class or large group activity

Students are shown a three-by-three square grid on the board or are provided with a grid. The grid can be filled with images related to a particular field of vocabulary currently under study or with numbers that relate to questions or statements on cue cards. Bingo chips or other markers are used to claim the square selected on the grid once a team or an individual has identified the object correctly, has created an appropriate sentence with the image identified or has answered the question correctly, depending on the option chosen by the teacher. Players try to claim three squares horizontally, vertically or diagonally in order to win the game.

Main Language Functions Used	<p>INTERPERSONAL FUNCTION: Language used to socialize, i.e. to form, maintain, sustain, and change interpersonal relations.</p> <p>IMAGINATIVE FUNCTION: Language used for aesthetic or imaginative purposes to create, innovate or entertain oneself and others.</p>
Language Skills Practised	<p>LISTENING COMPREHENSION: Listening to statements made by others in order to plan strategically; understanding the question in order to be able to provide an answer.</p> <p>ORAL PRODUCTION: Making statements based on the stimulus or answering questions.</p>
Key Specific Outcomes Addressed	<p>Experience The images used or the questions asked can relate to any field of experience currently under study.</p> <p>Language Vocabulary related to the field or subfield under study, appropriate form of verbs, appropriate use of definite and indefinite articles.</p> <p>Culture This will depend if cultural information is used in the question option.</p> <p>Strategies Focus attention; use models; ask for clarification; participate willingly; take risks; activate prior knowledge; ask the speaker to repeat or clarify.</p>
Prerequisite Language Elements	<p>Students must be familiar with the images in order to be able to make statements about them. They must have the requisite sentence structure knowledge in order to be able to formulate comprehensible statements or provide answers to the questions.</p>
Possible Phrases/ Structures	<p>– <i>Vous êtes les X. Vous voulez quelle case?</i></p> <p>– <i>La case avec le trombone.</i></p> <p>– <i>D'accord. Faites-moi une phrase avec le mot « trombone ».</i></p> <p>– <i>J'ai besoin d'un trombone.</i></p> <p>– <i>Bravo! Les X ont gagné la case. Et maintenant, les O, quelle case voulez-vous?</i></p> <p>– <i>C'est à qui maintenant?</i></p> <p>– <i>C'est à nous. Quelle image est-ce qu'on va prendre?</i></p> <p>– <i>Prenons la trousse de crayons!</i></p> <p>– <i>D'accord. Qui a une idée pour une phrase avec le mot « trousse de crayons »?</i></p> <p>– <i>Moi. J'ai cinq stylos dans ma trousse de crayons.</i></p> <p>– <i>Excellente phrase! Tu as gagné la case pour ton équipe.</i></p>

	<ul style="list-style-type: none"> – <i>Commençons par les O. Quel numéro de case voulez-vous?</i> – <i>Le numéro 5.</i> – <i>Bon choix! Voici la question : Comment s'appelle notre directeur d'école?</i> – <i>Il s'appelle monsieur Boychuck.</i> – <i>Vous avez raison. Vous avez gagné la case.</i>
Time	Approximately 10 to 15 minutes, depending on the size of the class.
Materials	Images in grids for projection if playing this game as whole class, or on cards/laminated paper to hand out to pairs or groups of students. Sufficient translucent bingo chips or other types of markers to cover all squares on the grid if the game is played in pairs or groups.
Preparation and Set up	The grid with images related to the vocabulary of the field of experience or the numbers related to the previously prepared questions or statements needs to be created for projection using either an overhead or a multimedia projector. If the game is to be played in small groups or pairs, copies of the grid need to be prepared. The necessary phrases or structures should be posted for student use during the activity.
Additional Notes	<p>In general, this game functions best with teacher guidance and as a whole class activity. Once students are familiar with the game, game boards may be handed out to pairs or small groups, or students can quickly draw out grids on recycled paper. Students can also be given the opportunity to create the questions or statements for grids using numbers, or can be asked to find images for vocabulary-related games.</p> <p>As students progress through the fields of experience, more language use can be added to the game by asking students for advice based on a problem. For example, students might be asked to provide advice on how to clean a certain clothing item based on the type of fabric.</p>

Birthdays (Les anniversaires)

A whole class or large group activity

Students line up according to their birthday. The teacher indicates the head of the line by stating, *La queue commence par la personne qui a le 1^{er} janvier comme anniversaire et ainsi de suite*. Students place themselves in line by asking the question, *C'est quand ton anniversaire?* or by asking, *Quelle est la date de ton anniversaire?* and the opposing student provides an answer and places him or herself in the line accordingly. Once they have formed a line, the teacher asks students to form a circle and state their birthday in order to check if they are in the appropriate place. Once students are in the circle and in the right position, the teacher can conduct a review of relevant vocabulary such as the weather conditions, clothing patterns, business services, etc.

Main Language Functions Used	<p>INTERPERSONAL FUNCTION: Language used to socialize, i.e. to form, maintain, sustain, and change interpersonal relations.</p> <p>REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information.</p>
Language Skills Practised	<p>LISTENING COMPREHENSION: Listening to the question asked in order to be able to provide an answer and place oneself in line appropriately.</p> <p>ORAL PRODUCTION: Asking and answering questions related to date of one's birth.</p>
Key Specific Outcomes Addressed	<p>Language Vocabulary related to numbers, the months of the year, and the prepositions <i>devant, derrière, en avant, en arrière</i>.</p> <p>Culture Appropriate formulation of the date in French.</p> <p>Strategies Focus attention; ask the speaker to repeat or clarify.</p>
Prerequisite Language Elements	Students must be able to formulate the appropriate questions and/or provide the correct date for the questions.
Possible Phrases/ Structures	<p>– <i>C'est quand ton anniversaire?</i></p> <p>– <i>Je ne comprends pas. Répète la question, s'il te plaît.</i></p> <p>– <i>Quelle est la date de ta fête?</i></p> <p>– <i>Ah oui! C'est le premier mars.</i></p> <p>– <i>D'accord. Tu es devant Amir. Son anniversaire est le vingt-cinq février.</i></p> <p>– <i>Merci</i></p> <p>– <i>Quelle est la date de ta fête?</i></p> <p>– <i>C'est le 30 juin.</i></p> <p>– <i>Bon, tu es derrière moi. Ma fête est le cinq mai.</i></p>
Time	Approximately 10 to 15 minutes, depending on the size of the class.
Materials	None, unless this activity is used for organizing students before the beginning of another activity.
Preparation and Set up	Space should be made available in the classroom for students to move around and place themselves accordingly. The necessary phrases or structures needed to interact should be posted for student use during the activity.
Additional Notes	This activity may be used prior to commencing the cooperative learning strategy Inside–Outside Circles for a change of pace.

MEMORY GAME (Un jeu de mémoire)

A whole class, large group or small group activity

Students are presented with a tray of items and are allowed to view them for one minute only. On a piece of paper, students write down all of the items that they can remember. The teacher or students can either call out the items, and students check them off on their list as they are mentioned, or students can view the tray again and check off the remembered items on their own. The teacher can continue the activity with another tray of items or can extend the activity by asking such questions as *Qui s'est souvenu des noms de tous les articles sur le plateau? Qui s'est souvenu des noms de la moitié des articles? Qui a eu de la difficulté à se souvenir des articles?* This can lead to a discussion on which memory strategies students used to recall the vocabulary or can lead to a discussion on memory strategies in general.


Main Language Functions Used	REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information.
Language Skills Practised	WRITTEN PRODUCTION: Writing down a list of items. ORAL PRODUCTION: Naming the items (if this option is chosen).
Key Specific Outcomes Addressed	<p>Experience The objects used (real or in photographic form) can relate to any field of experience currently under study.</p> <p>Language Vocabulary related to the field or subfield under study, appropriate form of verbs, appropriate use of definite and indefinite articles.</p> <p>Strategies Focus attention; reflect on strategy use.</p>
Prerequisite Language Elements	Students must be familiar with the items/images in order to be able to identify them.
Possible Phrases/ Structures	<p>– <i>Qui peut nommer les articles sur le plateau?</i> – <i>Moi.</i> – <i>Allez-y!</i> – <i>Sur le plateau, il y a...</i> – <i>Très bien fait!/Tu as réussi à te souvenir de...</i></p> <p>Or students can be given the following sentence starters: – <i>Je me souviens qu'il y a... sur le plateau.</i> – <i>Je pense avoir vu... sur le plateau.</i></p>
Time	Approximately 5 to 10 minutes, depending on the number of items on the tray and the number of times the activity is repeated or if a discussion on memory strategies ensues.
Materials	Between 10 and 12 items or photographs on a tray or on display that are easily identifiable by students and visible to all.
Preparation and Set up	A tray or a number of trays with 10 to 12 items or photographs. The necessary phrases or structures should be posted for student use during the activity.
Additional Notes	This activity can also be done in small groups where students bring items from home related to the field or subfield of study. This activity is good for a quick vocabulary review.

MIMING GAME (Un jeu de gestes)

A whole class, large group or small group activity

Students are divided into two teams or into small groups. Students are given a sentence to act out in front of their team. The object of the game is to act out the sentence as quickly as possible using the most accurate gestures as possible. Teams can be awarded points for time and accuracy of the sentence.

Main Language Functions Used	<p>REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information.</p> <p>IMAGINATIVE FUNCTIONS: Language used for aesthetic or imaginative purposes to create, innovate or entertain oneself and others.</p>
Language Skills Practised	<p>READING COMPREHENSION: Understanding the meaning of the sentence in order to act it out for others.</p> <p>ORAL PRODUCTION: Identifying the sentence being acted out based on the gestures used.</p>
Key Specific Outcomes Addressed	<p>Experience The sentences used can relate to any field or subfield of experience currently under study.</p> <p>Language Vocabulary related to the field or subfield under study and appropriate form of verbs; correct word order.</p> <p>Strategies Focus attention; participate willingly; take risks; accept errors as a natural part of learning.</p>
Prerequisite Language Elements	<p>Students must be familiar with the vocabulary used in the written sentences and be able to recreate the sentences based on the actions used. Knowledge of correct word order at the simple sentence level is also important.</p>
Possible Phrases/ Structures	<p>– <i>Qui veut commencer?</i></p> <p>– <i>Moi.</i></p> <p>– <i>Vas-y. Choisis une phrase à mimer. ...</i></p> <p>– <i>Tu es prêt(e)?</i></p> <p>– <i>Bravo! Ça vous a pris... (ex., une minute 45 secondes).</i></p>
Time	<p>Approximately 1 to 2 minutes per sentence depending on the complexity of the sentence and how well it is acted out. The teacher may want to set time limits for the length of time a group has to mime the sentence and give an answer.</p>
Materials	<p>Previously prepared sentences and a stop watch if time is to be measured and points awarded for time.</p>
Preparation and Set up	<p>Preparation of appropriate sentences that can be easily acted out. As a class, the teacher and students can create gestures to use for indicating commonly-used words or conjunctions such as <i>et</i> which can be gestured with two fingers, one crossing over the other to form a plus sign, for example.</p>
Additional Notes	<p>Students can contribute sentences to the game once they are familiar with the format.</p> <p>This activity can also be done in groups of four where students are first divided into pairs; they prepare four or five sentences and then are grouped with another pair to mime out their sentences. Points are awarded for how quickly each</p>



pair is able to mime the sentence and have the other team guess what is being acted out.

As an alternative to sentences, adjectives can be used. Students can brainstorm a list with the teacher and then choose one adjective to act out in small groups.

DESCRIPTION GAME
(Les devinettes)

A whole class, large group or small group activity

Students are divided into two groups. The teacher provides three clues that are related to an object with which students are familiar but that give just enough information without being too obvious. For example, if the students were reviewing vocabulary related to classroom objects, three possible clues could be: *Cet objet est rond. Il se trouve souvent sur le mur. Il nous donne l'heure.* The first team to have the answer runs up to a bell and rings it. The team provides the answer (e.g., *une montre*); however, the opposing team has the right to challenge the other team's answer before by saying, *On n'est pas d'accord.* If the first team provides the correct answer, it receives a point and the challenging team loses a point. However, if the first team's answer is incorrect and the opposing team has provided the correct answer (e.g., *une horloge*), it now receives two points.

Main Language Functions Used	<p>REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information.</p> <p>IMAGINATIVE FUNCTION: Language used for aesthetic or imaginative purposes to create, innovate or entertain oneself and others.</p>
Language Skills Practised	<p>LISTENING COMPREHENSION: Understanding specific details in order to identify the object described.</p> <p>ORAL PRODUCTION: Describing a familiar object; identifying the object.</p> <p>WRITTEN PRODUCTION: Describing a familiar object (if this option is chosen).</p>
Key Specific Outcomes Addressed	<p>Experience The descriptions can relate to any field or subfield of experience currently under study.</p> <p>Language Vocabulary related to the field or subfield under study; appropriate form of verbs; appropriate use of definite and indefinite articles, adjectives and appropriate adjectival agreements; correct word order.</p> <p>Strategies Focus attention; use models; ask for clarification; participate willingly; take risks; ask the speaker to repeat or clarify if necessary; accept errors as a natural part of learning.</p>
Prerequisite Language Elements	<p>Students must be familiar with the items in order to be able to identify them. In creating their own descriptions, students will need to use proper word order for simple sentences and use their knowledge of appropriate verb forms and adjectival agreements.</p>
Possible Phrases/ Structures	<p>– <i>Voici la définition : ...</i></p> <p>– <i>Et quelle est votre/ta réponse?</i></p> <p>– <i>Ah! L'autre équipe nous a indiqué un désaccord. Allez-y, quelle est votre réponse?</i></p> <p>– <i>Bon. La bonne réponse est celle de la première équipe, vous avez gagné un point. Bravo! Désolé(e), la deuxième équipe, vous avez perdu un point./Bon. La bonne réponse est celle de l'équipe en opposition. Désolé(e), la première équipe, vous avez perdu un point. Puis, la deuxième équipe vous avez gagné deux points. On continue. Voici la prochaine définition.</i></p>
Time	<p>Approximately 10 to 15 minutes, depending on the number of definitions.</p>

Materials	Definition of objects; a bell or other object, such as a flag, to indicate that the team/person has an answer.
Preparation and Set up	<p>Preparation of appropriate definitions and space for students to move up an aisle easily.</p> <p>If students are playing on their own, that is, either leading the whole class or in small groups, it may be beneficial to provide students with the dialogue schema mentioned above so as to support the constant use of French.</p>
Additional Notes	<p>Once students are familiar with the format, they can be divided into groups of four which are further divided into pairs. Individual students are asked to think of an object related to the field or subfield that they currently studying and to provide three clues that give enough information without being obvious. The pairs do not share their clues so that the same format as described above can be followed.</p> <p>As a variation, pairs can share their clues to ensure that they are comprehensible so as not to cause the other team difficulty with identifying the object. Students may wish to write them down to assist in the verification process before playing the game. A new point system would have to be in place in order to reflect this variation of game play.</p>

TRUE OR FALSE

(Vrai ou faux)

A pair activity

Students are paired up. Each student is asked to write on a piece of paper ten sentences related to the field or subfield of experience they are working on. Students create some sentences that are true and others that are false. They are given about five minutes to do this. At the end of five minutes, students exchange their papers and must identify the true and false statements on their partner's paper. Then, they provide their partner with the correct information for the false statements. These statements can be of a personal nature (e.g., *J'aime patiner à l'extérieur.*) or a factual nature (e.g., *On joue au football dans la piscine.*). It would be advisable to model the writing of a true statement and a false statement and to demonstrate the correction of the false statement to support students' understanding of the activity.

Main Language Functions Used	<p>REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information.</p> <p>INTERPERSONAL FUNCTION: Language used to socialize, i.e. to form, maintain, sustain, and change interpersonal relations.</p> <p>IMAGINATIVE FUNCTION: Language used for aesthetic or imaginative purposes to create, innovate or entertain oneself and others.</p>
Language Skills Practised	<p>WRITTEN PRODUCTION: Giving true/false personal or factual information in written form.</p> <p>READING COMPREHENSION: Understanding specific details in order to determine if the statement is true or false.</p> <p>ORAL PRODUCTION: Indicating the correct information for the false statement.</p>
Key Specific Outcomes Addressed	<p>Experience The statements can relate to any field or subfield of experience currently under study.</p> <p>Language Vocabulary related to the field or subfield under study, appropriate form of verbs, correct word order for simple sentences.</p> <p>Culture This will depend if cultural information has been the focus, e.g., eating habits of different Francophone cultures.</p> <p>Strategies Focus attention; use models; participate willingly; take risks; accept errors as a natural part of learning.</p>
Prerequisite Language Elements	Students must be familiar with the vocabulary (nouns and appropriate verbs) related to the field or subfield of experience. Students will need to use proper word order for simple sentences.
Possible Phrases/ Structures	The following sentences could be made available to students so that they can refer to them as they interact: – <i>Je ne comprends pas cette phrase. Peux-tu me l'expliquer?</i> – <i>Que veut dire ce mot-ci?</i> – <i>Cette phrase est fausse parce que...</i>
Time	Approximately 10 minutes.
Materials	Transparency of sample true/false sentences for students to use as models.
Additional Notes	As students are preparing their sentences, the teacher can note which students are experiencing difficulty with certain vocabulary items or sentence structures and can use these observations for future class activities.

ACCORDION ACTIVITY (L'accordéon)

A small group activity

Students are put into groups of four or five and asked to sit in single file, one behind the other. The teacher writes on the board a word that is associated with a field or subfield of experience that students are working on currently. The first student in the row is given a blank piece of paper and is asked to write a word that he or she associates with the word on the board. He or she then folds over the paper and hands it back to the student behind him or her. This student now writes a word that he or she associates with the word on the board and folds the paper over. This process continues until all of the students in the group have written a word. The students now sit in a circle and unfold the paper to reveal the words they have written. As a group they try to use as many of the words as possible in the fewest number of sentences, either orally or in written form. Students then share their oral or written productions with the class or with another group.

Main Language Functions Used

IMAGINATIVE FUNCTION: Language used for aesthetic or imaginative purposes to create, innovate or entertain oneself and others.

Language Skills Practised

READING COMPREHENSION: Understanding the word written on the board and associating it with related words.

WRITTEN PRODUCTION: Creating a sentence or sentences with a list of words to create a message (if this option is chosen).

ORAL PRODUCTION: Creating a sentence or sentences with a list of words to create a message (if this option is chosen).

Key Specific Outcomes Addressed

Experience The word chosen for the accordion game can relate to any field or subfield of experience currently under study.

Language Vocabulary related to the field or subfield under study, appropriate form of verbs, correct word order for simple and compound sentences.

Strategies Focus attention; participate willingly; take risks; combine new learning with previous learning; apply knowledge of a text type to follow its format; accept errors as a natural part of learning.

Prerequisite Language Elements

Students must be familiar with the word on the board and related vocabulary in order to be able to write down a word. Students should have access to a variety of verbs in order to create sentences that are substantially more complex.

Possible Phrases/ Structures

To begin the activity:

- *Tout le monde, regardez le tableau. Votre mot est « l'exercice ». Maintenant, la première personne dans votre rangée doit écrire un mot qui est relié à ce mot. Vous avez 30 secondes pour le faire.*
- *Maintenant, pliez la feuille pour cacher le mot et ensuite passez-la en arrière.*
- *Alors, c'est à la prochaine personne à écrire son mot. ...*

Once students have completed the activity:

- *Bon. Maintenant, dans votre groupe. Dépliez la feuille et lisez les mots qui se trouvent sur la feuille. Dans votre groupe, essayez de créer des phrases avec tous les mots. Le groupe qui est capable d'utiliser tous les mots dans le moins de phrases gagne. Allez-y!*

Time	Approximately 10 to 15 minutes, depending on the students' ability to create sentences, and time to share in small groups or as a class.
Materials	Recycled or scrap paper, pencils or pens, word for stimulating thought, chairs so that students can form a single line easier.
Preparation and Set up	Lines of four or five chairs.
Additional Notes	<p>As students are working in their groups, the teacher can move from group to group noting linguistic difficulties or to carry out an assessment of learning activity.</p> <p>Students can be asked to illustrate their sentences and then have another group find the text that matches the sentence.</p> <p>Sentences can be used to create a class story or small group stories.</p>

DEFINITION BINGO (Loto définitions)

A whole class, large group or pair activity

Students are presented with a three-by-three grid or quickly draw one on a scrap piece of paper. The teacher chooses a set of words that are to be practised or reviewed. The words are either written on the board or projected on a screen using an overhead or multimedia projector. Students then choose nine words from the list and write them down on their card (e.g., nine words related to weather phenomena). Students are then provided with an oral definition of the word (e.g., *Cette condition météorologique est reliée à l'hiver. Elle est blanche et elle tombe à gros flocons.*) and check it off on their sheet if they have the word on their list (e.g., *la neige*). Before the game begins, the teacher indicates to students what type of formation wins the game (e.g., full card, an X, a straight line vertically or horizontally). The teacher can also indicate to students if the same word can be used more than once. This option should only be used if the number of words on the list is less than fifteen.

Main Language Functions Used	IMAGINATIVE FUNCTION: Language used for aesthetic or imaginative purposes to create, innovate or entertain oneself and others.
Language Skills Practised	LISTENING COMPREHENSION: Understanding specific details in order to identify the word described. WRITTEN PRODUCTION: Writing down a list of words. ORAL PRODUCTION: Identifying the word based on the definition.
Key Specific Outcomes Addressed	<p>Experience The definitions can relate to any field or subfield of experience currently under study.</p> <p>Language Vocabulary related to the field or subfield under study.</p> <p>Strategies Focus attention on the required information; use contextual clues; take the risk to listen to a new text in French; ask questions, in the first language if necessary, to clarify or verify that a message is understood.</p>
Prerequisite Language Elements	Students must be familiar with the vocabulary words in order to be able to identify them. Students should have interaction statements/questions visible for easy access.
Possible Phrases/ Structures	<ul style="list-style-type: none"> – <i>Pour ce jeu, je cherche une ligne horizontale.</i> – <i>C'est quoi, ça?</i> – <i>Ça veut dire que les mots doivent être en ligne à l'horizontal, comme l'horizon. C'est clair?</i> – <i>Oui, merci.</i> – <i>Alors, voici la première définition. ...</i> – <i>Pouvez-vous répéter la définition, s'il vous plaît?</i> – <i>Certainement. Voici la définition encore une fois.</i> – <i>Que veut dire « ... »?</i> – <i>Cela veut dire...</i> – <i>Merci.</i>
Time	Approximately 5 to 10 minutes, depending on the difficulty of the definitions.
Materials	Prepared grids to save time. Definitions for the words that students will be using.

**Preparation
and
Set up**

Preparation of grids and definitions.

**Additional
Notes**

Students can be asked to prepare definitions for future game use.

A Selection of Graphic Organizers

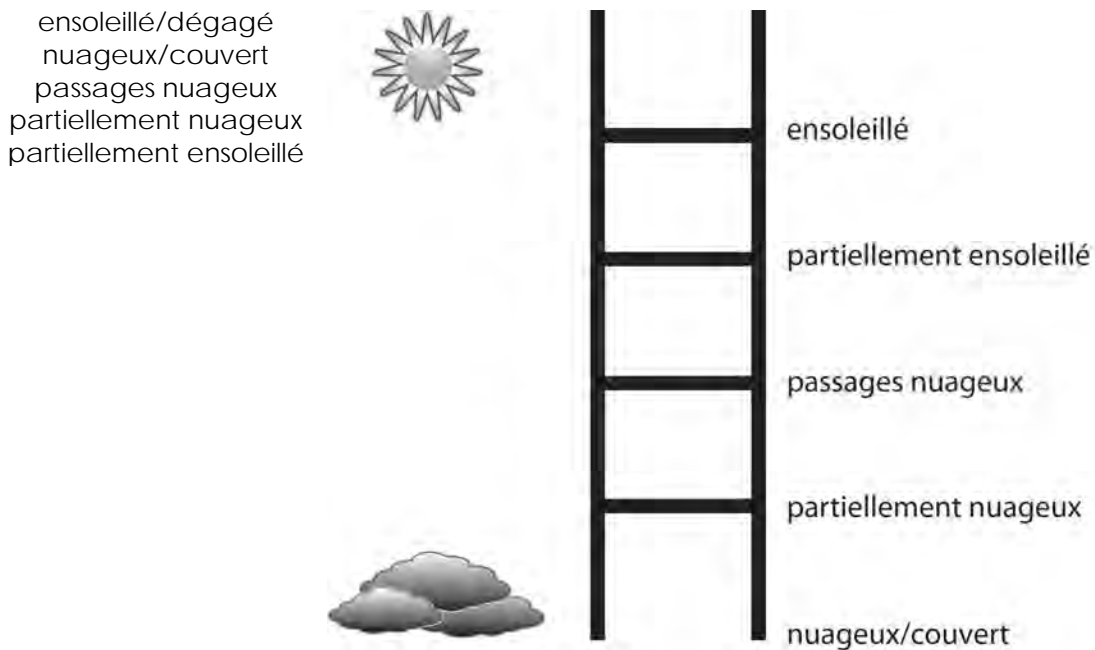
The use of graphic organizers is an instructional strategy that allows students to think creatively while focusing their attention on a specific area of interest. Graphic organizers also activate prior knowledge and help students gather new information. They can be used to launch a field of experience or an activity, and can also be used to build on other language activities in support of language skill development.

Different graphic organizers serve different purposes and their configurations are many. When choosing a particular graphic organizer, it is important to consider: 1) the purpose behind its use, 2) the language requirements needed to maximize linguistic benefits and 3) its use in further language activities, especially since almost all graphic organizers essentially target written production. In addition, it might be valuable to identify the types of language structures targeted in order to determine which graphic organizer best suits the intended purpose.

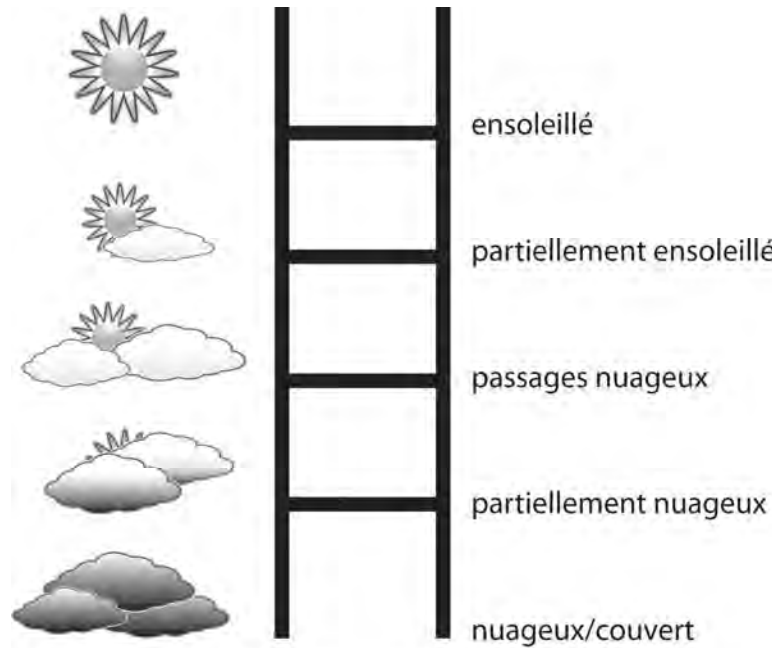
The examples below illustrate a select number of graphic organizers which may be used with junior high students.

- *Une échelle* (ladder) or *un continuum* (continuum) may be used to show degrees of difference within a group of related terms. This type of organizer allows for vocabulary expansion in addition to requiring students to use their sequencing skills.

Example: Students are given the following instructions in French with regard to vocabulary acquisition on weather conditions in the MÉTÉO unit: *Mettez les mots suivants qui décrivent l'état du ciel en ordre sur l'échelle selon les illustrations données.*

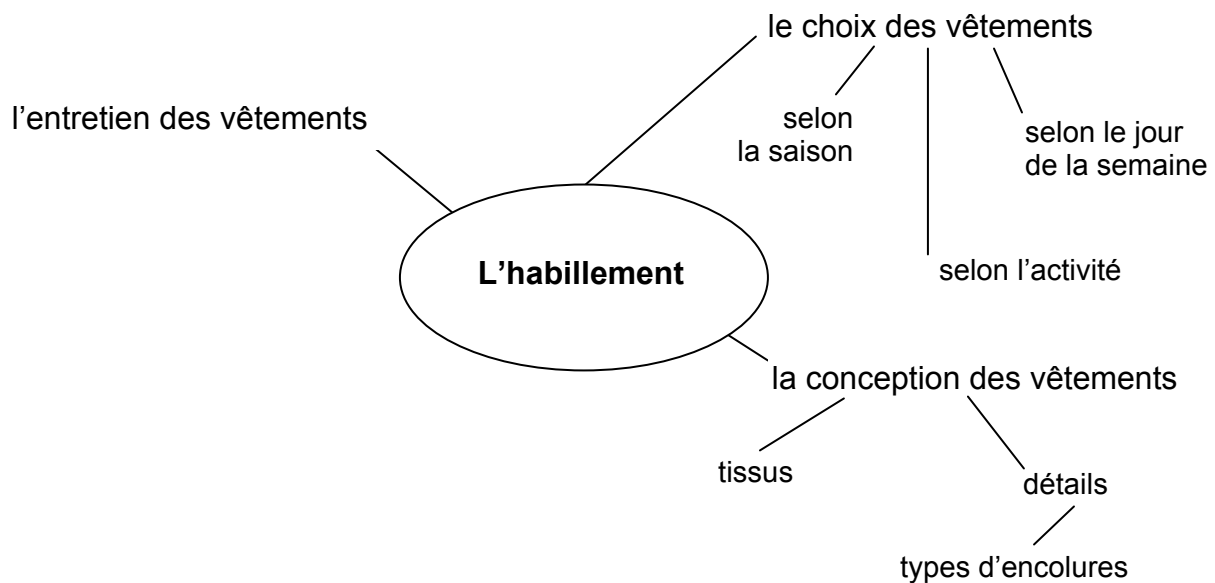


An extension activity could have students drawing the remaining illustrations to demonstrate comprehension of these words. This could be followed by the use of the graphic organizer to describe the sky over the next few classes within the context of mini weather forecasts to reinforce vocabulary acquisition.



- *Une toile d'araignée* (word web) can be used to illustrate various topics related to a central focus. Word webs may be used for brainstorming ideas as well as for developing vocabulary.

Example: Before beginning a unit on L'HABILLEMENT, students are asked to brainstorm, in groups of four, the kinds of things that they might discuss in relation to clothing subfields of experience. As students may not necessarily have all of the appropriate vocabulary, their brainstorm might consist of a mixture of French and English words. An example of what a group of students' work might look like follows.



As students develop new vocabulary related to the subfields of experience, they add it to their word web. As an extension activity, students can share their word webs and add to their own webs any new words they have found in their partners' webs.

- *Une grille de comparaison* (comparison and contrast chart) allows students to gather information so that they can show differences and similarities between two or more categories of information such as places, events, people's points of view or lifestyles. Students are given a chart with columns in which the elements for comparison are indicated.

Example: Students are studying the eating habits of the French and the Québécois in the L'ALIMENTATION unit. To assist them in making cultural comparisons, the Grade 8 teacher provides students with the following chart.

Pays à contraster	La France	Le Québec
Éléments recherchés		
Termes pour les repas		
Heure du repas du matin, du lundi au vendredi		
Heure du repas du midi, du lundi au vendredi		
Heure du repas du soir, du lundi au vendredi		

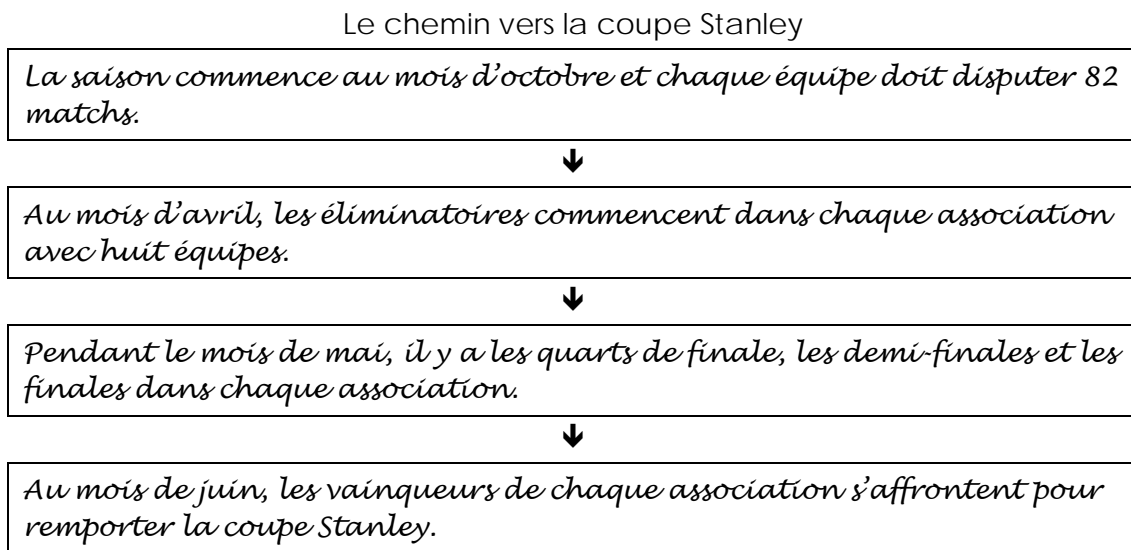
EXAMPLE OF STUDENT WORK:

Pays à contraster	La France	Le Québec
Éléments recherchés		
Termes pour les repas	<ul style="list-style-type: none"> - <i>Le petit-déjeuner</i> - <i>Le déjeuner</i> - <i>Le dîner</i> 	<ul style="list-style-type: none"> - <i>Le déjeuner</i> - <i>Le dîner</i> - <i>Le souper</i>
Heure du repas du matin, du lundi au vendredi	<i>Les Français prennent généralement le petit-déjeuner entre 7 heures et 8 heures.</i>	<i>Les Québécois prennent généralement le déjeuner entre 7 heures et 8 heures.</i>
Heure du repas du midi, du lundi au vendredi	<i>Les Français prennent généralement le déjeuner entre 12 heures et 13 heures.</i>	<i>Les Québécois prennent généralement le dîner entre 12 heures et 13 heures.</i>
Heure du repas du soir, du lundi au vendredi	<i>Les Français prennent généralement le dîner entre 19 heures et 20 heures.</i>	<i>Les Québécois prennent généralement le souper entre 18 heures et 19 heures.</i>

The extension activity would require students to identify orally the similarities and differences in mealtimes and names for these two Francophone regions, and would be followed by a discussion about when students typically have their meals during the school week.

- *Une chaîne graphique* (chain diagram) allows students to gather information in a sequential fashion. This type of graphic organizer is useful for identifying main events in chronological order or steps in a procedure such as how to clean grass stain. The chain can be comprised of three to six vertical squares or for the purposes of summarizing the key events in a story, it can be comprised of three chains in which the categories of “beginning,” “middle” and “end” may be used.

Example: Students are asked to read a text on *Le chemin vers la coupe Stanley*. As a pre-reading activity, students use a chain diagram to predict the type of information they might find in the text. The students’ work might look like the example below if they have sufficient vocabulary to carry out the task; otherwise, the diagram can be used as the reading comprehension retrieval sheet during the reading phase. The example below shows how one event triggers the next event in the race to the Stanley Cup.

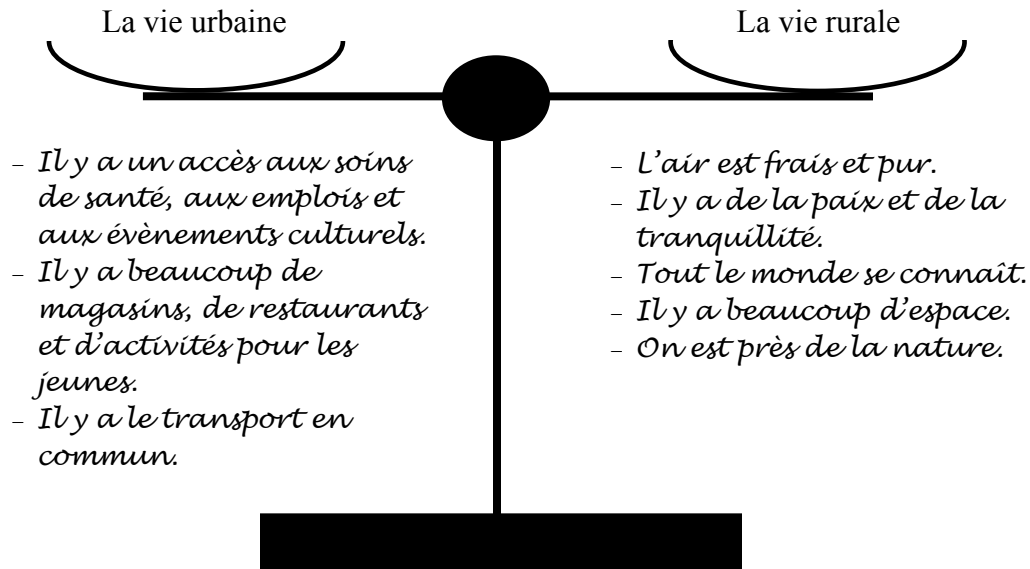


Students now use the graphic organizer to verify their predictions. A follow-up activity might include a group discussion to see if other sporting events are organized in a similar or different fashion.

- *La balance* (scales) allows students to classify information (facts, ideas, values) in order to make judgements that are balanced. To use this graphic organizer, a topic is chosen that allows for a criterion that can be divided into two items. Students list the ideas that come to mind as they pertain to the topic at hand.

Example: In the Grade 9 unit LA COMMUNAUTÉ, students are given an opportunity to reflect on the advantages of city life versus rural life before discussing them as a class or in small groups. Students use the scales graphic organizer to brainstorm ideas.

Quels sont les avantages de la vie urbaine et de la vie rurale?



Using the information in the graphic organizer, students can now be asked to indicate their preference for one or the other using the sentence starter *Moi, je préfère la vie... parce que....* An example of a student's answer might be: *Moi, je préfère la vie rurale parce que j'aime être près de la nature et j'aime les vastes espaces.*

► *Une grille de questionnement* (Question Matrix) allows students to compare and contrast attributes, qualities or characteristics. This type of graphic organizer permits students to organize their ideas based on the questions asked.

Example: Students in Grade 7 are carrying out activities related to the subfield LES AMIS. To assist them in comparing and contrasting what they have in common, students first carry out an activity involving cartoon characters. In this case, students compare the characters *Fred et Arthur* (Fred and Barney) from the television series *Les Pierrafeu* (The Flintstones).

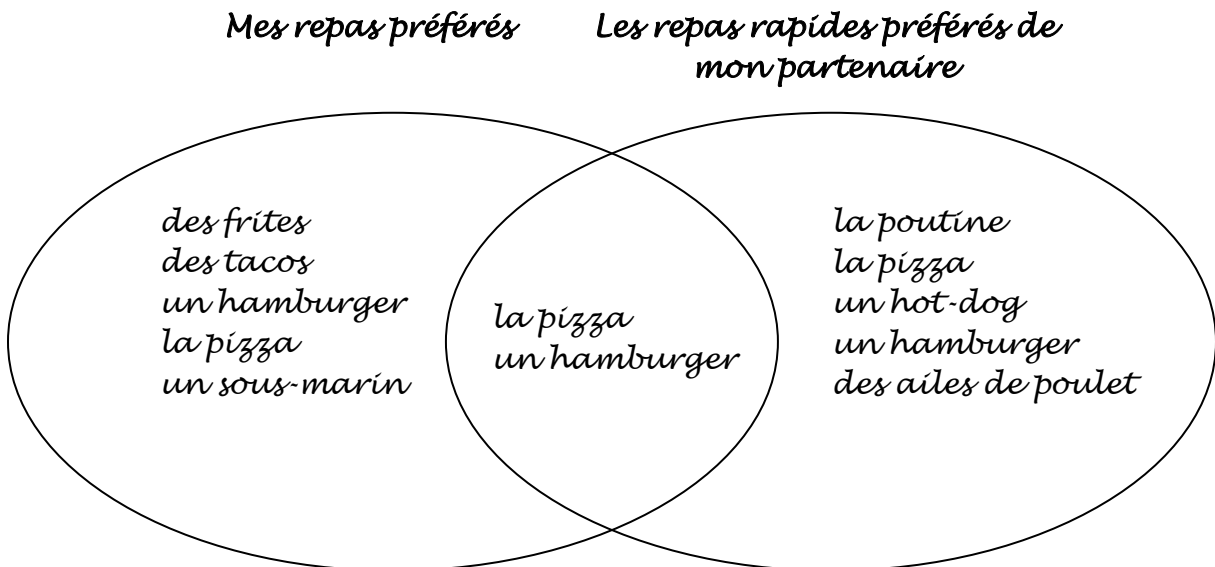
	Fred Caillou	Arthur Laroche
Quels sont leurs traits physiques?	<ul style="list-style-type: none"> - grand - gros - gros nez - cheveux noirs, raides, courts - grands yeux noirs 	<ul style="list-style-type: none"> - petit - gros - gros nez - cheveux blonds, raides, courts - petits yeux noirs
Quels sont leurs traits de personnalité?	<ul style="list-style-type: none"> - sociable - travailleur - indiscipliné - impatient - intolérant - irresponsable - imprudent 	<ul style="list-style-type: none"> - patient - généreux - modeste - calme - sociable - travailleur - tolérant - imprudent

Quels sont leurs passe-temps préférés?	<ul style="list-style-type: none"> - jouer aux quilles - faire partie du club de Buffalos - regarder la télévision 	<ul style="list-style-type: none"> - jouer aux quilles - faire partie du club de Buffalos
Qu'est-ce qu'ils font comme tâches ménagères?	<ul style="list-style-type: none"> - tondre la pelouse - faire la vaisselle de temps en temps 	<ul style="list-style-type: none"> - tondre la pelouse - faire la vaisselle - faire la cuisine de temps en temps
Est-ce qu'ils aiment faire les tâches ménagères?	<i>Il déteste faire les tâches ménagères.</i>	<i>Il semble aimer faire les tâches ménagères.</i>

Students now use the information to compare how the two characters are similar and different. The next step would be to determine why the characters are friends by using the sentence starter, *Ils sont des amis parce que....* The extension activity could have students choose a close friend and carry out the same comparison process, followed by a discussion with a partner about their findings.

- *Le diagramme de Venn* (Venn diagram), made up of two or three overlapping circles, allows students to compare and contrast attributes, characteristics or facts visually so as to be able to arrive at commonalities.

Example: Students are studying the L'ALIMENTATION unit in Grade 8. As a way to begin surveying students' fast food eating-habits, the teacher decides to use a Venn diagram to solicit their favourite fast foods. They first fill out the circle pertaining to themselves and then write in their partner's answers in the opposite circle. Together they compare the results and write their similarities in the centre circle. Their Venn diagram might look like this:



Students would then use the common points to create a survey of when, where and how often students eat these particular fast food items.

Reference Sources:

<http://www.carla.umn.edu/cobaltd/modules/strategies/gorganizers/index.html>

<http://www.enchantedlearning.com/graphicorganizers/>

Various Instruments Related to Differentiated Instruction

Accommodations and Adaptations to Consider When Differentiating Instruction	p. 452
Academic/Instructional Accommodations (by Special Learning Need)	p. 455
Accommodations to Consider when Lesson Planning.....	p. 456
Using Multiple Intelligence Theory to Select Learning Activities	p. 457
Charting Intellectual Characteristics and Behaviours of Gifted Students (example)	p. 459
Charting Intellectual Characteristics and Behaviours (blank chart)	p. 461

Accommodations and Adaptations to Consider When Differentiating Instruction

As teachers design learning activities, they should consider students' individual needs and learning profiles to determine the accommodations, modifications and adaptations necessary for success.

Key Concepts

- Identify the key concepts of the learning activity.
- Consider how the activity has been designed to motivate and engage student interest.
- Determine how to present an overview of the learning activity.
- Ensure the learning activity provides opportunities for students to relate the key concepts to their own experiences or understanding.
- Incorporate opportunities to make connections between what the students know and what they are learning.

Outcomes

- Determine outcomes students can reasonably accomplish.
- Select fewer outcomes, partial outcomes or outcomes from a different grade level, if necessary.
- Determine what the students will be able to demonstrate as a result of this learning activity.
- Consider the accommodations, modifications and adaptations necessary to ensure student success in achieving all or part of the outcomes.

Learning Activities

- Select appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the target outcomes.
- Decide how students will apply their learning.
- Ensure opportunities for students to use different learning modalities, e.g., visual, auditory.
- Present and support key concepts and instructions using demonstration, oral and written steps and exemplars of completed assignments.
- Break down assignments or tasks into smaller, more manageable parts.
- Give clear, concrete instructions.
- Provide a visual reference of the sequence of key steps for completing the assignment.
- Provide a checklist of assignment parts for students to self-monitor as tasks are completed.
- Support written instructions with picture prompts or highlight directions using a colour-coding system.
- Tape record directions or lectures for playback.
- Repeat instructions.
- Have students recall instructions in sequence.

- Model and demonstrate to ensure understanding of directions.
- Highlight key points of the lesson, orally and visually.
- Check in with students regularly to ensure task understanding and to provide feedback and clarification on specific aspects of the assignment.
- Select extension activities that will reinforce and extend learning.
- Write assignments and homework on a chart or blackboard. Ensure that students write down assignments in their agendas.
- Help students stay on task by employing a cueing strategy.
- Consider how the students will be organized for instruction and select the type of grouping that will be most effective (e.g., partner, small group, large group).
- Use flexible grouping to determine the best fit for a particular activity. Decisions about grouping students may be based on learning profile, interest, readiness or need, depending on the end goal.

Resources

- Decide on the resources that will be used for the learning activity, including oral, print, media texts and community resources.
- Locate necessary materials and resources to support different reading levels, learning styles and student needs.
- Consider using a graphic organizer to present information.
- Prepare resources to assist students with learning difficulties.
- Rewrite materials at a lower reading level.
- Provide an advance organizer for note-taking; e.g., fill-in-the-blank, cloze style.
- Highlight passages of text.
- Reformat handouts and tests, as necessary. For example, provide lines for written responses, put one question per page, rewrite questions or information at a lower reading level, enlarge print or increase spacing between lines of print.
- Determine Web-based supports (e.g., simulations).
- Ensure that students have the assistive tools and devices required to support their learning style or needs:
 - highlighters, calculators, post-it notes, ruler, markers, erasable pens, adapted scissors, graph paper, special lined paper, pencil grip, date/number line taped to desk
 - a copy of the lecture notes
 - enlarged or reduced text
 - scribe
 - tape recording
 - picture prompts
 - manipulatives
 - overlays
 - computers.

Timelines

- Determine an approximate timeline for the learning activity.
- Determine whether there is a need to compact or extend the study, based on student interest or needs.
- Consider the pace of the learning activity and the needs of the students.
- Consider ways to change the pace and allow students to focus on the task for more condensed periods of time, if necessary.
- Prepare an assignment sheet with task increments and a timeline to guide students' completion of the assignment.
- Provide opportunities for frequent breaks, if necessary.
- Provide time warnings for task completion.
- Extend deadlines for those students who require more time to complete assignments.

Assessment

- Decide what evidence will show whether the students have achieved the outcomes.
- Determine the best way for students to demonstrate their learning.
- Provide assessment options for students to show what they know.
- Make necessary preparations for alternative testing procedures, resources and materials.
 - Does the student need:
 - a tape recording of the assignment or test?
 - a scribe to write down his or her ideas or answers?
 - the assignment or test questions read aloud?
 - a time extension?
 - fewer questions?
- Record important assignments and test due dates on a master calendar and have students transpose these dates into their agendas.
- Show students how to plan for longer assignments by back-planning on a calendar.
- Show students how to study for an upcoming test.
- Provide students with a study guide of important skills and concepts.
- Determine the focus of the assessment.
 - For example, if students are to be assessed on their understanding of content, they should not be penalized for spelling errors or missing punctuation.
- Select or develop rubrics, exemplars and checklists to support student assessment.
- Provide immediate, specific and constructive feedback.
- Emphasize the quality of work and perseverance, rather than the quantity of work.
- Provide opportunities for student self-reflection and self-assessment.
- Consider necessary alternate assessment options to accommodate different learning styles, interests or strengths.
- Share assignment criteria lists, checklists, standards and exemplars with students.

Academic/Instructional Accommodations (by Special Learning Need)

Name _____ School _____ Grade _____ Date _____ Completed by _____

Reading Difficulties	Written Expression Difficulties	Attention Difficulties	Memory Difficulties	Fine & Gross Motor Difficulties
<ul style="list-style-type: none"> <input type="checkbox"/> Use less difficult/alternative reading material <input type="checkbox"/> Reduce amount of reading required <input type="checkbox"/> Allow alternative methods of data collection (e.g., tape recorders, dictation, interviews, fact sheets) <input type="checkbox"/> Set time limits for specific task completion <input type="checkbox"/> Enlarge text of worksheets and reading materials <input type="checkbox"/> Extend time to complete tests and assignments <input type="checkbox"/> Use large print editions of tests <input type="checkbox"/> Read test items aloud to student <input type="checkbox"/> Read standard directions several times at start of exam <input type="checkbox"/> Record directions <input type="checkbox"/> Use assistive technology (e.g., optical character recognition system, books on tape/CD, screen readers) 	<ul style="list-style-type: none"> <input type="checkbox"/> Reduce volume of work <input type="checkbox"/> Break long-term assignments into manageable tasks <input type="checkbox"/> Extend time for completing assignments <input type="checkbox"/> Offer alternative assignments <input type="checkbox"/> Allow student to work on homework while at school <input type="checkbox"/> Allow alternative methods of data collection (e.g., tape recorders, dictation, interviews, fact sheets) <input type="checkbox"/> Permit use of scribe or tape recorder for answers (student should include specific instructions about punctuation and paragraphing) <input type="checkbox"/> Waive spelling, punctuation and paragraphing requirements <input type="checkbox"/> Accept keyword responses, instead of complete sentences <input type="checkbox"/> Use assistive technology (e.g., word processor, spell-check device, grammar-check device, text-to-speech software) 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide alternative seating <ul style="list-style-type: none"> – near teacher – facing teacher – at front of class, between well-focused students and away from distractions <input type="checkbox"/> Provide additional or personal work space (e.g., quiet area for study, extra seat or table, time-out spot, study carrels) <input type="checkbox"/> Permit movement during class activities and testing sessions <input type="checkbox"/> Provide directions, in written form, <ul style="list-style-type: none"> – on board – on worksheets – copied in assignment book by student <input type="checkbox"/> Set time limits for specific task completion <input type="checkbox"/> Extend time to complete tests and assignments <input type="checkbox"/> Allow student to take breaks during tests <input type="checkbox"/> Use multiple testing sessions for longer tests <input type="checkbox"/> Use place markers, special paper, graph paper or writing templates to allow student to maintain position better or to focus attention <input type="checkbox"/> Provide cues, e.g., arrows and stop signs on worksheets and tests <input type="checkbox"/> Provide a quiet, distraction-free area for testing <input type="checkbox"/> Allow student to wear noise buffer device, such as headphones, to screen out distracting sounds <input type="checkbox"/> Provide checklists for long, detailed assignments 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide a written outline <input type="checkbox"/> Provide directions in written form (e.g., on board, on worksheets, copied in assignment book by student) <input type="checkbox"/> Provide a specific process for turning in completed assignments <input type="checkbox"/> Provide checklists for long, detailed assignments <input type="checkbox"/> Read and discuss standard directions several times at the start of exams <input type="checkbox"/> Provide cues, e.g., arrows and stop signs on worksheets and tests <input type="checkbox"/> Allow student to use reference aids (e.g., dictionary, word processor, vocabulary cue card) 	<ul style="list-style-type: none"> <input type="checkbox"/> Use assistive and adaptive devices (e.g., slant boards/desktop easels) to display written material <ul style="list-style-type: none"> – pencil or pen adapted in size or grip diameter – alternative keyboards – portable word processor <input type="checkbox"/> Set realistic and mutually agreed-upon expectations for neatness <input type="checkbox"/> Reduce or eliminate the need to copy from a text or board <ul style="list-style-type: none"> – provide copies of notes – permit student to photocopy a peer's notes – provide carbon/NCR paper to a peer to allow a duplicate copy of notes to be made <input type="checkbox"/> Extend time to complete tests and assignments <input type="checkbox"/> Alter the size, shape or location of the space provided for answers <input type="checkbox"/> Accept keyword responses, instead of complete sentences <input type="checkbox"/> Allow student to type answers or to answer orally, instead of in writing

Source: Calgary Learning Centre, Calgary Alberta. Reproduced with permission of the Calgary Learning Centre.

Accommodations to Consider when Lesson Planning

Name _____ School _____ Grade _____ Date _____ Completed by _____

Methods of Instruction

(general structure or content of lesson)

- Vary amount of material to be learned
- Vary amount of material to be practised
- Vary time for practice activities
- Use advance organizers
- Cue student to stay on task, e.g., private signal
- Use student cueing (e.g., facilitate the student providing cues to the teacher)
- Repeat directions or have student repeat directions
- Shorten directions
- Pair written instructions with oral instructions
- Use computer-assisted instruction
- Use visual aids in lesson presentation
- Other _____

Task/Response

- Reduce or substitute required assignments
- Adjust level of in-class assignments to academic level
- Break long-term assignments into shorter tasks
- Adjust amount of copying
- Use strategies to enhance recall, e.g., cues, cloze
- Provide student with a copy of notes
- Accept dictated or parent-assisted homework assignments
- Provide extra assignment time
- Permit student to print
- Provide a student buddy for reading
- Other _____

Materials

- Modify text materials (e.g., add, adapt, substitute)
- Make materials self-correcting
- Highlight important concepts, information and/or passages
- Use a desktop easel or slant board to raise reading materials
- Prepare recordings of reading/textbook materials and tasks
- Provide an extra textbook for home use
- Allow use of personal word lists and cue cards
- Increase use of pictures, diagrams and concrete manipulatives
- Break materials into smaller task units
- Increase print size in photocopying
- Use daily homework assignment book
- Other _____

Organization for Instruction

The student works best:

- In large group instruction
- In small group instruction
- When placed beside an independent learner
- With individual instruction
- With peer tutoring
- With cross-aged tutoring
- Using independent self-instructional materials
- In learning centres
- With preferential seating
- With allowances for mobility
- In a quiet space, within the classroom
- Other _____

Reinforcement Systems





- Provide immediate reinforcement
- Give verbal praise for positive behaviour
- Use tangible reinforcers
- Send notes home
- Complete progress charts
- Allow special activities
- Instruct student in self-monitoring, e.g., following directions, raising hand to talk
- Other _____

Assessment and Testing





- Adjust the test appearance (e.g., margins, spacing)
- Adjust the test design (e.g., T/F, multiple choice, matching)
- Adjust to recall with cues, cloze and word lists
- Vary test administration (e.g., group/individual, open book, make-up tests)
- Record test questions
- Select items specific to ability levels
- Vary amount to be tested
- Give extra test time
- Adjust readability of test
- Allow recorded reports for essays and/or long answers
- Read test questions
- Allow use of a scribe or a reader
- Allow oral exams
- Other _____

Adapted from Alberta Education, *Teaching Students with Learning Disabilities*, Book 6 in the *Programming for Students with Special Needs* series (Edmonton, AB: Alberta Education, 1996), pp. LD.74-LD.75.

Using Multiple Intelligence Theory to Select Learning Activities

<i>Intelligence</i>	Students learn best by:	Planning questions for teachers	Learning aids and activities
<p>Verbal / Linguistic</p> 	Verbalizing, hearing and seeing words	How can I use the spoken or written word?	Creative writing Formal speech Humour or joke telling Impromptu speaking Journal or diary keeping Oral debate Poetry Storytelling or creation Studying written materials Learning and practising new words
<p>Logical / Mathematical</p> 	Conceptualizing, quantifying and thinking critically	How can I bring in numbers, calculations, logical classifications or critical-thinking skills?	Puzzles Logic and pattern games Abstract symbols Formulae, steps or processes Graphic organizers Number sequences Problem solving Counting or sequencing Deciphering codes Finding patterns Forging relationships Outlining
<p>Visual / Spatial</p> 	Drawing, sketching and visualizing	How can I use visual aids, visualization, colour, art or metaphor?	Active imagination Colour schemes Designs or patterns Mind mapping Creating videos Drawing or guided imagery Painting or drawing Sculpting or modelling
<p>Bodily / Kinesthetic</p> 	Dancing, building a model, doing a hands-on activity and moving	How can I involve the whole body or use hands-on experience?	Body language and gestures Body sculpture, tableaux or human graphs Dramatic enactment Martial arts Mime Physical gestures Physical exercises Dancing—folk or creative Inventing Playing sports and games Role playing and mime

Adapted from Nebraska Department of Education, *Nebraska K-12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Development of Education, 1996) pp. 226-227. Reproduced with permission of the Nebraska Department of Education.

Intelligence	Students learn best by:	Planning questions for teachers	Learning activities
Musical / Rhythmic 	Singing, chanting, finding music that illustrates and putting on background music while learning	How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework?	Music performance Music creation Rhythmic patterns Tonal patterns Vocal sounds and tones Chanting or humming Rapping Listening to music Singing
Interpersonal 	Working with another person or group of people	How can I engage students in peer-sharing, cooperative learning or large group simulation?	Peer assessment Collaboration skills Empathy practice Group projects Teamwork/division of labour Cooperative learning Talking person to person Intuiting others' feelings or motives Giving feedback
Intrapersonal 	Relating to a personal feeling or inner experience	How can I evoke personal feelings or memories or give students choices?	Self-assessment Reflective writing Independent study Guided imagery Metacognition techniques Silent reflection methods Focusing or concentration skills Thinking strategies Higher-order reasoning Telling about feelings Telling about thinking
Naturalist-Physical 	Observing, classifying and appreciating nature	How can I connect students' learning to the physical world?	Field trips Hands-on labs Sensory stimulation Discovering or uncovering Observing or watching Forecasting Caring for plants and animals Comparing Displaying Sorting and classifying Photographing Building environments

Adapted from Nebraska Department of Education, *Nebraska K-12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Development of Education, 1996) pp. 226-227. Reproduced with permission of the Nebraska Department of Education.

Charting Intellectual Characteristics and Behaviours of Gifted Students (example)

This chart has been filled in using examples of students who are gifted. Teachers may wish to use a similar chart to identify behavioural examples of other types of students in order to guide their planning.

Trait or Aptitude	Behavioural Examples of Students who are Gifted
Advanced Intellectual Achievement	<ul style="list-style-type: none">• Takes great pleasure in intellectual activity.• Has high aspirations.• Easily grasps new ideas and concepts, and understands them more deeply than same-aged peers.• Easily memorizes facts, lists, dates and names.• Enjoys playing challenging games and making elaborate plans.• Appears bored or impatient with activities or people.
Motivation and Interest	<ul style="list-style-type: none">• Requires little external motivation to follow through on work that initially excites.• Demonstrates persistence in pursuing or completing self-selected tasks in and out of school.• Develops interests independently.• Has unusual or advanced interests in a topic or activity, but may move quickly from one activity or interest to another.• Asks a lot of questions—one after another.• Asks tough questions about abstract ideas like love, relationships and the universe.• Has a great deal of energy and may need constant stimulation.
Problem-solving Ability	<ul style="list-style-type: none">• Thinks logically, given appropriate data.• Uses effective, often inventive strategies for recognizing and solving problems.• Devises or adopts a systematic strategy to solve problems and changes the strategy if it is not working.• Reasons by analogy; that is, compares an unknown and complex process or scenario to a familiar one; e.g., design and build a robotic arm to function as a human arm.• Extends prior knowledge to solve problems in new situations or applications.• Creates new designs and inventions.• Shows rapid insight into cause-and-effect relationships.
Verbal Proficiency	<ul style="list-style-type: none">• Talks early and pronounces words correctly from the start.• Develops a large and advanced vocabulary and uses complex sentence structures.• Makes up elaborate stories.• Enjoys memorizing and reciting poems and rhymes.• Teaches himself or herself to read.• Easily and spontaneously describes new experiences and explains ideas in complex and unusual ways.

Trait or Aptitude

Behavioural Examples of Students who are Gifted

Logical Thinking

- Enjoys counting, weighing, measuring and categorizing objects.
- Loves maps, globes, charts, calendars and clocks.
- Prefers his or her environment to be organized and orderly.
- Gives or demands logical, reasonable explanations for events and occurrences.
- Comes up with powerful, persuasive arguments for almost anything.
- Complains loudly if he or she perceives something as unfair or illogical.

Creativity

- Comes up with new ideas and concepts on his or her own and applies them in creative and interesting ways.
- Uses materials in new and unusual ways.
- Has lots of ideas to share.
- Creates complicated play and games, or adds new details and twists to stories, songs, movies and games.
- Responds to questions with a list of possible answers.
- Escapes into fantasy and appears to have trouble separating what is real from what is not.
- Goes off in his or her own direction, rather than following instructions.
- Spends a lot of time daydreaming or thinking, which may be perceived as wasting time.
- Makes up elaborate excuses or finds loopholes to evade responsibility for his or her own behaviours.

Charting Intellectual Characteristics and Behaviours (blank chart)

Trait or Aptitude	Behavioural Examples of Students who/with
Intellectual Achievement	•
Motivation and Interest	•
Problem-solving Ability	•
Verbal Proficiency	•
Logical Thinking	•
Creativity	•
Other	•

[This page was intentionally left blank.]

Selected Assessment Instruments

Assessment *as* Learning – Instruments for Student Self-assessment

Listening Strategies Self-assessment Checklist for Students.....	p. 464
Oral Production Strategies Self-assessment Checklist for Students	p. 465
Reading Strategies Self-assessment Checklist for Students.....	p. 466
Written Production Strategies Self-assessment Checklist for Students	p. 467
Suggested Sentence Starters for Learning Journals	p. 468
Pair Checklist for a Task.....	p. 469
Reflecting on a Task, Project or Presentation	p. 470

Assessment *for* Learning and Assessment *of* Learning

Generic Observational Rating Scale (for interactive oral activities).....	p. 471
Generic Observational Rating Scale (for group activities)	p. 472
Teacher Feedback Sheet (for Listening Comprehension).....	p. 473
Teacher Feedback Sheet (for Reading Comprehension).....	p. 474
Example of an Oral Production Rubric	p. 475
Example of a Written Production Rubric	p. 476
Teacher Rating Scale for a Performance Task (Done in Pairs)	p. 477
Generic Analytic Rubric for the Language Skills	p. 478
Teacher Checklist for Performance Task Development	p. 480
Example of a Listening Comprehension Performance Task – Grade 8	p. 481
Student Materials	p. 481
Teacher Materials.....	p. 484
Example of an Oral Production Performance Task – Grade 7.....	p. 487
Student Materials	p. 487
Teacher Materials.....	p. 491
Example of a Reading Comprehension Performance Task – Grade 9.....	p. 495
Student Materials	p. 495
Teacher Materials.....	p. 500
Example of a Written Production Performance Task – Grade 8.....	p. 503
Student Materials	p. 503
Teacher Materials.....	p. 507
Overall Assessment of _____’s Grade 9 French Language Abilities	p. 511

Teacher Self-Assessment

Teacher Professional Practice: Self-Assessment Checklist	p. 513
--	--------

Listening Strategies Self-assessment Checklist for Students

Name: _____ Date: _____

Check off each box that applies to you.

Listening Strategies	All of the time	Most of the time	Some of the time	Not at all
I use my personal experiences to make predictions about what I might hear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use the situation to make predictions about what I might hear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I verify my predictions to see how well I was able to anticipate what I might hear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
While I am listening, I use the situation to help me understand the message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
While I am listening, I look at people's gestures and expressions to assist me in better understanding the message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
While I am listening, I try to use visual clues such as pictures or illustrations to help me better understand the message if applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
While I am listening, I listen for the words I know and ignore those I do not know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
While I am listening, I use the words I know to guess the meaning of words that are unfamiliar to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
While I am listening, I try to focus on words that sound similar to English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
While I am listening, I focus on the way people speak and I use their tone of voice to help me better understand what is being said.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I listen to something for the first time, I try to get the general idea about what is being said.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I listen to something a second time, I try to understand more details about the message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I do not understand what is being said, I ask questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take the risk to listen to new texts in French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I "coach myself" to help me prepare for a listening activity (self talk).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Oral Production Strategies Self-assessment Checklist for Students

Name: _____ Date: _____

Check off each box that applies to you.

Oral Production Strategies	All of the time	Most of the time	Some of the time	Not at all
I use models of oral texts to help map out my ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use models to analyze the structure of the oral text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use models to help me create my oral message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I prepare a draft of my oral message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I create personal reference materials to assist me in preparing my message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use my knowledge of similar situations to formulate my message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use repetition, either silently or aloud, to practise my message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take the risk to say something in French even when I am not sure of myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find a different way to communicate my message if it is not understood by someone else.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use facial expressions or mime to get the message across if I do not have the words readily available in French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ask for help if I cannot get my message across.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I accept that making mistakes while speaking French is a natural part of learning the language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I accept corrections from my teacher or others as a means of improving my oral French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I "coach myself" to help me prepare for an oral activity (self talk).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reading Strategies Self-assessment Checklist for Students

Name: _____ Date: _____

Check off each box that applies to you.

Reading Strategies	All of the time	Most of the time	Some of the time	Not at all
I use my personal experiences to make predictions about what I might read in the text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use the situation to make predictions about what I might read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I verify my predictions to see how well I was able to anticipate what I might read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Before beginning to read the text, I use the title and/or the subtitles to guide my reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
While I am reading, I use the situation to help me understand the message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
While I am reading, I try to use visual clues such as pictures or illustrations to help me better understand the message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
While I am reading, I focus on the words I know and ignore those I do not know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
While I am reading, I use the words I know to guess the meaning of words that are unfamiliar to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
While I am reading, I look for words that are similar to English words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
While I am reading, I note words that I do not understand and look them up in a dictionary at a later time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I read something for the first time, I try to get the general idea about I read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I read something a second time, I try to understand more details about the message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I do not understand what I am reading, I ask for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take the risk to read new texts in French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I "coach myself" to help me prepare for the reading activity (self talk).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Written Production Strategies Self-assessment Checklist for Students

Name: _____ Date: _____

Check off each box that applies to you.

Written Production Strategies	All of the time	Most of the time	Some of the time	Not at all
I use models of written texts to help map out my ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use models to analyze the structure of a written text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use models to help me write my message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I apply my knowledge of text types to follow their format and content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use available resources such as dictionaries, word lists and verb charts to help me write my message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use new words and expressions in my written texts whenever I can.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use personal reference materials to assist me in preparing my written message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I prepare a rough copy of my written message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use a checklist to make sure I have included everything I am required to include in my written message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use the dictionary or other reference material to check my spelling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make corrections to my written text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I prepare a good copy of my written text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take the risk to write something in French even when I am not sure of myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I accept that I may make errors in my writing as a natural part of learning French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I "coach myself" to help me prepare for the writing activity (self talk).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Suggested Sentence Starters for Learning Journals

IN RELATION TO POINTS IN A LESSON

At the beginning of the lesson

What questions do I have from yesterday?

Two important points from yesterday's discussion ...

In the middle of the lesson

What do I want to know more about?

How is this like something else?

Is this easy or difficult for me? Why?

At the end of the lesson

Something I heard that surprised me ...

How could I use this outside of class?

AS A FOLLOW-UP TO A PARTICULAR LEARNING EXPERIENCE

Looking back on the experience

What activities did we do?

What did I learn?

How does what I learned in class relate to the world outside of class?

Looking inside

What did I like or dislike about the learning experience?

How do I feel about what I learned?

What questions or concerns do I have about something we did in class?

Looking forward

What would I like to learn more about?

What goal could I set for myself?

How might what I learned help me in the future?

Pair Checklist for a Task

Generic, to be customized by including task-specific criteria

Names: _____ Date: _____

_____ Task: _____

In preparing the draft for our _____ we ...	OUI	NON
▶ used a planning page _____	<input type="radio"/>	<input type="radio"/>
▶ indicated the _____	<input type="radio"/>	<input type="radio"/>
▶ included the _____	<input type="radio"/>	<input type="radio"/>
▶ included a _____	<input type="radio"/>	<input type="radio"/>
▶ identified a number of _____	<input type="radio"/>	<input type="radio"/>
▶ verified the spellings of words we used _____	<input type="radio"/>	<input type="radio"/>

✂-----

Pair Checklist for a Task

Generic, to be customized by including task-specific criteria

Names: _____ Date: _____

_____ Task: _____

In preparing the draft for our _____ we ...	OUI	NON
▶ used a planning page _____	<input type="radio"/>	<input type="radio"/>
▶ indicated the _____	<input type="radio"/>	<input type="radio"/>
▶ included the _____	<input type="radio"/>	<input type="radio"/>
▶ included a _____	<input type="radio"/>	<input type="radio"/>
▶ identified a number of _____	<input type="radio"/>	<input type="radio"/>
▶ verified the spellings of words we used _____	<input type="radio"/>	<input type="radio"/>

Reflecting on a Task, Project or Presentation

Name: _____ Date: _____

Activity or Task: _____

Getting ready:

To create my message, I:

- followed a model.
- prepared a draft.
- had a partner read over my draft and make suggestions.
- proofread carefully, checking against statements in my notes or posted around the room.

To practise my presentation, I:

- read it out loud to myself, trying not to look.
- read it to myself in front of the mirror at home.
- read it to other people I know.

Presenting:

When I presented, I:

- made sure to use eye contact.
- spoke clearly.
- checked if everyone could hear and understand me.

Looking back:

What went well? _____

What got in my way? _____

What will I do the same way next time? _____

What will I do differently next time? _____

Teacher Feedback Sheet

(for Listening Comprehension)

Generic, to be customized by including task-specific criteria

Names: _____ Date: _____

Listening Task: _____

- Fantastique!*** You were able to correctly identify **all** of the details named in the audio text.
- Très bien!*** You were able to correctly identify **almost all** of the details named in the audio text.
- Bien!*** You were able to correctly identify **most of** the details named in the audio text.
- Assez bien!*** You were able to correctly identify **half** of the details named in the audio text.
- Attention!*** You were able to correctly identify **fewer than** _____ details named in the audio text.

✂-----

Teacher Feedback Sheet

(for Listening Comprehension)

Generic, to be customized by including task-specific criteria

Names: _____ Date: _____

Listening Task: _____

- Fantastique!*** You were able to correctly identify **all** of the details named in the audio text.
- Très bien!*** You were able to correctly identify **almost all** of the details named in the audio text.
- Bien!*** You were able to correctly identify **most of** the details named in the audio text.
- Assez bien!*** You were able to correctly identify **half** of the details named in the audio text.
- Attention!*** You were able to correctly identify **fewer than** _____ details named in the audio text.

Teacher Feedback Sheet

(for Reading Comprehension)

Generic, to be customized by including task-specific criteria

Names: _____ Date: _____

Reading Task: _____

- Bravo!** You were able to _____ all of the _____ according to _____
- Bien!** You were able to _____ most of the _____ according to _____
- Assez bien!** You were able to _____ some of the _____ according to _____
- Attention!** You were not able to _____ any of the _____ according to _____

✂ -----

Teacher Feedback Sheet

(for Reading Comprehension)

Generic, to be customized by including task-specific criteria

Names: _____ Date: _____

Reading Task: _____

- Bravo!** You were able to _____ all of the _____ according to _____
- Bien!** You were able to _____ most of the _____ according to _____
- Assez bien!** You were able to _____ some of the _____ according to _____
- Attention!** You were not able to _____ any of the _____ according to _____

Example of an Oral Production Rubric

Generic, to be customized by including task-specific criteria

Name: _____ Date: _____			
Task: _____			
Criteria	Excellent Work!	Good Work!	Requires More Work!
Content of the message	You included all of the required elements in your ...	You included most of the required elements in your ...	You included less than half of the required elements in your ...
Use of vocabulary	You used the correct vocabulary for ... consistently.	You used the correct vocabulary for ... most of the time.	You used the correct vocabulary for ... inconsistently.
<i>OR</i>	<i>OR</i>	<i>OR</i>	<i>OR</i>
Use of expressions for naming and identifying	You used a variety of expressions related to ...	You used ... [<i>number range, e.g., two to three</i>] expressions related to ...	You used ... [<i>number range, e.g., one</i>] expression related to ...
Understanding of and use of <i>[language element(s)]</i>	You demonstrated consistent understanding of when to use ... and when to use ...	You demonstrated understanding of when to use ... and when to use ... most of the time.	You demonstrated that you do not understand when to use ... and when to use ...
Knowledge of and reference to Francophone <i>[cultural element where applicable]</i>	You identified ...	You identified ... with some hesitation.	You could not identify ...
Recognizing Strategy Use <i>[applicable where students are given opportunity to reflect on strategy use]</i>	Upon completion of your oral task, you were able to identify... [<i>number</i>] strategies that you used.	Upon completion of your oral task, you required some prompting to identify strategies you used.	Upon completion of your oral task, you were not able to identify any strategies that you used.

Example of a Written Production Rubric

Generic, to be customized by including task-specific criteria

Name(s): _____ Date: _____				
Task: _____				
Criteria	4	3	2	1
Required content	All elements are clearly present and easily understood.	Almost all of the elements are present and easily understood.	Most of the elements are present and easily understood.	Few of the elements are present or comprehensible.
Knowledge and use of vocabulary	Used a variety of words appropriate to the task to convey the message.	Used a number of words appropriate to the task to convey the message.	Used a limited number of words appropriate to the task to convey the message.	Used words that were not appropriate to the task.
Understanding of and use of <i>[language element(s)]</i>	Correctly used a variety of language elements in the production of the task.	Correctly used a number of language elements in the production of the task.	Correctly used a limited number of language elements in the production of the task.	Used few language elements correctly in the production of the task.
Spelling	Consistently spelled all known words used in the task correctly.	Some minor spelling errors were made but did not impede understanding of the words.	Generally spelled known words correctly. Some inconsistencies did not impede understanding of the words.	Numerous spelling errors impeded understanding of the words and the message.
Neatness	Writing is legible. Substantial effort was put into the visual presentation.	Writing is legible. Effort was put into the visual presentation.	Writing is somewhat legible. Some effort was put into the visual presentation.	Writing is illegible. Little effort appears to have been put into the visual presentation.
Identification of strategy use	You have identified a variety of strategies that you used to produce the written task.	You identified some strategies that you used to produce the written task.	You required some assistance to identify strategies used for the written task OR the strategies you used seem to lack variety.	Very few strategies were used in the production of this task OR you were not able to identify any strategy use.

Teacher Rating Scale for a Performance Task (Done in Pairs)

Name of Task:			
Names of Students:			
Date:			
Criteria In the course of completing the task, the students were able to ...	Successfully	With some success	Unsuccessfully
express their written message by ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
demonstrate an understanding of vocabulary associated with ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use the appropriate definite/indefinite article with associated vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
spell known words appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
add elements that reflect a Francophone presence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use resources to verify their work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work collaboratively as a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
speak in French as much as possible during the planning stage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Generic Analytic Rubric for the Language Skills

Name:		Date:		Task:	
Criteria Outcome	Beginning to Develop Skill(s) (1)	Developing Skill(s) (2)	Showing Strong Skill(s) Development (3)	Suggestions for similar activities/tasks for the coming year	
Listening Comprehension	You demonstrated understanding of a few of the spoken keywords or expressions that are familiar to you.	You demonstrated understanding of most of the spoken keywords or expressions that are familiar to you.	You demonstrate full understanding of the spoken keywords and expressions that are familiar to you.		
Reading Comprehension	You demonstrated understanding of a few of the written keywords or expressions that are familiar to you.	You demonstrated understanding of most of the written keywords or expressions that are familiar to you.	You demonstrate full understanding of the written keywords and expressions that are familiar to you.		
Oral Production	What you say in French is not yet clear. Many of the required language elements are missing but you are beginning to see how to make use of a model to say something on your own. Your message is often difficult to understand because of many errors in: <input type="checkbox"/> word choice <input type="checkbox"/> sentence structure <input type="checkbox"/> use of grammar rules <input type="checkbox"/> pronunciation/intonation.	What you say is generally clear . A few of the required elements are missing in the message, or repeated often, but one can understand what you are trying to express. Your message contained several errors in: <input type="checkbox"/> word choice <input type="checkbox"/> sentence structure <input type="checkbox"/> use of grammar rules <input type="checkbox"/> pronunciation/intonation.	You clearly expressed many ideas. Your message sounds realistic, and the occasional error does not interrupt the understanding of your message. You consistently make use of a wide range of language elements studied in class. The few errors you do make relate to: <input type="checkbox"/> word choice <input type="checkbox"/> sentence structure <input type="checkbox"/> use of grammar rules <input type="checkbox"/> pronunciation/intonation.		

Note: Teachers will select only those outcomes that are applicable to the task.

Criteria Outcome	Beginning to Develop Skill(s) (1)	Developing Skill(s) (2)	Showing Strong Skill(s) Development (3)	Suggestions for similar activities/tasks for the coming year
Written Production	<p>You are beginning to understand and use words in the model that can be substituted to create your version of a message.</p> <p>You can use some words related to the topic as well as some of the required language elements. Your message is often difficult to understand because of too many errors in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> word choice <input type="checkbox"/> sentence structure <input type="checkbox"/> use of grammar rules <input type="checkbox"/> spelling or writing conventions. 	<p>Parts of your message are complete and individualized. Others are a straight copy of the model.</p> <p>You can use different words and phrases related to the topic as well as many of the required language elements. While your message is generally comprehensible, it contains several errors in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> word choice <input type="checkbox"/> sentence structure <input type="checkbox"/> use of grammar rules <input type="checkbox"/> spelling or writing conventions. 	<p>You can express a simple message by following a model and substituting your own words to create simple, concrete and comprehensible sentences in French.</p> <p>You can use several different words and phrases related to the topic as well as all of the required language elements appropriately. The few errors you do make relate to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> word choice <input type="checkbox"/> sentence structure <input type="checkbox"/> use of grammar rules <input type="checkbox"/> spelling or writing conventions. 	

Teacher Checklist for Performance Task Development

Title of Performance Task: Date of Development:		
In developing the student instruction sheet, I made sure that ...	YES	NO
the performance task description provides a context and/or reason as to why the student is to carry out the task, i.e., the who, the what and the why.	<input type="checkbox"/>	<input type="checkbox"/>
the title of the performance tasks matches the description.	<input type="checkbox"/>	<input type="checkbox"/>
the description of the task matches the instructions.	<input type="checkbox"/>	<input type="checkbox"/>
the instructions are written one step at a time.	<input type="checkbox"/>	<input type="checkbox"/>
the instructions are clear.	<input type="checkbox"/>	<input type="checkbox"/>
the instructions are precise.	<input type="checkbox"/>	<input type="checkbox"/>
a model is provided for the student when necessary.	<input type="checkbox"/>	<input type="checkbox"/>
the description and the instructions are distinct from each other.	<input type="checkbox"/>	<input type="checkbox"/>
the criteria being assessed correspond to the task instructions.	<input type="checkbox"/>	<input type="checkbox"/>
the task itself is appropriate for the outcomes being assessed.	<input type="checkbox"/>	<input type="checkbox"/>
it is clear which language skills are being assessed.	<input type="checkbox"/>	<input type="checkbox"/>
an estimated time frame needed to successfully carry out the assessment has been included.	<input type="checkbox"/>	<input type="checkbox"/>
the time frame is realistic.	<input type="checkbox"/>	<input type="checkbox"/>
all required materials have been listed.	<input type="checkbox"/>	<input type="checkbox"/>
the assessment instruments to be used are included and explained.	<input type="checkbox"/>	<input type="checkbox"/>
the choice of assessment instruments is appropriate for the task.	<input type="checkbox"/>	<input type="checkbox"/>
the descriptive words and comments included in the assessment instruments are appropriate for the students and the task, e.g.: – <input type="checkbox"/> Yes <input type="checkbox"/> Not Yet OR <input type="checkbox"/> Yes <input type="checkbox"/> No OR <input type="checkbox"/> Met <input type="checkbox"/> Not Met – You were able to identify _____ out of _____ items. – Bravo! Your description was complete and well presented!	<input type="checkbox"/>	<input type="checkbox"/>

Possible Assessment Instruments	For teacher use	For student use
Anecdotal notes		
Checklist—for general observations		
Checklist—for specific outcomes		
Peer Assessment Checklist	NA	
Peer Feedback Form (e.g., two Stars and a Wish)	NA	
Rating scale		
Rubric—Analytic		
Rubric—Holistic		
Self-assessment checklist	NA	
Self-reflection form	NA	
Teacher feedback form—global		NA
Teacher feedback form—specific		NA

Se renseigner sur l'alimentation saine
DIRECTIVES POUR L'ÉLÈVE

Performance Task Description

In preparation for Wellness week activities in your school, your French teacher has found a French-language radio series that presents healthy eating advice. You listen to the radio segment in order to take down notes which you will be able to use later in a poster contest submission in which you would like to participate.

Instructions

1. Before you begin the activity, think of three things you can do to prepare yourself before you listen to a text in French. Write them down below.

2. The first time you listen to the audio segment, identify the number of pieces of advice given on the note page provided.
3. The second time you listen to the audio segment, jot down the advice given in point form.
4. The third time you listen to the audio segment, verify your notes and add any details you may have missed the second time you listened.
5. Share your notes with a partner. Using a different coloured pen than the one used in Step 4, add information you are missing or make changes as a result of sharing with your partner.
6. Use the Self-Reflection Form to think about how well you were able to carry out this task.

Se renseigner sur l'alimentation saine

Nom : _____ Date: _____

Des conseils sur l'alimentation saine

Notes



Se renseigner sur l'alimentation saine

SELF-REFLECTION ON MY LISTENING SKILLS

1. Thinking about what I can do before I listen to a text in French helped me ,
Thinking about what I can do before I listen to a text in French did not help me ,

because _____

2. Listening to the text three times helped me ,
Listening to the text three times did not help me ,

because _____

3. Sharing my results with a partner helped me ,
Sharing my results with a partner did not help me ,

because _____

4. One thing I learned from sharing my results with my partner is:

5. Overall, I found this task:

very easy easy difficult very difficult

Nom: _____

Date: _____

Se renseigner sur l'alimentation saine

TEACHER INFORMATION PAGE

Performance Task Description

In preparation for Wellness week in your school, your French teacher has come across a French-language radio series that presents healthy eating advice. You listen to the radio segment in order to take down notes which you will be able to use later in your poster contest submission.

Specific Outcomes Assessed

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

COMPONENTS	
Field of Experience SUBFIELD	FOOD FOOD AND NUTRITION
Communication	
LISTENING COMPREHENSION	<ul style="list-style-type: none"> • understand the main idea and specific details about nutrition by identifying previously taught key words or expressions contained in an adapted concrete audio text
Language	
APPLICATION OF VOCABULARY & LANGUAGE CONCEPTS	<ul style="list-style-type: none"> • use, with some consistency and in oral form, the following linguistic elements needed to understand an audio text: <ul style="list-style-type: none"> – vocabulary related to food and nutrition – recognize expressions of quantity – recognize the imperative in the affirmative and negative with regular <i>-er, -re, -ir</i> verbs
Language Learning Strategies	
COMPREHENSION STRATEGIES	<ul style="list-style-type: none"> • develop and use comprehension strategies to facilitate the understanding of an oral message: <ul style="list-style-type: none"> – activate language listening skills (cognitive) – focus attention on the required information (cognitive) – evaluate own ability to understand an auditory message (metacognitive) – identify a strategy or strategies used to facilitate comprehension of a listening text (metacognitive)

Time Frame:

To be completed after students have worked with giving advice and vocabulary related to healthy eating such as the names for different foods, nutrition terms such as lipids and vitamins and quantities (approximately 450 minutes of instruction).

Materials:

- script of audio segment (audio segment can be obtained from Alberta Education Web site)

Teacher Assessment Tools:

- Listening Comprehension Teacher Feedback (to assess students' listening comprehension and strategy use)

Student Assessment Tools:

- Student Listening Form (to assess student's listening comprehension)
- Reflection on Listening Form (to assess student's perception of his or her performance)

Audio Script – Manger sainement et simplement

Notez les dix conseils donnés par l'animatrice.

Animatrice : Bonjour. Ici Geneviève Labonté. Bienvenue à la chronique *Au coin de la santé*. Tout au long des dernières semaines, je vous ai parlé de la bonne nutrition. Pour conclure cette série, je vous laisse avec dix conseils simples à suivre pour manger sainement et simplement.

Premier conseil – Prenez trois repas par jour pour répartir de façon équilibrée la source de protéines, de glucides et de lipides.

Deuxième conseil – N'hésitez pas à ajouter des collations nutritives pour compléter les menus.

Troisième conseil – En planifiant les menus, choisissez chaque jour des aliments dans chacun des quatre groupes alimentaires.

Quatrième conseil – Variez les menus.

Cinquième conseil – Choisissez des aliments à haute valeur nutritive : des produits de grains entiers, des fruits et des légumes riches en vitamines et en minéraux, des aliments riches en protéines.

Sixième conseil – Choisissez de préférence des aliments moins gras.

Septième conseil – Choisissez plus souvent des légumes vert foncé ou orange et des fruits orange.

Huitième conseil – Évitez les repas rapides, à titre d'exemple : les hamburgers et les frites.

Neuvième conseil – Buvez au moins un litre et demi d'eau par jour.

Dixième conseil – Prenez les repas à table pendant un minimum de 20 à 30 minutes et mangez dans le calme.

Alors, si vous suivez ces dix conseils à la lettre, je peux vous assurer une vie de qualité et de bonheur. Ici, Geneviève Labonté, et au revoir.

Se renseigner sur l'alimentation saine

LISTENING COMPREHENSION TEACHER FEEDBACK

Nom : _____ Date: _____

- Fantastique!** You were able to identify all ten pieces of healthy-eating advice.

- Très bien!** You were able to identify eight/nine pieces of healthy-eating advice.

- Bien!** You were able to identify six/seven pieces of healthy-eating advice.

- Assez bien!** You were able to identify five pieces of healthy-eating advice.

- Plus d'effort!** You were able to identify less than five pieces of healthy-eating advice.

CRITERIA FOR STRATEGY USE You were able to ...	OUI	NON	EVIDENCE
– think about what listening skills you were going to use prior to listening to the audio text.	<input type="checkbox"/>	<input type="checkbox"/>	
– focus on the required information.	<input type="checkbox"/>	<input type="checkbox"/>	
– assess your ability to understand an audio text.	<input type="checkbox"/>	<input type="checkbox"/>	
– identify the types of strategies you were going to use to help you better understand the audio text.	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:			

Donner des directives pour se rendre quelque part dans l'école DIRECTIVES POUR L'ÉLÈVE

Performance Task Description

A group of exchange students from Québec is coming to your school and will spend time in your morning classes. Your principal has asked you to be prepared to give these students directions orally for getting from class to class based on your timetable. You are to meet the exchange students at the front entrance of your school.

Instructions

1. Use your class notes to review how directions are given in French.
2. Using your timetable, choose one day of the week and the four morning classes of that day.
3. Using your school floor plan, find the school's main entrance and the end point based on the first class of the chosen day.
4. Think about how you will give the visiting students directions from the school entrance to the first class.
5. Read the following model to assist you in preparing your directions: *Vous êtes ici à l'entrée principale de l'école. Aujourd'hui, c'est mardi. Alors, vous allez maintenant à la classe de mathématiques. Pour arriver à la classe de mathématiques, tournez à gauche. Ensuite, allez tout droit et voilà la salle de classe numéro 125, la classe de mathématiques.*
6. Using the planning page (*Feuille de planification*), write down your directions for the first class. You will indicate where the students are and where they will be going next and give at least two directional statements as to how to get there.
7. Prepare directions for the next three classes indicating the name of the class they are currently in, where they are going next and giving at least two directional statements as to how to get there.
8. When you have finished, read your directions to a partner, who will follow them on a copy of your school's floor plan. Your partner will use the Peer Assessment form to provide you with feedback on your work.
9. Using your partner's feedback, make any changes you think might be necessary to improve your work.
10. When you have made your changes, practise your directions so that you are able to present them without reading them.
11. When you are ready, indicate to your teacher when you are ready to give your directions. Your teacher will assess your oral work.
12. Using the Self-Assessment form, reflect on how well you were able to carry out the task.

Donner des directives pour se rendre quelque part dans l'école



FEUILLE DE PLANIFICATION

Nom : _____ Date: _____

Premier ensemble de directives : Vous êtes _____

Deuxième ensemble de directives : Vous êtes _____

Troisième ensemble de directives : Vous êtes _____

Quatrième ensemble de directives : Vous êtes _____

Donner des directives pour se rendre quelque part dans l'école

PEER ASSESSMENT

Mon nom : _____ Date : _____ Je donne de la rétroaction à : _____
--

You were able to ...	Oui	Non
- indicate that the students are at the school's main entrance.		
- indicate what is the first class of the day.		
- provide appropriate directions to get from the school's main entrance to the first class.		
- identify the starting point of the first class.		
- indicate what the next class is.		
- provide appropriate directions to get from the first class to the second class.		
- identify the starting point of the second class.		
- indicate what the next class is.		
- provide appropriate directions to get from the second class to the third class.		
- identify the starting point for the third class.		
- indicate what the next class is.		
- provide appropriate directions to get from the third class to the fourth class.		
- pronounce your words correctly so I could understand you.		

Something I really liked about your work is:

A suggestion for improving your work is:

Donner des directives pour se rendre quelque part dans l'école

SELF-ASSESSMENT

Nom : _____ Date: _____

For this task, I was able to ...	with no trouble	with some trouble	not at all
- use my school plan to help me prepare my message.			
- indicate the location of the exchange students.			
- indicate the first class of the day.			
- provide appropriate directions to get from one classroom to the next.			
- use appropriate vocabulary for naming the school subjects.			
- use appropriate vocabulary for giving directions in the school.			
- use <i>la feuille de planification</i> to help me organize my thoughts.			
- use my classmate's feedback to improve my message.			
- pronounce my words correctly when I presented my directions.			
- use appropriate intonation when I presented my directions.			
Thinking back, I should have			
Next time I carry out a similar task, I will			

Donner des directives pour se rendre quelque part dans l'école

TEACHER INFORMATION PAGE

Performance Task Description

A group of exchange students from Québec is coming to your school and will spend time in your morning classes. Your principal has asked you to be prepared to give these students directions orally for getting from class to class based on your timetable. You are to meet the exchange students at the front entrance of your school.

Specific Outcomes Assessed

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

COMPONENTS	
Field of Experience SUBFIELD	SCHOOL SCHOOL PLAN
Communication	
LISTENING COMPREHENSION	<ul style="list-style-type: none"> • understand simple directions by identifying previously taught key words or expressions contained in an oral message
ORAL PRODUCTION	<ul style="list-style-type: none"> • give simple directions with limited spontaneity in a defined, highly structured and modelled fashion, resulting in a prepared message, expressed in the present, that is comprehensible
Language	
APPLICATION OF VOCABULARY & LANGUAGE CONCEPTS	<ul style="list-style-type: none"> • use, with some consistency and in oral form, the following linguistic elements needed to understand an audio text: <ul style="list-style-type: none"> – vocabulary related to school subjects, numbers and giving directions • use, with some consistency and in oral form, the following linguistic elements needed to produce an oral message: <ul style="list-style-type: none"> – vocabulary related to school subjects, numbers and giving directions – the appropriate forms of the verb <i>être</i> and <i>aller</i> – correct pronunciation of known words – correct word order in simple sentences
Language Learning Strategies	
COMPREHENSION STRATEGIES	<ul style="list-style-type: none"> • develop and use comprehension strategies to facilitate the understanding of an oral message: <ul style="list-style-type: none"> – focus attention on the required information (cognitive)

PRODUCTION STRATEGIES	<ul style="list-style-type: none"> • develop and use production strategies to facilitate the communication of an oral message <ul style="list-style-type: none"> – use models to create a similar text (cognitive) – organize ideas using schemata (cognitive) – collaborate with others to rehearse a message (socioaffective) – use a checklist, written mainly in English, to reflect on one’s work (metacognitive)
-----------------------	--

Time Frame:

To be completed after students have worked with giving directions, the appropriate forms of the verb *être* and *aller* and after reviewing vocabulary related to school subjects and the names of classrooms (approximately 300 minutes of instruction).

Materials:

- copy of school plan
- copy of class/student timetable

Teacher Assessment Tools:

- Strategy Observations Checklist (to assess students’ listening comprehension and strategy use)
- Teacher Rating Scale (to assess student’s oral production)

Student Assessment Tools:

- *Feuille de planification* (to assess student’s planning skills)
- Peer Assessment Form (to assess peer’s oral reading)
- Self-reflection Form (to assess student’s perception of planning process and success in carrying out the task)

Donner des directives pour se rendre quelque part dans l'école

STRATEGY OBSERVATION CHECKLIST

Date: _____

Criteria: Student is able to ... Student Pair	focus attention on the required information		collaborate with others to rehearse a message		Comments
	OUI	NON	OUI	NON	

Donner des directives pour se rendre quelque part dans l'école

TEACHER RATING SCALE

Name: _____ Date: _____

CRITERIA

You were able to ...	With ease	Satisfactorily	Not Yet
– indicate that the students are at the school's main entrance.	●	●	●
– indicate what is the first class of the day.	●	●	●
– provide appropriate directions to get from class to class.	●	●	●
– use appropriate vocabulary for naming the school subjects.	●	●	●
– use appropriate vocabulary for giving directions in the school.	●	●	●
– use appropriate numbers or names for the classrooms.	●	●	●
– use the correct forms for the verbs <i>être</i> and <i>aller</i> .	●	●	●
– use correct pronunciation for known words.	●	●	●
– use correct order in simple sentences.	●	●	●
– use models to create a similar text.	●	●	●
– organize your ideas using schemata.	●	●	●

Comments: _____

Se rendre conscient(e) de la vie rurale et de la vie urbaine
DIRECTIVES POUR L'ÉLÈVE

Performance Task Description

In preparation for Education week activities in your school, your French teacher has found a new version of a well-known fable. Since the theme for Education week is you and your community, your teacher has decided that it might be interesting to look at what community means for different people, including mice. You are asked to read the story and give your opinion of what constitutes a community.

Instructions

1. Have you ever read the fable entitled *The Country Mouse and the City Mouse*? Yes No
If yes, what do you know about the fable?/If you have not read the fable, ask a classmate to tell you about it. _____

2. Now think of three things you like about city life and three things you like about country life. Write them down below.

Trois choses que j'aime de la vie rurale : _____

Trois choses que j'aime de la vie urbaine : _____

3. The first time you read the text, using a red pen, underline all references made to *la vie rurale* and, using a blue pen, underline all references made to *la vie urbaine*.
4. The second time you read the text, use the T-chart and jot down the information by category.
5. The third time you read the text, highlight the country mouse's viewpoint of rural life and urban life in yellow and highlight the city mouse's viewpoint of rural life and urban life in green.
6. Use the Self-Reflection form to write your definition of community in French, based on the information gathered about rural and urban life.
7. Use the same form to think about the reading process you just went through.
8. Hand in this page, your copy of the story, the T-chart and your Self-Reflection form to your teacher for assessment.

Nom : _____

Date : _____

La souris de ville et la souris de campagne : une version moderne

Il était une fois une souris qui, vivant à la campagne, invita sa cousine de la ville à lui rendre visite. Celle-ci, ravie de l'invitation, accepta avec empressement. Sa cousine de campagne lui manquait beaucoup, et, c'était une bonne occasion de passer du temps à la campagne. Elle pouvait déjà voir les beaux prés, parsemés de fleurs printanières, et les petites pousses vertes des potagers en pleine croissance.

Le jour du voyage arriva et la souris de ville partit de chez elle avec un grand esprit d'aventure. En arrivant à la campagne, elle fut impressionnée par les vastes espaces qui semblaient s'étendre à perte de vue. Elle s'arrêta pour respirer profondément l'air frais de la campagne. Ah! Que ça sentait bon, que ça sentait propre.

La souris de ville rencontra sa cousine chez elle, une toute petite maison en bois avec un toit de tuiles rouges et des fenêtres habillées de volets gravés en forme de cœur bleu ciel. Sa cousine de la campagne l'embrassa fortement quand elle arriva à la porte. Ça faisait longtemps qu'elles ne s'étaient pas vues.

Les deux souris passèrent la journée ensemble, jouissant de la paix et de la tranquillité de la vie campagnarde. Elles mangèrent tout ce que la bonne terre avait à leur offrir, sous un ciel dégagé et plein d'étoiles scintillantes. Ah! Que la vie à la campagne est plaisante, près de la nature dans toute sa majesté. La souris de ville a aussi remarqué que les voisins saluaient toujours sa cousine et que celle-ci verrouillait rarement sa porte.

Mais après une semaine de grand repos, la souris de ville commença à s'ennuyer à la campagne. Elle trouvait la nourriture très simple et sans grande variété. Puis, le silence des longues nuits pastorales l'empêchait de bien dormir. Le bruit des sirènes et le mouvement de la ville lui manquaient beaucoup. De plus, elle était très fatiguée de porter des salopettes en jean, elle rêvait de porter de nouveau ses beaux tailleurs.

Le lendemain, la souris de ville décida de retourner en ville. Elle remercia sa cousine de son aimable hospitalité et l'invita à passer la prochaine fin de semaine chez elle.

La semaine suivante, la souris de campagne partit de sa toute petite maison et se dirigea vers la grande ville où habitait sa cousine. Elle remarqua que l'autoroute avait été agrandie et que les beaux arbres qui la bordaient avaient été enlevés et remplacés par de gros panneaux d'affichage. Trop de publicité, pensa-t-elle. Le voyage était long et fastidieux, surtout à cause d'un accident à l'entrée de la ville. Elle arriva donc deux heures plus tard que prévu. De plus, elle ne pouvait pas trouver de stationnement près de l'immeuble à appartements de sa cousine. Elle devint très frustrée, et comble de malheur, elle fut délestée de son sac à main par un gros rat menaçant...

La souris de ville n'était pas de bonne humeur quand sa cousine arriva enfin. Le canard à l'orange qu'elle avait préparé pour le souper était totalement gâché. La souris de ville pleurait à

chaudes larmes. Sa cousine essaya de la consoler en affirmant que peu importait l'état de son souper, il était sûrement encore bon à manger.

Le lendemain matin, la souris de ville emmena sa cousine se faire coiffer chez un coiffeur de renommée internationale et faire l'achat de nouveaux vêtements à la mode. La souris de campagne insistait qu'elle était bien dans sa peau et qu'elle n'avait pas besoin d'un changement, mais sa cousine réitérait qu'il fallait être toujours présentable lorsque l'on se promenait dans la ville.

Après avoir visité presque tous les grands magasins et toutes les boutiques chic du quartier, elles décidèrent de prendre un bon café latté au caramel. Elles s'assirent à la terrasse d'un bistrot pour prendre des rayons de soleil et pour observer les gens qui passaient. Mais la souris de campagne se sentait vraiment mal à l'aise avec toute l'activité autour d'elle : les cris de enfants, les rires, les coups de klaxon et le grondement de la musique rap des magnétophones. Elle se sentait toute petite et insignifiante parmi toutes ces personnes élégantes avec leur vie très agitée et mouvementée.

Les deux cousines allèrent ensuite visiter un musée d'art impressionniste. La souris de campagne était étonnée par ces belles œuvres d'art, mais elle préférait quand même le « vrai art » – celui offert par dame Nature. La souris de ville indiqua à sa cousine qu'il fallait se dépêcher parce qu'elles avaient des réservations dans un restaurant de cinq étoiles. Elles retournèrent chez la souris de ville pour se changer; maintenant elles portaient de belles robes noires en cuir. Elles avaient l'air vraiment chic.

En arrivant au restaurant, la souris de campagne fut surprise par l'élégance du restaurant : le couvert en argent, la nappe et les serviettes en lin irlandais, et les assiettes en porcelaine de Limoges. Elles suivirent le maître d'hôtel qui les conduisit à leur table. La souris de campagne regarda le menu, qui lui mettait l'eau à la bouche. Il y avait une grande variété de mets exotiques avec des noms qu'elle n'avait jamais entendus et qu'elle avait peine à prononcer. Elle se sentait encore une fois toute petite et mal à l'aise. Le repas était succulent et le service extraordinaire, mais en rentrant chez sa cousine, la souris de campagne contempla sa vie à la campagne.

Au lit, dans la chambre récemment décorée dans le style Art déco, la souris de campagne tourna la tête pour regarder le beau panorama de la ville par la fenêtre. Les gratte-ciel étaient entourés de pollution et le bruit constant des véhicules brisait la tranquillité de la nuit. À ce moment-là, la souris de campagne décida de rentrer chez elle. Elle sauta du lit et fit sa valise. Elle remercia gracieusement sa cousine et quitta la ville. Lors du voyage, elle ne pensa qu'à la belle vie qui l'attendait à la campagne : la nature, l'air frais et la simplicité.



Se rendre conscient(e) de la vie rurale et de la vie urbaine

Classez l'information dans le texte selon la catégorie appropriée.

la vie rurale	la vie urbaine
Description de l'environnement	Description de l'environnement
Description du logement	Description du logement
Description des vêtements	Description des vêtements
Description des activités	Description des activités

Nom : _____

Date : _____

Se rendre conscient(e) de la vie rurale et de la vie urbaine

SELF-REFLECTION

Nom : _____

Date : _____

Utilise l'information de la grille pour développer ta définition de ce que veut dire « la communauté ». _____

1. How did thinking about the fable *The Country Mouse and the City Mouse* help you to prepare for reading a similar story in French? _____

2. How did thinking about what you like about country life and city life help you to prepare for reading the story in French? _____

3. How did using underlining and highlighting help you to identify the specific details in the story? _____

4. How did the T-chart help you better understand the story? _____

5. What one new thing did you learn about your ability to understand an unfamiliar text in French? _____

6. Overall, I found the reading of this story:

very easy

easy

difficult

very difficult

Se rendre conscient(e) de la vie urbaine et de la vie rurale

TEACHER INFORMATION PAGE

Performance Task Description

In preparation for Education week activities in your school, your French teacher has found a new version of a well-known fable. Since the theme for Education week is you and your community, your teacher has decided that it might be interesting to look at what community means for different people, including mice. You are asked to read the story and give your opinion of what constitutes a community.

Specific Outcomes Assessed

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

COMPONENTS	
Field of Experience SUBFIELD	COMMUNITY COUNTRY LIFE AND CITY LIFE
Communication	
READING COMPREHENSION	<ul style="list-style-type: none">understand the main ideas and specific details about urban and rural life by identifying previously taught key words or expressions contained in a written text, using highlighting and underlining
Language	
APPLICATION OF VOCABULARY & LANGUAGE CONCEPTS	<ul style="list-style-type: none">use, with some consistency and in written form, the following linguistic elements needed to understand a written text:<ul style="list-style-type: none">vocabulary related to country life and city life
Language Learning Strategies	
COMPREHENSION STRATEGIES	<ul style="list-style-type: none">develop and use comprehension strategies to facilitate the understanding of an oral message:<ul style="list-style-type: none">activate prior knowledge about country life and city life (cognitive)use highlighting and underlining to identify main ideas and details (cognitive)focus attention on the required information (cognitive)categorize concrete information (cognitive)take the risk to read a new text in French (socioaffective)evaluate own ability to understand a written message (metacognitive)

Time Frame:

To be completed after students have worked with vocabulary related to country life, and city life, such as the advantages and disadvantages of country life and city life (approximately 300 minutes of instruction).

Note: In keeping with the true nature in which fables are written, the French version has been written in the past tense (*l'imparfait* and *le passé simple* are used). Explain to students that the text is written in the past but that they only need to focus on the root of the verb to discern meaning (e.g., *invita* = *inviter*; *manquait* = *manquer*). You may wish to guide students by reading through the first paragraph with them to demonstrate how easily they can understand these two tenses.

Materials:

- examples on board of the roots of verbs used with *l'imparfait* and *le passé simple* for student reference as they read through the text

Teacher Assessment Tools:

- Reading Comprehension Teacher Rating Scale (to assess students' reading comprehension and strategy use)

Note: This same assessment tool can be changed into an assessment *of* learning by changing the criteria to indicate specific numbers of ideas and by changing the qualifiers to numbers.

Student Assessment Tools:

- Copy of story (to assess student's reading comprehension and strategy use)
- T-chart (to assess student's reading comprehension)
- Reflection on Reading Form (to assess student's perception of his or her performance and reflections on the reading process)

=====

As an extension activity, students could be asked to use the information in the T-chart to simulate a conversation between the country mouse and the city mouse as they express their views on country life and city life.

Se rendre conscient(e) de la vie rurale et de la vie urbaine

READING COMPREHENSION TEACHER RATING SCALE

Nom : _____ Date : _____

CRITERIA:

You were able to ...	Bravo!	Bien	Avec des difficultés
– identify all references made to <i>la vie urbaine</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– identify all references made to <i>la vie rurale</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– identify specific details related to the cityscape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– identify specific details related to the description of the countryside	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– identify specific details related to the home of the country mouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– identify specific details related to the home of the city mouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– identify specific details related to the clothing of the country mouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– identify specific details related to the clothing of the city mouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– identify specific details related to rural activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– identify specific details related to urban activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– write a personal definition for community based on the information provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– activate your prior knowledge about the English fable <i>The Country Mouse and the City Mouse</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– activate your prior knowledge about country life and city life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– use highlighting and underlining to identify main ideas and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– focus your attention on identifying the required information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– categorize the information using the T-chart and the categories provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– take the risk to read a new text in French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– assess your ability to understand a written message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Créer un livret sur les animaux de la ferme

DIRECTIVES POUR L'ÉLÈVE

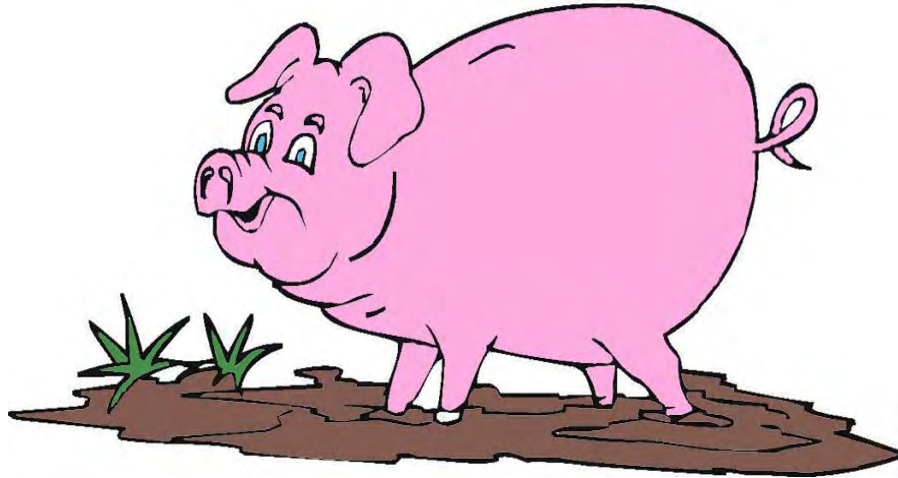
Performance Task Description

Your class has decided to create illustrated farm animal books for Grade 5 FSL students. Working in groups of twelve, each student will prepare one page of the book in which the student will describe a farm animal: its name, its physical or personality traits, the type of actions the animal does, the type of sound it makes (if applicable) and two other details that may add to the story.

Instructions

1. In groups of twelve, read the model provided on the next page.
2. As a group, decide who will describe each of the following animals: *un âne, un canard, un cheval, une chèvre, un cochon, un coq, un dindon/une dinde, un mouton, une oie, une poule, un taureau, une vache*. Also, decide on how the pages are to be laid out and in what order.
3. Draw and colour a picture or find a photograph or an illustration of the farm animal you are describing.
4. Write a draft of your description that provides information about:
 - the type of farm animal,
 - the animal's name (e.g., *Boris*)
 - three physical traits, including a detail about each trait,
 - one personality trait that animal has (e.g., *Il est très timide.*),
 - two actions typical of the animal,
 - the sound the animal makes (if applicable),
 - the name of the baby animal (if applicable) or two other details if the previous pieces of information are not applicable and
 - where the animal lives.
5. When you have completed your draft, ask a member of your group to check your description, using the Peer Feedback form.
6. Make any necessary changes to your description and your page layout, based on your classmate's feedback.
7. Prepare the final copy of your page of the book.
8. Once you have completed the final copy of your page, fill out the Self-Assessment form.
9. As a group, assemble the book using the title page model. Have each member sign the cover.
10. As a group, hand in your Peer Feedback forms and your book for assessment.

Modèle pour les élèves



Voici le cochon de M. Thibault. Son nom est Piggy. Il a de beaux yeux bleus et une belle queue en tire-bouchon. Il a aussi un groin court. Piggy est gentil mais timide. Il adore se rouler dans la boue et « être cochon »! Sa nourriture préférée est le maïs. Alors, quand Piggy est content, il fait « groin groin ». La nuit, il aime dormir dans la porcherie. Bonne nuit, Piggy!

Créer un livret sur les animaux de la ferme

PEER ASSESSMENT

Mon nom : _____ Date: _____

Je donne de la rétroaction à : _____

In your animal description, you were able to ...	Oui	Non
name the type of farm animal being described.		
give the animal a name.		
identify three physical traits.		
mention something about each physical trait.		
identify two different actions the animal does.		
provide one other detail about the animal (e.g., the sound it makes, the name of the baby animal).		
use appropriate vocabulary.		
use correct spelling for the words you know.		
use the appropriate conventions for punctuation (e.g., « ») in French.		
include an appropriate drawing, photograph or illustration with your description.		
follow the layout as planned by our group.		

Something I really liked about your farm animal description:

A suggestion for improving your farm animal description in its final form:

Créer un livret sur les animaux de la ferme

SELF-ASSESSMENT

Nom : _____ Date: _____

Criteria In writing my animal description, I was able to ...	with no difficulty	with some difficulty	with a lot of difficulty		
name the type of farm animal I was to describe.					
give the animal a name.					
identify three physical traits.					
mention something about each physical trait.					
identify two different actions the animal does.					
provide one other detail about the animal (e.g., the sound it makes, the name of the baby animal).					
use appropriate vocabulary.					
use correct spelling for the words I know.					
use the appropriate conventions for punctuation in French.					
include an appropriate drawing, photograph or illustration with my description.					
follow the layout as planned by our group.					
I enjoyed this part of the task:					
I had difficulty with this part of the task:					
Circle the word that best describes your overall feeling about your work:					
Fantastique!	Super!	Excellent!	Très bien!	Merveilleux!	Bien!

Créer un livret sur les animaux de la ferme

TEACHER INFORMATION PAGE

Performance Task Description

Your class has decided to create illustrated farm animal books for Grade 5 FSL students. Working in groups of twelve, each student will prepare one page of the book in which the student will describe a farm animal: its name, its physical or personality traits, the type of actions the animal does, the type of sound it makes (if applicable) and two other details that may add to the story.

Specific Outcomes Assessed

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

COMPONENTS	
Field of Experience SUBFIELD	ANIMALS ANIMAL FAMILIES
Communication	
WRITTEN PRODUCTION	<ul style="list-style-type: none"> • describe a farm animal in written form, providing some details, in a defined, structured and modelled fashion that is expressed in the present and that is comprehensible and accurate
READING COMPREHENSION	<ul style="list-style-type: none"> • understand the main idea and specific details about a farm animal by identifying key words or expressions contained in a text written by another student
Language	
APPLICATION OF VOCABULARY & LANGUAGE CONCEPTS	<ul style="list-style-type: none"> • use, with some consistency and in written form, the following linguistic elements needed to describe the farm animal: <ul style="list-style-type: none"> – vocabulary related to the name of the animal, physical traits, personality traits, the actions it carries out, its habitat – appropriate use of the definite and indefinite article – appropriate adjectival agreements – the appropriate form of <i>être</i> in the present tense – the appropriate form of <i>avoir</i> in the present tense – the appropriate form of regular <i>-er</i> verbs in the present tense – the conjunction <i>et</i> to link a list of words or phrases – correct word order for simple sentences
Culture	
	<ul style="list-style-type: none"> • demonstrate knowledge of the cultural characteristics of the French language by using the following sociolinguistic conventions: <ul style="list-style-type: none"> – the appropriate conventions for punctuation in French.

Language Learning Strategies	
COMPREHENSION STRATEGIES	<ul style="list-style-type: none"> • develop and use comprehension strategies to facilitate the understanding of a written message: <ul style="list-style-type: none"> – focus attention on the required information (cognitive) – focus attention on the task by using a Peer Assessment form (metacognitive)
PRODUCTION STRATEGIES	<ul style="list-style-type: none"> • develop and use production strategies to facilitate the communication of a written message: <ul style="list-style-type: none"> – use models to create a similar text (cognitive) – prepare a draft of the message (cognitive) – collaborate with others to carry out a group project (socio-affective) – collaborate with others to communicate messages (socio-affective) – use checklists, written mainly in English, to verify the work (metacognitive)

Time Frame:

To be completed after a thorough review of animal body parts, adjectival agreements, introduction of vocabulary related to the sounds animals make and animal families (approximately 450 minutes).

Materials:

- models of animal texts
- personal reference materials
- bilingual dictionaries

Teacher Assessment Tools:

- Teacher Observation Checklist of Group Work (to assess students’ strategy use)
- Written Production Rubric (to assess individual student’s written production)

Student Assessment Tools:

- Peer Assessment Form (to assess peer’s written production)
- Self-assessment Form (to assess student’s perception of his or her performance)

Créer un livret sur les animaux de la ferme

WRITTEN PRODUCTION RUBRIC

Name: _____

Date: _____

Criteria	Excellent Work	Satisfactory Work	Requires More Work
Content of message <input type="checkbox"/> type of farm animal <input type="checkbox"/> animal's name <input type="checkbox"/> <input type="checkbox"/> physical traits <input type="checkbox"/> <input type="checkbox"/> details related to physical traits <input type="checkbox"/> <input type="checkbox"/> actions carried out by the animal <input type="checkbox"/> <input type="checkbox"/> other details (baby animal name, sound it makes) <input type="checkbox"/> indication of where animal lives	The description of your farm animal is complete. All content elements are present and comprehensible.	The description of your farm animal is fairly complete. Most content elements are present and comprehensible.	The description of your farm animal is not complete. Most content elements are not present and/or not comprehensible.
Vocabulary use	All vocabulary used is appropriate for the description.	Most of the vocabulary used is appropriate for the description.	Very little of the vocabulary used is appropriate for the description.
Use of the definite and indefinite articles	All instances of definite and indefinite article use are correct and appropriate for the text.	Most instances of definite and indefinite article use are either correct or appropriate for the text.	Almost all instances of definite and indefinite article use are either incorrect or inappropriate for the text.
Correct adjectival agreements	All adjective agreements are correct.	Most of the adjective agreements are correct.	Some of the adjective agreements are correct.
Correct form of <i>être</i> and/or <i>avoir</i> in the present tense	The correct form of <i>avoir</i> and <i>être</i> is used every time.	The correct form of <i>avoir</i> and <i>être</i> is used most of the time.	The correct form of <i>avoir</i> and <i>être</i> is rarely used.
Correct form of regular <i>-er</i> verbs in the present tense	The correct form of regular <i>-er</i> verbs is used every time.	The correct form of regular <i>-er</i> verbs is used most of the time.	The correct form of regular <i>-er</i> verbs is rarely used.
Correct word order and the use of <i>et</i>	Correct word order for simple sentences is used consistently and demonstration of the use of <i>et</i> to link simple sentences is appropriate.	Correct word order for simple sentences is used most of the time and demonstration of the use of <i>et</i> to link simple sentences is appropriate.	Correct word order for simple sentences is inconsistent and demonstration of the use of <i>et</i> to link simple sentences is not appropriate or is not present.
Knowledge of punctuation conventions	Consistent use of French punctuation rules is demonstrated.	Somewhat consistent use of French punctuation rules is demonstrated.	Inconsistent use of French punctuation rules is demonstrated.

Overall Assessment of _____'s Grade 9 French Language Abilities

Date: _____

COMPREHENSION SKILLS

The student ...	5	4	3	2	1
– can understand the main idea(s) and most details in adapted oral texts based on familiar content.	●	●	●	●	●
– can understand the main idea(s) and some details in authentic oral texts based on familiar content.	●	●	●	●	●
– can understand the main idea(s) and most details in adapted written texts based on familiar content	●	●	●	●	●
– can understand the main idea(s) and some details in authentic written texts based on familiar content.	●	●	●	●	●

PRODUCTION SKILLS

The student ...	5	4	3	2	1
– can produce comprehensible oral messages that are comprised mainly of a series of prepared simple sentences in the present tense or sometimes in the near future (<i>futur proche</i>) using familiar vocabulary and linguistic elements.	●	●	●	●	●
– can produce comprehensible oral messages in interactive situations (ask and answer), often prepared but sometimes spontaneously, mainly in the present tense or sometimes in the near future (<i>futur proche</i>) using known vocabulary and language structures.	●	●	●	●	●
– can produce comprehensible written messages that are comprised mainly of a series of prepared simple sentences in the present tense or sometimes in the near future (<i>futur proche</i>) using familiar vocabulary and linguistic elements.	●	●	●	●	●

CULTURAL AND SOCIOLINGUISTIC KNOWLEDGE

The student ...	5	4	3	2	1
– can demonstrate an understanding of various Francophone cultures by identifying concrete facts about them.	●	●	●	●	●
– can apply knowledge of sociolinguistic conventions to familiar oral and written communications.	●	●	●	●	●

LANGUAGE STRATEGY USE

The student ...	5	4	3	2	1
– can demonstrate the use of strategies to facilitate the comprehension of oral and written texts.	●	●	●	●	●
– can demonstrate the use of strategies to facilitate the production of oral and written texts.	●	●	●	●	●

Other Comments:

My recommendation for placement of this student in Grade 10 is _____

Teacher Signature

I understand my placement recommendation for Grade 10. _____

Student Signature

I understand my son's/daughter's placement recommendation for Grade 10.

Parent/Guardian Signature

Teacher Professional Practice: Self-Assessment Checklist

(based on James and Pedder [2006])*

Name: _____ Date: _____

To what degree I make learning explicit	Yes!	Often	Not yet
I help students understand the learning purpose of each French lesson or series of lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage students to see mistakes they make in French as valuable learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use student errors to gain insight into how my students are thinking and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I let students know how well they are doing in relation to their previous performance in French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I identify students' strengths and advise them on how to develop those further.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflections: _____

To what degree I promote learner autonomy	Yes!	Often	Not yet
I give students choices and options as to how they may carry out some activities in French class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide guidance to help students assess their own or others' work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide guidance to help students assess their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflections: _____

To what degree I promote inquiry	Yes!	Often	Not yet
I consult my students about how they learn French most effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I draw on good practice from colleagues involved in the teaching of languages (in conversations, via the Web, or professional reading) as a means to further my own professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I share with others what works in my own French teaching practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make modifications to my French teaching practice based on published evidence or insights I gain in conversations with other teachers about elements of their practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflections: _____

* Mary James and David Pedder, "Professional Learning as a Condition for Assessment for Learning," In John Gardner (ed.), *Assessment and Learning* (London: Sage Publications, 2006), pp. 27 – 43.

To what degree I build collegiality	Yes!	Often	Not yet
I regularly collaborate with other staff members or colleagues when I do my planning in order to benefit from their insights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I turn to colleagues for help with a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I offer colleagues reassurance and support, particularly when it comes to the teaching of French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I suggest ideas and approaches for colleagues in other schools to try out in their French classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colleagues and I discuss openly what and how we are learning to enhance our teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflections: _____

Assistive Technologies to Support the Learning of FSL

There are many programs which are traditionally seen as specialized or assistive technology that, when used more widely in classrooms, have the potential to assist students in the learning of a second language. This list includes examples of some assistive technology tools that have the potential to assist students learning French as a Second Language, but it is not an exhaustive list.

Note: This list provides information that is current at the time of printing. Product and company names are subject to change. Teachers are encouraged to consult with jurisdictional staff in order to access the most up-to-date information.

Comprehension Support Software

Comprehension support software programs can provide language teachers with a range of possibilities for use beyond that of supporting comprehension.

Boardmaker (Mayer Johnson) allows teachers to create printed, symbol-based communication and educational materials with Picture Communication Symbols and other pictures and graphics in 42 languages, including French.

Writing with Symbols 2000 (Widgit Software) is a language, literacy and communication tool that uses symbols, speech and activities to help students read and write. The symbols help the student to relate new language to familiar concepts while the speech portion helps the student become familiar with pronunciation. A grid of accented letters makes writing easier for students who can type.

For second language classrooms, add-ons can convert the existing English version into a multilanguage version. The menus and front screen remain in English, but at a click of a button users can change the wordlists, the spell checker and the speech into other languages, including French, Spanish and German.

Additionally, a range of hand held devices (such as those developed by Franklin) provide access to talking books, pocket translators, spelling and grammar reference and learning activities.

Reading Comprehension

Text-to-Speech Software is used to convert words from a computer document (e.g., word processor document, Web page) into audible speech. This would be helpful to students who need or want aural verification of what they are seeing in print.

Read Please (Read Please) is an all-purpose text-to-speech program that reads any text visible on the computer screen. It is available in English, French, Spanish, German and Japanese.

Read and Write 8.1 GOLD (TextHelp) is a literacy support tool designed to assist users who require extra assistance when reading or composing text. It can scan and read text in French, Spanish and English and provides additional features that can assist students with research and composition.

Reading pens are devices that can be moved over printed text in order to provide definitions, translations or an oral reading of the words in the text.

The **Readingpen Basic Edition** (Wizcom Technologies) is a portable, self-contained, assistive reading device that is designed specifically for school-age reading levels. It provides a simple and easy way for students with reading difficulties, learning disabilities or dyslexia to access immediate word support when they are reading.

The **Quicktionary II** (Quick Super Store) enables users to scan printed text, either a single word or a full line at a time. The device, which comes in left-handed or right-handed versions, reads and translates or defines the single words and provides a readout of full lines of text.

Written Production

Talking word processors (TWP) are software programs that can be used to support student writing. They provide speech feedback as the student writes, echoing each letter as it is typed and each word as the spacebar is pressed. Although these inexpensive programs are typically used to assist with writing, many also incorporate powerful tools for reading.

Intellitalk (Intellitools) is a simple talking word processor that speaks as users type. The auditory feedback is available in English, French and Spanish.

WordQ (Quillsoft), along with SpeakQ speech recognition software, is a word prediction and text-to-speech program that makes writing easier for students with learning disabilities. This software adds text to speech for any regular application. It is available in English, French and German.

Word Prediction Software is used to assist with text entry. These software packages predict the word that is being typed along with the next word based on word frequency and context.

WordQ (Quillsoft) is a software tool used along with standard writing software. In addition to its uses described above, WordQ also suggests words for the user and provides spoken feedback to help the user find mistakes. Users of all ages who have problems writing and editing, particularly those with learning disabilities, can benefit from using this type of software. WordQ provides word prediction support in English, French and German.

Spell checking is a separate program or word processing function that marks misspelled words. It can verify the spelling of a marked block, an entire document or group of documents. Advanced systems check for spelling as the user types and can correct common typos and misspellings as they occur.

Spell Catcher (Rainmaker) is a multilingual spell checking program that is able to check spelling in 14 different languages, including French. It also provides a thesaurus feature in ten different languages, including French.

Accessing French Characters, Accents and Symbols with Microsoft Office™

There are many options for accessing French characters, accents and symbols, and these differ depending on which operating systems, applications, or devices are being used. The options presented in this appendix are limited to Microsoft Office™ used with an English-language keyboard. These options include:

- ▶ inserting symbols using the Insert Menu
- ▶ pasting in symbols using the Character Map
- ▶ using keyboard shortcuts
- ▶ using numerical codes or shortcuts
- ▶ adding a French-language setting and making use of an onscreen keyboard for reference.

Using the “Insert Symbol” Drop-down Menu

Students and teachers may follow these steps when inserting characters or symbols needed in French.

- ▶ When working on a document, click on the “Insert” tab at the top of the screen to open a drop-down menu.
- ▶ Select “Symbol” to open a chart of symbols, including accented characters.
- ▶ Scroll down to locate the necessary symbol (vowel plus accent or *la cédille*) and then double click on it.
- ▶ The symbol should appear in the current document.
- ▶ Recently-used symbols are found at the bottom of the symbol screen, as are the numerical codes or shortcuts.

Using the Character Map

The Character Map can be found by clicking on the “Start” tab and selecting “All Programs,” then “Accessories” and “System Tools.” Students and teachers using the character map follow almost the same steps as those listed for inserting symbols; however, the chosen character or symbol must be pasted into the document. This can be done by clicking on “Select” and “Copy” and then using a shortcut for the paste command, i.e., pressing down the “Ctrl” key and the “V” key simultaneously and pasting the symbol into the document.

Using numerical codes or shortcuts to access French characters and symbols

When working with an English language keyboard, students and teachers may choose to use a combination of the “Alt” key and various combinations of numbers in order to create characters, symbols and accents that they need when typing in French. The number lock must also be on in order to access these accents and symbols in this manner.

accent grave	
à	0224
À	0192
è	0232
È	0200
ù	0249
Û	0217
accent aigu	
é	0233
É	0201
accent circonflexe	
â	0226
Â	0194
ê	0234
Ê	0202
î	0238
Î	0206
ô	0244
Ô	0212
û	0251
Û	0219
tréma	
ë	0235
Ë	0203
ï	0239
Ï	0207
ü	0252
Ü	0220
cédille	
ç	0231
Ç	0199
guillemets	
«	0171
»	0187
symbole de l’Euro	
€	0128

Adding a French-language Setting

The steps listed below may be followed in order to add a French-language setting to a computer using an English-language keyboard. These instructions are not meant to be comprehensive and are shared as a broad line of information only.

The assistance of the school's technology coordinator may be required to complete the process. In the case of networked computers, additional network-wide setting changes may be required.

- ▶ Click on “Start” and select “Control Panels,” followed by “Regional and Language Options.”
- ▶ Select the “Languages” tab and click on the “Details” button.
- ▶ Click on “Add” and then scroll through the drop-down menu to select one of the options for French, such as “French (Canada).”
- ▶ In order to toggle between language settings, one can use the “Language Bar” found under “Preferences” or select a “Key Setting.”

Using the On-Screen Keyboard to locate Keys

Once a French-language setting has been added and selected for use, students and teachers may require assistance to locate characters that do not match those shown on the English-language keyboard they may be using. The On-Screen Keyboard can be found by clicking on “Start” and selecting “All Programs,” then “Accessories” and “Accessibility.”

It can remain open on the screen while a document is being typed to guide students and teachers as they look for the location of various French language keys as shown below.

On-Screen Keyboard



Actual Keyboard



Pushing this key will give the é as per the On-screen Keyboard.

[This page was intentionally left blank.]

Variations on One Class Project Depending on Available Technologies

A Grade 8 FSL class is working with the field of experience L'HABILLEMENT (CLOTHING) and in particular with the subfields CHOIX DE VÊTEMENTS (CLOTHING CHOICES) and LA CONCEPTION DES VÊTEMENTS (CLOTHING DESIGN).

CD or VCR player

Students listen to a radio show in which teenagers talk about their clothing choices for different situations (e.g., school week, weekend, social gatherings). Students take down notes and then share their opinions on what was said. They also provide their clothing preferences based on the situations given.

Chat/Instant messaging

Where its use does not contravene jurisdictional policies, teachers can set up projects that involve some use of this technology. For example, each student is given a card with a situation in which they have to decide what they are going to wear the next day. They text a friend to let him or her know what they are going to wear and in turn ask their friend what he or she will wear for the same situation.

Computer with Internet access

Pairs of students visit Web sites that have clothing catalogues for the coming season. They read different descriptions and pull out the words or expressions used to describe the different clothing ensembles they are reading (e.g., *une poche passepoilée*). In groups of four, students share their lists of words and draw pictures or use clipart to identify the different words or expressions found.

Computer with projector and access to text and images/photographs from a clothing catalogue

A page from a clothing catalogue is projected on a screen for the class to see. The teacher and the students discuss the manner in which the clothing items are described and analyze the text's form. Together with the class, the teacher prepares, using a word processing program, the structure of the text for students to use as a guide when they prepare their own catalogue description.

Computer with research tools such as a French-English or French-only dictionary accessible either on a school server, on a CD or online

Students verify the spelling of words in their text with the aid of an online dictionary.

Computer with word processing and desktop publishing applications and a printer

Students prepare personal flash cards, catalogue pages or design clothing lines using computer applications to assist them in preparing their written texts and the layout for their clothing catalogue or their clothing line.

Computer with word processing and desktop publishing applications, microphones and access to a Web server space

Students prepare the audio commentary for their clothing line and record their voices. They have another group listen to their recording. This group of students provides feedback orally in French. The first group can now listen to the feedback given and can make any suggested changes. They rerecord their text and ask the other group for feedback again. This time the group provides feedback in written form.

Digital camera or 35 mm film camera and scanner

Students take pictures of their favourite clothing ensemble or use a personal photograph and scan it into a computer. Photographs are saved to a single folder. The teacher chooses a photograph at random and either sends it to each student's e-mail address or prints it off on a colour printer. Students use the photographs to identify orally or in written form the aspects that they like in each student's clothing ensemble. Sentence starters such as the following can be provided to the students: *J'aime... ton/ta...parce que.../Je trouve ton/ta...Il/elle est.../J'adore ... ton/ta...parce que...*

Note, however, that care must be taken to ensure that the terms of the *Freedom of Information and Protection of Privacy Act* are respected.

E-mail

Students are paired with members of a partner class. In their e-mail messages they can ask each other questions on their clothing preferences for different seasons or occasions.

Fax/telephone/computer with e-mail or access to Voice Over Internet services, such as Skype

Students prepare questions designed to request a clothing catalogue from a French-speaking region in Canada or from a Francophone country.

Multiple computers with concept mapping software such as Inspiration/Kidspiration

Small groups of students use the software to create a graphic organizer related to clothing design. To start students on the task, the teacher could suggest categories such as: *les encolures, les manches, les poches, les styles de jeans*. Each group saves and subsequently presents their completed graphic organizer to the class for comparison.

Overhead projector

Using a blank transparency, the teacher leads the students through a brainstorm activity in which they create, as a class, a semantic map of new vocabulary related to clothing design.

Scanner

Students collect clothing pictures from magazines or flyers and scan them. The photographs can be used for oral or written activities and can be used to enhance activities mentioned elsewhere in this list if the photographic sources are credited where applicable.

Videocamera

Students film role-plays of interactions that they may have in the school hallway regarding their clothing choices and/or clothing preferences. The videos are played to the rest of the class and students discuss the questions asked and the answers given.

Videoconferencing (VC)

If VC is being used to connect two classes, one class can present its projects, i.e. their clothing line, "live" to members of the other class while the other takes down notes. Feedback is provided to the other class "live."

Webcam

If students are collaborating on these projects at a distance, web-based cameras can be used to plan, carry out, and share project/partner work. Care must be taken that the terms of the *Freedom of Information and Protection of Privacy Act* are respected.

Whiteboard

Students and teachers may use a whiteboard to support small-group collaborative planning or whole class presentations, or for vocabulary development or grammatical explanation.

Glossary of Terms

acculturation	In the context of immigrant students in the classroom, the process of learning about and adopting cultural practices and norms related to everyday life in their new country. (Chapter 7)
articulation	In reference to a program of studies, this refers to organizing the learning plan to flow smoothly from one year to the next. (Chapter 2)
assistive technologies	Those media, devices and services that are used to help students overcome barriers to learning and achievement. (Chapter 9)
assessment as learning	An instructional strategy used to help students gain an understanding of the learning process. See formative evaluation . (Chapter 8)
assessment of learning	Used to determine to what extent students can demonstrate the prescribed learner outcomes. See summative evaluation . (Chapter 8)
assessment for learning	Used to help teachers understand learner needs and characteristics and to plan for learning while informing students of their own growth. See formative evaluation . (Chapter 8)
authentic texts	Oral or written texts that are produced and used by speakers of the language for purposes in everyday life; e.g., a radio weather report, a school announcement, a conversation, an invitation, an advertisement. (Chapter 3)
backward design	Planning for instruction with the end learning goals in mind. In language classes, this includes determining the performance assessment tasks first and directly focusing student learning toward this goal. The types of linguistic, cultural and strategic elements that students need to learn in order to successfully carry out the performance assessment task become the focus of instruction. (Chapter 5)
blended model	See delivery model .
brain-based learning	A theory of learning based on research related to the operations of the brain. It includes instructional strategies that capitalize on the brain's ability to search for meaning and perform several activities at once. (Chapter 5)
classroom environment	A setting in which learning takes place. The classroom environment consists of both the social climate, which relates to expectations for behaviours and interactions, as well as the physical environment, which relates to the manner in which teachers arrange their classroom or their web presence. (Chapter 4)

coaching	A type of instructional strategy that complements direct instruction and facilitation. Teachers provide feedback and guidance to students as they carry out practice activities and work on tasks or projects. (Chapter 4)
cognates	Words in two or more languages that are derived from the same source/origin, have auditory or visual semblance, and have the same meaning. (Chapter 6)
cognitive learning strategies	Thinking skills which include techniques such as guessing, practising, using models and applying rules. (Chapters 2, 6)
communicative competency	The ability of a learner to use his or her knowledge of context, language functions, vocabulary, grammatical rules, culture and sociolinguistic elements to understand and/or express a message. (Chapter 2)
communicative task	An activity carried out with a specific outcome in mind, in which the emphasis is on expressing meanings rather than on producing specific language forms. (Chapter 3)
components	Four interdependent dimensions within the Nine-Year FSL Program of Studies: Experience–Communication, Language, Culture, Language Learning Strategies. (Chapter 2)
comprehension	A process that involves negotiating the meaning of the main idea(s) and supporting details presented orally or in written texts; i.e., deriving meaning from what is being heard and/or read. (Chapter 2)
constructivism	An understanding of learning as a process in which learners build their own understandings and construct their own knowledge by building on both prior experiences and knowledge gained firsthand through new explorations. (Chapter 5)
context	The broad language purpose for which students acquire linguistic and cultural knowledge that is applied to real-life communicative use, such as ordering a meal, requesting information, etc. See situation . (Chapter 2)
cooperative learning	An instructional strategy in which students work in small groups or pairs to carry out activities or complete tasks or projects. Tasks are structured so that each group member or partner contributes to the completion of the task. Success is based on the performance of the group or pair rather than on the performance of individual students. (Chapter 6)
culture	The behaviours and beliefs of a community of people whose history, geography, institutions and commonalities are distinct and distinguish them, to a greater or lesser degree, from all other groups. An individual can simultaneously be associated with a range of such communities given different aspects of commonality, based on age, interests or place of residence. An important element of a people’s way of life is their means of communicating amongst themselves. (Chapter 2)

cultural competency	The development of knowledge and understanding that allows students to reflect upon other cultures, with a view to understanding other people and developing their own personalities and identities in preparation for global citizenship. (Chapter 2)
cumulative / culminating task	See performance assessment task .
deep marking	Detailed, descriptive, thoughtful, criteria-referenced comments provided by the teacher on student projects in order to help the student set goals for future learning. (Chapter 8)
delivery model	The manner in which a program or course is delivered to students; e.g., the face-to-face model is one in which students are taught directly by a teacher. In a virtual model, also known as distance or distributed learning, a teacher at a base site offers instruction to students at other sites through the use of a range of communication technologies. In a blended model, classroom or specialist teachers teach students in a classroom setting, making use of available technologies to support instruction. (Chapter 4)
differentiated instruction	A variety of instructional strategies that recognize and support individual differences in learning. Differentiated instruction recognizes that some students require adjusted expectations as well as the opportunity to explore curriculum content and demonstrate learning in different ways. Teachers can elect to differentiate the content, processes, products or environment of classroom instruction depending on students' learning needs. (Chapters 5, 7)
digital immigrants	Those individuals who have not grown up with access to computers and the Internet and who are learning the language and culture of technology use much like immigrants to a new country. (Chapter 7)
digital natives	The generation of people who have grown up with an unprecedented volume of interactions with technology such that it could be said that they are native speakers of the language related to technology and its use. (Chapter 7)
digital resources	Learning resources that have been developed for access on a computer, such as interactive learning activities found on some Web sites. (Chapter 9)
direct instruction	A group of instructional strategies that complements facilitation and coaching. It includes providing demonstration or modelling of a particular linguistic structure, short explanations or mini-lectures and questioning techniques. (Chapter 4)
discourse features	Those elements within a text that help one make links between thoughts. (Chapter 2)
distributed learning environment	Where learners and teachers are working at a distance, their classroom interactions may be facilitated through the use of a range of technologies. See also delivery model . (Chapter 9)

experience–communication component	The language experiences in which students will participate as they learn French. It is during these language experiences that the four language skills are developed. (Chapter 2)
facilitation	A group of instructional strategies that complements direct instruction and coaching. Teachers set up learning situations to promote student participation, risk-taking, team-building and to allow students to begin to construct meaning for themselves. (Chapter 4)
fields of experience	That component of the program of studies which provides the contexts for communicative activities. Fields of experience represent different dimensions of students’ relationship with their surroundings, are prescribed for each grade and are sequenced from concrete to abstract. (Chapter 2)
formative evaluation	The informal and daily type of assessment used while learning is occurring. In this guide, the term has been replaced by the terms assessment for learning and assessment as learning . (Chapter 8)
functions of language	The uses for or purposes of language, which are related to the types of meaning that language can carry. In this program of studies, the functions are implicit within the four skills and the language structures defined in the Language component. Activities and tasks are based on functions of language, such as making a request, describing something, expressing preferences or asking for information. (Chapter 3)
general outcomes	Broad statements that define results students are expected to achieve in the course of their language learning experiences. (Chapter 2)
global expression	A statement or a question that may contain linguistic elements that students will not be aware of until another grade level, but that is required for a particular communicative situation. Students memorize a phrase, a statement or question; e.g., <i>J’aimerais prendre...</i> is memorized so students can participate in a restaurant simulation, since Grade 9 students do not need to know how to form <i>le conditionnel de politesse</i> ; or they can memorize forms of <i>le passé composé</i> to describe a restaurant experience such as <i>Je suis allé(e)...</i> ; <i>j’ai mangé...</i> ; <i>j’ai pris...</i> without having to know how to form this past tense. (Chapter 3)
graphic organizers	Visual representations that can illustrate the relationship of various concepts or components of a concept to each other; e.g. continuums, ladders, word webs or concept maps. (Chapter 6)
grammatical rules	Conventions of language use related to the structure of phrases or statements that form part of the linguistic code. In this program of studies, such rules are expressed in terms of Language Concepts and are not taught discretely, but rather as an integral part of student communication for meaningful purposes. (Chapter 2)
information gap activities	Activities in the language class in which one student has information that is needed by the other for a particular purpose. (Chapter 6)

input	Refers to those elements of the target language to which students are exposed and can include words, phrases and expressions used orally by speakers, within written texts, or through nonverbal means of communication. In this guide, the term also refers to the content associated with the learner outcomes to which students are exposed in the course of their learning, as well as the learning strategies being modelled. (Chapter 5)
instructional design	Planning for instruction is based on sound practices and with the learners' needs in mind. Instructional design includes an analysis of learner outcomes, student characteristics, instructional strategies and methods chosen to assess learning. (Chapter 4)
instructional strategies	The techniques and activities teachers use to help students become independent learners. They can be described as falling into the three broad categories: direct instruction, facilitation and coaching. (Chapter 6)
intonation	The stress and pitch of spoken language. For example, the statements <i>Ça va?</i> <i>Ça va;</i> <i>Ça va!</i> are each expressed with different intonation. (Chapter 2)
language acquisition	The manner in which language is learned incidentally in an unstructured environment, as a by-product of everyday living. It can also refer to the sum total of the student's language learning experience and includes both incidental and instructed learning. (Chapters 3, 5)
language awareness	An understanding of the purposes for language as well as of the similarities and differences between the language being learned and other languages already known. (Chapter 2)
language experience texts	Texts that are written as a shared writing activity by teachers and students, in which a sequence of experienced events is described. (Chapter 6)
language competency	The acquisition of linguistic tools needed to understand and convey authentic messages. (Chapter 2)
language concepts	Linguistic elements and grammatical notions, such as the existence and use of articles or verbs, which students are expected to articulate in their own words and to apply in communicative situations. (Chapter 2)
language learning	Intentional learning of a language, generally within a classroom context involving structure, stated outcomes, time constraints and the use of learning strategies. This is in contrast to language acquisition which may refer to incidental learning only. (Chapters 3, 5)
language skills	Listening comprehension, oral production, reading comprehension, and written production, all of which fall under the communication portion of the experience–communication component, within the multidimensional framework underlying the Nine-Year FSL Program of Studies. These are the skills needed to understand and produce messages. (Chapter 2)

listening comprehension	A skill whereby the listener actively seeks out, processes and makes use of particular information presented in an auditory form. It involves discerning meaning from what has been said, i.e., identifying key ideas and details from an oral text and reacting to them. This skill is the cornerstone of language development. (Chapter 6)
learning strategies	Specific techniques, actions, steps or behaviours students use to aid and enhance their learning. (Chapters 2, 6)
linguistic elements/structures	The tools needed in order to understand and convey messages in a language. They include pronunciation, intonation, orthography, vocabulary, grammatical rules, syntax and discourse features. (Chapter 2)
linguistic repertoire	Linguistic structures and elements that students internalize and then use to understand and/or communicate a message. (Chapter 3)
materials	Materials include supplies, such as paper, scissors, glue, etc., to be used for various activities and tasks, as well as the necessary components of activities or games. See also resources . (Chapter 4)
memory strategies	Techniques such as repetition, visualization, the use of mnemonics and others that are used to learn, retain and recall information. (Chapter 2)
mental storage	Processing and internalizing content for recall. As they are learned, items move from physical storage to mental storage. See also physical storage . (Chapter 5)
metacognitive learning strategies	Techniques used in learning that relate to thinking about and reflecting on the learning process. These strategies include planning, monitoring and assessing one's own learning. (Chapters 2, 6)
metalanguage	Vocabulary used to talk about and analyze the structure of a language, using terms such as noun, adjective and verb. (Chapter 2)
mnemonic	A memory aid.
multidimensional framework	The structure around which the FSL program of studies has been developed and which consists of four interdependent dimensions or components of language learning. (Chapter 2)
multiple intelligence theory	A theory that suggests that individuals exhibit various types of intelligences and may hold varying levels of ability in each. (Chapter 7)
negotiation process	The intersection point between comprehension and production skills, in which an individual gleans meaning from an oral or written text, interprets what is understood and reacts to his or her interpretation orally and/or in written form. (Chapter 2)

oral production	The skill involving the use of speech to express language, starting with a more mechanical repetition of sounds, words or expressions and moving toward the creation of prepared and spontaneous oral messages in more open-ended communicative situations. (Chapter 6)
orthography	Graphic symbols of the language including spelling and punctuation. (Chapter 2)
performance assessment task	A communicative task that is carefully designed in the assessment <i>for</i> or <i>of</i> learning. It may be comprised of several discrete activities. (Chapters 3, 8)
phases of language learning	A list of incremental steps involved in language learning that includes Encountering, Noticing, Internalizing, Applying and Refining, Transforming and Personalizing, Assessing (<i>for, as, of</i>) Learning. These phases of learning are recursive and cyclical rather than linear. (Chapter 5)
physical storage	The creation and use of lists, word cards, tables, scales, mind maps, flowcharts, posters, gestures or mnemonics and any other means to aid in noticing and learning aspects of word knowledge. As the learner progresses through the phases of learning, the need for physical storage is replaced by mental storage. See also mental storage . (Chapter 5)
production	The creation of oral or written messages that are based on the need to express an idea or ideas, within a given context or situation and for a particular purpose. (Chapter 2)
RAFTS	An instructional strategy that can be used in the framing of tasks and that involves determining a role, an audience, a format, a topic, as well as a strong verb. (Chapter 8)
RD PR	Guidelines for Recognizing Diversity (RD) and Promoting Respect (PR) that are used when examining instructional materials to determine the extent to which they foster understanding and respect for all groups and individuals. (Chapter 4)
reading comprehension	A skill whereby the reader seeks out information from a print text for a specific reason. This skill involves deciphering and decoding written symbols, as well as constructing and interpreting meaning from the printed word and/or any associated visual clues. (Chapter 6)
realia	Tangible artifacts from the target culture, including posters, images, flags, maps, product packaging, bus ticket stubs, brochures, shopping bags, etc. These can be used to provide a classroom environment rich in language and cultural stimuli as well as material for use with many activities and tasks. (Chapter 4)

resources	Those print, audio, visual, multimedia and other texts that teachers may use in their teaching. Alberta Education reviews, authorizes and classifies resources as being basic or support resources for use in schools. Resources may include authentic print documents, graphic organizers, photographs, classroom charts and posters, books, magazines and stories, audio CDs, DVDs, as well as music or audio and video clips. See materials . (Chapter 4)
role-playing activities / simulations	In language learning, activities in which participants experience a particular interaction while representing a specified character type. Role-plays are generally more simple, brief and flexible than are simulations, which can be lengthier and more complex. (Chapter 6)
<i>savoir</i>	Knowledge; in this case, knowledge of language concepts and vocabulary, i.e., the Language component of the program of study. (Chapter 2)
<i>savoir apprendre</i>	In the case of this program of studies, learning about learning as it relates to the individual student, i.e., the Language Learning Strategies component. (Chapter 2)
<i>savoir-être</i>	In the case of this program of studies, the awareness of different ways of living or being in the various Francophone cultures, i.e., the Culture component. (Chapter 2)
<i>savoir-faire</i>	In the case of this program of studies, application of language concepts and vocabulary through the use of the communication skills as outlined in the Experience–Communication component of the program of studies. (Chapter 2)
schemata / conversational schemata	Patterns of interaction used when carrying out exchanges in a particular language. (Chapter 6)
search engine	Software that allows a user to search the Internet using keywords. (Chapter 9)
second language instructional models	Models that map out steps or phases to be considered when planning to teach a language. They provide terms for and insights into various aspects of the teaching and learning process and can be expressed from either a teacher or a student perspective. (Chapter 5)
situation	The language purpose for which students acquire specific linguistic and cultural knowledge that is applied to real-life communicative uses, such as ordering a meal in a restaurant versus ordering a meal in a fast-food outlet. See context . (Chapter 2)
socioaffective learning strategies	Techniques used when learning that include collaboration with others, tolerating ambiguity and taking risks to communicate. The use of techniques such as these is closely tied to a student’s personality and attitudes toward learning. (Chapters 2, 6)

sociolinguistic competency	Knowledge and understanding related to the appropriateness of language in a given context or situation. This includes sensitivity to differences in register, or degrees of formality; variations in language; nonverbal communication; and idiomatic expressions. (Chapter 2)
sound–symbol correspondence	The correlation between the visual representation of a symbol, such as a single letter or an accented letter, with its auditory equivalent in a language. (Chapter 2)
specific outcomes	Definition of results students are to demonstrate in terms of knowledge, skills and attitudes at the end of each grade. (Chapter 2)
staffing model	The manner in which school administrators may choose to staff their FSL program; e.g., with a classroom teacher or a specialist FSL teacher. (Chapter 4)
strategic competency	The development and application of a repertoire of techniques to facilitate learning and, specifically, language learning. (Chapter 2)
subfields of experience	Smaller, more concise units of language learning within broader fields of student experience, as identified by the program of studies. (Chapter 2)
summative evaluation	Assessment used at the end of a sequence of learning for reporting purposes. In this guide, the term has been replaced by the term assessment of learning . (Chapter 8)
syntax	The order of elements, such as words or phrases, within a sentence or text. (Chapter 2)
task-based learning (TBL)	A model used in the teaching and learning of a language in which a task is placed further toward the beginning of a unit than is usually the case in other instructional models. In this case, the linguistic structures and elements that arise as the students carry out the task become the focus of further study once the task has been completed. (Chapter 5)
teacher effectiveness	A field of research related to teacher competence that examines systematic teaching procedures and their impact on student achievement. (Chapter 5)
teaching approach	A way of conceptualizing teaching and learning based on understandings of the nature of learners and of the content to be taught. In this guide, language teaching approaches are described as falling into three groups: materials-focused, communicative and humanistic approaches. (Chapter 4)
teaching method	Prescribed classroom practices and carefully-structured materials used to teach content and develop skills, e.g., the audiolingual method. (Chapter 4)

Total Physical Response (TPR)	An instructional strategy in which students are asked to physically demonstrate the meaning of a command or statement made orally. (Chapter 6)
virtual model	See delivery model .
vocabulary	Lexical elements of a language; i.e., words, phrases and expressions. Any utterances that carry meaning, such as <i>Euh...</i> , are also included as vocabulary. (Chapter 2)
written production	A skill involving the ability to move from copying words or listing words to the ability to formulate simple phrases and, later, use language to express ideas. Instructional strategies such as patterned writing may be used to help students develop this skill. (Chapter 6)