

The Common European Framework in the Context of Ontario's Schools

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Why the Common European Framework (CEFR)

Taken from *New Canadian Perspectives: Proposal for a Common Framework of Reference for Languages for Canada, May 2006* by Dr. Laurens Vandergrift (pp.8-9).

The CEFR [Common European Framework of reference for languages] has been developed from more than thirty years of work on language teaching, learning, and assessment by the Council of Europe; it has international currency and is available for use in other countries. It defines levels of language proficiency along three broad levels of language **performance**: Basic, Independent and Proficient. These broad bands are further broken down into six global levels of performance against which progress in language learning can be measured. Each global level can be further 'branched' into sublevels in order to suit local needs and yet still relate back to a common system.

The Common European Framework of reference for languages (CEFR) emerged as the framework that meets the criteria for validity and is best suited to meet the needs of the Canadian context for the following reasons:

- Grounded in the most widely-accepted theory of language **competence** and language use, the CEFR would provide the provinces and territories with a common understanding of and terminology to describe communication in another language.
- The CEFR scales have been empirically defined and ranked for a number of different languages, making them useful for all languages taught in the provinces and territories.
- The CEFR has a high degree of face validity with teachers since the descriptors of language proficiency are congruent with teachers' perceptions and experiences with language learners.
- The CEFR descriptors are transparent, user-friendly, and meaningful to teachers and to learners. This is an important criterion for students, in particular, if the framework is to be used for self-assessment purposes.
- The CEFR level descriptors are context-free but context relevant, providing greater flexibility to accommodate the different curricula of the provinces and territories.
- Given that it was able to accommodate the needs of the 46 member states of the Council of Europe, the CEFR is sufficiently comprehensive for the provinces and territories to relate their descriptors and frameworks to it.
- The CEFR is open and flexible. It is not tied to a particular teaching methodology or a particular curriculum, making it an attractive option to accommodate the different needs and pedagogic cultures of the provinces and territories.
- The branching approach advocated by the CEFR offers flexibility so that provinces and territories can establish sublevels relevant to their different language programs and still make reference to the common system.

Given the proposal rationale outlined above, this project seeks to determine the feasibility of using the CEFR as the framework of reference for second language acquisition in Ontario's schools.

Project Overview

The CEFR provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examination, textbooks, etc. across Europe. It describes what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop to be able to act and interact effectively. It also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis¹.

A common measure of second language achievement for students will provide a way of defining "functional knowledge" in a more concrete and useful way. After researching the possibility of providing a common measure, Dr. Laurens Vandergrift suggests that this may be achieved by exploring the (CEFR) which would provide, "...a transparent and coherent system for describing language proficiency,"².

In order to achieve this goal in Ontario, it is important to note that the province offers FSL programs including Core French, French Immersion and Extended French in which there are various entry points and varying hours of instruction. Consequently, the diversity of all Ontario second language learners needs to be reflected within the same framework of reference.

The research conducted and the feedback generated throughout this project will help to determine the feasibility of using the CEFR as the framework of reference for second language acquisition in Ontario's schools.

Philosophy of Language Usage

The overriding philosophy of the CEFR and second language use is the ability to communicate. The clarity and precision of that communication increases throughout the levels A1, A2, B1, B2, C1, C2 and descriptors of that clarity and precision build in complexity throughout the levels. The Global Scale is available in the purple book called *New Canadian Perspectives: Proposal for a Common Framework of Reference for Languages for Canada, May 2006* by Dr. Laurens Vandergrift on page 25.

¹ Taken from: Council of Europe. *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge University Press: Cambridge, UK. 2006.

² Taken from: Vandergrift, L. *New Canadian Perspectives: Proposal for a Common Framework of Reference for Languages for Canada*. University of Ottawa: Ottawa, Canada. May 2006.

For example, in A1, a student will make mistakes and will need language support from the teacher. The Global Scale helps to delineate these differences in proficiency. The following are examples of the A1 and B1 descriptors from the Global Scale:

Basic User

A1 – Can understand and use **familiar everyday** expressions and **very basic** phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others. Can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a **simple way provided the other person talks slowly and clearly and is prepared to help.**

Independent User

B1 – *Can understand the **main points of clear standard** input on **familiar matters regularly encountered** in work, school, leisure, etc. Can deal with **most situations likely to arise** whilst traveling in an area where the language is spoken. Can produce **simple connected text** on topics which are **familiar or of personal interest**. Can describe experiences and events, dreams, hopes and ambitions and **briefly give reasons and explanations for opinions and plans.***

Trousse de validation

These activities are not a part of the CEFR. The Trousse was completed to minimize preparation and facilitate the teacher's use of the CEFR in the classroom context. Teachers can also make up their own activities for validation as long as the activity is specifically based on the 'I Can' statements and meets the CEFR descriptor for that level. The validation activities from the Trousse have two purposes:

1. To validate the student's self assessment of his/her ability to meet the criteria of the 'I Can' statement and to provide meaningful formative feedback (by the teacher) for the next steps in his/her learning – *assessment FOR learning.*
2. To help teachers plan lessons based on the needs / next steps of the students in the classroom. Teacher tracking sheets have been provided for you for this purpose – *assessment FOR learning.*

What You Need to Know to Begin

The most important features are that **assessment is student-driven**, that the philosophy of the approach is **authentic communication**, and that the validation done is **not for reporting purposes**.

- Students know and understand the “I Can” statements in the level and the **student decides when s/he is ready for the validation activity to be conducted**.
- The “I Can” statements and the self assessment grid drive the validation activity: the teacher asks him/herself “Has the student clearly communicated to me what the ‘I Can’ statement identifies?” based on the specific level.
- The validation activity is done completely in French – the teacher should pretend that s/he does not know English – to create an authentic second language use scenario.

It is important to note that the CEFR clearly differentiates between **Spoken Production** (a planned output of language like an oral presentation or even a planned statement to communicate information to someone) and **Spoken Interaction** (the spontaneous use of language in which the speaker listens to another speaker and then responds immediately to that input – like a conversation).

Teachers: Before You Begin

Given the research focus of this project, it is imperative that you **complete the teacher and student pre-survey before you introduce the CEFR or the project into the classroom**.

Once the surveys have been completed, follow the next steps listed below.

1. Spend time in class going over the CEFR self-assessment grid for the chosen level so that all students understand how they will be assessing themselves.
2. Give students their personal tracking copy of the ‘I Can’ statements for their level (i.e. A2) and have them determine if there are any that they feel they are already able to meet. As you go through these statements together, the students can take notes on their page if they wish.
3. Introduce in class the ‘I Can’ statements so that they understand what they need to be able to do to meet the ‘I Can’ statement [they also need to understand that the validation activity is conducted all in French].
4. Students then sign up for a validation time once they feel they are ready to successfully demonstrate to you the ‘I Can’ statements associated with an activity. Make sure you play your role and use the language most fitting to the situation you are role-playing.

NB: in some cases there are a number of cards for students to go through. Please help them to quickly select what they need as these visual prompts, for the most part, are intended simply as a reminder for them of what they need to talk about – keep the focus on the task itself, not on getting the task ready. It may also be easier for you to sit beside the student rather than across a table as some activities are harder for you to see upside down.

		A1	A2	B1	B2	C1	C2
U N D E R S T	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
A N D I N G	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
K I N G	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

		A1	A2	B1	B2	C1	C2
C O M P R E N D R E	Écouter	Je peux comprendre des mots familiers et des expressions très courantes au sujet de moi-même, de ma famille et de l'environnement concret et immédiat, si les gens parlent lentement et distinctement.	Je peux comprendre des expressions et un vocabulaire très fréquent relatifs à ce qui me concerne de très près (par ex. moi-même, ma famille, les achats, l'environnement proche, le travail). Je peux saisir l'essentiel d'annonces et de messages simples et clairs.	Je peux comprendre les points essentiels quand un langage clair et standard est utilisé et s'il s'agit de sujets familiers concernant le travail, l'école, les loisirs, etc. Je peux comprendre l'essentiel de nombreuses émissions de radio ou de télévision sur l'actualité ou sur des sujets qui m'intéressent à titre personnel ou professionnel si l'on parle d'une façon relativement lente et distincte.	Je peux comprendre des conférences et des discours assez longs et même suivre une argumentation complexe si le sujet m'en est relativement familier. Je peux comprendre la plupart des émissions de télévision sur l'actualité et les informations. Je peux comprendre la plupart des films en langue standard.	Je peux comprendre un long discours même s'il n'est pas clairement structuré et que les articulations sont seulement implicites. Je peux comprendre les émissions de télévision et les films sans trop d'effort.	Je n'ai aucune difficulté à comprendre le langage oral, que ce soit dans les conditions du direct ou dans les médias et quand on parle vite, à condition d'avoir du temps pour me familiariser avec un accent particulier.
	Lire	Je peux comprendre des noms familiers, des mots ainsi que des phrases très simples, par exemple dans des annonces, des affiches ou des catalogues.	Je peux lire des textes courts très simples. Je peux trouver une information particulière prévisible dans des documents courants comme les publicités, les prospectus, les menus et les horaires et je peux comprendre des lettres personnelles courtes et simples.	Je peux comprendre des textes rédigés essentiellement dans une langue courante ou relative à mon travail. Je peux comprendre la description d'événements, l'expression de sentiments et de souhaits dans des lettres personnelles.	Je peux lire des articles et des rapports sur des questions contemporaines dans lesquels les auteurs adoptent une attitude particulière ou un certain point de vue. Je peux comprendre un texte littéraire contemporain en prose.	Je peux comprendre des textes factuels ou littéraires longs et complexes et en apprécier les différences de style. Je peux comprendre des articles spécialisés et de longues instructions techniques même lorsqu'ils ne sont pas en relation avec mon domaine.	Je peux lire sans effort tout type de texte, même abstrait ou complexe quant au fond ou à la forme, par exemple un manuel, un article spécialisé ou une œuvre littéraire.
P A R L E R	Prendre part à une conversation	Je peux communiquer, de façon simple, à condition que l'interlocuteur soit disposé à répéter ou à reformuler ses phrases plus lentement et à m'aider à formuler ce que j'essaie de dire. Je peux poser des questions simples sur des sujets familiers ou sur ce dont j'ai immédiatement besoin, ainsi que répondre à de telles questions.	Je peux communiquer lors de tâches simples et habituelles ne demandant qu'un échange d'informations simple et direct sur des sujets et des activités familiers. Je peux avoir des échanges très brefs même si, en règle générale, je ne comprends pas assez pour poursuivre une conversation.	Je peux faire face à la majorité des situations que l'on peut rencontrer au cours d'un voyage dans une région où la langue est parlée. Je peux prendre part sans préparation à une conversation sur des sujets familiers ou d'intérêt personnel ou qui concernent la vie quotidienne (par exemple famille, loisirs, travail, voyage et actualité).	Je peux communiquer avec un degré de spontanéité et d'aisance qui rende possible une interaction normale avec un locuteur natif. Je peux participer activement à une conversation dans des situations familiaires, présenter et défendre mes opinions.	Je peux m'exprimer spontanément et couramment sans trop apparemment devoir chercher mes mots. Je peux utiliser la langue de manière souple et efficace pour des relations sociales ou professionnelles. Je peux exprimer mes idées et opinions avec précision et lier mes interventions à celles de mes interlocuteurs.	Je peux participer sans effort à toute conversation ou discussion et je suis aussi très à l'aise avec les expressions idiomatiques et les tournures courantes. Je peux m'exprimer couramment et exprimer avec précision de fines nuances de sens. En cas de difficulté, je peux faire marche arrière pour y remédier avec assez d'habileté et pour qu'elle passe presque inaperçue.
	S'exprimer oralement en continu	Je peux utiliser des expressions et des phrases simples pour décrire mon lieu d'habitation et les gens que je connais.	Je peux utiliser une série de phrases ou d'expressions pour décrire en termes simples ma famille et d'autres gens, mes conditions de vie, ma formation et mon activité professionnelle actuelle ou récente.	Je peux m'exprimer de manière simple afin de raconter des expériences et des événements, mes rêves, mes espoirs ou mes buts. Je peux brièvement donner les raisons et explications de mes opinions ou projets. Je peux raconter une histoire ou l'intrigue d'un livre ou d'un film et exprimer mes réactions.	Je peux m'exprimer de façon claire et détaillée sur une grande gamme de sujets relatifs à mes centres d'intérêt. Je peux développer un point de vue sur un sujet d'actualité et expliquer les avantages et les inconvénients de différentes possibilités.	Je peux présenter des descriptions claires et détaillées de sujets complexes, en intégrant des thèmes qui leur sont liés, en développant certains points et en terminant mon intervention de façon appropriée.	Je peux présenter une description ou une argumentation claire et fluide dans un style adapté au contexte, construire une présentation de façon logique et aider mon auditeur à remarquer et à se rappeler les points importants.
É C R I R E	Écrire	Je peux écrire une courte carte postale simple, par exemple de vacances. Je peux porter des détails personnels dans un questionnaire, inscrire par exemple mon nom, ma nationalité et mon adresse sur une fiche d'hôtel.	Je peux écrire des notes et messages simples et courts. Je peux écrire une lettre personnelle très simple, par exemple de remerciements.	Je peux écrire un texte simple et cohérent sur des sujets familiers ou qui m'intéressent personnellement. Je peux écrire des lettres personnelles pour décrire expériences et impressions.	Je peux écrire des textes clairs et détaillés sur une grande gamme de sujets relatifs à mes intérêts. Je peux écrire un essai ou un rapport en transmettant une information ou en exposant des raisons pour ou contre une opinion donnée. Je peux écrire des lettres qui mettent en valeur le sens que j'attribue personnellement aux événements et aux expériences.	Je peux m'exprimer dans un texte clair et bien structuré et développer mon point de vue. Je peux écrire sur des sujets complexes dans une lettre, un essai ou un rapport, en soulignant les points que je juge importants. Je peux adopter un style adapté au destinataire.	Je peux écrire un texte clair, fluide et stylistiquement adapté aux circonstances. Je peux rédiger des lettres, rapports ou articles complexes, avec une construction claire permettant au lecteur d'en saisir et de mémoriser les points importants. Je peux résumer et critiquer par écrit un ouvrage professionnel ou une œuvre littéraire.

Spoken Language

A1

FLUENCY	INTERACTION	VOCABULARY RANGE & CONTROL	GRAMMATICAL ACCURACY	PHONOLOGICAL CONTROL
Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

A2

FLUENCY	INTERACTION	VOCABULARY RANGE & CONTROL	GRAMMATICAL ACCURACY	PHONOLOGICAL CONTROL
Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Has a sufficient vocabulary for coping with simple survival needs; for the expression of basic communicative needs; to conduct routine, everyday transactions involving familiar situations and topics. Can control a narrow repertoire dealing with concrete everyday needs.	Uses some simple structures correctly, but still systematically makes basic mistakes-for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.

B1

FLUENCY	INTERACTION	VOCABULARY RANGE & CONTROL	GRAMMATICAL ACCURACY	PHONOLOGICAL CONTROL
Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.

B2

FLUENCY	INTERACTION	VOCABULARY RANGE & CONTROL	GRAMMATICAL ACCURACY	PHONOLOGICAL CONTROL
Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting other in, etc.	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Lexical accuracy is generally high, though some confusion and incorrect choice does occur without hindering communication.	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Good grammatical control; occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur; but they are rare and can often be corrected in retrospect.	Has acquired a clear, natural, pronunciation and intonation.

Reading

A1

OVERALL READING COMPREHENSION		CONDITIONS AND LIMITATIONS
Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.		Single phrase at a time, re-reading part of text.

A2

OVERALL READING COMPREHENSION		CONDITIONS AND LIMITATIONS
Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. Can understand short, simple texts on familiar matters of concrete type which consist of high frequency everyday or job-related language.		Restricted mainly to common everyday language and language related to my job.

B1

OVERALL READING COMPREHENSION		CONDITIONS AND LIMITATIONS
Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.		Ability to identify main conclusions and follow argument restricted to straightforward texts.

B2

OVERALL READING COMPREHENSION		CONDITIONS AND LIMITATIONS
Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.		Range and types of text only a minor limitation-can read different types of text at different speeds and in different ways according to purpose and type. Dictionary required for more specialized or unfamiliar texts.

Writing
A1

OVERALL WRITTEN PRODUCTION	ORTHOGRAPHIC CONTROL	CONDITIONS AND LIMITATIONS
Can write simple isolated phrases and sentences. Can ask for or pass on personal details in written form.	Can copy familiar words and short phrases e.g. simple signs and instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details.	Apart from the most common words and expressions, the writer needs to consult a dictionary.

A2

OVERALL WRITTEN PRODUCTION	ORTHOGRAPHIC CONTROL	CONDITIONS AND LIMITATIONS
Can write a series of simple phrases and sentences linked with simple connectors like "and", "but", and "because". Can write short, simple formulaic notes relating to matters in areas of immediate need.	Can copy short sentences on everyday subjects e.g. directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.	Only on familiar and routine matters. Writing continuous coherent text is difficult.

B1

OVERALL WRITTEN PRODUCTION	ORTHOGRAPHIC CONTROL	CONDITIONS AND LIMITATIONS
Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.	Can produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.	Range of texts can be limited to more familiar and common ones, such as describing things and writing about sequences of actions; but argumentation and contrasting issues, for example, are difficult.

B2

OVERALL WRITTEN PRODUCTION	ORTHOGRAPHIC CONTROL	CONDITIONS AND LIMITATIONS
Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources. Can express news and views effectively in writing, and relate to those of others.	Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	Expressing subtle nuances in taking a stance or in telling about feelings and experiences is usually difficult.

WRITING

A1

PRODUCTION ÉCRITE GÉNÉRALE	ETENDUE LINGUISTIQUE	ETENDUE DU VOCABULAIRE	CORRECTION GRAMMATICALE	COHERENCE & COHESION
Peut écrire des expressions et phrases simples isolées.	Possède un choix élémentaire d'expression simples pour les informations sur soi et les besoins de type courant.	Possède un répertoire élémentaire de mots isolés et d'expressions relatifs à des situations concrètes particulières.	A un contrôle limité de structures syntaxiques et de formes grammaticales simples appartenant à un répertoire mémorisé.	Peut relier des groupes de mots avec des connecteurs élémentaires tels que « et » ou « alors ».

A2

ETENDUE LINGUISTIQUE	ETENDUE DU VOCABULAIRE	MAÎTRISE DU VOCABULAIRE	CORRECTION GRAMMATICALE	MATIRISE DE L'ORTHOGRAPHE
Possède un répertoire de langue élémentaire qui lui permet de se débrouiller dans des situations courantes au contenu prévisible, bien qu'il lui faille généralement chercher ses mots et trouver un compromis par rapport à ses intentions de communication. Peut produire de brèves expressions courantes afin de répondre à des besoins simples de type concret : détails personnels, routines quotidiennes, désirs, et besoins, demandes d'information. Peut utiliser des modèles de phrases élémentaires et communiquer à l'aide de phrases mémorisées, de groupes de quelques mots et d'expressions toutes faites, sur soi, les gens, ce qu'ils font, leurs biens, etc. Possède un répertoire limité de courtes expressions mémorisées couvrant les premières nécessités vitales des situations prévisibles ; des ruptures fréquentes et des malentendus surviennent dans les situations imprévues.	Possède un vocabulaire suffisant pour mener des transactions quotidiennes courantes dans des situations et sur des sujets familiers ; pour satisfaire les besoins communicatifs élémentaires ; pour satisfaire les besoins primordiaux.	Possède un répertoire restreint ayant trait à des besoins quotidiens concrets.	Peut utiliser des structures simples correctement mais commet encore systématiquement des erreurs élémentaires comme, par exemple, la confusion des temps et l'oubli de l'accord. Cependant le sens général reste clair.	Peut copier de courtes expressions sur des sujets courants, par exemple, les indications pour aller quelque part. Peut écrire avec une relative exactitude phonétique (mais forcément orthographe) des mots courts qui appartiennent à son vocabulaire oral.

B1

ETENDUE LINGUISTIQUE	ETENDUE DU VOCABULAIRE	MAÎTRISE DU VOCABULAIRE	CORRECTION GRAMMATICALE	MATIRISE DE L'ORTHOGRAPHE
Possède une gamme assez étendue de langue pour décrire des situations imprévisibles, expliquer le point principal d'un problème ou d'une idée avec assez de précision et exprimer sa pensée sur des sujets abstraits ou culturels tels que la musique ou le cinéma. Possède suffisamment de moyens linguistiques pour s'en sortir avec quelques hésitations et quelques périphrases sur des sujets tels que la famille, les loisirs et centres d'intérêt, le travail, les voyages et l'actualité mais le vocabulaire limité conduit à des répétitions et même parfois à des difficultés de formulation.	Possède un vocabulaire suffisant pour s'exprimer à l'aide de périphrases sur la plupart des sujets relatifs à sa vie quotidienne tels que la famille, les loisirs et les centres d'intérêt, le travail, les voyages et l'actualité.	Montre une bonne maîtrise du vocabulaire élémentaire mais des erreurs sérieuses se produisent encore quand il s'agit d'exprimer une pensée plus complexe.	Communique avec une correction suffisante dans des contextes familiers ; en règle générale, a un bon contrôle grammatical malgré de nettes influences de la langue maternelle. Des erreurs peuvent se produire mais le sens général reste clair. Peut se servir avec une correction suffisante d'un répertoire de tournures et expressions fréquemment utilisées et associées à des situations plutôt prévisibles.	Peut produire un écrit suivi généralement compréhensible tout du long. L'orthographe, la ponctuation et la mise en page sont assez justes pour être suivies facilement le plus souvent.

B2

ETENDUE LINGUISTIQUE	ETENDUE DU VOCABULAIRE	MAÎTRISE DU VOCABULAIRE	CORRECTION GRAMMATICALE	MATIRISE DE L'ORTHOGRAPHE
Peut s'exprimer clairement et sans donner l'impression d'avoir à restreindre ce qu'il/elle souhaite dire. Possède une gamme assez étendue de langue pour pouvoir faire des descriptions claires, exprimer son point de vue et développer une argumentation sans chercher ses mots de manière évidente et en utilisant des phrases complexes.	Possède une bonne gamme de vocabulaire pour les sujets relatifs à son domaine et les sujets les plus généraux. Peut varier sa formulation pour éviter de répétitions fréquentes, mais des lacunes lexicales peuvent encore provoquer des hésitations et l'usage de périphrases.	L'exactitude du vocabulaire est généralement élevée bien que des confusions et le choix de mots incorrects se produisent sans gêner la communication.	A un bon contrôle grammatical ; des bêtises occasionnelles, des erreurs non systématiques et de petites fautes syntaxiques peuvent encore se produire mais elles sont rares et peuvent souvent être corrigées rétrospectivement. A un assez bon contrôle grammatical. Ne fait pas de fautes conduisant à des malentendus.	Peut produire un écrit suivi, clair et intelligible qui suit les règles d'usage de la mise en page et de l'organisation. L'orthographe et la ponctuation sont relativement exacts mais peuvent subir l'influence de la langue maternelle.

A1

A1 ORAL

Listening

I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.

Spoken Interaction

I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics

Spoken Production

I can use simple phrases and sentences to describe where I live and people I know

	SP: I can briefly describe my family and where I live																			
	SI: I can introduce somebody and use basic greetings such as "hello" and "good bye"																			
	L: I can understand basic vocabulary about myself and my family																			
	SP: I can express my basic needs (washrooms, food, drink)																			
	SI: I can ask and answer simple questions and make simple statements about basic needs or very familiar topics																			
	SP: I can state a list of items (e.g. hobbies, animals, food)																			
	SP: I can state my likes and dislikes (e.g. animal, food, sport, clothing)																			
	L: I can understand basic vocabulary related to my surroundings (e.g., school, classroom or workplace)																			
	SI: I can ask people for things and give people things																			
	SP: I can give my name, age, address and telephone number																			
	SI: I can ask people questions about where they live, people they know ,things they have and answer similar questions addressed to me provided they are spoken slowly and clearly																			
	SI: I can make simple purchases by pointing or using other gestures to support what I say																			
	SI: I can make statements involving numbers, quantities and cost																			
	L: I can understand numbers, prices and times																			
	L: I can understand questions and follow short simple directions																			
	L: I can understand simple directions, to get from X to Y, by foot or public transport																			
	SI: I can ask and give the time and can use such phrases as "next week", "last Friday", "in November", "three o'clock"																			
	SI: I can provide the date including the day of the week, month and year																			
	L: I can understand numbers, prices and times																			
	SP: I can say when I don't understand																			
	SP: I can very simply ask somebody to repeat what they said																			
	SP: I can ask somebody to speak more slowly																			
	SI: I can make myself understood in a simple way but I am dependent on the other speaker being prepared to repeat more slowly and rephrase what I say and to help me to say what I want																			
	L: I understand some simple messages and stories by identifying some words and expressions																			

Activity Title

Je présente ma famille

Besoins

Je m'exprime

Quest

Je me présente

J'achète

Directions

Les dates

Je clarifie

Je clarifie

Je clarifie

A1 COMMUNICATION ORALE : Je peux..

<p>Je présente ma famille</p> <p>I can :</p> <ul style="list-style-type: none"> - briefly describe my family and where I live - introduce somebody and use basic greetings such as "Bonjour" and "Au revoir" - understand basic vocabulary about myself and my family 	<p>Besoins</p> <p>I can:</p> <ul style="list-style-type: none"> - express my basic needs (toilettes, nourriture, boissons) - ask and answer simple questions and make simple statements about basic needs or very familiar topics 	<p>Je m'exprime</p> <p>I can:</p> <ul style="list-style-type: none"> - state a list of items (ex, passe temps, animaux, nourriture) - state my likes and dislikes (ex., animaux, nourriture, sports, vêtements) - understand basic vocabulary related to my surroundings (ex., école, salle de classe, travail)
<p>POUR AMÉLIORER... au verso</p>	<p>POUR AMÉLIORER... au verso</p>	<p>POUR AMÉLIORER... au verso</p>
<p>Je pose des questions</p> <p>I can :</p> <ul style="list-style-type: none"> - ask people for things and give people things 	<p>Je me présente</p> <p>I can :</p> <ul style="list-style-type: none"> - give mon nom, mon âge, mon adresse et mon numéro de téléphone - ask people questions about where they live, people they know, things they have and answer similar questions addressed to me provided they are spoken slowly and clearly 	<p>J'achète</p> <p>I can:</p> <ul style="list-style-type: none"> - make simple purchases by pointing or using other gestures to support what I say - make statements involving numbers, quantities and cost - understand numbers, prices and times
<p>POUR AMÉLIORER... au verso</p>	<p>POUR AMÉLIORER... au verso</p>	<p>POUR AMÉLIORER... au verso</p>
<p>Les directions</p> <p>I can:</p> <ul style="list-style-type: none"> - understand questions and instructions and follow short simple directions - understand simple directions, to get from X to Y, by foot or public transport 	<p>Les dates</p> <p>I can:</p> <ul style="list-style-type: none"> - ask and give the time and can use such phrases as "la semaine prochaine", "le vendredi passé", "en novembre", à trois heures" - provide the date including the day of the week, month and year 	<p>Je clarifie</p> <p>I can:</p> <ul style="list-style-type: none"> - say when I don't understand - very simply ask somebody to repeat what they said - ask somebody to speak more slowly - make myself understood in a simple way but I am dependent on the other speaker being prepared to repeat more slowly and rephrase what I say and to help me to say what I want - understand some simple messages and stories by identifying some words and expressions
<p>POUR AMÉLIORER... au verso</p>	<p>POUR AMÉLIORER... au verso</p>	<p>POUR AMÉLIORER... au verso</p>

A1 COMMUNICATION ORALE
POUR AMÉLIORER

Je présente ma famille : I can	Besoins : I can	Je m'exprime: I can
Je pose des questions : I can	Je me présente : I can	J'achète : I can
Les directions : I can	Les dates : I can	Je clarifie : I can

A1 ORAL : Je présente ma famille

CEF Descriptors		
Spoken Production	Spoken Interaction	Listening
I can briefly describe my family and where I live.	I can introduce somebody and use basic greetings such as "hello" and "good-bye".	I can understand basic vocabulary about myself and my family.
Resources : A10.famille cards, student tracking chart, teacher tracking page, A10.clarifie poster		

ASSESSMENT

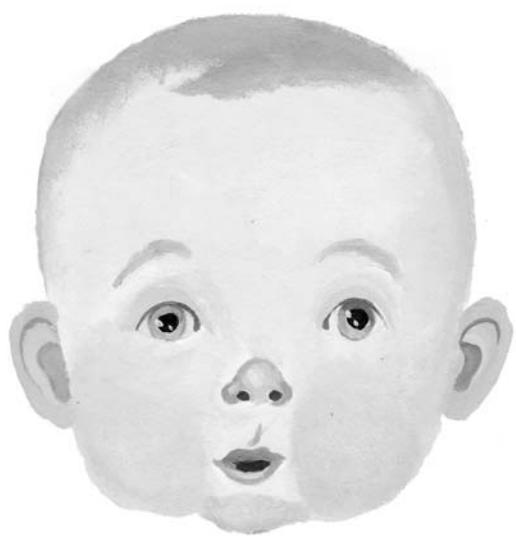
SCALE

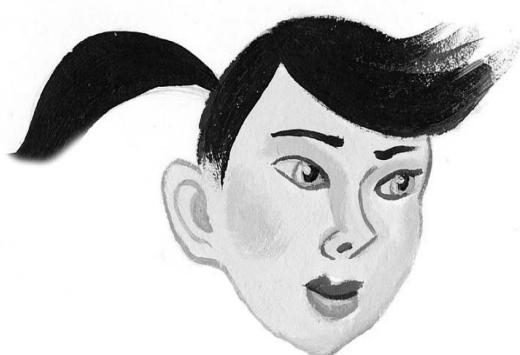
FLUENCY	INTERACTION	VOCABULARY RANGE & CONTROL	GRAMMATICAL ACCURACY	PHONOLOGICAL CONTROL
Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

CONFERENCE

Teacher Directions	Possible Student Responses
<ul style="list-style-type: none"> ▪ Greet the student, «Bonjour». ▪ Show student the stack of cards labeled A10.famille, «Voici des cartes». ▪ Ask student to select cards from the stack that resembles his/her family and home, «Choisis des cartes qui ressemblent à ta famille et où tu habites.». ▪ Spread out the cards face up and ask student about his/her family, «Combien de personnes est-ce qu'il y a dans ta famille?». ▪ Randomly select one of the student selected cards and ask the student about his/her family member that corresponds to the image, «Qui est-ce? Décris cette personne.» ▪ Point to housing card and ask, « Où est-ce que tu habites? Dans quelle ville ? ». ▪ Thank the student, « Merci pour tes réponses et au revoir. ». 	<ul style="list-style-type: none"> ▪ Replies, «Bonjour». ▪ Selects appropriate cards and hands them to the teacher, «Voici les cartes». ▪ Responds with correct number and may point to card, «(J'ai) 2 frères» ▪ Responds with family role and/or proper name, «(C'est) ma belle mère, (elle s'appelle) Josette.». ▪ Responds with both location and type of housing, « (J'habite) à London dans une maison rouge. ». ▪ Responds accordingly, « De rien et au revoir. ».









A1 ORAL : Besoins

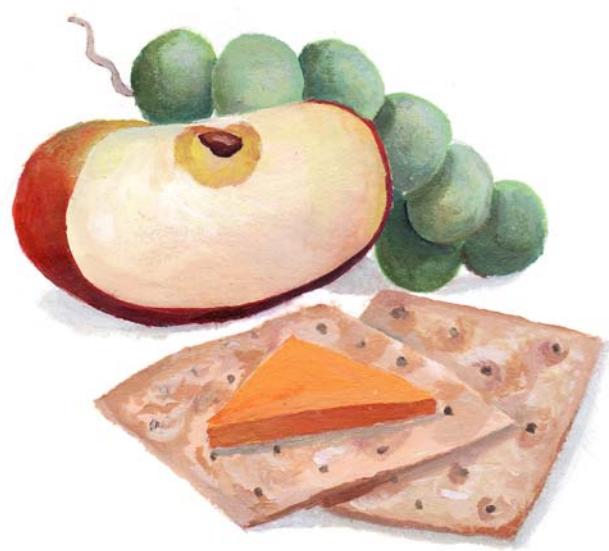
CEF Descriptors		
Spoken Production	Spoken Interaction	Listening
I can express my basic needs (washrooms, food, drink).	I can ask and answer simple questions and make simple statements about basic needs or very familiar topics.	
Resources : A10.besoins sheets, student tracking chart, teacher tracking page, A10.clarifie poster		

ASSESSMENT SCALE

FLUENCY	INTERACTION	VOCABULARY RANGE & CONTROL	GRAMMATICAL ACCURACY	PHONOLOGICAL CONTROL
Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

CONFERENCE

Teacher Directions	Possible Student Responses
<ul style="list-style-type: none"> ▪ Greet the student, «Bonjour». ▪ Show student the 3 items, the card for the washroom, the sheet with drinks on it and the sheet with food items on it. «Voici des images». ▪ Point to the washroom symbol and ask the student to ask you a question, « Pose moi une question pour cette carte. » ▪ Show the student the page with the drinks on it and ask the student to ask you a question, « Pose moi une question pour cette carte. » ▪ Ask the student what s/he would like to drink, « Qu'est-ce que tu veux boire? » ▪ Show the student the page with the food items on it and ask the student to ask you a question, « Pose moi une question pour cette carte. » ▪ Ask the student what s/he would like to eat, « Qu'est-ce que tu veux manger? » ▪ Thank the student, « Merci pour tes réponses et au revoir. ». 	<ul style="list-style-type: none"> ▪ Replies, «Bonjour». ▪ «Est-ce que je peux aller aux toilettes ? » ▪ « J'ai soif. Est-ce que je peux boire? » ▪ « Je veux (du jus), s.v.p. » ▪ « J'ai faim. Est-ce que je peux manger ? » ▪ « Je veux (une pomme), s.v.p. » ▪ Responds accordingly, « De rien et au revoir. ».





A1 ORAL : Je m'exprime

CEF Descriptors		
Spoken Production	Spoken Interaction	Listening
I can state a list of items (e.g., hobbies, animals, food) I can state my likes and dislikes (e.g., animal, food, sport, clothing).		I can understand basic vocabulary related to my surroundings (e.g., school, classroom or work place).
Resources : A10.exprime cards, thumbs up/thumbs down cards, student tracking chart, teacher tracking page, A10.clarifie poster		

ASSESSMENT

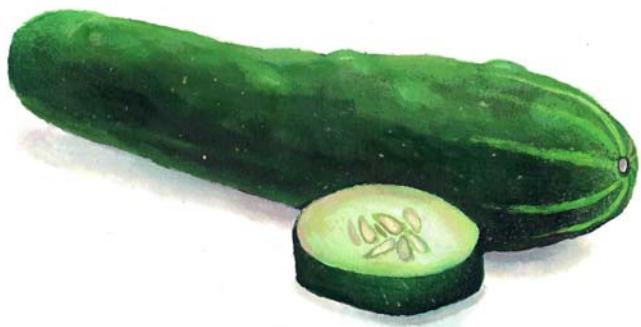
SCALE

FLUENCY	INTERACTION	VOCABULARY RANGE & CONTROL	GRAMMATICAL ACCURACY	PHONOLOGICAL CONTROL
Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

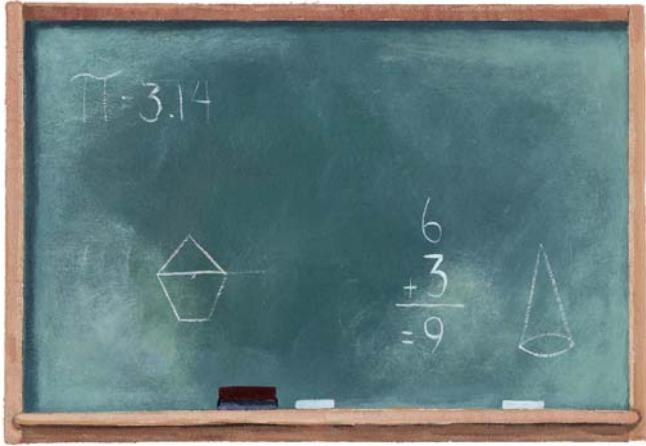
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Teacher Directions	Possible Student Responses
<ul style="list-style-type: none"> ▪ Greet the student, «Bonjour». ▪ Show the student the stack of cards labeled A10.exprime and ask the student to look over the cards., «Regarde ces cartes». ▪ Place the thumbs up and thumbs down cards on the table. Ask the student to look at the stack of cards and pick 3 items that s/he likes and 3 items that s/he doesn't like. «Choisis 3 choses que tu aimes et 3 choses que tu n'aimes pas.». ▪ Point to one of the selected cards and say, « Qu'est-ce que tu penses de cette activité ? » ▪ Lay out the rest of the cards and ask the student to point to card that you identify, «Est-ce que tu peux me montrer le crayon ?» or « Où est le crayon ? ». ▪ Thank the student, « Merci pour tes réponses et au revoir. » . 	<ul style="list-style-type: none"> ▪ Replies, «Bonjour». ▪ Selects the 6 cards for the teacher and lays them out on the table. ▪ Responds with “j'aime ou je n'aime pas” «J'aime la musique.» «Je n'aime pas les sports.» ▪ Listens to the vocabulary word provided by the teacher and points to corresponding image and may say, “Voici le crayon.”. ▪ Responds accordingly, « De rien et au revoir. ».











A1 ORAL : Je pose des questions

CEF Descriptors		
Spoken Production	Spoken Interaction	Listening
	I can ask people for things and give people things.	

Resources : A10.questions cards , student tracking chart, teacher tracking page, A10.clarifie poster

ASSESSMENT SCALE

FLUENCY	INTERACTION	VOCABULARY RANGE & CONTROL	GRAMMATICAL ACCURACY	PHONOLOGICAL CONTROL
Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

CONFERENCE

Teacher Directions	Possible Student Responses
<ul style="list-style-type: none"> ▪ Teacher should pre-select 9 matching pairs of cards for the game “Go Fish”. ▪ Greet the student, «Bonjour». ▪ Shuffle the 18 cards. ▪ Hand out four cards to the student and keep four cards for yourself. Place the rest of the stack face down in between the two of you. ▪ Explain the rules of the game to the student. Each player takes a turn asking another player for a card matching one s/he has in his/her hand. If the person has the card then s/he gives it to his/her opponent who will lay the matching pair face up in front of himself/herself. If the other player does not have the card then the caller draws a card from the pile in the middle. (Go Fish rules). ▪ Start the play by asking the student for a card, «Est-ce que tu as la gomme?» ▪ Game continues until all the pairs have been made. ▪ Thank the student, « Merci pour le jeu et au revoir. » 	<ul style="list-style-type: none"> ▪ Replies, «Bonjour». ▪ Looks at the cards but does not show them to the teacher. ▪ Listens to the rules and asks for clarification if s/he does not understand. ▪ Responds with yes or no answers, «Oui. Voici la gomme.» «Non, je n'ai pas la gomme.» Asks the teacher if s/he has a specific card, «Est-ce que vous avez la règle? » ▪ Responds accordingly « De rien et au revoir. »





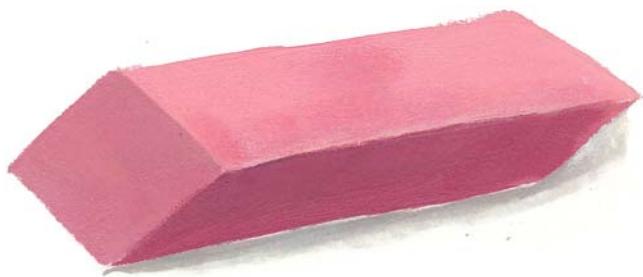
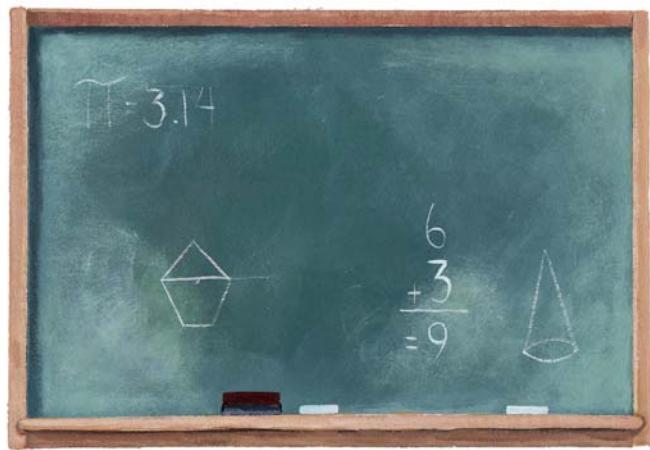














A1 ORAL : Je me présente

CEF Descriptors		
Spoken Production	Spoken Interaction	Listening
I can give my name, age, address and telephone number.	I can ask people questions about where they live, people they know, things they have and answer similar questions addressed to me provided they are spoken slowly and clearly.	

Resources : A10.moi prompt sheet, student tracking chart, teacher tracking page, A10.clarifie poster

ASSESSMENT

SCALE

FLUENCY	INTERACTION	VOCABULARY RANGE & CONTROL	GRAMMATICAL ACCURACY	PHONOLOGICAL CONTROL
Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

CONFERENCE

Teacher Directions	Possible Student Responses
<ul style="list-style-type: none"> ▪ Greet the student, «Bonjour». ▪ Give the student a copy of the Prompt sheet labeled A10.moi. ▪ Ask the student to tell you about him/herself including talking about the prompt sheet items. ▪ Ask the student what his/her favourite thing to play is, «Quels activités est-ce que tu aimes faire?» ▪ Ask the student to ask you a question, « Maintenant pose moi une question. » ▪ Thank the student, « Merci pour tes réponses et au revoir. » 	<ul style="list-style-type: none"> ▪ Replies, «Bonjour». ▪ Looks at the prompt sheet. ▪ Tells the teacher about him/herself using the prompting list i.e., Jonny 11 ans à London J'ai les cheveux bruns et les yeux bleus. ▪ Responds accordingly, «J'aime jouer le hockey. » ▪ Asks a question, « Est-ce que vous aimez le hockey?» ▪ Student responds, « De rien et au revoir. »

Nom:

Âge:

Adresse:

No de téléphone

Cheveux:

Yeux :

Ami(s) /Amie(s):

Intérêts:

A1O.moi

Nom:

Âge:

Adresse:

No de téléphone

Cheveux:

Yeux :

Ami(s) /Amie(s):

Intérêts:

A1O.moi

A1 ORAL : J'achète

CEF Descriptors		
Spoken Production	Spoken Interaction	Listening
	<p>I can make simple purchases by pointing or using other gestures to support what I say.</p> <p>I can make statements involving numbers, quantities and cost.</p>	<p>I can understand <u>numbers, prices</u> and times.</p>
<p>Resources : Le marché poster, A10.achète play money, student tracking chart, teacher tracking page A10.clarifie poster</p> <p>Teacher supplied resources: 2 calculators</p>		

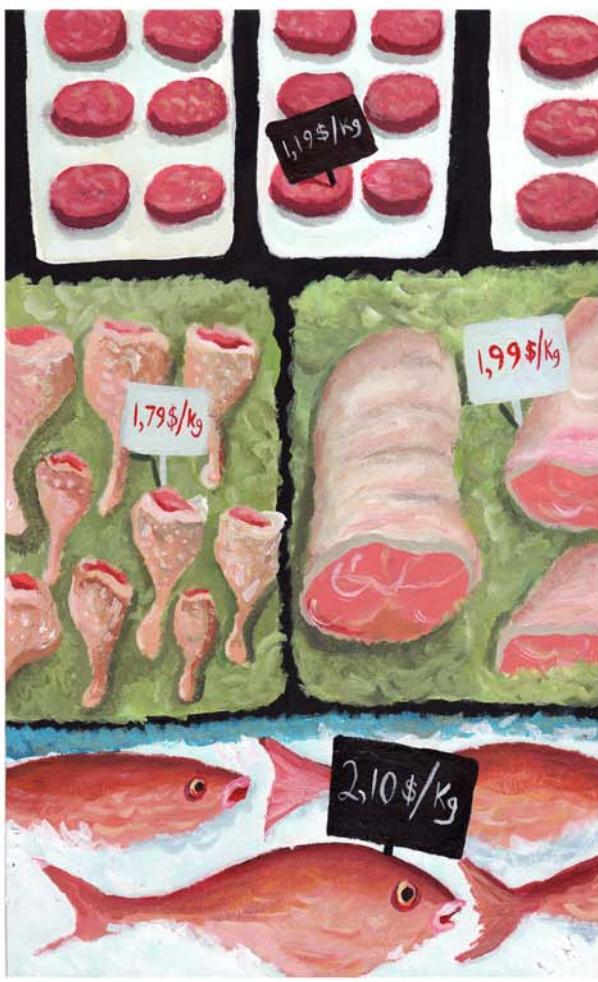
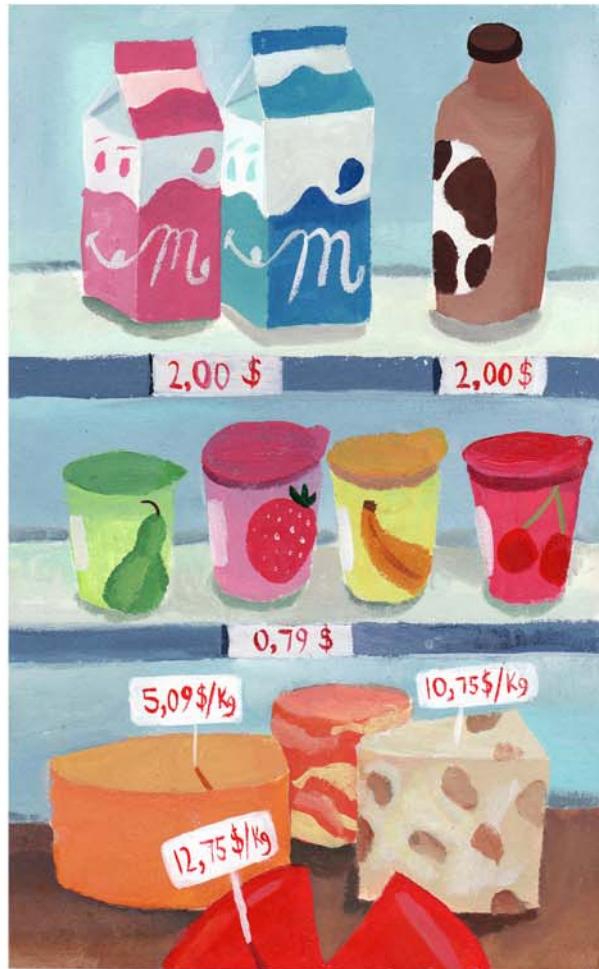
ASSESSMENT

SCALE

FLUENCY	INTERACTION	VOCABULARY RANGE & CONTROL	GRAMMATICAL ACCURACY	PHONOLOGICAL CONTROL
Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

CONFERENCE

Teacher Directions	Possible Student Responses
<ul style="list-style-type: none"> ▪ Greet the student, «Bonjour». ▪ Put poster labeled Le Marché on the table between yourself and the student and give the student some play money for shopping. ▪ Explain to student that you are going to pretend that the student is coming into your store to buy some food; teacher is the shop owner, student is shopper, «Bonjour! Bienvenue au marché! Qu'est-ce que vous voulez acheter aujourd'hui?» ▪ Add up the total and tells the student how much s/he owes. « C'est X dollars en total, s.v.p. » ▪ Thank the student, « Merci et au revoir. » 	<ul style="list-style-type: none"> ▪ Replies, «Bonjour». ▪ Tells the shopkeeper what items s/he wants to buy and how many of each item – s/he does not need to know the vocabulary for each item but must get the message across in French of what it is and the quantity. «Je prends deux de ça et un lait.» (may be pointing to item) ▪ Gives money to the teacher and receives change. « Voici, merci. » ▪ Responds accordingly, « De rien et au revoir. »



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1.00 \$	1.00 \$
1.00 \$	1.00 \$

2.00 \$	2.00 \$
2.00 \$	2.00 \$
2.00 \$	2.00 \$
2.00 \$	2.00 \$
2.00 \$	2.00 \$

5.00 \$	5.00 \$
5.00 \$	5.00 \$
5.00 \$	5.00 \$
5.00 \$	5.00 \$
5.00 \$	5.00 \$

10.00 \$	10.00 \$
10.00 \$	10.00 \$
10.00 \$	10.00 \$
10.00 \$	10.00 \$
10.00 \$	10.00 \$

A1 ORAL : Les directions

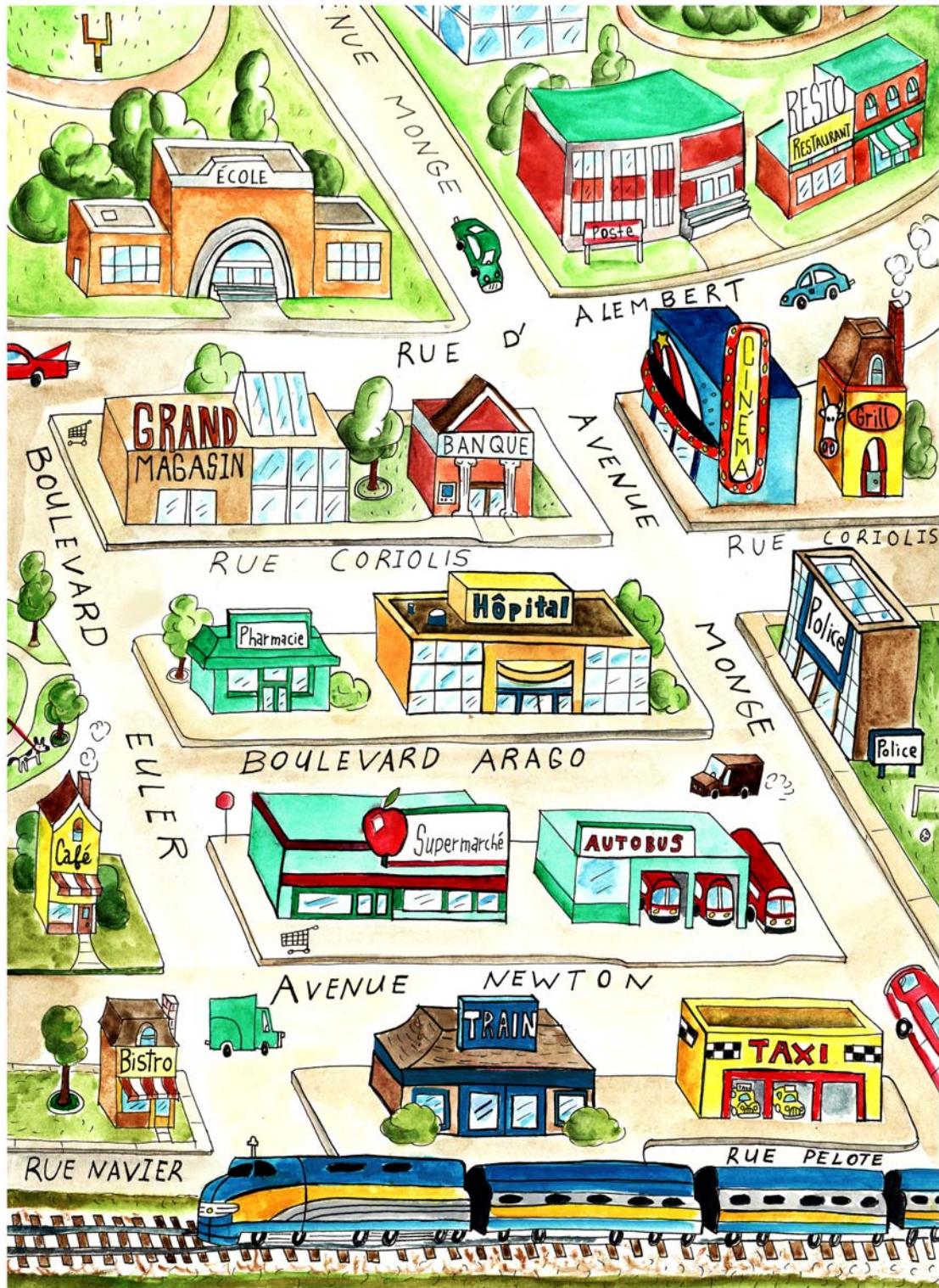
CEF Descriptors		
Spoken Production	Spoken Interaction	Listening
		I can understand questions and instructions and follow short simple directions. I can understand simple directions, to get from X to Y, by foot or public transport.
Resources : A10.directions map, student tracking chart, teacher tracking page, A10.clarifie poster		

ASSESSMENT SCALE

FLUENCY	INTERACTION	VOCABULARY RANGE & CONTROL	GRAMMATICAL ACCURACY	PHONOLOGICAL CONTROL
Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

CONFERENCE

Teacher Directions	Possible Student Responses
<ul style="list-style-type: none"> ▪ Greet the student, «Bonjour». ▪ Show the student the map labeled A10.directions, select 3 different locations and give the student a starting location. «Tu es au café. » ▪ Ask the student to trace his/her progress along the map as teacher gives him/her specific directions using basic vocabulary (droit, gauche, continue tout droit, suivez rue Noire jusqu'à la boulangerie, traverse), ensure that the student goes to 3 different locations on the map. At the last location, ask, «Où es-tu? ». ▪ Thank the student, « Merci pour tes réponses et au revoir. » 	<ul style="list-style-type: none"> ▪ Replies, «Bonjour». ▪ Places a finger on starting point. ▪ Traces progress along the map according to the teacher's directions, stopping at the specified 3 locations. Tells the teacher where s/he ended up. « Je suis policier ». ▪ Responds accordingly, « De rien et au revoir. »



A1 ORAL : Les dates

CEF Descriptors		
Spoken Production	Spoken Interaction	Listening
	<p>I can ask and give the time and can use such phrases as “next week”, “last Friday”, “in November”, “three o’clock”.</p> <p>I can provide the date including the day of the week, month and year.</p>	<p>I can understand numbers, prices and <u>times</u>.</p>

Resources : A10.dates sheet, student tracking chart, teacher tracking page, A10.clarifie poster

ASSESSMENT

SCALE

FLUENCY	INTERACTION	VOCABULARY RANGE & CONTROL	GRAMMATICAL ACCURACY	PHONOLOGICAL CONTROL
Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

CONFERENCE

Teacher Directions	Possible Student Responses
<ul style="list-style-type: none"> ▪ Greet the student, «Bonjour». ▪ Show the student the sheet labeled A10.dates. Give the student a date near the beginning of the month-at-a-glance and tell her/him to pretend this is today’s date. ▪ Ask the student questions about the activities planned on the agenda; be sure to include questions about «la semaine prochaine» «vendredi passé» «en octobre» and time; student must also provide a day, a week, a month, and a year, «Où vas-tu à 19h:00 la semaine prochaine?» «Le __[date]__ était quand?» «L’Hallowe’en est en quel mois?» «À quelle heure vas-tu chez le dentiste?» ▪ Thank the student, « Merci pour tes réponses et au revoir. » , 	<ul style="list-style-type: none"> ▪ Replies, «Bonjour». ▪ Responds to questions asked by teacher, «La semaine prochaine, je vais au concert avec Marie.» «Vendredi passé» «En octobre» NOTE : student does not have to answer in complete sentences. ▪ Responds accordingly, « De rien et au revoir. ».

juillet

Lundi mardi mercredi jeudi vendredi samedi dimanche

	1 Pratique de Soccer 18h:00	2	3	4	5	6
7	8	9	10 Concert avec Maria 19h:00	11	12	13
14	15	16	17	18	19	20
21	22 Dentiste 9h:30	23	24	25	26	27
28	29 Bibliothèque avec Sam 16h:30	30	31 et Cinéma 19h:30			

A1 ORAL : Je clarifie

CEF Descriptors		
Spoken Production	Spoken Interaction	Listening
I can say when I don't understand. I can very simply ask somebody to repeat what they said. I can ask somebody to speak more slowly.	I can make myself understood in a simple way but I am dependent on the other speaker being prepared to repeat more slowly and rephrase what I say and to help me to say what I want.	I understand some simple messages and stories by identifying some words and expressions.

Resources : A10.clarifie poster, student tracking chart, teacher tracking page

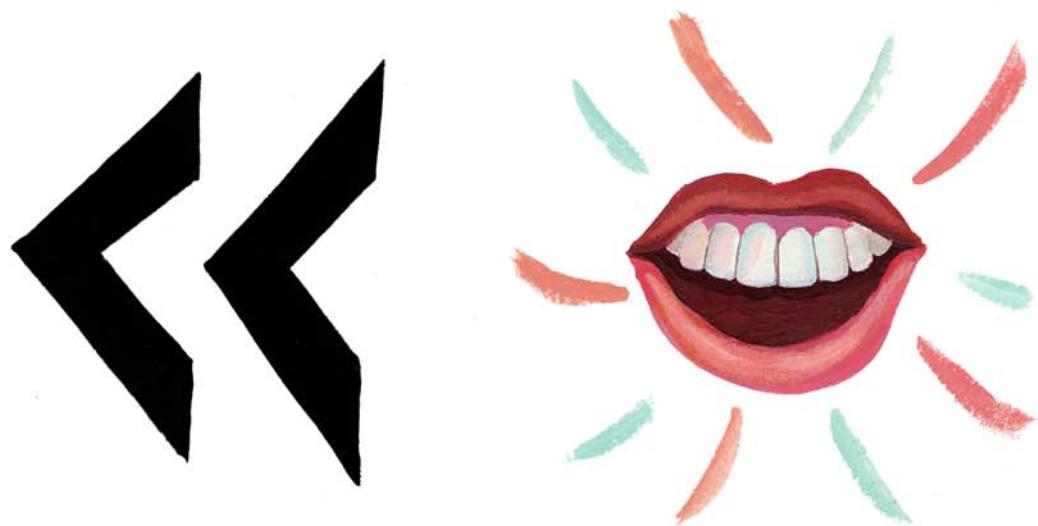
ASSESSMENT

SCALE

FLUENCY	INTERACTION	VOCABULARY RANGE & CONTROL	GRAMMATICAL ACCURACY	PHONOLOGICAL CONTROL
Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

CONFERENCE

Teacher Directions	Possible Student Responses
<ul style="list-style-type: none"> ▪ Explain to the student what each symbol represents. <ul style="list-style-type: none"> - Boy scratching his head: I don't understand + Question mark: ask clarifying questions - Rewind button: repeat + Mouth: say it in another way - Snail: speak more slowly ▪ Encourage the student to build a repertoire of expressions in French that s/he can use to help make himself/herself understood. ▪ S/he can track these on the self assessment page under "Je clarifie". ▪ Have the poster out at each assessment conference so the student may refer to it. 	<ul style="list-style-type: none"> ▪ N/A



A1 Reading

- I can understand texts that consist mainly of high-frequency everyday or job-related language.
- I can understand the description of events, feelings and wishes in personal letters.

A1 LECTURE : Je peux..

<p>Je remplis un formulaire I can understand basic questions on standardized forms to give the most important information about myself.</p> <p><i>POUR AMÉLIORER...</i></p>	<p>Je connais I can understand information about people (ex. place of residence, age).</p> <p><i>POUR AMÉLIORER...</i></p>
<p>Messages In everyday situations, I can read short, simple messages and notes (ex. les biscuits sur le comptoir, "de retour à quatre heures")</p> <p><i>POUR AMÉLIORER...</i></p>	<p>Affichage I can decipher posters, signs and labels in everyday life to determine times, dates, costs and locations.</p> <p><i>POUR AMÉLIORER...</i></p>

A1 LECTURE : Je peux..

Le journal

I can understand some newspaper headlines with familiar words.

POUR AMÉLIORER...

Courriel

I can read short text with familiar words and very simple sentences and grasp the overall meaning of the text (ex. comptines, rimes, carte de voeux).

POUR AMÉLIORER...

L'ordinateur

I can understand important words relating to computer programs, such as “sauvegarder”, “copier”, et “imprimer”.

POUR AMÉLIORER...

Je bâtis

I can follow short, simple written directions.

POUR AMÉLIORER...

A1 READING : Je remplis un formulaire

CEF Descriptors
Reading
I can understand basic questions on standardized forms to give the most important information about myself.
Resources : A1R.formulaire sheet, student tracking chart, teacher tracking page Teacher supplied resources: overhead marker

ASSESSMENT

SCALE

OVERALL READING COMPREHENSION	CONDITIONS AND LIMITATIONS
Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	Single phrase at a time, re-reading part of text.

CONFERENCE

Teacher Directions

- Give the student the laminated copy of the soccer tournament registration form marked A1R.formulaire.
- Welcome the student to the soccer tournament registration,
« Bonjour! Voici un formulaire d'inscription au tournoi de soccer Champs-de-pied. »
- Ask the student to read over the form and then fill in all the sections using the overhead marker. Since this is a reading activity, the teacher may choose to have the student respond orally instead of in writing.
- Teacher is permitted to give prompts and explanations of terms as long as both the teacher and the student are speaking in French. Use of English translation is not acceptable.
- Thank the student,
« Merci et au revoir. »

FORMULAIRE D'INSCRIPTION
Tournoi de soccer Champs-de-pied

Nom de famille : _____

Prénom : _____

Adresse : _____

No. Téléphone : _____

Courriel : _____

Nom du père : _____

Nom de la mère : _____

Date de naissance : _____

Nationalité : _____

No d'assurance : _____

Allergies : _____

FORMULAIRE D'INSCRIPTION
Tournoi de soccer Champs-de-pied

Nom de famille : _____

Prénom : _____

Adresse : _____

No. Téléphone : _____

Courriel : _____

Nom du père : _____

Nom de la mère : _____

Date de naissance : _____

Nationalité : _____

No d'assurance : _____

Allergies : _____

A1 READING : Je connais

CEF Descriptors
Reading
I can understand information about people (e.g., place of residence, age).
Resources : A1R.connais cards, student tracking chart, teacher tracking page

ASSESSMENT SCALE

OVERALL READING COMPREHENSION	CONDITIONS AND LIMITATIONS
Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	Single phrase at a time, re-reading part of text.

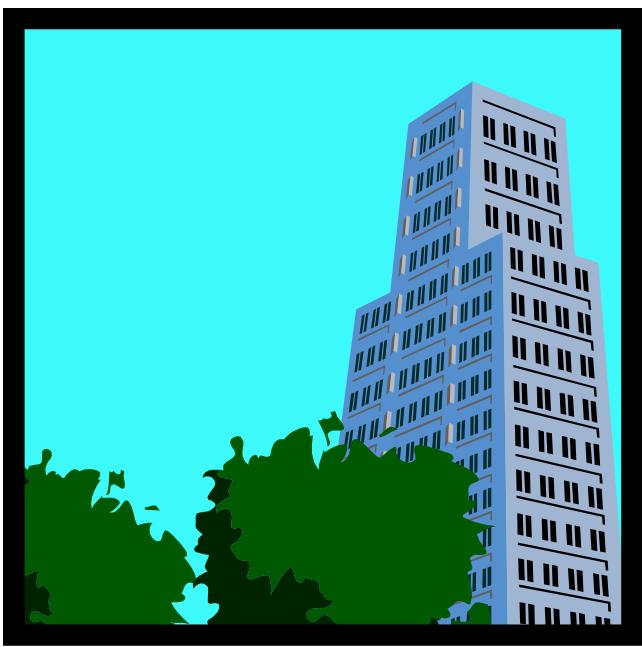
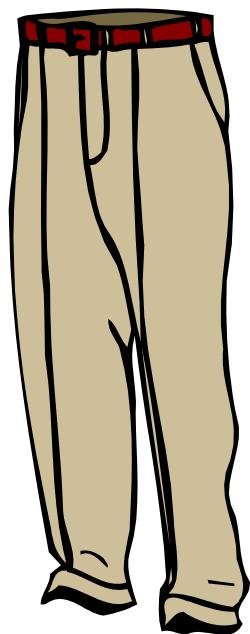
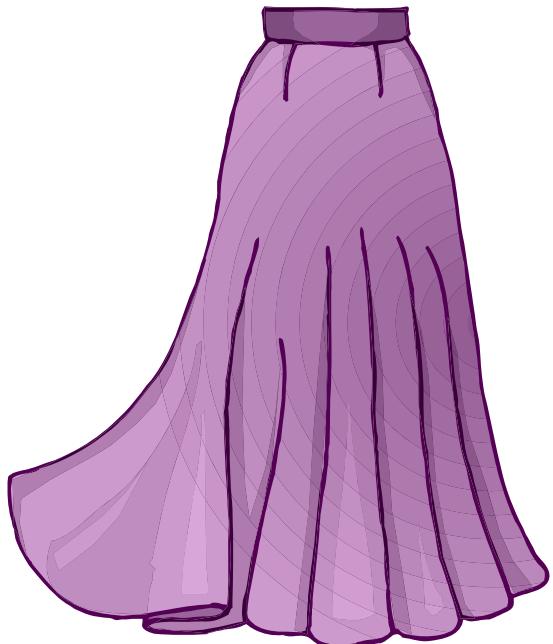
CONFERENCE

Teacher Directions
<ul style="list-style-type: none">▪ Take out the stack of cards marked A1R.connais and have the student choose one of the cards with written text on it (there are 5).▪ Have the student read the information on the card (aloud or silently). The student will read the complete card before selecting the images.▪ While the student is reading, lay out all the image cards.▪ Teacher will then ask the student to select the appropriate image cards that relate to the written information.▪ Thank the student, « Merci et au revoir. ».









Hassan a huit ans. Il aime jouer au piano. Il habite dans une maison rouge. Aujourd’hui, il porte un jean et un T-shirt noir.

Sofia a cinq ans. Elle a un frère qui a un an. Elle habite dans un appartement brun. Aujourd’hui, elle porte un T-shirt et un short.

Ling est électricienne. Elle habite dans une maison noire. Aujourd’hui, elle porte une blouse rose et une jupe violette.

Sébestien est vétérinaire. Il habite dans un condo sur le huitième étage. Aujourd’hui, il porte un pantalon brun et une chemise verte.

Mary est une femme qui habite dans une maison blanche et brune. Elle aime jardiner. Elle est grand-mère. Aujourd’hui, elle porte une belle robe.



A1 READING : Messages

CEF Descriptors
Reading
In everyday situations, I can read short, simple messages and notes (e.g., "cookies on the counter", "back at 4 o'clock").
Resources : A1R.messages cards, student tracking chart, teacher tracking page

ASSESSMENT

SCALE

OVERALL READING COMPREHENSION	CONDITIONS AND LIMITATIONS
Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	Single phrase at a time, re-reading part of text.

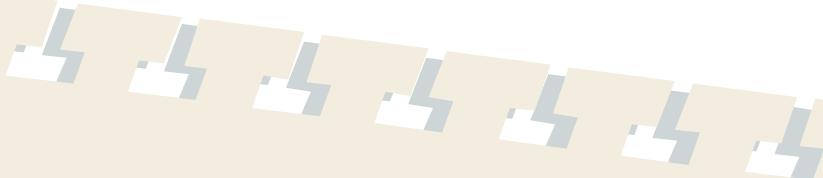
CONFERENCE

Teacher Directions

- Take out the stack of cards marked A1R.messages. Ask the student to select a card and read it (aloud or silently). There is one blank card in case the teacher would like to create his/her own message.
- Ask the student questions about the information in the message. « Qu'est-ce que Grand-maman veut savoir? À quelle heure est-ce que tu dois aller chez le dentiste ? »
- Thank the student,
« Merci et au revoir. ».



J'achète des biscuits au magasin.
Je reviens à 15h15. Appelle-moi
quand tu arrives: 531-555-3636
♥ Marc

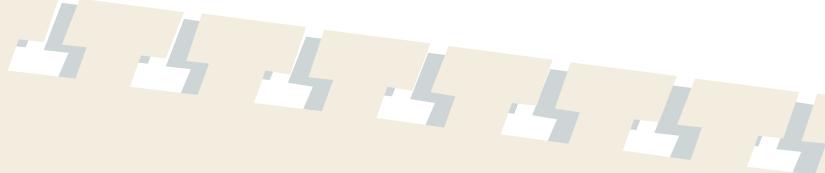


Appelle grand-maman tout de
suite. Elle veut savoir quand tu
vas arriver chez elle. 531-555-
2371 ♥ Émilie



Tu dois aller chez le dentiste à
11h :30. Ne pas oublier de
brosser les dents!

♥ Papa



Je reviens à 18h :00. Tu dois
chercher ta brosse, tes souliers,
et un T-shirt et mets-les dans ta
valise tout de suite. À bientôt!

♥ Maman



Luc veut que tu lui rappelles le plus tôt que possible. Il ne comprend pas les devoirs en maths. Il a appelé à 16h :30.



A1 READING : Affichage

CEF Descriptors
Reading
I can decipher posters, signs and labels in everyday life to determine times, dates, costs and locations.
Resources : A1R.affichage poster, student tracking chart, teacher tracking page

ASSESSMENT

SCALE

OVERALL READING COMPREHENSION	CONDITIONS AND LIMITATIONS
Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	Single phrase at a time, re-reading part of text.

CONFERENCE

Teacher Directions

- Give the student a copy of the poster labelled A1R.affichage and have him/her read it over.
- Ask the student for a synopsis of the key information needed to write on the calendar about the event (date, time, price, location),
« Dis-moi quelles sont les informations les plus importantes qu'il faut écrire dans l'agenda. »
« Le concert est le 10 mai au stade Grande-étage à 19h :30. Les billets coûtent 12\$. »
- Thank the student,
« Merci et au revoir. »

LES

NEANDERTHALS



L' ÂGE DE ROCK !!

LE 10 MAI 19H:30

STADE GRANDE-ÉTAGE, MONTRÉAL, QUÉBEC
BILLETS: 12\$ @ billetspourtoi.ca

A1 READING : Le journal

CEF Descriptors
Reading
I can understand some newspaper headlines with familiar words.
Resources : A1R.journal cards, student tracking chart, teacher tracking page

ASSESSMENT SCALE

OVERALL READING COMPREHENSION	CONDITIONS AND LIMITATIONS
Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	Single phrase at a time, re-reading part of text.

CONFERENCE

Teacher Directions

- Give the student A1R.journal cards.
- Have the student match the picture card to the corresponding headline card.
- Thank the student,
« Merci et au revoir. ».



Chien-héro sauve un chat!

Maple Leafs gagnent la coupe Stanley!

Mère de huit enfants gagne la loterie!

Restaurant Mange-bien ouvre ses portes!

A1 READING : Courriel

CEF Descriptors
Reading
I can read short text with familiar words and very simple sentences and grasp the overall meaning of the text (e.g., comptines, rhymes, greeting cards).
Resources : A1R.courriel sheet, student tracking chart, teacher tracking page Teacher Supplied Resources: overhead marker

ASSESSMENT SCALE

OVERALL READING COMPREHENSION	CONDITIONS AND LIMITATIONS
Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	Single phrase at a time, re-reading part of text.

CONFERENCE

Teacher Directions
<ul style="list-style-type: none">▪ Give the student a copy of the sheet labelled A1R.courriel.▪ Have the student read over the A1R.courriel sheet (aloud or silently) and answer the multiple choice questions about what s/he read using the overhead marker to circle the correct answer.▪ Thank the student, « Merci et au revoir. ». <p>answer key (1-c; 2-b; 3a; 4-b)</p>

Message



→ A marc@ecole.ca
Copie à paul@ecole.ca
Copie cachée marie@ecole.ca
→ Sujet J'arrive!
→ Pièces jointes

→ Accusé de lecture Priorité Normal Signature Signature textuelle

Coucou mes amis! Je viens d'arriver à Vancouver et il fait beau! J'ai vu des grandes montagnes et la mer et il y a des beaux parcs partout. Je vais aller au parc Stanley le 14 juillet. Comme il est grand! Là, je vais me promener à bicyclette autour le parc pendant quelques heures. Puis, je vais faire un pique-nique parmi les beaux jardins. Marc va venir avec moi. Le soir, nous irons à la plage et je vais nager dans la mer. J'ai hâte! Bonne journée et à bientôt!

Jeanne

Classer
Orthographe
Envoyer

Les questions

1. Ce message s'adresse:
 - a) à Jeanne
 - b) à Marc
 - c) aux amis de Jeanne
2. Le soir, Jeanne va nager dans:
 - a) la piscine
 - b) la mer
 - c) le parc
3. Elle va manger :
 - a) près du jardin
 - b) à la plage
 - c) dans les montagnes
4. Comment est-ce que Jeanne fait le tour du parc Stanley?
 - a) image A
 - b) image B
 - c) image C

IMAGE A



IMAGE B



IMAGE C



A1 READING : L'ordinateur

CEF Descriptors
Reading
I can understand important words relating to computer programs, such as “save”, “copy” and “print”.
Resources : A1R.ordinateur sheet, student tracking chart, teacher tracking page
Teacher supplied resources: access to computer

ASSESSMENT

SCALE

OVERALL READING COMPREHENSION	CONDITIONS AND LIMITATIONS
Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	Single phrase at a time, re-reading part of text.

CONFERENCE

Teacher Directions

- Give the student a copy of the sheet labelled A1R.ordinateur.
- Have the student perform the commands included on the sheet.
- Thank the student,
« Merci et au revoir. ».



Suivez les directions ci-dessous:

- Lancez le logiciel WordPerfect.
- Dans le menu “Insérer”, choisissez “Graphique” puis “Clip Art”.
- Choisissez une image de Clip Art et mettez-la sur la page.
- Sélectionnez l'image et copiez-la.
- Collez l'image à côté de la première (ainsi qu'il y a deux images pareilles).
- Enregistrez votre travail.
- Fermez le logiciel WordPerfect.
- Relancez WordPerfect.
- Ouvrez le fichier que vous venez d'enregistrer.

A1 READING : Je bâtis

CEF Descriptors
Reading
I can follow short, simple written directions.
Resources : A1R.bâtis shapes, A1R.bâtis sheet, student tracking chart, teacher tracking page

ASSESSMENT SCALE

OVERALL READING COMPREHENSION	CONDITIONS AND LIMITATIONS
Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	Single phrase at a time, re-reading part of text.

CONFERENCE

Teacher Directions

- Give the student the envelope of coloured shapes labelled A1R.bâtis and tell him/her to follow the directions found in the envelope.
- Thank the student,
« Merci et au revoir. ».

8. Réponse: fleur dans un pot

Je bâtis

Directions:

1. Mets le cercle orange sur le pupitre.
2. Mets les six triangles jaunes autour du cercle (assurer que la base touche au cercle).
3. Mets le rectangle vert verticalement au-dessous (en bas) du cercle orange.
4. Vers le bas du rectangle, mets une diamante verte à chaque côté (une à droit et une à gauche) du rectangle.
5. Mets le rectangle rouge horizontalement au-dessous (en bas) du rectangle vert.
6. Mets deux carrés bleus l'un à côté de l'autre centré au-dessous (en bas) du rectangle rouge.
7. Mets les deux autres carrés bleus l'un à côté de l'autre au-dessous des deux autres carrés bleus.
8. Qu'est-ce que c'est?

Je bâtis

Directions:

1. Mets le cercle orange sur le pupitre.
2. Mets les six triangles jaunes autour du cercle (assurer que la base touche au cercle).
3. Mets le rectangle vert verticalement au-dessous (en bas) du cercle orange.
4. Vers le bas du rectangle, mets une diamante verte à chaque côté (une à droit et une à gauche) du rectangle.
5. Mets le rectangle rouge horizontalement au-dessous (en bas) du rectangle vert.
6. Mets deux carrés bleus l'un à côté de l'autre centré au-dessous (en bas) du rectangle rouge.
7. Mets les deux autres carrés bleus l'un à côté de l'autre au-dessous des deux autres carrés bleus.
8. Qu'est-ce que c'est?

