

French as a Second Language

AFNORTH International Elementary School Canadian Section



The ability to communicate in French is a valuable skill. Research confirms that knowledge of a second language strengthens first-language skills and that the ability to speak two or more languages generally enhances reasoning and problem solving skills, as well as creative-thinking skills. Learning a second language not only strengthens students' ability to communicate, but also develops their capacity to understand and respect other cultures. In this way, second-language learning prepares students to participate more effectively in the workplace and in the global economy, and provides them with a distinct advantage in a number of careers.¹

The principal aim of the Regular and Enriched French as a Second Language programs (FSL) is to provide students with the skills they need to communicate in a second language, and thereby to enhance their ability to perform effectively and meet with success in a rapidly changing global economy. Although the two programs are designed to help students achieve different levels of proficiency in French through instruction at different levels of intensity, both aim to develop strong fundamental skills in oral communication (listening and speaking), reading, and writing. Both aim as well to provide students with an understanding of the cultures of French-speaking societies by integrating cultural study into daily language instruction.

At AFNORTH International Elementary School, among the many factors that affect programming include:

- high transient population (including transience throughout the year)
- mix of French immersion and non-French speaking students
- multi-national background of students
- limited class time for instruction
- age of students in the program (3 – 12 years)

Our program has been designed using a combination of the Ontario FSL curriculum; Français Langue Seconde : Français de Base, from New Brunswick; and teacher experience.

French as a Second Language

Junior Kindergarten / International Year 1



General Expectations:

By the end of IY1, students, through the use of themes, will be able to:

- Respond to simple questions and vocabulary
- Recall and repeat simple sentences and vocabulary
- Listen and respond to short, simple texts (contines, songs...)
- respond, by actions and body language, to language conventions adapted to this level
- affirmative and negative forms: sautez, ne sautez pas...)

Specific Expectations

Oral Communication:

- **Respond to classroom instructions and routines** by using visual and verbal clues to understand what they are asked
- **Repeat simple vocabulary** taught in comptines, songs, short texts
- **Repeat simple sentences:**
 - Bonjour- Salut
 - Aurevoir
 - Oui- non
 - Ça va?
 - Ça va bien, ça va mal,
 - comme-ci comme ça
 - Merci – De rien
 - Je m'appelle....
 - J'aime
- **Respond to simple questions and oral texts,**

- **vocabulary:**
- Act out a comptine or a song
- Answer oui ou non
- Repeat familiar material

Language Conventions

These should be done through oral, communicative activities.

Passive expressions:

- Debout/ Assis
- Montre-moi/ Montrez-moi
- Prends/ Prenez
- Touche/z, Ne touche/z pas
- Va au/ à la
- (E.g. Marchez/ ne marchez pas...)
- Ouvre/z, Ferme/z
- Dessine/z
- Il fait...(température)

These themes should be introduced and students should have at least a passive understanding.

Active expressions:

- Voilà/ Voici
- C'est
- Bon appétit (avant le goûter)

Passive verbs:

- Se lever, marcher, écouter, ...affirmative/negative

Active verbs:

- J'aime

- Choose the correct number, color, picture, animal, fruit, object...
- Sing simple songs, repeat simple comptines

Passive questions:

- Comment ça va?
- Qui es-tu?/ Quel est ton nom?
- Quel âge as-tu?
- Qu'est-ce que c'est?
- Qui est-ce?
- Quel temps fait-il?
- De quelle couleur est...?
- Qui.../ Ou...
- Il y a combine...

Active vocabulary:

- Basic vocabulary of themes
- Numbers 1 to 10, Geometric forms
- Colours
- School objects
- Weather
- Family
- Parts of the body
- Domestic animals
- Fruits/ Vegetables

Culture

As an international school, the area of culture discusses and focuses on the area of different celebrations and cultures of students in the south of Holland. Specific religious beliefs are not part of the curriculum.

By the end of IY1, students will:

Identify different celebrations in French such as:

- L'Action de Grâce
- L'Halloween
- Noël
- Le Carnaval (Karnaval)
- La Saint-Valentin
- Pâques
- La fête des pères
- La fête des mères

Respond to greetings:

- Bonne fête
- Joyeux Noël
- Alaaf!
- Bonne fin de semaine
- Bonnes vacances
- A demain
- Joyeuse Saint-Valentin
- Joyeuses Pâques

French as a Second Language

Senior Kindergarten / International Year 2



General Expectations

By the end of IY2, students, through the use of themes, will be able to:

- Respond to simple questions and vocabulary
- Recall and repeat simple sentences and vocabulary
- Listen and respond to short, simple texts (comptines, songs...)
- Respond, by actions & body language, to language conventions adapted to this level
 - affirmative and negative forms: sautez, ne sautez-pas...)

Specific Expectations

Communication orale

Respond to classroom instructions and routines:

- by using visual and verbal clues to understand what they are asked

Repeat simple vocabulary:

- taught in comptines, songs, short texts

Repeat simple sentences:

- Bonjour- Salut
- Aurevoir
- Oui- non
- Ça va?
- Ça va bien, ça va mal, comme-ci comme ça
- Merci – De rien

Respond to simple questions and oral texts, vocabulary:

- Act out a comptine or a song
- Answer oui ou non
- Repeat familiar material
- Choose the correct number, color, picture, animal, fruit, object...

- Je m'appelle....
- J'aime/ Je n'aime pas
- Je suis un garçon/ une fille
- Je suis content/e, fâché/e, malade, triste
- J'ai... ans

- Sing simple songs, repeat simple comptines,
- do a short oral presentation, modeled and rehearsed in class using puppets (a dialogue, a comptine, a song...),
- recall and name familiar vocabulary using pictures

Language Conventions**These should be done through oral, communicative activities.**

The following should be introduced and students should have a passive understanding.

Passive expressions:

- Debout/assis, montre-moi/montrez-moi,
- Prends/prenez, donne-moi/donnez-moi, Touche/z, Ne touchez pas,
- Va au/à la,
- ouvre/z/ Ferme/z,/ Dessine/z,
- Il fait... (temperature),
- Levez-vous/Assoyez-vous, Mets/Mettez, /Place/Placez

Active expressions:

- Ce n'est pas,
- Il y a,
- Il fait...(temperature),

Passive verbs: Keep adding verbs to respond to

- Se lever, marcher écouter, ...aff./nég.

Active verb:

- Je n'aime pas

Passive questions;

- Comment ça va?,
- Qui es-tu?,
- Quel est ton nom?,
- Quel âge as-tu?,
- Qu'est-ce que c'est?,
- Qui est-ce?,
- Quel temps fait-il?,
- De quelle couleur est...?, Qui.../Ou...,
- Il y a combien....,
- Comment t'appelles-tu?

Active vocabulary;

- Basic vocabulary of themes
- Numbers 1 to 10,
- Geometric forms
- Colours,
- School objects
- Weather
- Family
- Parts of the body
- Domestic animals
- Fruits/ Vegetables

Increase the number of words and sentences on each theme

Culture

As an international school, the area of culture discusses and focuses on the area of different celebrations and cultures of students in the south of Holland. Specific religious beliefs are not part of the curriculum.

By the end of IY1, students will:

Identify different celebrations in French such as:

- L'Action de Grâce
- L'Halloween
- Noël
- Le Carnaval (Karnaval)
- La Saint-Valentin
- Pâques
- La fête des pères
- La fête des mères

Respond to greetings:

- Bonne fête
- Joyeux Noël
- Alaaf!
- Bonne fin de semaine
- Bonnes vacances
- A demain
- Joyeuse Saint-Valentin
- Joyeuses Pâques

Repeat simple vocabulary related to celebration using a simple structure.

Sing simple songs and contines related to celebrations.

French as a Second Language

Grade One / International Year 3



General Expectations

By the end of IY3, students, through the use of themes, will be able to:

- communicate in French, orally and in writing in an appropriate manner;
- interact appropriately in a variety of situations related to his/her needs and interests;
- recognize and use in context, the basic elements of the French conventions, in order to facilitate his/her oral communication;
- demonstrate an opinion and comprehension of French culture and compare it to his/her own culture;
- demonstrate an appreciation and understanding of the multiculturalism reality in Canada and in the Netherlands;
- choose and apply different strategies to communicate appropriately in French in order to improve his/her learning.

Specific Expectations

1. Oral Communication

1.1. Understand and respond to routine questions in French

- Comment ça va?
- Quel temps fait-il?
- Quelle est la date?
- Qu'est-ce que c'est?

1.2. Respond to visual and verbal stimulus with body language:

- Eye contact
- Actions
- Facial expression
- Tone of voice
- Gestures

1.3. Respond to simple questions, identification, age...

1.4. Identify people and places at school, objects, and animals.

1.5. In a simple structure, express tastes and feelings. The student should be able to accomplish this (1.3 to 1.5) in a familiar and comfortable environment.

- Count to 30
- Identify colors
- Say the alphabet by rote.
- Respond to routine questions.
- Recite in-group rehearsed rhymes, songs, rhyming words, or dialogues.
- Respond with simple sentences; Merci/ Bonjour, s.v.p....
- Respond to clear and simple questions with “oui ou non”.
- Repeat simple questions: Est-ce que je peux...?
- Respond in French to simple questions: Quel est ton nom?
- Use vocabulary learned for each theme.
- Role-play with mime, simple sentences.
- Imitate voice intonation.

2. Reading

2.1. Start to identify and recognize letters of the alphabet:

- Alphabet song
- Rhymes with alphabet
- Recognize and place in sequence the letter of the alphabet

2.2. Respond to written print:

- Draw a picture
- Complete an illustration
- Match words and pictures
- Use illustrations to classify sounds.

2.3. Identify words in print found in the classroom:

- On charts
- On classroom pictures and objects
- In know comptines written on charts. (Key words)

2.4. Match simple words and illustrations

- Using Flash-cards category of words;
- Animals
- Pictures of a song, rhyme or story with key words

2.5. Take part in a choral reading of a print rendition of learned poems, rhymes, songs on charts. This should be developed in response to shared reading experiences.

- Shared reading is described as teacher and students participation in the reading of similar pieces.

3. Writing

- 3.1. Understand and respond to an oral text with some illustrations.
 - Illustrate a comptine, song, short story learned and read by the teacher.
 - Illustrate some routine phrases: Température, couleurs...
- 3.2. Copy/ Trace some words following a model provided by the teacher.
 - Copy and label pictures (e.g. animaux, vêtements, ect.)
- 3.3. Copy some basic sentences
 - Je m'appelle...
 - C'est...

4. Culture

As an international school, the area of culture discusses and focuses on the area of different celebrations and cultures of students in the south of Holland. Specific religious beliefs are not part of the curriculum.

By the end of IY1, students will:

Identify different celebrations in French such as:

- L'Action de Grâces
- L'Halloween
- Noël
- Le Carnaval (Karnaval)
- La Saint-Valentin
- Pâques
- La fête des pères
- La fête des mères

Respond to greetings:

- Bonne fête
- Joyeux Noël
- Alaaf!
- Bonne fin de semaine
- Bonnes vacances
- A demain
- Joyeuse Saint-Valentin
- Joyeuses Pâques

Repeat simple vocabulary related to celebration using simple structures.

Respond to simple questions using the vocabulary related to celebrations.

Sing simple songs and contines related to celebrations.

Write a short message or greeting following a model.

French as a Second Language

Grade Two / International Year 4



General Expectations

By the end of IY4, students, through the use of themes, will be able to:

- communicate in French, orally and in writing in an appropriate manner;
- interact appropriately in a variety of situations related to his/her needs and interests;
- recognize and use in context, the basic elements of the French conventions, in order to facilitate his/her oral communication;
- demonstrate an opinion and comprehension of French culture and compare it to his/her own culture;
- demonstrate an appreciation and understanding of the multiculturalism reality in Canada and other neighbouring countries;
- choose and apply different strategies to communicate appropriately in French in order to improve his/her learning.

Specific Expectations

1. Oral Communication

1.1. Understand and respond to routine questions in French

- Quel temps fait-il?
- Qui est-ce?
- Comment ça va?
- Qu'est-ce que c'est?
- Qui est-ce?

1.2. Respond in French to complex questions

- Qu'est-ce que tu aimes?
- Qu'est-ce que tu portes?

1.3. Respond to simple questions, identification, age...

- Identify numbers 1- 30.
- Count 1 to 60
- Identify colors
- Say the alphabet by rote.
- Respond to routine questions.
- Recite in-group rehearsed rhymes, songs, rhyming words, or dialogues.
- Respond with simple sentences; Merci/ Bonjour, s.v.p....
- Respond to clear and simple questions with "oui ou non".
- Repeat simple questions: Est-ce que je peux...?
- Respond in French to simple questions: Quel est ton nom?
- Use vocabulary learned for each theme.

The student should be able to accomplish this in a familiar and comfortable environment. Use the context and learned expressions to develop strategies to pronounce, read and say new words, in order to develop a better understanding.

- Role-play with mime, simple sentences.
- Imitate voice intonation.
- Asking routine questions.
- Substituting in rehearsed contexts using known words: C'est papa, c'est maman, c'est moi.
- Respond with simple sentences in appropriate situations.
- Respond to questions about comptine, song, story using simple French and gestures.
- Giving alone or in-group a short oral presentation, rehearsed in class.
- Giving orally, missing words, expression in learned dialogues, rhymes and songs.

- 1.4. Identify people and places at school, objects, and animals.
- 1.5. In a simple structure, express tastes and feelings.
- 1.6. The student should be able to accomplish this in a familiar and comfortable environment.
- 1.7. Use the context and learned expressions to develop strategies to pronounce, read and say new words, and develop better understanding.

2. Reading

2.1. Name the letters of the alphabet in order and start to recognize the difficult letters:

- E, I, j, k, q...
- Use simple sound patterns: rhyming words,
- Same sound...

2.2. Recognize print as French or English

- Days, month, date...
- Weather...

2.3. Respond to written print:

- Choral reading of familiar words, illustrated cards, pictures, charts...
- Choral reading of known comptine, songs, and rhymes.

2.4. Match simple expressions to illustrations

- Bonjour, au revoir, ça va?, ça va bien,
- C'est le jour, c'est la nuit....
- il neige, il vente, il pleut...

This should be focused on the student's ability to respond to print through shared readings: songs, contines, short and simple dialogues.

- Recognize known words in different context; e.g. a song used in a poem...
- Begin to use phonics as an aid in learning new words.

- 2.5. Read a variety of materials containing known vocabulary.
- contines, rhymes, songs, expressions, little dialogues...

3. Writing

- 3.1. Identify, find and copy vocabulary to label thematic objects
- Give a series of words to choose from and students identify correct ones, then copy and label. (Theme study)
- 3.2. Do substitution in simple sentences using known vocabulary.
- ie : J'ai un chien, chat, poisson...
- 3.3. Choose and copy specific vocabulary in teacher guided writing activities.
- Greeting cards, simple pattern books...
- 3.4. Rewrite known words in a logical sentence; in sequence. (short and simple)
- Example : beau, il, fait, (Il fait beau.)
- 3.5. Write very short and simple pattern books following models prepared together.
- Ma famille,
 - Me voici,
 - Je m'appelle...
 - Voici mon père.
 - Voici ma mère.
 - Voici mon frère/soeur.....
 - C'est...
- 3.6. Practice using and spelling vocabulary appropriate to themes.
- Awareness of accents, plural, gender (bonhomme pendu, mots caches...)

4. Culture

As an international school, the area of culture discusses and focuses on the area of different celebration and cultures of students in the south of Holland. Specific religious beliefs are not part of the curriculum.

4.1. Identify reality in the French culture

- French speaking people location in Canada, and around the world.
- Special French celebrations

4.2. Identify important people in the French community

- singers, writers, actors...
- listen to music,
- Read stories,
- Look at visual artists work

4.3. Identify different celebrations in French such as:

- L'Action de Grâces
- L'Halloween
- Noël
- Le Carnaval (Karnaval)
- La Saint-Valentin
- Pâques
- La fête des pères
- La fête des mères

4.4. Respond to greetings:

- Bonne fête
- Joyeux Noël
- Alaaf!
- Bonne fin de semaine
- Bonnes vacances
- A demain
- Joyeuse Saint-Valentin
- Joyeuses Pâques

4.5. Use simple vocabulary related to celebration using simple structures.

4.6. Respond to simple questions using the vocabulary related to celebrations.

4.7. Sing simple songs and contines related to celebrations and other cultural productions

4.8. Write a short message or greeting following a model.

French as a Second Language

Grade Three / International Year 5



General Expectations

By the end of IY5, students, through the use of themes, will be able to:

- communicate in French, orally and in writing using very simple phrases and sentences about familiar topics;
- listen to short, very simple oral texts, and respond to specific simple questions;
- read a variety of very simple materials, about 50 words long, containing basic learned vocabulary, and demonstrate understanding;
- recognize and use, in context, the basic elements of the French conventions, in order to facilitate his/her oral communication.;
- write very simple sentences and responses following a model using learned vocabulary;
- demonstrate an opinion and comprehension of French culture and compare it to his/her own culture.

Specific Expectations

1. Oral Communication

By the end of IY5, students will be able to follow basic classroom instructions with prompts from the teacher.

1.1. Ask very simple questions, and ask for repetition to clarify understanding using a model

- Peux-tu repeter?
- Je ne comprends pas.
- Aide-moi s'il –vous-plait.
- Plus lentement.

1.2. Identify visual and verbal cues to understand what they hear, following repetition Gestures

- Facial expressions
- Tone of voice

1.3. Identify some conventions of oral language to speak in simple rehearsed contexts

- Pronunciation
- Intonation

1.4. Respond briefly to simple oral texts

- Answer to simple questions
- Act out the words of a song

1.5. Give an oral presentation of up to five sentences in length

- A description of themselves
- Skits, role play
- Songs

1.6. Make simple revisions to oral language in form and comment using feedback from the teacher.

- Correct use of pronoun; Je, il

The student should be able to accomplish this in a familiar and comfortable environment.
Use the context and learned expressions to develop strategies to pronounce, read and say new words, in order to develop a better understanding.

2. Reading

By the end of IY5, students will:

2.1. Read aloud simple familiar material, using correct pronunciation;

- Songs
- Role play
- Vocabulary from lists

2.2. Read simple passages or stories

- Word lists
- Rhymes
- Greeting cards

2.3. Read and respond orally and briefly to simple written materials

- Answer short questions
- Fill in missing words
- Draw a picture
- Select answers

2.4. Use all available cues to determine meaning

- Visual cues
- Knowledge of basic sounds, and context

2.5. Use and understand the basic sounds in French phonics

- A, e, i, o, u, y (i), é, è

This should be focused on the student's ability to respond to print through shared readings: songs, contines, short and simple dialogues.

3. Writing

By the end of IY5, students will:

3.1. Copy and write simple words, short sentences and questions, using basic vocabulary and following a model;

3.2. Write, using a model, a first draft and corrected version in a guided and cooperative writing tasks

- Labeling,
- Rhymes,
- Greeting cards

3.3. Grammar, Language Conventions, and vocabulary

- Students should develop and apply the language knowledge outlined below through communicative activities in all three strands.

3.4. Nouns and pronouns

- Words and expressions used to identify nouns
 - C'est un crayon
 - Voila Marie
 - Il y a...
- Pronoun subjects
 - Je, j'
 - Il, elle

- Recognize the plural form of nouns in oral and writing
 - Un enfant/ des enfants
- Recognize the use of articles with nouns
 - Le, la, l' les
 - Un, une, des

3.5. Verbs

- Present tense of "etre, avoir", in expressions using:
 - Je suis une fille.
 - Il est un garçon.

- Present tense of some regular "er" verbs with a singular pronoun or noun subject
 - J'aime,
 - Je vais

3.6. Recognize the feminine form of simple, regular adjectives

- Grand/grande

3.7. Prepositions

- sur, sous, dans, derriere, devant

3.8. Interrogative Constructions

- Questions with rising intonation and with est-ce que used in expressions.
 - Est-ce que je peux aller aux toilettes?

3.9. Question words

- Ou ?
- Qu'est-ce que c'est ?
- Qui ?.

3.10. Vocabulary

- Basic vocabulary
 - Colours
 - Numbers from 1 to 31
 - Words associated with classroom objects
 - Time
 - Calendar
 - Family
- New words from units of study, and words from personal word lists, class lists

3.11. Spelling rules and strategies

- Use of lower-case letters for the days of the week and months of the year
- Recognize rhyming words such as père and mère, and of basic sounds and their related spelling in French
 - Fâché/février, auto/chameau/jaune

4. Culture

As an international school, the area of culture discusses and focuses on the area of different celebration and cultures of students in the south of Holland. Specific religious beliefs are not part of the curriculum.

4.1. Identify reality in the French culture

4.2. French speaking people in Canada, and around the world.

- Provinces, France, Belgium...

4.3. Identify important people in the French community

- singers, writers, actors...
- listen to music,
- Read stories,
- Look at visual artists work
 - Bandes dessinées
- Stories by Robert Munchs

4.4. Identify different celebrations in French such as:

- L'Action de Grâces
- L'Halloween
- Noël
- Le Carnaval (Karnaval)
- La Saint-Valentin
- Pâques
- La fête des pères
- La fête des mères

4.5. Respond to greetings:

- Bonne fête
- Joyeux Noël
- Alaaf!
- Bonne fin de semaine
- Bonnes vacances
- A demain
- Joyeuse Saint-Valentin
- Joyeuses Pâques

4.6. Use simple vocabulary related to celebration using simple structures.

4.7. Respond to simple questions using the vocabulary related to celebrations.

4.8. Sing simple songs and contines related to celebrations and other cultural productions

4.9. Write a short message or greeting following a model.

French as a Second Language

Grade Four / International Year 6



General Expectations

By the end of IY6, students, through the use of themes, will be able to:

- Talk about familiar topics, using very simple phrases and sentences;
- Listen to short, very simple oral texts, and respond to specific simple questions;
- Read a variety of very simple materials, 50 to 100 words long, containing basic learned vocabulary, and demonstrate understanding;
- Write very simple texts and responses following a model;
- Identify and use the vocabulary and the grammar and language conventions appropriate for this year level;
- Demonstrate an appreciation and understanding of the multiculturalism reality in Canada and other neighbouring countries such as Netherlands, France, Belgium, Germany.

Specific Expectations

1. Oral Communication

By the end of IY6, students will be able to follow basic classroom instructions with prompts from the teacher.

1.1. Ask very simple questions, and ask for repetition to clarify understanding using a model

- Pouvez-vous repeter?
- Je ne comprends pas.
- Qu'est-ce que c'est?

1.2. Use visual and verbal cues to understand what they hear, following repetition Gestures

- Facial Gestures
- Facial expressions
- Tone of voice

1.3. Use some conventions of oral language to speak in simple rehearsed contexts

- Pronunciation

1.4. Respond briefly to simple oral texts

- Answer short, simple questions
- Act out the words of a song

1.5. Give an oral presentation of up to five sentences in length

- A description of themselves
- Skits
- Songs

1.6. Make simple revisions to oral language in form and comment using feedback from the teacher

- Correct use of gender

The student should be able to accomplish this in a familiar and comfortable environment.
Use the context and learned expressions to develop strategies to pronounce, read and say new words, in order to develop a better understanding.

2. Reading

By the end of IY6, students will:

- 2.1. Read aloud simple familiar material, using correct pronunciation and intonation;
- 2.2. Read at least six simple passages or stories
 - Song lyrics
 - Greeting cards
- 2.3. Read and respond briefly to written materials
 - Answer short questions
 - Fill in missing words
 - Draw a picture
 - Select answers
- 2.4. Use all available cues to determine meaning
 - Visual cues
 - Knowledge of basic sounds, and context

This should be focused on the student's ability to respond to print through shared readings: songs, contines, short and simple dialogues.

3. Writing

By the end of IY6, students will:

- 3.1. Copy and write simple words, phrases, short sentences and questions, using basic vocabulary and very simple language structures;
- 3.2. Write, using a model, a first draft and corrected version in guided and cooperative writing tasks
 - Greeting cards
- 3.3. Write responses to very simple questions;
- 3.4. Use and spell the vocabulary appropriate for this grade level

3.5. Grammar, Language Conventions, and vocabulary

- Students should develop and apply the language knowledge outlined below through communicative activities in all three strands.

3.6. Nouns and pronouns

- Words and expressions used to identify nouns
 - C'est un crayon
 - Voila Marie
 - Il y a...
- Pronoun subjects
 - Je, j',
 - Tu, vous
 - Il, elle
- Addition of "s" to form the plural of nouns
 - Un enfant/ des enfants
- Agreement of definite articles (un/une/des) with nouns

3.7. Verbs

- Present tense of "etre, avoir", and some regular "er" verbs with a singular pronoun or noun subject
 - J'aime
 - Paul aime

3.8. Adjectives

- Addition of « e » to form the feminine of simple, regular adjectives
 - Grand/grande

3.9. Prepositions

- Prepositions of place and to indicate possession (eg. De)
 - sur, sous, dans

3.10. Interrogative Constructions

- Questions with rising intonation and with est-ce que used in expressions.
 - Est-ce que je peux aller aux toilettes?

3.11. Question words

- Comment
- Ou
- Combien
- Quel/quelle
- Qu'est-ce que
- qui

3.12. Vocabulary

- Basic vocabulary
 - Colours
 - Numbers from 1 to 31
 - Words associated with classroom objects
 - Time
 - Calendar
 - Family
- New words from units of study, and words from personal word lists, class lists
- Word banks of identical cognates
 - Un animal, le golf

3.13. Spelling rules and strategies

- Use of lower-case letters for the days of the week and months of the year
- Use of rhyming words such as père and mère, and of basic sounds and their related spelling in French
 - Fâché/février, auto/chameau/jaune

4. Culture

As an international school, the area of culture discusses and focuses on the area of different celebration and cultures of students in the south of Holland. Specific religious beliefs are not part of the curriculum.

4.1. Identify reality in the French culture

4.2. French speaking people in Canada, and around the world.

- Provinces, France, Belgium...

4.3. Identify important people in the French community

- singers, writers, actors...
- listen to music,
- Read stories,
- Look at visual artists work
 - Bandes dessinées
- Stories by Robert Munchs

4.4. Identify different celebrations in French such as:

- L'Action de Grâces
- L'Halloween
- Noël
- Le Carnaval (Karnaval)
- La Saint-Valentin
- Pâques
- La fête des pères
- La fête des mères

4.5. Respond to greetings:

- Bonne fête
- Joyeux Noël
- Alaaf!
- Bonne fin de semaine
- Bonnes vacances
- A demain
- Joyeuse Saint-Valentin
- Joyeuses Pâques

4.6. Use simple vocabulary related to celebration using simple structures.

4.7. Respond to simple questions using the vocabulary related to celebrations.

4.8. Sing simple songs and contines related to celebrations and other cultural productions

4.9. Write a short message or greeting following a model.

French as a Second Language

Grade Five / Middle Year 1



General Expectations

By the end of M1, students, through the use of themes, will be able to:

- Talk about familiar topics, using very simple phrases and sentences;
- Listen and respond to short , simple oral texts dealing with familiar topics;
- Read a variety of simple materials, 100 to 150 words long, and demonstrate understanding;
- Write ideas and facts, or provide written responses to simple questions, using simple sentences;
- Identify and use the vocabulary and the grammar and language conventions appropriate for this year level.

Specific Expectations

1. Oral Communication

By the end of M1, students will be able to:

- 1.1. Follow and give basic classroom instructions
- 1.2. Ask simple questions, and ask for repetition to clarify understanding
- 1.3. Use visual and verbal cues to understand and convey the meaning of familiar material;
- 1.4. Use some conventions of oral language (e.g., pronunciation, intonation) to speak and to understand in familiar contexts;
- 1.5. Respond to oral texts, using simple but complete sentences
 - Il y a un cahier sur la table.
- 1.6. Give an oral presentation of to five to ten sentences in length
 - ...description of clothing.
- 1.7. Make simple revisions to oral language in form and comment (e.g., number and gender), using resources and feedback from the teacher and their peers.

The student should be able to accomplish this in a familiar and comfortable environment.
Use the context and learned expressions to develop strategies to pronounce, read and say new words, in order to develop a better understanding.

2. Reading

By the end of M1, students will:

- 2.1. Read at least nine simple passages or stories
 - ...poems, advertisements;
- 2.2. Read aloud with expression, using correct pronunciation and intonation;
- 2.3. Read and respond briefly to written materials by answering short questions or restating information;
 - ...short, simple readers; a schedule or television guide
- 2.4. Use various reading strategies to determine meaning and make sense of unfamiliar words
 - ...visual and verbal cues, and use of context and patterns
- 2.5. Use all available cues to determine meaning
 - Visual cues
 - Knowledge of basic sounds, and context

This should be focused on the student's ability to respond to print through shared readings: songs, contines, short and simple dialogues.

3. Writing

By the end of M1, students will:

- 3.1. Write simple phrases, short sentences, and questions, using learned vocabulary and simple language structures;
- 3.2. Write, using a model, a first draft and corrected version in a guided and cooperative writing tasks;
 - Create a personal ID card with information such as name, address, hair colour, and personal interests;
- 3.3. Use and spell the vocabulary appropriate for this year level.

4. Grammar, Language Conventions, and vocabulary

By the end of M1, students will develop and apply the language knowledge outlined below through communicative activities in all three strands.

4.1. Pronoun subjects :

- nous, vous, ils, elles

4.1. Verbs

- Present tense of “etre, avoir”, and some regular “er” verbs with a plural pronoun or noun subject
 - Nous sommes, Nico et Marie sont)
- Expressions with “avoir”
 - J’ai faim. J’ai dix ans.
- Direct infinitive to show preferences
 - J’aime manger.

4.2. Adjectives

- Agreement, in gender and number, of regular adjectives with nouns:
 - Un crayon bleu, des plumes bleues

4.3. Negative ne...pas in a simple sentence and contracted if necessary:

- Je n’aime pas la musique classique.

4.4. Prepositions

- Prepositions with nouns in short sentences:
 - Paul est derrière Lorraine.

4.5. Interrogative Constructions

- Question words :
 - pourquoi,
 - à quelle heure,
 - de quelle couleur,
 - Quand?

4.6. Vocabulary

- Basic vocabulary:
 - Numbers from 1 to 69;
 - Words associated with weather,
 - Seasons,
 - Sports,
 - Clothing,
 - Animals,
 - Parts of the body
- New words from units of study, and words from personal word lists, class lists
 - Vocabulary to do simple math to add, subtract, multiply, divide
- Word lists using identical and similar cognates (e.g., une comedie, la boxe), oral vocabulary, personal word lists, and class lists
- Use of an English/French dictionary to expand vocabulary

4.7. Spelling rules and strategies

- Use of abbreviations to spell frequently used words:
 - Monsieur/M., Madame/Mme, Mademoiselle/Mlle, professeur/prof.
- Use of basic sounds and their related spelling patterns in French:
 - Content/grand, cinéma/adorer/craie
- Use of resources to confirm spelling:
 - Classroom-displayed vocabulary, text, visual dictionary

5. Culture

As an international school, the area of culture discusses and focuses on the area of different celebration and cultures of students in the south of Holland. Specific religious beliefs are not part of the curriculum.

5.1. Identify reality in the French culture, in Canada and around the world.

5.2. French speaking people in Canada, and around the world.

- Provinces, France, Belgium...

5.3. Identify important people in the French community

- singers, writers, actors...
- listen to music,
- Read stories,
- Look at visual artists work
 - Bandes dessinées
 - Stories by Robert Munchs

5.4. Identify different celebrations in French such as:

- L'Action de Grâces
- L'Halloween
- Noël
- Le Carnaval (Karnaval)
- La Saint-Valentin
- Pâques
- La fête des pères
- La fête des mères

5.5. Respond and write to greetings following a model:

- Bonne fête
- Joyeux Noël
- Alaaf!
- Bonne fin de semaine
- Bonnes vacances
- A demain
- Joyeuse Saint-Valentin
- Joyeuses Pâques
- Bonne fête des mères
- Bonne fête des pères

5.6. Use simple vocabulary related to celebration using simple structures.

5.7. Respond to simple questions using the vocabulary related to celebrations.

5.8. Sing simple songs related to celebrations and other cultural productions.

5.9. Write a short message or greeting following a model.

5.10. Write a short description of an important French person, using a model.

- Artist,
- Politician
- Inventor...

French as a Second Language

Grade Six / Middle Year 2



General Expectations

By the end of M2, students, through the use of themes, will be able to:

- Participate in dialogues about familiar topics, and listen to and talk about oral texts;
- Read a variety of classroom and simple authentic materials, 150 to 200 words long, containing familiar and new vocabulary, and demonstrate understanding;
- Communicate ideas and facts in writing for specific purposes;
- Identify and use the vocabulary and the grammar and language conventions appropriate for this year level.

Specific Expectations

1. Oral Communication

By the end of M2, students will be able to:

- 1.1. Ask and answer simple questions using complete sentences
 - Quelle est ton adresse?
- 1.2. Use appropriate pronunciation, liaison, intonation, and language in familiar contexts
 - nous_avons)
- 1.3. Respond to oral texts
 - ...answer questions from a tape
- 1.4. Give an oral presentation of ten to fifteen sentences in length
 - ... the result of a survey
- 1.5. Make revisions to oral language in form and content, and organization, using appropriate resources and feedback from the teacher and their peers.
 - ... add details
 - change the order of words

The student should be able to accomplish this in a familiar and comfortable environment.
Use the context and learned expressions to develop strategies to pronounce, read and say new words, in order to develop a better understanding.

2. Reading

By the end of M2, students will:

- 2.1. Read at least nine simple passages or stories
 - ...pamphlets and booklets;

2.2. Participate in a variety of reading situations, such as:

- Guided,
- Shared,
- Choral reading,
- Using expressions,
- Correct pronunciation, and intonation.

2.3. Read and produce simple, structured responses that convey understanding of written text;

- Arrange sentences in proper sequence,
- Illustrate a few sentences.

2.4. Identify the main idea and few supporting details;

2.5. Use various reading strategies to determine meaning and make sense of unfamiliar words

- ...the glossary at the back of a book, various dictionaries

3. Writing

By the end of M2, students will:

3.1. Write sentences and questions, that contain learned vocabulary and familiar structures;

3.2. Write in different forms

- Paragraphs,
- Dialogues,
- Directions;

3.3. Write, using a model, a first draft and corrected version in a guided and cooperative writing tasks

- Pamphlets and booklets;

3.4. Use and spell the vocabulary appropriate for this year level

4. Grammar, Language Conventions, and vocabulary

By the end of M2, students will develop and apply the language knowledge outlined below through communicative activities in all three strands.

4.1. Agreement of partitive articles with nouns

- Du, de la, de l', des

4.2. Verbs

- Present tense of some regular « ir » and « re » verbs, and « faire » and « aller », with regular and plural pronoun or noun subjects (e.g., Pauline et Catou choisissent.)
- Expressions with “faire” :
 - Faire du ski
- Imperative forms of verbs:
 - chantons, arrêtez

This should be focused on the student's ability to respond to print through shared readings: songs, contines, short and simple dialogues.

5.11. Adjectives

- Possessive adjectives:
 - mon/ma/mes,
 - ton/ta/tes,
 - son/sa/ses

5.12. Conjunctions

- Mais, et, parce que, parce qu'

5.13. Adverbs

- Common adverbs :
 - peu, assez, beaucoup, trop
- expressions of quantity :
 - un verre, un morceau, une boîte, une canette

5.14. Vocabulary

- Basic vocabulary:
 - Numbers from 1 to 100;
 - Words associated with meals, menus, restaurants, home, space
- New words from units of study, and words from personal word lists, class lists
- Use of an English/French dictionary to expand vocabulary

5.15. Spelling rules and strategies

- Use of basic sounds and their related spelling patterns in French:
 - Beau/chaud/aujourd'hui
- Use of resources to check spelling:
 - Classroom-displayed vocabulary,
 - Text, French-English dictionary

6. Culture

As an international school, the area of culture discusses and focuses on the area of different celebration and cultures of students in the south of Holland. Specific religious beliefs are not part of the curriculum.

6.1. Identify reality in the French culture, in Canada and around the world.

6.2. French speaking people in Canada, and around the world.

- Provinces, France, Belgium...

6.3. Identify important people in the French community

- singers, writers, actors...
- listen to music,
- Read stories,
- Look at visual artists work
 - Bandes dessinées
 - Stories by Robert Munsch

6.4. Identify different celebrations in French such as:

- L'Action de Grâces
- L'Halloween
- Noël
- Le Carnaval (Karnaval)
- La Saint-Valentin
- Pâques
- La fête des pères
- La fête des mères

6.5. Respond and write to greetings following a model:

- Bonne fête
- Joyeux Noël
- Alaaf!
- Bonne fin de semaine
- Bonnes vacances
- A demain
- Joyeuse Saint-Valentin
- Joyeuses Pâques
- Bonne fête des mères
- Bonne fête des pères

6.6. Use simple vocabulary related to celebration using simple structures.

6.7. Respond to simple questions using the vocabulary related to celebrations.

6.8. Sing simple songs related to celebrations and other cultural productions.

6.9. Write a short message or greeting following a model.

6.10. Write a short description of an environment using a model.

- A country, a city (continents, touristic, geography)

ⁱ Ontario Ministry of Education, French as a Second Language Curriculum