



AO Scenario Web

Grade 6 Core French

A Contest to Win Concert Tickets

Instructions for teachers

This resource consists of a collection of Action-oriented (AO) Scenarios created by the CEFR Eastern Region Working Group, designed for use in Ontario French as a Second Language (FSL) classrooms. AO Scenarios are an integral part of the Common European Framework of Reference's (CEFR) Action-oriented Approach (AoA).

The CEFR and the Action-oriented Approach in the Ontario Context

The CEFR is a complete framework used to support learning, teaching, and assessment of second/additional languages. Developed by the Council of Europe, that continent's leading human rights organization, the CEFR has been translated into 40 languages and is used across the world. In 2010, the Council of Ministers of Education, Canada recommended the use of the CEFR in the Canadian context. In Ontario, concepts of the CEFR are integrated throughout the FSL Curriculum.

The AoA is one of the key concepts of the CEFR. With the AoA, learners are seen as 'social agents' (i.e., someone who exerts their own **agency** to accomplish real-life **tasks**). Tasks are critical in the AoA as it is the task that provides the purpose for action, and also frames the learning that takes place within the scenario (i.e., learning module) so that the learner can successfully accomplish the task at hand. The AoA moves away from 'forward design' in curriculum planning, instead, favouring 'backward design' (Piccardo & North, 2019), which involves planning back from action-oriented tasks (see Figure 1).

"Communication is a social act. In order to learn French, therefore, students need to see themselves as social [agents] communicating for real purposes"
(The Ontario Curriculum, FSL, p. 9).

"teaching language as a system of disconnected and isolated components gives learners some knowledge of the language, but does not allow them to use the language effectively. In contrast, communicative and action-oriented approaches to teaching French put meaningful and authentic communication at the centre of all learning activities"
(The Ontario Curriculum, FSL, p. 9).

Figure 1: Components of an Action-oriented Scenario



AO Scenarios in this Resource

This resource offers the following AO Scenarios (i.e., AO Task/support material and Subtasks that help the learner to develop the competences needed to accomplish the task) that are aligned with the Ontario Curriculum, and the CEFR:

Grade / Program	CEFR Level	AO Scenario
Grade 4 Core French	A1	Welcoming a New Student to the Class (Best used in conjunction with Pearson's <i>Échos Pro 1</i>)
Grade 5 Core French	A1	Planning a Fun Afternoon at School (Best used in conjunction with Pearson's <i>Échos Pro 2</i>)
Grade 6 Core French	A1	A Contest to Win Concert Tickets (Best used in conjunction with Pearson's <i>Échos Pro 3</i>)
Grade 6 French Immersion / Social Studies	A2	Les expériences virtuelles - Commemorer la Journée internationale dédiée à la mémoire des l'Holocauste, et apprécier les contributions de la communauté juive au Canada
Grade 7 Core French	A1	La journée de la santé (Best used in conjunction with Pearson's <i>Mon réseau, ma vie 1</i>)
Grade 8 Core French	A1/A2	Les clubs parascolaires (Best used in conjunction with Pearson's <i>Mon réseau, ma vie 2</i>)
Grade 9 Core French (FSF 1D)	A2	Organiser une soirée à Montréal
Grade 10 Core French (FSF 2D)	A2	Organiser une sortie (Best used in conjunction with Pearson's <i>Jusqu'au bout</i>)

Using the Resource

All of the content that has been created can be found on the link [CEFR Eastern Region Working Group Website](#). On the website, you will find information about this group, suggested resources to learn more about the CEFR and the AoA, the above-mentioned AO Scenarios, and information on the Creative Commons licence that applies to the resource.

To view a scenario, click the sub-page of the desired grade level from the ‘AO Scenario Webs’ tab (see Figure 2).

Once on the page for the desired AO Scenario, the link to the appropriate Curriculum document will be accessible. In addition, the title of the AO Scenario, a hyperlinked graphic organizer of the AO Scenario, and a link to access the AO Scenario will be visible.

Throughout this resource, the term “Scenario Web¹” is used. A Scenario Web is a way to conceptualize an AO Scenario. At the centre of the web is the AO Task (e.g., Organiser une soirée à Montréal, Grade 9 Core French) along with the support resources for the AO Task, which are all hyperlinked and lead to ready-to-use/modify documents (see Figure 3). AO Task support materials include:

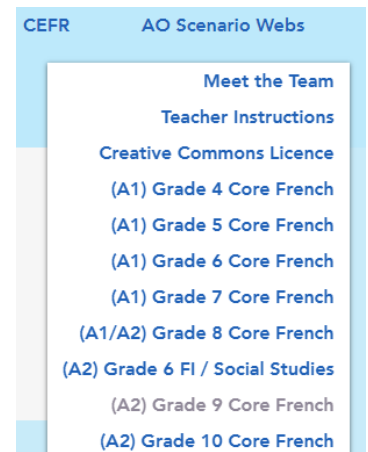


Figure 2

- AO Teacher Planning Sheet (to view an example, click [here](#))
 - This document provides a description of the task, connections to the Ontario Curriculum, and CEFR descriptors / Student friendly “I can” statements
- AO Task Student View (to view an example, click [here](#))
 - This document provides the AO Task in French, in a student-friendly format
- Assessment Tools (to view an example, click [here](#))
 - Assessment tools are provided to evaluate the components of the AO Task
- Student Planning Sheet (to view an example, click [here](#))
 - This document allows students to monitor their learning throughout the AO Scenario. It is also to be used as a Universal Design for Learning strategy whereby students can ‘chunk’ their learning into more manageable pieces

Around the AO Task and support materials are different threads (e.g., Exploring restaurants, Budgeting). These threads illustrate clusters of possible competences to be developed during the AO Scenario to support students in successfully completing the AO Task (see Figure 4). Each thread is hyperlinked, leading to a table composed of possible subtasks that are designed to build competences connected to a particular area of learning. This table includes links to ready-to-use and/or modify resources, the ‘I can’ statements being targeted, the CEFR communicative language activities and competences that are most prevalent for the sub-task, and possible assessment opportunities based on the four skills of FSL Ontario Curriculum (i.e., Speaking, Listening, Reading, Writing).

¹ The notion of “Scenario Webs” is part of Danielle Hunter’s PhD thesis, under the supervision of Dr. Enrica Piccardo

IMPORTANT: The threads and the possible subtasks are not presented in any order, and are not intended to be a step-by-step method to planning (unless it is connected to a publisher program). In fact, it is quite the contrary. Key principles of the AoA stipulate that teaching and learning are non-linear, flexible, and dynamic (i.e., changes over time). It is with this in mind that the threads and possible subtasks are presented more like a “bouquet” (Piccardo & North, 2019) whereby teachers pick and choose the ‘flowers’ (i.e., the threads and subtasks) that they would like to include in their bouquet for their students. Students can also play a role in determining the ‘flowers’ to add to the bouquet when sub-tasks are co-created by the teacher and the students.

Figure 3 - Structure of an AO Scenario Web (Grade 9 Example)

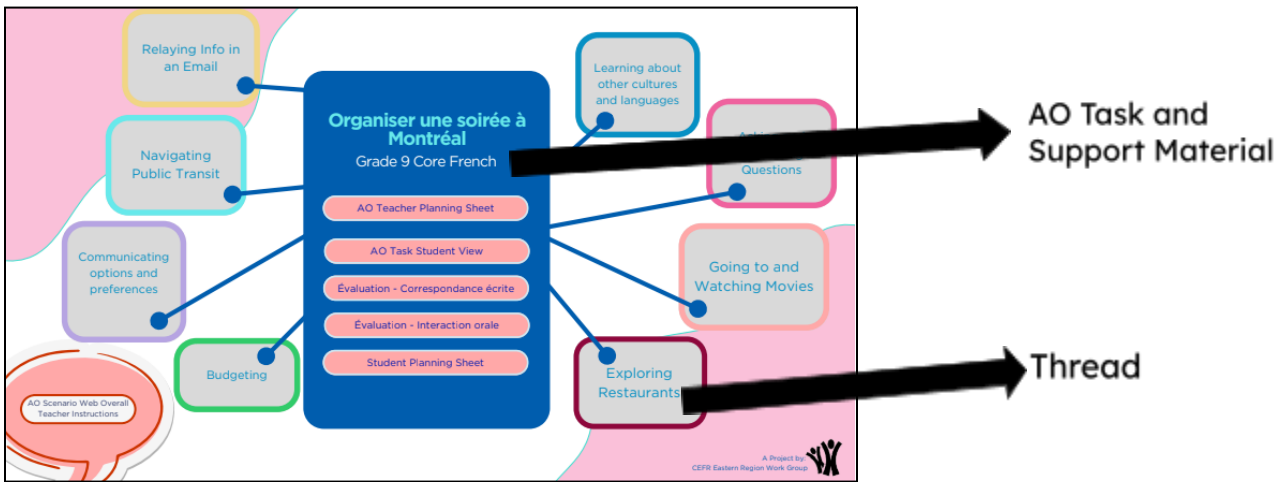


Figure 4 - Table of Possible Subtasks (Grade 9 Example)

SUB-TASKS RELATED TO: Going to and watching movies		CEFR EASTERN ONTARIO			
Sub-task (Building Competences to Support the Completion of the AO Task)	Possible Activities/Resources (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	“I can” / “Je peux” Statements for Sub-task (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	Communicative Language Activities/ Strategies (the what)	Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism	Possible Assessment for Sub-task
Analyzing film genres and finding compromises.	Movie listings reading comprehension Soirée cinéma! - student copy Soirée cinéma - Teacher Instructions	I can find different types of information on movie listings. / Je peux trouver différents types d'information d'un horaire de film. I can share information and ideas with sufficient vocabulary. / Je peux partager de l'information et des idées avec un vocabulaire suffisant. I can use simple grammar structures correctly so I am understood. / Je peux utiliser correctement des structures grammaticales simples pour être bien compris.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing

CEFR Eastern Ontario, 2023

Expanding the AO Scenario Webs

In keeping with the spirit of collaboration, teachers are invited to contribute other possible subtasks using this [Google Form](#), which will be added to the resource (funding dependent). Contributions need to be compliant with copyright laws, with special attention paid to the images used (it is recommended that teachers only use images from the [Canva Education licence](#) and that the source be indicated next to the images), and the links provided (do not take screenshots of materials and include them in the submission. Instead, provide a direct link to the resource).

Here are a couple of resources related to copyright, and Creative Commons:

[Camerise Fiche express - Creative Commons et choix de ressources](#)

[Creative Commons - Share your Work](#)

A Contest to Win Concert Tickets

Grade 6 Core French

AO Teacher Planning Sheet

AO Task Student View

Évaluation - Production orale

Évaluation - Interaction orale

Évaluation - Production écrite

Planification - Production orale

Planification - Interaction orale

Planification - Production écrite

2
Creating a
Personal Profile

1
Talking About
your Friends and
Activities you
Like/Dislike

3
Inviting and
Responding to
Invitations

4
Helping
Others

5
Reading and
Understanding an
Announcement
Online

AO Scenario Web Overall
Teacher Instructions

Note to Teacher

Subtasks are presented in a particular order as the content aligns with Pearson's Échos Pro resource

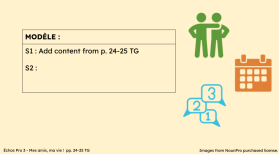
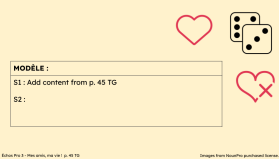


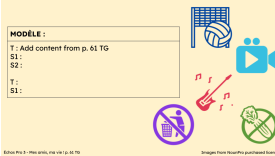
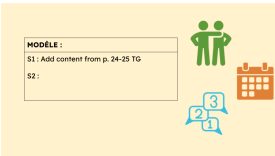
SUB-TASKS RELATED TO: Talking About your Friends and Activities you Like/Dislike

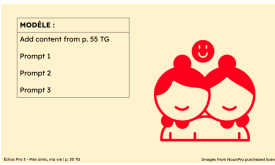


Sub-task (Building Competences to Support the Completion of the AO Task)	Possible Activities/ Resources (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	“I can” / “Je peux” Statements for Sub-task (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	Communicative Language Activities/ Strategies (the what)	Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism	Possible Assessment for Sub-task
To develop vocabulary around friends and common activities	Vocabulary building: sports, adding phrases to an anchor chart Idélo video: Top sports avec peu d'équipement ; sport électronique	Je peux écouter une conversation. I can listen to a conversation. Je peux identifier les mots familiers. I can identify familiar words.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	Vocabulary building: music styles, adding phrases to an anchor chart Website TV5 Monde: Parler de ses goûts musicaux and take notes using TV5	Je peux écouter une conversation. I can listen to a conversation. Je peux identifier les mots familiers. I can identify familiar words.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

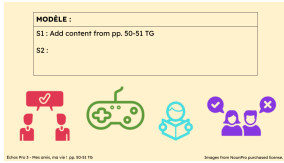
	<p>worksheet: Adomania1 - musique</p>				
	<p>Read a poem about friendship from pp. 2-3 text “Explorons !” (p. 26-27 TG)</p>	<p>Je peux identifier des idées dans un texte écrit. I can identify ideas in a text.</p>	<p><input checked="" type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing</p>
	<p>Mill to Music - Exchange information about a friend (p. 30 TG)</p> <p>Slideshow - Slide 7</p> 	<p>Je peux parler de mon ami.e. I can speak about my friend.</p>	<p><input type="checkbox"/> Reception <input type="checkbox"/> Production <input checked="" type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing</p>
	<p>Read for meaning looking at descriptions of friends from pp. 8-9 text “Pareils ou différents ?” (p. 51 TG)</p> <p>Slideshow - Slide 8</p> 	<p>Je peux identifier des idées dans un texte. I can identify ideas in a text.</p>	<p><input checked="" type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing</p>

<p>To express likes and dislikes</p>	<p>Listen to young people talk about sports they like and interview others from this Youtube video: Adomania1</p>	<p>Je peux poser des questions et donner des réponses. I can ask and answer questions.</p>	<p><input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing</p>
	<p>Learn activity preferences of peers (p. 24 TG)</p> <p>Slideshow - Slide 9</p> 	<p>Je peux comprendre mes amis dans une conversation. I can understand my friends during a conversation.</p>	<p><input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing</p>
	<p>Give opinions about activities using a dice rolling game (p. 45 TG)</p> <p>Slideshow - Slide 10</p>  <p>Extension: Have students respond to others (e.g., moi aussi; moi non plus, nos goûts sont différents)</p>	<p>Je peux exprimer mes sentiments. I can express my feelings. Je peux répondre aux sentiments des autres. I can respond to the feelings of others.</p>	<p><input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing</p>

	<p>Watch video Quel est ton sport préféré ? and interview classmates.</p> <p>Extension: Bar graphs Une entrevue en classe</p>	<p>Je peux comprendre mes amis dans une conversation. I can understand my friends during a conversation.</p> <p>Je peux parler de mes activités que je fais avec mes amis. I can talk about the activities I do with my friends.</p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input checked="" type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	<p>Whip around circle stating likes and dislikes. (p. 61 TG)</p> <p>Slideshow - Slide 11</p> 	<p>Je peux parler de mes activités que je fais avec mes amis. I can talk about the activities I do with my friends.</p>	<input type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
<p>To describe a friend and how long you have know them</p>	<p>Structured practice stating age and how long you have known your friend (p. 24-25 TG)</p> <p>Slideshow - Slide 9</p> 	<p>Je peux utiliser l'expression "Nous sommes amis depuis ..." I can use the expression "We have been friends since..."</p>	<input type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

	<p>Responding to reading/modelled practice to more independent practice of pp. 8-9 text “Pareils ou différents ?” (p. 55 TG)</p> <p>Slideshow - Slide 13</p> 	<p>Je peux utiliser l’expression “Nous sommes amis depuis ...” I can use the expression “We have been friends since ...”</p>	<input type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	<p>Three-step interview: Present a description of a friend. (p. 63 TG)</p>	<p>Je peux parler de mon ami(e). I can speak about my friend. Je peux comprendre mes amis dans une conversation. I can understand my friends during a conversation.</p>	<input checked="" type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input checked="" type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
<p>To describe friendship and shared activities.</p>	<p>Talk about enjoying activities with friends. (p. 33 TG) and make predictions of p. 5 of the text “On est amis.”</p> <p>Slideshow - Slide 14</p>	<p>Je peux donner une description de l’amitié. I can give a description of friendship.</p>	<input type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

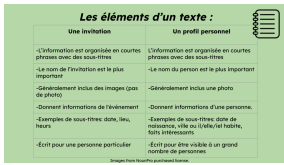
					
<p>Read about enjoying activities with friends using the text from p. 5 “On est amis.” (p. 35 TG)</p> <p>Slideshow - Slide 15</p> 	<p>Je peux identifier des idées dans un texte. I can identify ideas in a text.</p>	<p><input type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing</p>	
<p>Mime and guess activities friends do together. (p. 39 TG)</p>	<p>Je peux parler de mes activités que je fais avec mes amis. I can talk about the activities I do with my friends.</p>	<p><input checked="" type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing</p>	
<p>Write a short poem: Être amis using template fiche d'activité 2 (p. 43 TG)</p> <p>FA1 : Être amis, c'est ...</p>	<p>Je peux donner une description de l'amitié. I can give a description of friendship.</p>	<p><input type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing</p>	

	<p>Structured practice speaking about shared likes and dislikes. (pp. 50-51 TG)</p> <p>Slideshow - Slide 16</p> 	<p>Je peux parler de mes activités que je fais avec mes amis. I can talk about the activities I do with my friends.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing
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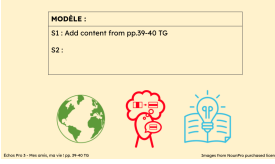
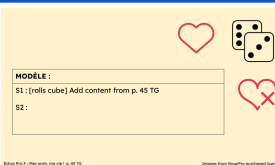
*** It is up to teachers to determine whether the subtasks are assessments FOR learning, OF learning, or AS learning.**

SUB-TASKS RELATED TO: Creating a Personal Profile



Sub-task (Building Competences to Support the Completion of the AO Task)	Possible Activities/ Resources (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	“I can” / “Je peux” Statements for Sub-task (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	Communicative Language Activities/ Strategies (the what)	Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism	Possible Assessment for Sub-task
To identify the features/styles of a text	Picture walk pp. 6-7 of the text “Voici mes amis !” (p. 40 TG)	Je peux identifier l’intention d’un texte. I can identify the purpose of a text.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing
	Analyze text p. 14 “C’est ma fête !” (p. 81 TG) and co-create anchor chart comparing and contrasting text styles/features with pp. 6-7 of text “Voici mes amis !” Slideshow - Slide 18 	Je peux identifier l’intention d’un texte. I can identify the purpose of a text.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing


	<p>Additional practice: View personal profiles online. Choose themes that interest your students or relate to other curricular areas.</p> <p>Examples: Members of parliament</p> <p>Wikipedia profiles: Simone Biles; Sidney Crosby; Olympic Athletes.</p>	<p>Je peux identifier l'intention d'un texte. I can identify the purpose of a text.</p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing
To read and understand personal profiles	<p>Modelled and shared reading of text pp. 6-7 “Voici mes amis !” (pp. 40-42 TG) Look for mots-amis in text</p>	<p>Je peux identifier des idées dans un texte. I can identify ideas in a text. Je peux identifier des idées dans des annonces en ligne. I can identify cognates in an online announcement.</p>	<input checked="" type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input checked="" type="checkbox"/> Plurilingualism/Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing
	<p>Reading comprehension follow-up pp. 6-7 of a text “Voici mes amis !” FA2 : Voici mes amis !</p>	<p>Je peux lire et comprendre un texte. I can read and understand a text.</p>	<input checked="" type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing

<p>To convey basic personal information</p>	<p>Talking about languages spoken (pp. 39-40 TG)</p> <p>Slideshow - Slide 19</p> 	<p>Je peux poser des questions et donner des réponses. I can ask and answer questions.</p> <p>Je peux bien répondre à mon partenaire quand je participe à une conversation. I can respond appropriately to my partner when I participate in a conversation.</p>	<p><input type="checkbox"/> Reception <input type="checkbox"/> Production <input checked="" type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input checked="" type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing</p>
	<p>Write a profile for a friend.</p> <p>FA3 : J'écris un profil</p> <p>Response to pp. 6-7 of the text "Voici mes amis!". Dice activity can be used as an additional warm up before students complete the worksheet. (pp. 45-46 TG)</p> <p>Slideshow - Slide 20</p> 	<p>Je peux écrire un profil personnel. I can write a personal profile.</p>	<p><input type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing</p>

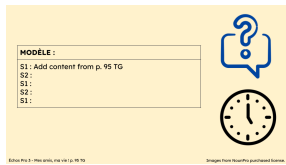
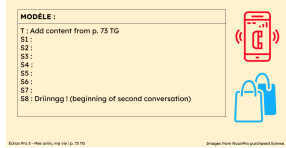
To express likes and dislikes	20 questions game guessing characters from pp. 6-7 of the text "Voici mes amis !" (p. 42 TG)	<p>Je peux poser des questions et donner des réponses. I can ask and answer questions.</p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input checked="" type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	Explore language: "aimer" + verb in infinitive (p. 42 TG)	<p>Je peux épeler correctement quand j'écris des informations personnelles et de mes préférences. I can spell correctly when I write basic information about myself and my preferences. Je peux identifier des idées dans des annonces en ligne. I can identify cognates in an online announcement.</p>	<input checked="" type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing

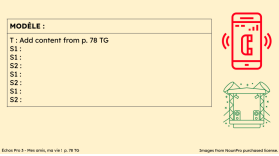

* It is up to teachers to determine whether the subtasks are assessments FOR learning, OF learning, or AS learning.


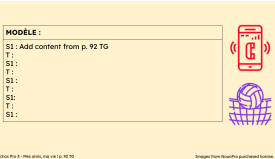
SUB-TASKS RELATED TO: Inviting and Responding to Invitations

Sub-task (Building Competences to Support the Completion of the AO Task)	Possible Activities/ Resources (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	“I can” / “Je peux” Statements for Sub-task (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	Communicative Language Activities/ Strategies (the what)	Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism	Possible Assessment for Sub-task
To talk about the activities you enjoy doing in your free-time	Mill to music - Talk about what you did on the weekend with different partners (using the anchor chart) Slideshow - Slide 22 	Je peux parler de ma fin de semaine. I can talk about what I did on the weekend.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input checked="" type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	Draw, then share, the activities you do with friends (p. 70 TG)	Je peux parler de mes activités que je fais avec mes amis. I can talk about the activities I do with friends.	<input type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	Listening activity: Pareils ou différents ? (p. 52)	Je peux écouter une conversation. I can listen to a	<input checked="" type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input checked="" type="checkbox"/> Plurilingualism/	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

	TG) É1 : Pareils ou différents ?	conversation.		Pluriculturalism	
To use telephone conversation etiquette	Make a phone call (p. 70 TG) Slideshow - Slide 23 	Je peux utiliser plusieurs conventions pour un appel. I can use several conventions for a phone call.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
To read an invitation for key information	Do a birthday survey (p. 80 TG) Slideshow - Slide 24 	Je peux dire la date de mon anniversaire. I can say my birthday.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	If needed, review saying the date in French with Youtube video "Comme une Française"	Je peux donner la date d'un évènement. I can give the date of an event.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	Compare a birthday invite in English (example)	Je peux remarquer des différences culturelles d'une invitation.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading


	versus in French p. 14 text “C’est ma fête !” (p. 81 TG Explore language)	I can recognize cultural and sociolinguistic differences in an invitation.	<input type="checkbox"/> Mediation	<input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Writing
To invite a friend	Practise saying time in French with Youtube Video Learn to Tell Time	Je peux donner l’heure d’un événement. I can give the time of an event.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	Schedule an appointment (p. 95 TG) FA9 : Mes rendez-vous Slideshow - Slide 25 	Je peux dire à quelle heure je suis libre. I can say at what time I am available.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	Participate in a telephone chain (p. 73 TG) Slideshow - Slide 26 	Je peux inviter un ami par téléphone/appel vidéo. I can invite a friend by telephone or video call.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

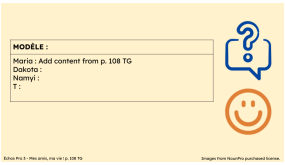
	<p>Invite a friend to a concert using the Inside/Outside grouping technique (p. 78 TG)</p> <p>Slideshow - Slide 27</p> 	<p>Je peux inviter un.e ami.e à un concert. I can invite a friend to a concert.</p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input checked="" type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input checked="" type="checkbox"/> Plurilingualism/ Pluriculturalism	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	<p>Read aloud or play audio version of the model interview on p. 19 of the text “Une invitation par telephone”</p>	<p>Je peux écouter une conversation. I can listen to a conversation.</p>	<input checked="" type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input checked="" type="checkbox"/> Plurilingualism/ Pluriculturalism	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing
<p>To respond to an invitation</p>	<p>Respond to a phone invitation (p. 83 TG) using the anchor chart</p> <p>Slideshow - Slide 28</p> 	<p>Je peux bien répondre à mon partenaire quand je participe à une conversation. I can respond appropriately to my partner when I participate in a conversation.</p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input checked="" type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input checked="" type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

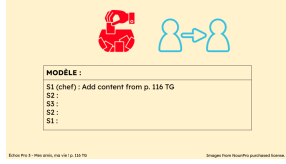
	<p>Collect responses to an invitation (p. 84 TG) (see anchor chart for slips)</p> <p>Slideshow - Slide 29</p> 	<p>Je peux utiliser des stratégies pour communiquer quand je participe à une conversation. I can use speaking strategies when I participate in a conversation.</p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input checked="" type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input checked="" type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	<p>Role-play a telephone invitation using a calendar for the week (p. 92 TG)</p> <p>FA8 : Cette semaine</p> <p>Slideshow - Slide 30</p> 	<p>Je peux répondre à une invitation. I can respond to an invitation.</p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input checked="" type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input checked="" type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Pragmatic <input checked="" type="checkbox"/> Plurilingualism/Pluriculturalism	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	<p>Practise spontaneous invitations using</p> <p>FA10 : Des invitations spontanées</p>	<p>Je donne une réponse appropriée à une invitation. I respond appropriately to an invitation.</p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input checked="" type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input checked="" type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Pragmatic <input checked="" type="checkbox"/> Plurilingualism/Pluriculturalism	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

* It is up to teachers to determine whether the subtasks are assessments FOR learning, OF learning, or AS learning.

SUB-TASKS RELATED TO: Helping Others

Sub-task (Building Competences to Support the Completion of the AO Task)	Possible Activities/ Resources (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	“I can” / “Je peux” Statements for Sub-task (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	Communicative Language Activities/ Strategies (the what)	Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism	Possible Assessment for Sub-task
To express emotions	Review emotions using the slide below. Students guess what the faces represent Slideshow - Slide 33 	Je peux exprimer mes sentiments. I can express my feelings.	<input type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing
	Teacher mimes emotions (p. 31 TG)	Je peux exprimer mes sentiments. I can express my feelings.	<input checked="" type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	Warm-up: Express feelings (p. 33 TG) Print phrase strips from the slide Slideshow - Slide 34	Je peux associer des expressions avec des sentiments. I can match expressions with feelings.	<input checked="" type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing

	<p>Place one letter strip of paper, one for each student for the optional activity "Empress Heritage" (p. 103).</p> <table border="1"> <tr> <td>J'ai hâte!</td> <td>J'ai hâte!</td> <td>J'ai hâte!</td> </tr> <tr> <td>C'est génial!</td> <td>C'est génial!</td> <td>C'est génial!</td> </tr> <tr> <td>Pas possible!</td> <td>Pas possible!</td> <td>Pas possible!</td> </tr> <tr> <td>Wouah! C'est bien!</td> <td>Wouah! C'est bien!</td> <td>Wouah! C'est bien!</td> </tr> <tr> <td>Ça va mal!</td> <td>Ça va mal!</td> <td>Ça va mal!</td> </tr> <tr> <td>J'ai de la peine.</td> <td>J'ai de la peine.</td> <td>J'ai de la peine.</td> </tr> <tr> <td>Je n'aime pas ça!</td> <td>Je n'aime pas ça!</td> <td>Je n'aime pas ça!</td> </tr> <tr> <td>C'est nul!</td> <td>C'est nul!</td> <td>C'est nul!</td> </tr> </table>	J'ai hâte!	J'ai hâte!	J'ai hâte!	C'est génial!	C'est génial!	C'est génial!	Pas possible!	Pas possible!	Pas possible!	Wouah! C'est bien!	Wouah! C'est bien!	Wouah! C'est bien!	Ça va mal!	Ça va mal!	Ça va mal!	J'ai de la peine.	J'ai de la peine.	J'ai de la peine.	Je n'aime pas ça!	Je n'aime pas ça!	Je n'aime pas ça!	C'est nul!	C'est nul!	C'est nul!				
J'ai hâte!	J'ai hâte!	J'ai hâte!																											
C'est génial!	C'est génial!	C'est génial!																											
Pas possible!	Pas possible!	Pas possible!																											
Wouah! C'est bien!	Wouah! C'est bien!	Wouah! C'est bien!																											
Ça va mal!	Ça va mal!	Ça va mal!																											
J'ai de la peine.	J'ai de la peine.	J'ai de la peine.																											
Je n'aime pas ça!	Je n'aime pas ça!	Je n'aime pas ça!																											
C'est nul!	C'est nul!	C'est nul!																											
<p>To react to feelings of others</p>	<p>Participate in an advice chain using phrase strips from previous activity (p. 108 TG)</p> <p>Slideshow - Slide 35</p> 	<p>Je peux répondre aux sentiments des autres. I can respond to the feelings of others.</p>	<p><input type="checkbox"/> Reception <input type="checkbox"/> Production <input checked="" type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing</p>																								
	<p>Make predictions using of the text pp. 22-23 "Parole aux amis" (p. 108 TG)</p>	<p>Je peux identifier des idées dans un texte. I can identify ideas in a text.</p>	<p><input checked="" type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input checked="" type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing</p>																								
	<p>Picture Walk pp. 22-23 of the text "Parole aux amis"</p>	<p>Je peux identifier des idées dans un texte. I can identify ideas in a text.</p>	<p><input checked="" type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input checked="" type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing</p>																								
	<p>Match responses to the situations pp. 22-23 of the text "Parole aux amis")</p>	<p>Je peux identifier des idées dans un texte. I can identify ideas in a text.</p>	<p><input checked="" type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input checked="" type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing</p>																								


<p>To give suggestions and help others</p>	<p>Listen to identify how students help others on text pp. 24-25 “Aider les autres” using audio clips (p. 115 TG)</p> <p>É1 : Aider les autres É2 : Aider les autres</p>	<p>Je peux identifier des idées dans un texte oral. I can identify the ideas in an oral text.</p>	<p><input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing</p>
<p>Guessing Game: identify ways to help others (p. 116 TG) using:</p> <p>FA13 : J’aide les autres</p> <p>Slideshow - Slide 36</p> 	<p>Je peux identifier comment aider les autres. I can identify how to help others.</p>	<p><input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing</p>
<p>Respond to a classmate’s feelings (p. 117 TG) using</p> <p>FA14 : Des situations</p> <p>Slideshow - Slide 37</p>	<p>Je peux poser des questions et aider les autres. I can ask questions and help others.</p>	<p><input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing</p>

	 <p>MODÈLE :</p> <p>Add content from p. 117 TG</p> <p><small>© 2013-2014, 2016, 2018, 2020, 2021, 2022, 2023</small></p>				
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*** It is up to teachers to determine whether the subtasks are assessments FOR learning, OF learning, or AS learning.**

SUB-TASKS RELATED TO: Reading and Understanding an Announcement Online



Sub-task (Building Competences to Support the Completion of the AO Task)	Possible Activities/ Resources (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	“I can” / “Je peux” Statements for Sub-task (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	Communicative Language Activities/ Strategies (the what)	Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism	Possible Assessment for Sub-task
<p>To listen for times, locations & dates</p>	<p>Listen to a radio advertisement</p> <p>Écoute : Annonce publicitaire</p> <p>for a performance and identify key information on worksheet</p> <p>Une annonce publicitaire</p> <p>(Teacher copy with script on slide)</p> <p>Slideshow - Slide 39</p> 	<p>Je peux identifier des idées dans un texte oral. I can identify the ideas in an oral text.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation 	<ul style="list-style-type: none"> <input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input checked="" type="checkbox"/> Plurilingualism/ Pluriculturalism 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

<p>To read an advertisement and understand instructions</p>	<p>Analyse an advertisement for mots amis, mots-familiers and mots-inconnus using the accompanying worksheet Analyse un texte</p> <p>Slideshow - Slide 40</p> 	<p>Je peux identifier les mots familiers, les mots-amis, et les nouveaux mots. I can identify familiar words, cognates and new words. Je peux identifier des idées dans un texte écrit. I can identify the ideas in a text.</p>	<p><input checked="" type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input checked="" type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing</p>
<p>Supplemental advertisement to practice decoding instructions</p> <p>Slideshow - Slide 41</p> 	<p>Je peux identifier des idées dans un texte. I can identify the ideas in a text.</p>	<p><input checked="" type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input checked="" type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing</p>	

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