

Grade 11

Specific Outcomes: French 20–9y

COMPONENTS

Given the following fields of experience and the subfields within each field,

Experience

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| <p>① Senses and Feelings
exploration of feelings and emotions
exploration of the senses</p> | <p>② Close Friends
friendship
social life
conflict resolution</p> | <p>③ Fads and Fashions
past and present
careers in fashion</p> |
| <p>④ Consumerism
consumer choices
consumer rights and responsibilities</p> | <p>⑤ Outdoor Life (optional)
survival skills
outdoor experiences</p> | |

and other areas of interest,

students will engage in various language activities, based on the context, the communicative task and the different information and communication technologies available,

in order to:

Communication

Listening Comprehension

- understand, by identifying key words and phrases, some main ideas and some specific details related to these ideas about concrete or abstract topics contained in oral texts of varying lengths and levels of difficulty (e.g., identify the types of marketing strategies and the reasons behind the use of these strategies; identify the nature of conflict and a number of causes of conflict)

Reading Comprehension

- understand, by identifying key words and phrases, some main ideas and some specific details related to these ideas about concrete or abstract topics contained in written texts of varying lengths and levels of difficulty (e.g., identify the clothing look of a time period and identify some clothing accessories and hairstyles that contributed to that look; identify the different types of shopping venues and some advantages and disadvantages of each venue)

Oral Production

- name, list, encourage, request or provide information, ask for or give advice, instructions or directions, express needs, feelings, desires, wishes, preferences, opinions or judgements, give compliments, make comparisons, make suggestions, describe people, actions or events, narrate or explain events, issue invitations, convince, complain, orally, in a structured and modelled fashion, using a series of simple and complex sentences expressed in the past, present or immediate future, resulting in a prepared but sometimes spontaneous message, that is comprehensible, accurate and sustained (e.g., give advice to a friend on how to resolve a conflict; describe a situation that causes negative feelings; express an opinion on a past fad)

Written Production

- name, label, list, encourage, request or provide information, ask for or give advice, instructions or directions, express needs, feelings, desires, wishes, preferences, opinions or judgements, give compliments, make comparisons, make suggestions, describe people, actions or events, narrate or explain events, issue invitations, convince, complain, in written form, in a prepared, structured and modelled fashion, using a series of simple and complex sentences expressed in the past, present or immediate future, resulting in a message that is comprehensible, accurate and sustained (e.g., write a poem about emotions; write a consumer complaint letter; write a newspaper article about past fashions).

Language

Knowledge of Language
Concepts

- continue to develop knowledge of concepts presented in grades 4–10
- acquire knowledge of the following concepts:
 - emphatic pronouns
 - direct object pronouns
 - indirect object pronouns
 - relative pronouns
 - the comparative
 - the superlative
 - the structure—verb + *à* or *de* + infinitive
 - the *imparfait*
 - the distinction between the *passé composé* and the *imparfait*
 - cohesion
 - cohesion markers

Application of Vocabulary and
Language Concepts

- use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4–10, needed to communicate a message
- use, with some consistency, in oral and written form, the following linguistic elements needed to communicate a message:
 - vocabulary associated with the fields of experience and their subfields
 - expressions for stating an opinion (e.g., *Selon vous,...*/*À mon avis,...*/*D'après l'article,...*)
 - expressions for giving advice (*suggérer de...*, *recommander de...*)
 - negative expressions (*ne... personne*, *ne... aucun(e)*, *ne... que*, *ne... ni*, *personne ne...*, *rien ne...*, *aucun(e) ne...*)
 - emphatic pronouns—*moi*, *toi*, *lui*, *elle*, *nous*, *vous*, *eux*, *elles*
 - direct object pronouns with present tense verbs, the imperative and verbs + infinitive in affirmative and negative sentences
 - indirect object pronouns with present tense verbs, the imperative and verbs + infinitive in affirmative and negative sentences
 - relative pronouns *qui* and *que*
 - the comparative of adjectives and adverbs (e.g., *Ces sacs à dos sont plus chers que les autres là-bas./Le Brie sent aussi fort que le Camembert.*)

Application of Vocabulary and Language Concepts (cont'd)

- the superlative of adjectives and adverbs (e.g., *Je n'achète pas toujours les marques les moins connues./Le fromage bleu est le fromage qui sent le plus fort.*)
- verb + the preposition *à* or *de* + infinitive
- the *passé composé* with all personal pronouns in affirmative and negative sentences
- the *imparfait* with all personal pronouns in affirmative and negative sentences
- adverbs and adverbial expressions as cohesive elements (e.g., *d'abord, puis, d'habitude, parfois, enfin*)
- conjunctions of coordination at the sentence level (e.g., *car, cependant, c'est-à-dire, que, par exemple, alors*)
- expressions with *faire* and *se faire* (e.g., *Mon amie fait valoir ses talents./ Il se fait de nouveaux amis.*)
- cohesion at the simple and complex sentence level.

Culture

- seek out information about Francophones from authentic sources (e.g., fashion magazines, consumer information pamphlets)
- research and identify concrete facts that reflect the way of life of Francophone peoples (e.g., French couturiers have a major influence on the fashion world)
- compare and contrast the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., consumer rights and responsibilities)
- compare and contrast their own way of life with the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., fashion fads and trends between generations)
- reflect upon the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures
- identify and use the information and communication technologies available outside the classroom setting to access information about different Francophone cultures
- demonstrate knowledge of the cultural characteristics of the French language by using the following sociolinguistic conventions:
 - the sociolinguistic conventions listed in grades 4–10
 - the appropriate conventions for business letters
 - the appropriate conventions for informal letters
 - the appropriate conventions for a newspaper article.

Language Learning Strategies

Comprehension Strategies

cognitive

- continue to expand and use a personal repertoire of comprehension strategies to facilitate the understanding of an oral or written message
 - use the prefix, suffix, radical or root to guess or determine meaning
 - use the context to determine the meaning of an unknown word or expression
 - note unknown words to verify later
 - use linking words (cohesive elements) to establish the relationship between ideas
 - use time clues to determine if the message is being expressed in the past, present or future
 - listen to the beginning and the end of an audio text or read the first and last paragraphs to have a better idea of the topic and the content of the text
 - take down notes to summarize, compare and contrast information
 - summarize and report information
 - use French language reference materials to verify meaning
 - skim a text using the title, subtitles, illustrations and legends to determine the topic and the main categories of ideas
 - predict or determine the topic and/or main categories of ideas by fast forwarding an audio text and stopping at intervals
 - establish connections between the information heard or read and previous knowledge
 - use strategies defined in grades 4–9

socio-affective

- ask questions, in French, to clarify or verify a message
- take the risk to listen to or read more difficult and lengthy texts in French
- take the risk to listen to authentic texts (e.g., radio and television shows) or read authentic documents (e.g., newspaper articles, travel brochures)
- use information and communication technologies outside the classroom setting to gain access to the French language
- use strategies defined in grades 4–9

metacognitive

- identify strategies that can be or were used to facilitate comprehension of a text
- reflect upon the content of the text
- verify hypotheses made about the content of the text
- note unknown words to verify later
- use strategies defined in grades 4–9

Production Strategies

cognitive

- continue to expand and use a personal repertoire of production strategies to facilitate the communication of an oral or written message
 - use specialized French language references, such as verb conjugation books, grammar references, etc.
 - identify the communicative intent of the message (e.g., to inform, to entertain, to persuade)

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| cognitive (cont'd) | <ul style="list-style-type: none">– use an outline, word web, point-form notes, etc., to organize thoughts and to plan what is to be said or written– identify vocabulary and grammatical elements needed to create a text– use cue cards to note key ideas– analyze a text in order to identify content, structural elements and ways of expressing ideas– use circumlocutions to sustain a communication– use strategies defined in grades 4–9 |
| socio-affective | <ul style="list-style-type: none">– as part of the editing process, work with a peer to read aloud a prepared production to determine if the message is clear– react positively to feedback and implement appropriate changes to a production– provide peers with constructive feedback– use French to praise peers– use French to evaluate peers– take the risk to produce more elaborate oral or written messages– use strategies defined in grades 4–9 |
| metacognitive | <ul style="list-style-type: none">– identify strategies that can be used or were used to produce a text– refer back to previous productions of the same nature, analyze errors made and apply this knowledge to the current production– use checklists, written in French, to verify their work– develop a learning plan to carry out a task– use a series of editing strategies to improve the quality of the production– monitor an oral production and use self-correction when necessary– use strategies defined in grades 4–9 |
| Memory Strategies | <ul style="list-style-type: none">• continue to use a personal repertoire of memory strategies to facilitate the learning, recollection or retention of vocabulary and/or grammatical structures. |