



# AO Scenario Web

Grade 10 Core French

Organiser une sortie

## 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 Web<sup>1</sup>” 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:

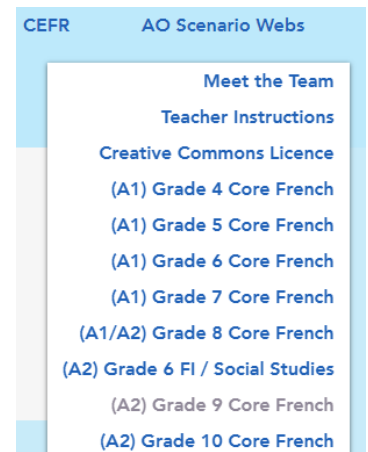


Figure 2

- 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).

<sup>1</sup> 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)

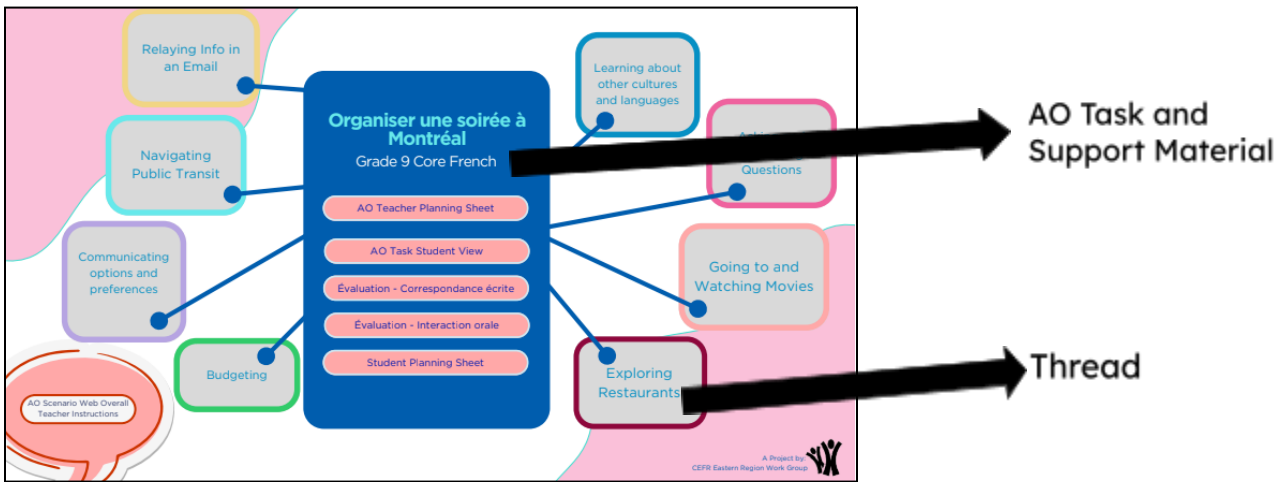


Figure 4 - Table of Possible Subtasks (Grade 9 Example)

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  <a href="#">Soirée cinéma! - student copy</a>  <a href="#">Soirée cinéma - Teacher Instructions</a>	<p><b>I can find different types of information on movie listings.</b> / Je peux trouver différents types d'information d'un horaire de film.</p> <p><b>I can share information and ideas with sufficient vocabulary.</b> / Je peux partager de l'information et des idées avec un vocabulaire suffisant.</p> <p><b>I can use simple grammar structures correctly so I am understood.</b> / Je peux utiliser correctement des structures grammaticales simples pour être bien compris.</p>	<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](#)

# Organiser une sortie

Grade 10 Core French

AO Teacher Planning Sheet

AO Task Student View

Évaluation - Interaction orale

Évaluation - Production orale

Évaluation - Production écrite

Planification - Production écrite

Asking or proposing

Planning an outing

Sharing new experiences

Talking about money

Getting to know each other

Organizing where and what to eat

Describing cultural activities

AO Scenario Web Overall Teacher Instructions



## SUB-TASKS RELATED TO: Talking about money

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
Talking about the cost of items	<a href="#">Teacher Instructions</a>  Student Handouts:  PDF #4. <a href="#">Ça coûte combien?</a>  <a href="#">Les expressions au magasin</a>	<b>I can talk about money.</b> / Je peux parler à propos de l'argent.	<input 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 type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing
Sharing our perspectives about money	<a href="#">Teacher instructions</a>  PDF: <a href="#">L'Argent</a>	<b>I can express my opinion.</b> / Je peux exprimer mon opinion.	<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/ <b>Pluriculturalism</b>	<input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing
Planning traditionally Canadian activities and considering costs	<a href="#">Teacher instructions</a>  Jusqu'au bout (Pearson): <a href="#">Fiche d'activité 5</a> <a href="#">Pour communiquer</a>	<b>I can describe places and an outing.</b> / Je peux décrire des endroits et une sortie.	<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/ <b>Pluriculturalism</b>	<input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing

\* For certain subtasks, marked as “Jusqu'au bout (Pearson),” students and teachers will need a subscription to access the content. Contact your FSL Consultant for your school board to see if this licence has been purchased centrally.

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

## SUB-TASKS RELATED TO: Sharing new experiences

<b>Sub-task</b> (Building Competences to Support the Completion of the AO Task)	<b>Possible Activities/ Resources</b> (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	<b>“I can” / “Je peux” Statements for Sub-task</b> (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	<b>Communicative Language Activities/ Strategies (the what)</b>	<b>Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism</b>	<b>Possible Assessment for Sub-task</b>
Describing past activities and personal experiences	<p><a href="#">Teacher instructions</a></p> <p>Youtube: <a href="#">Le passé composé de l'indicatif</a></p> <p>Student copy: <a href="#">Le passé composé.</a></p> <p>Website: <a href="#">Le passé composé A2</a></p> <p>Website: <a href="#">Raconter un événement</a></p> <p>Jeux interactifs :</p> <ol style="list-style-type: none"> <li><a href="#">Exercices de conjugaison 1</a></li> <li><a href="#">Exercices de conjugaison 2</a></li> </ol> <p>Jeux de Battleship:</p> <ol style="list-style-type: none"> <li><a href="#">AVOIR</a></li> <li><a href="#">ÊTRE</a></li> <li><a href="#">Un peu de tout</a></li> </ol>	<p><b>I can describe past events using the passé composé.</b> / Je peux décrire des événements passés en utilisant le passé composé.</p>	<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

<p>Using the imperfect tense to describe past activities and personal experiences.</p>	<p><a href="#">Teacher instructions</a></p> <p>Jeu: <a href="#">Jeu de Ping Pong à l'oral</a></p> <p>Youtube: <a href="#">Vidéo - L'imparfait de l'indicatif</a></p> <p>Utilisation - Formation - Exercices: <a href="#">L'imparfait A2</a></p> <p>Website: <a href="#">L'imparfait à l'oral</a></p>	<p><b>I can give a simple description in the past, using the imperfect tense, both orally and in writing.</b> / Je peux faire une description simple, dans le passé, en utilisant l'imparfait à l'écrit et à l'oral.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reception</li> <li><input type="checkbox"/> Production</li> <li><input type="checkbox"/> Interaction</li> <li><input type="checkbox"/> Mediation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Linguistic</li> <li><input type="checkbox"/> Socio-linguistic</li> <li><input type="checkbox"/> Pragmatic</li> <li><input type="checkbox"/> Plurilingualism/Pluriculturalism</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Listening</li> <li><input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Writing</li> </ul>
<p>Using the past and imperfect tense to describe themselves and their personal experiences.</p>	<p><a href="#">Teacher instructions</a></p> <p>Website: Jeu de devinette- <a href="#">L'étoile du passé</a></p> <p>Student copy: <a href="#">Mon étoile du passé</a></p>	<p><b>I can use the correct past tense to describe situations in the past.</b> / Je peux utiliser le bon temps du passé pour décrire des situations passées.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reception</li> <li><input type="checkbox"/> Production</li> <li><input type="checkbox"/> Interaction</li> <li><input type="checkbox"/> Mediation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Linguistic</li> <li><input type="checkbox"/> Socio-linguistic</li> <li><input type="checkbox"/> Pragmatic</li> <li><input type="checkbox"/> Plurilingualism/Pluriculturalism</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Listening</li> <li><input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Writing</li> </ul>
<p>Understanding a voicemail</p>	<p><a href="#">Teacher instructions</a></p> <p>Website: <a href="#">Laisser un message</a></p> <p>student copy: <a href="#">listening activity</a></p>	<p><b>I can discuss my plans and make the necessary arrangements.</b> / Je peux discuter de mes plans et prendre les dispositions nécessaires.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reception</li> <li><input type="checkbox"/> Production</li> <li><input type="checkbox"/> Interaction</li> <li><input type="checkbox"/> Mediation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Linguistic</li> <li><input type="checkbox"/> Socio-linguistic</li> <li><input type="checkbox"/> Pragmatic</li> <li><input type="checkbox"/> Plurilingualism/Pluriculturalism</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Listening</li> <li><input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Writing</li> </ul>

Leaving a voicemail message	<p><a href="#">Teacher instructions</a></p> <p>Student copy: <a href="#">Le message vocal</a></p> <p>Vocabulary: <a href="#">Vocabulaire téléphonique</a></p>	<p><b>I can summarize the events of an outing.</b> / Je peux résumer les événements d'une sortie.</p>	<input type="checkbox"/> Reception <input type="checkbox"/> <b>Production</b> <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> <b>Linguistic</b> <input type="checkbox"/> <b>Socio-linguistic</b> <input type="checkbox"/> <b>Pragmatic</b> <input type="checkbox"/> Plurilingualism/Pluriculturalism	<input type="checkbox"/> <b>Speaking</b> <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	<p><a href="#">Teacher instructions</a></p> <p><a href="#">Activité orale: Laisser un message</a></p>	<p><b>I can write a message to communicate plans, expressing thanks and apology.</b> / Je peux écrire un message pour communiquer des projets, exprimer des remerciements et des excuses.</p> <p><b>I can describe places and an outing.</b> / Je peux décrire des endroits et une sortie.</p>	<input type="checkbox"/> <b>Reception</b> <input type="checkbox"/> Production <input type="checkbox"/> <b>Interaction</b> <input type="checkbox"/> Mediation	<input type="checkbox"/> <b>Linguistic</b> <input type="checkbox"/> <b>Socio-linguistic</b> <input checked="" type="checkbox"/> <b>Pragmatic</b> <input type="checkbox"/> Plurilingualism/Pluriculturalism	<input type="checkbox"/> <b>Speaking</b> <input type="checkbox"/> Listening <input type="checkbox"/> <b>Reading</b> <input type="checkbox"/> Writing

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## SUB-TASKS RELATED TO: Planning an outing

<b>Sub-task</b> (Building Competences to Support the Completion of the AO Task)	<b>Possible Activities/Resources</b> (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	<b>“I can” / “Je peux” Statements for Sub-task</b> (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	<b>Communicative Language Activities/ Strategies (the what)</b>	<b>Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism</b>	<b>Possible Assessment for Sub-task</b>
Asking for information and listening to directions	<p><a href="#">Teacher instructions</a></p> <p>Podcast: <a href="#">À l'Office de tourisme</a></p>	<p><b>I can understand simple instructions.</b> /Je peux comprendre des indications simples.</p> <p><b>I can understand simple directions.</b> /Je peux comprendre des indications simples.</p>	<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
Describing activities in your neighbourhood or/and city	<p><a href="#">Teacher instructions</a></p> <p>Jeu: <a href="#">Découvrir ma ville</a></p> <p>Jusqu'au bout (Pearson): <a href="#">Pour communiquer</a></p>	<p><b>I can describe places, and an outing.</b> /Je peux décrire des endroits et une sortie.</p>	<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

<p>Using a map and giving directions.</p>	<p><a href="#">Teacher instructions</a></p> <p>Website: <a href="#">les directions - Vocabulary and audio</a></p> <p>Jusqu'au bout (Pearson): <a href="#">Pour communiquer</a></p> <p>Website: <a href="#">Se diriger dans la ville</a></p>	<p><b>I can give directions with reference to a map or plan.</b> /Je peux donner des directives en me référant à une carte ou un plan.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reception</li> <li><input type="checkbox"/> Production</li> <li><input type="checkbox"/> Interaction</li> <li><input type="checkbox"/> Mediation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Linguistic</li> <li><input type="checkbox"/> Socio-linguistic</li> <li><input type="checkbox"/> Pragmatic</li> <li><input type="checkbox"/> Plurilingualism/ Pluriculturalism</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Listening</li> <li><input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Writing</li> </ul>
	<p><a href="#">Teacher instructions</a></p> <p>PDF: <a href="#">Tourist Map of Ottawa</a></p>	<p><b>I can give directions with reference to a map or plan.</b> /Je peux donner des directives en me référant à une carte ou un plan.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reception</li> <li><input type="checkbox"/> Production</li> <li><input type="checkbox"/> Interaction</li> <li><input type="checkbox"/> Mediation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Linguistic</li> <li><input type="checkbox"/> Socio-linguistic</li> <li><input type="checkbox"/> Pragmatic</li> <li><input type="checkbox"/> Plurilingualism/ Pluriculturalism</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Listening</li> <li><input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Writing</li> </ul>

<p>Becoming familiar with public transit systems</p>	<p><a href="#">Teacher instructions</a></p> <p>Jusqu'au bout (Pearson):  <a href="#">Routes et horaires</a></p> <p><a href="#">Fiche d'activité 11</a></p> <p><a href="#">Fiche d'activité 12</a></p> <p><a href="#">Fiche langagière 4</a></p> <p><a href="#">Vocabulaire</a></p>	<p><b>I can navigate the public transit system.</b> / Je peux naviguer dans le réseau de transport en commun.</p>	<p><input type="checkbox"/> <b>Reception</b></p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> <b>Mediation</b></p>	<p><input type="checkbox"/> <b>Linguistic</b></p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> <b>Listening</b></p> <p><input type="checkbox"/> <b>Reading</b></p> <p><input type="checkbox"/> Writing</p>
<p>Giving suggestions and planning an outing according to the weather</p>	<p><a href="#">Teacher instructions</a></p> <p>Jusqu'au bout (Pearson):  <a href="#">La météo</a></p> <p><a href="#">Fiche d'activité 15</a></p> <p><a href="#">Fiche d'activité 16</a></p> <p><a href="#">Fiche langagière: Il faut</a></p> <p><a href="#">Vocabulaire</a></p>	<p><b>I can manage a conversation to plan an event.</b> /Je peux gérer une conversation pour planifier un événement.</p>	<p><input type="checkbox"/> <b>Reception</b></p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> <b>Mediation</b></p>	<p><input type="checkbox"/> <b>Linguistic</b></p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> <b>Listening</b></p> <p><input type="checkbox"/> <b>Reading</b></p> <p><input type="checkbox"/> Writing</p>

<p>Writing a message to inform someone where and when to meet</p>	<p><a href="#">Teacher instructions</a></p> <p>Jusqu'au bout (Pearson):  <a href="#">Fiche d'activité</a>  <a href="#">Comment y aller?</a></p> <p><a href="#">Lexique</a></p> <p><a href="#">Vocabulaire</a></p> <p>Slideshow:  <a href="#">Comment écrire un message</a></p> <p>Student Handout:  <a href="#">Écrivez un message - Student Copy</a></p>	<p><b>I can invite and reply to an invitation.</b> / Je peux inviter et répondre à une invitation.</p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>
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## SUB-TASKS RELATED TO: asking or proposing

<b>Sub-task</b> (Building Competences to Support the Completion of the AO Task)	<b>Possible Activities/ Resources</b> (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	<b>“I can” / “Je peux” Statements for Sub-task</b> (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	<b>Communicative Language Activities/ Strategies (the what)</b>	<b>Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism</b>	<b>Possible Assessment for Sub-task</b>
Proposing, accepting or refusing an invitation	<a href="#">Teacher instructions</a>  Jusqu’au bout (Pearson): <a href="#">Fiche d’activité 9</a> <a href="#">Fiche d’activité 10</a>	<b>I can make invitations and suggestions.</b> / Je peux faire des invitations, des suggestions.	<input type="checkbox"/> <b>Reception</b> <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> <b>Mediation</b>	<input type="checkbox"/> <b>Linguistic</b> <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> <b>Pragmatic</b>  <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Speaking <input type="checkbox"/> <b>Listening</b> <input type="checkbox"/> Reading <input type="checkbox"/> Writing
Use the verbs “pouvoir, vouloir, devoir”	<a href="#">Teacher instructions</a>  Jusqu’au bout (Pearson): <a href="#">Patiner sur le canal Rideau.</a>  <a href="#">Fiche Langagière 3</a>  <a href="#">Vocabulaire</a>  Youtube: <a href="#">Pouvoir, Vouloir, Devoir</a>	<b>I can make and respond to invitations, suggestions, apologies, etc.</b> / Je peux faire des invitations, des suggestions, des excuses, etc. et y répondre.	<input type="checkbox"/> <b>Reception</b> <input type="checkbox"/> Production <input type="checkbox"/> <b>Interaction</b> <input type="checkbox"/> <b>Mediation</b>	<input type="checkbox"/> <b>Linguistic</b> <input type="checkbox"/> <b>Socio-linguistic</b> <input type="checkbox"/> <b>Pragmatic</b>  <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> <b>Speaking</b> <input type="checkbox"/> <b>Listening</b> <input type="checkbox"/> <b>Reading</b> <input type="checkbox"/> Writing

<p>Proposing which activity would be the best</p>	<p><a href="#">Teacher instructions</a></p> <p>Student copy: <a href="#">Écriture d'un texto d'opinion</a></p>	<p><b>I can make and express an opinion.</b> / Je peux exprimer et justifier une opinion</p>	<p><input type="checkbox"/> Reception  <input type="checkbox"/> <b>Production</b>  <input type="checkbox"/> Interaction  <input type="checkbox"/> <b>Mediation</b></p>	<p><input type="checkbox"/> <b>Linguistic</b>  <input type="checkbox"/> <b>Socio-linguistic</b>  <input type="checkbox"/> <b>Pragmatic</b></p> <p><input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Speaking  <input type="checkbox"/> Listening  <input type="checkbox"/> Reading  <input type="checkbox"/> <b>Writing</b></p>
<p>Using the conditionnel présent; being polite</p>	<p><a href="#">Teacher instructions</a></p> <p>Jusqu'au bout (Pearson): <a href="#">Fiche langagière 2- le conditionnel présent</a></p> <p>Slideshow: <a href="#">Le conditionnel présent</a></p> <p><a href="#">Student copy</a></p>	<p><b>I can use simple grammar structures correctly so I am understood.</b> / Je peux utiliser correctement des structures grammaticales simples pour être bien compris.</p>	<p><input type="checkbox"/> <b>Reception</b>  <input type="checkbox"/> Production  <input type="checkbox"/> Interaction  <input type="checkbox"/> <b>Mediation</b></p>	<p><input type="checkbox"/> <b>Linguistic</b>  <input type="checkbox"/> Socio-linguistic  <input type="checkbox"/> <b>Pragmatic</b></p> <p><input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> <b>Speaking</b>  <input type="checkbox"/> Listening  <input type="checkbox"/> <b>Reading</b>  <input type="checkbox"/> <b>Writing</b></p>

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# SUB-TASKS RELATED TO: Getting to know each other

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
Reflecting upon the experiences of new immigrants to Canada.	<a href="#">Teacher instructions</a>  Jusqu’au bout (Pearson): <a href="#">Fiche d’activité 1</a>	<b>I can show an interest in my friend’s culture.</b> / Je peux m’intéresser à la culture d’un ami.	<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 checked="" type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing
Greeting someone new	<a href="#">Teacher instructions</a>  Jusqu’au bout (Pearson): <a href="#">Fiche d’activité 2</a> <a href="#">Fiche d’activité 3</a>	<b>I can have very brief social exchanges.</b> / Je peux avoir des échanges sociaux très brefs.	<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
Understanding the difference between an encounter or proposal	<a href="#">Teacher instructions</a>  Jusqu’au bout (Pearson): <a href="#">Ressources pédagogiques</a>	<b>I can converse in simple language with peers, asking questions and understanding answers.</b> / Je peux bavarder simplement avec mes pairs, poser des questions.	<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

<p>Asking questions when meeting someone</p>	<p><a href="#">Teacher instructions</a></p> <p>Website: <a href="#">Le Français et vous</a></p> <p>PDF: <a href="#">Vocabulaire de la présentation</a></p> <p>Video: <a href="#">Les pronoms interrogatifs</a></p> <p>Jeu: <a href="#">Jeu de cartes- Faire connaissance</a></p> <p>Anchor chart: <a href="#">L'interrogation à l'orale</a></p>	<p><b>I can ask and answer questions.</b> / Je peux poser et répondre à des questions.</p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>
<p>Asking and answering questions</p>	<p><a href="#">Teacher instructions</a></p> <p>Website: <a href="#">CAP sur le FLE</a></p>	<p><b>I can share information and ideas with sufficient vocabulary.</b> / Je peux partager de l'information et des idées avec un vocabulaire suffisant.</p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>
<p>Exploring questions to use when meeting someone</p>	<p><a href="#">Teacher instructions</a></p> <p>TV5MONDE: <a href="#">Poser une question</a></p>	<p><b>I can ask and answer questions.</b> / Je peux poser et répondre à des questions.</p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>

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# SUB-TASKS RELATED TO: Organizing where and what to eat

<b>Sub-task</b> (Building Competences to Support the Completion of the AO Task)	<b>Possible Activities/ Resources</b> (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	<b>“I can” / “Je peux” Statements for Sub-task</b> (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	<b>Communicative Language Activities/ Strategies (the what)</b>	<b>Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism</b>	<b>Possible Assessment for Sub-task</b>
Learning more about different restaurants and discussing meals from various countries	<a href="#">Teacher Instructions</a>  <a href="#">Idélo</a>  Student copy: <a href="#">Fiche d'activité</a>	<b>I can show an interest in my friend’s culture. / Je peux m’intéresser à la culture d’un ami.</b>	<input type="checkbox"/> <b>Reception</b> <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> <b>Mediation</b>	<input type="checkbox"/> <b>Linguistic</b> <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic  <input type="checkbox"/> <b>Plurilingualism/ Pluriculturalism</b>	<input type="checkbox"/> Speaking <input type="checkbox"/> <b>Listening</b> <input type="checkbox"/> Reading <input type="checkbox"/> Writing
Reading a menu, ordering in a restaurant	<a href="#">Teacher Instructions</a>  <a href="#">La négation</a>  <a href="#">Lire un menu</a>	<b>I can find specific, predictable information in simple everyday material such as menus. / Je peux trouver des informations spécifiques et prévisibles dans des documents simples de la vie quotidienne, tels que des menus.</b>	<input type="checkbox"/> <b>Reception</b> <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> <b>Mediation</b>	<input type="checkbox"/> <b>Linguistic</b> <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic  <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Speaking <input type="checkbox"/> <b>Listening</b> <input type="checkbox"/> <b>Reading</b> <input type="checkbox"/> Writing

<p>Reading a menu and being able to budget a meal; answering questions based on the options</p>	<p><a href="#">Teacher Instructions</a></p> <p>Student copy: <a href="#">Lecture de menu d'un restaurant</a></p>	<p><b>I can read and understand a menu and answer questions based on my reading.</b>/Je peux lire et comprendre un menu et répondre aux questions basées sur ma lecture.</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"/> Speaking  <input type="checkbox"/> Listening  <input type="checkbox"/> Reading  <input type="checkbox"/> Writing</p>
<p>Proposing and agreeing on a restaurant suggestions</p>	<p><a href="#">Teacher Instructions</a></p> <p>Student copy: <a href="#">Fiche: Choix des restaurants</a></p>	<p><b>I can discuss making plans to go out in the evening or weekend /</b> Je peux discuter du programme de la soirée ou du week-end</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"/> Speaking  <input type="checkbox"/> Listening  <input type="checkbox"/> Reading  <input type="checkbox"/> Writing</p>

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## SUB-TASKS RELATED TO: Describing cultural activities

<b>Sub-task</b> (Building Competences to Support the Completion of the AO Task)	<b>Possible Activities/ Resources</b> (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	<b>“I can” / “Je peux” Statements for Sub-task</b> (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	<b>Communicative Language Activities/ Strategies (the what)</b>	<b>Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism</b>	<b>Possible Assessment for Sub-task</b>
Selecting activities to do in Ottawa	<p><a href="#">Teacher Instructions</a></p> <p>Jusqu’au bout (Pearson): <a href="#">Ottawa et la région de l’Outaouais</a></p> <p><a href="#">Fiche d’activité 6</a> <a href="#">Fiche d’activité 7</a> <a href="#">Fiche d’activité 8</a></p>	<p><b>I can understand simple directions and instructions.</b> / Je peux comprendre des indications et instructions simples.</p>	<input type="checkbox"/> <b>Reception</b> <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> <b>Mediation</b>	<input type="checkbox"/> Linguistic <input type="checkbox"/> <b>Socio-linguistic</b> <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Speaking <input type="checkbox"/> <b>Listening</b> <input type="checkbox"/> <b>Reading</b> <input type="checkbox"/> Writing
Discovering cultural activities	<p><a href="#">Teacher instructions</a></p> <p>Youtube: <a href="#">Les activités culturelles - video</a></p> <p><u>Student copy:</u> <a href="#">Activités culturelles - student copy</a></p>	<p><b>I can recognise cultural activities.</b> / Je peux reconnaître des activités culturelles.</p>	<input type="checkbox"/> <b>Reception</b> <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> <b>Mediation</b>	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> <b>Plurilingualism/ Pluriculturalism</b>	<input type="checkbox"/> <b>Speaking</b> <input type="checkbox"/> <b>Listening</b> <input type="checkbox"/> <b>Reading</b> <input type="checkbox"/> <b>Writing</b>

<p>Exploring activities in different francophone countries</p>	<p><a href="#">Teacher instructions</a></p> <p>Website: <a href="#">Expériences culturelles</a></p> <p>Slideshow: <a href="#">La francophonie</a></p>	<p><b>I can show an interest in my friend's culture.</b> / Je peux m'intéresser à la culture d'un ami.</p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> <b>Production</b></p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> <b>Mediation</b></p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> <b>Socio-linguistic</b></p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> <b>Plurilingualism/ Pluriculturalism</b></p>	<p><input type="checkbox"/> <b>Speaking</b></p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> <b>Reading</b></p> <p><input type="checkbox"/> Writing</p>
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