



AO Scenario Web

Grade 9 Core French

Organiser une soirée à Montréal

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:

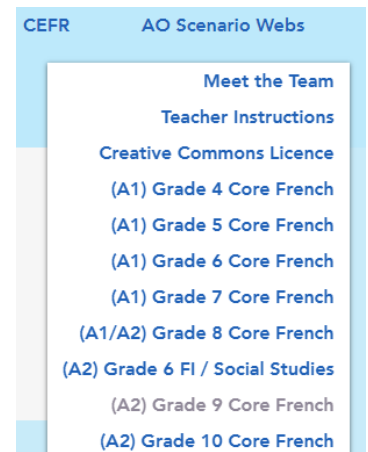


Figure 2

- 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)

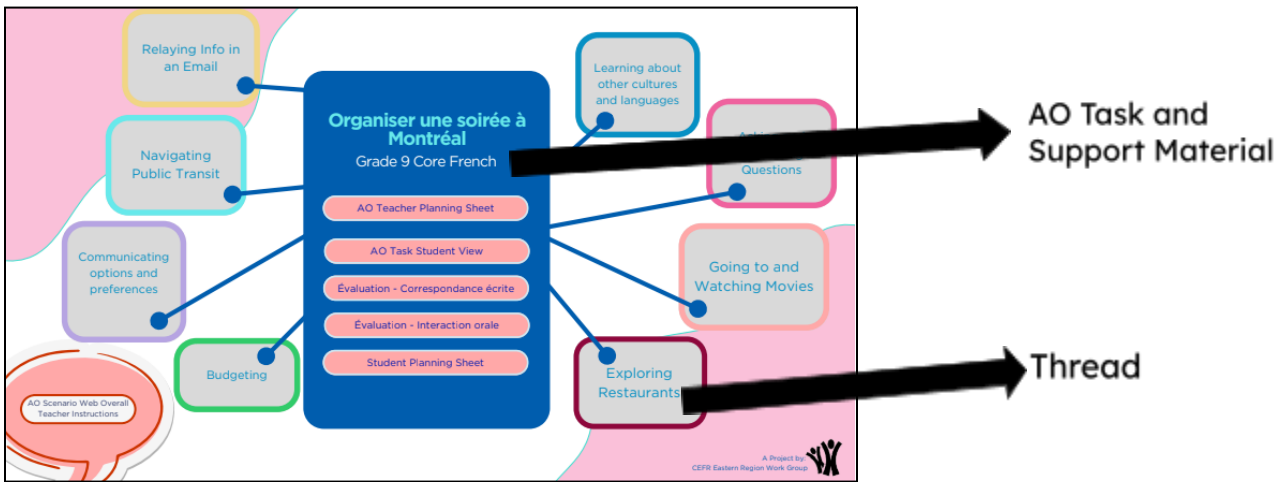


Figure 4 - Table of Possible Subtasks (Grade 9 Example)

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](#)

Organiser une soirée à Montréal

Grade 9 Core French

AO Teacher Planning Sheet

AO Task Student View

Évaluation - Correspondance écrite

Évaluation - Interaction orale

Student Planning Sheet

Relaying Info in an Email

Navigating Public Transit

Communicating options and preferences

Budgeting

AO Scenario Web Overall Teacher Instructions

Learning about other cultures and languages

Asking and Answering Questions

Going to and Watching Movies

Exploring Restaurants



SUB-TASKS RELATED TO: Budgeting and Calculating cost

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
Looking at and comparing types of movie snacks available to purchase in Canada and in other other countries.	<p>Le comptoir alimentaire au Canada - Teacher Copy</p> <p>Le comptoir alimentaire au Canada - Student Copy</p> <p>Le comptoir alimentaire au Canada - Teacher Instructions</p> <p>Le comptoir alimentaire autour du monde - Student copy</p> <p>Le comptoir alimentaire autour du monde -Teacher Copy</p>	<p>I can spell most words correctly and be understood when writing a message. / Je peux écrire correctement la plupart des mots et être bien compris quand j'écris un message.</p> <p>I can share information and ideas with sufficient vocabulary. / Je peux partager de l'information et des idées avec un vocabulaire suffisant.</p> <p>I can find different types of food in menus. / Je peux trouver différents types de nourriture au menu.</p> <p>I can show an interest in different cuisines and different aspects of my friend's home country. / Je peux m'intéresser dans les différentes cuisines et les</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

		différents aspects du pays d'origine de mon ami.e.			
Comparing prices for concessions at different stores (online)	Comparer les prix des collations et boissons - Student Copy Comparer les prix des collations et boissons - Teacher Instructions	<p>I can find different types of food in menus. / Je peux trouver différents types de nourriture au menu.</p> <p>I can calculate the cost of a meal and compare prices. / Je peux calculer le coût d'un repas et comparer les prix.</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
Calculating the price of a full meal at a restaurant. Calculating tip and tax.	<p>Au restaurant St-Hubert avec Mai et Natalie Teacher Copy</p> <p>Au restaurant St-Hubert avec Mai et Natalie - Student Copy</p>	<p>I can calculate the cost of a meal and compare prices. / Je peux calculer le coût d'un repas et comparer les prix.</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
Calculating the cost of an UberEats-style meal delivery in Montreal	<p>Calculer le prix d'une commande - Student Copy</p> <p>Calculer le prix d'une commande - Teacher Copy</p>	<p>I can calculate the cost of a meal and compare prices. / Je peux calculer le coût d'un repas et comparer les prix.</p> <p>I can find different types of food in menus. / Je peux trouver différents types de nourriture au menu.</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

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

SUB-TASKS RELATED TO: Communicating options and preferences (pros and cons, likes and dislikes)

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
Expressing and explaining preferences of food and movies.	<p>Jeu : Tu préfères</p> <ul style="list-style-type: none"> - Food - Snacks - Movies <p>Tu préfères - Teacher Instructions</p> <p>Tu préfères slideshow</p> <p>Tu préfères student copy</p>	<p>I can ask and answer questions about food and movies. / Je peux poser et répondre aux questions à propos de la nourriture et des films.</p> <p>I can say what I like and dislike about restaurants, food, and movies. / Je peux dire ce que j’aime et ce que je n’aime pas à propos des restaurants, de la nourriture et des films.</p> <p>I can use simple grammar structures correctly so I am understood. / Je peux utiliser correctement des structures grammaticales simples pour être bien</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Reception <input 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 type="checkbox"/> Plurilingualism/ Pluriculturalism 	<ul style="list-style-type: none"> <input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing

		<p>compris.</p> <p>I can clearly pronounce familiar words. / Je peux clairement prononcer les mots familiers.</p>			
<p>Expressing Preferences of Films + Cuisines</p>	<p>Des Conversation en Cercle - Student Copy</p> <p>Des Conversations en Cercle - Teacher Instructions</p>	<p>I can share my information and ideas with sufficient vocabulary.</p> <p>I can be understood when participating in a conversation. / Je peux être bien compris quand je participe à la conversation.</p> <p>I can link my ideas with connecting words like “and”, “but”, and “because”. / Je peux relier mes idées avec les mots connecteurs comme “et”, “mais” et “parce que”.</p> <p>I can say what I like and dislike about restaurants, food, and movies. / Je peux dire ce que j’aime et ce que je n’aime pas à propos des restaurants, de la nourriture et des films.</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>

		I can participate in a short conversation. / Je peux participer à une courte conversation.			
Indicating preferences of different cuisines	Donner mes impressions sur des cuisines du monde - Google Slides Donner mes impressions sur des cuisines du monde - Student Copy Donner mes impressions sur des cuisines du monde - Teacher Copy	I can participate in a short conversation. / Je peux participer à une courte conversation. I can ask and answer questions about food and movies. / Je peux poser et répondre aux questions à propos de la nourriture et des films. I can say what I like and dislike about restaurants, food, and movies. / Je peux dire ce que j'aime et ce que je n'aime pas à propos des restaurants, de la nourriture et des films. I can be understood when participating in a conversation. / Je peux être bien compris quand je participe à la conversation. I can take turns respectfully when speaking in a conversation. / Je peux participer	<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>respectueusement dans un dialogue à tour de rôle.</p> <p>I can link my ideas with connecting words like “and”, “but”, and “because”. / Je peux relier mes idées avec les mots connecteurs comme “et”, “mais” et “parce que”.</p> <p>I can speak in full sentences during conversations but with some pauses. / Je peux dire des phrases complètes lors de conversations en faisant des pauses.</p> <p>I can show an interest in different cuisines and different aspects of my friend’s home country. / Je peux montrer un intérêt dans plusieurs cuisines et des aspects du pays natal de mon ami.e.</p>			
Indicating preferences of different films	<p>Donner mes impressions des films - Google Slides</p> <p>Donner mes impressions des</p>	<p>I can participate in a short conversation. / Je peux participer à une courte conversation.</p> <p>I can ask and answer questions about food and</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>films - Student Copy</p> <p>Donner mes impressions des films - Teacher Instructions</p>	<p>movies. / Je peux poser et répondre aux questions à propos de la nourriture et des films.</p> <p>I can say what I like and dislike about restaurants, food, and movies. / Je peux dire ce que j'aime et ce que je n'aime pas à propos des restaurants, de la nourriture et des films.</p> <p>I can be understood when participating in a conversation. / Je peux être bien compris quand je participe à la conversation.</p> <p>I can take turns respectfully when speaking in a conversation. / Je peux participer respectueusement dans un dialogue à tour de rôle.</p> <p>I can link my ideas with connecting words like “and”, “but”, and “because”. / Je peux relier mes idées avec les mots connecteurs comme “et”, “mais” et “parce que”.</p> <p>I can speak in full</p>			
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		<p>sentences during conversations but with some pauses. / Je peux dire des phrases complètes lors de conversations en faisant des pauses.</p>			
<p>Making Spontaneous Suggestions about Restaurants and Films - Partner Activity</p>	<p>Des Scénarios pour arriver à une concordance - Student Copy</p> <p>Des Scénarios pour arriver à une concordance - Teacher Instructions</p>	<p>I can participate in a short conversation. / Je peux participer à une courte conversation.</p> <p>I can ask and answer questions about food and movies. / Je peux poser et répondre aux questions à propos de la nourriture et des films.</p> <p>I can say what I like and dislike about restaurants, food, and movies. / Je peux dire ce que j'aime et ce que je n'aime pas à propos des restaurants, de la nourriture et des films.</p> <p>I can suggest things such as restaurants, movies, and snacks to a friend. / Je peux suggérer à un ami des choses comme les restaurants, les films et les collations.</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>I can ask what someone thinks of an idea such as a restaurant, movie or food item. / Je peux demander ce que quelqu'un pense de l'idée d'un restaurant, d'un film ou d'un aliment.</p> <p>I can take turns respectfully when speaking in a conversation. / Je peux participer respectueusement dans un dialogue à tour de rôle.</p> <p>I can make and respond to suggestions appropriately. / Je peux faire et réagir correctement à une suggestion .</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: Navigating public transit

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
Navigating public transit systems; vocabulary; directions	TV5 Monde vocabulary list and exercises Teacher Instructions	I can navigate the public transit system. / Je peux naviguer dans le réseau de transport en commun.	<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
Planning a trip on the Montréal public transit system (Small group activity)	Un Itinéraire à Montréal - Google Slide Un Itinéraire à Montréal - Student Copy Un Itinéraire à Montréal - Teacher Instructions	I can navigate the public transit system. / Je peux naviguer dans le réseau de transport en commun.	<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>Navigating the Go Train and TTC transit systems</p>	<p>Le train GO Student copy Teacher copy</p> <p>Le métro TTC Student copy Teacher copy</p>	<p>I can navigate the public transit system. / Je peux naviguer dans le réseau de transport en commun.</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>Practicing writing short texts to share information about transit</p>	<p>Donnez-moi des indications à Paris - Student copy</p> <p>Donnez-moi des indications à Paris - Teacher Instructions</p>	<p>I can share information and ideas with sufficient vocabulary. / Je peux partager de l'information et des idées avec un vocabulaire suffisant.</p> <p>I can spell most words correctly and be understood when writing a message. / Je peux écrire correctement la plupart des mots et être bien compris quand j'écris un message.</p> <p>I can navigate the public transit system. / Je peux naviguer dans le réseau de transport en commun.</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>

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

SUB-TASKS RELATED TO: Relaying info in an email

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
Practicing using the Futur Proche	<p>Futur Proche - Google Slide</p> <p>Futur Proche - Student Copy #1 (used with the Google Slide)</p> <p>Le Futur Proche - Teacher Instructions</p>	<p>I can share information and ideas with sufficient vocabulary. / Je peux partager de l'information et des idées avec un vocabulaire suffisant.</p> <p>I can spell most words correctly and be understood when writing a message. / Je peux écrire correctement la plupart des mots et être bien compris quand j'écris un message.</p> <p>I can use simple grammar structures correctly so I am understood. / 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

<p>Writing an email</p>	<p>Comment écrire un email - slideshow</p> <p>Comment écrire un email - Teacher Instructions</p> <p>Comment écrire un email - Student Copy #1</p> <p>Écris un courriel Student Copy #2</p>	<p>I can introduce myself in an email. / Je peux m'introduire dans un courriel.</p> <p>I can spell most words correctly and be understood when writing a message. / Je peux écrire correctement la plupart des mots et être bien compris quand j'écris un message.</p> <p>I can suggest plans and ideas in an email. / Je peux suggérer des plans et des idées dans un courriel.</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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* It is up to teachers to determine whether the subtasks are assessments FOR learning, OF learning, or AS learning.

SUB-TASKS RELATED TO: Learning about other cultures and languages

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
Learning about other cultures	Video and comprehension questions about Vietnam Cinq : Les Pays - Le Vietnam - Student Copy Cinq : Les Pays - Le Vietnam - teacher instructions	I can show an interest in different cuisines and different aspects of my friend’s home country. / Je peux m’intéresser dans les différentes cuisines et les différents aspects du pays d’origine de mon ami.e.	<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
Building knowledge about other countries and cultures	Video series (Idéllo) - Bienvenue dans mon pays Teacher resource Israel: Teacher copy Student copy Video link Brazil: Teacher copy	I can show an interest in different cuisines and different aspects of my friend’s home country. / Je peux m’intéresser dans les différentes cuisines et les différents aspects du pays d’origine de mon ami.e.	<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

	Student copy Video link Cambodia: Teacher copy Student copy Video link Mali: Teacher copy Student copy Video link				
Greeting someone	TV5 Monde Greeting (saluer, prendre congé) Vocabulary and corresponding activities Website link Teacher copy	I can greet someone politely when participating in a conversation. / Je peux saluer quelqu'un poliment quand je participe à la conversation.	<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
Learning the manners to invite someone to your house based on different countries.	TV5 Monde Greetings for inviting someone to your house Website link Teacher copy	I can greet someone politely when participating in a conversation. / Je peux saluer quelqu'un poliment quand je participe à la conversation.	<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
Learning manners that are acceptable and not acceptable at the dinner table in different	TV5 Monde on manners at the dinner table Website link	I can use greetings or leave-takings in another language. / Je peux utiliser les façons de saluer dans une autre langue.	<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/	<input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing

countries.	Teacher copy	I can make and respond to suggestions appropriately. / Je peux faire et réagir correctement à une suggestion.		Pluriculturalism	
Greeting others and ordering food in different languages	Visitons Fiesta à Oshawa - Student copy Visitons Fiesta à Oshawa - Teacher Instructions	I can use greetings or leave-takings in another language. / Je peux utiliser les façons de saluer dans une autre langue. I can greet someone politely when participating in a conversation. / Je peux saluer quelqu'un poliment quand je participe à la conversation. I can show an interest in different cuisines and different aspects of my friend's home country. / Je peux m'intéresser dans les différentes cuisines et les différents aspects du pays d'origine de mon ami.e.	<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

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SUB-TASKS RELATED TO: Asking and answering questions



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
Using question starters and menu options to ask and answer questions	Connectons 4 Game - Teacher Google Slide Teacher Instructions Student Copy #1 Student Copy #2	<p>I can ask and answer questions about food and movies. / Je peux poser et répondre aux questions sur la nourriture et les films.</p> <p>I can use simple grammar structures correctly so I am understood. / Je peux utiliser les bonnes formes grammaticales pour être compris.e.</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
Fiche de vocabulaire with optional	Fiche de vocab - Student Copy	<p>I can spell most words correctly and be understood when writing</p>	<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"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading

gallery walk	Fiche de vocab - Teacher Instructions	<p>a message / Je peux écrire correctement la plupart des mots et être bien compris quand j'écris un message.</p> <p>I can use simple grammar structures correctly so I am understand / Je peux utiliser correctement des structures grammaticales simples pour être bien compris.</p>	<input type="checkbox"/> Mediation	<input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Writing
Building vocabulary and grammar to ask the price of an object.	<p>TV5 Monde Food Grammar and activities (Interrogation avec combien, démonstratifs)</p> <p>Website link Teacher Instructions</p>	<p>I can use simple grammar structures correctly so I am understood. / 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
Conjugating verbs in the present tense (ER, IR, RE, regular and irregular verbs) and	<p>Leçon: Present tense regular and irregular - Teacher Instructions</p>	<p>I can share information and ideas with sufficient vocabulary. / Je peux partager de l'information et des idées avec un vocabulaire suffisant.</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>building vocabulary.</p>	<p>Google Slide Presentation - Les verbes au présent</p> <p>Les verbes au présent - Student Copy</p> <p>Les verbes au présent - Teacher Copy</p> <p>Exercices en ligne - Les verbes au présent</p> <p>La pratique avec le vocabulaire des restaurants: Vocabulaire du restaurant - Student copy</p> <p>Vocabulaire du restaurant - Teacher copy</p> <p>La pratique</p>	<p>I can use simple grammar structures correctly so I am understood. / Je peux utiliser correctement des structures grammaticales simples pour être bien compris.</p> <p>I can spell most words correctly and be understood when writing a message. / Je peux écrire correctement la plupart des mots et être bien compris quand j'écris un message.</p>			
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	<p>avec le vocabulaire du cinéma: Vocabulaire du cinéma - Student copy</p> <p>Vocabulaire du cinéma - Teacher copy</p> <p>Pratique en forme de quiz: Practice quiz - verbes au présent - Student copy</p> <p>Practice quiz - verbes au présent - Teacher copy</p>				
<p>Reading an article about popular movie snacks (with some follow-up activity suggestions)</p>	<p>21 meilleures collations de soirée cinéma (article; due to inappropriate ads, to be viewed by the teacher only)</p> <p>10 collations</p>	<p>I can participate in a short conversation. / Je peux participer à une courte conversation.</p> <p>I can ask and answer questions about food and movies. / Je peux poser et répondre aux questions à propos de la</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>délicieuses venues d'autres pays</p> <p>Teacher instructions</p>	<p>nourriture et des films.</p> <p>I can take turns respectfully when speaking in a conversation. / Je peux participer respectueusement dans un dialogue à tour de rôle.</p> <p>I can speak in full sentences during conversations but with some pauses. / Je peux dire des phrases complètes lors de conversations en faisant des pauses.</p>			
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SUB-TASKS RELATED TO: Going to and watching movies

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	<p>I can find different types of information on movie listings. / Je peux trouver différents types d'information d'un horaire de film.</p> <p>I can share information and ideas with sufficient vocabulary. / Je peux partager de l'information et des idées avec un vocabulaire suffisant.</p> <p>I can use simple grammar structures correctly so I am understood. / 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

<p>Practicing movie vocabulary and communicating options</p>	<p>Allons-y au cinéma - Teacher Instructions</p> <p>Allons-y au cinéma - Student Copy</p> <p>Allons-y au cinéma - Group Activity</p>	<p>I can suggest things such as restaurants, movies, and snacks to a friend. / Je peux suggérer à un ami des choses comme les restaurants, les films et les collations.</p> <p>I can share information and ideas with sufficient vocabulary. / Je peux partager de l'information et des idées avec un vocabulaire suffisant. Allons-y au cinéma - Student Listening Activity</p> <p>I can use simple grammar structures correctly so I am understood. / Je peux utiliser correctement des structures grammaticales simples pour être bien compris.</p> <p>I can spell most words correctly and be understood when writing a message. / Je peux écrire correctement la plupart des mots et être bien compris quand j'écris un message.</p> <p>I can link my ideas with connecting words like "and", "but", and "because". / Je peux relier mes idées avec les mots connecteurs comme "et", "mais" et "parce que".</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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<p>Writing questions; learning movie vocabulary</p>	<p>Les phrases au hasard - Teacher Instructions</p> <p>Les phrases au hasard - Student copy</p>	<p>I can use simple grammar structures correctly so I am understood. / Je peux utiliser correctement des structures grammaticales simples pour être bien compris.</p> <p>I can spell most words correctly and be understood when writing a message. / Je peux écrire correctement la plupart des mots et être bien compris quand j'écris un message.</p> <p>I can ask and answer questions about food and movies. / Je peux poser et répondre aux questions à propos de la nourriture et des films.</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: Exploring restaurants

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
Building vocabulary related to food	TV5 Monde Food Vocabulary and corresponding activities (A1 Level) Website link Teacher Instructions	<p>I can spell most words correctly and be understood when writing a message. / Je peux écrire correctement la plupart des mots et être bien compris quand j'écris un message.</p> <p>I can share information and ideas with sufficient vocabulary. / Je peux partager de l'information et des idées avec un vocabulaire suffisant.</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
Building vocabulary to be able to order at a restaurant	TV5 Monde Food Vocabulary and corresponding activities (<i>Et pour vous?</i> And <i>Les commandes</i>) (A1 Level) Website link	<p>I can spell most words correctly and be understood when writing a message. / Je peux écrire correctement la plupart des mots et être bien compris quand j'écris un message.</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>Teacher Instructions</p>	<p>I can use simple grammar structures correctly so I am understood. / Je peux utiliser correctement des structures grammaticales simples pour être bien compris.</p> <p>I can ask and answer questions about food and movies. / Je peux poser et répondre aux questions à propos de la nourriture et des films.</p>			
<p>Navigating menus and dietary restrictions.</p>	<p>Menu - Le restaurant Super Thaï : Student copy Teacher copy</p> <p>Menu - Le restaurant Coco Caraïbes : Student copy Teacher copy</p>	<p>I can find different types of food in menus. / Je peux trouver différents types de nourriture au menu.</p> <p>I can participate in a short conversation. / Je peux participer à une courte conversation.</p> <p>I can ask and answer questions about food and movies. / Je peux poser et répondre aux questions à propos de la nourriture et des films.</p> <p>I can use simple grammar structures correctly so I am understood. / Je peux</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</p> <p><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>utiliser correctement des structures grammaticales simples pour être bien compris.</p> <p>I can be understood when participating in a conversation. / Je peux être bien compris quand je participe à la conversation.</p>			
<p>Building vocabulary to express yourself during a meal.</p>	<p>TV5 Monde Food Vocabulary and corresponding activities (Vocabulaire : à table !) Website link Teacher Instructions</p>	<p>I can spell most words correctly and be understood when writing a message. / Je peux écrire correctement la plupart des mots et être bien compris quand j'écris un message.</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>Les phrases au hasard : Working with les mots interrogatifs et les verbes</p>	<p>Les phrases au hasard - Teacher Instructions Les phrases au hasard - Student copy</p>	<p>I can use simple grammar structures correctly so I am understood. / Je peux utiliser correctement des structures grammaticales simples pour être bien compris.</p> <p>I can spell most words correctly and be understood when writing a message. / Je peux écrire correctement la plupart des</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>mots et être bien compris quand j'écris un message.</p> <p>I can ask and answer questions about food and movies. / Je peux poser et répondre aux questions à propos de la nourriture et des films.</p>			
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