

FSL Extended: Gr 4, 5, 6 Oral Communication

Overall Expectations		• listen and respond to a variety of short, simple spoken texts and media works	• listen and respond to a variety of simple spoken texts and media works	• listen and respond to a variety of spoken texts and media works
Knowledge & Skills	Key Concepts	Grade 4 Specific Expectations	Grade 5 Specific Expectations	Grade 6 Specific Expectations
Communication (Expressive)	<ul style="list-style-type: none"> • pronunciation and intonation • clarity and precision of ideas and information • knowledge of required forms, structures and vocabulary 	<ul style="list-style-type: none"> ▶ use visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to communicate information ▶ use simple but complete sentences to communicate ideas, feelings, and opinions on familiar topics ▶ contribute to classroom routines and activities (e.g., by asking and answering questions, making suggestions) ▶ prepare and give short oral presentations (e.g., dialogues, skits), based on a model. ▶ recognize and use appropriate language structures in oral communication activities ▶ correct basic errors in their spoken French (e.g., use of gender, Anglicism), with prompting from the teacher ▶ use correct pronunciation and appropriate intonation in familiar contexts ▶ recognize and use masculine and feminine word endings in adjectives (e.g., grand/grande, petit/petite) ▶ recognize silent word endings in nouns (e.g., chat) and the silent "s" in plurals (e.g., tables), and correctly pronounce words with silent endings ▶ identify rhymes and language patterns in familiar contexts (e.g., poems, songs) ▶ repeat and recite a variety of spoken texts (e.g., poems, rhymes, songs) to develop vocabulary, pronunciation, and knowledge of language structures 	<ul style="list-style-type: none"> ▶ use visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to communicate information ▶ use simple and some compound sentences to communicate information and express ideas and opinions on familiar topics ▶ contribute to classroom routines, activities, and group discussions (e.g., by asking and answering questions, expressing personal opinions, providing relevant information) ▶ prepare and give brief oral presentation on familiar topics ▶ recognize and use appropriate language structures in oral communication activities ▶ correct errors in their spoken French (e.g., vocabulary, language and sentence structures, Anglicism), with prompting from the teacher ▶ observe the rules of pronunciation and intonation in their speech ▶ recognize and use liaison in speech (e.g., les enfants, nous avons) ▶ listen and respond to the viewpoints of others in a group discussion on a specific topic (e.g., by asking questions and offering opinions) ▶ use a variety of sentence types (e.g., declarative, interrogative, exclamatory) to enhance a message ▶ use linking words such as parce que, après, avant, to organize ideas in speech ▶ ask and respond to questions from others when working in groups 	<ul style="list-style-type: none"> ▶ use visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to communicate information ▶ use simple and compound sentences to express ideas and opinions on familiar topics ▶ contribute to small-group discussions (e.g., ask questions to clarify a point, comment on ideas of other group members) ▶ prepare and give oral presentations on a topic under study ▶ recognize and use appropriate language structures in oral communication activities ▶ correct errors in their spoken French (e.g., vocabulary, language and sentence structures, Anglicisms), with prompting from the teacher ▶ observe the rules of pronunciation and intonation in their speech ▶ create and tell a story in logical sequence ▶ listen and respond to the viewpoints of others in a group discussion on a specific topic (e.g., by asking questions and offering opinions and ideas) ▶ use a variety of sentence types (e.g. declarative, interrogative, exclamatory) in their speech ▶ create short media works (e.g., record an advertisement, tape a weather report), using appropriate technologies ▶ participate in classroom activities by asking and answering questions, giving personal opinions, and expressing ideas on a topic under study
Comprehension (Receptive)	<ul style="list-style-type: none"> • understand spoken French • listen and respond • interpret 	<ul style="list-style-type: none"> ▶ demonstrate an understanding of short spoken texts and media works (e.g., stories, songs, poems) (e.g., by answering questions, identifying words and expressions, retelling the story, identifying the main idea, illustrating the events described) ▶ recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear ▶ contribute to classroom routines and activities (e.g., by asking and answering questions, making suggestions) ▶ ask and respond to simple questions to clarify understanding of familiar topics 	<ul style="list-style-type: none"> ▶ demonstrate an understanding of a variety of spoken texts and media works (e.g., stories, television and radio excerpts, weather reports) (e.g., by asking questions, retelling the story, identifying the main idea and some supporting details, expressing opinions) ▶ recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear ▶ contribute to classroom routines, activities, and group discussions (e.g., by asking and answering questions, expressing personal opinions, providing relevant information) ▶ ask and respond to questions from others when working in groups ▶ listen and respond to the viewpoints of others in a group discussion on a specific topic (e.g., by asking questions and offering opinions) ▶ retell stories, demonstrating an understanding of basic story structure 	<ul style="list-style-type: none"> ▶ demonstrate an understanding of spoken texts and media works (e.g., stories, television and radio excerpts, presentations by guest speakers) (e.g., by asking questions, clarifying meaning, drawing conclusions, expressing opinions) ▶ recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear ▶ contribute to small-group discussions (e.g., ask questions to clarify a point, comment on ideas of other group members) ▶ participate in classroom activities by asking and answering questions, giving personal opinions, and expressing ideas on a topic under study ▶ listen and respond to the viewpoints of others in a group discussion on a specific topic (e.g., by asking questions and offering opinions and ideas) ▶ listen to and take brief directed notes on presentations and reports ▶ create short media works (e.g., record an advertisement, tape a weather report), using appropriate technologies
Organization of Ideas	<ul style="list-style-type: none"> • sequence 	<ul style="list-style-type: none"> ▶ follow instructions to perform a sequence of tasks ▶ use linking words such as et, ou, puis, and mais to connect ideas in speech 	<ul style="list-style-type: none"> ▶ follow detailed instructions to perform a task ▶ present ideas and information in a logical sequence ▶ retell stories, demonstrating an understanding of basic story structure ▶ contribute to classroom routines, activities, and group discussions (e.g., by asking and answering questions, expressing personal opinions, providing relevant information) 	<ul style="list-style-type: none"> ▶ listen to and take brief directed notes on presentations and reports ▶ organize their thoughts and information to convey a message ▶ create and tell a story in logical sequence ▶ prepare and give oral presentations on a topic under study ▶ create short media works (e.g., record an advertisement, tape a weather report), using appropriate technologies
Application of Language Conventions	<ul style="list-style-type: none"> • pronunciation, intonation, expression • vocabulary • grammar • sentence type and structure 	<ul style="list-style-type: none"> ▶ prepare and give short oral presentations (e.g., dialogues, skits), based on a model. ▶ recognize and use appropriate language structures in oral communication activities ▶ use correct pronunciation and appropriate intonation in familiar contexts ▶ correct basic errors in their spoken French (e.g., use of gender, Anglicism), with prompting from the teacher ▶ use linking words such as et, ou, puis, and mais to connect ideas in speech ▶ recognize and use masculine and feminine word endings in adjectives (e.g., grand/grande, petit/petite) ▶ recognize silent word endings in nouns (e.g., chat) and the silent "s" in plurals (e.g., tables), and correctly pronounce words with silent endings 	<ul style="list-style-type: none"> ▶ prepare and give brief oral presentation on familiar topics ▶ recognize and use appropriate language structures in oral communication activities ▶ observe the rules of pronunciation and intonation in their speech ▶ correct errors in their spoken French (e.g., vocabulary, language and sentence structures, Anglicism), with prompting from the teacher ▶ use linking words such as parce que, après, avant, to organize ideas in speech ▶ use simple and some compound sentences to communicate information and express ideas and opinions on familiar topics ▶ retell stories, demonstrating an understanding of basic story structure ▶ use a variety of sentence types (e.g., declarative, interrogative, exclamatory) to enhance a message 	<ul style="list-style-type: none"> ▶ prepare and give oral presentations on a topic under study ▶ recognize and use appropriate language structures in oral communication activities ▶ observe the rules of pronunciation and intonation in their speech ▶ correct errors in their spoken French (e.g., vocabulary, language and sentence structures, Anglicisms), with prompting from the teacher ▶ create and tell a story in logical sequence ▶ use simple and compound sentences to express ideas and opinions on familiar topics ▶ create short media works (e.g., record an advertisement, tape a weather report), using appropriate technologies ▶ use a variety of sentence types (e.g. declarative, interrogative, exclamatory) in their speech

*Students should recognize and use the appropriate language structures in their communicative activities in all three strands as specified for each grade.