

FSL Immersion: Gr 4, 5, 6 Oral Communication

Overall Expectations		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	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"> create short media works (e.g., record an advertisement, tape a weather report), using appropriate technologies contribute to small-group discussions (e.g., ask questions to clarify a point, restate key points) prepare and give oral presentations (e.g., on a topic under study or of personal interest), incorporating descriptive vocabulary listen and respond to the viewpoints of others in a group discussion of a specific topic (e.g., by asking questions and offering opinions) participate in classroom activities by asking and answering questions, giving personal opinions, and expressing feelings on familiar topics use simple and compound sentences to express feelings, opinions, and ideas 	<ul style="list-style-type: none"> create media works (e.g., simulate a radio broadcast), using appropriate technologies contribute to small-group discussions (e.g., ask questions to clarify a point, summarize key points, comment on ideas of other group members) prepare and give oral presentations (e.g., on a topic of study or of personal interest), incorporating varied vocabulary and a variety of sentence structures listen and respond to the viewpoints of others in a group discussion on a specific topic (e.g., by asking appropriate questions and offering opinions and ideas) participate in classroom activities by asking and answering questions, discussing opinions, and expressing ideas on familiar topics 	<ul style="list-style-type: none"> create short media works (e.g., a radio broadcast, a performance on video), using appropriate technologies prepare and give oral presentations (e.g., on a topic under study or of personal interest), incorporating varied vocabulary and a range of sentence structures listen and respond to the viewpoints of others in a group discussion on a specific topic (e.g., by asking relevant questions, offering opinions and interpretations, summarizing views expressed) use effective strategies in small-group discussions (e.g., invite other group members to contribute, ask questions to clarify a point, negotiate to find a basis for agreement)
Comprehension (Receptive)	<ul style="list-style-type: none"> understand spoken French listen and respond react, interpret 	<ul style="list-style-type: none"> demonstrate an understanding of a variety of spoken texts and media works (e.g., stories, plays, children's television programs) (e.g., by asking questions, identifying the main ideas and some supporting details, clarifying the meaning, drawing conclusions) listen and respond to the viewpoints of others in a group discussion on a specific topic (e.g., by asking questions and offering opinions) 	<ul style="list-style-type: none"> demonstrate an understanding of a variety of spoken texts and media works (e.g., stories, songs, poetry readings, presentations by guest speakers) (e.g., by asking questions, clarifying meaning, drawing conclusions, expressing opinions) listen and respond to the viewpoints of others in a group discussion on a specific topic (e.g., by asking appropriate questions and offering opinions and ideas) use simple and compound sentences to respond to ideas and to support opinions participate in classroom activities by asking and answering questions, discussing opinions, and expressing ideas on familiar topics 	<ul style="list-style-type: none"> demonstrate an understanding of a variety of spoken texts and media works (e.g., excerpts of recorded readings, radio and television commercials, radio broadcasts) (e.g., by asking questions, clarifying meaning, restating the main ideas, expressing a point of view) listen and respond to the viewpoints of others in a group discussion on a specific topic (e.g., by asking relevant questions, offering opinions and interpretations, summarizing views expressed) use simple, compound, and some complex sentences to respond to ideas and to explain and support opinions
Organization of Ideas	<ul style="list-style-type: none"> sequence 	<ul style="list-style-type: none"> demonstrate the ability to concentrate on the topic under discussion (e.g., by identifying the main points, asking relevant questions) present ideas and information in logical sequence 	<ul style="list-style-type: none"> demonstrate the ability to concentrate on the topic under discussion (e.g., by identifying the main points, providing additional relevant information) organize their thoughts and information to convey a message 	<ul style="list-style-type: none"> demonstrate the ability to concentrate on the topic under discussion (e.g., by identifying details that support the main points, providing additional relevant information) organize their thoughts and information to convey a message clearly and appropriately
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"> recognize and use appropriate language structures in oral communication activities use a variety of sentence types (e.g., declarative, interrogative, exclamatory) to enhance a message correct errors in their spoken French (e.g., language and sentence structures, Anglicisms), with prompting from the teacher observe the rules of pronunciation and intonation in their speech 	<ul style="list-style-type: none"> recognize and use appropriate language structures in oral communication activities use appropriate vocabulary and sentence structure and a variety of sentence types (e.g., declarative, interrogative, exclamatory) in their speech correct errors in their spoken French (e.g., vocabulary, language and sentence structures, Anglicisms), with prompting from the teacher speak spontaneously, observing the rules of pronunciation and intonation and providing verbal and non-verbal cues (e.g., volume and tone of voice, facial expressions, gestures) 	<ul style="list-style-type: none"> recognize and use appropriate language structures in oral communications activities use appropriate vocabulary and sentence structure and a variety of sentence types (e.g., declarative, interrogative, exclamatory) in their speech correct errors in their spoken French (e.g., vocabulary, language and sentence structures, Anglicisms) speak spontaneously, observing the rules of pronunciation and intonation and providing verbal and non-verbal cues (e.g., volume and tone of voice, facial expressions, gestures)

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