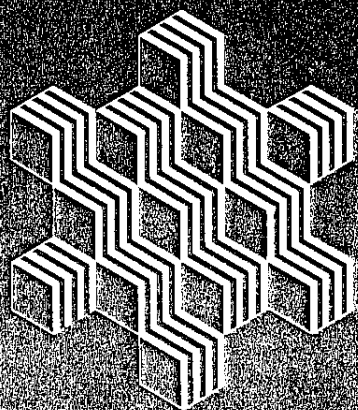


Secondary School Curriculum



**ENGLISH
AS A SECOND LANGUAGE
FIRST CYCLE**

Québec

Secondary School Curriculum

ENGLISH AS A SECOND LANGUAGE FIRST CYCLE

Direction générale des programmes
Direction de la formation générale

Approved by the Comité catholique and
the Comité protestant of the Conseil supérieur
de l'éducation on February 3 and 4, 1983.

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I am pleased to confirm that the program in English as a Second Language — First Cycle — Secondary Schools, issued in conformity with Section 3 of the Regulation Respecting the Basis of Secondary School Organization, has received the approval of the Confessional Committees of the Conseil supérieur de l'éducation and constitutes a program which I authorize for use in all schools beginning July 1, 1983.

François Gendron

A handwritten signature in dark ink, appearing to read 'F. Gendron', with a stylized, flowing script.

Minister of Education

**This Program is Intended
For Pupils Enrolled in
the First Cycle of
Secondary School**

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The English as a Second Language Program for the first cycle secondary school was developed by a team composed of the coordinator of the discipline in the ministère de l'Éducation and two educational development officers. During the course of its work, the team benefited from the recommendations and suggestions of three committees: the planning committee, the production committee, and the advisory committee. The cooperation of all committee members was invaluable.

All the academic consultants for English as a Second Language, along with representatives and teachers from different school boards, were invited to express their opinions on the orientations and content of the first draft of the program. Also consulted were the Direction de l'évaluation pédagogique (D.E.P.), the Direction du matériel didactique (D.M.D.), and the Direction générale des réseaux (D.G.R.).

Those who developed the program also benefited from work carried out by different representatives of the educational community. The results of this work were compiled in three documents: *Enquête en vue de déterminer l'influence de l'environnement linguistique des élèves des 1^{ère}, 2^{ème} et 3^{ème} secondaires sur l'apprentissage de l'anglais langue seconde* (16-3233-02), *Analyse des besoins langagiers en anglais langue seconde chez les élèves des quatrième et cinquième secondaires des écoles publiques du Québec* (16-3224-09), and *Projet de programme d'études: niveau secondaire anglais, langue seconde* (16-3224-10). These documents preceded the program and served as the foundation on which it was built.

The ministère de l'Éducation wishes to thank all those who contributed to the development of the English as a Second Language Program for the first cycle of secondary school. In the final version, all the comments and recommendations gathered during the consultation sessions were taken into consideration. Choices were made in light of the objectives pursued, the target pupil population, and the orientations of The Schools of Québec: *Policy Statement and Plan of Action*.

FOREWORD

This program is intended for the use of all those in the field of education who are involved with English as a second language, particularly teachers. It is designed for pupils in the first cycle of public and private secondary schools in Québec.

The program specifies the minimum content all pupils should have learned on completion of the first cycle of secondary school. It is up to each school board to see to it that the content is enriched for pupils who are capable of handling more than this common-core program.

In accordance with the stipulations of the *Regulation Respecting the Basis of Secondary School Organization* (16-0062-01-A, Sections 27 to 29), four credits are assigned for each of the two years in the first cycle of secondary school. Each credit represents 25 classroom hours.

The present program replaces the following documents for the first cycle of secondary school:

- *Programme d'études des écoles secondaires, anglais, langue seconde*, ministère de l'Éducation, 1971, code 16-3222.
- *Programme grammatical d'anglais, langue seconde, des secondaires I à IV*, ministère de l'Éducation, 1976, code 16-3202.

1. INTRODUCTION

1.1 Key Issues

In *The Schools of Québec: Policy Statement and Plan of Action*, published in 1979, the ministère de l'Éducation announced its intention to revise all elementary and secondary school courses and programs. In order to appreciate the changes that have been made to the English as a Second Language Program for the first cycle of secondary school, it is necessary to understand the situation that existed previously in English second-language teaching.

Studies published in 1977 and in 1978 made it possible to assess the existing situation for the teaching of English, and on this basis, to describe the situation desired. When these studies were carried out, English as a second language was taught in accordance with an outline-program that had been in effect since 1971, as was the case for most other subjects of study. In 1976, the Ministère issued a document which specified the distribution for the grammar components of this program. A number of school boards used these documents as a basis on which to develop their own programs. Other boards used a program comprised of teaching materials only. The two studies that were conducted drew attention to the problems caused by this lack of uniformity and recommended that structured programs with clear, precise, and operational objectives be developed.

Apart from bringing attention to problems of this nature, the two studies raised other questions concerning instruction, questions that teachers were asking themselves about the effectiveness of courses in English as a second language. Although most pupils demonstrated a fairly positive attitude towards learning English, they appeared to be experiencing considerable difficulty in this area. Many of them were also having difficulty applying the skills and knowledge acquired at school in situations outside the classroom. It became necessary to ask whether or not the orientation of the existing programs actually corresponded to the needs and interests of Québec pupils. In order to answer this question, the studies recommended that pupils and other individuals concerned with the teaching of English as a second language (teachers, parents, employers, etc.) be consulted.

The results of the consultations held were published in two documents. The first dealt with pupils in levels one, two, and three of secondary school¹, and the second, with pupils in levels four and five². The main points made in these documents were the following:

- pupils in all regions of the province have a strong desire to learn English,
- pupils wish to improve their ability to use English outside the classroom,
- pupils wish to be able to use English for practical purposes,
- pupils have specific needs for English and anticipate having ongoing long-term needs,
- the information gleaned from these studies and compiled in a draft program³ makes it possible to determine the situations in which such needs are likely to be felt,

* Georgeault, P. and M. Danan, *Description de la situation de l'enseignement des langues secondes, anglais, langue seconde, et français, langue seconde, telle que perçue par les commissions scolaires, Études et documents*, D.G.D.P., M.E.Q., 1977.

Lusier D., *Modifications des conditions d'enseignement anglais, langue seconde*, C.O.P.E.L.S., Dossier 3, S.R.E.P., 1978.

1. Banko, R. and B. Smith, *Enquête en vue de déterminer l'influence de l'environnement linguistique des élèves des 1ère, 2ième et 3ième secondaires sur l'apprentissage de l'anglais, langue seconde*, (16-3233-02), D.G.D.P., 1979.

2. O'Farrell-Gagnon T. et al., *Analyse des besoins linguistiques en anglais, langue seconde, chez les élèves des quatrième et cinquième secondaires des écoles publiques du Québec*, (16-3224-09), D.G.D.P., 1980.

3. O'Farrell-Gagnon T. et al., *Document d'information, Profil de programmes d'études: niveau secondaire, anglais, langue seconde*, (16-3224-10), D.G.D.P., 1980.

- reading and listening comprehension are considered to be of the utmost importance,
- school boards must have a degree of freedom to enrich the minimum content if need be,
- continuity between elementary and secondary school programs is essential.

All these factors, together with certain contributions made by linguistic research and dealt with in the following section on the foundations of the program, resulted in the decision to carry out an extensive revision of existing program content and of the methodologies involved.

1.2 Foundations of the Program

In order to develop a program, a number of theoretical and practical factors have to be taken into consideration. On the basis of these factors, a coherent plan can be drawn up which will allow for a judicious selection of program content. The teaching of English as a second language draws on a number of disciplines including education, applied linguistics, and the science of language instruction. The information offered by these disciplines should be studied in light of the particular instructional and social contexts in which the program will be implemented. Such a process should ensure a healthy balance between theory and practice.

For a number of years now, general educational theories have been moving in a new direction. Until recently, the process of education was considered to be primarily an academic activity. Now, however, there is growing concern that the practical needs of our society and of the pupils in our schools be met. One outcome of this change is that a new view of pupils has been adopted: they are seen as the primary agents in their own learning. This view presupposes that they should be provided with a stimulating environment that responds to their needs and interests and allows them to learn in their own way without feeling threatened. This type of environment will increase their desire to continue learning both in and out of school. In the context of secondary school instruction, the emphasis placed on having pupils assume personal responsibility for their learning and on creating a positive classroom atmosphere is particularly significant as these pupils are adolescents who have a growing need both for autonomy and encouragement.

Concurrent with this change of direction in education, a change has also taken place in the reasons that motivate a person to learn another language. The growing importance of the media and people's increased mobility have multiplied the opportunities for contact with speakers of other languages. As a result, a more pragmatic view of language has emerged in which language is seen as a means of communicating. It is therefore important that emphasis be placed on learning functional rather than literary language.

As this change has taken place in people's reasons for wanting to learn another language, important questions have been raised about the language learning process. Behaviourist learning models and the structuralist view of language appear inadequate to explain the inherent complexity of the language learning process in both natural and school settings. Certain observations that have been made about the process of language learning raise doubts about the applicability of such a model.

Behaviourist theory maintains that learning a language is simply a matter of habit formation. If this model were an accurate representation of reality, then how would it explain the language learner's capacity to produce nongrammatical sentences that he 'has probably never heard'? The learner's creativity proves that he is capable of formulating his own hypotheses about the way in which a language functions. He is able to examine all the linguistic data that he

1. Throughout this document, the masculine pronoun is used for purposes of simplicity. It is understood that BOTH genders are included without prejudice and on equal terms.

receives and to come up with his own theories. This suggests that all learners need a relatively long period of time in which to absorb or assimilate language before being called upon to produce it. The innate linguistic skills of the learner can be nurtured if this time is provided.

The context in which this process takes place must also be considered: the learner, the "Innate Linguist", formulates his hypotheses on the basis of his contacts with the natural language and in situations in which he experiences a real need to understand and convey messages. Initially, he makes maximum use of a minimal linguistic content, using many paralinguistic devices as well (gestures, intonation, facial expressions, pictures, etc.) in a given situation. By communicating meaning in this way, the learner quickly comes to realize that a single word or sentence can have several meanings, and that a single idea can be expressed in many different linguistic forms. He also learns that certain errors hinder communication, while others do not. Errors in form or structure are less significant than are errors in meaning, at least in the early stages of language learning. As the learner becomes more skilful at decoding messages, he also becomes more proficient at handling the linguistic forms that enable him to convey his own messages.

At the heart of the learner's search for meaning are the communicative functions. These functions are the reasons behind all oral or written communication and reveal the participants' communicative intent in any given situation. Language is always used for a purpose: to inquire about an event, to ask for information, to get someone to do something, to express feelings, etc. These functions can be expressed in a variety of linguistic forms that range from simple to complex.

This makes it necessary to re-evaluate an instructional approach that is based solely on the structural aspects of language. By zeroing in on the formal elements of language there is a risk that the critical importance of meaning may be overlooked. While it is possible to acquire linguistic forms in the course of the search for meaning, the opposite is not necessarily so. An exercise which requires the pupil to manipulate language forms does not help him either to understand or to communicate messages more effectively. Moreover, excessive attention paid to grammar makes the learner overly conscious of aspects of language which he does not dwell on even when he is acquiring his mother tongue. What he learns in class should therefore correspond to what he already knows intuitively about the functioning of language.

Instead of being built around grammar structures, this English as a Second Language Program is organized around the communicative intents which are at the root of the search for meaning. The learner must therefore be placed in situations in which he is able, through language, to achieve his aims. Such situations should serve as a springboard for communication: they should not be mere pretexts for illustrating grammar rules.

From this perspective, the making of errors can be seen as part of the learning process and as helping the learner verify his hypotheses about the way in which language works. As long as the errors made do not hinder communication, the pupil can correct them gradually by going through more or less the same processes as in the natural learning environment.

In addition to recognizing the importance of authentic communication in making messages meaningful, it is also important to recognize that certain sociological factors may dictate that a correctly formulated and meaningful message is inappropriate for a given situation. In fact, it is not enough simply to recognize the underlying communicative intent in order to understand or convey a message. It is also important to take into consideration the relationship between the message and other important factors such as the participants involved and the situation at hand. Although the aim of this program is to help pupils acquire communicative competence, it is assumed that they bring with them a knowledge of certain factors in their mother tongue that they will be able to transfer to the second language situation, as long as they are provided with the pertinent elements of the language.

In addition to these theoretical considerations, there has been an attempt in this program to take into account factors inherent to the Québec socio-cultural context. The linguistic environment in Québec is such that pupils have more opportunities, because of the media, to hear and read English than they have to speak it. This is part of the reason for placing greater emphasis on comprehension than on production in this program. It is essential to recognize, as was done in the 1978 and 1979 studies conducted in Québec, that comprehension represents a crucial phase in language learning.

Other factors inherent in the social context also make certain decisions necessary. By and large, the classroom context is not considered to be a natural learning environment. In fact, language learning in school is subject to time restrictions which in turn limit the individual's participation and possibilities for contact with the language. These restrictions were factors in the decision to limit the linguistic content that would be presented to pupils in order to enable them to attain the program objectives.

In addition to selecting learning objectives, a methodology was needed which would promote authentic communication and which would encourage a maximum use of the language.

All of these considerations led to the selection of the following tenets as the basis for the present program:

- the educational system should attempt to meet the needs expressed by society and by the school population,
- the pupil should play an active role in his own learning,
- language should be considered an instrument of communication,
- the socio-cultural environment and school setting have a direct bearing on the learning of English as a second language in Québec.

1.3 Table of Guiding Principles and their Educational Implications

These principles and their implications were derived from the foundations for the program that have already been discussed.

GUIDING PRINCIPLES	EDUCATIONAL IMPLICATIONS
It is essential to:	In class, the teacher should therefore:
1. respect pupils' needs and interests;	• select learning content and situations, taking into account his pupils' experience;
2. take into account different learning styles;	• provide a wide variety of learning situations so that each pupil has the opportunity to learn in his own way;
3. encourage a positive attitude toward learning;	• create an atmosphere in which pupils will not feel discouraged; • encourage positive attitudes toward the second language; • ensure that motivation is developed and sustained;
4. view language as a means of communication;	• encourage the use of the second language in meaningful contexts; • organize activities that meet an authentic or realistic communication need; • stress that the message is more important than the form; • tolerate errors in form that do not interfere with the sending or receiving of messages;
5. stress the importance of practising the language in authentic or realistic contexts;	• avoid repetitive and monotonous exercises; • present activities for language practice within meaningful contexts that are rich in language possibilities; • organize activities in which pupils are called upon to come to terms with unfamiliar language;
6. place more emphasis on comprehension than on production.	• provide many and varied opportunities for listening and reading.

1.4 Relationship Between this Program and the Values and Goals of Education

In *The Schools of Québec: Policy Statement and Plan of Action*, it is stipulated that the Québec educational system should encourage the individual's all-round development. In order to achieve this objective, certain values are advocated: open-mindedness, respect for others, tolerance, and self-respect. All of these values are essential in a pluralistic society.

These values are reflected in the following goals selected for the English as a Second Language Program for secondary school:

- to help pupils develop a positive attitude toward speakers of another language,
- to help pupils develop the basic skills needed for communicating with speakers of a different language,
- to encourage pupils to explore the cultural activities of another linguistic group, by means of a second language,
- to provide pupils with the necessary tools for continuing their general education at a post-secondary level.

1.5 Relationship Between this Program and Other Programs

1.5.1 *The Outline-Program*

In order to understand the relationship between the new English as a Second Language Program for the first cycle of secondary school and the old one, it is important to understand how they differ. Whereas the outline-program left school boards considerable leeway to develop their own specific programs, the 1983 program reflects the MEQ's new approach, which calls for a single program for all secondary school pupils. It specifies the general and terminal objectives. The old and new programs differ significantly from one another, and these differences must be borne in mind whenever the two programs are being compared.

In the outline-program as in the new program, communication was considered to be the ultimate goal of second language learning. However, it was assumed that mastery of form and grammar were enough to ensure achievement of this goal. Communication was regarded as a strictly oral phenomenon, and writing was seen as an adjunct to the oral component. The language learning theory in vogue at that time advocated habit formation as the way to master the formal aspects of language. According to this approach, pupils were to avoid making errors so that correct habits would become second nature to them.

In this new program, while communication continues to be regarded as the ultimate goal of second language learning, priority is given to the content of the message and form is accorded only secondary importance. The same amount of time is spent on written communication as on oral communication. Current thinking and the particular situation in Québec today are such that greater importance is being given to the process of receiving messages than to that of sending them. The approach in this program also takes into account pupils' ability to formulate their own hypotheses about language. The logical implication of this is that errors which do not hinder communication should be tolerated as a normal occurrence in the learning process.

1.5.2 *The English as a Second Language Program for Elementary School*

The English as a Second Language Program for the first cycle of secondary school ensures continuity with the elementary school program. Resulting from similar concerns and based on the same foundations, both programs were developed taking into account the needs and interests of the pupils whom they are intended to serve. In both programs, a communicative approach is recommended in which priority is given to the message and the study of language is regarded as a vehicle for developing communicative competence.

The elementary school program is organized in terms of the communicative functions and the notions related to them. The program for the first cycle of secondary school continues to place importance on the basic functions or communicative intents in the terminal objectives and then goes on to specify the different types of texts most likely to prepare pupils to perform these functions. The appropriate notions are then incorporated into these texts. In other words, a broader context is defined in this program than in the elementary school program, in which the functions and notions are learned primarily at sentence level. To ensure the necessary continuity between the two programs, the secondary school program reiterates and adds to the linguistic elements covered in the elementary school program.

Both programs place greater emphasis on comprehension than on production. They both stress oral comprehension, but the secondary school program includes reading comprehension as well. With regard to production, the elementary school program is concerned mainly with oral skills; the secondary school program maintains this focus, but also includes certain writing skills.

Appendix II provides users of this secondary school program with a summary chart of the content of the English as a Second Language Program for elementary school. This chart gives some idea of the knowledge pupils should have on entering secondary school.

1.5.3 *The English as a Second Language Program for the Second Cycle of Secondary School*

This program follows the first cycle program and ensures continuity between the two cycles. The two secondary school programs were developed as a result of similar concerns and are based on the same foundations. They both endorse a communicative approach that will enable pupils to function in English in everyday life situations. The second cycle program covers a number of new language elements, but also reviews elements covered in the first cycle program, exploring them in greater depth or in new ways.

1.5.4 *The French (Mother Tongue) Program for Secondary School*

Both the French (Mother Tongue) Program and English as a Second Language Program are intended for the same pupils and hinge on communication. Their aim is to help pupils use the knowledge which will enable them to understand and produce written and oral messages. The study of grammar is not seen as an end in itself, but as secondary to the development of functional language skills. In both programs, an effort is made to enhance motivation by taking into account pupils' interests and experience. This will ensure that the messages to be understood and produced are those which pupils will find the most meaningful.

The two programs are also alike in the way in which they are organized. They take into account the different language functions (obtaining information, expressing feelings, etc.) and revolve around the comprehension and production of a variety of authentic messages.

2. ORGANIZATION OF THE CONTENT OF THE PROGRAM

2.1 Principles Governing the Selection and Organization of the Program Content

The program content is organized to reflect the greater importance given to meaning than to form. Whereas form is governed by a finite set of rules, the same cannot be said of meaning. It is the open-ended and non-quantifiable nature of meaning which makes a new breakdown of content necessary. In this new breakdown, the main communicative functions rather than linguistic forms are used as the point of departure. The communicative functions are divided into fourteen terminal objectives that fall under two main headings -- comprehension and production.

To determine the elements of language which pupils must have to perform these functions, it is important to consider the findings of three particular studies that were carried out in Québec. One dealt with elementary school and the other two with secondary school. These studies made it possible to realistically assess the language needs of pupils at these levels and to determine the types of language situations they were most likely to experience in Secondary I and II. Then, in a program proposal, these situations were examined in greater detail and a list of the types of texts appropriate to them was drawn up. The present program continues along the same lines and considers oral and written texts to be integral to the terminal objectives.

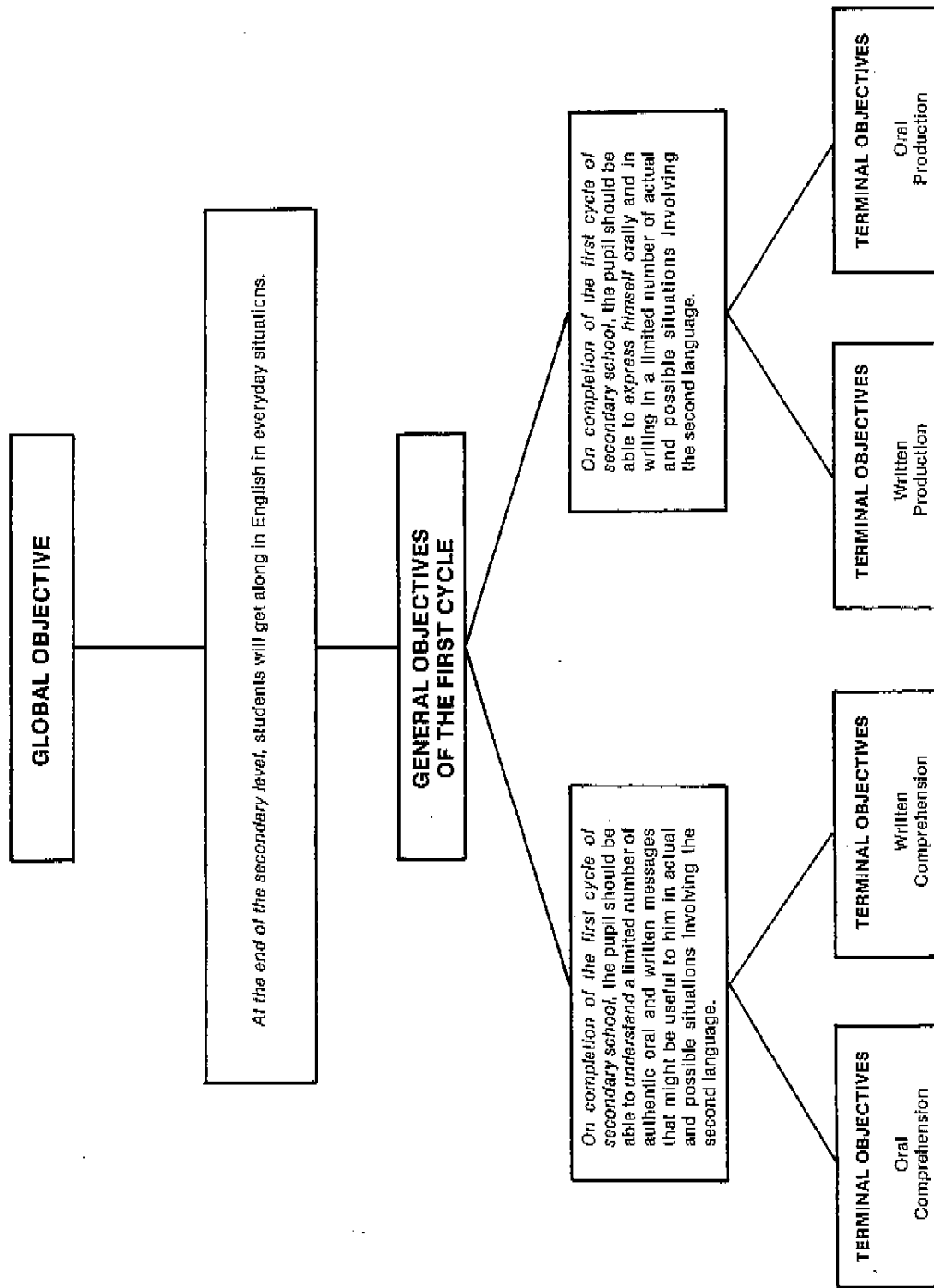
This type of organization accurately reflects what goes on in real life, since language elements always occur within a particular context and never in a vacuum. The pupil is thereby encouraged to seek meaning in all the sentences produced in a given context, not only in single words or sentences. He is encouraged to seek meaning in the overall context, which provides clues that make comprehension easier. His observations will in turn help him to formulate his own oral and written messages.

After appropriate texts were chosen, it was necessary to select the meaningful elements (notions and functions) to be covered for each type of text. This selection was governed by two principles: that continuity with the elementary program should be ensured and that the other functions and notions most likely to appear in a given type of text should be identified. This organizational format makes it possible to approach all the functions and notions as a whole and, since many elements recur in different texts, the pupil has progressively fewer new elements to assimilate. He feels more comfortable with the language and his motivation increases as a result.

Another point that was taken into consideration was the linguistic complexity of the texts. Four principles served to determine their linguistic characteristics: clear continuity with the elementary school program, the style of each type of text, and the simplicity and usefulness of a given linguistic structure.

A vocabulary list for the entire program and a set of sentences for oral production are suggested in the curriculum guide, along with the criteria used in their selection.

2.2 GLOBAL OBJECTIVE AND GENERAL OBJECTIVES OF THE ENGLISH AS A SECOND LANGUAGE PROGRAM FOR SECONDARY SCHOOL



2.3 SUMMARY CHART OF THE TERMINAL OBJECTIVES

COMPREHENSION	PRODUCTION
ORAL COMPREHENSION On completion of the first cycle of secondary school, the pupil should be able: 1. To demonstrate his understanding of texts he listens to for the purpose of finding out about a person, activity, thing, or place; 2. To demonstrate his understanding of texts he listens to for the purpose of finding out what to do; 3. To demonstrate his understanding of texts he listens to for the purpose of finding out about other people's interests, attitudes, and feelings; 4. To demonstrate his understanding of true or fiction or non-fiction selections he listens to for the purpose of entertainment and for grasping the main idea and important points.	WRITTEN PRODUCTION: On completion of the first cycle of secondary school, the pupil should be able: 9. To write texts for the purpose of finding out about or of giving someone else information about a person, activity, thing, or place; 10. To write texts for the purpose of getting someone to do something; 11. To write texts for the purpose of expressing his own interests, attitudes, and feelings, and of finding out about those of other people.
WRITTEN COMPREHENSION: On completion of the first cycle of secondary school, the pupil should be able: 5. To demonstrate his understanding of texts he reads for the purpose of finding out about a person, activity, thing, or place; 6. To demonstrate his understanding of texts he reads for the purpose of finding out what to do; 7. To demonstrate his understanding of texts he reads for the purpose of finding out about other people's interests, attitudes, and feelings; 8. To demonstrate his understanding of true or fiction or non-fiction selections he reads for the purpose of entertainment and for grasping the main idea and important points;	ORAL PRODUCTION: On completion of the first cycle of secondary school, the pupil should be able: 12. To participate in conversations for the purpose of exchanging information about a person, activity, thing, or place; 13. To participate in conversations which require him to do something or to get someone else to do something; 14. To participate in conversations for the purpose of discussing interests, attitudes, and feelings.

2.4 EXPLANATION OF THE PRESENTATION FORMAT OF THE OBJECTIVES

CATEGORY OF OBJECTIVE (A)

TERMINAL OBJECTIVE (B)

LEVEL (C)	MINIMUM CONTENT OF THE OBJECTIVE (D)	CHARACTERISTICS OF THE TEXTS (E)		SAMPLE TEXTS (F)
		TEXTS AND NOTIONS	LINGUISTIC	
1	2		OTHER	

The following remarks explain the format in which the terminal objectives are presented. The letters that appear below correspond to those in the boxes above.

(A) This box indicates which of four categories the objective falls under:

- oral comprehension: 4 terminal objectives
- written comprehension: 4 terminal objectives
- written production: 4 terminal objectives
- oral production: 4 terminal objectives

(B) This box contains the *terminal objective*. All the terminal objectives are compulsory.

(C) This column shows the *level* at which the minimum content of the objective is to be taught.

This information given here is optional. The important point is that the objectives should be attained on completion of the first cycle of secondary school.

(D) This column gives the *minimum content of the objective*, specified in terms of compulsory texts and related notions.

TEXTS: The word *texts* refers here to both oral and written texts. They provide the context in which the language is presented. They may consist of something as short as a weather forecast or a menu, or as long as a story.

NOTIONS: The word *notions* refers here to the concepts conveyed in the text. The notions which the child should be able to understand or express in a given text are indicated. Several other notions may appear elsewhere in the text, but if not listed in this column, they are not compulsory.

(E) This column lists the characteristics of different types of texts in order to help the teacher select appropriate materials. Two kinds of characteristics are described:

LINGUISTIC: The purpose of enumerating these characteristics is to ensure that the texts chosen are not too difficult. It is not meant as an inventory of the grammar to be taught to pupils.

OTHER: The purpose of enumerating these characteristics is to indicate elements which are not linguistic in nature, but which should be considered in choosing a text. They concern the amount, length, absence or presence of visual aids, etc. These characteristics apply to the oral comprehension objectives, and to the reading and writing objectives.

- * Under the oral production objectives, the word "OTHER" has been replaced by the word "FUNCTION-AL". This makes it possible to identify and to categorize the functions which are most likely to occur in the conversations that are used to attain the terminal objective.

(F) This column gives examples of the different types of texts that can be used. The particular ones listed here are optional. The purpose in listing them is to offer a concrete idea of the kind of text that incorporates the minimum content of the objective and has the specified characteristics. Since all the notions will be covered in a number of texts of the same type, it is not possible to give an exhaustive list of samples here. Moreover, these texts were developed without any particular group of pupils in mind and therefore should not be taught as a matter of course. They are simply provided to help the teacher select or develop texts that correlate with his pupils' interests.

2.5 Activities Related to the Objectives

A list of activities is included at the end of each of the two major sections of the program: comprehension and production. They serve to bridge the gap between the curriculum guide and the program by offering the teacher a number of suggestions regarding methodology. These lists are neither exhaustive nor compulsory. The activities suggested are the same for levels I and II of the secondary school program. It is therefore the teacher's responsibility to choose those which best suit him and his pupils.

2.6 Explanation of the Table of Degrees of Mastery of the Objectives

In performing his task the teacher should take into consideration what the children should learn, but also the degree of mastery they should achieve. The degree of mastery expected of the pupil with respect to a given objective is therefore included as a guide for both teacher and learner. It is marked in the lower left-hand corner of the column entitled "Minimum Content of the Objective" and indicates the degree of mastery required for each type of text by the end of the first cycle of secondary school. A description of each degree of mastery (C_1 , P_3 , etc.) is given in the following table. While this description leaves room for improvement, even in its present form it will make the teacher's job easier by shedding some light on the nature of the communicative approach.

The evaluation guide supplements the table of the degrees of mastery (C_1 , C_2 , P_1 , P_2 , etc.), and clarifies the definition of the achievement levels proposed in the program (with help, without help, partial understanding, considerable understanding).

2.6.1 TABLE OF THE DEGREES OF MASTERY OF THE OBJECTIVES

• Oral Comprehension • Written Comprehension	• Written Production • Oral Production
C₁ = The pupil is able to demonstrate partial comprehension of a text. C₂ = The pupil is able to demonstrate considerable but not total comprehension of a text. C₃ = The pupil is able to demonstrate total comprehension of a text.	P₁ = The pupil is able to communicate a message with continuous help, regardless of errors in structure and pronunciation*. P₂ = The pupil is able to communicate a message with a little help, regardless of errors in structure and pronunciation*. P₃ = The pupil is able to communicate a message without help, regardless of errors in structure and pronunciation*. P₄ = The pupil is able to communicate a message without help and without errors in structure, regardless of errors in pronunciation*. P₅ = The pupil is able to communicate a message without help and without errors in structure and pronunciation*. * For writing skills, <i>pronunciation</i> should be replaced by <i>spelling</i>.

2.7 A Word of Caution

The program objectives are not intended to be taught sequentially. The order in which they are presented here is purely arbitrary. Although there was a need to present the objectives in some kind of order in the program, the teacher should not take this to mean that each objective should be dealt with separately. On the contrary, the learning situations he provides should incorporate several objectives simultaneously.

3. LEARNING CONTENT

3.1 COMPREHENSION OBJECTIVES

- Oral
- Written
- Suggested activities

ORAL COMPREHENSION

TERMINAL OBJECTIVE 1

On completion of the first cycle of secondary school, the pupil should be able to demonstrate his understanding of the following types of texts that he listens to for the purpose of finding out about a person, activity, thing, or place.

LEVEL	MINIMUM CONTENT OF THE OBJECTIVE		CHARACTERISTICS OF THE TEXTS		SAMPLE TEXTS
	1	2	LINGUISTIC	OTHER	
*	*	1.1 WEATHER REPORTS — prevailing conditions — temperature — forecast	— telegraphic language — length of sentences: maximum of 7 words — mainly nouns and adjectives	— recorded or live — length: maximum of 25 words/10 seconds — limited to one region — about the present day and the following day	1.1 WEATHER REPORTS Now the weather. Sunny today. Light winds. Cloudy with showers tomorrow. High today 8°. Low tonight 4°. Present temperature plus one. Sunny, with increasing cloudiness in Québec City and Chicoutimi. Rain tonight and tomorrow in those regions. Sherbrooke and Montréal, cloudy today; sunny tomorrow and Monday. No change in temperature. Present temperature 18° in downtown Montréal.
		— prevailing conditions — temperature — forecast — place — comparison	— telegraphic language — length of sentences: maximum of 10 words — mainly nouns and adjectives — some adverbs of time	— recorded or live — length: maximum of 35 words/15 seconds — about Québec — about the present day, the following day, and subsequent days — 2 or 3 comparisons between cities or regions	
*	*	1.2 SPORTS NEWS — type of event — place — participants — results — time	— simple or compound sentences, or sentences containing one subordinate clause — length of sentences: maximum of 15 words — maximum of 5 words between subject and verb — large number of proper nouns — 1 or 2 adjectives for each noun — preposition used to add detail — clear link between referent and antecedent — past tense	— recorded or live — length: maximum of 35 words/15 seconds	1.2 SPORTS NEWS Yesterday's football game at Minton Park between Wilson and Petersville High was one of the best of the season. Wilson scored a touchdown in the last minutes of the game to win 26-20.

LEVEL	MINIMUM CONTENT OF THE OBJECTIVE		CHARACTERISTICS OF THE TEXTS	
	1	2	LINGUISTIC	OTHER
*	1.3 BIOGRAPHICAL SKETCHES	- personal data - physical features - abilities - responsibilities - goals	- simple or compound sentences - length of sentences: maximum of 10 words - no words between subject and verb 1 or 2 adjectives for each noun - clear link between referend and antecedent - present and future tenses	- recorded or live - length: maximum of 35 words/15 seconds - natural speech patterns: pauses, hesitations, repetitions, corrections.
		- personal data - physical features - abilities - responsibilities - goals - past and present	- simple or compound sentences, or sentences with one subordinate clause - length of sentences: maximum of 15 words - maximum of 3 words between subject and verb 1 or 2 adjectives for each noun - clear link between referend and antecedent - past, present, and future tenses	- recorded or live - in form of monologues or interviews - monologues - length: maximum of 50 words/20 seconds - interviews - length: 2 minutes/16 exchanges - length of answers: 3 or 5 sentences - natural speech patterns: pauses, hesitations, repetitions, correction
*	1.4 ACCOUNTS OF DIFFERENT KINDS OF FACTS	- nature of the event - place - persons involved - outcome of the event	- simple or compound sentences, or sentences with one subordinate clause - length of sentences: maximum of 15 words - maximum of 5 words between subject and verb 1 or 2 adjectives for each noun - clear link between referend and antecedent - past tense	- recorded or live - length: maximum of 35 words/15 seconds

SAMPLE TEXTS	
1.3 BIOGRAPHICAL SKETCHES	[friend, penpal, classmate, relative...] Hi. My name's Erica Wilson. I'm twelve. I have long black hair and brown eyes. My favourite sport is baseball and I can play it very well. Someday, I'm going to play on the school team. [athlete, musician, star...] Henry Winkler is 5 foot seven and has dark hair and brown eyes. His role as the Fonzie has made him rich and famous. He started acting at 10 but was not really popular until "Happy Days". The Fonzie is a favorite with young people all over the world. Winkler likes acting but really wants to be a director.
1.4 ACCOUNTS OF DIFFERENT KINDS OF FACTS	[accidents, discoveries, natural disasters, events of public interest...] An earthquake shook windows in and around La Pocatière last Saturday. However, there was no damage to people or property. The quake only lasted a few seconds and registered 3.5 on the Richter scale.

LEVEL	MINIMUM CONTENT OF THE OBJECTIVE	CHARACTERISTICS OF THE TEXTS		SAMPLE TEXTS
1	TEXTS AND NOTIONS	LINGUISTIC	OTHER	
*	1.5 DOCUMENTARIES ON PLACES — geographical location — physical features	— simple or compound sentences, or sentences containing one subordinate clause — no words between subject and verb — 1 or 2 adjectives for each noun — clear link between referend and antecedent — present tense	— recorded or live — length: maximum of 2 minutes/100 words interspersed with pauses for musical interludes and visual aids. — visual aids (slides, films, pictures) and music.	1.5 DOCUMENTARIES ON PLACES [cities, regions, places of interest (e.g. amusement parks, zoos, summer camps) within Québec...] La Ronde is situated on St-Helen's Island, just across from Montreal. It's a beautiful setting for a day of fun and adventure. There are rides, games, restaurants, and many free concerts. Children of all ages enjoy La Ronde. For a quiet picnic, La Ronde offers many green spaces with tables and barbecues. Bring your friends to Montreal's favorite playground - La Ronde.
*	— geographical location — physical features — tourist attractions	— simple or compound sentences, or sentences containing one subordinate clause — length of sentences: maximum of 15 words — maximum of 3 words between subject and verb — 1 or 2 adjectives for each noun — clear link between referend and antecedent — past and present tenses	— recorded or live — length: maximum of 5 minutes/200 words, interspersed with pauses for musical interludes and visual aids. — visual aids (slides, films, pictures) and music	[cities, regions, or tourist attractions in Québec and elsewhere] Quebec City is the capital of the province of Québec. It has a population of over a quarter of a million. It is the third largest city in the province. Founded by Champlain in 1608, it is situated on the St. Lawrence River. It still has many historical buildings, especially in Old Québec. People like to walk down the narrow streets or along the Dufferin Terrace.

C1

ORAL COMPREHENSION

TERMINAL OBJECTIVE 2

On completion of the first cycle of secondary school, the pupil should be able to demonstrate his understanding of the following types of texts that he listens to for the purpose of finding out what to do.

LEVEL	MINIMUM CONTENT OF THE OBJECTIVE		CHARACTERISTICS OF THE TEXTS		SAMPLE TEXTS
	1	2	LINGUISTIC	OTHER	
★	★	2.1 INSTRUCTIONS — kind of action to be performed — time — place — materials required	— once sentence at a time — length of sentences: maximum of 10 words — no words between subject and verb, no subordinate clauses — large number of verbs — few adjectives — different ways of expressing the imperative	— live — length: to suit pupils' needs — gestures should be included if necessary	2.1 INSTRUCTIONS [for an activity, work, an exam, a daily chore, games, how to get somewhere...] — Hand in your papers, please. — You have to do the dishes now. — Turn right at the corner. — Go to the first traffic lights. — You're supposed to give me two cards. [for an activity, work, an exam, a daily chore, games, how to get somewhere...] — Today, we're going to see a movie in the auditorium. Leave your books and go down there now. Please be quiet in the hall. — Put your head down on your desk and close your eyes. Now listen carefully to all the different noises you hear. Try to remember as many as you can.
		— kind of action to be performed — sequence — time — place — materials required	— single sentences or combinations of up to 3 sentences — length of sentences: maximum of 10 words — no words between subject and verb — large number of verbs — few adjectives — adverbs indicating sequence in actions — coordinating conjunctions may be used — different ways of expressing the imperative	— live — length: to suit pupils' needs — gestures should be included if necessary	

LEVEL	MINIMUM CONTENT OF THE OBJECTIVE		CHARACTERISTICS OF THE TEXTS	
	1	2	TEXTS AND NOTIONS	OTHER
*		*	2.2 REQUESTS — action to be performed — time — place — action to be performed — time — place	— live — length: to suit pupils' needs — gestures should be included if necessary — live — length: to suit pupils' needs — gestures should be included if necessary
				— single sentences — length of sentences: maximum of 10 words — no words between subject and verb — polite expressions — single sentences — length of sentences: maximum of 12 words — no words between subject and verb — polite expressions
*		*	2.3 WARNINGS — action to be avoided — time — place — action to be avoided — time — place — reason	— live — length: to suit pupils' needs — gestures should be included if necessary — live — length: to suit pupils' needs — gestures should be included if necessary
				— single sentences — length of sentences: maximum of 8 words — different ways of giving warnings — single sentences of combinations of up to 2 sentences — length of sentences: maximum of 12 words — different ways of giving warnings
*		*	2.4 ANNOUNCEMENTS ABOUT PUBLIC TRANSPORTATION — kind of transportation — destination — action to be performed — time of arrival or departure — cancellation	— recorded — length: maximum of 35 words/15 seconds — background noises that do not interfere with comprehension
				— simple sentences or telegraphic language may be used — length of sentences: maximum of 10 words — present and future tenses

SAMPLE TEXTS	
2.3 REQUESTS [carrying out requests in class...] — Could you pull the curtains now, please. — Would you turn off the lights, please. — Could you put this book in the cupboard, please. [carrying out requests in class, at home...] — Would you put the garbage downstairs now, please. — Can you pass me the salt, please. — Could you take this form down to the principal's office at noon, please.	2.3 WARNINGS [about an activity, work, an examination...] — Don't touch that. — Watch out! — Don't fall. — Hey, that's enough. [about an activity, work, an examination...] — Don't play yet. It's not your turn. — Okay cut it out. You're not supposed to run around the pool. — Be careful! That chair's going to fall.
2.4 ANNOUNCEMENTS ABOUT PUBLIC TRANSPORTATION {train, bus, plane...} Attention please. Air Canada announces the departure of Flight 703 to Paris. Would all passengers please proceed to Gate 93 immediately.	

LEVEL	MINIMUM CONTENT OF THE OBJECTIVE		CHARACTERISTICS OF THE TEXTS	
	1	2	LINGUISTIC	OTHER
*	*	2.5 ADVERTISEMENTS OF ARTICLES FOR SALE — type of article — price — duration of the offer — place (store, department)	— simple sentences or telegraphic language may be used — length of sentences: maximum of 10 words — 1 or 2 adjectives for each noun — present tense	— recorded — length: maximum of 25 words/10 seconds — visual aids recommended — background noises that do not interfere with comprehension
		— type of article — price — duration of the offer — place (store, department) — description of the article — comparison with similar articles	— simple or compound sentences — telegraphic language may be used — length of sentences: maximum of 10 words — 2 or 3 adjectives for each noun — present tense	— recorded — length: maximum of 35 words/15 seconds — visual aids may be used — background noises that do not interfere with comprehension
*	*	2.6 ACTIVITY ADVERTISEMENTS — type of activity — time — date — place — people involved	— telegraphic language — length of sentences: maximum of 10 words — present tense	— recorded or live — length: maximum of 25 words/10 seconds
		— type of activity — time — date — place — people involved — change in schedule	— simple sentences — length of sentences: maximum of 20 words as long as it consists mainly of proper names — maximum of 5 words between subject and verb — present and future tenses	— recorded or live — length: maximum of 35 words/15 seconds — visual aids may be used

SAMPLE TEXTS	
2.5	ADVERTISEMENTS OF ARTICLES FOR SALE [sports items, records, games, clothing...] JEAN CITY is having a special sale. All jeans half price. Sale ends Saturday at 5. See you at JEAN CITY in the St. Pierre Shopping Center. [sports items, records, games, clothing...] Are you looking for a new bike? Sports World in Rouyn has the bike for you. All 10-speed bikes on sale for only 100\$. Come see these gorgeous racing bikes today. Sale ends May 28.
2.6	ACTIVITY ADVERTISEMENTS [sports, school...] Attention all students interested in the ski trip. Meeting in room 204 today after school. [sports school, TV or radio programs, films, competitions...] Happy Days scheduled for 8:00 this evening is cancelled. Instead, we will present the final game of the Stanley Cup playoffs between the Quebec Nordiques and the Vancouver Canucks.

ORAL COMPREHENSION

TERMINAL OBJECTIVE 3

On completion of the first cycle of secondary school, the pupil should be able to demonstrate his understanding of the following types of texts that he listens to for the purpose of finding out about other people's interests, attitudes, and feelings.

LEVEL	MINIMUM CONTENT OF THE OBJECTIVE	CHARACTERISTICS OF THE TEXTS		SAMPLE TEXTS
1	2	LINGUISTIC	OTHER	
*	3.1 BIOGRAPHICAL SKETCHES — interests • likes • dislikes • preferences • desires — attitudes • certainty • uncertainty • indifference — feelings • happiness • sadness • anger	— simple or compound sentences — length of sentences: maximum of 10 words — no words between subject and verb — adverbs expressing intensity — clear link between referend and antecedent — present tense	— recorded or live — length: maximum of 70 words/30 seconds — natural speech patterns: pauses, hesitations, repetitions, corrections. NOTE: The texts are longer here than they were in Section 1.3 since it was deemed necessary to include in them some background about the interests, attitudes, and feelings expressed.	3.1 BIOGRAPHICAL SKETCHES [friends, penpals, classmates, cousins...] Mynname is Diane and I'm 12 years old. I live just outside Toronto. After school, I enjoy playing volleyball and watching television. The thing I hate is spending an hour doing my homework. I'm pretty sure everybody hates that. I have two brothers and I get along O.K. with them. Sometimes, though, they make me mad. Especially, when they wear my sweat shirts. [athletes, musicians, stars...] Int.: Kristy McNickol is known for her role in the TV show "Family". She has just done a new movie called "The Pirate Movie". Here she is now to tell us about herself. Hi. Kristy and welcome to CAST. Kristy: Hi, it's nice to be here. Int.: Kristy, how did you like the change from TV to movies? Did you find it difficult? Kristy: Not really, I don't find it very different. It's just that movies take more time to make but that's okay. It makes the movie even better sometimes but I love TV too. Int.: ...
*	— interests • likes • dislikes • preferences • desires — attitudes • certainty • uncertainty • indifference — feelings • happiness • sadness • anger	— simple or compound sentences, or sentences with one subordinate clause — length of sentences: maximum of 15 words — maximum of 5 words between subject and verb — adverbs expressing intensity — clear link between referend and antecedent — past, present, and future tenses	— recorded or live — monologue or interview form • monologues - length: maximum of 100 words/40 seconds • interviews - length: maximum of 3 minutes/20 seconds — exchanges — length of answers: 3 or 4 sentences — visual aids (video tape recorder) may be used — natural speech patterns: pauses, hesitations, repetitions, corrections — anecdotes may be included to illustrate the interests, attitudes, and feelings expressed	

C₁

ORAL COMPREHENSION

TERMINAL OBJECTIVE 4

On completion of the first cycle of secondary school, the pupil should be able to demonstrate his understanding of the following types of fiction or non-fiction selections that he listens to for entertainment and for grasping the main idea and important points.

LEVEL	MINIMUM CONTENT OF THE OBJECTIVE		CHARACTERISTICS OF THE TEXTS		SAMPLE TEXTS
	1	2	LINGUISTIC	OTHER	
*	*	4.1 SELECTIONS — main idea — important points • main characters — names — physical features • action — sequence of events — when • place — where	— simple or compound sentences — length of sentences: maximum of 10 words — no words between subject and verb — 1 or 2 adjectives for each noun — repetition of key words — few abstract words — clear link between referend and antecedent — varied sentence structures but mainly sentences with subjects in initial position — past, present, and future tenses	— recorded or live — straight narratives, dialogues, or some combination of the two — duration: 15 minutes — visual aids essential — told in episodes if possible	4.1 SELECTIONS [adventures, sports, make-believe, mystery...] — Let me tell you about a funny thing that happened to me the other day... — Peter's parents got into the car and drove away. He watched them for a few minutes and then... [adventures, sports, make-believe, mystery...] — The other day as I was walking down the street... — It was two minutes to take-off. The space ship was ready to chase those intergalactic bandits who had...
		— main idea — important points • main characters — names — physical features — personality traits • action — sequence of events — when — cause-effect relationships • place — where — physical features	— simple or compound sentences, or sentences with one subordinate clause — length of sentences: maximum of 15 words — maximum of 5 words between subject and verb — 2 or 3 adjectives for each noun — repetition of target vocabulary — clear link between referend and antecedent — sentences may begin with a part of speech other than the subject in order to ensure variety — past, present, and future tenses	— recorded or live — straight narratives, dialogues, or some combination of the two — duration: 20 minutes, allowing for use of visual aids — 5 minutes if no visual aids	

WRITTEN COMPREHENSION

TERMINAL OBJECTIVE 5

On completion of the first cycle of secondary school, the pupil should be able to demonstrate his understanding of the following types of texts that he reads for the purpose of finding out about a person, activity, thing, or place.

LEVEL	MINIMUM CONTENT OF THE OBJECTIVE		CHARACTERISTICS OF THE TEXTS		SAMPLE TEXTS
	1	2	TEXTS AND NOTIONS	LINGUISTIC	OTHER
*			5.1 MENUS — names of foods — prices	— list of nouns	— posted on the wall in a snack bar — approximately 10 foods
		*	— names of foods — types of foods — description of meals — prices	— 1 or 2 adjectives for each noun — prepositional phrases used to add detail	— handed out to customers in a restaurant — pictures may be used

5.1 MENUS

Hamburger	1,50 \$
Cheeseburger	1,75 \$
Double burger	2,25 \$
French fries	0,40/0,75 \$
Hot dog	1,00 \$
Chicken sandwich	1,90 \$
Cola/Root Beer	0,50/0,75/1,00 \$
Ice cream cone	0,60/0,90 \$

1. PEPPER STEAK
Steak with hot pepper sauce, served with French fries or baked potatoes 5,45 \$
2. CHINESE CHICKEN
Slices of chicken served in a sweet and sour sauce, rice and vegetables included 4,35 \$
3. DIETER'S DELIGHT
Large salad with ham, cheese and shrimp 5,50 \$
4. SLOPPY JOE
Hamburger covered with spicy sauce; cole slaw and French fries 3,95 \$
5. DESSERTS
• Boston cream pie 1,50 \$
• Ice cream with fresh fruit 1,25 \$
• Homemade pies 0,90 \$

LEVEL	MINIMUM CONTENT OF THE OBJECTIVE		CHARACTERISTICS OF THE TEXTS		SAMPLE TEXTS												
	1	2	LINGUISTIC	OTHER													
*		5.2 SCHEDULES — mode of transportation — time of arrival or departure — place of arrival or departure — day and date of arrival or departure	— nouns — adverbs — proper names	— chart form	5.2 SCHEDULES (busses, trains...) NORTH SHORE BUS COMPANY AUGUST SCHEDULE <table><tr><th>GATE NO.</th><th>DESTINATION</th><th>DEPARTURE TIME</th><th>ARRIVAL TIME</th></tr><tr><td>12</td><td>Montréal • daily</td><td>19:00</td><td>21:00</td></tr><tr><td>25</td><td>New York • weekdays only</td><td>8:00</td><td>15:00</td></tr></table>	GATE NO.	DESTINATION	DEPARTURE TIME	ARRIVAL TIME	12	Montréal • daily	19:00	21:00	25	New York • weekdays only	8:00	15:00
	GATE NO.	DESTINATION	DEPARTURE TIME	ARRIVAL TIME													
12	Montréal • daily	19:00	21:00														
25	New York • weekdays only	8:00	15:00														
	5.3 CATALOGUES — type of article — description — colour — size — special features — price	— telegraphic language — length of sentences: maximum of 8 words — mainly nouns, adjectives, and nouns used as adjectives — propositional phrases used to add detail	— illustrated	5.3 CATALOGUES (sports items, games, records, clothing...) Nylon carry bag. Top zippered model with outside pocket and handles. Royal, red or black. PRICE each 7.49\$													

LEVEL	MINIMUM CONTENT OF THE OBJECTIVE		CHARACTERISTICS OF THE TEXTS		SAMPLE TEXTS
	1	2	TEXTS AND NOTIONS	LINGUISTIC	OTHER
★		★	5.4 LETTERS OF REPLY — item unavailable — reason — follow-up action	— simple or compound, sentences or sentences containing one subordinate clause — length of sentences: maximum of 15 words — forms of opening and closing — standard phrases	— length: maximum of 50 words
	★		5.5 BIOGRAPHICAL SKETCHES — personal data — physical features — abilities — obligations — goals	— simple or compound sentences — length of sentences: maximum of 15 words — no words between subject and verb — 1 or 2 adjectives for each noun — clear link between referend and antecedent — present tense	— length: maximum of 50 words — visual aids may be used
★		★	— personal data — physical features — abilities — obligations — goals — past and present activities	— simple or compound sentences, or sentences with one subordinate clause — maximum of 5 words between subject and verb — length of sentences: maximum of 20 words — 1 or 2 adjectives for each noun — clear link between referend and antecedent — past, present, and future tenses	— written texts or interviews • texts — length: maximum of 100 words per section • interviews — length: maximum of 20 exchanges - length of answers: 3 or 4 sentences
	★		5.5 BIOGRAPHICAL SKETCHES — friends, penpals, classmates, cousins...	— length: maximum of 50 words — visual aids may be used	5.5 BIOGRAPHICAL SKETCHES [friends, penpals, classmates, cousins...] Hi! I'm your penpal. I'm from Florida. I'm tall with blond hair and green eyes. I have a small sailboat and can sail very well. I don't get to sail much though because I have to work during the summer. I'm a lifeguard. Here's a picture of me — Please write soon and send me your picture. Gloria [athletes, musicians, stars...] Jeffrey Carter, lead guitar player with Melodiam, is tall, muscular, and very handsome. His long curly hair is dark brown, and his eyes are light blue. He can play five different instruments but intends to play only guitar with the group. He made a few solo albums as a singer but his real love is still the acoustic guitar.

LEVEL	CHARACTERISTICS OF THE TEXTS		
	MINIMUM CONTENT OF THE OBJECTIVE	LINGUISTIC	OTHER
1	TEXTS AND NOTIONS		
2			
*	5.6 SYNOPSIS OF FILMS OR TV PROGRAMS — title — characters — plot	— simple or compound sentences, or sentences with one subordinate clause — length of sentences: maximum of 15 words — usually 1 or 2 sentences — 1 or 2 adjectives for each noun — prepositions and conjunctions used to add detail — present tense	— length: maximum of 30 words
	C ₂		
*	5.7 NEWSPAPER OR MAGAZINE ARTICLES — main idea — important points • main characters — names • action — time — sequence of events — cause-effect relationships • place — where	— simple or compound sentences, or sentences with one subordinate clause — length of sentences: maximum of 15 words — maximum of 5 words between subject and verb — 1 or 2 adjectives for each noun — mainly proper names — prepositions and conjunctions used to add detail	— length: maximum of 50 words — visual aids may be used
	C ₂		

SAMPLE TEXTS	
5.6 SYNOPSIS OF FILMS OR TV PROGRAMS	
12 Fame The teachers go out on strike during practice for a school play.	
3 Little House on the Prairie Laura has a difficult week when she starts teaching.	
5 Movie To be announced.	
5.7 NEWSPAPER OR MAGAZINE ARTICLES	
[facts, sports events...]	
Gilles Villeneuve, Québec's top sports car racer, was killed last Saturday. He was thrown from his Ferrari after a spectacular crash, during a practice run for the Belgian Grand Prix. The 30-year-old racer died of multiple injuries.	

WRITTEN COMPREHENSION

TERMINAL OBJECTIVE 6

On completion of the first cycle of secondary school, the pupil should be able to demonstrate his understanding of the following types of texts that he reads for the purpose of finding out what to do.

LEVEL		MINIMUM CONTENT OF THE OBJECTIVE	CHARACTERISTICS OF THE TEXTS	
1	2	TEXTS AND NOTIONS	LINGUISTIC	OTHER
*		6.1 INSTRUCTIONS — action to be performed — material required — place	— single sentences or combinations of up to 3 sentences — length of sentences: maximum of 10 words — no subordinate clauses — in the imperative mood	— visual aids or examples may be used — sentences should be numbered if necessary
	*	— action to be performed — material required — place — sequence of action	— single sentences or combinations of up to 5 sentences — length of sentences: maximum of 15 words — no subordinate clause — in the present tense or imperative mood — adverbs indicating sequence of actions	— visual aids or examples may be used

C₂

SAMPLE TEXTS

6.1 INSTRUCTIONS

- [activities, work, exams, games...]
- Intra-mural basketball. Please register in the gym on Friday at noon.
- Complete this form. Please print.

- 1° Print your name _____
- 2° Read the questions carefully.
- 3° Circle the letter corresponding to the right answer.

- [activities, work, examinations, recipes, methods of use, how to do something, routes to take...]

- Please write your suggestions in the space below. Write clearly.
- Purchase tickets for the Rock Concert at the Forum box office from 9:00 to 17:00 daily.

— ONION DIP

Ingredients

- 300 grams sour cream
 1 envelope onion soup
 Mix sour cream with onion soup and refrigerate for at least an hour.
 Makes two cups.
 Serve with chips, crackers, celery sticks, etc.

LEVEL		MINIMUM CONTENT OF THE OBJECTIVE	CHARACTERISTICS OF THE TEXTS		SAMPLE TEXTS
1	2	TEXTS AND NOTIONS	LINGUISTIC	OTHER	
*		6.2 WARNINGS — action to be avoided — action to be avoided — reasons	— single sentences — length of sentences: maximum of 5 words — in the imperative mood — single sentences — length of sentences: maximum of 10 words — in the present tense or imperative mood	— signs — brochures — signs	6.2 WARNINGS [health, safety...] — Keep off the grass. — Wet paint. — Speed kills. Drive slowly. — No smoking. [health, safety...] — Put out that cigarette. — Smoking causes cancer. — Seat belts are obligatory in Ontario. — This medication is dangerous to children. Always keep it out of reach.
	*	6.3 ADVERTISEMENTS OF ARTICLES FOR SALE OR TRADE — type of article — characteristics: • colour • size • price — person to be contacted • name • address • telephone number	— telegraphic language — mainly nouns and adjectives — maximum of 4 descriptive elements for each article	— length: maximum of 15 words — ads on notice boards — ads in newspapers or magazines	6.3 ADVERTISEMENTS OF ARTICLES FOR SALE OR TRADE [sports items, animals, collections (stamps, coins, etc.), stereos, radios...] — For sale. Boys' Bauer skates, size 8, practically new. Call 844-9191 after 18:00. — Wanted. Old Elvis Presley records to buy or trade. Call David 921-4010 after 16:00.
*		6.4 ACTIVITY ADVERTISEMENTS — type of activity — time — duration — cost	— telegraphic language — mainly nouns — prepositional phrases used to add detail — future tense	— length: maximum of 25 words — signs or newspaper ads	6.4 ACTIVITY ADVERTISEMENTS [sports, social, cultural, or school activities...] To all students. Rocky II will be shown in the school auditorium at 19:30 on Friday September 21st. Tickets on sale at the door for 1 \$.
	*				

LEVEL	MINIMUM CONTENT OF THE OBJECTIVE		CHARACTERISTICS OF THE TEXTS		SAMPLE TEXTS
	1	2	TEXTS AND NOTIONS	LINGUISTIC	OTHER
		*	6.5 LOST AND FOUND ADVERTISEMENTS — type of article — description • colour • size • special features — person to be contacted • name • telephone number	— telegraphic language — mainly nouns and adjectives — maximum of 5 descriptive elements for each article	— length: maximum of 35 words — ads on notice boards — ads in newspapers
		*	6.6 JOB OFFERS — type of job — description • duration • working hours • salary — person to be contacted • name • telephone number	— telegraphic language — mainly nouns — 1 or 2 adjectives for each noun	6.5 LOST AND FOUND ADVERTISEMENTS [personal effects, pets...] Lost. Large black and white cat wearing a red collar, answers to Jeremy. Brossard area. Reward offered: 444-2233. 6.6 JOB OFFERS [babysitters, paper boys or girls, odd jobs (grass cutting, snow removal, light jobs)...] HELP WANTED Dependable babysitter, boy or girl, two nights a week from 19:30 to 21:30. Mrs. Jackson 111-5566. Anytime.

LEVEL	CHARACTERISTICS OF THE TEXTS	
	MINIMUM CONTENT OF THE OBJECTIVE	OTHER
1	2	
*	6.7 TRAVEL BROCHURES — geographical location — physical characteristics — activities • type • price	— simple or compound sentences — length of sentences: maximum of 10 words — no words between subject and verb — 1 or 2 adjectives for each noun — clear link between referent and antecedent — present tense
	6.7 TRAVEL BROCHURES — geographical location — physical characteristics — activities • type • price • description	— visual aids should be used — in chart or text form

C₁

SAMPLE TEXTS	
6.7 TRAVEL BROCHURES (regions, cities, other points of interest such as amusement parks, zoos, campsites...)	
WHAT YOU CAN DO IN THE NATIONAL PARKS The national parks are open year-round, but some facilities are provided on a seasonal basis only.	
Georgian Bay Islands (Ont.) Point Pelee (Ont.) St. Lawrence Islands (Ont.) La Mauricie (Qué.) Fossilon (Qué.)	Canoeing Boat rentals Dock facilities Fishing Swimming Camping
(regions, cities, other points of interest such as amusement parks, zoos, campsites...) ARTILLERY PARK Artillery Park is located in Old Québec. It contains numerous buildings representing more than two and half centuries of history. Guided tours and activities are offered to visitors. They can also enjoy the natural beauty of the site of the Redoute Dauphine. Everyone is invited to discover the Park's history and to participate in the different activities available. Artillery Park is open to the public every day of the week and all activities are free: GUIDED TOURS Tuesday through Sunday 11:30, 13:00, 14:00, 16:00.	

WRITTEN COMPREHENSION

TERMINAL OBJECTIVE 7

On completion of the first cycle of secondary school, the pupil should be able to demonstrate his understanding of the following types of texts that he reads for the purpose of finding out about other people's interests, attitudes, and feelings.

LEVEL	MINIMUM CONTENT OF THE OBJECTIVE		CHARACTERISTICS OF THE TEXTS		SAMPLE TEXTS
	1	2	TEXTS AND NOTIONS	LINGUISTIC	OTHER
*	*		7.1 GREETING CARDS FOR DIFFERENT OCCASIONS — type of event — good wishes • standard • personal — type of event — good wishes • standard • personal	— telegraphic language — length of sentences: maximum of 10 words — mainly imperative forms — telegraphic language — length of sentences: maximum of 15 words — mainly imperative forms	— length: maximum of 30 words — visual aids — a few plays on words — length: maximum of 40 words — visual aids — easy plays on words
		C ₃			
	*		7.2 SOCIAL CORRESPONDENCE — interests • likes • dislikes • preferences • desires — attitudes • certainty • uncertainty — feelings • happiness • sadness • anger	— simple or compound sentences — length of sentences: maximum of 15 words — no words between subject and verb — adverbs expressing intensity — clear link between referent and antecedent — forms of opening and closing — past, present, and future tenses	7.1 GREETING CARDS FOR DIFFERENT OCCASIONS [birthdays, anniversaries, trips...] — Have a good time on your 13th birthday. Hope this year brings a lot of good things. [birthdays, anniversaries, trips, illness...] — Hope you get back on your feet soon! The whole team misses you. 7.2 SOCIAL CORRESPONDENCE [friends, penpals, classmates, cousins...] Dear Ann, I was very happy to receive your letter. I wasn't sure I'd have time to write before leaving. Yes, leaving! My father finally decided to take time off and we're going to spend two weeks in Old Orchard. I'm very excited about it. You know how I enjoy swimming and lying in the sun. I hope I'll be able to make friends with American kids. It wouldn't be much fun to spend two weeks there and just meet people from Québec. I'm more curious about teenagers in the States. Have fun in the Laurentians. I'll send you a postcard. Bye for now. Catherine

LEVEL		MINIMUM CONTENT OF THE OBJECTIVE	CHARACTERISTICS OF THE TEXTS	
1	2	TEXTS AND NOTIONS	LINGUISTIC	OTHER
	*	7.2 SOCIAL CORRESPONDENCE (continued) — interests • likes • dislikes • preferences • desires — attitudes • certainty • uncertainty • indifference • agreement • disagreement — feelings • happiness • sadness • anger • sympathy • fear • surprise	— simple or compound sentences, or sentences with one subordinate clause — length of sentences: maximum of 20 words — adverbs expressing intensity — clear link between referend and antecedent — forms of opening and closing — past, present, and future tenses	— length: maximum of 150 words
		C ₂		
	*	7.3 BIOGRAPHICAL SKETCHES — interests • likes • dislikes • preferences • desires — attitudes • certainty • uncertainty • indifference — feelings • happiness • sadness • anger	— simple or compound sentences — length of sentences: maximum of 15 words — no words between subject and verb — adverbs expressing intensity — clear link between referend and antecedent — present tense	— length: maximum of 50 words

SAMPLE TEXTS

7.2 SOCIAL CORRESPONDENCE (continued)

[friends, penpals, classmates, cousins...]

Dear Elizabeth,

I just got your letter and I decided to answer right away because I can see that you're really depressed.

I'm not sure I agree when you say you have no reason to be happy. You mention that things are going wrong at home, in school and even with your friends. I think you should have a good talk with your parents, your teachers and your friends. You'll probably realize then that it's not all that bad and that it won't take too much for things to get better. I know right now everything looks black — that's the way I see things too when I'm down. But don't worry, I know you can work it out and I hope you'll feel better when I see you at Christmas —.

Cheer up.

Your cousin,
Douglas

7.3 BIOGRAPHICAL SKETCHES

[friends, penpals, classmates, cousins...]

My name is Eric. I live in Cornwall and I'm in Secondary 1. My favorite subject is music. Not long ago, I joined the school band for a trial period. I like it very much and I just hope I'm going to make it. I hate math and science courses but I like English. I also practice basketball and hockey.

LEVEL		MINIMUM CONTENT OF THE OBJECTIVE	CHARACTERISTICS OF THE TEXTS	
1	2	TEXTS AND NOTIONS	LINGUISTIC	OTHER
	*	7.3 BIOGRAPHICAL SKETCHES (continued) — interests • likes • dislikes • preferences • desires — attitudes • certainty • uncertainty • indifference • agreement • disagreement — feelings • happiness • sadness • anger • fear • surprise • hope	— simple or compound sentences, or sentences with one subordinate clause — length of sentences: maximum of 20 words — maximum of 5 words between subject and verb — adverbs expressing intensity — clear link between referend and antecedent — past, present, and future tenses	— length: maximum of 100 words — text or interview form • texts - length: maximum of 100 words per section • interviews - length: maximum of 20 exchanges — length of answers: 3 or 4 sentences

C₂

SAMPLE TEXTS	
7.3 BIOGRAPHICAL SKETCHES (continued)	[athletes, musicians, stars...] Off the ice, Pierre Larouche is a different person. He and his wife Cindy enjoy a quiet life. They don't go out much but when they do, Pierre prefers a nice quiet restaurant to a noisy discotheque and isn't really crazy about dancing. He likes music, however, and chooses his records to go with his mood. Right now, he's into John Lennon but he also likes punk rock and classical. When he has to travel by plane, he brings along his "Walkman" and listens to tapes. He really likes Mark Hallmond, Supertramp, and the Eagles.

WRITTEN COMPREHENSION

TERMINAL OBJECTIVE 8

On completion of the first cycle of secondary school, the pupil should be able to demonstrate his understanding of the following types of fiction or non-fiction selections that he reads for the purpose of entertainment and for grasping the main idea and important points.

LEVEL	MINIMUM CONTENT OF THE OBJECTIVE	CHARACTERISTICS OF THE TEXTS		SAMPLE TEXTS
1	TEXTS AND NOTIONS	LINGUISTIC	OTHER	
*	8.1 SHORT STORIES — main idea — important points • main characters — names — physical features • action — sequence of events — when — place — where	— simple or compound sentences — length of sentences: maximum of 10 words — no words between subject and verb — 1 or 2 adjectives for each noun — repetition of key words — limited number of abstract words — clear link between referend and antecedent — varied sentence length, but mainly sentences with subjects in initial position — prepositional phrases used to add detail — past, present, and future tenses	— presented in sections of approximately 100 words if possible — in the form of straight narrations, dialogues, or some combination of the two — illustrated, as a rule	8.1 SHORT STORIES [adventures, sports, make-believe, mysteries...] WHEN WE WIN "What's this?" asks Susan Parks. Susan and her friend Linda are standing in front of a poster. The poster says: St John's School Choose your game! Sign your name! "We have a new gym teacher," Linda answers. "We can choose our games now." "Oh! That's good," Susan says. "What are you going to choose?" The two girls are reading the names of the different games when... The Surprise Once, many years ago, a man and his wife lived in a small old house. They were very poor and couldn't buy the things they needed. Sometimes they didn't have enough food. But they loved each other very much, so they had a happy home. One day the man's wife was very sad. She looked at the calendar and cried. That evening, during dinner, her husband said, "What's wrong?" "Nothing's wrong," the wife answered and smiled. But there was something wrong.
	— main idea — important points • main characters — names — physical features — personality traits • action — sequence of events — when — cause-effect relationship • place — name — physical characteristics	— simple or compound sentences, or sentences with one subordinate clause — length of sentences: maximum of 15 words — maximum of 4 words between subject and verb — 2 or 3 adjectives for each noun — repetition of key words — clear link between referend and antecedent — prepositional phrases used to add detail — sentences may begin with a part of speech other than the subject in order to ensure variety — past, present, and future tenses	— presented in sections of 150 words if possible — in the form of straight narratives, dialogues, or combinations of the two — intrigue and exciting characters — illustrated, as a rule	

C₂

• *Suggested Learning Activities: Oral and Written Comprehension*

NOTE: In the following activities, the teacher may, if necessary, allow pupils to use their mother tongue. The teacher's aim should be to find out what it is that pupils have learned from their listening or reading activities. He should not expect more of them here than he does in their writing and speaking activities.

1. Take notes of certain information.
2. Find the key words.
3. Orally communicate the information obtained.
4. Transfer the information to a graph or diagram.
5. Fill out an information card.
6. Perform the actions required.
7. Illustrate the information obtained.
8. Choose the appropriate illustration (picture, symbol, or drawing).
9. Put the illustrations in the proper order to go with the text.
10. Think of an appropriate title for the text.
11. Match a title to the appropriate text.
12. Identify the type of text.
13. Choose the written text that is most appropriate to a given situation.
14. Choose the written text that best represents the information obtained.
15. Evaluate a series of statements as true or false in connection with a given text.
16. Determine whether the desired information can be found in a given text.
17. Relate the description of a person to a text.
18. Summarize the content of a given text.
19. Draw conclusions on the basis of the information obtained.
20. Find the solution to a problem using the information found in a given text.
21. Think of an alternate ending to a story.
22. Act out a short play based on a text.
23. Rewrite a long text in telegraphic language and vice versa.
24. Use the Cloze technique to complete a given text.

3.2 PRODUCTION OBJECTIVES

- Written
- Oral
- Suggested activities

WRITTEN

TERMINAL OBJECTIVE 9

On completion of the first cycle of secondary school, the pupil should be able to write the following types of texts for the purpose of finding out about or of giving someone else information about a person, activity, thing, or place.

LEVEL	MINIMUM CONTENT OF THE OBJECTIVE		CHARACTERISTICS OF THE TEXTS		SAMPLE TEXTS
	1	2	LINGUISTIC	OTHER	
*		9.1 PERSONAL DATA CARD — personal data — physical features	— incomplete sentences acceptable — length of sentences: approximately 5 words — elements should be listed	— pictures may be used — questionnaire form	9.1 PERSONAL DATA CARD [family, home school, leisure, activities...] NAME: _____ SCHOOL: _____ AGE: _____ GRADE: _____ FAMILY: What does your father do? Do you live in a house or an apartment? How many brothers and sisters do you have? SCHOOL: What sports do you play at school? What other activities are you in? YOU: What do you look like? Describe your parents.
		C4			
	*	9.2 POSTCARDS — place — time and weather conditions — activities — people involved	— telegraphic language or short sentences of approximately 5 words — forms of opening and closing — past, present, and future tenses	— length: approximately 25 words	9.2 POSTCARDS Dear Aunt Maggie, The weather's beautiful here. I'm having a good time. Went sailing with Doug - had a lot of fun. See you next week on the way home. Love, Helen
		P2			

LEVEL		MINIMUM CONTENT OF THE OBJECTIVE		CHARACTERISTICS OF THE TEXTS	
1	2	TEXTS AND NOTIONS		LINGUISTIC	OTHER
	*	9.3 NOTES — reason — place — time • of return • change in schedule		— telegraphic language — length of sentences: approximately 5 words	— length: approximately 15 words
	*	9.4 SOCIAL CORRESPONDENCE — characteristics • people • things • places — story-telling • type of event • people involved • place • time • sequence of events		— simple sentences — length of sentences: approximately 7 to 10 words — few adjectives — forms of opening and closing — past, present, and future tenses	— length: approximately 50 words — addressed to a peer

SAMPLE TEXTS	
9.3 NOTES	{sports, leisure activities, outings, shopping lists...} Mum/Basketball practice after school. Back at 6:30 Dave
9.4 SOCIAL CORRESPONDENCE	{about self, family, home, friends, school, leisure activities...} Dear Larry, Hi, I'm your twin for the exchange. I'm Andrée Fortin. I'm 14 and I'm in Secondary 2. I have 2 brothers and 2 sisters. My father has a bicycle store in Matane. We live near the river. I go fishing a lot. When you come, we'll go fishing. Write soon. Your twin, Andrée

WRITTEN PRODUCTION

TERMINAL OBJECTIVE 10

On completion of the first cycle of secondary school, the pupil should be able to write the following types of texts for the purpose of getting someone to do something.

LEVEL	MINIMUM CONTENT OF THE OBJECTIVE		CHARACTERISTICS OF THE TEXTS		SAMPLE TEXTS
	1	2	TEXTS AND NOTIONS	LINGUISTIC	OTHER
*			10.1 INVITATIONS — reason — date — time — place — answer	— telegraphic language may be used — length of sentences: 5 to 7 words — future tense	— length: approximately 20 words — printed cards should sometimes be used — addressed to a peer

10.1 INVITATIONS

[birthdays, special celebrations (Hal-loween, Valentine's Day), parties, visits...]

YOU'RE INVITED...

Why : _____

When : _____

What time : _____

Where : _____

Will you be there ? Yes ☐ No ☐

Signature _____

— Hi,

I'm giving a birthday party for Mike on Saturday May 22. Come to 21 Green Crescent around 20:00. See you there.

Carol

LEVEL	MINIMUM CONTENT OF THE OBJECTIVE	CHARACTERISTICS OF THE TEXTS	
1	2	LINGUISTIC	OTHER
*	10.1 INVITATIONS (continued) — reason — date — time — place — answer — directions on how to get there	— telegraphic language may be used — length of sentences: 7 to 10 words — future tense	— length: approximately 30 words — printed cards or posters should sometimes be used — addressed to a peer — a map should sometimes be included
	P ₄		
*	10.2 ORDER FORMS — type or number of article — price — quantity — colour — size	— articles should be listed	— from a catalogue or magazine
	P ₅		

SAMPLE TEXTS

10.1 INVITATIONS (continued)

[birthdays, special celebrations (Halloween, Valentine's Day), parties, visits...]

	DANCE ON VALENTINE'S DAY in JOPLIN HIGH SCHOOL GYM 28 Downe Street ADMISSION : 2 \$ TIME : 20:00	
Take King Blvd to Exit 21, turn left on Pitt Street. Downe is the first street on the right.		

10.2 ORDER FORMS

[sports times, games, record subscriptions, clothes...]

WILBUR DISCOUNT STORE					
No	Article	Col.	Size	Quant.	Price
428	T-shirt	Black	14	1	10,95 \$

LEVEL		MINIMUM CONTENT OF THE OBJECTIVE	CHARACTERISTICS OF THE TEXTS		SAMPLE TEXTS
1	2		TEXTS AND NOTIONS	LINGUISTIC	
	*	10.3 MAIL ORDERS — type or number of article — price — quantity — colour — size	— simple sentences or tele-graphic language — length of sentences: approxi-mately 10 words — standard expressions — forms of opening and closing	— length: approximately 20 words	10.3 MAIL ORDERS Dear Sir, Please send one giant-size poster of Lover Boy. Enclosed money order for 4,50 \$ U.S. Sincerely, Bob Daniels
	*	10.4 INQUIRIES — type of information required — reason for the request	— simple sentences — length of sentences: approxi-mately 10 words — forms of opening and closing, and expressions of gratitude	— length: approximately 30 words	10.4 INQUIRIES Dear Sir, I would like to go to a summer camp to learn English. Could you please send me some brochures. I am interested in a camp near Sherbrooke. Thank you for your help. Yours sincerely, Joanne Boisvert

WRITTEN PRODUCTION

TERMINAL OBJECTIVE 11

On completion of the first cycle of secondary school, the pupil should be able to write the following types of texts for the purpose of expressing his own interests, attitudes and feelings, and of finding out about those of other people.

LEVEL		MINIMUM CONTENT OF THE OBJECTIVE	CHARACTERISTICS OF THE TEXTS		SAMPLE TEXTS
1	2	TEXTS AND NOTIONS	LINGUISTIC	OTHER	
*		11.1 POSTCARDS — interests • likes • preferences • desires — feelings • happiness • sadness	— telegraphic language or short sentences of approximately 5 words — forms of opening and closing — past, present, and future tenses	— length: approximately 25 words	11.1 POSTCARDS [about places, weather, people, and activities...] Dear Dad, This is a great camp. I like it better than Camp Dart. I'll be sad to leave. See you soon. Robert
*		11.2 GREETING CARDS — type of event — good wishes • standard • personal	— telegraphic language — length of sentences: approximately 5 words	— length: approximately 10 words	11.2 GREETING CARDS [celebrations, birthdays...] Merry Xmas. Hope you have a good holiday. Happy Birthday! Have fun!
*	*	11.3 LETTERS OF THANKS — reasons — expression of appreciation	— simple sentences — length of sentences: approximately 7 to 10 words — standard expressions — forms of opening and closing — past tense	— length: approximately 20 words	11.3 LETTERS OF THANKS [parties, visits, gifts...] Dear Mrs. Clarkson, I really had a good time at your place. It was fun to visit the Citadelle. Thanks for everything. Yours sincerely, Marco

LEVEL		MINIMUM CONTENT OF THE OBJECTIVE	CHARACTERISTICS OF THE TEXTS		SAMPLE TEXTS
1	2	TEXTS AND NOTIONS	LINGUISTIC	OTHER	
	*	11.4 CORRESPONDENCE — interests • likes • preferences • desires — feelings • happiness • sadness	— simple sentences — length of sentences: approximately 7 to 10 words — standard expressions — forms of opening and closing — past tense	— length: approximately 50 words — addressed to a peer	11.4 CORRESPONDENCE [about himself, family, home, friends, school, leisure activities, sports...] Hi Larry, Thanks for your letter. How are you? I want to show you my new bike. I got it for my birthday last year. My father brought it home and hid it in the garage. I was so excited when I saw it. Do you like biking too? When are you coming to visit? I'm anxious to see you. Your twin, Andrée

P₁

ORAL PRODUCTION

TERMINAL OBJECTIVE 12

On completion of the first cycle of secondary school, the pupil should be able to participate in the following types of conversation for the purpose of exchanging information

LEVEL	MINIMUM CONTENT OF THE OBJECTIVE		CHARACTERISTICS OF THE TEXTS		SAMPLE TEXTS
	1	2	LINGUISTIC	OTHER	
*	12.1 CONVERSATIONS ABOUT A PERSON — name of the person • relationship to others — physical description • physical features • clothes — where the person can be found • abilities • goals • obligations • health — present activities	12.1 CONVERSATIONS ABOUT A PERSON — limited to 4 or 5 exchanges — length of sentences: approximately 5 words — greetings and polite expressions — present and future tenses	— to begin or end a conversation — to ask for or give information — to clarify or ask for clarification — to ask an information question — to answer an information question — to ask or say whether something is true or false	— to begin or end a conversation — to ask for or give information — to clarify or ask for clarification — to ask an information question — to answer an information question — to ask or say whether something is true or false	12.1 CONVERSATIONS ABOUT A PERSON (family, friends, relatives, teachers...) — Hi Bob. Where's Joanne tonight? — Home. She's sick. — Oh, what's wrong with her? — She has a bad cold. — Is she going to see a doctor? — Yeah, she's going tomorrow morning. — That's good. Hope she feels better. [family, friends, relatives, teachers, athletes, musicians, stars...] — Hey Diane. You know that new boy in Math? What's his name? — Richard. Why? — Oh, I just think he's cute and he plays guitar, too. — Yeah and you should see him dance. He really moves. — Well, I'm going to invite him to my party on Friday. I'll find out then.
*					

LEVEL	MINIMUM CONTENT OF THE OBJECTIVE		CHARACTERISTICS OF THE TEXTS		SAMPLE TEXTS
	1	2	TEXTS AND NOTIONS	LINGUISTIC	OTHER
*	*	12.2 CONVERSATIONS ABOUT A PREVIOUS ACTIVITY	— type of activity — time — place — people involved	— limited to 4 or 6 exchanges — length of sentences: approximately 5 words — greetings and polite expressions — past tense	— to begin or end a conversation — to ask for or give information — to clarify or ask for clarification — to ask an information question — to answer an information question — to ask or say whether something is true or false
			— type of activity — time — place — people involved — means of transportation — comparisons	— limited to 6 or 8 exchanges — length of sentences: approximately 5 words — sentences may contain 2 or 3 sentences — greetings and polite expressions — past tense	— to begin or end a conversation — to ask for or give information — to clarify or ask for clarification — to ask an information question — to answer an information question — to ask or say whether something is true or false
*	*	12.3 CONVERSATIONS ABOUT A THING	— name of the thing — description — person to whom it belongs	— limited to 4 or 6 exchanges — length of sentences: approximately 8 words — greetings and polite expressions — past and present tenses	— to begin or end a conversation — to ask for or give information — to clarify or ask for clarification — to ask an information question — to answer an information question — to ask or say whether something is true or false

LEVEL		MINIMUM CONTENT OF THE OBJECTIVE	CHARACTERISTICS OF THE TEXTS		SAMPLE TEXTS
1	2	TEXTS AND NOTIONS	LINGUISTIC	OTHER	
		12.3 CONVERSATIONS ABOUT A THING (continued) — name of the thing — description — person to whom it belongs — comparison	— limited to 6 or 8 exchanges — length of sentences: approximately 6 words — exchanges may contain 2 or 3 sentences — greetings and polite expressions — past, present, and future tenses	— to begin or end a conversation — to ask for or give information — to clarify or ask for clarification — to ask an information question — to answer an information question — to ask or say whether something is true or false	12.3 CONVERSATIONS ABOUT A THING (continued) [sports items, games, records, clothes, magazines...] — What did your brother give you for Christmas? — A ski sweater. It's really nice. — What's it like? — Well, it's blue with red stripes on the sleeves. — It's just like mine then? — Almost, but mine is not as dark.
		12.4 CONVERSATIONS ABOUT A PLACE — name of the place — geographical location — distance — physical characteristics — name of the place — geographical location — distance — physical characteristics — comparison	— limited to 4 or 6 exchanges — length of sentences: approximately 5 words — greetings and polite expressions — past and present tenses — limited to 4 or 6 exchanges — length of sentences: approximately 8 words — exchanges may contain 2 or 3 sentences — greetings and polite expressions — past and present tenses	— to begin or end a conversation — to ask for or give information — to clarify or ask for clarification — to ask an information question — to answer an information question — to ask or say whether something is true or false — to begin or end a conversation — to ask for or give information — to clarify or ask for clarification — to ask an information question — to answer an information question — to ask or say whether something is true or false	12.4 CONVERSATIONS ABOUT A PLACE [home, school, city, region...] — What school are you at? — Saint-Laurent school. — Is it far from your house? — No, just two blocks away. [home, school, city, region...] — Where were you born? — In London. — Ontario? — No, England. — What's it like there? — It's pretty exciting. There's lots to do - it's so big. — The only problem's the weather. — Oh yeah? — It rains a lot more than here.

ORAL PRODUCTION

TERMINAL OBJECTIVE 13

On completion of the first cycle of secondary school, the pupil should be able to participate in the following types of conversations which require him to do something or to get someone else to do something.

LEVEL	MINIMUM CONTENT OF THE OBJECTIVE		CHARACTERISTICS OF THE TEXTS		SAMPLE TEXTS
	1	2	TEXTS AND NOTIONS	LINGUISTIC	
*		*	13.1 CONVERSATIONS ABOUT HOW TO REACH A DESTINATION — name of the place — direction	— limited to 4 or 6 exchanges — length of sentences: approximately 5 words — greetings and polite expressions — present tense and imperative mood	13.1 CONVERSATIONS ABOUT HOW TO REACH A DESTINATION — Excuse me please, where's the park? — Go down here 2 blocks. Turn left. You'll see it. — Thank you very much. — You're welcome.
				— limited to 6 or 8 exchanges — length of sentences: approximately 8 words — greetings and polite expressions — present tense and imperative mood	
*			13.2 CONVERSATIONS ABOUT PLANS FOR DOING SOMETHING — type of activity — time — place — reason for refusing	— to attract attention — to ask for or give information — to begin or end a conversation — to ask for or give information — to clarify or ask for clarification — to ask an information question — to thank someone	13.2 CONVERSATIONS ABOUT PLANS FOR DOING SOMETHING [outing, visits, sports, leisure activities...] — Hi Pete, let's go watch the game at the arena. — Oh yeah, good idea. What time? — 20:30 — Okay, see you there.
				— to begin or end a conversation — to suggest an activity — to accept or refuse a suggestion — to invite someone to do something — to accept or refuse an invitation — to ask for or give information — to ask for, offer, accept, or refuse help	

LEVEL	CHARACTERISTICS OF THE TEXTS		
	MINIMUM CONTENT OF THE OBJECTIVE	LINGUISTIC	OTHER
1	TEXTS AND NOTIONS		
2			
*	13.2 CONVERSATIONS ABOUT PLANS FOR DOING SOMETHING (continued)	— type of activity — time — place — duration — reason for refusing	— limited to 6 or 8 exchanges — length of sentences: approximately 5 words — greetings and polite expressions — standard expressions — prepositional phrases used to give time and place — present tense
	P ₄		— to begin or end a conversation — to suggest an activity — to accept or refuse a suggestion — to invite someone to do something — to accept or refuse an invitation — to ask for, give or refuse permission — to ask for, offer, accept, or refuse help
*	13.3 CONVERSATIONS TO OBTAIN SOMETHING	— type of article — availability — description	— to begin or end a conversation — to ask for, offer, or refuse something — to ask for, offer, or refuse a service — to clarify or ask for clarification
	P ₄	— limited to 4 or 6 exchanges — length of sentences: approximately 5 words — greetings and polite expressions — standard expressions — present tense	— to begin or end a conversation — to ask for, offer, or refuse something — to ask for, offer, or refuse a service — to clarify or ask for clarification

SAMPLE TEXTS

13.2 CONVERSATIONS ABOUT PLANS FOR DOING SOMETHING (continued)

- [outing, visits, sports, leisure activities...]
- Hey Dave, do you want to come over to my place after school?
- Sorry, I've got a baseball practice.
- OK, some other time.
- Mom, can I go to Dave's for the weekend?
- Yeah, I guess so. But would you help me with the cleaning first?
- Okay, what can I do?
- Start with the bathroom, I'll do the kitchen.
- Okay.

13.3 CONVERSATIONS TO OBTAIN SOMETHING

- [grocery store, tobacconist's shop, classroom, snack bar...]
- Hello, can I take your order?
- A hamburger and lemonade, please.
- Anything else?
- Yes, I'll have French fries too.
- Okay, that's 3.50 \$ please.
- [clothing store, classroom, restaurant...]
- Excuse me, do you have Gemini jeans?
- Yes, what size?
- 14
- Do you want to try them on?
- No thanks, it's okay.
- Is it okay if I use your book?
- Yeah, sure, go ahead.

LEVEL	MINIMUM CONTENT OF THE OBJECTIVE		CHARACTERISTICS OF THE TEXTS	
	1	2	TEXTS AND NOTIONS	OTHER
		*	13.4 CONVERSATIONS TO REACH SOMEONE — name of the person — availability — why the person is not available • wrong number • where the person can be located	— to begin or end a conversation — to ask for someone — to ask for or offer information about someone — to clarify or ask for clarification
		*	— name of the person — availability — why the person is not available • wrong number • where the person can be located — message • call to be returned — name — phone number	— to begin or end a conversation — to ask for someone — to ask for or offer information about someone — to clarify or ask for clarification — to ask an information question — to answer an information question

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SAMPLE TEXTS
13.4 CONVERSATIONS TO REACH SOMEONE [on the telephone...] — Hello. — Hello, is Jane there please? — Who? — Jane Trenton. — Sorry, you have the wrong number. — Oh, sorry. — Hello. — Hi, this is George. Is John home? — Yes, just a minute, please. [in person...] — Excuse me, is the principal in? — No, I'm sorry. He's in a meeting. — Okay, thanks. [on the telephone...] — Hello. — Hello, could I speak to Anne, please? — Sorry, she's not here right now. Can I take a message? — Yes, could you tell her to call Joanne please? 647-2973. — Joanne at 647-2973? — That's right. Thanks. Bye. — Bye. [in person...] — I'd like to see Mr. Carroll, please. — I'm sorry, he can't see you until 2:00. — Fine, I'll come back then. My name's Ray Walkin. — Thank you. I'll tell him.

ORAL PRODUCTION

TERMINAL OBJECTIVE 14

On completion of the first cycle of secondary school, the pupil should be able to participate in the following types of conversations for the purpose of discussing interests, attitudes, and feelings.

LEVEL	MINIMUM CONTENT OF THE OBJECTIVE		CHARACTERISTICS OF THE TEXTS		SAMPLE TEXTS
	1	2	TEXTS AND NOTIONS	OTHER	
*	*	14.1 CONVERSATIONS ABOUT INTERESTS	- likes - dislikes - preferences - desires	- limited to 4 or 6 exchanges - length of sentences: approximately 5 words - greetings and polite expressions - past, present, and future tenses.	- to begin or end a conversation - to find out about other people's interests - to express interests
			- likes - dislikes - preferences - desires	- limited to 6 or 8 exchanges - length of sentences: approximately 8 words - exchanges may contain 2 or 3 sentences - greetings and polite expressions - past, present, and future tenses.	- to begin or end a conversation - to find out about other people's interests - to express interests
*	*	14.2 CONVERSATIONS WHICH REVEAL ATTITUDES	- agreement - disagreement - certainly - uncertainty	- limited to 4 or 6 exchanges - length of sentences: approximately 5 words - greetings and polite expressions - standard expressions - present tenses.	- to begin or end a conversation - to find out about other people's attitudes - to express attitudes
			- agreement - disagreement - certainly - uncertainty	- limited to 4 or 6 exchanges - length of sentences: approximately 5 words - greetings and polite expressions - standard expressions - present tenses.	- to begin or end a conversation - to find out about other people's attitudes - to express attitudes

SAMPLE TEXTS

14.1 CONVERSATIONS ABOUT INTERESTS

[leisure activities, hobbies, school, home...]

- How are your ballet jazz lessons?
- They're lots of fun. I like them more this year.
- Oh yeah?
- Yeah, I'm getting better.

[leisure activities, hobbies, school, home...]

- Are you still collecting stamps?
- Yes, I'm into European stamps now. I like them better.
- That's fascinating. I want to start a collection too. We could work together.
- Great! I don't like working alone anyway.

14.2 CONVERSATIONS WHICH REVEAL ATTITUDES

[leisure activities, hobbies, school, home...]

- The movie's at the Bijou.
- Are you sure?
- I think so.
- Let's look in the paper.
- All right.

LEVEL		MINIMUM CONTENT OF THE OBJECTIVE	CHARACTERISTICS OF THE TEXTS		SAMPLE TEXTS
1	2	TEXTS AND NOTIONS	LINGUISTIC	OTHER	
	*	14.2 CONVERSATIONS WHICH REVEAL ATTITUDES (continued) — agreement — disagreement — certainty — uncertainty — indifference	— limited to 6 or 8 exchanges — length of sentences: approximately 8 words — exchanges may contain 2 or 3 sentences — greetings and polite expressions — standard expressions — present tense	— to begin or end a conversation — to find out about other people's attitudes — to express attitudes	14.2 CONVERSATIONS WHICH REVEAL ATTITUDES (continued) [leisure activities, hobbies, school, home...] — I'm sure we're going to lose that game tomorrow. — I don't think so. You've got a good team. — Well, I'm not so sure. We had a pretty bad practice yesterday. — Oh, come on. It's going to be okay. — Maybe, but I suppose it doesn't matter that much.
	*	14.3 CONVERSATIONS ABOUT FEELINGS — happiness — sadness — anger — sympathy	— limited to 4 or 6 exchanges — length of sentences: approximately 5 words — greetings and polite expressions — intonation important — standard expressions — past, present, and future tenses	— to begin or end a conversation — to find out about other people's feelings — to express feelings	14.3 CONVERSATIONS ABOUT FEELINGS [leisure activities, hobbies, school, home...] — Hey, why are you so excited? — I just got a new record player. — That's fantastic! — Yeah, you gotta come over tonight and see it. — Sure thing. — Okay. I'll call the gang. [leisure activities, hobbies, school, home...] — What's wrong with Jean? She's in a bad mood. — She sure is. She failed her exam. She got 35. — She did? That's awful. — She's really fed up. I heard her complaining to the teacher.

• *Suggested Learning Activities: Written Production*

1. Read and discuss sample texts.
2. Adapt a sample text.
3. Have a brainstorming session on the content of a text.
4. Compile a list of words that could be used in writing a text.
5. Work in a team to write a text.
6. Have someone else read the text to see whether or not it is clear.
7. Have someone else check to see whether or not the text is complete.
8. Complete a text using the Cloze technique.
9. Rewrite a text in telegraphic language.
10. Use different types of resources (teacher, pupils, etc.) in order to write a text.
11. Add details to make a text more accurate.
12. In cooperation with a classmate, reword parts of a text to make it clearer.

• *Suggested Learning Activities: Oral Production*

1. Make up a dialogue, after hearing the opening line.
2. Continue a dialogue which has already been started.
3. Participate in a role-playing activity based on a chart that gives the functions and notions which are to be included.
4. Participate in a role-playing activity based on the description of a situation and its participants.
5. Make up a short play based on a theme from a story or on some event.
6. Take part in a conversation based on a given scenario.
7. Take part in a conversation based on a series of pictures.
8. Use a picture, an event, or a person as a topic for eliciting verbal feedback from the class.
9. Participate in information-gap games.
10. Express reactions (of pleasure, regret, disappointment, etc.) during the course of a game.
11. Give instructions on how to build something, to locate something on a map, or to draw a picture of something.

4. EVALUATION OF LEARNING

Educational evaluation is an integral part of the learning process. Its main value lies in the proper utilization of the information it provides. It should also be compatible with the instructional approach suggested in the program.

4.1 General Factors

The primary goal of educational evaluation is to help the teacher arrive at sound decisions with regard to the pupil's learning experience. To accomplish this, the teacher should conduct evaluation under conditions and in contexts which are analogous to those in effect during the learning period and should take into account the pupil's age, interests, and needs. **Formative evaluation** should be used for this purpose. It constitutes a special kind of dialogue between teacher and pupil. It calls for a value judgement by the teacher based on the information and observations compiled with a view to making the most appropriate decisions concerning each pupil. Formative evaluation involves the use of a number of measurement instruments which fall into two categories.

Quantitative Measurement Instruments

The purpose of these instruments is to inform both teacher and pupil of the degree of mastery of an objective, and to detect the area and nature of any learning difficulties which the pupil may have. The instruments enable the teacher to suggest appropriate remedial work and to help the pupil discover other ways of making improvements. A variety of instruments that can be given a criterion-referenced interpretation are used to assess each pupil's degree of mastery of a given objective in relation to a predetermined standard of achievement.

Qualitative Measurement Instruments

The purpose of these instruments is to provide information on the pupil's behaviour by means of an analysis of the learning process itself, and not simply through evaluation of the final outcome. This type of instrument also helps the teacher identify factors which may impede certain pupil's learning progress. The teacher can make use of observation checklists designed for this purpose or of other types of information which can help guide him in his evaluation of the pupil and in his choice of teaching strategies.

While teachers are encouraged to use formative evaluation to assess learning, they should also continue to make use of **summative evaluation**. Its purpose is to inform both teacher and pupil about the degree of mastery, not of a single objective, but of a set of terminal objectives. It is therefore done at the end of a cycle or a school year. The instruments used are necessarily of the quantitative type and cover a representative sample of all the objectives to be evaluated.

The results obtained through the use of the instruments discussed above can be interpreted in two ways. **Criterion-referenced interpretation** is used when a judgement as to whether or not each pupil has mastered a set of objectives at the end of a given learning period is to be made. **Norm-referenced interpretation** is used when one pupil's performance is to be assessed in relation to that of the others in his class, school, district, or province.

4.2 Specific Factors

When the teacher undertakes to evaluate his pupils, he should bear in mind the approach and principles which form the basis for the learning objectives of the present program. He should therefore make a special effort to:

- respect current usage of the language as it occurs in natural situations;

- refer to the actual facts, attitudes, and contexts in which authentic communication occurs;
- evaluate overall communicative competence, paying special attention to the pupil's ability to understand and convey messages rather than to his ability to handle specific aspects of the language;
- recognize that errors are a natural part of the learning process;
- recall that a pupil's success or failure on a given test may depend on some of the socio-affective factors (attitudes, motivation) which influence learning.

4.3 Sharing of Responsibilities

The Ministère, school boards, and teachers are all responsible for assessing pupils' progress by means of educational evaluation. Each group has a distinct yet complementary role to play in ensuring the quality of learning in the school.

4.3.1 The Ministère

The Ministère plays two roles, the first of which is administrative. It is ultimately responsible for the quality of learning in the school. As such, it must prepare end-of-cycle tests for determining the extent to which the terminal objectives of the program have been achieved. These are administered periodically to sample groups that are representative of the pupil population of the different regions of Québec.

The second role of the Ministère concerns instruction and is shared with various groups involved in education. While it is left up to school boards, schools, and their professional staff to carry out summative evaluation, the Ministère assumes responsibility for:

- preparing, in cooperation with these groups, **comprehensive examinations** to be administered at the end of a cycle, either at the end of Secondary II or of Secondary V;
- organizing a **bank of measurement instruments** for purposes of collecting and keeping on file any new questions that are developed in connection with the new courses and programs.

The Ministère offers teachers further assistance in the form of:

- a **measurement and evaluation guide** which explains the role of formative and summative evaluation, and of criterion-referenced and norm-referenced interpretation.
- a **guide to classroom evaluation of the learning of English as a second language in secondary school**. This guide provides evaluation models for conducting formative evaluation in keeping with the communicative approach adopted in this program. It completes the table of degrees of mastery and clarifies the definition of minimum achievement thresholds proposed in the program.

4.3.2 School Boards

The role of school boards is to ensure that pupils make learning progress. Evaluation is the sole means of assessing whether or not, and to what extent, such progress has been made. School boards, along with the teachers

for whom they provide support, are responsible for carrying out summative evaluation. Apart from ascertaining the extent to which the minimum standards set for learning progress have been achieved, school boards should ensure that additional learning that results from local enrichment of the program is also evaluated. To do this, they should assist teachers by providing them with various forms of support they might need in effecting educational evaluation.

4.3.3 Teachers

Due to the nature of their work and their direct and ongoing relationship with their pupils, teachers bear the major responsibility with regard to formative evaluation. They must see to it that the wisest possible decisions regarding the teaching/learning process are made. They are also responsible for assessing their pupils' progress by means of summative evaluation. In this respect they will be called upon to help develop comprehensive end-of-cycle exams designed to evaluate the achievement of the program objectives.

5. IMPLEMENTATION OF THE PROGRAM

5.1 Roles of the Educators Implementing the Program

A number of people are involved in setting up and implementing a program: administrators, other professionals, and teachers.

5.1.1 Administrators and Other Professionals

Directors of instructional services, educational consultants, school principals, and vice-principals all have roles to play in making the teacher's job easier and in ensuring the success of the program. Each of them has to act as a facilitator both in the setting up of the program and in providing the teacher with the necessary support. To provide this support, they must understand the objectives of the program and be familiar with its learning content.

5.1.2 Teachers

If the program is to succeed, it is necessary to emphasize certain aspects of the teacher's role with respect to his pupils. Like all teachers, the teacher of English as a second language should help his pupils develop and maintain a positive attitude toward their learning experience. By encouraging them to take risks and not to be afraid of making errors, the teacher helps increase his pupils' confidence in their ability to understand and communicate oral and written messages successfully.

In this program, the emphasis placed on comprehension presupposes that the teacher expose his pupils to an enriching linguistic environment. He himself serves as a model and, through this and other kinds of exposure, enables the pupil to develop a firmer grasp of how the language works.

In this program considerable importance is placed on pupils' interests in an effort to sustain their motivation. Since these interests change, only the teacher is in a position to know how to attract and hold the attention of all the pupils in his class. He must take their changing interests into account, both in the learning situations he sets up for his pupils and in the teaching materials he uses.

The teacher should thoroughly master the language he is teaching and be trained in the methodology of second language teaching.

5.2 Curriculum Guide

A curriculum guide (16-3251-01) has been designed for use along with the program and how it is to be implemented in the classroom.

The guide deals with the instructional approach, and particularly with the organizing and carrying out of learning activities.

It also offers suggestions on how to use authentic material, to create an enriching linguistic environment, and to integrate objectives.

5.3 Teaching Materials

This program lays the groundwork for teachers by defining the orientations, aims, and objectives to be pursued in second language teaching. Bearing this in mind, the teacher must then develop appropriate activities and carefully choose the necessary teaching materials.

To ensure that these materials fit the English as a Second Language Program, the Ministère has drawn up a set of specifications on the orientations to be followed by producers of instructional materials. This document contains instructions which must be followed if the basic materials are to receive the Ministère's approval. In addition, it offers a number of suggestions regarding the preparation of this material. Essentially the document describes the basic characteristics that the teacher's book must have in a communication-centred approach. Suggestions concerning course textbooks and classroom materials are also made.

Teaching materials should reflect the dynamics of the program and place emphasis on the meaning of the message to be conveyed, without neglecting the pupil's creativity and his growing skill in manipulating linguistic forms in context as he progresses.

These materials should also suggest a variety of activities that involve meaningful and authentic communication.

In addition to producing the set of specifications, the Ministère has drawn up a chart for evaluating teaching materials. The materials put out by publishing firms will be subject to this evaluation in an effort to ensure that they meet the requirements of the program and of the set of specifications.

To receive approval, it is essential that teaching materials deal with the general and terminal objectives of the program.

5.4 Language To Be Taught

The language which the pupil is likely to hear outside the classroom may include different types of English. This implies differences in vocabulary and structure which are often problematic. For this reason, this program recommends teaching acceptable North American English.

CONCLUSION

The English as a Second Language Program for the first cycle of secondary school is the result of a desire for change and of cooperative effort by the educational milieu for which it is intended. In fact, the program was designed for and by this milieu: a number of individuals involved in education participated in varying degrees in its preparation. Every effort was made to ensure that the cooperative effort of these persons and the Ministère would yield a product which encompassed the input and expectations of both parties.

This task has now been completed. It is once again up to those involved in education to render this program dynamic and meaningful, and thereby to pave the way for its success.

The changes suggested in this program can only be brought about by the persons who are actually responsible for its implementation. Therein lies the challenge.

APPENDIX I
Summary of the Content
of the
English as a Second Language Program
First Cycle of Secondary School

SUMMARY OF THE CONTENT OF THE FIRST CYCLE PROGRAM APPENDIX I

COMPREHENSION

ORAL COMPREHENSION
OBJECTIVES 1, 2, 3, 4

1. TO FIND OUT
FACTS

- 1.1 Weather reports
1.2 Sports news
1.3 Biographical sketches
1.4 Accounts of different kinds of facts
1.5 Documentaries on places

2. TO FIND OUT
WHAT TO DO

- 2.1 Instructions
2.2 Requests
2.3 Warnings
2.4 Announcements about public transportation
2.5 Advertisements of articles for sale
2.6 Activity advertisements

3. TO FIND OUT
INTERESTS, ATTITUDES, FEELINGS

- 3.1 Biographical sketches

4. TO BE ENTERTAINED TO FIND OUT
MAIN IDEA, IMPORTANT POINTS

- 4.1 Selections

PRODUCTION

WRITTEN PRODUCTION
OBJECTIVES 9, 10, 11

9. TO FIND OUT OR TO GIVE
FACTS

- 9.1 Personal data cards
9.2 Postcards
9.3 Notes
9.4 Social correspondence

10. TO GET SOMEONE TO DO SOMETHING

- 10.1 Invitations
10.2 Order forms
10.3 Mail orders
10.4 Inquiries

11. TO EXPRESS INTERESTS, ATTITUDES, FEELINGS

- 11.1 Postcards
11.2 Greeting cards
11.3 Letters of thanks
11.4 Correspondence

READING COMPREHENSION
OBJECTIVES 5, 6, 7, 8

5. TO FIND OUT
FACTS

- 5.1 Menus
5.2 Schedules
5.3 Catalogues
5.4 Letters of reply
5.5 Biographical sketches
5.6 Synopses of films or TV programs
5.7 Newspaper or magazine articles

6. TO FIND OUT
WHAT TO DO

- 6.1 Instructions
6.2 Warnings
6.3 Advertisements of articles for sale or trade
6.4 Activity advertisements
6.5 Lost and found advertisements
6.6 Job offers
6.7 Travel brochures

7. TO FIND OUT
INTERESTS, ATTITUDES, FEELINGS

- 7.1 Greeting cards for different occasions
7.2 Social correspondence
7.3 Biographical sketches

8. TO BE ENTERTAINED TO FIND OUT
MAIN IDEA, IMPORTANT POINTS

- 8.1 Short stories

ORAL PRODUCTION
OBJECTIVES 12, 13, 14

12. TO EXCHANGE INFORMATION

- 12.1 Conversations about a person
12.2 Conversations about a previous activity
12.3 Conversations about a thing
12.4 Conversations about a place

13. TO DO OR GET SOMEONE ELSE TO DO SOMETHING

- 13.1 Conversations about how to reach a destination
13.2 Conversations about plans for doing something
13.3 Conversations to obtain something
13.4 Conversations to reach someone

14. TO DISCUSS INTERESTS, ATTITUDES, FEELINGS

- 14.1 Conversations about interests
14.2 Conversations which reveal attitudes
14.3 Conversations about feelings

APPENDIX II
Summary of the Content
of the
English as a Second Language Program
Elementary School

ORAL COMPREHENSION

CONTENT OF THE ELEMENTARY PROGRAM					
TERMINAL OBJECTIVES: FIRST CYCLE OF SECONDARY SCHOOL	texts	FUNCTIONS	NOTIONS	SAMPLE TOPICS	SAMPLE SENTENCES
The pupil should be able: 7.O.1: To demonstrate his understanding of texts that he listens to for the purpose of finding out about a person, activity, thing, or place.	not specified	To identify	Person - name, age, address, telephone number, level in school, profession, relationships. Thing - name of an animal name of an object Place - name Person - physical features, personality, clothing Thing - shape, size, colour, texture, taste, sound quality, temperature, condition Place - shape, size, colour, temperature, condition	Home, school, leisure activities, sports, trips, holidays, food, weather Home, school, leisure activities, sports, trips Clothing, home, school, leisure activities, sports, trips, food, animals, holidays, weather. Home, school, leisure activities, sports, trips	I'm George. I'm 10 years old. I live in Montréal. My phone number is 931-1820. I'm in grade 5. My teacher is Miss Brown. That's my new bike. That's the cafeteria. He's wearing glasses. He has a black beard and looks scary. Peter's bike is broken. It's very big.
		To describe			
		To ask for	Help A thing Place Activity Danger	Clothing, home, school, leisure activities, sports, transportation, meals, animals Homes, school, trips School, leisure activities, meals, celebrations	Help. Help me please. Pass the jam, please. I'll have a sandwich. Turn left on Green St. near the station. Put it in the desk. Look out! Don't do that.
		To give directions To give instructions To give warnings			
7.O.2: To demonstrate his understanding of texts that he listens to for the purpose of finding out what to do.	not specified				

TERMINAL OBJECTIVES: FIRST CYCLE OF SECONDARY SCHOOL		CONTENT OF THE ELEMENTARY PROGRAM			
	texts	FUNCTIONS	NOTIONS	SAMPLE TOPICS	SAMPLE SENTENCES
T.O. 3: To demonstrate his understanding of texts that he listens to for the purpose of finding out about other people's interests, attitudes, and feelings.		To express obligation	Activity	Occupation, home, school, sports, trips, meals	I have to wash the dishes.
		To express ability or inability	Activity	Leisure activities, sports, transportation	Paul can play the piano. My sister can't go.
		To express intention	Activity	Home, school, leisure activities, sports, trips, animals, celebrations	I'm going to be a policewoman. He's going to his uncle's house on the weekend.
		To express likes and dislikes	Person Place Thing Activity	Home, school, leisure activities, sports, trips, meals, animals, celebrations, weather, and seasons	The boys like Miss Brown. Mr. Smith doesn't like tennis.
		To express preference	Person Place Thing Activity	Home, school, leisure activities, sports, meals, animals, celebrations, weather, and seasons	I like Steve better. They like small cars more than big ones. The girls prefer the country.
		To express needs	Activity Thing	Clothing, home, leisure activities, sports, trips, meals, animals	John wants to play. My brother wants you to play. They want some candies.
T.O. 4: To demonstrate his understanding of fiction or non-fiction selections that he listens to for entertainment and for grasping the main ideas and important points.		To express feelings	Certainty or uncertainty Happiness or sadness Agreement or disagreement Anger Embarrassment Fear		He's certain/not sure. She looks happy/sad. That's fine/No, not that. She seems angry. He's very shy. That man looks scary.
		To narrate	Action Sequence Cause-effect Past, present, and future references Reason	Anything	Restrictions on: the use of adjectives and adverbs, the distance between references and pronouns, new vocabulary, length and complexity of sentences.

WRITTEN COMPREHENSION

TERMINAL OBJECTIVES: FIRST CYCLE OF SECONDARY SCHOOL	CONTENT OF THE ELEMENTARY PROGRAM				
	texts	FUNCTIONS	NOTIONS	SAMPLE TOPICS	SAMPLE SENTENCES
The pupil should be able: T.O.5: To demonstrate his understanding of texts that he reads for the purpose of finding out about a person, activity, thing, or place.		To identify	Person - name, address, telephone number, age Thing - name of an animal name of a thing Place - name Person-age, features, personality, clothing, profession Thing - animal Place	Home, school, leisure activities, sports, trips, meals, celebrations, seasons, weather Home, school, leisure activities, sports, trips, meals	NAME... ADDRESS... PHONE... AGE... A baseball bat. A coffee shop Baby-sitter wanted. Boy or girl, 12 years old or more. Mature, honest and bilingual. Model car includes four big tires, race wheels and batteries. African adventure. Many wild animals. Rides, restaurants, picnic tables in a beautiful setting.
		To describe			
T.O.6: To demonstrate his understanding of texts that he reads for the purpose of finding out what to do.		To follow instructions	Activities Location	Home, leisure activities, sports, meals Home, school, trips	Tear along the dotted line. Fill in the blanks. Toys, fifth floor. Washroom.
		To follow directions to a destination			
T.O.7: To demonstrate his understanding of texts that he reads for the purpose of finding out about other people's interests, attitudes, and feelings.					
T.O.8: To demonstrate his understanding of fiction or non-fiction selections that he reads for the purpose of entertainment and for grasping the main idea and important points.		Narration	Action Sequence Cause-effect Past, present and future references Reason	Anything	Restriction on: the use of adjectives and adverbs, the distance between referents and pronouns, new vocabulary, length and complexity of sentences.

WRITTEN PRODUCTION

TERMINAL OBJECTIVES: FIRST CYCLE OF SECONDARY SCHOOL	CONTENT OF THE ELEMENTARY PROGRAM				
	texts	FUNCTIONS	NOTIONS	SAMPLE TOPICS	SAMPLE SENTENCES
The pupil should be able: T.O. 9: To write texts for the purpose of finding out about or of giving someone else information about a person, activity, thing, or place.	not specified	To identify	Person - name, address, telephone number, age, place of residence, level in school, family Thing - name Place - name	Toys, animals Trips	My name is Louise. I am 10 years old. I live in Montreal on 10th Avenue. I'm in grade 5. I have a sister and 2 brothers A cat. The school playground. I have brown hair and blue eyes.
		To describe	Person - features, condition		
T.O. 10: To write texts for the purpose of getting someone to do something.					
T.O. 11: To write texts for the purpose of expressing his own interests, attitudes, and feelings and of finding out about those of other people.	not specified	To express his likes and dislikes	Person Place Thing Activity	Home, leisure activities, trips, meals, sports, family	I don't like my uncle. I like Granby.

ORAL PRODUCTION

CONTENT OF THE ELEMENTARY PROGRAM					
TERMINAL OBJECTIVES: FIRST CYCLE OF SECONDARY SCHOOL	texts	FUNCTIONS	NOTIONS	SAMPLE TOPICS	SAMPLE SENTENCES
The pupil should be able: T.O. 12: To participate in conversations for the purpose of exchanging information about a person, activity, thing, or place.	contexts not specified	To identify <			

TERMINAL OBJECTIVES: FIRST CYCLE OF SECONDARY SCHOOL	CONTENT OF THE ELEMENTARY PROGRAM				
	texts	FUNCTIONS	NOTIONS	SAMPLE TOPICS	SAMPLE SENTENCES
7.O. 13: (continued)		To ask for or give	Instructions	What do I do now? Show me how to do it.	Add some blue. Colour it green.
		To give	Directions Warnings	Where's the bank? How can I get to the park?	Go right. Go up 2 streets. Look out! Watch it! Be careful!
7.O. 14: To participate in conversations for the purpose of discussing interests, attitudes, and feelings.	contexts not specified	To express ability or inability	Activity	Can they sing?	He can't do it. Judy can play soccer.
		To express obligation	Activity	Do you have to? Have I got to?	They have to go home. She has to go now.
		To express intention	Activity	Is she going to the party on Sunday?	They're going to Montreal next month.
		To express likes and dislikes	Person Place Thing Activity	Do you like oranges? Where do you like to ski? Does Brian like her?	I like Québec. Bob doesn't like planes. Helen likes playing soccer.
		To express preferences	Person Place Thing Activity	Lalaur or Dionne? Who do you like better? Who do you like more?	I like Steve better. The boys like her home. They prefer Miss Smith.
		To express needs	Activity Thing	Want to go? What would you like? Do you want some cake?	She wants to have a bike. She wants another drink. I want to play.
		To express feelings	Certainty or uncertainty	Sure? / Are you sure? OK? Right? Do you agree?	I'm certain / very sure. Fine / I agree. No, not that. / I don't think so.

APPENDIX III

Glossary

BEHAVIOURIST LEARNING MODEL:

Behavioural theories establish a direct relationship between external stimuli and the responses they generate.

The methods based on this model endorse the learning of language through the development of automatic response mechanisms.

ENRICHING LINGUISTIC ENVIRONMENT

Situations in which the pupil is put in contact with language that is not the focus of learning or of evaluation. The teacher should take advantage of all possible opportunities to create this kind of environment (e.g. films, songs, discussions with pupils, etc.).

EXCHANGE:

Part of a conversation which is marked by a change in speaker. It may contain several sentences.

FUNCTION:

Main purpose served by an oral or written message (e.g. to obtain information, to get someone to do something, to express feelings, etc.).

FUNCTION, TO:

To cope in situations in which it is necessary to use English. In this program, the expression has no negative connotations; it is intentionally used to indicate that the program's purpose is not to make pupils bilingual.

INSTRUCTIONAL IMPLICATIONS:

These are the main aspects of the instructional approach which is described in detail in the curriculum guide.

NOTIONS: See page 26.

ORAL PRODUCTION:

Skill in reacting verbally within a relatively short period of time to the message communicated in a situation involving interaction.

TEXTS: See page 26.

APPENDIX IV
Main reference materials

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