



BPS ADDITIONAL LANGUAGES PROGRAM
(French and Spanish)

Grades K2 - GRADE 9

At BPS, we believe that teaching foreign languages allows us to raise learners who will be equipped with a powerful foundation for successful communication in local and international contexts.

Our Additional Languages Standards have been adopted from the Common European Framework of Reference for Languages (CEFR) that describes methods of learning, teaching and assessing languages as well as offers a foreign language proficiency scale. Based on our learners' profiles and academic needs, we have adopted CEFR's language levels of proficiency and decided to start from the very basic 'A 1.1- Discovery User Level' and through 'B2 Upper Intermediate Level'. Generally, our French and Spanish Language Programs focus on promoting the four essential skills of language learning: Listening, Speaking, Reading and Writing along with an emphasis on cultural awareness.

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
Level A1.1 DISCOVERY	Learners will understand...	Learners will be able to...	Integrity
	<p>That they are 'Social Agents' co-constructing meaning in interactions.</p> <ul style="list-style-type: none"> • Skills and knowledge are necessary for effective communication. • Situations (people, place, time, organization, etc.) and contexts (study, work, social, tourism, etc.) in which communication takes place are related to language learning. 	<p><u>Listening</u></p> <p>Recognize short, very simple questions and statements provided that they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary.</p> <p>Recognize every day, familiar words, provided that they are delivered clearly and slowly in a clearly defined, familiar, everyday context.</p> <p>Recognize numbers, prices, dates and days of the week and they can understand short, simple instructions for actions accompanied by pictures or manual gestures and repeated if necessary.</p> <p><u>Speaking</u></p> <p>Produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality).</p> <p>Describe him/herself (e.g. name, age, family), using simple words and formulaic expressions, provided he/she can prepare in advance.</p> <p>Say how he/she is feeling using simple words like 'happy', 'tired', accompanied by body language.</p>	<p>Resilience</p> <p>Reflection</p> <p>Empathy</p> <p>Playfulness</p>

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
		<p><u>Reading</u></p> <p>Recognize familiar words accompanied by pictures, such as fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.</p> <p>Understand from a letter, card or e-mail the event to which he/she is being invited and the information given about day, time and location.</p> <p>Recognize times and places in very simple notes and text messages from friends or colleagues provided there are no abbreviations.</p> <p>Find information about places, times and prices on posters, flyers and notices.</p> <p><u>Writing</u></p> <p>Give basic personal information in writing (e.g. name, address, nationality), perhaps with the use of a dictionary.</p>	
Level A1 BEGINNER	Learners will understand....	Learners will be able to....	
	<p>That they are 'Social Agents' co-constructing meaning in interactions.</p> <ul style="list-style-type: none"> • Skills and knowledge are necessary for effective communication. • Situations (people, place, time, organization, etc.) and contexts (study, work, social, tourism, etc.) in which communication takes place are related to language learning. 	<p><u>Listening</u></p> <p>Recognize concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.</p> <p>Follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.</p> <p>Understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.</p> <p>Understand words and short sentences when listening to a simple conversation provided that people talk very slowly and very clearly.</p>	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
		<p><u>Speaking</u></p> <p>Produce simple mainly isolated phrases about people and places</p> <p>Describe him/herself, what he/she does and where he/she lives.</p> <p>Describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.</p> <p>Give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.</p> <hr/> <p><u>Reading</u></p> <p>Understand short, simple messages on postcards.</p> <p>Understand short, simple messages sent via social media or email</p> <p>Recognize familiar names, words and very basic phrases on simple notices in the most common everyday situations.</p> <p>Find and understand simple, important information in advertisements, in programs for special events, in leaflets and brochures</p> <p>Understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</p> <hr/> <p><u>Writing</u></p> <p>Give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions.</p> <p>Write simple isolated phrases and sentences.</p> <p>Write simple phrases and sentences about themselves and imaginary people, where they live and what they do.</p> <p>Describe in very simple language what a room looks like.</p> <p>Use simple words and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small).</p>	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
Level A2 ELEMENTARY	Learners will understand....	Learners will be able to....	
	<p>That they are 'Social Agents' co-constructing meaning in interactions.</p> <ul style="list-style-type: none"> • Skills and knowledge are necessary for effective communication. • Situations (people, place, time, organization, etc.) and contexts (study, work, social, tourism, etc.) in which communication takes place are related to language learning. 	<p><u>Listening</u></p> <p>Understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated.</p> <p>Identify the topic of discussion around him/her that is conducted slowly and clearly.</p> <p>Recognize when speakers agree and disagree in a conversation conducted slowly and clearly.</p> <p>Follow short, simple social exchanges, conducted very slowly and clearly.</p>	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
		<p><u>Speaking:</u></p> <p>Give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.</p> <p>Tell a story or describe something in a simple list of points.</p> <p>Describe everyday aspects of his/her environment e.g. people, places, a job or study experience.</p> <p>Give short, basic descriptions of events and activities.</p> <p>Describe plans and arrangements, habits and routines, past activities and personal experiences.</p> <p>Use simple descriptive language to make brief statements about and compare objects and possessions.</p> <p>Describe his/her family, living conditions, educational background, present or most recent job.</p> <p>Describe people, places and possessions in simple terms.</p> <p>Say what he/she is good at and not so good at (e.g. sports, games, skills, subjects).</p> <p>Briefly talk about what he/she plans to do at the weekend or during the holidays.</p> <p>Give simple directions from place to place, using basic expressions such as 'turn right' and 'go straight' along with sequential connectors such as 'first,' 'then,' and 'next.'</p>	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
		<p><u>Reading:</u></p> <p>Understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job- related language.</p> <p>Understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p> <p>Find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.</p> <p>Locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman).</p> <p>Understand everyday signs and notices etc. in public places, such as streets, restaurants, railway stations, in workplaces, such as directions, instructions, hazard warnings.</p>	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
		<p><u>Writing:</u></p> <p>Write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'.</p> <p>Write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.</p> <p>Write short, simple imaginary biographies and simple poems about people.</p> <p>Write diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like 'and,' 'but' and 'because'.</p> <p>Write an introduction to a story or continue a story, provided he/she can consult a dictionary and references (e.g. tables of verb tenses in a course book).</p>	
Level B1 INTERMEDIATE	Learners will understand....	Learners will be able to....	
	<p>That they are 'Social Agents' co-constructing meaning in interactions.</p> <p>Mediation:</p> <ul style="list-style-type: none"> • How to act as a social agent who creates bridges and helps to construct or convert meaning, sometimes within the same language, sometimes from one language to another (cross-linguistic mediation). • Language processes to create space and conditions for communicating and/or learning, collaborating to construct new meaning and passing on new information in an appropriate form. • How to mediate in different contexts such as social, pedagogic, cultural or professional. 	<p><u>Listening:</u></p> <p>Understand straightforward factual information about common every day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</p> <p>Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.</p>	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
		<p><u>Speaking:</u></p> <p>Reasonably, fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.</p> <p>Give straightforward descriptions on a variety of familiar subjects within his field of interest.</p> <p>Reasonably, fluently relate a straightforward narrative or description as a linear sequence of points.</p> <p>Give detailed accounts of experiences, describing feelings and reactions.</p> <p>Relate details of unpredictable occurrences, e.g. an accident.</p> <p>Relate the plot of a book or film and describe his/her reactions.</p> <p>Describe dreams, hopes and ambitions.</p> <p>Describe events, real or imagined.</p> <p>Narrate a story.</p> <p>Clearly express feelings about something experienced and give reasons to explain those feelings.</p> <p>Explain the main points in an idea or problem with reasonable precision.</p> <p>Describe how to do something, giving detailed instructions.</p> <p>Report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand.</p>	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
		<p>Reading:</p> <p>Communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.</p> <p>Exchange, check and confirm information, deal with less routine situations and explain why something is a problem.</p> <p>Express thoughts on more abstract, cultural topics such as films, books, music etc.</p> <p>Exploit a wide range of simple language to deal with most situations likely to arise whilst traveling.</p> <p>Enter unprepared into a conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life.</p>	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
		<p><u>Reading:</u></p> <p>Read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</p> <p>Understand formal correspondence on less familiar subjects well enough to redirect it to someone else.</p> <p>Understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.</p> <p>Understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences.</p> <p>Understand standard formal correspondence and online postings in his/her area of professional interest.</p> <p>Scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task.</p> <p>Scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use.</p> <p>Find and understand relevant information in everyday material, such as letters, brochures and short official documents.</p> <p>Pick out important information about preparation and usage on the labels on foodstuffs and medicine.</p> <p>Assess whether an article, report or review is on the required topic.</p> <p>Understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations.</p> <p>Understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.</p> <p>Understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences.</p>	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
		<p><u>Writing:</u></p> <p>Write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.</p> <p>Write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.</p> <p>Write accounts of experiences, describing feelings and reactions in simple connected text.</p> <p>Write a description of an event, a recent trip – real or imagined.</p> <p>Narrate a story.</p> <p>Clearly signal chronological sequence in narrative text.</p> <p>Write a simple review of a film, book or TV program using a limited range of language.</p> <p><u>Writing:</u></p> <p>Identify texts that consist mainly of high frequency every day or job-related language.</p> <p>Describe events, feelings and wishes in personal letters.</p>	
Level B2 UPPER INTERMEDIATE	Learners will understand...	Learners will be able to...	
	<p>That they are 'Social Agents' co-constructing meaning in interactions.</p> <p>Mediation:</p> <ul style="list-style-type: none"> • How to act as a social agent who creates bridges and helps to construct or convert meaning, sometimes within the same language, sometimes from one language to another (cross-linguistic mediation). • Language processes to create space and conditions for communicating and/or learning, collaborating to construct new meaning and passing on new information in an appropriate form. • How to mediate in different contexts such as social, pedagogic, cultural or professional. 	<p><u>Listening:</u></p> <p>Understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.</p> <p>Understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialization.</p> <p>Follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.</p>	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
		<p><u>Speaking:</u></p> <p>Give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.</p> <p>Give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.</p> <p>Give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.</p> <p>Describe the personal significance of events and experiences in detail.</p> <p>Communicate detailed information reliably.</p> <p>Give a clear, detailed description of how to carry out a procedure.</p> <p>Communicate complex information and advice on the full range of matters related to his/her occupational role.</p>	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
		<p><u>Reading:</u></p> <p>Read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.</p> <p>Use a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms .</p> <p>Read correspondence relating to his/her field of interest and readily grasp the essential meaning.</p> <p>Understand what is said in a personal email or posting even where some colloquial language is used.</p> <p>Scan quickly through several sources (articles, reports, websites, books etc.) in parallel, in both his/her own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand.</p> <p>Scan quickly through long and complex texts, locating relevant details.</p> <p>Identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.</p> <p>Read correspondence relating to his/her field of interest and readily grasp the essential meaning.</p> <p>Understand what is said in a personal email or posting even where some colloquial language is used.</p>	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
		<p><u>Writing:</u></p> <p>Write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources.</p> <p>Write clear, detailed descriptions on a variety of subjects related to his/her field of interest.</p> <p>Write a review of a film, book or play.</p> <p>Write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.</p>	