**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Kindergarten**

**BIG IDEAS**

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| Images and written words convey meaning. |  | Our mastery of a language improves when we take risks in communicating. |  | **Texts** often contain elements inspired by real-life situations that reflect the experiences of readers. |  | Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity. |  | Communicating in French helps to develop a sense of belonging to a Francophone **community**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:*  Exploring and Reflecting   * Recognize and manipulate phonological units. * Recognize the letters of the alphabet and common words. * Rely on images to construct the meaning of a story. * Predict how events will unfold based on images. * Draw on prior knowledge to make connections between texts and personal and cultural experiences. * Identify the elements and structure of Aboriginal and other stories in order to understand the overall meaning.   **Creating and Communicating**   * Communicate orally using complete sentences. * Ask questions to improve one’s understanding of a **text**. * Use communication and socialization strategies to deepen understanding. * Demonstrate writing skills by using the letters of the alphabet or **non-conventional writing** to convey a message. * Participate in activities and discussions to develop a sense of belonging to the class. | *Students are expected to be able to know and understand the following:*   * phonological awareness:   + words   + syllables   + phonemes   + rhyme * spelling conventions   + letters of the alphabet * text organization:   + **elements of a book** * literary elements:   + **elements of a story** * strategies studied:   + **communication and socialization**   + **reading** |

**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 1**

**BIG IDEAS**

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| Through **texts**, we learn about ourselves and discover the world around us. |  | Reading consists not only in decoding the words, but also in understanding the meaning and structure of a text. |  | Though we may lack the ability to write all the words, we can still convey a message in writing. |

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| Our mastery of a language improves when we take risks in communicating. |  | All communication has a content  and structure. |  | Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity. |  | Communicating in French helps to develop a sense of belonging to a Francophone **community**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:*  **Exploring and Reflecting**   * Segment and combine phonological units to develop phonological awareness. * Rely on images to understand a **text**. * Identify the main idea in a text and restate it in your own words. * Draw on prior knowledge to make connections between texts and personal and cultural experiences. * Identify the elements and structure of Aboriginal and other stories in order to understand the overall meaning.   **Creating and Communicating**   * Respect sentence structure and make logical links between ideas when expressing oneself. * Respond to a message by asking questions and giving one’s opinion. * Make connections between a **text** and a personal experience. * Convey a message following a sequence of events. * Make short oral presentations that are clear and well structured. | *Students are expected to be able to know and understand  the following:*   * phonological awareness:   + words   + syllables   + phonemes   + rhyme * written conventions:   + word order   + spaces between words   + capital letters and periods * spelling conventions:   + graphophonic correspondence   + **complex sounds** * text organization:   + **text elements**   + **structure of a story** * literary elements:   + **elements of a story** |

**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 1**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| * Read previously seen short texts with fluency, following the final punctuation  of sentences. * Correctly spell words commonly used in writing. * Write a short story by following a template. | * language elements:   + structure of simple sentences   + **verb moods and tenses** associated with the texts studied * strategies studied**:**   + **communication and socialization**   + **reading**   + **writing** |

**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 2**

**BIG IDEAS**

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| The manner in which the originators of a message express themselves is influenced by the verbal and non-verbal language of the recipients. |  | The meaning of a message is influenced by the clarity of the vocabulary used and the way the message is organized. |  | Reading consists not only in decoding the words, but also in understanding the meaning and structure of a text. |

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| Stories emerge from our imagination and reflect the experiences, dreams, and reality of the author. |  | The words and sentences of a **text** often contain clues and a context that can cue readers on its meaning. |  | Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity. |  | Communicating in French helps to develop a sense of belonging to a Francophone **community**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:*  **Exploring and Reflecting**   * Recognize the root of unknown words in order to infer their meaning. * Visualize information when reading to enhance comprehension. * Plan and organize ideas by theme using **graphic organizers**. * Draw on prior knowledge to make connections between texts and personal and cultural experiences. * Identify important information in Aboriginal narratives and other **texts**. * Make connections between **texts**, one’s experience, and Francophone culture.   **Creating and Communicating**   * Express oneself with accuracy and fluency using the strategies studied. * Ask questions to clarify the meaning of a message. * Share one’s reactions to a **text** by giving an opinion and expressing emotions. * Adapt gestures and voice to a specific communication situation and audience. * Read previously seen short texts with fluency, following the punctuation studied. * Write texts with short paragraphs, following the structure and **language conventions studied**. | *Students are expected to be able to know and understand  the following:*   * spelling conventions:   + graphophonic correspondence of complex sounds   + use of the letter “s” to form the plural of nouns and adjectives * text organization:   + **narrative structure**   + **structure of informational texts**   + **markers of temporal and spatial relationships**   + **punctuation** * literary elements:   + **elements of a story** * language elements:   + **types of sentences**   + **syntactic groups**   + gender and number of words   + word families   + **verb moods and tenses** associated with the  texts studied |

**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 2**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| * Use discourse markers to ensure that a text is coherent. * Collaborate with peers, and take their views and ideas into consideration to achieve a common goal. | * strategies studied:   + **communication and socialization**   + **reading**   + **writing** |

**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 3**

**BIG IDEAS**

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| The structure, textual clues, and words of a **text** all help to convey a message. |  | Communication is a social act in which we assert ourselves by expressing our opinions, feelings, and preferences. |  | Fairy and folk tales illustrate themes that are universal and timeless. |  | Every language follows a system  of rules that distinguishes it from other languages. |  | Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity. |  | Communicating in  French helps to develop  a sense of belonging  to a Francophone **community**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:*  **Exploring and Reflecting**   * Define the meaning of a word based on its root and **affixes.** * Make inferences based on the clues found in a **text**. * Identify the **referents** in a **text** in order to enhance comprehension. * Compare **texts** by identifying their similarities and differences. * Recreate the narrative structure of a **text** in order to summarize it. * Distinguish between facts and opinions. * Identify the human characteristics and behaviour of non-human characters in fairy and folk tales. * Become aware of the role of oral traditions in Aboriginal narratives.   **Creating and Communicating**   * Express oneself with accuracy and fluency using the strategies studied. * Establish a communicative intention when planning one’s **texts** and deciding on  how they will be presented. * Write **texts** made up of complex sentences, following the structures and **language conventions studied.** * Revise own **texts** or those of others. * Respond to a message by asking questions, making connections with personal experiences, expressing preferences and opinions, and respecting others’ ideas. | *Students are expected to be able to know and understand the following,* ***particularly*** *in informational texts, letters, and fairy and folk tales:*   * **spelling conventions** * text organization:   + **structure of informational texts**   + **structure of fairy and folk tales**   + **narrative structure**   + **circular structure**   + **elements of written correspondence**   + markers of causal relationship and purpose   + **punctuation** * literary elements:   + **characteristics of fairy and folk tales** * language elements:   + roots and **affixes**   + **sentence structure**   + **groups in a sentence**   + **pronouns**   + **parts of speech**   + **verb moods and tenses** associated with the  genres studied |

**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 3**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
|  | * strategies studied:   + **communication and socialization**   + **reading**   + **writing** |

**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 4**

**BIG IDEAS**

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| Hypotheses are formed based on clues in the **texts**. |  | Intonation and gestures have an impact on the transmission and comprehension of spoken messages. |  | **Texts** transport us to another world as we experience the events lived by different characters. |  | Every language follows a system of rules that distinguishes it from other languages. |  | Aboriginal narratives are part of Canada’s Francophone history and culture. |  | Communicating in French helps to develop a sense of belonging to a Francophone **community**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:*  **Exploring and Reflecting**   * Make inferences by drawing on personal experiences and prior knowledge, identifying clues, and asking questions. * Identify the purpose of a **text,** as well as its steps and organization. * Identify discourse markers to show the connections between the various ideas  in a text. * Specify the roles of the different characters in a **text**. * Make connections between the characters’ feelings and their actions. * Ask questions to develop one’s creative thinking ability. * Identify how narratives in Aboriginal cultures connect people to their environment.   **Creating and Communicating**   * Express oneself with accuracy and fluency using the strategies studied. * Express the ways in which a **text** can generate an emotional response. * Adapt communication to the audience, taking into account **speech arts.** * Reformulate the main idea in a **text**. * Write **texts** that reflect the characteristics of the types of **texts** and **language conventions studied**. * Revise own **texts** and clarify ideas. | *Students are expected to be able to know and understand the following,* ***particularly*** *in injunctive texts, youth novels and speech arts:*   * text organization:   + **narrative structure**   + **structure of youth novels**   + **structure of injunctive texts**   + **markers of causal relationship and condition**   + **punctuation** * literary elements:   + **characteristics of the youth novel** * language elements:   + structure of exclamatory and imperative sentences   + **adverbs**   + synonyms and antonyms   + **verb moods and tenses** associated with the  genres studied * strategies studied:   + **communication and socialization**   + **reading**   + **writing** |

**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 5**

**BIG IDEAS**

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| **Texts** create a portrait of an era and a population’s values, practices, and beliefs. |  | The meaning  of a **text** is a function of form as well as words. |  | Using references  and examples gives  our arguments  more credibility. |  | Aboriginal narratives are part of Canada’s Francophone history and culture. |  | Communicating in French helps to develop a sense of belonging to a Francophone **community**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:*  **Exploring and Reflecting**   * Distinguish important ideas from secondary ideas in a **text**. * Formulate hypotheses on the basis of textual clues, and verify these hypotheses. * Recognize that a **text** can develop in a non-linear fashion, by identifying flashbacks and flash forwards. * Analyze a **text** to establish connections between the characters, plot, and resolution of the problem. * Support ideas or opinions with facts and arguments extracted from texts. * Demonstrate how Aboriginal legends reflect specific beliefs. * Understand the importance of the storyteller and the art of storytelling in Aboriginal cultures. * Identify cultural elements in **texts** and compare them with one’s own cultural points of reference. * Recognize that there is linguistic variety within the Francophonie.   **Creating and Communicating**   * Express oneself with accuracy and fluency using the strategies studied. * Plan a text for a particular audience, selecting the subject, recipient, and main ideas in advance. | *Students are expected to be able to know and understand the following,* ***particularly*** *in legends, biographies, and autobiographies:*   * text organization:   + **narrative structure**   + **structure of running text**   + **textual coherence**   + chronological organization   + bibliographies * literary elements:   + **elements of oral tradition** in Aboriginal texts   + **characteristics of the legend**   + **characteristics of the biography and autobiography** * language elements:   + structure of the comparative and superlative   + qualifying adjectives and their grammatical function   + adverbs and their grammatical function   + **sequence of tenses** * strategies studied:   + **communication and socialization**   + **reading**   + **writing** |

**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 5**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| * Express and justify a point of view with the help of examples and sources. * Create a **portrait** of a character, period, place, etc., based on explicit or implicit elements in **texts**. * Write **texts** following the characteristics of the types of **texts** and **language conventions studied**. * Summarize a **text**. * Revise, correct, and improve own work with the use of reference tools. |  |

**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 6**

**BIG IDEAS**

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| In illustrated **texts**, pictures and words complement one another, since the meaning of a picture can be different from that of words. |  | The plot of a story is defined through the decisions and actions of the characters, and the context in which they find themselves. |  | **Texts** enable students to consolidate or transform their perceptions. |  | Aboriginal narratives are part of Canada’s Francophone history and culture. |  | Communicating in French helps to develop a sense of belonging to a Francophone **community**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:*  **Exploring and Reflecting**   * Identify the characteristics of a **text** and the genre to which it belongs. * Analyze the relationship between a **text** and image to better understand the author’s intentions. * Analyze the symbolic value of words and images. * Make connections between different characters, their respective roles in the plot, and  their motivations. * Identify the values and world view presented in **texts**. * Identify cultural elements found in different **texts**. * Recognize the existence of different registers, dialects, and accents.   **Creating and Communicating**   * Use words, images, and **prosody** to express emotions and enrich writing. * Read and interpret a variety of poetic **texts** fluently and with intonation to convey the author’s intention. * Identify and reformulate the main ideas in a **text** to verify and deepen one’s understanding. * Explore the potential of language by playing with words to transform a **text**. * Write **texts** following the characteristics of the types of **texts** and **language conventions studied**. * Revise, correct, and improve own **texts**, being mindful of the quality of form and expression. | *Students are expected to be able to know and understand the following,* ***particularly*** *in comic books, youth novels, and poetry (including songs):*   * text organization:   + **narrative structure**   + **actantial narrative schema**   + **paragraph structure** * literary elements:   + **characteristics of the comic book**   + characteristics of the youth novel   + **characteristics of poetry**   + **characteristics of image deciphering**   + **stylistic devices**   + **registers of language** * language elements:   + information reiteration   + **verb moods and tenses** associated with the genres studied * strategies studied:   + **communication and socialization**   + **reading**   + **writing** |

**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 7**

**BIG IDEAS**

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| Literature invites us to reflect on the human condition by presenting elements from real life in an imaginary form. |  | Words have connotative and denotative values that shape the perception of the audience. |  | The themes of certain **texts** reflect the concerns of the era in which they were written. |

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| By analyzing different stylistic choices, we learn to develop our own writing style. |  | To express oneself well, it is essential to follow language conventions, use a rich vocabulary, and pay attention to text organization. |  | Through their interactions, Aboriginal peoples and Francophone communities in Canada influence each other’s languages and cultures. |  | Communicating in French helps to develop a sense of belonging to a Francophone **community**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:*  **Exploring and Reflecting**   * Identify the characteristics of a **text** and the genre to which it belongs. * Understand how authors use different stylistic elements to give their **text** a unique character. * Put a work into context based on the era, setting, and the characters and their interactions. * Consider the role that the message of a **text** plays in society and the ways in which it is perceived, depending on the era and society. * Analyze the similarities and differences in myths from different eras to determine changes over time. * Analyze the cultural symbols in Aboriginal and other **texts**. | *Students are expected to be able to know and understand the following,* ***particularly*** *in short stories, myths, and essays:*   * text organization:   + **narrative structure**   + **structure of the essay**   + logical connection of sentences and ideas   + discourse markers   + bibliography * literary elements:   + **characteristics of the short story and the myth**   + **stylistic devices**   + **registers of language** |

**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 7**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| **Creating and Communicating**   * Organize and structure an oral presentation. * Present own opinion on a **text** based on examples drawn from it. * Write **texts** following the characteristics of the types of **texts** and **conventions studied**. * Practice creative writing to develop a sense of the abstract and the imaginary. * Use citations to substantiate own point of view. * Use stylistic tools to enrich and improve one’s text. * Improve own texts, being mindful of the quality of form and expression. | * language elements:   + sentence types and forms   + **verb moods and tenses** associated with the genres studied * strategies studied:   + **communication and socialization**   + **reading**   + **writing** * tools to enrich a text**:**   + imagery   + connotation and denotation   + nuance   + varied vocabulary |

**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 8**

**BIG IDEAS**

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| The effectiveness of an argument lies as much in the way ideas are organized as in the argument itself. |  | Our environment influences our perceptions and shapes our **texts**. |  | Through their **texts**, authors share their identity, culture, perception of the world, and portrait of the era with readers. |

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| By organizing ideas and relying  on a variety of sources, the originator supports his or her point of view and influences the recipient. |  | To express oneself well, it is essential to follow language conventions,  use a rich vocabulary, and pay attention to text organization. |  | Through their interactions, Aboriginal peoples and Francophone communities in Canada influence each other’s languages and cultures. |  | Communicating in French helps to develop a sense of belonging to a Francophone **community**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:*  **Exploring and Reflecting**   * Identify the literary elements in a **text** and their role. * Evaluate the objectivity or subjectivity of an author through clues found in a **text**. * Question the assumptions, values or points of view presented in a **text,** using relevant arguments. * Consider the role that the message of a **text** plays in society and the ways in which it is perceived, depending on the era and society. * Explain how descriptions create contextual subtleties that help readers to better understand a **text** and the author’s intentions. * Compare Aboriginal and other **texts** based on their themes and points of view, and the intentions of their authors, as a way of examining different perspectives and approaches. * Make connections between one’s own Francophone cultural reference points, those of others, and those found in **texts**. | *Students are expected to be able to know and understand the following,* ***particularly*** *in poetry, novels, and argumentative texts:*   * text organization:   + **narrative structure**   + **structure of argumentative texts** * literary elements:   + **characteristics of the novel**   + **characteristics of poetry**   + **descriptive elements**   + point of view   + **stylistic devices** * language elements:   + the **role of complex sentences**   + overall impression * strategies studied:   + **communication and socialization** |

**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 8**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| **Creating and Communicating**   * Adapt expression to generate an emotional response in one’s audience. * Identify the non-verbal reactions of interlocutors, and adjust discourse accordingly, in order to be better understood and to be more persuasive. * Write **texts** following the characteristics of the types of **texts** and **language conventions studied.** * Write argumentative **texts** that are convincing and well-structured. * Enrich one’s texts using descriptive elements. * Improve own texts, being mindful of the quality of form and expression. | * + **reading**   + **writing** * elements for enriching a text**:**   + imagery   + connotations and denotations   + nuance   + lexical fields   + choice and variety of vocabulary |

**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 9**

**BIG IDEAS**

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| Authors can cast a critical gaze on social issues through their works**.** |  | Stage adaptations offer a way to look at a work differently. |  | Certain **texts** are timeless and, as such, reflect values that transcend the social context from which they emerge. |

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| The **“character effect”** depends on both implicit and explicit elements. |  | To express oneself well, it is essential to follow language conventions, use a rich vocabulary, and pay attention to text organization. |  | Through their interactions, Aboriginal peoples and Francophone communities in Canada influence each other’s languages and cultures. |  | Communicating in French helps to develop a sense of belonging to a Francophone **community**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:*  **Exploring and Reflecting**   * Determine an author’s implicit message or vision on the basis of  specific clues. * Identify choices in **stage adaptations** and explain their effects. * Situate a work in its context by relying on author biographies and textual clues related to the socio-historical dimension of a **text**. * Consider the role that the message of a **text** plays in society and the ways  in which it is perceived, depending on the era and society. * Clarify the criticisms conveyed through fables and identify the target audience. * Recognize the importance of **dramatization** in the genres studied. * Identify the elements that help to define the **“character effect.”** * Recognize the similarities and differences between texts from different socio-historical contexts. * Recognize the literary diversity in the French-speaking world and among Aboriginal communities. | *Students are expected to be able to know and understand the following,* ***particularly*** *in fables, plays, and* ***comparative essays****.*   * text organization:   + **narrative structure**   + **structure of the fable**   + **comparative essays** * literary elements:   + **characters**   + **characteristics of the fable**   + **characteristics of the play**   + **stylistic devices** * language elements:   + **types of discourse**   + registers of language * strategies:   + **communication and socialization**   + **reading**   + **writing** |

**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 9**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| **Creating and Communicating**   * Share one’s reactions to the themes in a **text**. * Use different stylistic elements to create an effect on the recipient. * Prepare and present stagings of portions of **texts** or complete **texts**. * Write **texts** following the characteristics of the types of **texts** and **language conventions studied**. * Improve own **texts**, being mindful of the quality of form and expression. | * elements for enriching a text:   + imagery   + idiomatic expressions   + richness and variety of vocabulary   + lexical field |