

Course Profile



Georgia Standards

Communication – Interpersonal Mode (IP)

MLI.IP1: The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.

- A. Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms
- B. Express likes, dislikes, emotions, agreement and disagreement.
- C. Make simple requests.
- D. Ask for clarification.
- E. Give simple descriptions.
- F. Comprehend basic directions.
- G. Ask questions and provide responses based on topics such as self, family, school, etc.
- H. Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.

MLI.IP2: The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.

- A. Initiate, participate in, and close a brief oral or written exchange.
- B. Use formal and informal forms of address.
- C. Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

Communication – Interpretive Mode (INT)

MLI.INT1: The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.

- A. Identify main ideas and some details when reading and listening.
- B. Comprehend simple, culturally authentic announcements, messages, and advertisements.
- C. Understand simple instructions, such as classroom procedures.
- D. Demonstrate Novice-Mid proficiency in listening and reading comprehension.

MLI.INT2: The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.

- A. Differentiate among statements, questions and exclamations.
- B. Recognize basic gestures, body language, and intonation that clarify a message.

Communication - Presentational Mode (P)

MLI.P1: The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns.

- A. Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media.
- B. Give basic information about self and others including school, family, activities, etc.
- C. Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.

MLI.P2: The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.

- A. Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed material.
- B. Demonstrate comprehension of rehearsed material.

Cultural Perspectives, Practices, and Products (CU)

MLI.CU: The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.

- A. Demonstrate knowledge of contributions of target culture(s) to civilization.
- B. Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.
- C. Describe customs and traditions of the cultures such as greetings, celebrations and courtesies.

Connections, Comparisons, and Communities (CCC)

MLI.CCC1: The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.

- A. Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.
- B. Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills).
- C. Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects.
- D. Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States.

MLC.CCC2: The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students’ own culture.

- A. Compare patterns of behavior and interaction in the students’ own culture with those of the target language.
- B. Demonstrate an awareness of elements of the students’ own culture.

MLI.CCC3: The students compare basic elements of the target language to the English language.

- A. Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms.
- B. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

MLI.CCC4: The students demonstrate an awareness of current events in the target culture(s).

- A. Give information regarding major current events of the target culture(s).
- B. Understand the impact of current events of the target culture(s).

MLI.CCC5: The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.

- A. Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology.
- B. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture(s) studied.

For more information about the **Georgia Performance Standards**, go to <http://goo.gl/ZqLcyy> or use the following QR code



For more information about the **ACTFL World-Readiness Standards for Learning Languages**, go to <http://goo.gl/ofmml1> or use the following QR code



Language Proficiency Targets

	Interpersonal	Speaking	Listening	Reading	Writing
Level I	Novice Mid	Novice High	Novice Mid	Intermediate Low	Novice High
Level II	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Mid -	Intermediate Low
Level III	Intermediate Mid -	Intermediate Mid -	Intermediate Mid -	Intermediate Mid	Intermediate Mid -
Level IV	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate High -	Intermediate Mid
Level V - VIII	Intermediate High - to Advanced Low	Intermediate High - to Advanced Low	Intermediate High - to Advanced Low	Intermediate High to Advanced Low	Intermediate High - to Advanced Low

Thematic Units

	Unit I	Unit II	Unit III	Unit IV	Unit V
French I	Introductions, meet/greet, Family and Friends	School	Clothing, Shopping, Food, Restaurant, Community	Sport and Leisure	
French II	Traveling, Transportation, Directions, City/Buildings	Daily Routine, Responsibilities, Useful Items, Daily Life	Health, Body, Emergencies, Injury, Illness	Community, Celebrations, Entertainment	
French III	Life Events, Family, Friendship, Relationships	Community, Social Media, Technology	Careers, When I Grow Up	Environment	The Arts
French IV					

AP Themes: Beauty and Aesthetics (BA), Contemporary Life (CL), Families and Communities (FC), Global Challenges (GC), Personal and Public Identities (PPI), Science and Technology (ST).

Proficiency Target Can Do Statements (NCSSFL-ACTFL)



Interpersonal Communication

<p>NOVICE LOW: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</p>	<p>NOVICE MID: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</p>	<p>NOVICE HIGH: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>
<p>I can greet my peers.</p> <ul style="list-style-type: none"> • I can say hello and goodbye. <p>I can introduce myself to someone.</p> <ul style="list-style-type: none"> • I can tell someone my name. <p>I can answer a few simple questions.</p> <ul style="list-style-type: none"> • I can respond to yes/no questions. • I can answer an either/or question. • I can respond to who, what, when, where questions 	<p>I can greet and leave people in a polite way.</p> <ul style="list-style-type: none"> • I can say hello and goodbye to someone my age or younger. • I can say hello and goodbye to my teacher, professor, or supervisor. I can say hello and goodbye to an adult. • I can say hello and goodbye to a person I do not know. <p>I can introduce myself and others.</p> <ul style="list-style-type: none"> • I can introduce myself and provide basic personal information. • I can introduce someone else. I can respond to an introduction. <p>I can answer a variety of simple questions.</p> <ul style="list-style-type: none"> • I can answer questions about what I like and dislike. • I can answer questions about what I am doing and what I did. • I can answer questions about where I'm going or where I went. • I can answer questions about something I have learned. <p>I can make some simple statements in a conversation.</p> <ul style="list-style-type: none"> • I can tell someone what I am doing. • I can say where I went. I can say whom I am going to see. • I can express a positive reaction, such as "Great!" <p>I can ask some simple questions.</p> <ul style="list-style-type: none"> • I can ask who, what, when, where questions. • I can ask questions about something that I am learning. <p>I can communicate basic information about myself and people I know.</p> <ul style="list-style-type: none"> • I can say my name and ask someone's name. • I can say or write something about the members of my family and ask about someone's family. • I can say or write something about friends and classmates or co-workers. <p>I can communicate some basic information about my everyday life.</p> <ul style="list-style-type: none"> • I can give times, dates, and weather information. • I can talk about what I eat, learn, and do. • I can talk about places I know. I can ask and understand how much something costs. • I can tell someone the time and location of a community event. 	<p>I can exchange some personal information.</p> <ul style="list-style-type: none"> • I can ask and say a home address and e-mail address. • I can ask and say someone's nationality. • I can ask and talk about family members and their characteristics. • I can ask and talk about friends, classmates, teachers, or co-workers. <p>I can exchange information using texts, graphs, or pictures.</p> <ul style="list-style-type: none"> • I can ask about and identify familiar things in a picture from a story. • I can ask about and identify important information about the weather using a map. • I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets. • I can respond to simple questions based on graphs or visuals that provide information containing numbers or statistics. <p>I can ask for and give simple directions.</p> <ul style="list-style-type: none"> • I can ask for directions to a place. • I can tell someone how to get from one place to another, such as go straight, turn left, or turn right. • I can tell someone where something is located, such as next to, across from, or in the middle of. <p>I can make plans with others.</p> <ul style="list-style-type: none"> • I can accept or reject an invitation to do something or go somewhere. • I can invite and make plans with someone to do something or go somewhere. • I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet. <p>I can interact with others in everyday situations.</p> <ul style="list-style-type: none"> • I can order a meal. • I can make a purchase. • I can buy a ticket.



Presentational Speaking

<p>NOVICE LOW: I can present information about myself and some other very familiar topics using single words or memorized phrases.</p>	<p>NOVICE MID: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</p>	<p>NOVICE HIGH: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</p>	<p>INTERMEDIATE LOW: I can present information on most familiar topics using a series of simple sentences.</p>
<p>I can recite words and phrases that I have learned.</p> <ul style="list-style-type: none"> I can count from 1-10. I can say the date and the day of the week. I can list the months and seasons <p>I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.</p> <ul style="list-style-type: none"> I can name famous landmarks and people. I can name countries on a map. I can list items I see every day. <p>I can introduce myself to a group.</p> <ul style="list-style-type: none"> I can state my name, age, and where I live. I can give my phone number, home address, and email address. <p>I can recite short memorized phrases, parts of poems, and rhymes.</p> <ul style="list-style-type: none"> I can sing a short song. I can recite a nursery rhyme. I can recite a simple poem 	<p>I can present information about myself and others using words and phrases.</p> <ul style="list-style-type: none"> I can say what I look like. I can say what I am like. I can say what someone looks like. I can say what someone is like. <p>I can express my likes and dislikes using words, phrases, and memorized expressions.</p> <ul style="list-style-type: none"> I can say which sports I like and don't like. I can list my favorite free-time activities and those I don't like. I can state my favorite foods and drinks and those I don't like. <p>I can present information about familiar items in my immediate environment.</p> <ul style="list-style-type: none"> I can talk about my house. I can talk about my school or where I work. I can talk about my room or office and what I have in it. I can present basic information about my community, town/city, state, or country. <p>I can talk about my daily activities using words, phrases, and memorized expressions.</p> <ul style="list-style-type: none"> I can list my classes and tell what time they start and end. I can name activities and their times in my daily schedule. I can talk about what I do on the weekends. <p>I can present simple information about something I learned using words, phrases, and memorized expressions.</p> <ul style="list-style-type: none"> I can talk about holiday celebrations based on pictures or photos. I can name the main cities on a map. I can talk about animals, colors, foods, historical figures, or sports based on pictures or photos. 	<p>I can present information about my life using phrases and simple sentences.</p> <ul style="list-style-type: none"> I can describe my family and friends. I can describe my school. I can describe where I work and what I do <p>I can tell about a familiar experience or event using phrases and simple sentences.</p> <ul style="list-style-type: none"> I can tell what I do in class or at work. I can tell about what I do during the weekend. I can tell about what happens after school or work. <p>I can present basic information about a familiar person, place, or thing using phrases and simple sentences.</p> <ul style="list-style-type: none"> I can describe a useful website. I can talk about my favorite musical group, actor, or author. I can describe a landmark, vacation location, or a place I visit. I can talk about a famous person from history. <p>I can present information about others using phrases and simple sentences.</p> <ul style="list-style-type: none"> I can talk about others' likes and dislikes. I can talk about others' free-time activities. I can give basic biographical information about others. <p>I can give basic instructions on how to make or do something using phrases and simple sentences.</p> <ul style="list-style-type: none"> I can tell how to prepare something simple to eat. I can describe a simple routine, like getting lunch in the cafeteria. I can give simple directions to a nearby location or to an online resource. <p>I can present basic information about things I have learned using phrases and simple sentences.</p> <ul style="list-style-type: none"> I can describe a simple process like a science experiment. I can present a topic from a lesson based on pictures or photos. I can present information about something I learned in a class or at work I can present information about something I learned in the community. 	<p>I can talk about people, activities, events, and experiences.</p> <ul style="list-style-type: none"> I can describe the physical appearance of a friend or family member. I can describe another person's personality. I can describe a school or workplace. I can describe a famous place. I can describe a place I have visited or want to visit. I can present my ideas about something I have learned. <p>I can express my needs and wants.</p> <ul style="list-style-type: none"> I can describe what I need for school or work. I can talk about what I want or need to do each day. <p>I can present information on plans, instructions, and directions.</p> <ul style="list-style-type: none"> I can explain the rules of a game. I can give multi-step instructions for preparing a recipe. I can describe what my plans are for the weekend. I can describe what my summer plans are. I can describe holiday or vacation plans. I can describe what is needed for a holiday or a celebration. I can describe what I plan to do next in my life. <p>I can present songs, short skits, or dramatic readings.</p> <ul style="list-style-type: none"> I can retell a children's story. I can present a proverb, poem, or nursery rhyme. I can participate in a performance of a skit or a scene from a play. <p>I can express my preferences on topics of interest.</p> <ul style="list-style-type: none"> I can give a presentation about a movie or television show that I like. I can give a presentation about a famous athlete, celebrity, or historical figure. I can express my thoughts about a current event I have learned about or researched



Presentational Writing

<p>NOVICE LOW: I can copy some familiar words, characters, or phrases.</p>	<p>NOVICE MID: I can write lists and memorized phrases on familiar topics.</p>	<p>NOVICE HIGH: I can write short messages and notes on familiar topics related to everyday life.</p>	<p>INTERMEDIATE LOW: I can write briefly about most familiar topics and present information using a series of simple sentences.</p>
<p>I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer.</p> <ul style="list-style-type: none"> • I can copy the letters of the alphabet. • I can copy the characters that I am learning. • I can copy a simple phrase like “Happy Birthday,” “Happy Holidays,” etc. <p>I can write words and phrases that I have learned.</p> <ul style="list-style-type: none"> • I can write my name, home address, and my email address. • I can write numbers such as my phone number. • I can write the date and the day of the week. • I can write the months and seasons. <p>I can label familiar people, places, and objects in pictures and posters.</p> <ul style="list-style-type: none"> • I can label famous landmarks and people. • I can write the names of countries on a map. • I can list items I see every day. I can label items in a room. 	<p>I can fill out a simple form with some basic personal information.</p> <ul style="list-style-type: none"> • I can fill out a form with my name, address, phone number, birth date, and nationality. • I can complete a simple online form. • I can fill out a simple schedule. <p>I can write about myself using learned phrases and memorized expressions.</p> <ul style="list-style-type: none"> • I can list my likes and dislikes such as favorite subjects, sports, or free-time activities. • I can list my family members, their ages, their relationships to me, and what they like to do. • I can list my classes and tell what time they start and end. • I can write simple statements about where I live. <p>I can list my daily activities and write lists that help me in my day-to-day life.</p> <ul style="list-style-type: none"> • I can label activities and their times in my daily schedule. • I can write about what I do on the weekends. • I can write a to-do list. • I can write a shopping list. <p>I can write notes about something I have learned using lists, phrases, and memorized expressions.</p> <ul style="list-style-type: none"> • I can list the main cities of a specific country. • I can write the phrases and memorized expressions connected with holiday wishes and celebrations in a specific country. • I can create a list of topics or categories using vocabulary I have learned. • I can write something I hear or have heard such as simple information in a phone message or a classroom activity. 	<p>I can write information about my daily life in a letter, blog, discussion board, or email message.</p> <ul style="list-style-type: none"> • I can introduce myself. • I can describe my family and friends. • I can describe my school. • I can describe where I work and what I do. <p>I can write short notes using phrases and simple sentences.</p> <ul style="list-style-type: none"> • I can write a postcard message. • I can write a special occasion message such as a birthday or congratulatory note. • I can write a short announcement, invitation, or thankyou note. <p>I can write about a familiar experience or event using practiced material.</p> <ul style="list-style-type: none"> • I can write what I do in class or at work. • I can write what happens after school or during the weekend. • I can write about a website, a field trip, or an activity that I participated in. <p>I can write basic information about things I have learned.</p> <ul style="list-style-type: none"> • I can write up a simple process like a science experiment. • I can write about a topic from a lesson using pictures or photos. • I can write about something I learned online, in a class, at work, or in the community. <p>I can ask for information in writing.</p> <ul style="list-style-type: none"> • I can request resources like brochures or posted information. • I can request an appointment with a classmate, teacher, or colleague. • I can request an application for a job, membership in a club, or admission to a school or program. 	<p>I can write about people, activities, events, and experiences.</p> <ul style="list-style-type: none"> • I can describe the physical appearance and personality of a friend or family member. • I can write about a school, workplace, famous place, or place I have visited. • I can write about a holiday, vacation, or a typical celebration. • I can write about something I have learned. • I can write about what I plan to do next in my life. <p>I can prepare materials for a presentation.</p> <ul style="list-style-type: none"> • I can write out a draft of a presentation that I plan to present orally. • I can write an outline of a project or presentation. • I can write notes for a speech. <p>I can write about topics of interest.</p> <ul style="list-style-type: none"> • I can write about a movie or a television show that I like. • I can write about a famous athlete, celebrity, or historical figure. • I can write a brief explanation of a proverb or nursery rhyme. • I can write a simple poem. <p>I can write basic instructions on how to make or do something.</p> <ul style="list-style-type: none"> • I can write the rules of a game. • I can write about how to prepare something simple to eat. • I can write about a simple routine, like getting lunch in the cafeteria. • I can write simple directions to a nearby location or to an online resource. <p>I can write questions to obtain information.</p> <ul style="list-style-type: none"> • I can post a question for discussion or reflection. • I can develop a simple questionnaire or survey.



Interpretive Listening

<p>NOVICE LOW: I can recognize a few memorized words and phrases when I hear them spoken.</p>	<p>NOVICE MID: I can recognize some familiar words and phrases when I hear them spoken.</p>	<p>NOVICE HIGH: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.</p>
<p>I can occasionally identify the sound of a character or a word.</p> <ul style="list-style-type: none"> • I can recognize the sound of a few letters when they are spoken or spelled out. <p>I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.</p> <ul style="list-style-type: none"> • I can understand greetings. • I can recognize some color words. • I can understand some numbers. • I can understand some food items. 	<p>I can understand a few courtesy phrases.</p> <ul style="list-style-type: none"> • I can understand greetings. • I can understand when people express thanks. • I can understand when people introduce themselves. • I can understand when someone asks for a name. <p>I can recognize and sometimes understand basic information in words and phrases that I have memorized.</p> <ul style="list-style-type: none"> • I can understand days of the week and the hour. • I can recognize when I hear a date. • I can recognize some common weather expressions. <p>I can recognize and sometimes understand words and phrases that I have learned for specific purposes.</p> <ul style="list-style-type: none"> • I can recognize the names of the planets in a science class. • I can recognize the names of some parts of the body in a health or fitness class 	<p>I can sometimes understand simple questions or statements on familiar topics.</p> <ul style="list-style-type: none"> • I can recognize the difference between a question and a statement. • I can sometimes understand questions about how old I am, where I live, what I do in my free time, etc. • I can sometimes understand questions or statements about family. • I can sometimes understand questions or statements about my friends and classmates or workmates. <p>I can understand simple information when presented with pictures and graphs.</p> <ul style="list-style-type: none"> • I can understand some facts about the weather when weather symbols are used. • I can understand when someone describes physical descriptions from a photo or an art work. • I can follow along with simple arithmetic problems when I can see the figures. <p>I can understand simple information when presented with pictures and graphs.</p> <ul style="list-style-type: none"> • I can understand some facts about the weather when weather symbols are used. • I can understand when someone describes physical descriptions from a photo or an art work. • I can follow along with simple arithmetic problems when • I can see the figures.



Interpretive Reading

<p>NOVICE LOW: I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.</p>	<p>NOVICE MID: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.</p>	<p>NOVICE HIGH: I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.</p>	<p>INTERMEDIATE LOW: I can understand the main idea of short and simple texts when the topic is familiar.</p>	<p>INTERMEDIATE MID: I can understand the main idea of texts related to everyday life and personal interests or studies.</p>
<p>I can recognize a few letters or characters.</p> <ul style="list-style-type: none"> I can alphabetize a few names or words. I can match a character in a headline to a supporting visual. <p>I can connect some words, phrases, or characters to their meanings.</p> <ul style="list-style-type: none"> I can recognize some cities on a map. I can identify some menu items. 	<p>I can recognize words, phrases, and characters with the help of visuals.</p> <ul style="list-style-type: none"> I can recognize entrance and exit signs. I can identify family member words on a family tree. I can identify healthy nutritional categories. I can identify the simple labels on a science-related graph. <p>I can recognize words, phrases, and characters when I associate them with things I already know.</p> <ul style="list-style-type: none"> I can check off words or phrases on a to-do list, grocery list, or scavenger hunt list. I can identify labeled aisles in a supermarket. I can choose a restaurant from an online list of local eateries. I can identify scores from sports teams because I recognize team names and logos. I can identify artists, titles, and music genres from iTunes. I can identify the names of classes and instructors in a school schedule. 	<p>I can usually understand short simple messages on familiar topics.</p> <ul style="list-style-type: none"> I can understand basic familiar information from an ad. I can sometimes identify the purpose of a brochure. I can identify information from a movie brochure or poster. I can understand simple information in a text message from a friend. <p>I can sometimes understand short, simple descriptions with the help of pictures or graphs.</p> <ul style="list-style-type: none"> I can understand simple captions under photos. I can understand very basic information from a real estate ad. I can understand website descriptions of clothing items to make an appropriate purchase. I can identify the categories on a graph. <p>I can sometimes understand the main idea of published materials.</p> <ul style="list-style-type: none"> I can distinguish a birthday wish from a note expressing thanks. I can identify destinations and major attractions on a travel brochure. I can locate places on city maps. <p>I can understand simple everyday notices in public places on topics that are familiar to me.</p> <ul style="list-style-type: none"> I can understand a simple public transportation schedule. I can locate notices on where to park. I can understand notices that tell of street or metro closings. I can understand a store’s hours of operation. I can read the labels on a recycling bin. 	<p>I can understand messages in which the writer tells or asks me about topics of personal interest.</p> <ul style="list-style-type: none"> I can understand what an e-pal writes about interests and daily routines. I can understand a simple posting on a friend’s social media page. I can understand a text from a friend about our plans. I can understand if a friend accepts or rejects an invitation. <p>I can identify some simple information needed on forms.</p> <ul style="list-style-type: none"> I can understand what is asked for on a customs form. I can understand what is asked for on a hotel registration form. I can understand what is asked for on an ID card. <p>I can identify some information from news media.</p> <ul style="list-style-type: none"> I can understand personal information about sports stars from photo captions. I can understand some information on job postings. I can understand basic information on weather forecasts. 	<p>I can understand simple personal questions.</p> <ul style="list-style-type: none"> I can understand the questions asked on a career preference survey. I can understand what is asked for on a simple, popular magazine questionnaire. <p>I can understand the personal questions to complete a profile on a social can understand basic information in ads, announcements, and other simple texts.</p> <ul style="list-style-type: none"> I can understand the information in birth and wedding announcements. I can understand the information in sales ads. I can understand basic information on travel brochures. I can understand basic information on food labels. I media site. <p>I can understand the main idea of what I read for personal enjoyment.</p> <ul style="list-style-type: none"> I can understand updates in entertainment magazines. I can understand postings in blogs on familiar topics. I can understand postcards from friends <p>I can read simple written exchanges between other people.</p> <ul style="list-style-type: none"> I can understand the main idea of personal messages exchanged in chat rooms. I can understand the main idea of a biographical interview with a celebrity.