

# En route vers l'approche actionnelle and the CEFR in Core French programming

Chris Lauzon, Elementary Core French and French Immersion Consultant (1-8)

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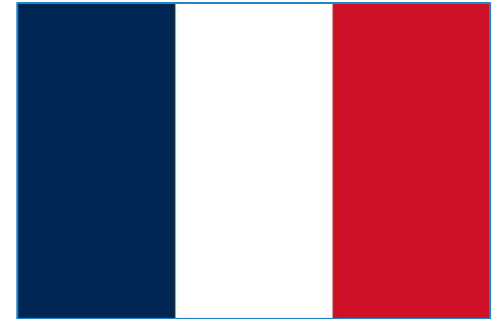
# La reconnaissance de la terre

Nous commençons ce rassemblement avec la connaissance que la terre où nous sommes accueillie est le terrain traditionnel des peuples Haudenosaunee et Anishinaabe, qui continuent à y vivre et y travailler aujourd'hui. Ce territoire est réglé par les traités du Haut-Canada et fait partie du territoire protégé par **l'accord du Plat avec un traité de Cuillère**. Aujourd'hui ce lieu de rassemblement est l'habitation de plusieurs peuples des Premières Nations, Métis, et Inuits et la reconnaissance nous rappelle que notre niveau de vie est directement lié aux ressources et aux amitiés des peuples autochtones.



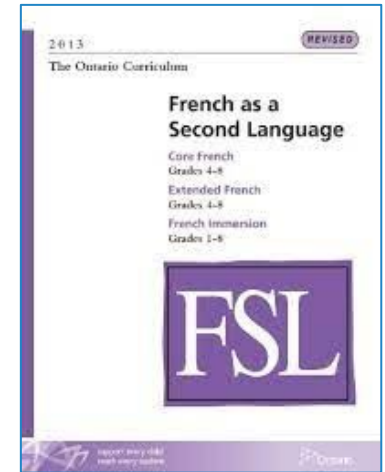
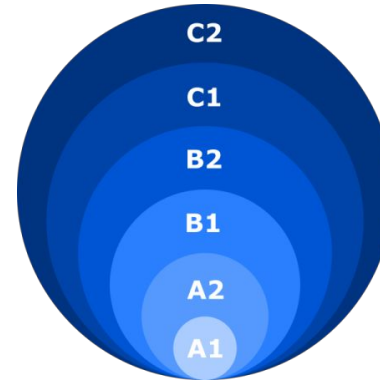
# Qui suis-je?

- French-Canadian background
- Intermediate Core French teacher
- French Immersion teacher (all elementary divisions)
- Instructional curriculum coach
- Temporary vice-principal
- Elementary French Consultant for the DSBN
- DELF Formateur
- Lived abroad in France and taught English at the secondary school level



# Notre agenda

- The Common European Framework of Reference
- Curriculum Connections
- En route: transitioning to an action-oriented approach
- What does this look like in the classroom?
- Assessments
- Q&A



Que préfères-tu?



Le grand débat...

Vanille ou chocolat?

Quel est le lien entre la crème glacée...et nos élèves du FLS?

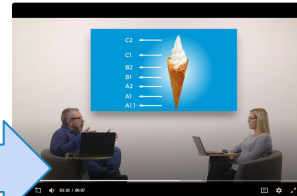


# Même si chaque élève a un montant différent de la crème glacée, quand même ils en ont!

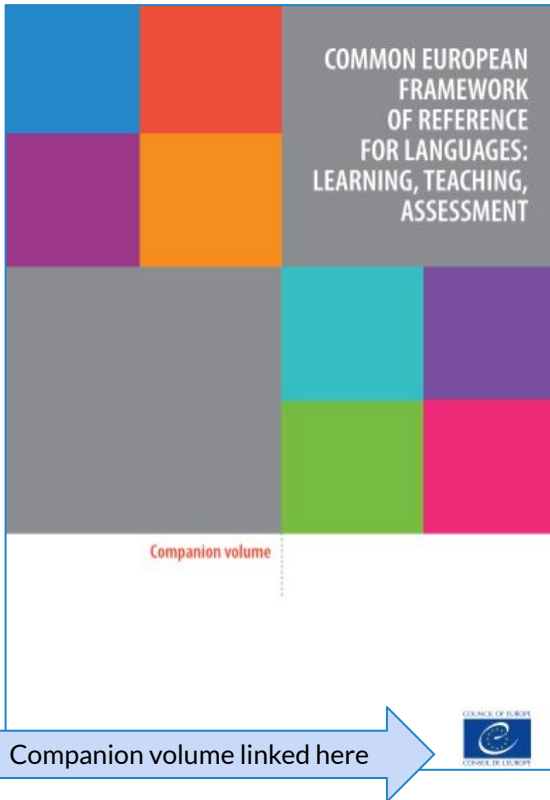


- While our students might have different abilities and capacities to communicate, no matter how much or how little *crème glacée* they have, they are still able to communicate
- While an A1 level will have different language skills and structures available from an B2 level, both levels allow for authentic communication in French

Denis Cousineau and the CEFR



# Qu'est-ce que c'est le CEFR?



- The **C**ommon **E**uropean **F**ramework of **R**eference focuses on language learning using a framework that focuses on language skills, comprehension, production and interaction
- Our students in Core French are working to an A1/A2 level by the end of grade 8
- Our students in French Immersion are working to an A2/B1 level by the end of grade 8
- The CEFR uses an action-oriented approach to promote authentic learning
- Within each level there are five competencies:
  - Reading
  - Writing
  - Listening
  - Spoken production
  - Spoken interaction



# Qu'est-ce que c'est l'approche actionnelle?



- With this approach, students are social-actors in real-life contexts
- There is a 'problem' for them to solve/goal to accomplish
  - Asking for directions
  - Ordering food at a restaurant
  - Introducing themselves to someone new
- The action-oriented approach allows students to use their language skills in an authentic manner and also respond to someone using authentic language
- Students are faced with predictable and improvised scenarios to apply language using critical thinking
- *Je peux* statements are used to describe what students can do based on their language skills and competencies

# Je peux!

- There are self-assessment grids that students can use
- These I can statements are the end goals for each CEFR level
- Students are *working towards* these CEFR I can statements throughout their French language learning journey
- These I can statements can guide teacher instruction and spark action-oriented tasks and learning

*If the target represents a CEFR level, the arrows represent where students are at on their language learning journey.*

*Their arrow could land on a bullseye for listening and perhaps be off centre for writing. Or perhaps their arrow is still flying towards the target as it takes time for our students to build language confidence and competency!*



		A1 Basic User	A2 Basic User
Understanding	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
Speaking	Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
Writing	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.

# Dans la salle de classe, le CEFR...





se touche  
comme




se voit  
comme



## Je Peux self-assessment checklist

 SPEAKING	 I haven't done this yet.	 I can do this with help.	 I can do this!
I can ask people basic questions (e.g., How are you? How old are you? Where do you live?)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use simple numbers (e.g., prices or telephone numbers).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can introduce myself or someone else (address, telephone number, nationality, age, family, and hobbies).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can ask and answer simple questions about people I know.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can ask for directions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Click to view 

sonne  
comme

Je peux **décrire** ce que je vois dans une photo.



Je peux **raconter** une histoire.



# Notre curriculum

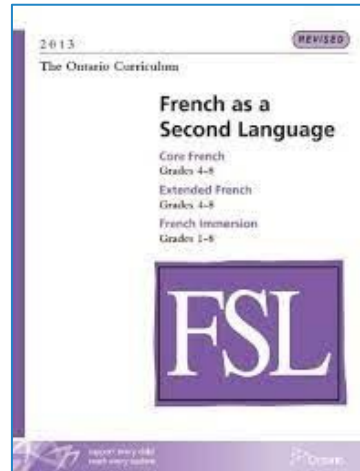
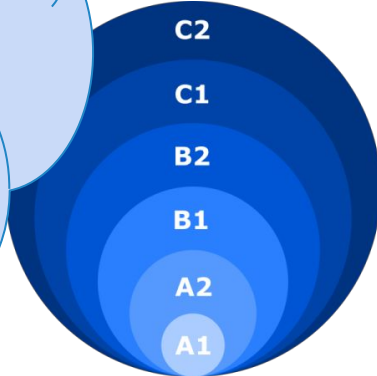
## A1 CEFR level:

I can describe where I live.

I can say the days of the week.

I can introduce others.

*Our curriculum is the **what** students do and the CEFR is **why** our students do it!*

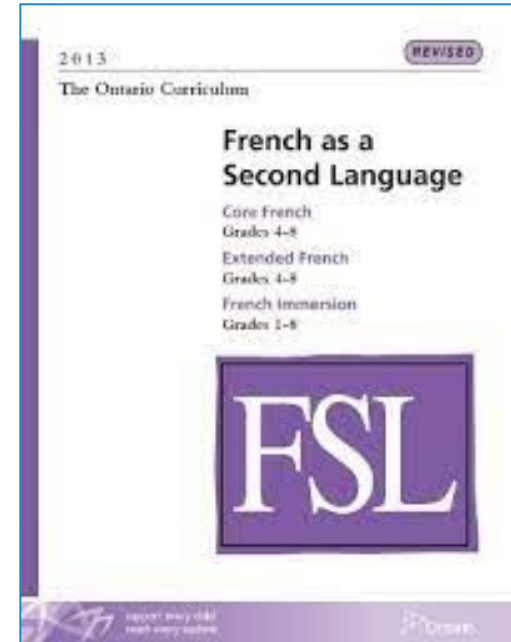


## Grade 4 Core French:

B1.2 Producing Oral Communications: using familiar words and expressions, produce brief, rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment.

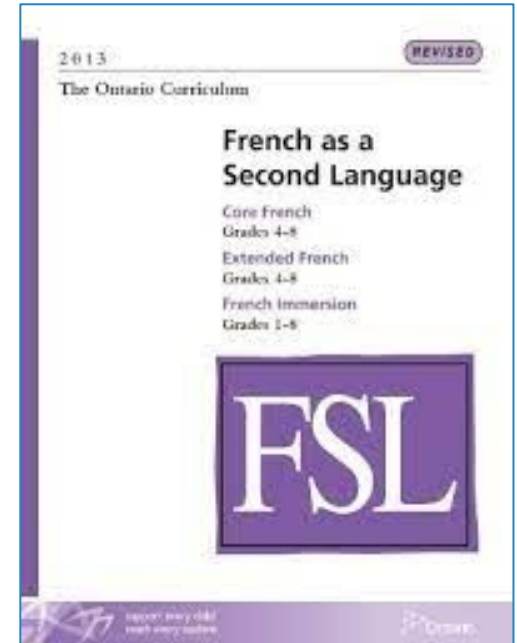
# Notre curriculum

- In our FSL curriculum, how many times do you think the following words appear?
  - Remember
  - Memorize
  - Conjugate



# Notre curriculum

- In our FSL curriculum, how many times do you think the following words appear?
  - Remember = **Twice**
  - Memorize = **Once**
  - Conjugate = **Zero!**



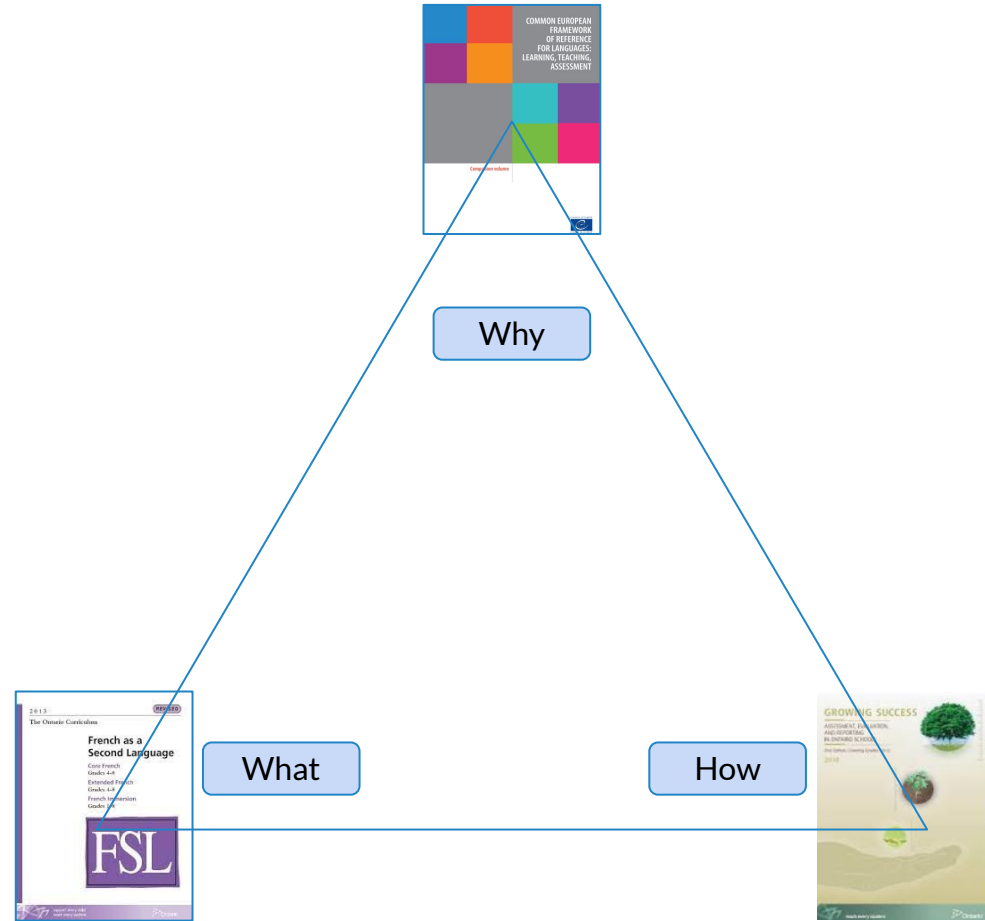
# Notre curriculum

- In our FSL curriculum, look at how many times the follow words appear!
  - Interact = 409
  - Communicate = 196
  - Present = 350
  - Reflect = 117
  - Critical (thinking and literacy) = 58
  - Culture = 308
  - Metacognition = 74
  - Understand = 602



# Ensemble

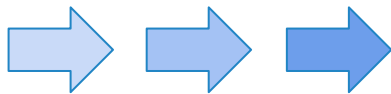
- If the CEFR is our *why*
- If our curriculum is our *what*
- The Growing Success is our *how*
  - Assessment *for* Learning provides students opportunity to explore and learn within action-oriented contexts and tasks
  - Students demonstrate their application of learning by applying knowledge and skills in familiar contexts, developing transferable skills and making connections (Growing Success, page 21)





# En route!

## L'approche communicative



- Est centrée sur l'élève
- Communique dans la salle de classe
- Se débrouille dans les scénarios simulés
- Joue un rôle individuelle
- Présente les informations
- Propose des brefs échanges
- Observe l'usage du langue
- Est facilitée par les documents audio/visuels

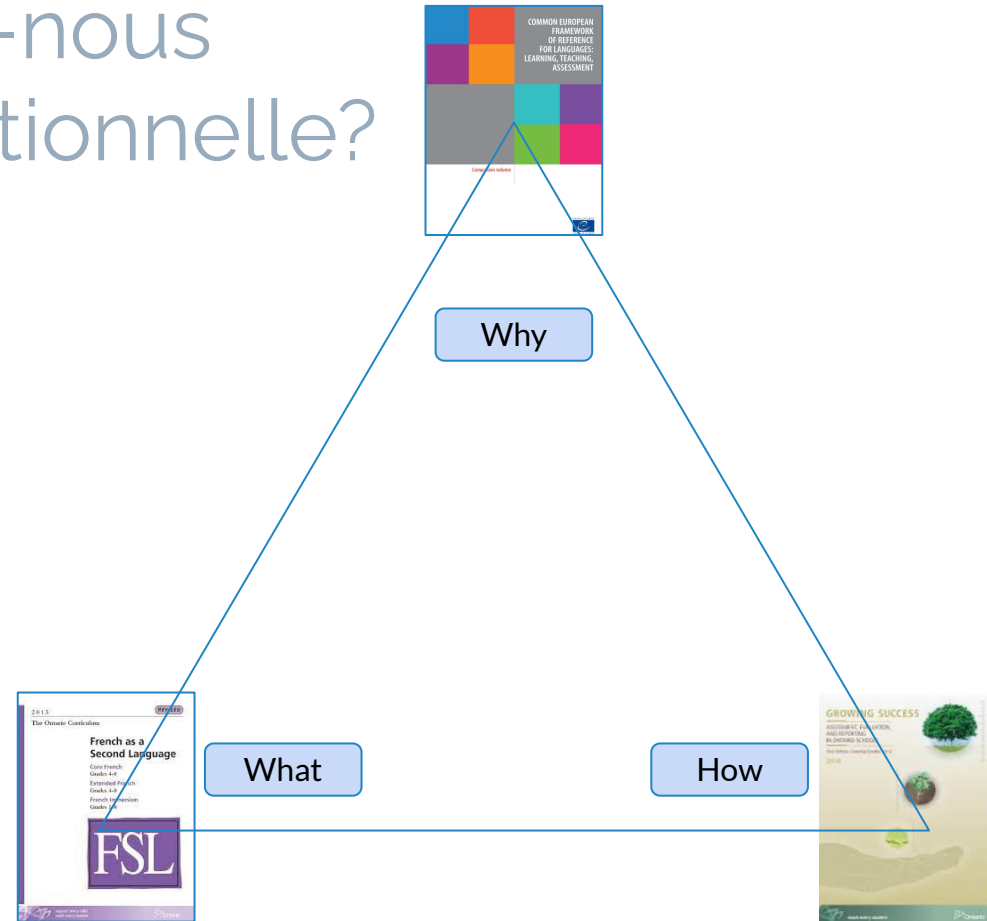
## L'approche actionnelle

- Est centrée sur le rôle du groupe
- Communique dans les domaines sociaux
- Se débrouille dans les scénarios authentiques
- Joue un rôle collectif
- Résout un problème/but
- Propose l'intégration culturelle
- Participe dans l'usage du langue
- Est facilitée par les tâches



# Pourquoi concentrons-nous nous sur l'approche actionnelle?

- Interaction and Production!
  - Interpersonal interaction is considered to be an integral foundation of language learning (CEFR Companion Volume, page 70)
  - Interaction is learned and developed in both spoken and written production
  - Our curriculum focuses on students being able to interact in the target language and produce responses (both spoken and written) in a variety of social contexts and settings to build confidence
  - When students interact and produce in real-life contexts, this is the action-oriented approach



# Comment avancer?

- To advance from the communicative approach to the action oriented approach, here are examples of common themes in the Core French classroom
- When looking at the prompts for the following themes and tasks, notice that the action-oriented task involves:
  - A problem to solve/goal to accomplish
  - Interaction in a social context
  - Opportunity for unforeseen/spontaneous interaction to occur
  - Transferable skills and critical thinking
  - Guided by a task to realise
  - The student is a social actor in a group setting

## Thème: La nourriture

### Communicative:

Je peux décrire  
mon repas  
préféré.

### Actionnelle:

Je peux planifier  
un pique-nique  
avec mes amis.

## Thème: L'école

### Communicative:

Je peux  
présenter ma  
classe et  
moi-même.

### Actionnelle:

Je peux accueillir  
un nouvel élève à  
notre école.

# Comment avancer?

- To advance from the communicative approach to the action oriented approach, here are examples of common themes in the Core French classroom
- When looking at the prompts for the following themes and tasks, notice that the action-oriented task involves:
  - A problem to solve/goal to accomplish
  - Interaction in a social context
  - Opportunity for unforeseen/spontaneous interaction to occur
  - Transferable skills and critical thinking
  - Guided by a task to realise
  - The student is a social actor in a group setting


## Thème: La famille

### Communicative:

Je peux créer un album de famille.

### Actionnelle:

Je peux écrire une carte postale de mes vacances en famille.



## Thème: Les vêtements

### Communicative:

Je peux expliquer ce que j'aime porter.

### Actionnelle:

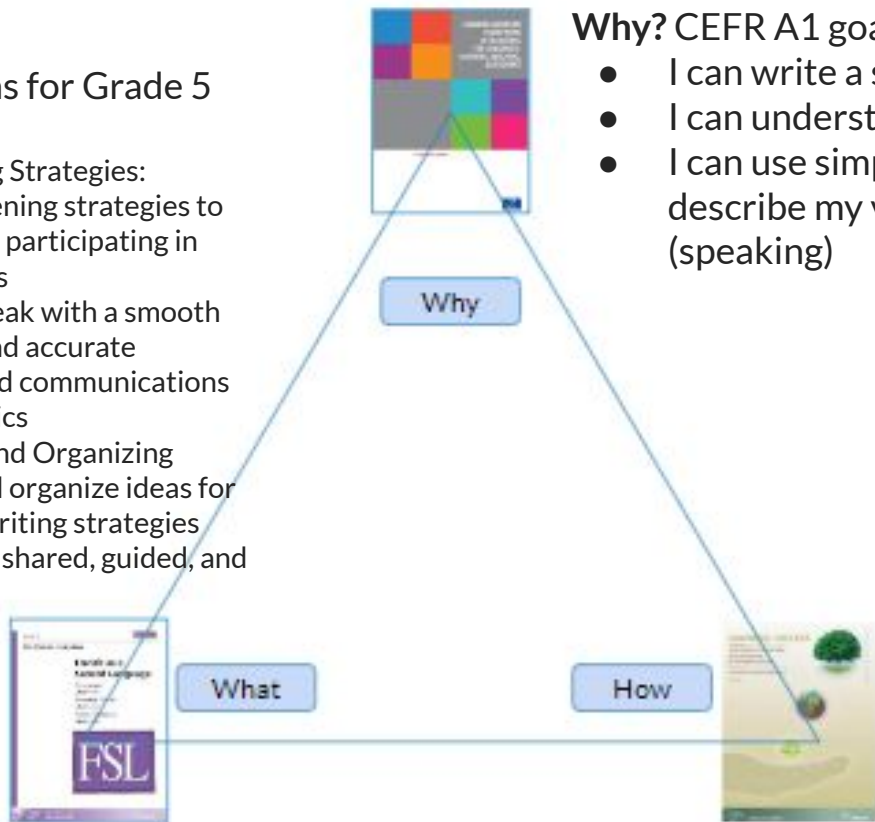
Je peux acheter mes vêtements préférés au magasin.

# En action!

**Tâche actionnelle (4e année):** *Je peux envoyer une carte postale de mes vacances en famille aux chutes du Niagara. Je peux poser des questions au destinataire.*

## What? Curriculum expectations for Grade 5 Core French

- A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions
- B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in brief, rehearsed communications about personal and familiar topics
- D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources during modelled, shared, guided, and independent writing activities



## Why? CEFR A1 goals:

- I can write a short simple postcard (writing)
- I can understand familiar words (listening)
- I can use simple phrases and sentences to describe my vacation with my family (speaking)

## How? Growing Success

- Assessment *for* Learning (feedback) during whole-class lesson and modelling the text type
- Assessment of Learning (summative) with finished product
- Assessment *as* Learning (reflection) with CEFR checklist self-assessment

# En action!

**Tâche actionnelle (4e année):** *Je peux envoyer une carte postale de mes vacances en famille aux chutes du Niagara. Je peux poser des questions au destinataire.*

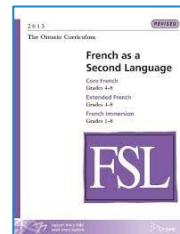
Qu'est-ce qu'une carte postale?



*Activer (Minds-on): Discussion with students to activate their prior knowledge.*



✓ I can understand familiar words (listening)



✓ identify and use interactive listening strategies



✓ Assessment for Learning (feedback)

# En action!

**Tâche actionnelle (4e année):** *Je peux envoyer une carte postale de mes vacances en famille aux chutes du Niagara. Je peux poser des questions au destinataire.*

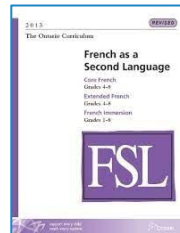
Une carte postale permet d'envoyer un message par courrier sans enveloppe.



*Activer (Minds-on): Discussion with students to activate their prior knowledge.*



✓ I can understand familiar words (listening)



✓ identify and use interactive listening strategies



✓ Assessment for Learning (feedback)

# En action!

**Tâche actionnelle (4e année):** Je peux envoyer une carte postale de mes vacances en famille aux chutes du Niagara. Je peux poser des questions au destinataire.

## Les parties d'une carte postale

Chère maman,

Ici, en Thaïlande tout se passe à merveille, il fait chaud et le temps est magnifique! Les gens de l'hôtel sont très agréables avec nous et la cuisine est excellente.

Nous allons à la plage tous les jours : la mer est tellement belle !! Le matin on joue à la pétanque et le soir je fais du volley-ball, tu sais que j'adore ça!!

A bientôt avec les photos !  
Je t'embrasse,

Paul

Mme Sonia Martin  
105, rue du Théâtre  
35 000 RENNES

FRANCE

Jeudi 18 juillet 2013

Coucou Emilie,

Ici, en Corse, tout se passe très bien! Il y a beaucoup de soleil et il fait très chaud. Tous les après-midi, je vais me baigner avec mon amie Susanne. La plage est magnifique ! Notre hôtel est très joli et nous mangeons des plats typiques corses. J'adore en particulier la charcuterie corse ! Le matin nous nous promenons sur l'île, et le soir nous participons au concours de pétanque. J'ai déjà gagné deux fois. Je rentre à Strasbourg le 30 juillet, je te montrerai les photos ! =)

Emilie VERNISSON  
18 rue de la Tourterelle  
67000 STRASBOURG

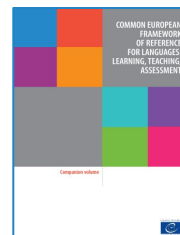
A bientôt, gros bisous !

Pauline

Qu'est-ce que tu remarques?

Qu'est-ce qui est semblable?

Qu'est-ce qui est différent?



✓ I can understand familiar words (listening)  
I can use simple phrases and sentences to describe my vacation with my family (speaking)



✓ speak with a smooth pace, appropriate intonation, and accurate pronunciation in brief, rehearsed communications about personal and familiar topics



✓ Assessment for Learning (feedback)

**Acquérir (Action):** Students compare and analyze different postcards.



# En action!

**Tâche actionnelle (4e année):** *Je peux envoyer une carte postale de mes vacances en famille aux chutes du Niagara. Je peux poser des questions au destinataire.*

Salut, mon ami!

Bonjour de Niagara Falls.  
Comment ça va? OÙ passes-tu  
tes vacances? Qu'est-ce que  
tu as fait? Il fait très froid ici.  
J'ai visité les chutes avec ma  
famille. Ma mère aime les  
grands glaçons. Mon frère  
aime les jeux d'arcade! Moi,  
j'adore les maisons hantées!  
Au revoir,



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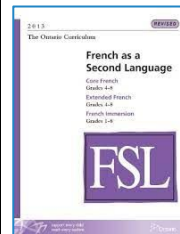
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✓ I can write a short simple postcard (writing)



✓ generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources during modelled, shared, guided, and independent writing activities



✓ Assessment for Learning (feedback)

*Acquérir (Action): As a whole class and/or in groups, a model of the task is completed.*

# En action!

**Tâche actionnelle (4e année):** *Je peux envoyer une carte postale de mes vacances en famille aux chutes du Niagara. Je peux poser des questions au destinataire.*

## But d'apprentissage: Je peux créer une carte postale

Level 1 Je peux/l can:	Level 2 Je peux/l can:	Level 3: Je peux/l can:	Level 4: Je peux/l can:
I am beginning to use familiar words and expressions in a rehearsed presentation and in my written work.	I occasionally use familiar words and expressions in a rehearsed presentation and in my written work.	I consistently use familiar vocabulary and expressions in a rehearsed presentation and in my written work.	I precisely use words and expressions in a rehearsed presentation and in my written work and demonstrate the application of previously learned vocabulary.
I am beginning to pronounce words with some clarity so that my message is understood.	I occasionally pronounce words and brief sentences correctly in a rehearsed presentation.	I speak clearly and accurately pronounce vocabulary when sharing ideas in French.	I speak precisely by using correct vocabulary and demonstrating an ability to pronounce words with French nuances (e.g., rolled "r", silent ent)
I am beginning to use simple words and ideas with my written work.	I write with some clarity when sharing my ideas in French.	I include elements of a postcard sent from [ ] such as date, important details (talk about weather, activities and asking a question), an opening and closing salutation, etc.	I precisely include all elements of a postcard sent from [ ] such as date, important details (talk about weather, activities and asking a question), an opening and closing salutation, etc.

*Acquérir (Action): Students write their own postcards to communicate about their family vacation in Niagara Falls.*



✓ I can write a short simple postcard (writing)



✓ generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources during modelled, shared, guided, and independent writing activities



✓ Assessment of Learning (summative) with finished product

# En action!

Vocabulary support is provided to help students use the modelled writing task to engage in an authentic action-oriented and independent written task.



## Des destinataires ~ Adresse

Papa, maman.....	<i>Dad, mom</i>
Ma famille .....	<i>my family</i>
Grand-mère, grand-père.....	<i>Grandpa, Grandma</i>
Tante, oncle .....	<i>Aunt, Uncle</i>
Mon ami, mon amie, mes amis .....	<i>My friend (m.), my friend (f.), my friends</i>
Monsieur (M.) / Madame (Mme.) / Mademoiselle (Mlle.).....	<i>Mr. / Mrs. / Miss</i>
[Prénom d'une personne] .....	<i>[First name of a person]</i>

## Formule initiales et formules finales ~ Salutations

• Cher _____ ! (m.).....	<i>Dear _____ ! (m.)</i>
• Chère _____ ! (f.).....	<i>Dear _____ ! (f.)</i>
• Chers _____ ! (pl.).....	<i>Dear _____ ! (pl.)</i>
• Bonjour _____ !.....	<i>Hello _____ !</i>
• Salut _____ !.....	<i>Hey _____ !</i>
• Coucou _____ !.....	<i>Hiii _____ !</i>
• Amicalement, Amitiés.....	<i>Best regards, Regards,....</i>
• Sincèrement.....	<i>Sincerely,</i>
• Bisoux, / Câlins, / Gros bisous, .....	<i>Kisses, / Hugs, / Big Kisses,</i>
• A bientôt.....	<i>See you soon,</i>

## Des mots positifs ou engageants

- Voyager
- Regarder
- Visiter
- Vous pouvez voir...
- les francophones
- Les ontariens
- Les Canadiens
- Les Français aiment...
- Les touristes vont...
- Les places populaires sont...

## Description

- Manger
- Cuisiner
- une queue de castor
- Bonhomme
- Glissades
- Défilés
- Les spectacles
- Les touristes
- les sculptures sur glace
- les chutes du Niagara
- Clifton Hill
- les jeux d'arcade





## Les lieux

- À Niagara...
- Aux chutes du Niagara...

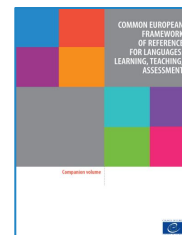
# En action!

**Tâche actionnelle:** *Je peux envoyer une carte postale de mes vacances en famille aux chutes du Niagara.*

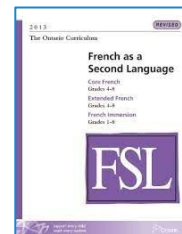
## Je Peux self-assessment checklist

 SPEAKING	 I haven't done this yet.	 I can do this with help.	 I can do this!
I can ask people basic questions (e.g., How are you? How old are you? Where do you live?)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use simple numbers (e.g., prices or telephone numbers).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can introduce myself or someone else (address, telephone number, nationality, age, family, and hobbies).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can ask and answer simple questions about people I know.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can ask for directions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Ancrer (Consolidate): Students share their postcards and self-reflect on what they have learned and if they met their je peux goal.*



✓ I can understand familiar words (listening)  
I can use simple phrases and sentences to describe my vacation with my family (speaking)



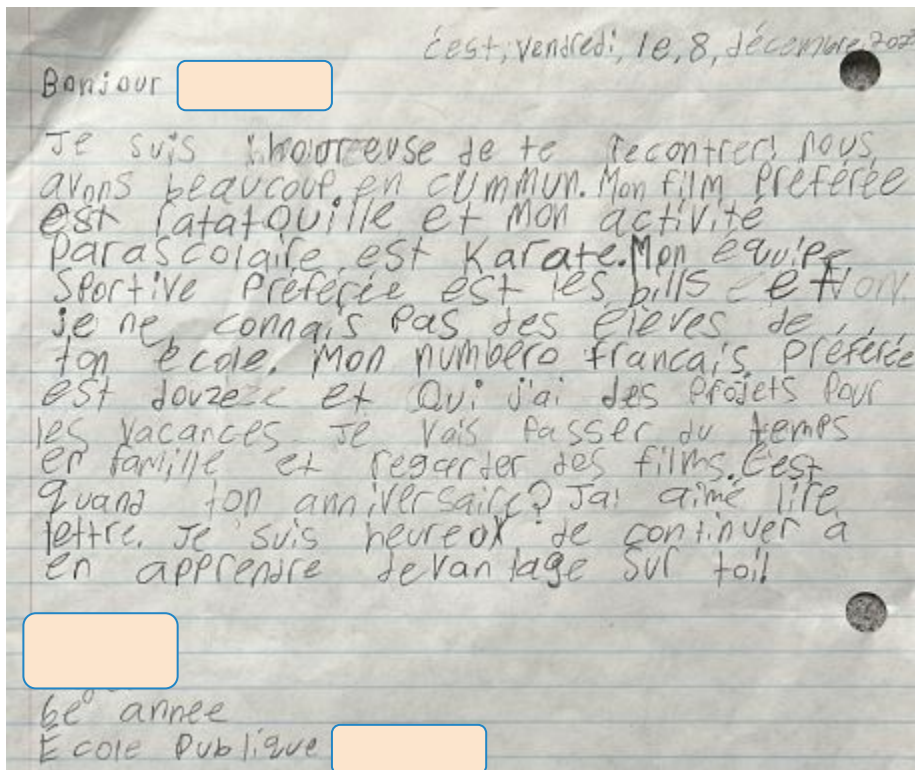
✓ speak with a smooth pace, appropriate intonation, and accurate pronunciation in brief, rehearsed communications about personal and familiar topics



✓ Assessment as Learning (reflection) with CEFR checklist self-assessment

# En action!

**Tâche actionnelle:** Je peux envoyer une lettre à un correspondant (Pen-Pal) pour lui poser des questions et lui donner mes impressions de mon école.



## L'approche actionnelle

- Est centrée sur le rôle du groupe
  - ✓ deux correspondants
- Communique dans les domaines sociaux
  - ✓ les loisirs et les vacances
- Se débrouille dans les scénarios authentiques
  - ✓ faire des nouveaux amis
- Résout un problème/but
  - ✓ de mieux se connaître
- Participe dans l'usage du langage
  - ✓ c'est un exemple d'une conversation authentique entre deux jeunes élèves en 6<sup>e</sup> année cadre

# En action!

**Tâche actionnelle:** Je peux envoyer écrire et répondre à un courriel au sujet du stress.

## L'approche actionnelle

- Est centrée sur le rôle du groupe
  - ✓ deux correspondents
- Communique dans les domaines sociaux
  - ✓ les émotions et les courriels
- Se débrouille dans les scénarios authentiques
  - ✓ donner des impressions
- Résout un problème/but
  - ✓ aider une amie avec leur stress
- Participe dans l'usage du langage
  - ✓ c'est un exemple d'une interaction sociale dans une production écrite

De: [ ]
À: [ ] ch
Objet: Mon chat
Salut, [ ] j'ai besoin de conseils, mon chat est très grand. Mon chat manger toute de la nourriture en un jour. J'ai acheter sept sacs de nourriture, mais mon chat besoin de beaucoup de nourriture. Je ne suis pas quois à faire avec mon chat. Quoi-fois je faire merci. Cordialement, [ ]

De: [ ]
À: [ ]
Objet: Ton chat
Bonjour, [ ] Je suis désolé que ton chat est très chaque. Tu deurais le donner moins de nourriture à ton chat chaque jour. Tu peux aussi donner de la bonne nourriture à ton chat, je pense que ton très grand chat sera petit en un jour. Cordialement, [ ]

# Vos idées?

## Thème: Les salutations

### Communicative:

Je peux communiquer avec les phrases de politesse.

### Actionnelle:

?

## Thème: La date

### Communicative:

Je peux utiliser un calendrier.

### Actionnelle:

?

## Thème: Les animaux

### Communicative:

Je peux présenter mon animal préféré.

### Actionnelle:

?

## Thème: La musique

### Communicative:

Je peux chanter une chanson française.






### Actionnelle:

?

# Un gabarit




## L'approche actionnelle checklist

- Est centrée sur le rôle du groupe
- Communique dans les domaines sociaux
- Les scénarios authentiques
- Joue un rôle collectif
- Résout un problème/but
- Propose l'intégration culturelle
- Participe dans l'usage du langue

Tâche actionnelle: Je peux...		
Comprendre	 Écouter	-qu'est-ce que mes élèves écoutent?
	 Lire	-qu'est-ce que mes élèves listent?
Parler	 Prendre part à une conversation	-dans quelles conversations (préparées ou spontanées) participent mes eleves?
	 S'exprimer oralement en continu	
Écrire	 Écrire	-qu'est-ce que mes élèves écrivent?
Programme:		
Liens au curriculum:		
Liens au CEFR:		
Ressources:		



# Comment évaluer?

	Speaking	Listening	Reading	Writing
	<p>-uses learned French vocabulary when participating in a class discussion, partner talk, calendar routine, etc.,</p>	<p>-follows along with the questions asked in a calendar routine -uses listening strategies such as identifying familiar words when listening to a new French text</p>	<p>-is able to use reading strategies, such as looking for familiar words, when reading a new text -can follow along with a daily calendar routine in French, identify labelled classroom objects, etc.,</p>	<p>-is able to use writing strategies when creating an authentic writing text, such as looking for words that are similar to English or using new vocabulary listed on an anchor chart</p>
	<p>-uses French to ask their teacher questions about a task, or routine questions such as asking for a drink, -applies familiar and new vocabulary when speaking to others</p>	<p>-is able to understand what their teacher or a peer says to them in French, such as instructions of a task to do -is able to reply to questions asked with appropriate and learned vocabulary</p>	<p>-is able to use learned vocabulary and sentence structures to share their thoughts and opinions of a reading text in French</p>	<p>-is able to use learned vocabulary and sentence structures from modelled writing tasks and prompts when speaking in French</p>
	<p>-is able to speak in French using prepared vocabulary to communicate a message to their audience, such as during a calendar routine or a partner/group presentation</p>	<p>-can listen to a new video/audio clip in French and identify new words, the main idea, etc., -can listen to a peer present in French and reflect on their peer's presentation</p>	<p>-can identify key information and the main message of a new and authentic French text, such as a poster, menu, etc.,</p>	<p>-can follow modeled writing prompts to create an authentic French text, such as a postcard or letter</p>



*Merci beaucoup d'avoir consulté ces diapos!*

*N'hésitez pas à me contacter [Chris.Lauzon@dsbn.org](mailto:Chris.Lauzon@dsbn.org), conseiller pédagogique du FLS élémentaire, avec des questions ou des commentaires.*

# Les sources

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