

Teacher's Guide

Assessing Speaking Skills in Core French
Grades 8, 9 and 10

September 1999

This document can be downloaded from the BC Ministry of Education website at
www.bced.gov.bc.ca/exams

Note: One videocassette featuring student dossier interviews and conversations was distributed along with this document.

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Introduction

For the past several years, BC teachers have been involved in developing and field-testing materials that can be used to assess and evaluate students' abilities to interact in French in natural and authentic situations.

These materials do not deal with prepared presentations, speeches or memorized dialogues. Prepared activities can be valuable in helping students to develop the confidence and skills they need to communicate. However, prepared presentations and dialogues are not sufficient for developing students' ability to interact spontaneously in real world situations, which is the central focus of the Core French Integrated Resource Package.

This package includes practical tips, tasks and rating scales to help students develop and demonstrate the communication skills they need to participate in spontaneous conversations and dossier (portfolio) interviews. A similar package for grades 11 and 12 provides information and strategies for conversations and discussions.

To date, the following school districts have participated in developing and field-testing oral assessment and evaluation materials:

| | |
|------------------------|---------------------------|
| # 5 Southeast Kootenay | # 41 Burnaby |
| # 6 Rocky Mountain | # 43 Coquitlam |
| # 7 Nelson | # 44 North Vancouver |
| # 8 Kootenay Lake | # 45 West Vancouver |
| # 9 Castlegar | # 53 Okanagan-Similkameen |
| # 10 Arrow Lakes | # 57 Prince George |
| # 15 Penticton | # 60 Peace River North |
| # 20 Kootenay Columbia | # 61 Victoria |
| # 23 Central Okanagan | # 62 Sooke |
| # 24 Kamloops | # 63 Saanich |
| # 33 Chilliwack | # 68 Nanaimo-Ladysmith |
| # 35 Langley | # 70 Alberni |
| # 36 Surrey | # 72 Campbell River |
| # 37 Delta | # 80 Kitimat |
| # 38 Richmond | # 82 Coast Mountains |
| # 39 Burnaby | # 88 Terrace |

Overview of Student Tasks

This package includes information and instructions for two oral performance tasks based on the learning outcomes at grades 8, 9 and 10.

Interviews Based on Student Dossiers:

Teachers conduct brief interviews with each student about items in a dossier or portfolio that the student has assembled. The dossiers contain a small number of items and documents the student has chosen to reflect personal interests and experiences. The dossiers may include items associated with classroom work. Both teachers and students may assess the interview.

Conversations:

Students converse briefly with a partner of their own choice about topics they have just prepared. They exchange greetings, ask about well-being, share information and ideas, and respond to what their partners say. Students have a brief period of time to prepare and practise with their partners; however, they are expected to develop their conversation in a relatively spontaneous way. The conversations should not be memorized.

- These evaluation resources are optional; teachers should select evaluation activities that best reflect their instructional practices and the learning outcomes they have emphasized.
- In all assessment and evaluation activities, it is essential that students know the task requirements, the criteria, and the rating scale that will be used.
- While all of the activities can be used at any grade level, teachers may choose to focus each activity at a particular level.

The package also includes a rating scale for oral participation, based on the communicating outcomes and language learning strategies from the Integrated Resource Package.

Emphasizing Oral Communication

- Students need regular opportunities to communicate orally in French about classroom routines and activities, and about topics that are relevant to them.
- Practice and risktaking are keys to developing the ability to communicate.
- Several ways of increasing opportunities to develop confidence and skills for oral communication are listed in the following pages.

Increasing Oral Communication in the Classroom

- Set up the classroom to create a positive, French atmosphere. Display posters and student work to stimulate interactions and to foster ownership.
- Use French as much as possible during class and insist that students do the same. You may want to use the Oral Participation Scale to encourage and support the use of French. They can assess their own participation at the end of each class by using the Oral Participation Scale or by simply recording what percent of the time they worked and spoke in French.
- Provide students with a list of useful expressions to initiate, sustain and/or conclude a conversation.
- Provide opportunities for students to hear authentic speakers of French from a variety of sources (e.g., guests, television or radio excerpts).
- Work with the students to develop scenarios for short conversations or other communication activities linked to each theme. Write the topics on cards and set aside time each week (or each class) for practice.
- Keep a video-taped bank of sample conversations and other oral activities from previous classes (or from another school) so that students are able to see examples and discuss the necessary elements to produce a good conversation.
- Discuss criteria and elements of an ideal spontaneous interaction: a good listener who questions, responds, reacts, rescues, adds, sustains or embellishes.
- Provide copies of general scoring criteria such as those included in this package. Discuss these frequently with the students prior to each assigned oral activity. List specific suggestions to illustrate the general criteria.
- Post the communicating outcomes from the Integrated Resource Package in a prominent place to emphasize their importance.

- Do spontaneous and guided conversation tasks related to the unit themes regularly throughout the school year.

Daily Oral Activities: Participation Scale

The following criteria can be used to assess and record participation in daily oral activities. These criteria are drawn from the learning outcomes at grades 8 – 10 and can be assessed legitimately as part of student achievement. The emphasis for this scale is on participation, not on proficiency of language, which should be assessed through other oral and written activities.

Criteria for Oral Participation

- participates in classroom activities and interactions in French
- shares information and ideas in French
- uses French in classroom routines and procedures
- shows interest and curiosity about language, including idiomatic expressions
- offers ideas about creative works and cultural content
- sets personal goals and monitors progress

| | |
|-----------|--|
| A | All criteria consistently met. Often participates voluntarily. Requires little prompting or supervision. May support participation of others. |
| B | All criteria met. Participates willingly; may need some prompting. |
| C+ | Most criteria evident. May be inconsistent (e.g., participates in one activity willingly; avoids using French in another). |
| C | Some evidence of listed criteria. Participates in some oral activities, but may need some supervision. Occasionally uses French without prompting. |
| C– | Occasional evidence of listed criteria. Rarely uses French without reminders or prompting. Tends to need a great deal of supervision in oral activities. |
| F | Does not demonstrate listed criteria. Little or no positive participation in activities. Little or no appropriate use of French. |

Student Dossiers

Teachers conduct brief interviews with each student about items in a dossier or portfolio the student has assembled.

- The dossiers contain a small number of items and documents the student has chosen to reflect personal interests and experiences.
- The dossiers may include items associated with classroom work.
- Both teachers and students may assess the interview.

Student Dossiers: Helping Students Prepare

1. Outline the purpose and nature of the dossiers with the students. Explain that they will be selecting a small number of items or documents to talk about with you at the end of the year or term. Emphasize that the items they collect can be connected both to classroom themes or activities and to personal interests and experiences. They may develop ongoing collections of their schoolwork throughout the term and store them in a portfolio. As evaluation time approaches, students may add personal items to the collection.
2. Brainstorm a list of possible items to collect, then have students bring the actual item on the day of their interview. Should students forget items or choose not to bring any, they will refer to their schoolwork collection. You may prefer to have students present their chosen objects as a collage. The brainstormed list of items might include:
 - photographs
 - menus
 - postcards or sports cards
 - sports statistics or scores
 - sketches
 - movie reviews
 - ribbons or medals
 - collections
 - ticket stub or ski pass
 - CDs or tapes
 - representations of food
 - pictures from magazines
 - small souvenirs
 - TV guides
 - jewelry
 - book covers
3. As a class warm-up, have students hold up one of their objects and invite others to suggest what they could say or ask about it. Compile a list of vocabulary and/or

structures associated with each one. Simulate an interview, putting together some of their suggested questions and answers so they can develop a sense of how an interview might flow. Try to give them a sense of how they can link two or more sentences together as they describe their objects. (You may want to list some of the structures and questions students suggest on a chart.)

4. Provide and discuss a copy of the criteria and rating scale (included in this package). Students can use the scale for self and peer assessment during their practice sessions.

Student Dossiers: Teacher Preparation

1. Select date(s) for the final oral examination, taking into consideration the following:
 - Will you need one or more classes for assessment of all students?
 - Will you draw up the schedule or have students sign up themselves?
 - How many days before the examination will you post the schedule and where?
 - Would you prefer to time the students exactly (in which case you will need to arrange for a timer clock or person to time) or allow the dossier interview to end “naturally”?
 - Will you need “review” time just prior to the examination (i.e., brainstorming, vocabulary, listing expressions, explaining, conversational techniques)?

Note: Teachers who plan oral activities regularly throughout the year learn to use pockets of regularly scheduled class time in focusing on preparation for oral evaluation.

2. Select the location for the final oral examination, taking into consideration the following:
 - Is there adequate space for the student to place objects from the dossier?
 - Will you conduct the dossier interview in a corner of the classroom or in a separate room (i.e., in a hallway, in an adjoining office, in a library, in a seminar room, in another teacher’s classroom)?
 - If taping the examination, is the area quiet enough to allow for good sound quality on the audio/video tape?

Note: Presenting in front of the class is likely to have a negative effect on the performance of many students, especially those who are shy, nervous or who have difficulty in French. Students should have the option of presenting privately to the teacher.

3. Choose a suitable seating arrangement for the final oral examination, taking into consideration the following:
 - Would you prefer to sit facing the student with a desk or table in between, or side by side at a table, or even at the corner of a table?
 - Would the seating arrangement make the student uncomfortable or nervous (i.e., personal space allotment)?
 - If taping the examination, does the seating arrangement allow for the best picture and/or sound quality?

Note: As an option, you may choose to conduct the interview in small groups with other students asking questions as well.

4. Ensure that all necessary supplies and resources are in place for the final oral examination, including the following:

For the Student

- **Dossier:** an envelope, file folder, bag, etc. Material in the dossier can include items compiled by the student throughout the year (e.g., posters, brochures, illustrated “cheat sheets” or personal items such as medals, collections, CDs, T-shirts, photos, newspaper clippings, movie reviews).
- **Props:** these can be items whose manipulation can enhance the evaluation (e.g., a telephone, a puppet, an article of clothing).

For the Teacher

- Schedule of students’ examination times: students should be well aware of the importance of maintaining the scheduled times.
- Evaluation sheet: the evaluation sheets included in this document may be used.
- Timer (optional): teacher can time the interview, using a timing device which signals when allotted time is up, or have a third person time the interview.
- A/V equipment (optional, but recommended for final oral examination in case of appeal): a cassette recorder or video camera (with tripod, if possible). For the comfort of the students, the A/V equipment should be as unobtrusive as possible.

Notes:

- **The material on tape can be used for reviewing the expectations of the teacher, improving or reteaching difficulties, calibration sessions with other teachers, examples for other classes or record-keeping for the final examination results.**

- **Repeated in-class taping will lead to increased comfort for both teacher and student.**
- **Classroom activities for students not being evaluated. If possible, enlist the help of others to assist in monitoring the class or administering the examination (e.g., colleague, peer tutor, district language coordinator, student teacher, student, teacher-librarian or school administrator).**

Student Dossiers: Administration

Dossier discussions should be brief with short and open-ended questions. The student should do most of the talking. The purpose is for students to demonstrate their ability to communicate about their interests and experiences.

Time

Use the following guidelines for time:

Grade 8: 1.5 – 2 minutes
 Grade 9: 2 – 3 minutes
 Grade 10: 3 – 4 minutes

Suggested Steps

1. Ask the student to bring his or her dossier to a table or desk where it is easy to display the various items.
2. Provide reassurance and encouragement to help the student relax. Students who are relaxed will provide a much more accurate demonstration of their ability to communicate.
3. With the student, choose 2 – 3 items from the dossier and offer a simple, open-ended prompt to start the student talking. For example:

- *Parle-moi de...* • *Explique-moi...* • *Qu'est-ce que c'est?*
- *Combien de...?* • *Quand as-tu...?* • *Pourquoi aimes-tu...?*

Offer simple prompts and questions to help the student continue talking about the item. If a student asks for vocabulary, provide it. To ensure that students do not simply recite a prepared presentation, be prepared to probe with an open-ended question that requires students to expand or elaborate.

4. Depending upon time and student fluency, you may need to have a student talk briefly about other items.

Note: Students with extremely limited language skills may need to address more items; those who have developed more fluency are likely to sustain a longer conversation.

5. Thank the student for participating and provide a brief self-assessment form. Depending upon whether or not you have time, you may choose to discuss the results of the interview immediately or wait until a later time.

Conversations

Students converse briefly with a partner or partners of their own choice about topics they have just prepared. They:

- exchange greetings
- ask about well-being
- share information and ideas
- respond to what their partners say

Students have a brief period of time to prepare and practise with their partners; however, they are expected to develop their conversation in a relatively spontaneous way. The conversations should not be memorized.

Conversation Requirements

| Grade 8 | Grade 9 | Grade 10 |
|--|---|---|
| <ul style="list-style-type: none"> 1 minute; 2 – 3 students | <ul style="list-style-type: none"> 1 – 2 minutes; 2 – 3 students | <ul style="list-style-type: none"> 2 minutes; 2 – 3 students |
| <ul style="list-style-type: none"> Greet and ask each other about well-being. | <ul style="list-style-type: none"> Greet and ask each other about well-being. | <ul style="list-style-type: none"> Greet and ask each other about well-being. |
| <ul style="list-style-type: none"> Each student asks the other 3 – 4 related questions about their likes, dislikes and preferences. They should focus on a specific area (e.g., food, clothing, sports, school, leisure activities). They try to show some spontaneity and naturalness. | <ul style="list-style-type: none"> Students exchange opinions and preferences about a specific topic or area (e.g., friendship, food, sports, school, entertainment, celebrities). They ask 3 – 4 related questions, offer reasons for their views, and check for and offer agreement or disagreement with each other. They try to show spontaneity and naturalness. | <ul style="list-style-type: none"> Students exchange preferences, needs, desires about a specific topic (e.g., friendship, a job or career, school, travel, clothing, cars, music, entertainment). They ask 3 – 4 related questions, offer reasons for their views, and check for and offer agreement or disagreement with each other. They try to show spontaneity and naturalness. |
| <ul style="list-style-type: none"> Students should include questions and comments that show they understand what the other said (e.g., <i>Tu es très sportif!</i>). | <ul style="list-style-type: none"> Students should include questions and comments that show they understand what the other said and whether or not they agree (e.g., <i>Tu penses que...; Je ne suis pas d'accord</i>). | <ul style="list-style-type: none"> Students should include questions and comments that show they understand the other's views and reasons (e.g., <i>Tu veux...; parce que...; À mon avis,...</i>). |
| <ul style="list-style-type: none"> End with an appropriate leave-taking. | <ul style="list-style-type: none"> End with an appropriate leave-taking. | <ul style="list-style-type: none"> End with an appropriate leave-taking. |
| <ul style="list-style-type: none"> No notes are permitted. | <ul style="list-style-type: none"> No notes are permitted. | <ul style="list-style-type: none"> No notes are permitted. |

Conversations: Helping Students Prepare

1. Ensure that students have had frequent opportunities to engage in short exchanges and conversations. Use French as much as possible during class and encourage students to do the same:
 - You may want to use the Oral Participation Scale to encourage and support their use of French.
 - Work with the students to develop scenarios for short conversations linked to each theme. Write the topics (see Appendix A) on cards and set aside time each week (or each class) for practice.
 - Model conversations with a student who is relatively fluent so the class can see how a conversation might flow.
 - Keep a video-taped bank of sample conversations from previous classes (or from another school) so that students are able to see examples and discuss scoring criteria.
2. Describe the task and provide copies of task requirements and the marking scale several days before the activity. Emphasize the importance of cooperating with and supporting a partner. Model a conversation with one of the students so that students are clear about expectations.
 - Open with simple greetings and exchange questions about well-being.
 - Exchange simple questions and information on the topic assigned for that grade level. Each person should offer 3 – 4 related questions to the other. Use structures and vocabulary students have learned recently.
 - Close with an appropriate leave-taking.
3. Provide opportunities for students to practise so that they develop a sense of how long 5 minutes is and how extensive a 1 – 1.5 minute conversation will be.
 - Assign topics
 - Provide five minutes for practice
 - Ask volunteers to present their conversations
 - Prompt peer evaluation and feedback
4. Have the students brainstorm ways they might prepare for the performance test (e.g., practise greetings; review question words, structures and pertinent vocabulary; spend more time speaking in French). (See Appendix B)

Conversations should be brief and **spontaneous**. Emphasize that the purpose is for students to participate in short conversations where they share information and preferences using the structures and language they have learned. **Conversations are not intended to be memorized dialogues.**

Conversations: Teacher Preparation

1. Select date(s) for the oral examination, taking into consideration the following:

- Will you need one or more classes for assessment of all students?
- Will you draw up the schedule or have students sign up themselves?
- How many days before the examination will you post the schedule and where?
- How will you time the conversations?
- Will you need “review” time just prior to the examination (i.e., brainstorming, vocabulary, listing expressions, explaining conversational techniques)?

Note: Teachers who plan oral activities regularly throughout the year learn to use pockets of regularly scheduled class time in focusing on preparation for oral evaluation.

2. Select the location, taking into consideration the following:

- Will the conversations take place in the classroom or in a separate room (e.g., in a hallway, in an adjoining office, in a library, in a seminar room, in another teacher’s classroom)?
- If taping the examination, is the area quiet enough to allow for good sound quality on the audio/video tape?

Note: Presenting in front of the class may have a negative effect on the performance of many students, especially those who are shy, nervous or who have difficulty in French. Students should have the option of presenting privately to the teacher.

3. Ensure that all necessary supplies and resources are in place:

For the Student

- Stack of task cards.
- Props: these can be items whose manipulation can enhance the evaluation (e.g., a telephone, a puppet, an article of clothing).

For the Teacher

- Schedule of students' examination times: students should be well aware of the importance of maintaining the scheduled times.
- Evaluation sheet: the evaluation sheets included in this document may be used.
- Timer (optional): the teacher can time the interview, using a timing device which signals when allotted time is up or have a third person time the interview.
- A/V equipment (optional, but recommended for final oral examination in case of appeal): a cassette recorder or video camera (with tripod, if possible). For the comfort of students, the A/V equipment should be as unobtrusive as possible.

Notes:

- **The material on tape can be used for reviewing the expectations of the teacher, improving or reteaching difficulties, calibration sessions with other teachers, examples for other classes, record-keeping for the final examination results.**
- **Repeated in-class taping will lead to increased comfort for both teacher and student.**
- **Classroom activities for students not being evaluated. If possible, enlist the help of others to assist in monitoring the class or administering the examination (e.g., colleague, peer tutor, district language coordinator, student teacher, student, teacher-librarian or school administrator).**

Conversations: Administration

Time

Use the following guidelines for time:

Grade 8: approximately 1 minute
Grade 9: 1 – 2 minutes
Grade 10: approximately 2 minutes

Suggested Steps

1. On the day of the actual assessment, review the task with the students and respond to any questions. (Suggested topics for each grade are outlined in Appendix A.) Provide reassurance and encouragement to help the student relax. Students who are relaxed will provide a much more accurate demonstration of their ability to communicate.
2. Ask the students to choose a partner or small group, or you may wish to assign partners.
3. Have students choose a conversation task card from the stack of task cards offered to them (face down). After reading and considering the first task card selected, they can decide to reject it and select a second. However, they must keep the second card selected.
4. Allow students approximately 5 minutes for practice and preparation.
5. Have students present their conversation to you, to the video/audio equipment, to a small group or to the whole class. Provide as much reassurance as possible, offer prompts and, if they get stuck, respond to requests for vocabulary.
6. Using the rating scale, assign an overall grade or rating to each student. (You may find it easier and more accurate to videotape the conversations and evaluate them later.) You may wish to include peer evaluation.
7. Thank students for participating and provide a brief self-assessment form. Depending upon time, you may choose to discuss the results of their performance immediately or wait until a more convenient time.

Standards, Rating Scales and Tools

The general standards and the scale presented for each grade level can be used for all of the proposed tasks.

- Criteria are drawn directly from the learning outcomes for these grades and emphasize communication.

Note: In all cases where main points, detail and language are mentioned, these are expected to be comprehensible.

When students are preparing for a specific task, spend some time discussing with them what each criterion would look and sound like in the specific context. For example, in a conversation about favourite sports, what main points should be included?

Students should have copies of the rating scale readily available as they prepare for the tasks. They should be accustomed to using these for self-assessment and peer feedback.

Grade 8: Oral Performance Standards

Criteria for Grade 8: (drawn directly from the learning outcomes)

- main points are clear
- includes some understandable detail (e.g., adjectives for colour and size)
- uses simple, related statements
- recognizes and responds to simple language and patterns (including questions)
- uses simple patterns to include known expressions and vocabulary
- asks for specific words, if necessary, while continuing communication
- sustains use of French — pauses tend to be at the end of phrases or sentences
- pronunciation of most words is comprehensible

Note: Where main points, detail and language are mentioned, these are expected to be comprehensible.

Grade 8: Oral Performance Rating Scale

Use the following rating scale to assign a grade to each student. Grades of C+ and C– can be used to show distinctions within the “C” level.

Note: The four categories described here reflect the following BC Performance Standards:

- Exceeds expectations
- Fully meets expectations
- Meets expectations (minimal level)
- Not yet within expectations.

| | |
|------------|--|
| A | Criteria consistently met. The message is clear and easily understood by peers as well as the teacher. Includes descriptors to refine and enhance the message. Language shows some spontaneity and flows smoothly. Pauses do not interfere with the message. A clear sense of interaction that the student recognizes and responds to simple language and patterns. May ask for a specific word or phrase and be able to use it effectively to continue the communication. |
| B | Criteria met for most of the communication. Most of the message is clear, appropriate, and easy to follow by both peers and teacher. Includes some detail. Tends to rely on and repeat simple sentences and patterns; may include frequent pauses, most often at the end of a phrase or sentence. There is a sense of interaction, with the student able to recognize and respond to simple questions and prompts. |
| C | Criteria met for parts of the communication. Some points are clear, but others require effort on the part of the listener and may be difficult for peers to understand. Tends to repeat simple patterns with few details. The student is able to communicate in French for very short periods with frequent hesitations and extended pauses. Little sense of interaction — tends to be focused on own efforts — and may have difficulty recognizing and responding to prompts and questions. |
| I/F | Does not demonstrate listed criteria. Message may be incomprehensible, inappropriate or extremely brief. |

Grade 9: Oral Performance Standards

Criteria for Grade 9: (drawn directly from the learning outcomes)

- main points are clear
- includes relevant and appropriate detail (e.g., adjectives, directions, reasons)
- uses simple, related statements and appropriate expressions (may include some indication of time)
- recognizes and responds to key information from another speaker
- uses and adapts simple patterns and structures to new situations
- sustains use of French — pauses tend to be at the end of phrases or sentences
- pronunciation of most words is accurate or approximate

Note: Where main points, detail and language are mentioned, these are expected to be comprehensible.

Grade 9: Oral Performance Rating Scale

Use the following rating scale to assign a grade to each student. Grades of C+ and C– can be used to show distinctions within the “C” level.

Note: The four categories described here reflect the following BC Performance Standards:

- **Exceeds expectations**
- **Fully meets expectations**
- **Meets expectations (minimal level)**
- **Not yet within expectations.**

| | |
|------------|--|
| A | Criteria consistently met. The message is clear and easily understood by peers as well as the teacher. Shows some complexity — includes descriptions or reasons to refine and enhance the message. Some sense of control. Pauses do not interfere with the message. A clear sense of interaction. The student appears comfortable in responding to familiar prompts from teacher or peers. May ask for a specific word or phrase and be able to use it effectively to continue the communication. Uses a variety of strategies to enhance or repair communication (e.g. intonation, body language, repetition, self-correction). |
| B | Criteria met for most of the communication. Most of the message is clear, appropriate and easy to follow by both peers and teacher. Includes some detail (e.g., time, place, reasons). Tends to rely on simple sentences and patterns; may become repetitive as the interaction continues. Pauses occur most often at the end of sentence or phrase and do not disrupt communication. There is a sense of interaction, with the student able to respond to familiar prompts and situations with some support. Able to sustain the interaction in French. |
| C | Criteria met for parts of the communication. Some points are clear, but others require effort on the part of the listener and may be difficult for peers to understand. Tends to rely on simple statements with few details. May have difficulty giving or responding to directions, offering reasons or indicating time. The student is able to communicate in French for very short periods with frequent hesitations and extended pauses. Little sense of interaction — statements may be irrelevant or inappropriate — and may have difficulty recognizing and responding to prompts and questions. |
| I/F | Does not demonstrate listed criteria. Message may be incomprehensible, inappropriate or extremely brief. |

Grade 10: Oral Performance Standards

Criteria for Grade 10: (drawn directly from the learning outcomes)

- main points are clear
- includes relevant and appropriate detail (e.g., adjectives, directions, reasons, examples)
- uses simple, related statements and a range of useful vocabulary and expressions
- where appropriate, events or actions are ordered logically, using past, present and future time as needed
- recognizes and responds to key information from another speaker
- takes risks by using new or unfamiliar language or adapting known patterns
- sustains use of French — pauses tend to be at the end of phrases or sentences
- pronunciation of most words is accurate or approximate

Note: Where main points, detail and language are mentioned, these are expected to be comprehensible.

Grade 10: Oral Performance Rating Scale

Use the following rating scale to assign a grade to each student. Grades of C+ and C– can be used to show distinctions within the “C” level.

Note: The four categories described here reflect the following BC Performance Standards:

- Exceeds expectations
- Fully meets expectations
- Meets expectations (minimal level)
- Not yet within expectations.

| | |
|------------|--|
| A | Criteria consistently met. The message is clear and easily understood by peers. Shows some complexity — includes descriptions, reasons, explanations and/or examples to refine and enhance the message. Takes risks by using new language or attempting to enhance communication by using familiar language in a new context. Conveys a sense of time (past, present, future), where appropriate. Language shows some spontaneity and control. Pauses do not interfere with message. A clear sense of interaction — the student appears in control of the situation, comfortable in responding to prompts and input from teacher or peers and able to support partner. May ask for a specific word or phrase and use it effectively to continue the communication. Uses a variety of strategies to enhance or repair communication (e.g., intonation, body language, repetition, self-correction). |
| B | Criteria met for most of the communication. Most of the message is clear, appropriate and easy to follow by both peers and teacher. Includes some details (often using conjunctions such as <i>parce que, quand, et, mais</i>). Where appropriate, conveys some sense of sequence or of past, present and future time (although this may not be consistently accurate). May become repetitive as the interaction continues. Pauses most often occur at the end of sentence or phrase and do not disrupt communication. There is a sense of interaction with the student able to respond to familiar prompts and situations, to offer opinions, share feelings and clarify a message. Able to sustain the interaction in French. |
| C | Criteria met for parts of the communication. Some points are clear; others require effort on the part of the listener and may be difficult for peers to understand. The student is able to offer some simple, related statements with relevant detail, but relies on a narrow range of vocabulary and patterns. Time sequences and other relationships may be confusing. The student is able to communicate in French for very short periods with frequent repetitions and hesitations. Little sense of interaction — the student may have difficulty recognizing and responding to prompts and questions. |
| I/F | Does not demonstrate listed criteria. Message may be incomprehensible, inappropriate or extremely brief. |

Grade 8: Recording Sheet

Use the following rating scale to assign a grade to each student. Grades of C+ and C– can be used to show distinctions within the “C” level.

| | |
|------------|--|
| A | <ul style="list-style-type: none">• Criteria consistently met.• The message is clear and easily understood by peers as well as teacher.• Includes descriptors to refine and enhance the message.• Language shows some spontaneity and flows smoothly. Pauses do not interfere with the message.• A clear sense of interaction — the student recognizes and responds to simple language and patterns.• May ask for a specific word or phrase and be able to use it effectively to continue the communication. |
| B | <ul style="list-style-type: none">• Criteria met for most of the communication.• Most of the message is clear, appropriate and easy to follow by both peers and teacher.• Includes some detail. Tends to rely on and repeat simple sentences and patterns.• May include frequent pauses, most often at the end of a phrase or sentence.• There is a sense of interaction, with the student able to recognize and respond to simple questions and prompts. |
| C | <ul style="list-style-type: none">• Criteria met for parts of the communication.• Some points are clear, but others require effort on the part of the listener and may be difficult for peers to understand.• Tends to repeat simple patterns with few details.• The student is able to communicate in French for very short periods with frequent hesitations and extended pauses.• Little sense of interaction — tends to be focused on own efforts — and may have difficulty recognizing and responding to prompts and questions. |
| I/F | <ul style="list-style-type: none">• Does not demonstrate listed criteria. Message may be incomprehensible, inappropriate or extremely brief. |

| Name | Comments | Rating |
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Grade 8: Self-assessment Sheet

Highlight or circle the words in the following descriptions that best describe your performance. You can circle words under more than one letter grade.

| | |
|------------|--|
| A | <ul style="list-style-type: none"> • Criteria consistently met. • The message is clear and easily understood by peers as well as the teacher. • Includes descriptors to refine and enhance the message. • Language shows some spontaneity and flows smoothly. Pauses do not interfere with the message. • A clear sense of interaction — the student recognizes and responds to simple language and patterns. • May ask for a specific word or phrase and be able to use it effectively to continue the communication. |
| B | <ul style="list-style-type: none"> • Criteria met for most of the communication. • Most of the message is clear, appropriate and easy to follow by both peers and teacher. • Includes some detail. Tends to rely on and repeat simple sentences and patterns. • May include frequent pauses, most often at the end of a phrase or sentence. • There is a sense of interaction with the student able to recognize and respond to simple questions and prompts. |
| C | <ul style="list-style-type: none"> • Criteria met for parts of the communication. • Some points are clear, but others require effort on the part of the listener and may be difficult for peers to understand. • Tends to repeat simple patterns with few details. • The student is able to communicate in French for very short periods with frequent hesitations and extended pauses. • Little sense of interaction — tends to be focused on own efforts — and may have difficulty recognizing and responding to prompts and questions. |
| I/F | <ul style="list-style-type: none"> • Does not demonstrate listed criteria. Message may be incomprehensible, inappropriate or extremely brief. |

Name: _____

Task: _____

Date: _____

1. Overall, which grade best describes how you communicated in French in this activity?

(Remember: how well you communicated your ideas is the most important factor.)

My grade should be:

My reasons are:

2. How well do you think your communication in this activity reflects your ability to communicate in French?

Accurately

Somewhat Accurately (i.e., close)

Not At All

If you chose "Somewhat" or "Not At All," please explain.

3. What advice would you give other students preparing for this activity?

Grade 9: Recording Sheet

Use the following rating scale to assign a grade to each student. Grades of C+ and C– can be used to show distinctions within the “C” level.

| | |
|------------|---|
| A | <ul style="list-style-type: none"> • Criteria consistently met. • The message is clear and easily understood by peers as well as the teacher. • Shows some complexity — includes descriptions or reasons to refine and enhance the message. • Some sense of control. Pauses do not interfere with the message. • A clear sense of interaction. The student appears comfortable in responding to familiar prompts from both peers and teachers. • Uses a variety of strategies to enhance or repair communication (e.g., intonation, body language, repetition, self-correction). May ask for a specific word or phrase and be able to use it effectively to continue the communication. |
| B | <ul style="list-style-type: none"> • Criteria met for most of the communication. • Most of the message is clear, appropriate and easy to follow by both peers and teacher. • Includes some detail (e.g., time, place, reasons). Tends to rely on simple sentences and patterns; may become repetitive as the interaction continues. • Pauses occur most often at the end of sentence or phrase and do not disrupt communication. • There is a sense of interaction, with the student able to respond to familiar prompts and situations with some support. • Able to sustain the interaction in French. |
| C | <ul style="list-style-type: none"> • Criteria met for parts of the communication. • Some points are clear, but others require effort on the part of the listener and may be difficult for peers to understand. • Tends to rely on simple statements with few details. May have difficulty with giving or responding to directions, with offering reasons, or indicating time. • The student is able to communicate in French for very short periods with frequent hesitations and extended pauses. • Little sense of interaction — statements may be irrelevant or inappropriate, and the student may have difficulty recognizing and responding to prompts and questions. |
| I/F | <ul style="list-style-type: none"> • Does not demonstrate listed criteria. Message may be incomprehensible, inappropriate or extremely brief. |

Grade 9: Self-assessment Sheet

Highlight or circle the words in the following descriptions that best describe your performance. You can circle words under more than one letter grade.

| | |
|-------------------|---|
| <p>A</p> | <ul style="list-style-type: none"> • Criteria consistently met. • The message is clear and easily understood by peers as well as the teacher. • Shows some complexity — includes descriptions or reasons to refine and enhance the message. • Some sense of control. Pauses do not interfere with message. • A clear sense of interaction — the student appears comfortable in responding to familiar prompts from teacher or peers. • Uses a variety of strategies to enhance or repair communication (e.g., intonation, body language, repetition, self-correction). May ask for a specific word or phrase and be able to use it effectively to continue the communication. |
| <p>B</p> | <ul style="list-style-type: none"> • Criteria met for most of the communication. • Most of the message is clear, appropriate and easy to follow by both peers and teacher. • Includes some detail (e.g., time, place, reasons). Tends to rely on simple sentences and patterns; may become repetitive as the interaction continues. • Pauses occur most often at the end of a phrase or sentence, and do not disrupt communication. • There is a sense of interaction with the student able to respond to familiar prompts and situations with some support. • Able to sustain the interaction in French. |
| <p>C</p> | <ul style="list-style-type: none"> • Criteria met for parts of the communication. • Some points are clear, but others require effort on the part of the listener and may be difficult for peers to understand. • Tends to rely on simple statements with few details. May have difficulty with giving or responding to directions, with offering reasons or indicating time. • The student is able to communicate in French for very short periods with frequent hesitations and extended pauses. • Little sense of interaction — statements may be irrelevant or inappropriate and the student may have difficulty recognizing and responding to prompts and questions. |
| <p>I/F</p> | <ul style="list-style-type: none"> • Does not demonstrate listed criteria. Message may be incomprehensible, inappropriate or extremely brief. |

Name: _____

Task: _____

Date: _____

1. Overall, which grade best describes how you communicated in French in this activity?

(Remember: how well you communicated your ideas is the most important factor.)

My grade should be:

My reasons are:

2. How well do you think your communication in this activity reflects your ability to communicate in French?

Accurately

Somewhat Accurately (i.e., close)

Not At All

If you chose “Somewhat” or “Not At All,” please explain.

3. What advice would you give other students preparing for this activity?

Grade 10: Recording Sheet

Use the following rating scale to assign a grade to each student. Grades of C+ and C– can be used to show distinctions within the “C” level.

| | |
|------------|---|
| A | <ul style="list-style-type: none"> • Criteria consistently met. • The message is clear and easily understood by peers as well as the teacher. • Shows some complexity — includes descriptions, reasons, explanations and/or examples to refine and enhance the message. • Takes risks by using new language or attempting to enhance communication by using familiar language in a new context. • Conveys a sense of time (past, present, future), where appropriate. • Language shows some spontaneity and control. Pauses do not interfere with message. • A clear sense of interaction. The student appears in control of the situation, comfortable in responding to prompts and input from teacher or peers and able to support partner. • Uses a variety of strategies to enhance or repair communication (e.g., intonation, body language, repetition, self-correction). May ask for a specific word or phrase and use it effectively to continue the communication. |
| B | <ul style="list-style-type: none"> • Criteria met for most of the communication. • Most of the message is clear, appropriate and easy to follow by both peers and teacher. • Includes some details (often using conjunctions such as <i>parce que, quand, et, mais</i>). May become repetitive as the interaction continues. • Where appropriate, conveys some sense of sequence or of past, present and future time (although this may not be consistently accurate). • Pauses occur most often at the end of sentence or phrase and do not disrupt communication. • There is a sense of interaction, with the student able to respond to familiar prompts and situations, to offer opinions, to share feelings and to clarify a message. • Able to sustain the interaction in French. |
| C | <ul style="list-style-type: none"> • Criteria met for parts of the communication. • Some points are clear; others require effort on the part of the listener and may be difficult for peers to understand. • Offers some simple, related statements with relevant detail but relies on a narrow range of vocabulary and patterns. • Time sequences and other relationships may be confusing. • The student is able to communicate in French for very short periods with frequent repetitions and hesitations. • Little sense of interaction — may have difficulty recognizing and responding to prompts and questions. |
| I/F | <ul style="list-style-type: none"> • Does not demonstrate listed criteria. Message may be incomprehensible, inappropriate or extremely brief. |

Grade 10: Self-assessment Sheet

Highlight or circle the words in the following descriptions that best describe your performance. You can circle words under more than one letter grade.

| | |
|-------------------|---|
| <p>A</p> | <ul style="list-style-type: none"> • Criteria consistently met. • The message is clear and easily understood by peers as well as the teacher. • Shows some complexity — includes descriptions, reasons, explanations and/or examples to refine and enhance the message. • Takes risks by using new language or attempting to enhance communication by using familiar language in a new context. • Conveys a sense of time (past, present, future), where appropriate. • Language shows some spontaneity and control. Pauses do not interfere with message. • A clear sense of interaction — the student appears in control of the situation, comfortable in responding to prompts and input from teacher or peers, and able to support partner. • Uses a variety of strategies to enhance or repair communication (e.g., intonation, body language, repetition, self-correction). May ask for a specific word or phrase and use it effectively to continue the communication. |
| <p>B</p> | <ul style="list-style-type: none"> • Most of the message is clear, appropriate and easy to follow by both peers and teacher. • Includes some details (often using conjunctions such as <i>parce que, quand, et, mais</i>). May become repetitive as the interaction continues. • Where appropriate, conveys some sense of sequence or of past, present and future time (although this may not be consistently accurate). • Pauses occur most often at the end of a phrase or sentence and do not disrupt communication. • There is a sense of interaction with the student able to respond to familiar prompts and situations, to offer opinions, share feelings and clarify a message. • Able to sustain the interaction in French. |
| <p>C</p> | <ul style="list-style-type: none"> • Some points are clear; others require effort on the part of the listener and may be difficult for peers to understand. • Offers some simple, related statements with relevant detail but relies on a narrow range of vocabulary and patterns. • Time sequences and other relationships may be confusing. • The student is able to communicate in French for very short periods with frequent repetitions and hesitations. • Little sense of interaction — may have difficulty recognizing and responding to prompts and questions. |
| <p>I/F</p> | <ul style="list-style-type: none"> • Does not demonstrate listed criteria. Message may be incomprehensible, inappropriate or extremely brief. |

Name: _____

Partner: _____

Date: _____

1. Overall, which grade best describes how you communicated in French in this activity?

(Remember: how well you communicated your ideas is the most important factor.)

My grade should be:

My reasons are:

2. How well do you think your communication in this activity reflects your ability to communicate in French?

Accurately

Somewhat Accurately (i.e., close)

Not At All

If you chose “Somewhat” or “Not At All,” please explain.

3. What advice would you give other students preparing for this activity?

Appendix A:

Conversation Topics

Grade 8

| | | |
|----|---|--|
| 1. | Vous vous rendez à la maison de votre partenaire qui était absent(e) de l'école aujourd'hui. Essayez de savoir pourquoi il ou elle n'a pas été à l'école et répondez à ses questions au sujet des devoirs à faire. | You visit your partner who was absent from school today at his/her home. Find out why s/he was absent and answer questions about what homework s/he missed. |
| 2. | Votre partenaire et vous arrivez à sa maison après l'école. Vous décidez de préparer une collation à partir de ce qu'il y a dans le réfrigérateur. Décrivez ce que vous avez fait. | You and your partner arrive at his/her house after school. You decide to make a snack using what is in the fridge. Describe what you put together. |
| 3. | Votre partenaire et vous décidez des matières que vous étudierez l'an prochain. Découvrez ce que votre partenaire veut étudier et discutez de vos choix. | You and your partner are deciding what subjects to take next year. Discuss your choices and find out about your partner's. |
| 4. | Votre partenaire et vous décidez d'échanger certains articles de vos sacs à lunch. Demandez à votre partenaire ce qu'il (ou elle) veut garder et ce qu'il (ou elle) veut échanger. | You and your partner decide to trade parts of your brown-bag lunches. Find out what s/he wants to eat and what s/he wants to give away. |
| 5. | Votre partenaire est nouvellement arrivé(e) à l'école. Essayez de savoir s'il (ou elle) aime les sports et, si oui, lesquels. Fait-il (ou elle) partie d'une équipe? | Your partner is a new student at school. Find out if s/he enjoys sports and which ones. Is s/he on a team? |
| 6. | Votre partenaire et vous êtes de nouveaux ou nouvelles ami(e)s. Découvrez ce qu'il ou elle fait en dehors de l'école à part le sport. | You and your partner are new friends. Find out what s/he does outside of school that is not a sport. |

| | | |
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| 7. | Votre partenaire et vous êtes de nouveaux ou nouvelles ami(e)s. Demandez-lui ce qu'il (ou elle) aime faire pendant les fins de semaine. Que fera-t-il (ou elle) la fin de semaine prochaine? | You and your partner are new friends. Find out what s/he likes to do on weekends. What is s/he going to do next weekend? |
| 8. | Votre partenaire et vous voulez commander une pizza. Discutez de ce que vous voulez comme garnitures. | You and your partner want to order a pizza. Discuss what you want on it. |
| 9. | Votre partenaire et vous êtes chez lui (ou elle) en train de planifier une soirée de télévision. Discutez des émissions et de l'horaire. | You and your partner are at his/her house planning an evening of watching T.V. Discuss which shows you are going to watch and at what times. |
| 10. | Votre partenaire et vous planifiez un voyage à l'étranger. Discutez de l'endroit où vous irez et de comment vous y rendre. | You and your partner are planning a trip to a foreign country. Discuss where you are going and how you are getting there. |

Grade 9

| | | |
|----|---|---|
| 1. | Vous planifiez une surprise-partie pour un(e) autre ami(e). Discutez de quelle nourriture vous allez servir et de quel cadeau vous allez acheter. | You and your partner are planning a surprise birthday party for another friend. Discuss the menu and what gift you are going to buy. |
| 2. | Vous voulez aller au cinéma. Il y a trois films différents à voir. Décidez quel film vous allez voir. | You and your partner want to see a film. You have a choice of three different films and need to come to an agreement about which one you are going to see. |
| 3. | Choisissez un groupe musical pour la prochaine danse à l'école. Discutez pourquoi ce groupe est un bon choix. | Choose a band for your next school dance. Discuss with your partner(s) the merits of having this group. |
| 4. | Votre partenaire et vous discutez d'un film que vous avez vu tou(te)s les deux. N'oubliez pas de mentionner quel genre de film c'était. | You and your partner discuss a film you have both seen. Don't forget to mention the genre of film it is. |
| 5. | Votre partenaire et vous discutez de ce qui fait un bon ami et pourquoi. | You and your partner discuss what makes a good friend and why. |
| 6. | Votre partenaire et vous discutez de vos publicités préférées. Pourquoi ces publicités vous plaisent-elles? | You and your partner discuss your favourite ads. Why do these ads appeal to you? |
| 7. | Votre partenaire et vous décidez de commencer un programme de recyclage à l'école. Discutez de vos suggestions et de pourquoi vous croyez que ce programme fonctionnera ou pas. | You and your partner decide to start a recycling program at school. Discuss your suggestions and why you think it will or will not work. |
| 8. | Votre partenaire et vous cherchez des emplois à temps partiel. Discutez des règles à suivre pour réussir une interview. | You and your partner are going to get part-time jobs. Discuss basic rules for a good job interview. |
| 9. | Votre partenaire et vous discutez de ce qui fait un bon consommateur. Êtes-vous de bons consommateurs? | You and your partner discuss what makes a person a good consumer. Are you good consumers? |

| | | |
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| 10. | Votre partenaire et vous discutez de façons de protéger l'environnement. Que faites-vous personnellement à l'école et dans la communauté pour protéger l'environnement? | You and your partner discuss ways to help protect the environment. What do you do personally at school or in your community to help? |
|-----|---|---|

Grade 10

| | | |
|----|---|---|
| 1. | Votre partenaire et vous avez gagné un voyage à un endroit de votre choix au Canada. Choisissez l'endroit et décidez de ce que chacun de vous a besoin pour le voyage. | You and your partner have won a trip to a Canadian destination of your choice. Choose the place and decide what each of you needs to do to prepare for the trip. |
| 2. | Votre partenaire et vous avez tous deux été nommés par YTV pour un prix de mérite. Découvrez comment chacun(e) de vous a mérité. | You and your partner have been recognised by YTV for an outstanding achievement. Find out how each won. |
| 3. | Avec votre partenaire, choisissez une mode et discutez-en. Vous pouvez comparer cette mode avec une autre au cours de la discussion. | With your partner, choose a fashion and discuss your views. You may want to compare this fashion to another during your discussion. |
| 4. | Avec votre partenaire, choisissez une des inventions suivantes : le téléphone, la télévision ou l'automobile. Discutez de l'invention choisie et de ses avantages et/ou désavantages dans la société d'aujourd'hui. | With your partner, choose one of the following inventions: the telephone, the T.V. or the car. Discuss the invention you have chosen and its advantages and/or disadvantages in today's society. |
| 5. | Votre partenaire et vous discutez de ce que vous pensez des amitiés entre garçons et filles. | You and your partner discuss how you feel about male-female friendships. |
| 6. | Votre partenaire et vous discutez de vos projets de fonder une famille. | You and your partner discuss your future plans about having a family. |
| 7. | Votre partenaire vient d'arriver d'un autre pays. Renseignez-vous sur son passé. | Your partner is a new student from another country. Find out about his/her background. |
| 8. | Votre partenaire et vous décidez de faire connaître un nouveau sport d'équipe à l'école. Discutez de ce qu'il faut faire et de comment vous allez faire connaître ce sport aux autres élèves. | You and your partner decide to introduce a new team sport to the school. Discuss what is required and how you will publicize this sport to other students. |

| | | |
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| 9. | Vous êtes un employeur et votre partenaire veut travailler pour vous. Découvrez s'il ou elle serait un(e) bon(ne) candidat(e) pour le poste. | You are an employer in the community and your partner is applying for a job with you. Find out whether s/he would be a good candidate for the position. |
| 10. | Votre partenaire et vous discutez de l'emploi d'été idéal. | You and your partner discuss the ideal summer job. |

Appendix B:

Conversation Sustainers

| | | |
|------------------|--|---|
| Openers | <ul style="list-style-type: none"> • Salut! Ça va? Et toi? Pas mal! Pas pire! • Qu'est-ce que tu as fait/vu? • Quels sont tes projets? | <ul style="list-style-type: none"> • J'aime ta/ton/tes _____ (vêtements). • J'ai faim... • Qu'est-ce tu vas faire? |
| Links | <ul style="list-style-type: none"> • Moi aussi... • Oui/Non... • Mais... • Jamais de la vie!... • Ah, oui?... • Et puis?... | <ul style="list-style-type: none"> • Formidable!... • Je m'en fiche/fous!... • Pas du tout!... • Absolument!... • Cependant... |
| Reactions | <ul style="list-style-type: none"> • Uhhhh...! • Bien. • Bizarre! • C'est vrai. • C'est chouette! • C'est dépassé! • C'est démodé! • Voilà! • Bravo! | <ul style="list-style-type: none"> • C'est moche! • Ça m'est égal • Dis donc! • Sans blague! • C'est beau! • Sensass! • Bien sûr! • C'est chic! • Ah Oui...! |
| Rescues | <ul style="list-style-type: none"> • Comment dit-on...? • Qu'est-ce que tu veux dire? • Par exemple? • Alors, tu penses que... • Peux-tu m'expliquer? • Qu'est-ce que tu penses? | <ul style="list-style-type: none"> • Pardon? • Je ne sais pas. • Je ne comprends pas. • Peux-tu répéter, s.t.p. • Pouvez-vous répéter, s.v.p. |

| | | |
|---|--|---|
| <p>Details</p> | <ul style="list-style-type: none"> • Pourquoi? • Qu'en penses-tu? • Et toi? • Où? • Quand? | <ul style="list-style-type: none"> • Et ensuite? • Et après? • Qu'est-ce qu'il dit? • Comment? |
| <p>Opinions</p> | <ul style="list-style-type: none"> • Je pense que... • Je trouve que... • Je crois que... • À mon avis,... • Je me demande si... | <ul style="list-style-type: none"> • Selon moi,... • D'après moi,... • J'aime/Je n'aime pas... • Je préfère... |
| <p>Endings (mainly for role-play or conversations)</p> | <ul style="list-style-type: none"> • Je suis d'accord (avec toi)! • Merci. Je te/vous remercie. • À bientôt! • À la prochaine! • À demain! • À tout à l'heure! • Ah! Regarde/Regardez l'heure! • Bon, eh bien! • Au revoir. • Bon alors, excuse-moi mais je dois partir. • On se téléphone? | <ul style="list-style-type: none"> • Bonne idée! • Je dois partir. • Je dois m'en aller. • J'ai un rendez-vous. • Quelle heure est-il? • Très intéressant! • On se rappelle • Donne-moi des nouvelles • Ecris-moi! • On se revoit la semaine prochaine? |

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French 8 – 10 — Phase 2

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Kamloops # 24

Moreno Guizzo

Kitimat # 80

Barbara Henderson

Surrey # 36

Marlène Mardoche

North Vancouver # 44

Michèle Mazzarotto

Nanaimo-Ladysmith # 68

Wendy Voykin

Castelgar # 9

French 8 – 10 — Phase 3

Kathy Chan

Delta # 37

Sophia Kraeling

Delta # 37

Enza Arquilla

Richmond # 38

Charmaine Chrétien

Peace River North # 60

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