

Level I, French

Targeted Elements [Interpersonal Mode]

- MLI.IP1E Give simple descriptions
- MLI.IP2C Demonstrate Novice-Mid proficiency in oral and written exchanges

Description of Task

It is early evening. The sun has just gone down, and the night is falling. You are walking arm in arm with your special friend in the park in the small French town of Tournettes sur Loup. You lean toward each other for a long, romantic kiss. All of a sudden a fierce wind nearly knocks you to the ground. It blows so strongly that the trees are bending as if trying to touch their roots. As you and your friend hold tightly to each other, an eerie sound approaches from the distance. It begins as a soft hum and graduates to a deafening, thunderous grind. You are engulfed in a very bright light, and you fall to your knees in fear. Above you a huge metallic sphere appears in the dark. Much to your surprise, from the sphere a staircase slowly lowers to the ground. A creature unlike any being you have ever seen descends. Fortunately, it seems not to notice you. Instead of devouring you as you thought it might, the creature turns and heads out of the park. Oh my gosh! Does this creature intend to do harm? You cannot take any chances. You must warn everyone. You and your friend race to the police station. The chief of police believes you have seen something unusual, but of course, he doesn't expect what you have to tell him. He calls in his team of sketch artists. You must describe for them the creature you have seen so they can get posters out to the public as soon as possible.

Teacher Notes

Divide the class into groups of four. Each person plays the role of one of the kids in the park. The other group members are the police sketch artists. The artists draw what the young person describes. After each person finishes his/her description, for fun, you can compare the three sketch artists' drawings to the original drawing. The role of the student in the park passes to the next person in the group until everyone has had a turn.

This lesson is intended to practice body parts vocabulary and descriptive adjectives. Before beginning the task you may wish to put a word bank on the board of any terms you feel your students might need. The day before students complete this task, the teacher may want to assign the following homework: Draw a picture of an alien being. (This is so that each student has his creature formulated in his head. The students' drawings are not for a grade.)

Scoring Guide

See below.

Novice-Mid Presentational Rubric: Speaking

	<i>Exceeds expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>
<p>Can the audience understand the student?</p> <p>(Comprehensibility)</p>	The audience understands the student without difficulty even though the student may have some hesitation when speaking.	The audience generally understands the student. The student may have some hesitations or unnatural pauses during speaking.	The student is not clearly understood. There are frequent hesitations and many unnatural pauses.
<p>How well does the student use the language?</p> <p>(Language Control & Vocabulary Use)</p>	<p>The student uses memorized language correctly but as the student moves beyond memorized material to “created” language (produce simple sentences) more errors appear.</p> <p>The presentation is rich in appropriate vocabulary.</p>	<p>The student is mostly correct when using memorized language.</p> <p>The student accurately uses vocabulary that has been taught.</p>	<p>The student is correct only at the word level.</p> <p>Vocabulary is limited and/or repetitive.</p>
<p>How well does the student capture and maintain the audience’s attention?</p> <p>(Impact)</p>	The student uses gestures, visuals and tone of voice to maintain the audience’s attention.	The student uses some gestures and visuals to maintain the audience’s attention.	The student makes no effort to maintain the audience’s attention.
<p>How well does the student organize the presentation?</p> <p>(Communication Strategies)</p>	<p>The presentation has a beginning, middle, and end.</p> <p>The main ideas are supported with examples.</p>	The presentation has a beginning, middle, and end.	The student presents information randomly.

Adapted from rubrics used by the Consortium for Assessing Performance Standards, a USDE Foreign Language Assistance Program grant to the East Brunswick (NJ) Public Schools, Edison Township (NJ) Public Schools, West Orange (NJ) Public Schools and the West Windsor-Plainsboro (NJ) Public Schools [more information available at <http://flenj.org/CAPS/?page=parent>].