

IB French 5 & French 5

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IB French 7 & French 7

Summer work

M. Noyes & Mme. Raffini

[David S Noyes@mcpsmd.org](mailto:David_S_Noyes@mcpsmd.org) & [Renee K Raffini@mcpsmd.org](mailto:Renee_K_Raffini@mcpsmd.org)

It is vitally important that students maintain their use of French over the summer and keep up with current events. For this reason, students will follow the news over the summer, finding **5** articles from a Francophone news source and briefly answer the following questions **on the sheet attached and submit with their five articles.**

où, quand, qui et quoi

Each article will be worth 5 points, for a total of **25 points.**

Students will present their articles in class orally following the IB oral assessment rubric. We will discuss the attached rubrics in detail when we return to class and presentations will begin the following class period. Students must understand these rubrics as this will begin our preparations for the external assessment in spring, 2010.

Students should look for a subject which interests them.

Independent vocabulary development is also extremely important. Students must develop their skills in learning and using new vocabulary on their own. We will discuss a wide range of topics during the year and a strong vocabulary will enhance understanding and discussions. Students will choose two words from each article which were **previously unknown** and **necessary** for understanding the articles. A list of ten words, with explanations/definitions in **French** will be collected at the first class meeting. The list is worth **20 points.** A word wall will be created using everyone's vocabulary lists and vocabulary development will continue throughout the course.

Suggested news sources:

There are many Francophone news sources from which to choose. A few suggestions include: Figaro, seneweb.com (Sénégal), Le Monde, Yahoo.fr (actualités), bbcafrique.com to name but a few. A quick web search for "presse francophone" or "journaux francophones" will provide many more to choose from.

Due the first day of class:

1. Copies of 5 articles with questions answered in French.
2. 10 vocabulary words, with definitions in French.

Also, students should familiarize themselves with the attached rubrics.

Titre:

Quand:

Où:

Qui:

Quoi:

Source:

Titre:

Quand:

Où:

Qui:

Quoi:

Source:

Titre:

Quand:

Où:

Qui:

Quoi:

Source:

Titre:

Quand:

Où:

Qui:

Quoi:

Source:

Titre:

Quand:

Où:

Qui:

Quoi:

Source:

Criterion A: Language

To what extent does the candidate speak the language fluently and accurately?

- *How fluent is the language spoken by the candidate? (Fluency refers to ease of speaking.)*
- *How correct and idiomatic are the grammar and vocabulary used by the candidate?*
- *To what extent does intonation contribute to communication? (Intonation refers to the sounds and rhythms of the language that are essential for effective communication. It does not refer to accent. The candidate is not expected to sound like a native speaker of the language.)*

9–10

Command of the spoken language is good.

- The production of language is fluent.
- The use of grammar and vocabulary is generally correct, varied and idiomatic.
- The intonation contributes effectively to communication.

7–8

Command of the spoken language is fairly good.

- The production of language is mostly fluent.
- The use of grammar and vocabulary is generally correct with some idiomatic expressions.
- The intonation does not interfere with communication.

5–6

Command of the spoken language is generally adequate despite some limitations.

- The production of language is comprehensible despite some lapses in fluency.
- The use of basic grammar and vocabulary is generally correct with few idiomatic expressions.
- Inaccurate intonation rarely interferes with communication.

3–4

Command of the spoken language is limited.

- The production of language is generally hesitant and not always comprehensible.
- The use of grammar and vocabulary is often incorrect and/or limited.
- Inaccurate intonation sometimes interferes with communication.

1–2

Command of the spoken language is very limited.

- The production of language is very hesitant and/or incomprehensible.
- The use of grammar and vocabulary is generally incorrect and/or very limited.
- Inaccurate intonation consistently interferes with communication.

0

Level 1 is not achieved.

Criterion B: Cultural Interaction

To what extent does the candidate interact appropriately and successfully in the conversation?

- *How sensitive and subtle is the candidate's response to nuances and prompts? (Teachers should ensure that their participation in the exchange is sufficient, subtle and complex enough to enable the assessment of the candidate's listening skills .)*
- *How actively does the candidate contribute to the conversation?*
- *To what extent does the candidate speak spontaneously, or has the candidate rehearsed the conversation?*
- *How appropriate is the language to the subject and context? (Language refers to tone and register.)*

9–10

Interaction in conversation is successful.

- Responses in fairly complex exchanges show some sensitivity to subtlety, nuances and prompts.
- Contributions to the conversation are active and spontaneous.
- The language is generally appropriate to the subject and context.

7–8

Interaction in conversation is quite successful.

- Responses in simple exchanges are competent, with some difficulty in more complex exchanges.
- Contributions to the conversation are generally active and mostly spontaneous.
- The language is often appropriate to the subject and context.

5–6

Interaction in conversation is basic but adequate.

- Responses in simple exchanges are limited due to some difficulties with understanding, but they are generally appropriate.
- Contributions to the conversation may be limited but they are generally appropriate and sometimes spontaneous.
- The language is sometimes inappropriate to the subject and context.

3–4

Interaction in conversation is limited.

- Responses in simple exchanges are limited and/or sometimes inappropriate due to limited understanding.
- Contributions to the conversation are limited and/or partly rehearsed.
- The language is often inappropriate to the subject and context.

1–2

Interaction in conversation is very limited.

- Responses in simple exchanges are very limited and/or often inappropriate due to lack of understanding.
- Contributions to the conversation are very limited and/or overly rehearsed.
- The language is inappropriate to the subject and context.

0

Level 1 is not achieved.

Criterion C: Message

To what extent is the candidate able to communicate ideas (or message) and maintain a coherent conversation?

- *To what extent is the candidate able to convey complex ideas and opinions?*
- *How clearly, coherently and effectively are the ideas and opinions presented?*
- *How relevant and complete are the candidate's responses?*
- *How coherent is the conversation?*

9–10

The candidate handles complex ideas well.

- Both simple and complex ideas and opinions are generally presented clearly, coherently and effectively.
- Responses are generally relevant and show some imagination.
- The conversation flows coherently.

7–8

The candidate handles simple ideas fairly well.

- Simple ideas and opinions are presented clearly and coherently; there is some difficulty with more complex ideas.
- Responses are generally relevant and contain some details.
- The conversation generally flows coherently.

5–6

The candidate generally handles simple ideas adequately despite some limitations.

- Simple ideas and opinions are generally presented clearly.
- Responses are generally relevant though simple.
- The conversation generally flows coherently but with some lapses.

3–4

The candidate handles simple ideas with difficulty.

- Simple ideas and opinions are presented with difficulty, sometimes incoherently.
- Responses are sometimes irrelevant and/or repetitive.
- The conversation does not flow coherently.

1–2

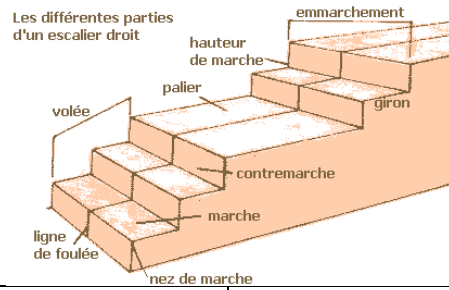
The candidate handles simple ideas with great difficulty.

- Simple ideas and opinions are presented incoherently.
- Responses are generally irrelevant and/or repetitive.
- The conversation is disjointed.

0

Level 1 is not achieved.

Le vocabulaire



Le mot	La définition ou explication en français