Français 4/5 Nom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit 1 IPA (Stéréotypes)

**IPA: Interpretive Reading**

<http://lci.tf1.fr/monde/amerique/les-10-prejuges-francais-sur-les-americains-7605762.html>

**« Les 10 préjugés des Français sur les Américains »**

**A. Key Word Recognition**. Find the French words/phrases that best express the meanings of the following English words/phrases.

1. map \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. worldwide\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. to lack\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. friendship\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. to astonish\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. weapons\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. to pledge\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 5 | Identifies all key words appropriately with context of the text. |
| 4 | Identifies majority of key words appropriately within context of the text. |
| 3 | Identifies half of key words appropriately within the context of the text. |
| 2 | Identifies less than half of key words appropriately within the context of the text. |
| 1 | No response |

**B. What is the main idea of this article? Answer in English.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 5 | Identifies the complete main idea(s) of the text. |
| 4 | Identifies the key parts of the main idea(s) of the text but misses some elements. |
| 3 | Identifies some part of the main idea(s) of the text. |
| 2 | Identifies a minor idea from the text. |
| 1 | No response |

**C. Supporting Details.**

1. Check each detail that is mentioned in the article (not all are included).

2. Fill in the information that is given for each detail you have checked. Write in English.

\_\_\_ The percentage of Americans that are overweight \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The reason there are fewer overweight people in France \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ Reasons that Americans aren’t good at geography \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_The reason that Europeans are annoyed by U.S. foreign politics \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ American behaviors which seem vulgar to French people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_ Reasons why the French think Americans are friendly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ Reasons why the French are less friendly to strangers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The qualities that prevent Americans from having deeper friendships \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The reason American society is more puritanical than French society \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ A reason why French people think Americans are materialistic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_ Reasons the French think that the U.S. is a violent country \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ Reasons that the French think Americans are patriotic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ A way that the French show their patriotism\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 5 | Identifies all supporting details in the text and accurately provides information from the text to explain these details.  |
| 4 | Identifies the majority of supporting details in the text and provides information from the text to explain some of these details. |
| 3 | Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of the supporting details but is unable to provide information from the text to explain these details. |
| 2 | Identifies some supporting detail but is unable to provide information from the text to support them. |
| 1 | No response |

**D. Organizational Features.** Describe how the article is organized.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 5 |  |
| 4 | Identifies the organizational feature(s) of the text; rationale misses some key points. |
| 3 | Attempts to identify the organizational features of the text but is not successful. |
| 2 | Incorrectly identifies the organizational features of the text and fails to provide rationale.  |
| 1 | No response |

**E. Guessing Meaning from Context.** Find the underlined words/phrases and write what you think they mean in English. The information in parenthesis tells you which paragraph the word appears in.

1. Les Américains ont un sérieux problème de surpoids et d’obésité. (#1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Guenola Pellen, la redactrice en chef du magazine (#2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Une France…qui si pense la patrie des grands intellectuels (#2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. le Francais opte pour la sobriete dans son style vestimentaire (#4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. les Américains sont particulièrement accueillants. (#5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. elle possède *un noyau* qu’il est pratiquement impossible de pénétrer (#6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. la noix de coco a une coquille dure (#6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 5 | Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate. |
| 4 | Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate. |
| 3 | Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking. |
| 2 | Is unable to infer the correct meaning of any of the words or phrases.  |
| 1 | No response |

**F. Inference.** Answer the following question in English, giving us much information from the article as possible to support your response.

1. If you were a French person, would you want to visit the U.S.? Why or why not?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 5 | Infers and interprets the text’s meaning in a highly plausible manner. |
| 4 | Infers and interprets the text’s meaning in a partially complete and/or partially plausible manner. |
| 3 | Inferences and interpretations of the text’s meaning are largely incomplete or not plausible. |
| 2 | Inference is incomplete and not plausible  |
| 1 | No response. |

**G. Author’s Perspective.** Check the perspective or point of view you think the author adopted as s/he wrote this article and justify your answer with information from the text.

\_\_\_\_ Most of the ideas that French people have about Americans are unfair and untrue.

\_\_\_\_ Many of the stereotypes are accurate and a result of cultural and historical differences.

\_\_\_\_ It is important for French people who visit the U.S. to understand the cultural differences.

Justification from text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 5 | Identifies the author’s perspective and provides a detailed justification. |
| 4 | Identifies the author’s perspective and provides a justification. |
| 3 | Identifies the author’s perspective but does not provide a justification. |
| 2 | Unable to identify the author’s perspective. |
| 1 | No response. |

**H. Comparing Cultural Perspectives.** Answer the following questions in English.

What did you learn about the following aspects of French culture by reading this article? (You don’t need to write complete sentences, just jot down some notes)

* Manner of speaking \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Way of dressing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Friendships \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Attitude toward money \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 5 | Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives. |
| 4 | Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives. |
| 3 | Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural practices/products to perspectives is superficial or lacking. |
| 2 | Unable to identify a pertinent cultural perspective/norm.  |
| 1 | No response. |

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| **Conversion Table** |
| 39-40 = 11 |
| 36-38 = 10 |
| 32-35 = 9 |
| 28-31 = 8 |
| 24-27 = 7 |
| 16-23 = 6 |
| 15 or below = 5 |

Raw Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_/40

Converted Score \_\_\_\_\_\_\_\_\_\_\_/10

**Interpretive Listening**

<http://www.youtube.com/watch?v=4YnIxO-FM84&safe=active>

**A. What is the main idea of this video? Answer in English.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 5 | Identifies the complete main idea(s) of the text. |
| 4 | Identifies the key parts of the main idea(s) of the text but misses some elements. |
| 3 | Identifies some part of the main idea(s) of the text. |
| 2 | Identifies a minor idea from the text. |
| 1 | No response |

**B. Supporting Details.** Fill in the table for each stereotype that the speaker discusses. Write in English.

1. Summarize the stereotype. Ex. “Americans drive everywhere.”

2. Write *Agrees* if he believes the stereotype is true and *Disagrees* if he believes it is untrue.

3. Write the opinions/details/examples that he gives to support or dispel the stereotype.

Ex.

Stereotype: “80% of Americans have cars.”

Examples/Opinons “All my American friends have cars.” OR “Americans are too lazy to walk.”

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| **Stereotype** | **Agrees/****Disagrees** | **Opinions/Details/Examples** |
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| 5 | Identifies all stereotypes in the text and the speaker’s opinion of them; accurately provides information from the text to support/dispel the stereotypes. |
| 4 | Identifies the majority of the stereotypes/speaker’s opinions in the text and provides information from the text to support/dispel these stereotypes. |
| 3 | Identifies some of the stereotypes in the text/speaker’s opinions and provides limited information from the text to support/dispel them. Or identifies the majority of the stereotypes but is unable to provide information from the text to explain to support/dispel them. |
| 2 | Identifies some of the stereotypes/speaker’s opinions but is unable to provide information from the text to support/dispel them. |
| 1 | No response |

\_\_\_ X 4 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**C. Guessing Meaning from Context.** Listen for the underlined words/phrases and write what you think they mean in English. The information in parenthesis tells you where in the video you will hear the expression.

1. On a tous des armes. (1 :45) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. On a tous une casquette et/ou un blouson de baseball américain. (2 :17)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Ca casse les oreilles. (3:15) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Une fille américaine peut embrasser trois mecs dans une soirée. (5 :18) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. C’est marrant parce que si c’est un couple français… (5 :57) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 5 | Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate. |
| 4 | Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate. |
| 3 | Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking. |
| 2 | Is unable to infer the correct meaning of any of the words or phrases.  |
| 1 | No response |

**D. Inference.** Answer the following question in English, giving us much information from the article as possible to support your response.

1. Do you think the speaker is French or American?

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| 5 | Infers and interprets the text’s meaning in a highly plausible manner. |
| 4 | Infers and interprets the text’s meaning in a partially complete and/or partially plausible manner. |
| 3 | Inferences and interpretations of the text’s meaning are largely incomplete or not plausible. |
| 2 | Inference is incomplete and not plausible  |
| 1 | No response. |

**E. Author’s Perspective.** Check the perspective or point of view you think the author adopted as s/he wrote this article and justify your answer with information from the text.

\_\_\_ 1. French people have many misconceptions about Americans.

 \_\_\_2. Many American stereotypes are based on cultural realities.

\_\_\_ 3. Americans are lazy, loud, and sexually promiscuous.

Justification from text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 5 | Identifies the author’s perspective and provides a detailed justification. |
| 4 | Identifies the author’s perspective and provides a justification. |
| 3 | Identifies the author’s perspective but does not provide a justification. |
| 2 | Unable to identify the author’s perspective. |
| 1 | No response. |

Raw Score: \_\_\_\_\_/40 Converted Score: \_\_\_\_\_\_\_/10

**Interpersonal Speaking**

**Directions:** You will complete the following role play for this portion of your assessment. Your role play should demonstrate the information that you learned regarding French and American stereotypes. In addition, you can use your own personal experiences and opinions to add detail to your role play. You will not know who your partner will be or which role you will be playing until you are assessed, so make sure you are prepared for either role.

**Roles:**

**Partner A** is a French exchange student that is coming to live with student A for the year. S/he has heard many stereotypes about Americans and is anxious to find out if they are true.

**Partner B** is an American student who is meeting his/her foreign exchange student for the first time. S/he has heard many stereotypes about French people and is anxious to find out if they are true.

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| Score | Indicators |
| 10+ | You exceeded expectations on this task.  |
| 9/10 | You thoroughly addressed the prompt, continued your conversation for the entire time, and included all the required information without being prompted.Your role play included specific information from both the videos and the articles that you read. You ensured a flow in the conversation by responding appropriately to your partner’s comments and asking relevant questions to prompt his/her responses.You used a varied vocabulary, and level-appropriate grammatical structures to express your meaning.You spoke fluently with excellent pronunciation.  |
| 8 | You adequately addressed the prompt and continued your conversation for most of the allotted time, with only occasional, brief lapses. Your role play included specific information from at least one source that you read/listened to in this unit. You were able to respond appropriately to most of your partner’s comments and you attempted to ask questions when conversation lagged. You used the correct structures and vocabulary to express your meaning most of the time; minor errors did not significantly impede comprehension. Your may have spoken with a minor accent and occasional pauses. |
| 7 | You were able to address most of the prompt, although at times you may have relied heavily on your partner’s questions to prompt your responses. Your role play demonstrated general knowledge about the topic, but no specific detail from the sources you read/listened to in class.You may have had difficulty responding to your partner’s comments or asking questions of your own, creating a lack of flow and/or long silences in your conversation.You made errors in grammar and/or vocabulary which sometimes interfered with comprehension. You may have spoken with a strong accent and significant pauses.  |
| 6 | You were able to make several statements related to the prompt although you may have required considerable prompting.Your role play demonstrated a lack of knowledge regarding cultural stereotypes.Your inability to respond to your partner’s comments or ask questions of your own resulted in a very choppy, incomplete conversation with significant periods of silence.Errors in grammar and vocabulary significantly impeded comprehension or resulted in an incomplete response. You may have made significant pronunciation errors and/or spoken with considerable hesitation.  |
| 5 | You did not participate adequately in the conversation ORYour contribution was incomprehensible due to errors in grammar, vocabulary or pronunciation.  |

Commentaire \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Presentational Writing**

You are a French high school student who has just completed your first semester as an exchange student. Write a blog entry in which you discuss the stereotypes of Americans that you had before you arrived, and whether you have found that these stereotypes are accurate. Although the stereotypes you discuss should be based on the texts that you read/heard in class, you may incorporate imaginary examples (maybe from your real life?) to support/dispel the stereotypes that you discuss.

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| **Score** | **Indicators** |
| 10+ | You exceeded the expectations for this assignment by providing an abundance of detail from the sources that you read and heard, using complicated structures with no errors, including a varied vocabulary, and organizing your work carefully. |
| 9/10 | You thoroughly addressed the prompt with accurate, relevant and interesting detail.Your work was well-organized with appropriate transitions.You used level-appropriate structures and varied vocabulary to express your meaning with few errors. |
| 8 | You adequately addressed the prompt; most information was accurate and relevant.Your work was well-organized with some transitions.You used level-appropriate structures and vocabulary with only minor errors which did not impede comprehension.  |
| 7 | You partially addressed the prompt; your work would have benefited from additional relevant detail. Your work lacked organization— the lack of an introduction, conclusion, or adequate transitions made it appear choppy or difficult to follow. You relied on simple structures and repetitive vocabulary, or made errors which occasionally interfered with comprehension.  |
| 6 | Your work fell significantly short of expectations due to a lack of relevant detail. Your work was disorganized; you jumped around from one topic to another and/or did not include an introduction and conclusion.You made errors in grammar and/or vocabulary which significantly impeded comprehension.  |
| 5/Retake | You did not meet the stated expectations for this assignment. See Madame for a retake. |

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