Français I Nom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit 6(a) IPA

**Interprétation - Vidéo**

Watch the videos and answer the following questions in English.

*A. Trotro et le Poisson* (<http://www.youtube.com/watch?v=VSryd8YKnb8> )

1. What does Trotro’s mom tell him to do at the beginning of the video? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Is Trotro happy with what his mom serves him? Why or why not? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Trotro says “Je vais le cacher.” What do you think *cacher* means? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Trotro says “Voila. **Sous** l’assiette.” What do you think *sous* means? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. What is the last thing Trotro says before he calls his mom? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. What does Trotro’s mom ask him to do while she’s bringing him his cake? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. What does Trotro say to his mom as he leaves? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. What does Trotro say to Lili? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Trotro says “Ne pleure pas, Lili.” What do you think *pleurer* means? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. Lili’s friend says “Quel joli tour de magie!” What do you think a *tour de magie* is? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*B. Trotro fait de la soupe* (<https://www.youtube.com/watch?v=9CU6Pr0ppsA> )

1. What is Trotro going to make? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Who is it for? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What vegetable does he need first? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. After he puts the leeks (poireaux) in the soup, he has an idea. What is it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. After he tastes the soup, he realizes he needs something else. What is it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. What does he realize is still missing from his soup? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Who is he going to have taste his soup? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. What does he tell his dad to do, when he hands him the pot? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. What does Trotro’s dad say about the soup? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. What does Trotro’s mom say she’ll do, to make up for spilling Trotro’s soup? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Interprétation**

Read the article <http://www.imaginetonfutur.com/comment-mangent-les-ados-l-etude-qui-y-repond.html> and complete the following activities.

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

words/phrases.

1. A study \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Eating habits\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Teenagers\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Breakfast\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Snacking\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. A meal\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Cafeteria \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Pastries\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Middle school students\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. High school students\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. Appetizer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. A snack\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. To cook\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 5 | Identifies 12 or more key words appropriately with context of the text. |
| 4 | Identifies 9-11 key words appropriately within context of the text. |
| 3 | Identifies 6-8 key words appropriately within the context of the text. |
| 2 | Identifies 1-5 key words appropriately within the context of the text. |
| 1 | No response |

1. Young people\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**B. Main Idea.** What is this article about?

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

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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.** Check each detail that is given in the article. (You will not check every detail.) Then fill in the information that is given for each detail. Write in English.

\_\_\_ Percentage of children (8-19 years old) who have breakfast with their parents \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ Percentage of children (8-19 years old) who have breakfast with their brothers and sisters \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ Percentage of children (8-19 years old) who have breakfast at school \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The most common breakfast foods \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_ Where elementary students usually eat lunch\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ Where middle school students usually eat lunch \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ Where high school students usually eat lunch \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The courses that are usually eaten at lunchtime \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The percentage of teenagers who regularly ate a snack in 2006 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The most popular snack foods \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_ Where most dinners are eaten \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The courses that are usually eaten at dinner \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The percentage of families that eat out at least once a week \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The percentage of French teenagers who snack between meals several times a week \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The type of food that is most often eaten between meals \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The percentage of French kids who eat fast food 2-3 times per month \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The percentage of French kids who are overweight \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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. Guessing Meaning from Context.** Find the underlined words/phrases and write what you think they mean in English. The information in parenthesis tells you where you can find the sentence in the article.

1. Le diner est plus léger que le déjeuner, se composant principalement d’un plat et d’un dessert. (**Le diner** paragraph) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Plus de la moitié d’entre eux déclarent aimer faire la cuisine. (**le diner** paragraph) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Le grignotage est une pratique très répandue chez les jeunes. (**Le grignotage** paragraph) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. 87% des 8-19 ans sont allés au moins une fois dans un fast food au cours des 12 derniers mois (last paragraph) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. On peut donc se demander si le surpoids des jeunes est lié à leur sédentarité, au manque de pratique sportive ou à des mauvaises habitudes alimentaires. (last sentence) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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 |

**E. Inference.** Answer the following question in English. Give lots of information from the article to support your answer.

1. Based on what you read in this article, why do you think there are fewer overweight people in France than in the U.S.?

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

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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. |

**F. Author’s Perspective**. Select 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.

\_\_\_ Parents need to take a more active role in making sure their children eat healthy.

\_\_\_ French teenagers are adopting bad eating habits because of the influence of American culture.

\_\_\_ French teenagers eating habits are improving in some ways.

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

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| 5 | You identified the author’s perspective and provided a detailed justification. |
| 4 | You identified the author’s perspective and provided adequate justification. |
| 3 | You identified the author’s perspective but your justification lacked detail. |
| 2 | You identified the author’s perspective, but did not provide adequate justification from the text. |
| 1 | No response. |

**G. Comparing Cultural Perspectives.** What statistic in this article surprised you the most? Why?

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

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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. |

Raw Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/35

**Communication Interpersonnelle**

You and your partner will discuss your eating habits for 3 minutes. Here are some subjects you can discuss:

1. Breakfast

* How often you eat breakfast and why
* What you have and where you have it
* Whether you eat breakfast/what you have on weekends

2. Lunch

* How often you bring your lunch and some of the things you have when you bring a lunch
* How often you buy your lunch and some of the things you have when you buy your lunch
* Why you bring or buy

3. Dinner

* Where you usually have dinner
* Who you usually eat with
* Who usually cooks
* Some of the different things you have and how often you have them
* Whether you eat fast food very often and why

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

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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.  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.  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.  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 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 OR  Your contribution was incomprehensible due to errors in grammar, vocabulary or pronunciation. |

**Présentation Ecrite**

Imagine that a French foreign exchange student is coming to stay with you and s/he wants to know about what you eat and when/where you eat it. Send him/her a message in which you include the following information:

* What you usually have for breakfast and why. If you don’t eat breakfast, tell why not.
* What you usually have for lunch at school. Tell him/her whether you bring or buy and what you usually have. Give your opinion of the food in the cafeteria.
* Where you usually eat dinner and with whom. Tell him/her some of the typical meals that you have at home and who prepares them. Also mention how often you eat out (including fast food), and what you have there.
* Don’t forget that she/he is from France so show that you understand the differences in French and American meals in your message.

Make sure to use words like *et* (and), *mais* (but), *parce que* (because) to link your ideas and additional creative detail. You must write at least 125 words, so make sure to include lots of detail!

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| Score | Indicators |
| 10+ | You exceeded the expectations for this assignment by providing an abundance of creative detail, 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 | You did not meet the stated expectations for this assignment. See Madame for a retake. |