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Advanced French Speaking Grade 10 Task A (adaptable)

Teacher's Notes

"I can give a presentation on a chosen theme and respond readily to questions."

Instructions

Learners look at the Learner's Page and have five minutes to think about the task. They then exchange ideas in pairs, changing partners every few minutes. This may occur as many times as the size of the group allows. In small groups, there should be at least two opportunities to rehearse with other learners before assessment with the teacher. If the class contains fewer than three students, more preparation time should be allowed.

Learners are assessed on the expression and justification of their ideas. Each learner gives his or her point of view about the issue to the teacher, either during the group role-play, afterwards in the same class, or subsequently, as circumstances may require. The teacher asks questions and assesses performance on the task at this point.

Marking notes

Each learner is assessed individually. The task is assessed on the basis of both communication (up to 5 marks) and language (up to 5 marks). Please do not use half marks.

COMMUNICATION	LANGUAGE
• choice and 3 reasons are clearly communicated and easily understood • pronunciation is appropriate to convey meaning • communication is maintained without major hesitations	• there is an attempt to use a range of structures appropriate to the Advanced Stage • a range of vocabulary appropriate to the topic is used • grammatical accuracy is adequate to convey meaning
• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks	• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks

Pass

7 out of 10 (communication + language)

Adapting the task

The teacher can adapt the task by selecting a different theme or context, as long as:

- a clear setting is outlined; and
- the support (i.e. easily comprehensible target vocabulary suggestions) is at a similar level.

An identical "rehearsal" element is not essential, but learners should be given an equivalent opportunity to practise before being assessed.

Decision-making situations could include the choice of a type of holiday, or of how to celebrate a particular event or occasion.

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Advanced French Speaking Grade 10 Task A

Learner's Page

• **Talk to one member of the class at a time** • **Explain your choice and the reasons for it** • **Comment on some of the other possible choices** • **Listen to your partner's opinions and try to persuade him/her** • **Talk to other partners** • **Finally, tell your teacher what you think**	You live in a small village in France. The local council has received a donation of €100,000 to put up a building 'for the good of the village'. Everyone in the village is talking about what should be built with the money. You must choose one of the suggestions on the sheet below (or decide on an idea of your own). You have five minutes to think about your choice and develop at least three reasons for it. You should prepare to justify your choice and say why the other options are not as good. Then you must go around the village (your classroom) and ask the people you meet what they think, give your opinion, and try to persuade them that you are right. Finally you will speak individually to your teacher, to give and justify your choice. At this point your teacher will assess your performance.

Notre village a reçu une donation de 100 000 euros pour construire un bâtiment d'utilité publique » dans le village. Face au grand nombre de suggestions présentées par les habitants, nous avons décidé d'organiser un débat public pour explorer les différentes possibilités.

QUE CONSTRUIRE POUR NOTRE VILLAGE?

Une bibliothèque?

Une garderie d'enfants?

Un centre médical?

Un gymnase?

Un théâtre?

Un centre d'activités pour le troisième âge?

Un centre pour les mères de famille ?

Un parking ?

Un cinéma ?

Une aire de jeux pour enfants ?

Un club pour les jeunes ?

Un centre culturel ?

Un centre de recyclage ?

Un café Internet ?

Un hôtel ?

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Advanced French Speaking Grade 10 Task B (adaptable)

Teacher's Notes

"I can give a presentation on a chosen theme and respond readily to questions."

Instructions

This task involves an element of preparation. Each learner finds and brings to class three or four relevant photographs, then prepares a short talk about a village, town or region in the UK or a French-speaking country. Dictionaries may be used at this preparation stage. Each learner then talks for one to two minutes, to a group or to the whole class, structuring the presentation around the pictures selected and covering three different aspects. He/she then answers at least three relevant questions asked by fellow learners or the teacher. The teacher should ensure that the questions are relevant to the content presented, and within the scope of what might reasonably be known by the learner. It may be necessary for the teacher to intervene and ask suitable questions. Learners are assessed on the presentation and their three best answers to the subsequent questions.

Marking notes

Each learner is assessed individually. The task is assessed on the basis of both communication (up to 5 marks) and language (up to 5 marks). Please do not use half marks.

COMMUNICATION	LANGUAGE
• presentation is appropriately structured and three questions are appropriately answered • content is clearly communicated and easily understood • pronunciation is appropriate to convey meaning • communication is maintained without major hesitations	• there is an attempt to use a range of structures appropriate to the Advanced Stage • a range of vocabulary appropriate to the topic is used • grammatical accuracy is adequate to convey meaning
• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks	• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2marks

Pass 7 out of 10 (communication + language)

Adapting the task

The teacher can adapt the task by selecting a different subject area (such as tourism, food or sport). A similar format should be maintained for the activity, i.e.

- three or four pictures
- a subject which requires a degree of research and preparation
- presentation of factual information beyond the personal and the familiar.

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Advanced French Speaking Grade 10 Task B

Learner's Page

• **Speak to a group or the whole class** • **The talk must last for up to two minutes** • **Afterwards, the group or your teacher will ask you questions**	Your task is to give a talk about a place, in the UK or in a French-speaking country (you can choose the place: a village, town or a larger area). Before the assessment, find three or four pictures of the place to illustrate different points (they can be attractive features or problems – you choose). Plan a short presentation of one to two minutes and deliver it to your group, using the pictures as a starting point. You can use a dictionary to prepare. You can just describe the region, or promote it, or talk about its problems, but you must cover at least three aspects. Be ready to answer at least three questions from your listeners afterwards on the subject of the presentation. You will be assessed on your presentation and on your three best answers to the questions that follow.

Some possible ideas for organising your talk:

La ville de XXX

Le paysage des environs

Son industrie – autrefois et aujourd'hui

Son tourisme et ses attractions

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Advanced French Speaking Grade 11 Task A (adaptable)

Teacher's Notes

"I can give a presentation on a chosen theme and argue my viewpoints with some degree of success."

Instructions

Each member of the class receives a copy of the Learner's Page (two alternative versions are provided) and has ten minutes to choose three discoveries and generate arguments to justify his/her choices. Learners then work in groups of three or four or (if fewer than six in the class) in the whole class, presenting and justifying their ideas in informal discussion. Each group should aim to arrive at a common list of the three most influential inventions. The teacher tells each group who will speak first.

Learners are assessed on the presentation and justification of their ideas in discussion with other group members. The teacher should not take part, but should circulate, observe and assess individual performances. If the class contains fewer than three learners, the teacher may take part in the discussion.

Marking notes

Each learner is assessed individually. The task is assessed on the basis of both communication (up to 5 marks) and language (up to 5 marks). Please do not use half marks.

COMMUNICATION	LANGUAGE
• three suggestions are clearly communicated and appropriately justified in discussion • pronunciation is appropriate to convey meaning • communication is maintained without major hesitations	• there is an attempt to use a range of structures appropriate to the Advanced stage • a range of vocabulary appropriate to the topic is used • grammatical accuracy is adequate to convey meaning
• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks.	• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks

Pass 7 out of 10 (communication + language)

Adapting the task

This task can be adapted by selecting a different subject list. One example might be "Which people have most changed the world / are most worth admiring?"

The format of the activity should be maintained and the stimulus sheet should include at least 12 suggestions which prompt an immediate reaction and expression of justifiable opinions.

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Advanced French Speaking Grade 11 Task A

Learner's Page

• **Work in a group of three or four (or the whole class)** • **Explain your three choices and justify them** • **Comment on the ideas of the rest of the group** • **In your group, choose the top three inventions**	You are going to take part in a discussion: "Which inventions have most changed the world?" Look at the list below. You must choose three things. If you don't understand a word you can consult your teacher, and you can add your own ideas if you wish. You have ten minutes to think about your choices and prepare to justify them. Then you must present your ideas, explain your decisions to the other members of the group, and comment on their choices. Finally, the group should decide on its own list of the three most influential inventions. Your teacher will tell you when to begin and who should speak first. You will be assessed on how you present your ideas and support them in the discussion.

Quelle découverte a le plus changé le monde ?

- *Le portable*
- *Les progrès médicaux*
- *La télévision*
- *L'horloge*
- *Le feu*
- *L'informatique*
- *..... ?*
- *Le voyage dans l'espace*
- *L'imprimerie, les livres*
- *L'électricité*
- *L'automobile*
- *L'invention de la roue*
- *Le savon*
- *..... ?*

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Advanced French Speaking Grade 11 Task A

Learner's Page (alternative content)

• **Work in a group of three or four (or the whole class)** • **Explain your three choices and justify them** • **Comment on the ideas of the rest of the group** • **In your group, choose the top three inventions**	You are going to take part in a discussion: "Which inventions have most changed the world?" Look at the list below. You must choose three things. If you don't understand a word you can consult your teacher, and you can add your own ideas if you wish. You have ten minutes to think about your choices and prepare to justify them. Then you must present your ideas, explain your decisions to the other members of the group, and comment on their choices. Finally, the group should decide on its own list of the three most influential inventions. Your teacher will tell you when to begin and who should speak first. You will be assessed on how you present your ideas and support them in the discussion.

Quelle découverte a le plus changé le monde ?

- *Le cinéma*
- *Les lunettes*
- *L'aviation / les avions*
- *Les trains*
- *Les frigidaires*
- *Les déodorants*
- *..... ?*

- *La radio*
- *L'énergie nucléaire*
- *La musique rock*
- *Les couteaux*
- *La lumière électrique*
- *Les antibiotiques*
- *..... ?*

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Advanced French Speaking Grade 11 Task B (adaptable)

Teacher's Notes

"I can give a presentation on a chosen theme and argue my viewpoints with some degree of success."

Instructions

This task involves an element of preparation. Learners receive a copy of the Learner's Page. They then select a topic and prepare the presentation (in class or at home). They can base their presentation on some or all of the prompt questions provided. Dictionaries may be used at this stage. Learners then deliver the presentation to a group or to the whole class; a minimum of two minutes should be allowed afterwards for questions from other learners or from the teacher. These can, if appropriate, be drawn from the prompt questions on the Learner's Page. Learners are assessed on the presentation and their answers to subsequent questions.

Marking notes

Each learner is assessed individually. The task is assessed on the basis of both communication (up to 5 marks) and language (up to 5 marks). Please do not use half marks.

COMMUNICATION	LANGUAGE
• the presentation and answers to questions are clearly communicated and easily understood • content extends beyond factual and descriptive information • pronunciation is appropriate to convey meaning • speech is generally fluent, without major hesitations	• some language of opinion and discussion is used • a range of structures appropriate to the Advanced Stage is used • a range of vocabulary appropriate to the topic is used • grammatical accuracy is adequate to convey meaning clearly
• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks	• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks

Pass 7 out of 10 (communication + language)

Adapting the task

This task can be adapted by selecting a different subject, e.g. a particular leisure activity, cultural event or attraction, or, in a business scenario, a location for the holding of a conference. A relevant set of prompt questions will need to be generated for each subject.

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Advanced French Speaking Grade 11 Task B

Learner's Page

• **Choose a book or film** • **Prepare to present it to the class** • **Look at the questions below and think about how you could answer them** • **Give your presentation** • **Be ready to answer questions**	Your task is to talk about a book or film (produced in any language) that you have enjoyed, and that you think would be interesting to other class members. Prepare a presentation of two to two and a half minutes to explain why you value the film or book, and recommend it to the rest of the group. You can base your presentation on some of the questions below if you want to. You can use a dictionary when you're preparing for this task. You don't have to cover all the questions in your talk, but you should be ready to answer the questions afterwards, if your classmates or teacher ask you them. You will be assessed on your presentation and on your answers to the questions that follow.

Quand est-ce que ce livre a été publié ?	Quand est-ce que ce film est sorti ?
Comment est-ce que tu as découvert ce livre / film ?	
Quels autres livres cet auteur a-t-il écrits ?	Quels autres films ce réalisateur a-t-il faits ?
Tu as lu les autres livres de cet auteur ?	Tu as vu les autres films de ce réalisateur ?
Ça vaut la peine de les lire / voir ?	
Ce livre / film, de quoi parle-t-il ?	
Où se situe l'action, et quand ?	
Peux-tu décrire le personnage principal ?	
Tu aimes les personnages de ce livre / film ? Pourquoi ?	
Tu crois qu'on pourrait faire un bon film de ce livre ?	Au niveau technique, c'est un bon film ?
Est-ce que ce livre / film va devenir démodé, à ton avis ? Pourquoi (pas) ?	
Qu'est-ce que tu as le plus aimé dans ce livre / film ?	
Il y a quelque chose que tu n'aimes pas dans ce livre / film ?	
Tu trouves que l'histoire est vraisemblable ? Pourquoi (pas) ?	
Tu crois que ce livre / film est important pour le public d'aujourd'hui ? Pourquoi ?	

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Advanced French Speaking Grade 12 Task A (adaptable)

Teacher's Notes

"I can participate in discussions relating to a variety of situations and topics, taking the initiative where appropriate."

Instructions

Learners work in groups of three to five. Before the activity, the teacher photocopies and cuts up topic slips from the Resource Page, allowing at least three for each group member. These are placed face down on a table. A learner takes a slip and reads it aloud. After fifteen seconds' mental preparation, he/she speaks for one minute, giving a personal reaction to the statement on the slip. The other members of the group (or the teacher) then each ask a question or challenge the opinion offered. This discussion takes a further one to two minutes. Another learner then takes a slip and the process is repeated. Candidates should each have the opportunity to take a slip, speak and answer questions twice; a mark should be recorded for the better of the two performances. Learners are assessed on both their initial speech and on their response to questions. The teacher should circulate among groups and observe and assess performance. If the class contains fewer than three learners, the teacher may take part in the activity.

Marking notes

Each learner is assessed individually. The task is assessed on the basis of both communication (up to 5 marks) and language (up to 5 marks). Please do not use half marks.

COMMUNICATION	LANGUAGE
• a relevant opinion and some justification for it are clearly communicated for one minute • questions are answered spontaneously and coherently • pronunciation is appropriate to convey meaning • speech is fluent, with little hesitation	• the language of opinion is used appropriately • a range of structures appropriate to the Advanced Stage and topic is used • a range of vocabulary appropriate to the topic is used • accuracy is generally consistent
• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks	• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks

Pass

7 out of 10 (communication + language)

Adapting the task

This task can be adapted by selecting a different list of topics, as long as a similar format for the activity is maintained.

The topics on the slips should be suitable for the expression of an immediate opinion, without the need for research or preparation.

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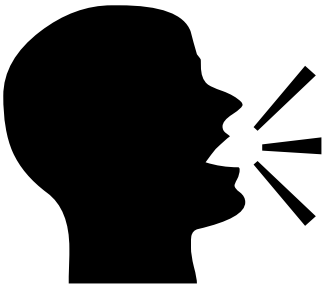
Advanced Spanish Speaking Grade 12 Task A

Learner's Page

• **Work in a group of three to five** • **Take turns to take a slip** • **Read the statement on the slip** • **You have 15 seconds to think** • **Give your opinion** • **Speak for at least one minute** • **Answer your group's questions**	You are going to take part in an unprepared speaking activity. Your teacher will put a number of slips of paper face down on the table. One of your group takes a slip and reads it aloud in French. You then have 15 seconds to think about your opinion of the statement. The learner who reads out the slip then speaks for one minute in response to the statement. The other members of the group listen, then ask questions for a further one to two minutes. Each person in the group must take a slip, speak for one minute, and answer questions. Do the activity twice. Your teacher will tell you when to begin. You will be assessed on your one minute speech and on your answers to the questions from the group.

« Les jeunes ne pensent jamais à l'avenir. »



« La politique ? C'est une perte de temps ! »

« Les automobiles vont bientôt disparaître. »

« L'éducation ne sert à rien aujourd'hui ! »

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Advanced French Speaking Grade 12 Task A

Resource Page

A l'avenir, les êtres humains ne sauront plus lire. *In the future, humans will lose the ability to read.*	**Les téléphones portables sont abominables !** *The mobile phone is an abomination!*
Suivre la mode signifie faiblesse. *Following fashion is a sign of weakness.*	**Le tourisme est une activité absolument égoïste.** *Tourism is a very selfish activity.*
On ne devrait pas payer pour les cours universitaires. *Studying at university should be free.*	**Il est trop tard pour sauver la planète.** *It's too late to save the planet.*
La télévision est une perte de temps. *Television is a waste of time.*	**Les animaux sont plus sympa que les êtres humains.** *Animals are nicer than human beings.*
Le confort des vêtements est plus important que la mode. *Clothes should be comfortable, not fashionable.*	**Notre société est trop matérialiste.** *Modern society is too materialistic.*
Ce n'est pas la peine de voter. *There's no point in voting.*	**Toute circulation devrait être interdite en ville.** *Traffic should be banned in towns.*
On n'a pas besoin de talent pour être célèbre. *You don't need talent to be famous.*	**A l'avenir, on ne mangera plus de viande.** *In the future, humans won't eat meat.*
L'alcool devrait être interdit. *Alcohol should be banned.*	**L'eau minérale est un produit frauduleux.** *Mineral water is a con.*
L'argent est trop important dans le monde du sport. *Money is too important in sport.*	**Les voyages en avion devraient coûter beaucoup plus cher.** *Air travel should be much more expensive.*
Les cigarettes vont bientôt disparaître. *Cigarettes will soon be a thing of the past.*	**L'argent fait le bonheur.** *To be happy, you have to have money.*

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Advanced French Speaking Grade 12 Task B (adaptable)

Teacher's Notes

"I can participate in discussions relating to a variety of situations and topics, taking the initiative where appropriate."

Instructions

This task involves an element of preparation. Each learner receives a copy of the Learner's Page and finds a source article in French from a newspaper, magazine or the Internet dealing with an issue or problem. He/she then prepares a two to two and a half minute presentation about the issue. The topic should be related to a French-speaking country or to its culture. Before the presentations are delivered, a list of the topics should be circulated to the class, and each learner should prepare at least one question on each topic, researching as necessary. Dictionaries may be used throughout the preparation stage. Each learner delivers his/her presentation to a group or to the whole class; up to five minutes should be allowed afterwards for questions from other learners or from the teacher. Learners are assessed on their presentation and on their answers to subsequent questions.

Marking notes

Each learner is assessed individually. The task is assessed on the basis of both communication (up to 5 marks) and language (up to 5 marks). Please do not use half marks.

COMMUNICATION	LANGUAGE
• a relevant opinion and some justification for it are clearly communicated for one minute • questions are answered spontaneously and coherently • pronunciation is appropriate to convey meaning • speech is fluent, with little hesitation	• the language of opinion is used appropriately • a range of structures appropriate to the Advanced Stage and topic is used • a range of vocabulary appropriate to the topic is used • accuracy is generally consistent
• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks	• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks

Pass 7 out of 10 (communication + language)

Adapting the task

This task can be adapted by allowing a wider selection of source material (e.g. video/radio/interview material) than a single news article. The basic format of presentation and ensuing questions/discussion should be maintained, but this can be in the form of a formal or informal debate, as long as individual assessment is still feasible.

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Advanced French Speaking Grade 12 Task B

Learner's Page

• **Find an article in French that deals with an issue about which you have an opinion** • **Prepare a presentation that includes information and your point of view** • **Speak to your group for two to two and a half minutes** • **Answer questions from the audience for up to five minutes.**	Prepare a presentation of two to two and a half minutes, based on a newspaper, magazine or Internet article in French about which you have a definite opinion. The article you choose must deal with an issue or a problem. The topic should be related to a French-speaking country. Make sure you understand the content of the article fully. You can do as much extra research as you like. You will give the presentation to the rest of your group or class. The other members of the group will prepare questions about your topic in advance and ask you questions, after your presentation, for up to five minutes. You can use a dictionary to prepare your presentation and questions. You will be assessed on your presentation and on your answers to the questions from the audience.

Some questions that you might be asked about your topic:

- Pourquoi cette question est-elle si importante ?
- A ton avis, quelle est la cause de ce problème ?
- Quelle solution vois-tu à ce problème ?
- Ce problème existe-t-il depuis longtemps ?
- Depuis quand cette question est-elle importante ?
- Est-ce que ce problème touche un grand nombre de personnes ?
- Comment es-tu arrivé(e) à ton point de vue ?
- Tu crois que beaucoup de personnes sont de ton avis ?

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