

TOWNSHIP OF UNION PUBLIC SCHOOLS



French III

Curriculum Guide

Curriculum Guide Re Approved December 2018



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TOWNSHIP OF UNION PUBLIC SCHOOLS
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French III

Curriculum Committee Member

Kimberlee J Safranek

Table of Contents

Title Page

Board Members

Administration

Department Supervisors

Curriculum Committee

Table of Content

District Mission/Philosophy Statement

District Goals

Course Description

Recommended Texts

Course Proficiencies

Curriculum Units

Appendix: New Jersey Core Curriculum Content Standards

Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**
- **To enrich the students' cultural knowledge and experience with the Francophone world through a comparison with their own cultural experience.**

Course Description

French III develops and expands communicative skills in French and teaches the learner more about French and Francophone cultures. Cultural topics and dialogues will serve as the cornerstone for conversation and projects. Speaking, listening, reading, pronunciation, and writing skills in the target language will be perfected.

Additional vocabulary and grammar are introduced to lead to more advanced reading and writing. Authentic reading materials and audio/video/ film resources enrich instruction as well as authentic writing and speaking opportunities that apply vocabulary and grammar to real-life situations.

The course includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics.

In accordance with current standards, at least 50% of the class is conducted in the target language with a view to a greater percentage over the progression of the scholastic year.

Separate, distinct course proficiencies as well as additional, more challenging assignments and assessments validate the distinction of French III Honors from French III.

Recommended Textbooks:

Discovery French Rouge, Valette/Valette

Course Proficiencies

Students will be able to...

Marking Periods 1&2:

- Create a six – sentence paragraph on a given topic in the target language by the end of marking period 2.
- Describe others, care for one's appearance, describe daily routines, express one's feelings, inquire about other people
- Explain what chores one does, ask for and offer help, describe an object
- Talk about outdoor activities, describe natural environment and how to protect it, talk about weather, relate a series of past events, describe habitual past actions
- Shop for various items, buy stamps, mail items, ask for a haircut, ask for material at different shops
- Plan a trip abroad, go through customs, make travel arrangements, travel in France by means of train station and airport

Marking Periods 3&4:

Decide where to stay when travelling, reserve a room in a hotel, ask for services in a hotel

- Visit a doctor, explain symptoms, visit a dentist, visit an emergency ward
- Make a date, explain where one lives, discuss advantages/disadvantages of city life
- Describe friendships, express feelings toward others, congratulate, comfort and express sympathy for others, describe various phases of life
- Create a two paragraph composition in the target language by the end of marking period 4 on a given topic.

Additional requirements:

Literature/Culture:

Read one (1) book at appropriate level i.e. *Poursuite Inattendue*

Curriculum Units

Unit 1: Daily routine/Physical descriptions

Unit 2: Chores/Asking for favors

Unit 3: Vacations/Describing an event

Unit 4: Shopping at boutiques/at the hair stylist

Unit 5: Traveling abroad/Planning a trip to France/Francophone countries

Unit 6: Places to stay during travel (Hotels, Inns, and Youth Hostels)

Unit 7: Visiting the Doctor/Dentist

Unit 8: A day in the city/describing where one lives

Unit 9: Family/Friends/Stages of life

Pacing Guide- Course

Content

Number of Days

Unit 1:

15-20 days

Unit 2:

15-20 days

Unit 3:

15-20 days

Unit 4:

15-20 days

Unit 5:

15-20 days

Unit 6:

15-20 days

Unit 7:

15-20 days

Unit 8:

15-20 days

Unit 9:

15-20 days

Unit 1;

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>French people use adjectives to compare people?</p> <p>Do French teenagers do the same daily activities as Americans?</p> <p>How do French teenagers care for their appearance?</p> <p>Choose two works done by two different French Impressionists. Compare/contrast these two works taking into account theme, style, tone, and the impact that your artist's personal life may have had on his/her artwork. Your project will include a cover page, a works cited page, and a typed two page report.</p>	<p>- The use of the definite Article</p> <p>Describing what people do for themselves</p> <ul style="list-style-type: none"> • Reflexive verbs <p>Explaining one's daily activities</p> <ul style="list-style-type: none"> • Reflexive verbs: different tenses and uses <p>Expressing how one feels and inquiring about other people</p> <p>French modern art</p> <ul style="list-style-type: none"> • Impressionism and impressionist artists: Monet, Degas, Renoir, Manet, B. Morisot • Artists of the post-impressionist era: Van Gogh, Gauguin, Matisse, Rousseau, Toulouse-Lautrec 	<p>Graphic and Pictorial Organizers, Notebook activities, Think-Pair-Share, OEQ's in English relating to chapter topics, one sentence summaries, Chapter review</p>	<p>Oral checks and quizzes</p> <p>Game day reviews</p> <p>Review of notes</p> <p>Oral presentations done by students</p> <p>Written and oral quizzes</p> <p>Review exam</p> <p>Unit Tests</p> <p>Homework</p> <p>Class participation</p> <p>Mandated SGO evaluating tests as required by the World Language department.</p>

Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How do the French express need?</p> <p>What kind of chores do French teenagers do at home?</p> <p>What kind of hobbies do French teenagers enjoy?</p> <p>After viewing the film <i>Jeanne d'Arc</i>, discuss at least three different facts that you learned that your text book didn't reveal. You may also choose to do additional research, but if you do, be sure that your report includes a work cited page.</p>	<p>- Explaining what has to be done</p> <ul style="list-style-type: none"> • Il faut que + subjunctive <p>Telling people what you would like them to do</p> <ul style="list-style-type: none"> • Vouloir que + subjunctive <p>Helping around the house</p> <p>Asking for help and offering to help</p> <p>Accepting or refusing help</p> <ul style="list-style-type: none"> • Thanking people for their help <p>Why do French people enjoy do-it yourself activities?</p> <ul style="list-style-type: none"> • What is bricolage? • What is jardinage? • Early French history (Culture)The Hundred Years War • Jeanne d'Arc 	<p>Graphic and Pictorial Organizers, Notebook activities, Think-Pair-Share, OEQ's in English relating to chapter topics, one sentence summaries, Chapter review</p>	<p>Oral checks</p> <p>Notebook Checks</p> <p>Game day reviews</p> <p>Review of notes</p> <p>Oral presentations</p> <p>Written and oral quizzes</p> <p>Test Review</p> <p>Homework</p> <p>Class participation</p> <p>Unit Test</p> <p>Every Friday: Written /oral responses to comprehension questions following a reader chapter from <i>Poursuite</i></p> <p><u>Inattendue</u></p> <p>1st Quarter Test or equivalent</p>

Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How do the French differentiate between One-time past events and past events that occur more than once?</p> <p>Why do the French enjoy the outdoors so much and what outdoor activities do they enjoy?</p> <p>How do the French get involved in protecting the environment?</p> <p>Who is Jacques Cousteau and what contributions did he make to science?</p>	<ul style="list-style-type: none"> • Contrastive uses of the passé composé and the imperfect <p>Narrating past events</p> <ul style="list-style-type: none"> • Differentiating between specific actions (passé composé) and the circumstances under which they occurred (imperfect) • Providing background information (imperfect) <p>Describing the natural environment and how to protect it</p> <p>Talking about the weather and natural phenomena</p> <p>How do the French feel about nature and their land?</p> <p>How do the French protect their environment?</p> <ul style="list-style-type: none"> • Who was Jacques-Yves Cousteau? <p>Literature(Culture)</p> <p>Sempé / Goscinny, <i>King</i> or equivalent. Video clips of board approved videos</p>	<p>Graphic and Pictorial Organizers, Notebook activities, Think-Pair-Share, OEQ's in English relating to chapter topics, one sentence summaries, Chapter review</p>	<p>Oral checks</p> <p>Notebook Checks</p> <p>Game day reviews</p> <p>Review of notes</p> <p>Oral presentations</p> <p>Written and oral quizzes</p> <p>Test Review</p> <p>Homework</p> <p>Class participation</p> <p>Unit Test</p> <p>Every Friday: Written /oral responses to comprehension questions following a reader chapter from <i>Poursuite</i></p> <p><u><i>Inattendue</i></u></p>

Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How do the French express quantity?</p> <p>In France, where would you go to buy toothpaste? Paper clips?</p> <p>How would you describe to a French hairstylist what you want him/her to fix your hair?</p> <p>How do you know that a French pharmacy has a pharmacist on duty?</p> <p>How does one mail something home from France?</p> <p>After viewing film clips of the opera <i>Carmen</i>, research French opera. Site at least three precise scenes that illustrate why <i>Carmen</i> is an excellent example of French opera .Your project will include a cover</p>	<ul style="list-style-type: none"> -• Two-pronoun sequence Talking about quantities • The pronoun en • Indefinite expressions of quantity Shopping for various items <ul style="list-style-type: none"> • in a stationery store • in a pharmacy • in a convenience store Buying stamps and mailing items at the post office Having one's hair cut Asking for a variety of services <ul style="list-style-type: none"> • at the cleaners • at the shoe repair shop • at the photo shop The musical landscape of France and the French-speaking world <ul style="list-style-type: none"> • Historical overview of French songs • Famous French singers of yesterday and today Opera: Bizet, <i>Carmen</i> ”. 	<p>Graphic and Pictorial Organizers, Notebook activities, Think-Pair-Share, OEQ's in English relating to chapter topics, one sentence summaries, Chapter review</p>	<p>Oral checks Notebook Checks Game day reviews Review of notes Oral presentations Written and oral quizzes Test Review Homework Class participation Unit Test Every Friday: Written /oral responses to comprehension questions following a reader chapter from <i>Poursuite Inattendue</i> Project: <i>Carmen</i> Midterm or equivalent</p>

Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How do the French express « not » or « no » ?</p> <p>How do the French express future activities? How do you make travel arrangements when planning to travel abroad? Why is the TGV so important to French people who travel?</p> <p>What is the Marseillaise and who wrote it? When and why was it written?</p> <p>After viewing film clips of <i>The Butterfly</i>, choose an American drama and compare/contrast French and American drama. Be precise: you must address at least three events from each film that you think make the film drama. Your project will include a cover page, a works cited page, and a typed two page report.</p>	<p>- Making negative Statements</p> <ul style="list-style-type: none"> • Affirmative and negative expressions <p>Describing future plans</p> <ul style="list-style-type: none"> • Future tense • Introduction to the conditional <p>Planning a trip abroad</p> <p>Going through customs</p> <p>Making travel arrangements</p> <ul style="list-style-type: none"> • Purchasing tickets <p>Travel in France</p> <ul style="list-style-type: none"> • at the train station • at the airport <p>What are the advantages of visiting France by train?</p> <ul style="list-style-type: none"> • The TGV • The Eurotunnel <p>Song: Rouget de Lisle, <i>La Marseillaise</i></p> <p>Literature: (Culture)</p> <p>Film: <i>The Butterfly</i></p> <p>”</p>	<p>Graphic and Pictorial Organizers, Notebook activities, Think-Pair-Share, OEQ’s in English relating to chapter topics, one sentence summaries, Chapter review</p>	<p>Oral checks</p> <p>Notebook Checks</p> <p>Game day reviews</p> <p>Review of notes</p> <p>Oral presentations</p> <p>Written and oral quizzes</p> <p>Test Review</p> <p>Homework</p> <p>Class participation</p> <p>Unit Test</p> <p>Every Friday: Written /oral responses to comprehension questions following a reader chapter from <i>Poursuite Inattendue</i></p>

Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How do the French express ownership?</p> <p>How do you book a hotel in France?</p> <p>What kind of hotels exist in France?</p> <p>What other types of lodging are available in France?</p>	<p>The comparative The superlative</p> <ul style="list-style-type: none"> • The interrogative pronoun lequel? <p>Pointing out people or things</p> <ul style="list-style-type: none"> • The demonstrative pronoun celui <p>Indicating possession</p> <ul style="list-style-type: none"> • The possessive pronoun le sien <p>Reserving a room in a hotel Asking for services in a hotel What inexpensive accommodations are available to students? How does one use the <i>Guide Michelin</i> when traveling in France?</p> <ul style="list-style-type: none"> • To find a hotel • To choose a restaurant <p>Literature : <i>Une étrange aventure</i> or equivalent</p>	<p>Graphic and Pictorial Organizers, Notebook activities, Think-Pair-Share, OEQ's in English relating to chapter topics, one sentence summaries, Chapter review</p>	<p>Oral checks Notebook Checks Game day reviews Review of notes Oral presentations Written and oral quizzes Test Review Homework Class participation Unit Test Every Friday: Written /oral responses to comprehension questions following a reader chapter from <i>Poursuite</i> <u><i>Inattendue</i></u> 3rd Quarter Test or equivalent.</p>

Unit 7:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How do the French express fear, doubt, emotions, and disbelief?</p> <p>How do the French express emotions about past actions?</p> <p>How would one schedule a doctor's or dentists appointment in France? How would one describe medical symptoms?</p>	<p>Expressing how you and others feel about certain facts or events</p> <ul style="list-style-type: none"> • Use of the subjunctive after expressions of emotion <p>Expressing fear, doubt or disbelief</p> <ul style="list-style-type: none"> • Use of the subjunctive after expressions of doubt and uncertainty <p>Going to the doctor's office</p> <ul style="list-style-type: none"> • Describing your symptoms • Explaining what is wrong • Giving information about your medical history • Understanding the doctor's prescriptions <p>Going to the dentist</p> <p>Going to the emergency ward</p> <p>How do the French take care of their health?</p> <p>Maupassant, (Culture)</p> <p><i>En voyage</i> or equivalent</p>	<p>Graphic and Pictorial Organizers, Notebook activities, Think-Pair-Share, OEQ's in English relating to chapter topics, one sentence summaries, Chapter review</p>	<p>Oral checks</p> <p>Notebook Checks</p> <p>Game day reviews</p> <p>Review of notes</p> <p>Oral presentations</p> <p>Written and oral quizzes</p> <p>Test Review</p> <p>Homework</p> <p>Class participation</p> <p>Unit Test</p> <p>Every Friday: Written /oral responses to comprehension questions following a reader chapter from <i>Poursuite</i></p> <p><u><i>Inattendue</i></u></p>

Unit 8:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>In French, how does one express actions that happened a very long time ago? How do the French discuss what would happen or would have happened if conditions were right?</p> <p>How are French neighborhoods named/ What sections exist in all French neighborhoods?</p> <p>How is the culture of the French Caribbean different from that of France?</p> <p>After viewing film clips of Edith Piaf performing, research who she was, when she lived, and describe how she had an incredible impact on French music. Your project will include a cover page, a works cited page, and a typed two page report.</p>	<p>Narrating past actions in sequence</p> <ul style="list-style-type: none"> • The pluperfect <p>Formulating polite requests</p> <ul style="list-style-type: none"> • The conditional and its uses • The past conditional • Sequence of tenses in si-clauses <p>Making a date and fixing the time and place</p> <p>Explaining where one lives and how to get there/discussing the advantages and disadvantages of city life</p> <p>What does a typical French city look like?</p> <p>(Culture):</p> <p>The French-speaking Caribbean Islands</p> <p>Theuriet, <i>Les Pêches</i> or equivalent</p> <p>Film documentary <i>Edith Piaf</i> (PBS, non-fiction/actual footage of Piaf)</p>	<p>Graphic and Pictorial Organizers, Notebook activities, Think-Pair-Share, OEQ's in English relating to chapter topics, one sentence summaries, Chapter review</p>	<p>Oral checks</p> <p>Notebook Checks</p> <p>Game day reviews</p> <p>Review of notes</p> <p>Oral presentations</p> <p>Written and oral quizzes</p> <p>Test Review</p> <p>Homework</p> <p>Class participation</p> <p>Unit Test</p> <p>Every Friday: Written /oral responses to comprehension questions following a reader chapter from <i>Poursuite Inattendue</i></p>

Unit 9:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How do the French express « each other » ?</p> <p>How do the French combine sentences using relative pronouns/ What is a relative clause ?</p> <p>Is friendship the same in France as it is here ?</p> <p>How do the French congratulate each other ?</p> <p>If family life important in France ?</p> <p>What kinds of community service projects do French teenagers do ?</p> <p>Are French weddings the same as American weddings ?</p>	<p>-• Reciprocal use of reflexive verbs</p> <p>Describing people and things in complex sentences</p> <ul style="list-style-type: none"> • Relative pronouns • Relative clauses <p>Congratulating, comforting, and expressing sympathy for other people</p> <p>Describing the various phases of a person's life</p> <ul style="list-style-type: none"> • The meaning of friendship • Family relationships <p>What is a typical French wedding like?</p> <p>The place of Western and Central Africa in the francophone world</p>	<p>Graphic and Pictorial Organizers, Notebook activities, Think-Pair-Share, OEQ's in English relating to chapter topics, one sentence summaries, Chapter review</p>	<p>Oral checks</p> <p>Notebook Checks</p> <p>Game day reviews</p> <p>Review of notes</p> <p>Oral presentations</p> <p>Written and oral quizzes</p> <p>Test Review</p> <p>Homework</p> <p>Class participation</p> <p>Unit Test</p> <p>Every Friday: Written /oral responses to comprehension questions following a reader chapter from <i>Poursuite</i></p> <p><u>Inattendue</u></p> <p>Final Exam or equivalent</p>

New Jersey Core Curriculum Content Standards
World Language

Interpretive:

7.1.IL.A.2

Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.3

Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.A.4

Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5

Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.7

Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8

Compare and contrast unique linguistic elements in English and the target language.

Interpersonal:

7.1.IL.B.2

Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.

7.1.IL.B.3

Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4

Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5

Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational Mode:

7.1.IL.C.2

Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3

Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4

Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5

Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.

7.1.IL.C.6

Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

7.1.AL.C.6

Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

New Jersey Scoring Rubrics:

Writing Rubric:

	4	3	2	1
	Complete	Generally fill	Somewhat complete	Incomplete
Content <u> </u> /4	Writer uses the appropriate functions and the vocabulary of the topic.	Writer usually uses the appropriate functions and the vocabulary of the topic.	Writer uses appropriate functions and vocabulary for the subject.	Writer uses none of the appropriate functions and vocabulary used for the subject.
	Understandable	Generally understandable	Sometimes understandable	Rarely understandable
Comprehensibility <u> </u> /4	Reader can always understand what the writer is attempting to communicate.	Reader can understand most of what the writer is trying to communicate.	Reader can understand less than half of what the writer is trying to communicate.	Reader can understand none of what the writer attempts to communicate.
	Specific	Generally accurate	Sometimes specific	Rarely accurate
Acuracy <u> </u> /4	Writer uses language correctly, including grammar, spelling, word order and punctuation.	Writer usually uses a language correctly, including grammar, spelling, order of words and punctuation.	Writer has some problems with the use of the language.	Writer makes a large number of errors in the use of the language.

Organization

 /4

Well organized

Presentation is logical and effective.

Generally Organized

Presentation is generally logical and effective with a few minor problems.

Somewhat organized

Presentation is somewhat illogical and confusing in places.

Poorly organized

Presentation lacks logical order and organization.

Effort

 /4

Excellent effort

Writer fulfills the requirements of the assignment and put care and effort in the process.

Good effort

Writer meets all the requirements of the assignment.

Moderate effort

Writer fills some of the requirements of the assignment.

Minimal effort

Writer meets few of the requirements of the assignment.

<u>Speaking Rubric:</u>	It's a start! / Early (1 point)	On the right road! / Progressing 2 points	It works well! / Competent 3 points	You are an expert! / Expert 4 points	Total On 4
Pronunciation	Most of the words are pronounced incorrectly. Accordingly, it is difficult to understand the presentation.	Some words are pronounced incorrectly, but the presentation is still understandable.	Most of the words are pronounced correctly, making it easy to understand presentation.	All words are pronounced correctly. All pronunciation errors are the result of students integrate additional vocabulary not included in the unit.	
Articulation	Words are not clearly set out. Therefore, the presentation is incomprehensible.	Some words are clearly set out. Part of the presentation is understandable.	Most of the words are clearly set out. As a result, most of the presentation is easy to understand.	All words are clearly set out. One can easily understand the presentation.	
Volume	The voice is not audible.	Volume is too low.	Volume is sufficient. Most people can hear the presentation.	Volume is excellent. All can easily hear the presentation.	
Use of French	Most of the presentation is available in English.	Some of the presentation is available in French.	Most of the presentation is in French.	The presentation is entirely in French.	
Preparation	Ill-prepared. Student has not practiced.	Somewhat prepared. Student practiced once.	Prepared. Student has practiced a few times.	Well prepared. It is obvious that much practice took place.	
Visual AIDS	No use of visual aids	Student uses visual aids but does not refer to them in the presentation.	Student uses and refers to us visual aids in the presentation.	Accessories are an integral part of the presentation. They improve the presentation.	

