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ABSTRACT

The assessment packet includes a series of oral tests to help develop speaking as an integral part of second language instruction at levels II and III. It contains: 8 mini-tests for use at level II; 9 mini-tests for use at level III; a rating scale and score sheet masters for evaluating performance on these tests; and a collection of suggested speaking activities to enliven classroom interaction. Visuals for the tests are included. For the most part, tests are not language-specific, and are presented in English. An introductory section offers general and specific strategies for test administration and suggested scoring procedures. (MSE)

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DRAFT

ED 383 226

*Foreign Language Department*

# ORAL ASSESSMENT KIT LEVELS II & III

NOVEMBER 5, 1992



by

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of the test

## ***Introduction***

The development of listening and speaking skills is a continuing priority in Levels II and III foreign language instruction. Students enroll in foreign language classes primarily to learn how to speak the language. When we give only paper and pencil tests, the message to the students is that speaking is not important. Oral tests not only give credence to the importance of speaking, but also provide for individual differences.

## ***Materials***

Included is a series of oral tests that will help to develop speaking as an integral part of Level II and III foreign language classes in Columbus Public Schools. This packet contains:

- 8 mini-tests for use at Level II
- 9 mini-tests for Level III
- a rating scale for evaluating performance on these tests
- a collection of suggested speaking activities to enliven the classroom

These testing materials are based on the Level I, II, and III Course of Study Objectives and attempt to test only what students can realistically be expected to say. The expectations are minimal; many of your students will be able to express much more.

## ***General Guidelines for Test Administration***

The tests have been prepared in a manner which allows leeway in their administration. You will need to begin and end each testing session with the amenities you use with your class on a daily basis. Prepare your students for these monthly tests by using similar activities and structures, but *do not* actually teach these tests! Also, it will be important not to teach new vocabulary during the testing process in order to obtain an accurate assessment of the student's "prochievement" level (what the student can say and what the student has achieved based on the Course of Study).

The basic comfort level of the student is extremely important. Frequent oral practice and evaluation will put her/him more at ease. Testing in pairs or larger groups will also help to minimize test anxiety, as well as reduce the time required to administer the tests.

## ***Specific Strategies for Test Administration***

1. Test each student individually by following the instructions on the card. Be aware that this is the most time-consuming approach.
2. Test students in pairs by giving two students the same material simultaneously. The teacher may wish to consider dividing the task to be performed between the students.
3. Test students in small groups of three or four students by assigning the same materials to given groups. The teacher may wish to divide the task to be performed among the members of the group. Each member would then be responsible for some but not all of the information.

### *Suggested Scoring Procedures*

You are being provided with a score sheet (see Appendix A) listing five categories with which to rate student oral production: comprehensibility, effort, fluency, quality and vocabulary.

1. *Comprehensibility* is the ability of the students to make themselves understood.
2. *Effort* indicates the students' willingness to express themselves and to get their message across.
3. *Fluency* refers to the overall smoothness and continuity of the students' speech and not the speed of delivery.
4. *Quality* reflects the grammatical correctness of the students' utterances.
5. *Vocabulary* refers to using words *appropriate* to the situation.

Before scoring their speech, be sure you have familiarized students with how their oral performances will be rated. It should not be a surprise. To reduce the amount of time involved in the procedure, score student speech immediately following the performance or make a tape of the performance and score their speech production at a later time. For maximum effectiveness, report the results back to your students within 24 hours of administering the test. Because of the time element involved in scoring speaking, you may wish to further reduce the categories to be rated to two or three, depending upon your objectives.

### **POINTS TO REMEMBER WHEN TESTING SPEAKING**

Maintain student comfort by....

1. using activities and structures similar to those appearing in everyday lessons
2. familiarizing students with how they will be rated before testing begins (no surprises)
3. beginning each test with a greeting or introduction that is also part of your class routine
4. ending each test with a culturally appropriate and familiar leave-taking that is also part of your class routine
5. reading the instructions aloud to the student(s) to be tested
6. identifying in English the items contained in any visuals being used
7. scoring and reporting the results as soon as possible

## RENTING A CAR

### C.O.S. Objectives:

- Formulates comparatives and superlatives.
- Compares and contrasts, people, things, and actions using the comparative and superlative degrees of adjectives and adverbs.
- Describes people and things.
- Communicates likes and dislikes.

### Teacher:

1. You will be the sales person who responds to the student's questions.
2. Bring in matchbox cars or use the accompanying illustration.
3. Color the illustration before using it.
4. Read the card to the student(s).

## RENTING A CAR

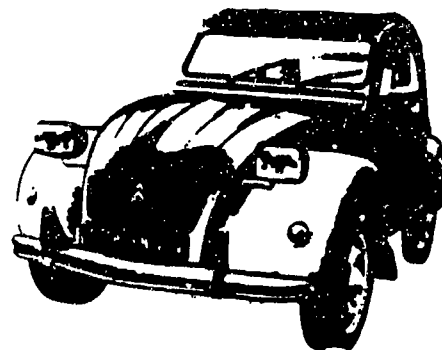
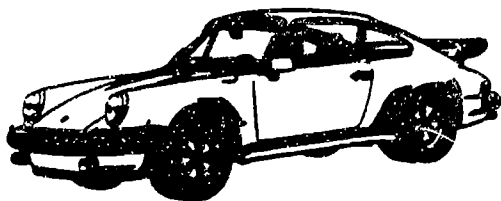
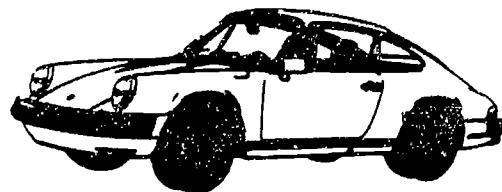
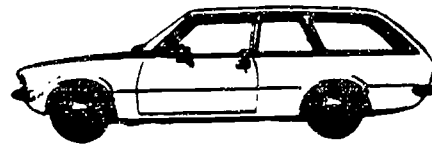
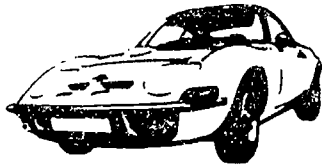
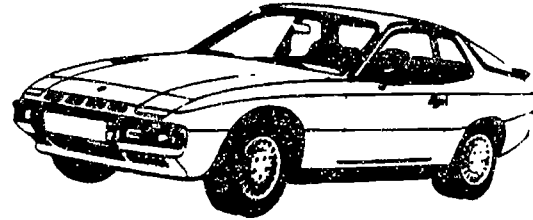
You have just arrived in \_\_\_\_\_ and you need to rent a car. As you talk to the sales representative, use at least four (4) of the vocabulary items below to help you determine which car to rent. Don't forget an appropriate greeting and leave-taking or goodbye.

Which car is....

- cheaper/cheapest
- larger/largest
- more/most comfortable
- more /most expensive
- faster/fastest
- better/best
- worse/worst
- easier/easiest to drive
- etc.



# Car Rental





## CAREER DAY

### C.O.S. Objectives:

- Identifies a variety of professions and occupations.
- Describes professions/occupations as they relate to others and one's own personal interest.

### Teacher:

1. Read the card to the student(s).
2. Be prepared to ask specific questions if a student overlooks any aspect of the task.

## CAREER DAY

Your language immersion school has received a great deal of money from a local company to conduct CAREER DAY at your school. Speakers are needed to represent all types of jobs and professions. Help the school administration invite a wide variety of speakers by...

- naming 3 adults and their occupations.

*Then, choose one of the adults you named and explain ....*

- why they are good at what they do and
- why you are interested personally in their occupation



## SHOPPING

### C.O.S. Objectives:

- Uses terms of politeness
- Uses appropriate currency terms.
- Role plays shopping situations.

### Teacher:

1. Tell students the country to be visited and currency used there.
2. Read the card to the student(s).
3. Use the illustrations provided or your own realia.
4. Be sure to clarify the visual(s) *in English* with your student(s) before starting the test.

### Option

5. For advanced students, consider presenting a complication, such as giving the wrong change, color, or size, which could be unavailable.

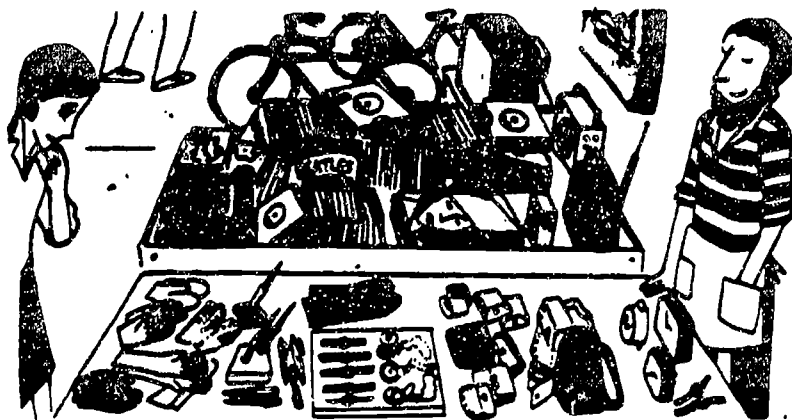
## SHOPPING



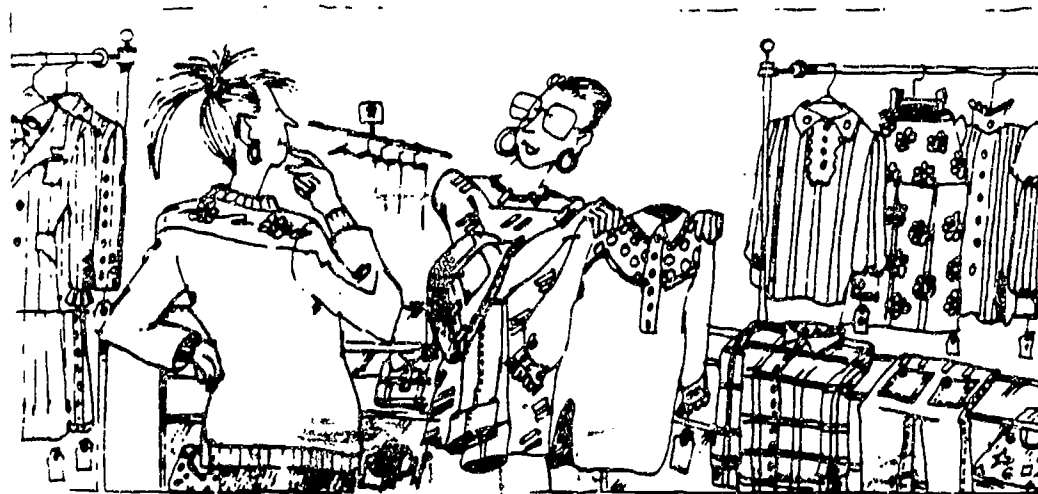
You are on a two-week trip with your foreign language class, and you've been touring all morning. You have had lunch at a large shopping area and now have two hours of free time in which to shop. Consider these conditions:

- What have you been wanting to bring home from your visit?
- How much are you willing to spend?
- If the item you want is too expensive, what else might interest you?

Approach the clerk politely and try to acquire what you're looking for. Don't forget to use an appropriate greeting and goodbye or leave-taking.



# Shopping



# Shopping

## DAILY ROUTINE

### C.O.S. Objectives:

- Discusses personal habits using reflexive and non-reflexive verbs.
- Uses time expressions
- Narrates in the past to describe finished actions (Advanced).

### Teacher:

1. Use the illustration given or substitute one which indicates daily activities.
2. Identify *in English* to the student(s) the possible activities shown in the illustration.

### Options

3. For advanced students, the situation could be narrated in the past.
4. Pairs/Small group: Have a group of two, three or four students take turns describing each of the illustrations without repeating what has been said.

## DAILY ROUTINE

Point to at least six of the illustrations, as you tell....

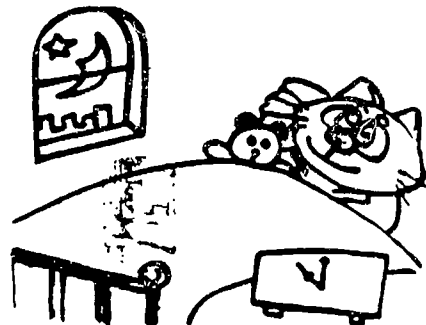
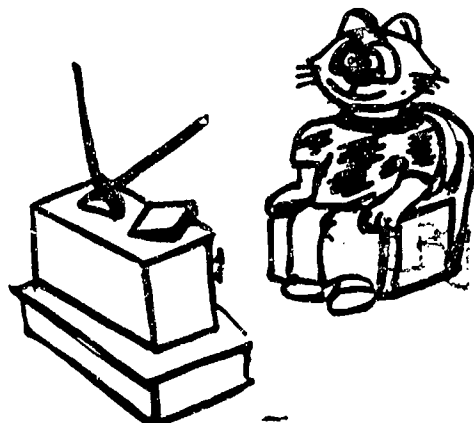
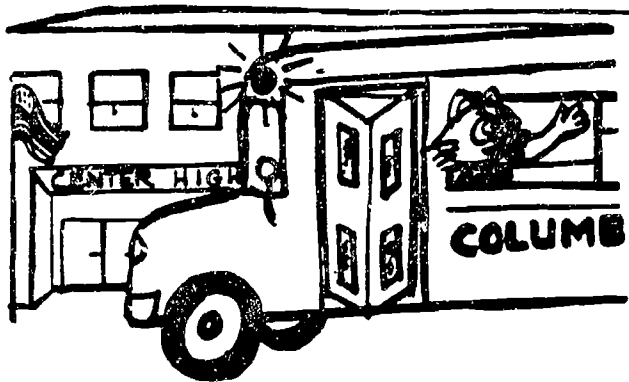
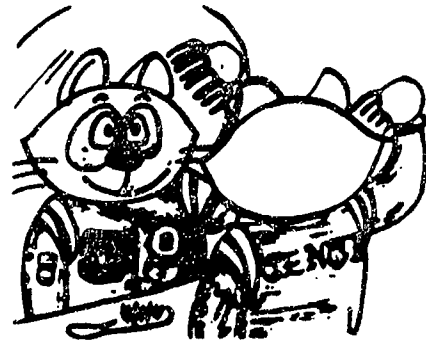
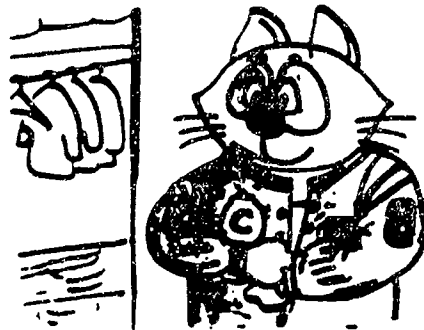
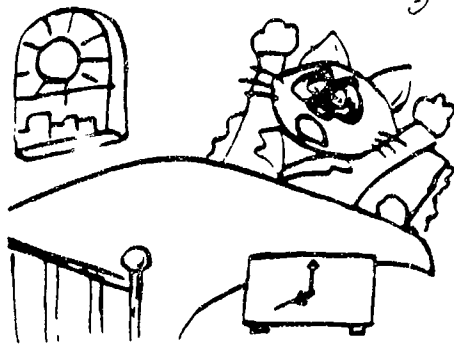
- *what you do* and
- *when you do it every day.*

### Advanced:

Point to at least six of the illustrations and tell....

- *what you did* and
- *when you did it last week.*

# Daily Routine



**TELL ME WHERE TO FIND...**

## C.O.S. Objectives:

- Identifies names of stores.
- Tells locations by using prepositions

## Teacher:

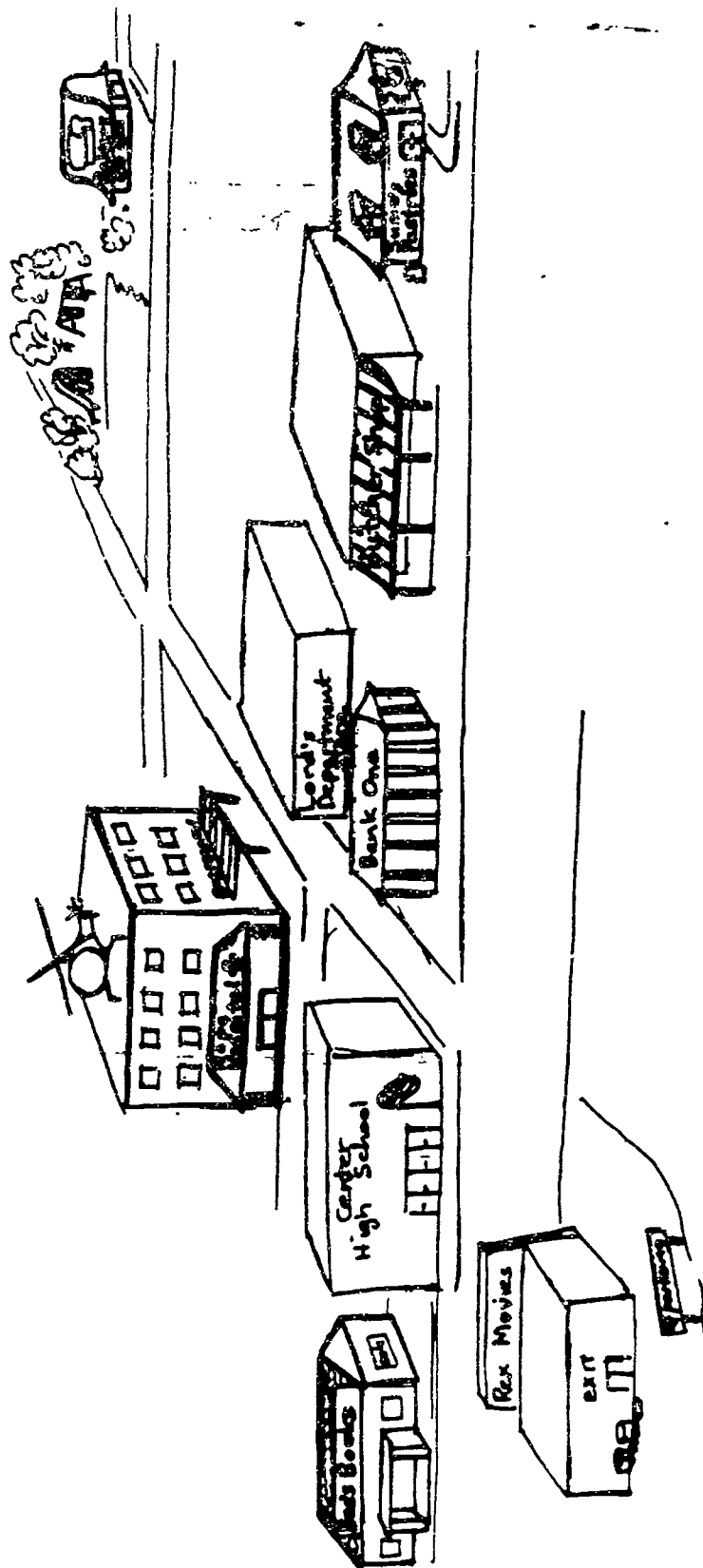
1. Identify each of the buildings *in English* to the student(s).
2. Read the instructions to the student(s).

**TELL ME WHERE TO FIND...**

George is a newcomer in town from \_\_\_\_\_. Using the illustration provided, familiarize George with where businesses are located in the neighborhood. Tell him where at least four (4) of the places are *in relation to the school* by using at least four (4) different expressions of location such as,....

- |               |                         |        |
|---------------|-------------------------|--------|
| • next to     | • close to, near        | • etc. |
| • across from | • far from              |        |
| • in front of | • between               |        |
| • behind      | • to the right, left of |        |





*Tell Me Where To Find.....*



## THE MEAL

### C.O.S. Objectives:

- Uses food and meal vocabulary
- Tells time
- Communicates likes and dislikes
- Narrates in the past tense

### Teacher:

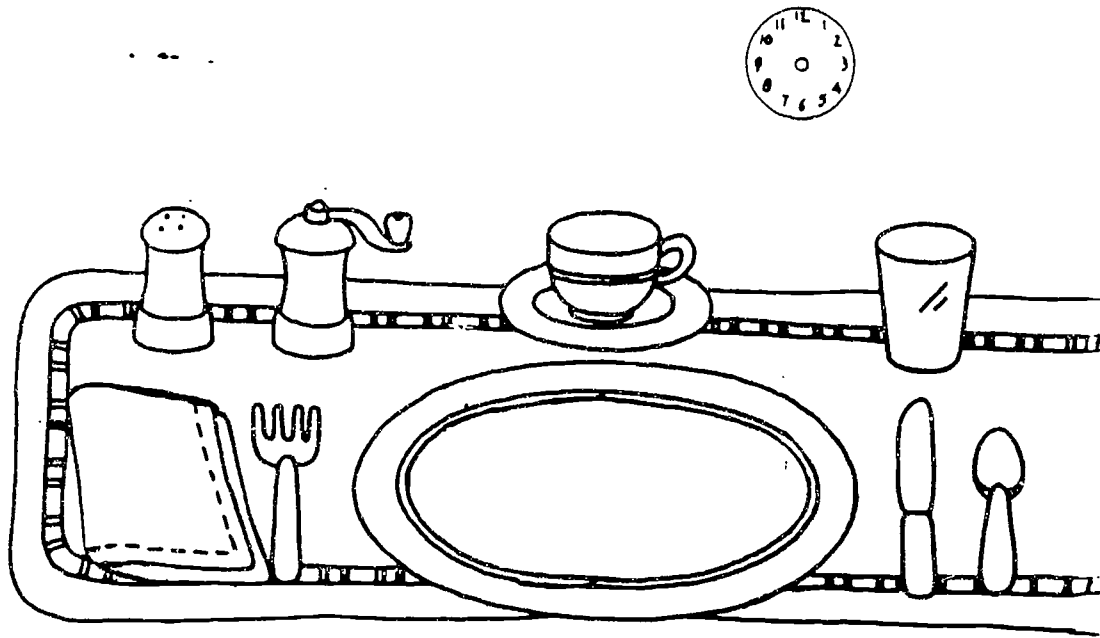
1. Read the following card to the student(s).
2. Direct the student to take one of the meal visuals, which should be face down on the desk.
3. Identify *in English* to the student(s) each food item in the visual.

### THE MEAL

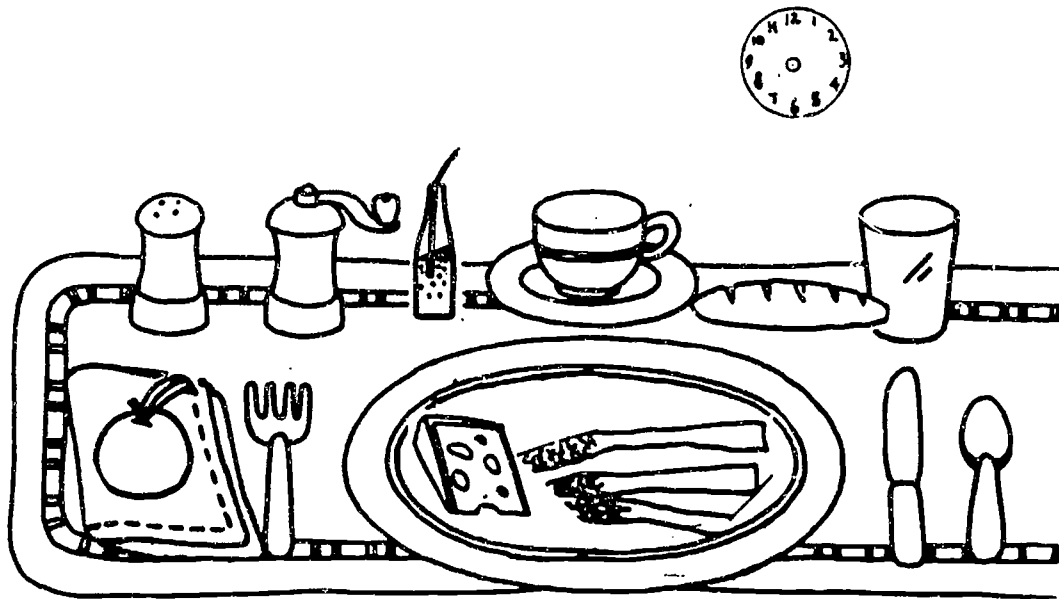
You are participating in a homestay program in \_\_\_\_\_, and you have just returned home to your host family after spending the night at a friend's home. Use the visual as a prompt to help describe for your host mother the meal that your friend's father prepared for you by...

- naming the specific meal and each food item it contained
- telling what you liked or disliked about the meal
- telling what time the meal was eaten
- something else you would like to add

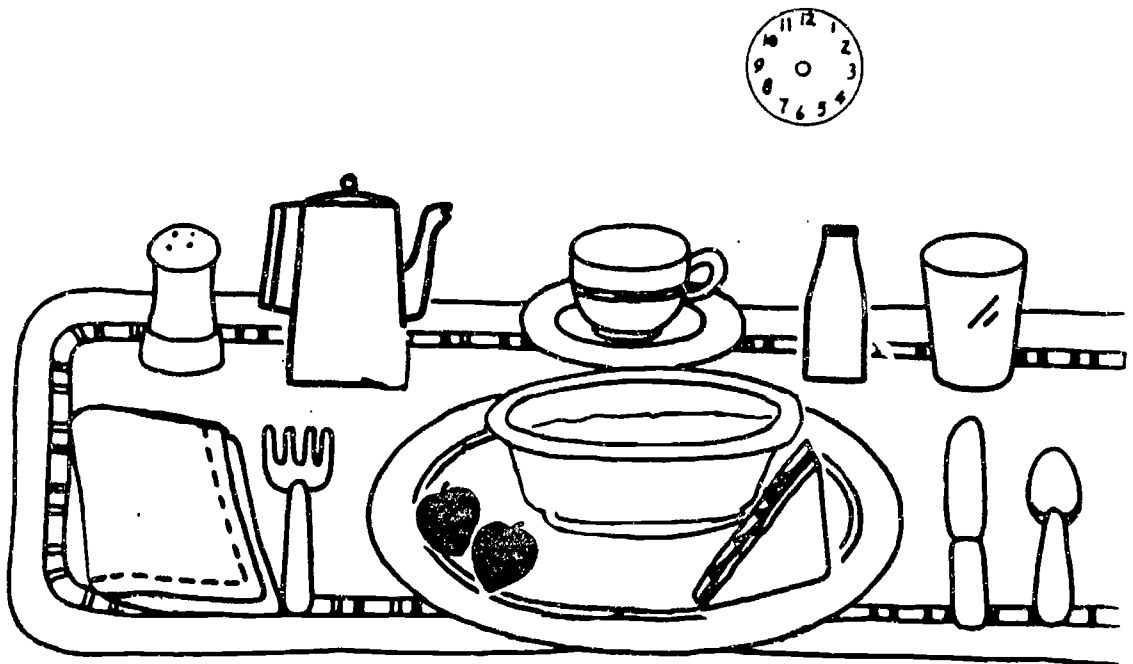
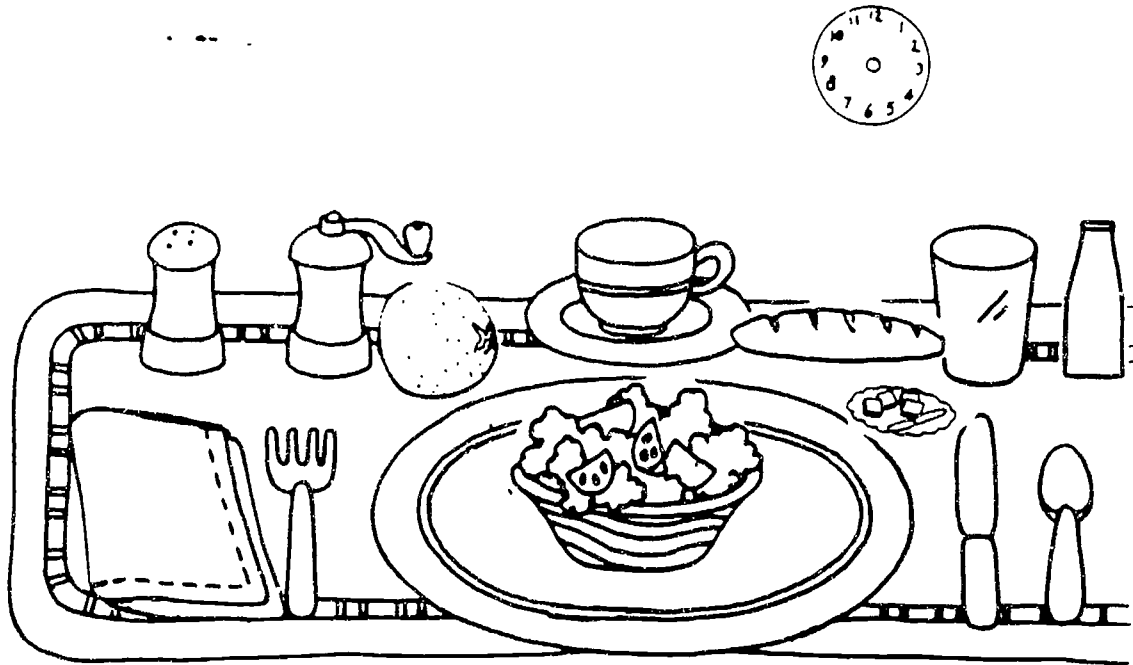




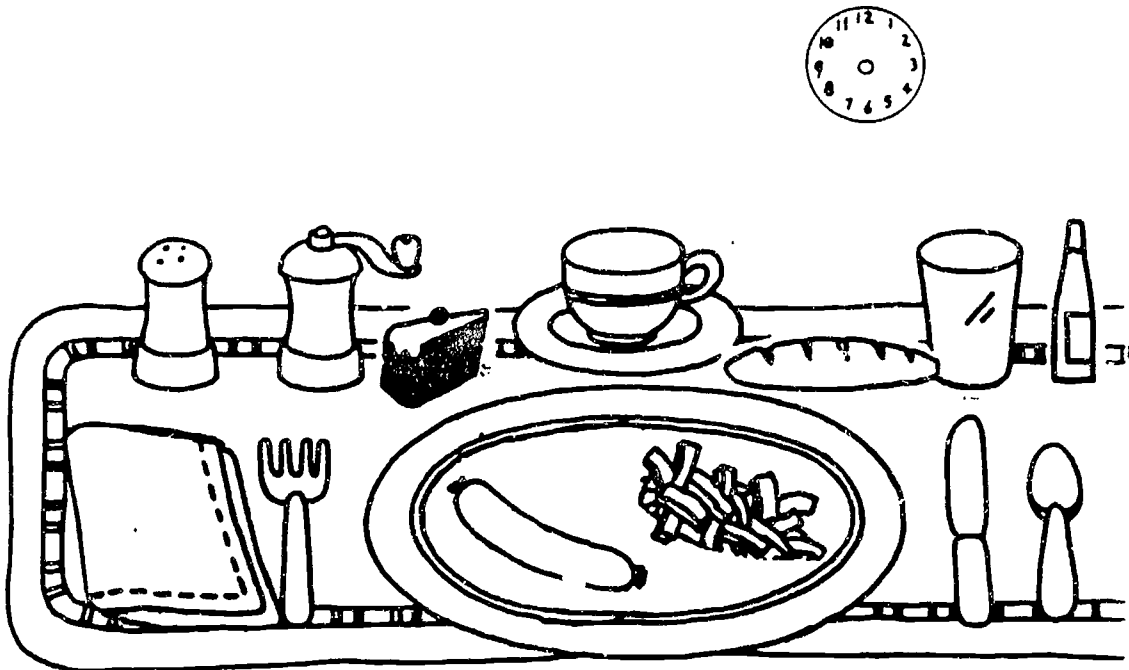
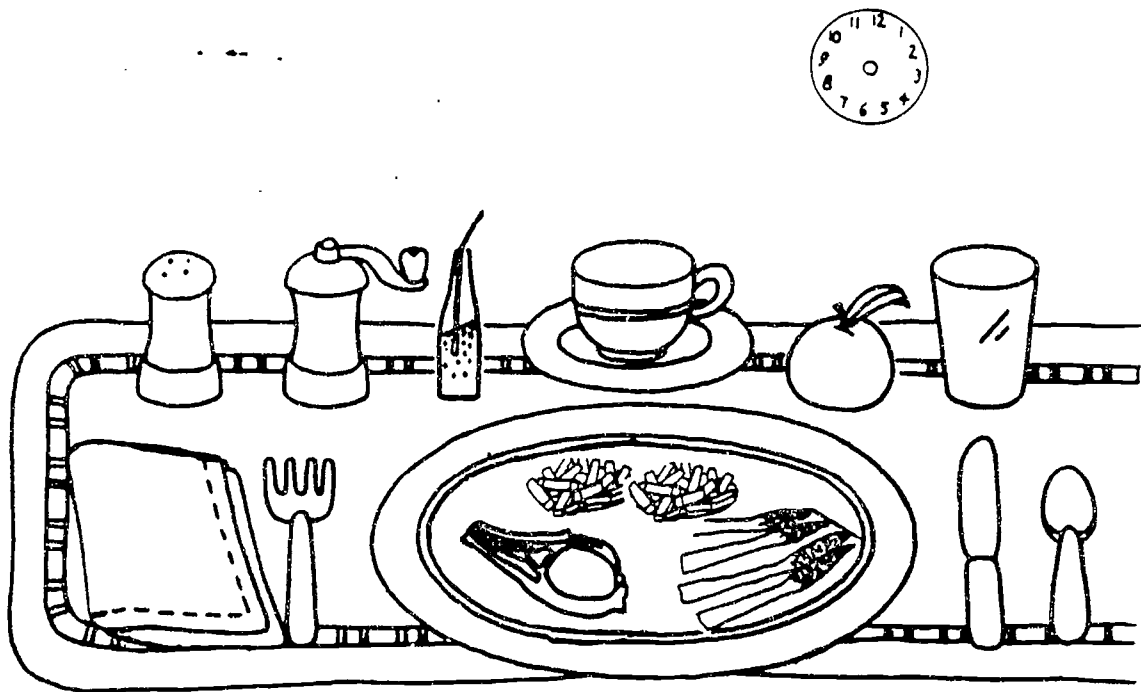
*The Meal*



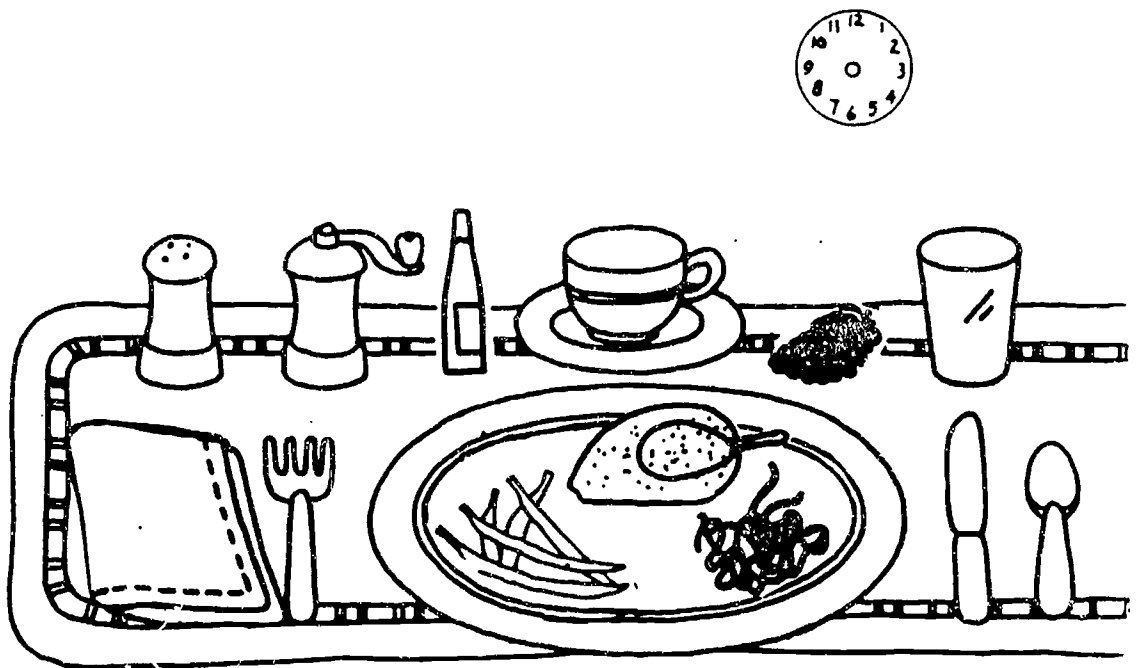
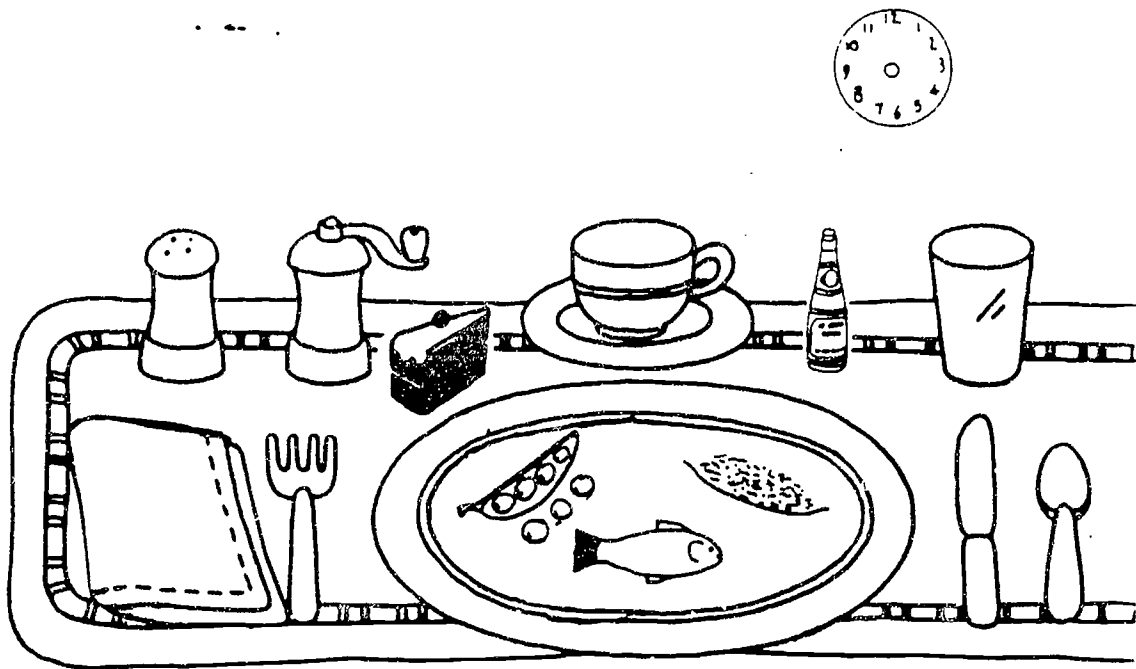
*The Meal*



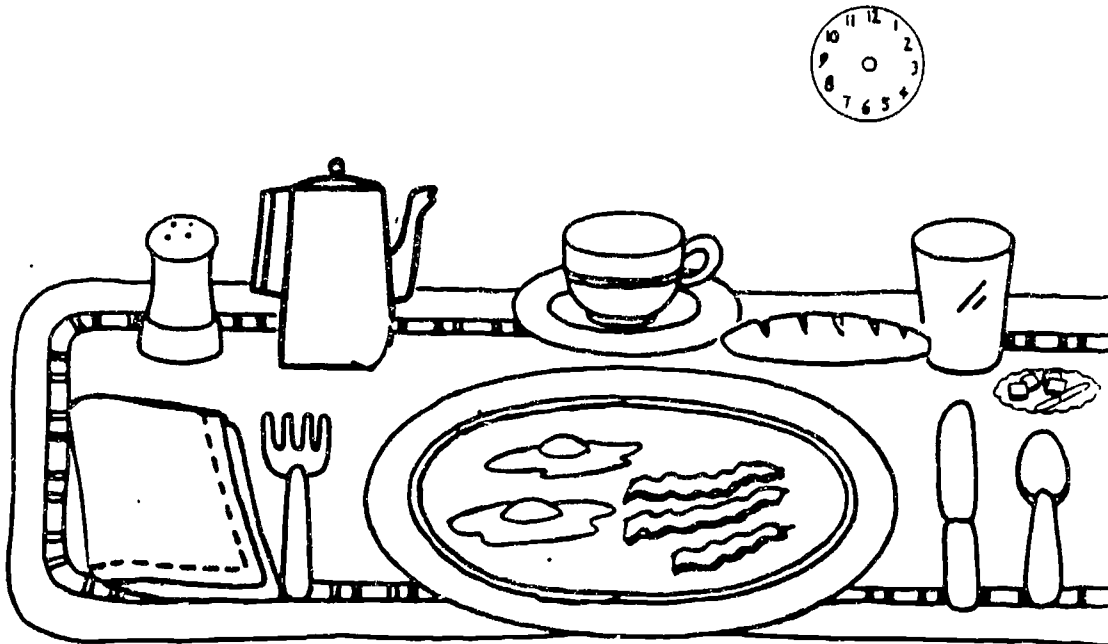
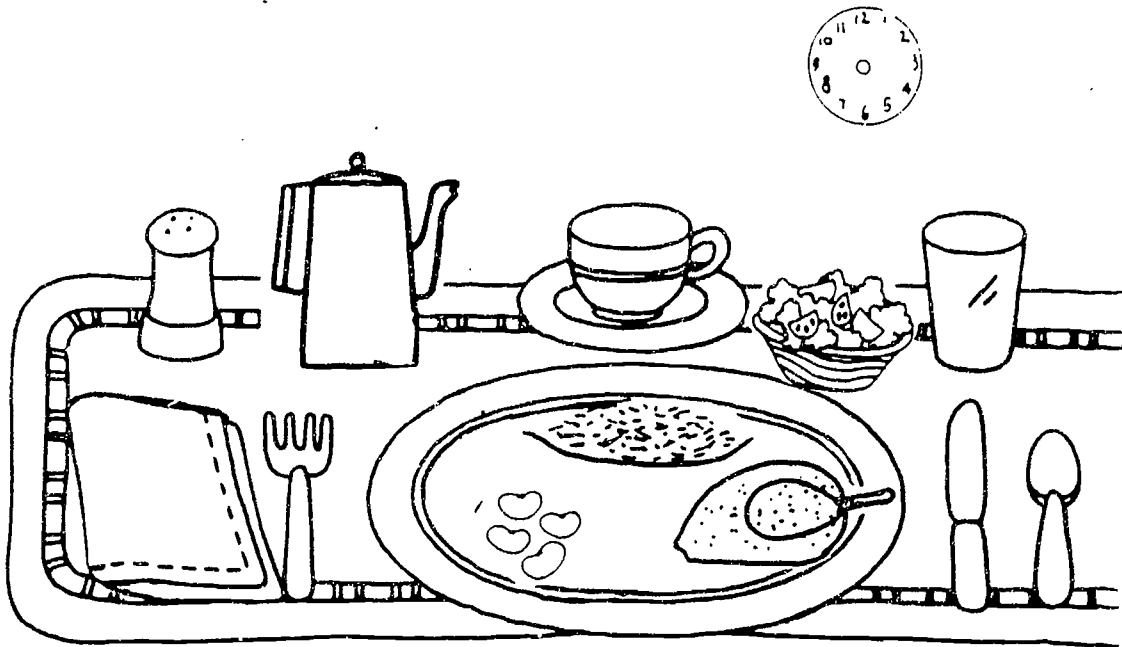
*The Meal*



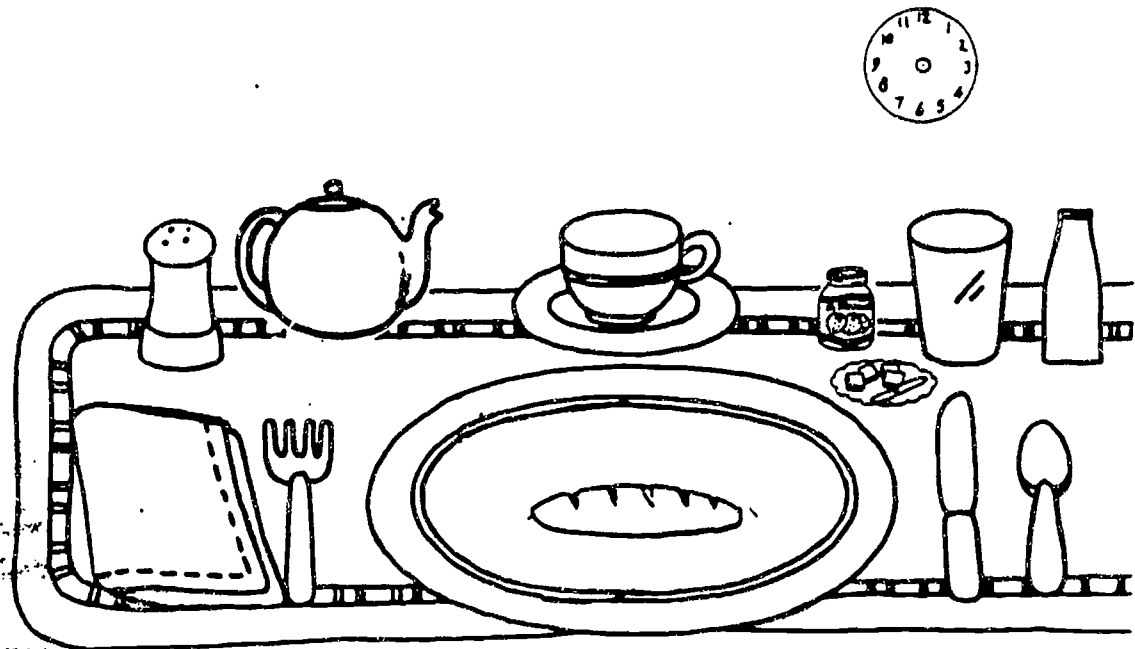
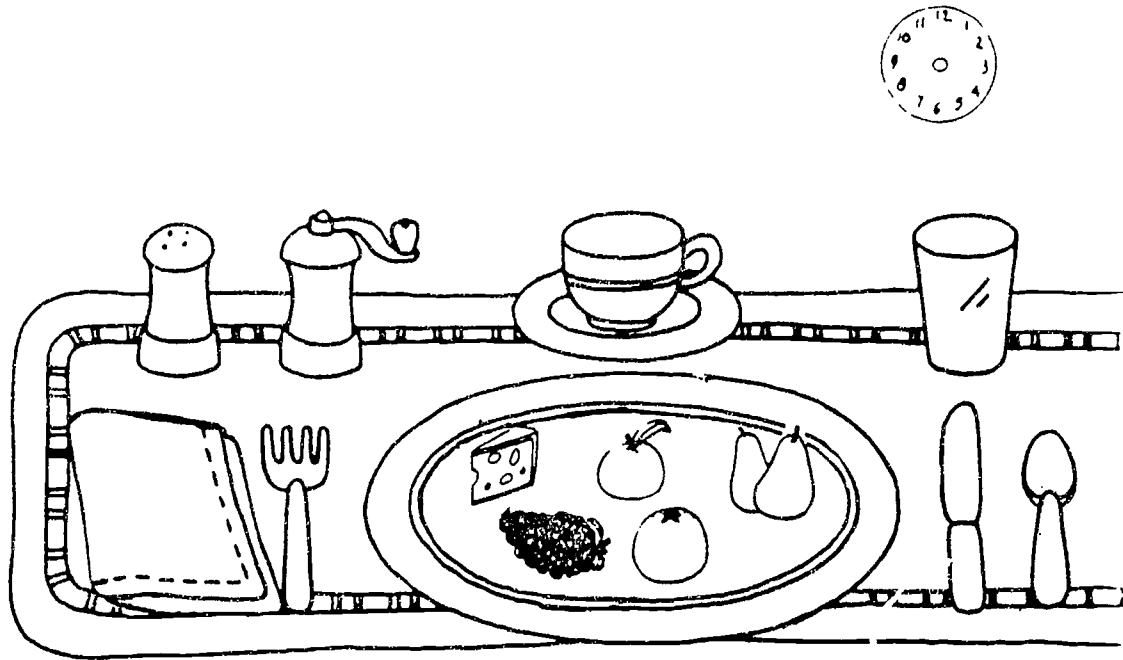
# The Meal



# The Meal



*The Meal*



*The Meal*

## THE RESTAURANT

### C.O.S. Objectives:

- Uses food and food-related vocabulary
- Expresses desires or wishes
- Expresses politeness
- Role-plays ordering food.

### Teacher:

1. Provide money from a Monopoly game.
2. Use the menu provided or your own. (*Teacher's choice of menu will determine the difficulty of the task.*)
3. Read the instruction card with the student.
4. In your role as server, introduce a complication by making several mistakes so that the student needs to make his/her needs known.  
(ex: no fork, wrong change, etc.)
5. The teacher may require the subjunctive with more advanced students.



## THE RESTAURANT




You've been sightseeing all day, and you are very hungry. Using the menu provided, order a complete meal. Be sure that the waiter brings what you ordered! Don't forget to ask for any eating utensil that you might need.



# Restaurant

<b>ENTREMESES:</b>	<b>especialidades del MOLINO</b> PUNTA TRASERA CHURRASCO DE MERO		<b>MEMU - DIARIO</b>
QUESO DE MARI <u>22</u> QUESO AMARELLO _____ LOMO EMBUCHADO _____ JAMON SERRANO <u>35</u> JAMON CON MARI _____ ALBUFUMAS VERDES _____ ALBUFUMAS NEGROS _____ ALUCATE CON TAMARONIS <u>45</u>	<b>CARNES:</b>	<b>MARISCOS:</b>	
<b>CREMAS - SOPAS</b>	MERLUZADA No <u>50</u> CHURRASCO DE SUELO <u>50</u> CHURRASCO DE LOMO <u>55</u> CHURRASCO AL MOLINO <u>55</u> PARRILLA ARGENTINA <u>65</u> PARRILLA DE PORTINI <u>65</u> PARRILLA ORIENTAL <u>65</u> PARRILLA MEXICA <u>65</u> PARRILLA A LA CLAVINA <u>75</u> PARRILLA DE CALA <u>75</u> FILET MEXICAN <u>80</u> MEDALLONES DE LOMO <u>80</u>	LANGOSTINOS A LA MANTOSA No <u>75</u> LANGOSTINOS EN SALSAS <u>75</u> LANGOSTINOS MEXICANOS <u>75</u> LANGOSTINOS A LA PLANCHA <u>75</u> LANGOSTINOS A LA MANTOSA <u>75</u> LANGOSTINOS EN SALSA TARTANA <u>75</u> LANGOSTINOS AL AZULLO <u>75</u> LANGOSTINOS AL NATURAL <u>75</u> MARISCOS AL QHATEN <u>75</u> COCTAIL DE LANGOSTINOS <u>75</u> CARNELES DE MARISCOS <u>75</u> FREIDA DE MARISCOS <u>75</u> CAMARONES AL AZULLO <u>75</u> CAMARONES MEXICANOS <u>75</u> CAMARONES A LA MAYONESA <u>75</u> CAMARONES EN SALSA ROSADA <u>75</u> COCTAIL DE CAMARON <u>75</u> ALAMAROS MEXICANOS <u>75</u>	<b>POSTRES</b>
CREMA DE MARI <u>18</u> CREMA DE ESPARRAGO <u>18</u> SOPA DE CEROLLA <u>18</u> LA MANTOSA <u>18</u>	<b>PESCADOS:</b>	ENSALADA DE FRUTA No <u>14</u> LICHOSA NATURAL <u>14</u> MELON NATURAL <u>14</u> MELOCOTON EN ALIBAR <u>14</u> CASCOS DE GUAYABA <u>14</u> FICUS EN ALIBAR <u>14</u> JILLO DE LICHOSA <u>14</u> FRUTAS DE MARI <u>14</u>	<b>VINOS NACIONALES E IMPORTADOS</b> <b>LICORES NACIONALES E IMPORTADOS</b> <b>CERVEZAS</b>
<b>ENSALADAS:</b>	FILET DE MARI MEXICAN <u>80</u> FILET DE MARI MEXICAN <u>80</u> FILET DE MARI AL QHATEN <u>80</u> FILET DE MARI AL QHATEN <u>80</u> FILET DE MARI AL QHATEN <u>80</u> FILET DE MARI AL QHATEN <u>80</u> FILET DE MARI AL QHATEN <u>80</u> FILET DE MARI AL QHATEN <u>80</u> FILET DE MARI AL QHATEN <u>80</u> FILET DE MARI AL QHATEN <u>80</u> FILET DE MARI AL QHATEN <u>80</u>	<b>RESTAURANT EL MOLINO</b>	<b>COCO FRIO SANGRIA</b>
ENSALADA MEXICA No <u>20</u> ENSALADA DE AGUACATE <u>20</u> ENSALADA ESPECIAL <u>20</u> ENSALADA ESPECIAL <u>20</u> ENSALADA DE AGUACATE <u>20</u> ENSALADA DE AGUACATE <u>20</u> ENSALADA DE AGUACATE <u>20</u> ENSALADA DE AGUACATE <u>20</u> ENSALADA DE AGUACATE <u>20</u> ENSALADA DE AGUACATE <u>20</u> ENSALADA DE AGUACATE <u>20</u>			

## RESTAURANTE EL SOMBRERO



## Restaurant

PARA COMER	\$ 5
Sope	\$ 50
Biftec	\$ 65
Langosta	\$100
Biftec con langosta	\$ 4
Ensalada	\$ 5
POSTRES	\$ 4
Flan	\$ 4
Hielado	\$ 8
Flan con helado	\$ 3
Fruita	\$ 6
Fruita con helado	\$ 2
PARA TOMAR	\$ 8
Agua mineral	\$ 8
Vino	\$ 3
Café	

\* All prices are in pesos (Mexican currency)

MENU DE DESAYUNO



PARA SU DESAYUNO ESTA MEJORE  
POR FAVOR: Colgar en la puerta de su habitación antes de la  
8 de la mañana (8AM) o 9

HABITACION N.º \_\_\_\_\_ N.º de Personas \_\_\_\_\_

Servir entre las \_\_\_\_\_ y las \_\_\_\_\_

DESAYUNO CONTINENTAL

- M.º 1
- Café
  - M
  - Desayuno

Selección de Sopas y Postres  
con Mantequilla y Mermelada

DESAYUNO EUROPEO

- M.º 2
- Café
  - M
  - Desayuno

Selección de Sopas y Postres  
con Mantequilla y Mermelada

DESAYUNO SIMPLE

- M.º 3
- Café
  - M
  - Desayuno

Selección de Sopas y Postres  
con Mantequilla y Mermelada

OTROS

1/2 Botella de Vino  
Café con 1/2  
1/2 Botella Agua Mineral  
Bebidas

RESTAURANT  
El Molino  
RESTAURANT



AVENIDA LA PARROQUIA FRENTE AL HIPODROMO  
CIUDAD BOLIVAR EDO. BOLIVAR

MENU

★★★★★

Restaurant

BEST COPY AVAILABLE

25

26

**DINER A LA CARTE**  
**LES HORS D'OEUVRES**

- MINIMUM CHARGE 42.25  
 La Caviar Beluga (1lb.) \$15.00  
 L'Anguille Fumée \$3.70  
 Le Porc de Font Genes de Strasbourg \$7.00 la portion  
 Les Bœuf de Cervres Boeuf (6 pièces) \$4.90  
 La Mouche de Volaille et Jambon \$3.00  
 La Coupe de Homard \$4.40  
 La Coupe de Crêpes Salomon \$3.75  
 La Truite Fumée au Rouffes \$3.35  
 Le Jambon San Domingo \$3.75 et Melon \$3.00
- LES POTAGES  
 La Truie Vichyenne Beaufort \$1.65  
 Le Consommé aux Petits Filets \$1.50  
 La Paveuse à l'Échalot \$1.40  
 La Minestrone \$1.45  
 Le Saumon Frais Poêlé Saucé Hollandaise \$12.50  
 Le Filet de Sole Beurre Blanc (2 pièces la portion) \$5.50  
 Le Turbot Poêlé Saucé Hollandaise \$5.45  
 Les Saucisses Frites à la Française \$6-10  
 La Sole de Douvres Moutarde Caprice \$6-00  
 La Truie de Biratze Moutarde Allenby \$4-25  
 La Méditerranée de Figeac Cubes \$4-00
- LES POISSONS  
 Le Caneton du Norfolk Poêlé à l'Ananas \$5-50  
 Le Dinde de Volaille Allenby \$4-50  
 Les Cailles d'Agnes Saucées Réserve \$5-75  
 Le Turbot à l'Orz Pommes \$4-10  
 T-Bone Steak \$12-00  
 Les Rognons d'Agnes et Champignons Saucés au Madère \$4-80  
 La Côte de Veau Zingher \$7-60  
 Le Châteaubriand Grillé sur Pommes Saucées (2 crvs.) \$22-50  
 Le Méditerranée de Venissieux Saucé Allemand \$6-00
- LES ENTREES  
 L'Entrecôte Saucée Bordelaise \$7-50  
 Le Ris de Veau à la Française \$6-10  
 Les Noisettes d'Agnes au Périgourdais \$8-25  
 Le Tumbale de Bœuf Stroganoff \$8-50  
 Viande Scharhoff \$8-75  
 Les Rognons d'Agnes et Champignons Saucés au Madère \$4-80  
 Le Caneton d'Agnes et Champignons Saucés au Madère \$6-25  
 Le Châteaubriand Grillé sur Pommes Saucées (2 crvs.) \$22-50  
 Le Méditerranée de Venissieux Saucé Allemand \$6-00

Carrots Half-Corsets  
 3.8 crvs.  
 2.3 crvs.  
 2.3 crvs.  
 2.3 crvs.

ROSE (Special from Burgundy)  
 1/2 BOTTLE SEC  
 4.15 crvs.  
 4.15 crvs.

Carrots Half-Corsets  
 3.8 crvs.  
 2.3 crvs.  
 2.3 crvs.  
 2.3 crvs.

ROSE (Special from Burgundy)  
 1/2 BOTTLE SEC  
 4.15 crvs.  
 4.15 crvs.

**LE DINER AU CHOIX \$12.25**

TAMERS COURTES

**LES HORS D'OEUVRES**

- La Saumon d'Escots Fumé La Moutarde de Figeac Cubes La Cœchzai de Cervres

**LES POTAGES**

- Le Consommé aux Petits Filets

**LE POISSON**

- La Méditerranée de Figeac Cubes  
 La Truie de Biratze Moutarde Allenby

**L'ENTREE**

- Le Dinde de Volaille Allenby  
 Bœuf de Chateaubriand saucé au Beurre avec Sauce Réserve  
 Les Rognons d'Agnes et Champignons Saucés au Madère  
 Saucé Lamb Entrecôte et Chateaubriand saucés au Madère Saucé  
 Le Caneton de Norfolk Poêlé à l'Ananas  
 Bœuf Steak saucé au Madère  
 Le Caneton d'Agnes Bœuf avec Cervres à la Crème  
 Bœuf à la Mode de Fougère avec Cervres à la Crème

**LES LEGUMES**

- Les Petites Compagnes Les Petites Bœufs Les Salades au Beurre Les Petites Vapeurs Les Petites Pois à la Française La Salade de Saumon

**L'ENTREMET**

- La Petite Cardinale ou Les Petites Cardinales La Soufflé Surprise My Lord

SANDY BETA DILLIANT

THURSDAY 14th AUGUST 1990

Price in millions of Euro Change and Value Added Tax

**Restaurant**

23

**BEST COPY AVAILABLE**

**Restaurant**

23



Was gibt's zu essen?



SUPPEN

Tagessuppe  
Gulaschsuppe  
Gemüsesuppe  
Tomatensuppe



FLEISCH

Wiener Schnitzel  
Schweinebraten  
Rinderbraten  
Sauerbraten  
Bratwurst  
Würstchen



FISCH

Forelle  
Karpfen



GEMÜSE  
und SALAT

Bohnen  
Erbsen  
Karotten (Möhren)  
Spargel  
Spinat  
Champignons  
Gemischter Salat

Tomatensalat  
Gurkensalat



BELLAGEN

Formes Frites  
Bratkartoffeln  
Salzkartoffeln  
Knödel



NACHTISCH

Eis  
Kompott  
Pudding  
Obst  
Apfelkuchen



GETRÄNKE

Bier  
Wein  
Kaffee  
Tee  
Kakao  
Apfelsaft  
Cola  
Mineralwasser  
Limonade

**THE DATE**


## C.O.S. Objectives:

1. Uses polite expressions
2. Role-plays free-time activities
3. Expresses desires or wishes

## Teacher:

1. Read the card with each of the two students.
2. Provide a "phone".
3. Decide whether to use a visual or printed cue, whether to provide suggested activities for the date.

**THE DATE**



You and your current sweetheart (an exchange student) are going out Friday night. Each of you wants to go somewhere different. Try to convince the other to go where you want to go. Try to convince the other person that his/her choice is not as much fun as yours. Don't forget to tell your sweetheart why you don't believe his/her choice is a good one.

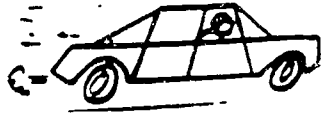
<u>Person A</u>	<u>Person B</u>
<ul style="list-style-type: none"> <li>• Give an appropriate greeting and ask to speak to your sweetheart</li> <li>• Tell him/her where you want to go and why</li> <li>• Bring conversation to an end in agreement or disagreement and say goodbye</li> </ul>	<ul style="list-style-type: none"> <li>• Give an appropriate greeting</li> <li>• Explain why you don't believe his/her choice is the best</li> <li>• Tell your sweetheart where you want to go and why</li> <li>• Bring conversation to an end in agreement or disagreement and say goodbye</li> </ul>

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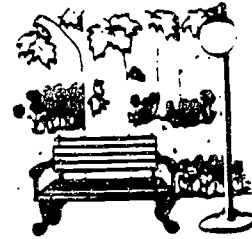
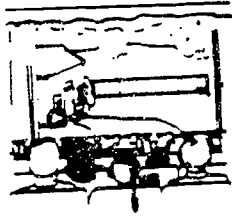
*Some Suggested Activities for The Date*

<u>Person A</u>	<u>Person B</u>
<ol style="list-style-type: none"> <li>1) For a drive</li> <li>2) To the theater</li> <li>3) Skiing</li> <li>4) To a restaurant</li> <li>5) Bowling</li> <li>6) To an amusement park</li> </ol>	<ul style="list-style-type: none"> <li>To the museum</li> <li>To the park</li> <li>To a concert</li> <li>To a basketball game</li> <li>To a friend's party</li> <li>Swimming</li> </ul>

1)



2)



3)



4)



5)



6)



# The Date

## TRAVEL AGENCY

### C.O.S. Objectives:

- Uses vocabulary for modes of transportation.
- Asks about and makes travel arrangements.
- Uses the present tense, conditional forms, or the subjunctive mood.

### Teacher:

1. Read the card to the student(s).
2. You will play the role of the travel agent and ask the questions.
3. Introduce a complication by making suggestions that are at odds with your client's request such as, a trip that is too expensive, uses a mode of transportation that the client will not like, etc.

### Option

4. Suggest appropriate or inappropriate activities based on requests from your "clients," the students.

## TRAVEL AGENCY



You are on the vacation of your dreams! Finally, you have the opportunity to use the language that you have studied for so long! You have spent four days in the capital city and have decided to explore elsewhere. Go to a travel agent and make arrangements. Tell the agent where you would like to go and based on the agent's responses, make arrangements for transportation, length of stay, type of accommodations, meal plans, price, etc.

**ANTICIPATION!**

## C.O.S. Objectives:

- Describes people
- Makes predictions using future tense constructions

## Teacher:

1. Insert the appropriate target language names and expressions on the student's group photo.
2. See the photo on the following page to use as an example.
3. Read the instruction card with the students before starting the test.

**ANTICIPATION!**

Imagine you are on a plane talking about a reunion of former exchange students that has been planned for the year 2000! Use the following group photo and the list below as a "prompts" to help you make at least four (4) predictions about your former classmates that are different from your travelmate's. Don't forget to take turns, and use appropriate conversational fillers.

Predict who will ....

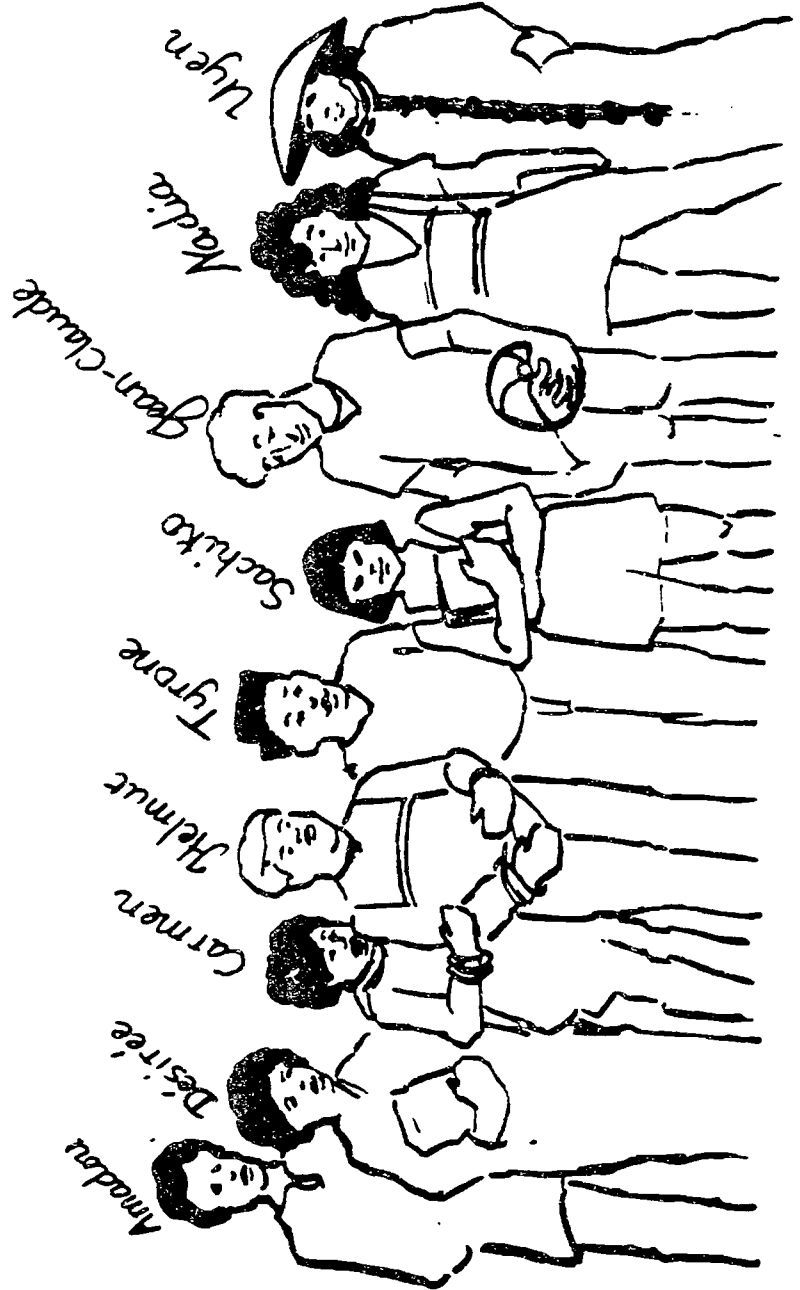
- be easy to recognize
- gain a lot of weight
- lose weight
- change a lot/very little
- lose his/her hair
- be married/divorced
- remain single
- have children
- have an important job
- be famous
- be wealthy
- continue to speak \_\_\_\_\_ (TL) well
- ...?

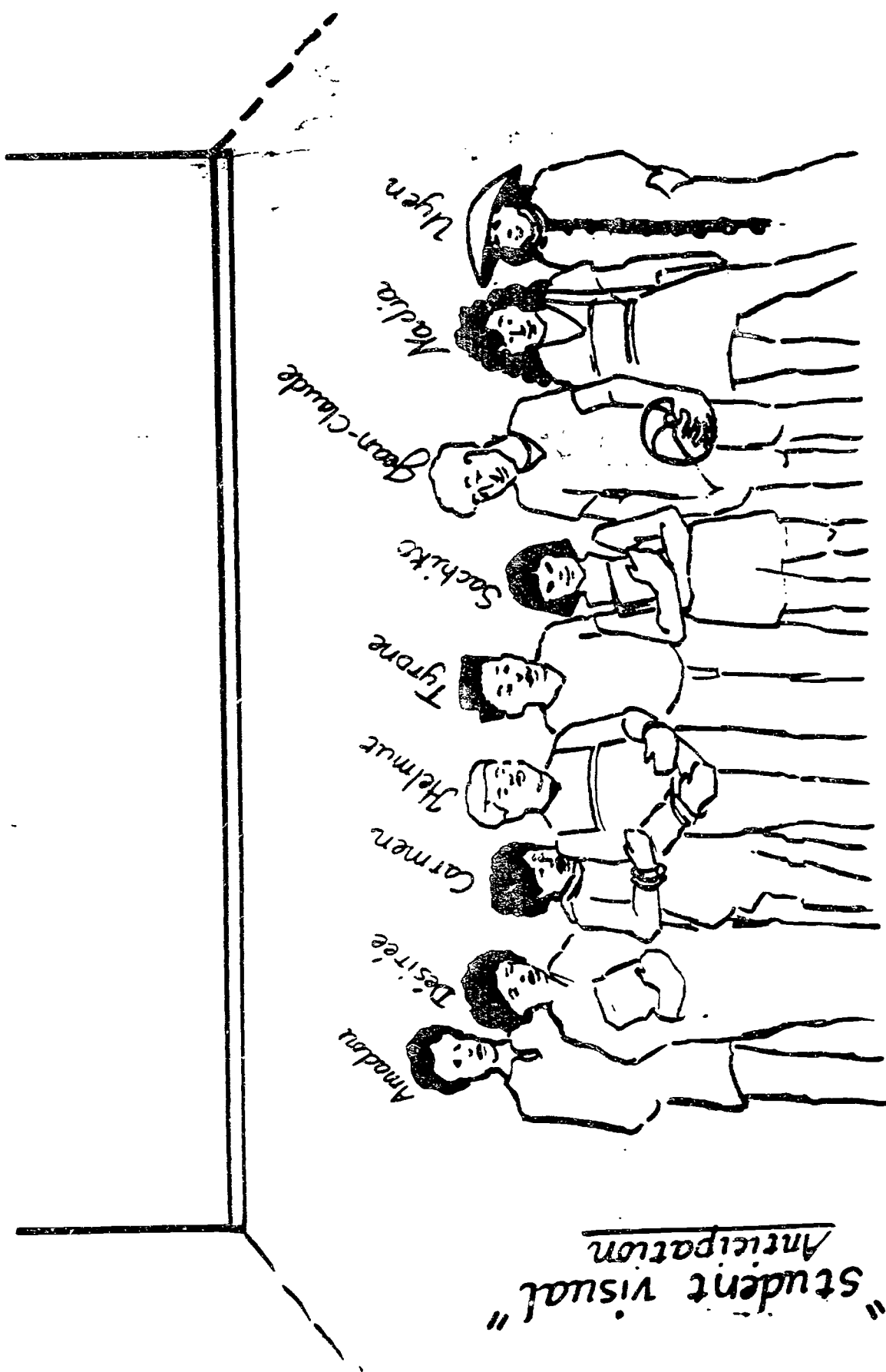




"teacher visual"  
Anticipation

# Lycée Louis Le Grand 1990





DRAFT

**LAST SUMMER or LAST YEAR**

## C.O.S. Objectives:

- Narrates using common regular in the past.
- **Tells original stories (with a prompt)**
- Identifies seasons

## Teacher

1. Give the student a picture of a season containing an activity.
2. Identify *in English* each activity and season to the student(s).
3. Be sure to read the card to the student(s) before starting the test.

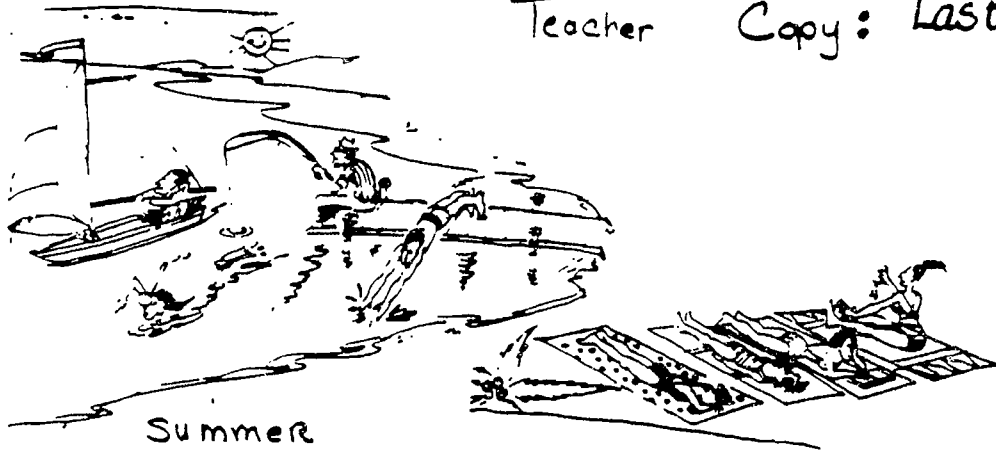
**LAST YEAR**

Choose a scene and tell the teacher....

- who the people are
- where they went
- when they went (including season or month)
- what they did



Teacher Copy: Last Season



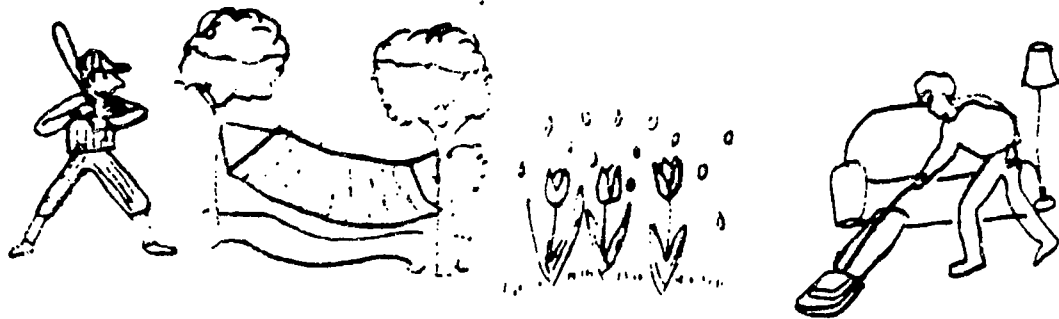
Summer



winter

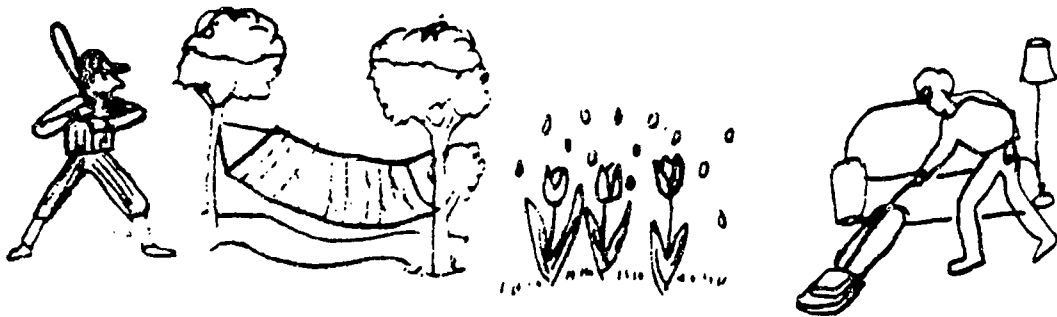
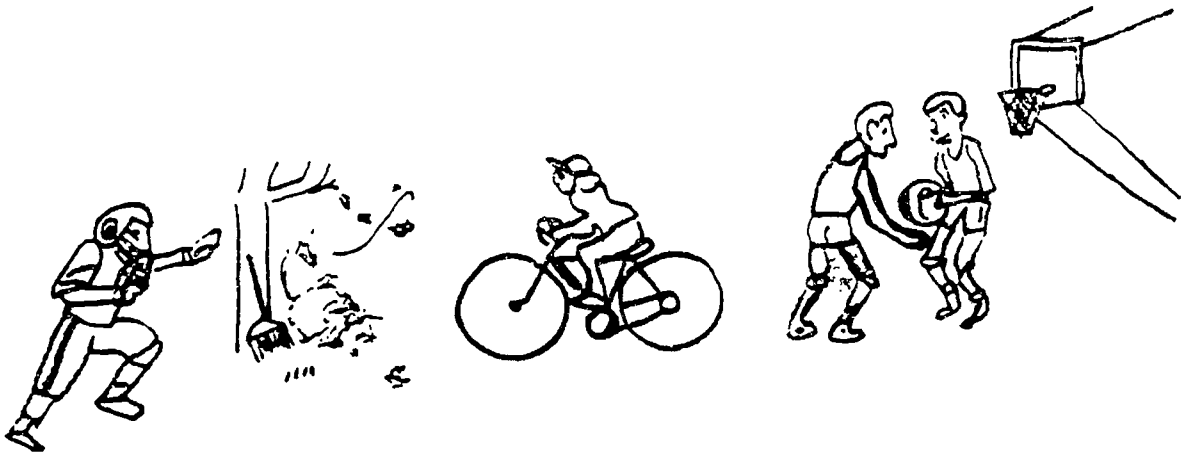
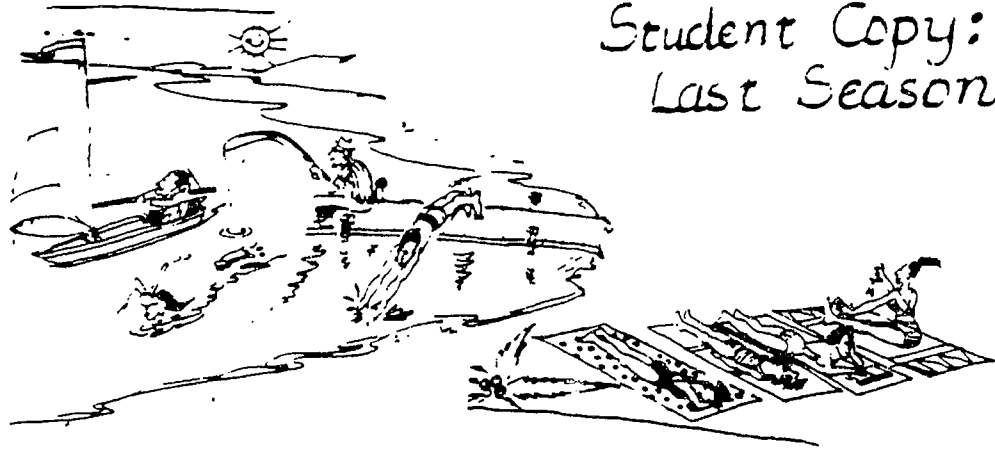


Fall



Spring

# Student Copy: Last Season



## OUR VACATION

### C.O.S. Objectives:

- Narrates in the past tense using common regular and irregular verbs
- Tells original story to the teacher using a prompt.

### Teacher:

1. Use the accompanying storyboard or one of your own
2. Read the card to the student(s).
3. Be sure to describe each of the panels *in English* before starting the test.

## OUR VACATION



Imagine that your family has taken a vacation where everything has gone wrong. Using the storyboard, tell what happened in each of the scenes. Be sure to use connecting words to improve the flow of your story.

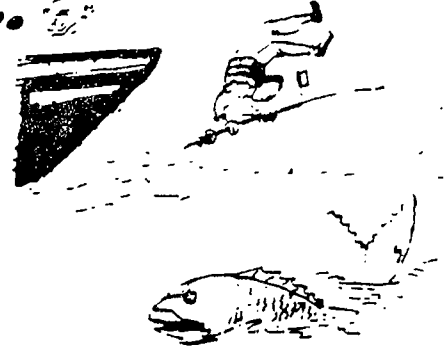
# Teacher List: Our Vacation

1.



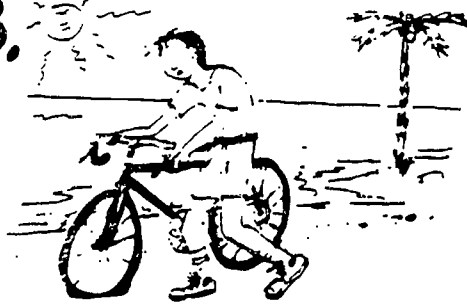
The Family

2.



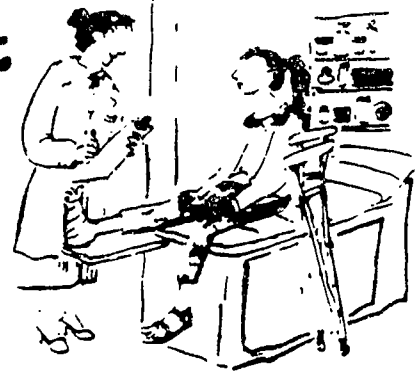
Your Father

3.



you

4.



YOUR SISTER

5.



your mother

6.



The Family

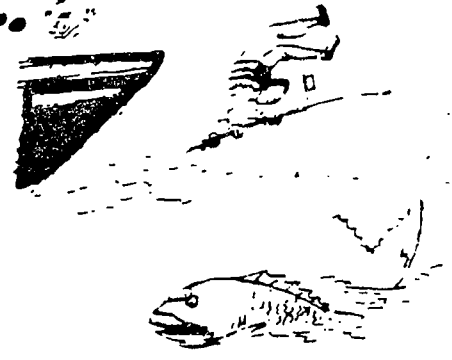
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# Student Copy: Our Vacation

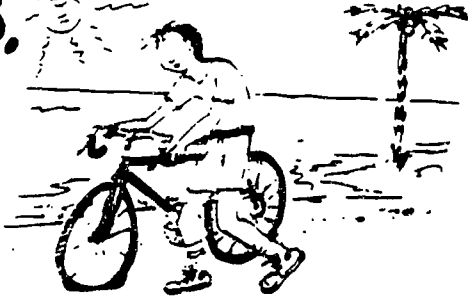
1.



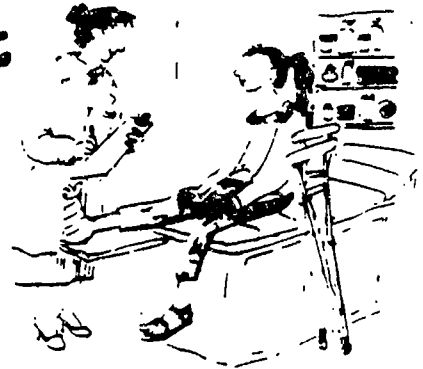
2.



3.



4.



5.



6.



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**THE NEW STUDENT**

## C.O.S. Objectives:

- Uses interrogative forms.
- Uses future tense.

## Teacher:

1. You will be the person interviewed.
2. Read the instructions on the card to the student(s).

**THE NEW STUDENT**

There's a great-looking new girl/guy at school whom you don't know anything about. Volunteer to interview this newcomer for the foreign language class newspaper. Find out at least five (5) of the following bits of information:

- 1) how many classes she/he will have
- 2) what he/she will be studying
- 3) who his/her math teacher will be
- 4) when he/she will eat lunch
- 5) how he/she will come to school
- 6) where he/she is from
- 7) what activities (sports) he/she will be participating in/doing
- 8) something else you would like to know



**PARTY ON!**

## C.O.S. Objectives:

- Asks questions or seeks information using interrogative forms
- Makes plans using the future tense

## Teacher:

1. Teacher will answer the questions.
2. Read the instructions on the card with the student.

**PARTY ON!**

You and your best friend Mark want to talk about the party coming up soon, but you don't want everyone else to find out what's going on, and so you're going to speak in \_\_\_\_\_ (target language).

Find out at least six (6) of the following bits of information:

- 1) where the party will be
- 2) how many people there will be
- 3) who will come
- 4) why he will not invite Suzanne
- 5) what videos will be watched
- 7) when the party will finish
- 8) how he will go home



**GOSSIP!**

## C.O.S. Objectives:

- Describes people and activities in the past

## Teacher:

1. Insert the appropriate target language (TL) names and expressions on the student's group photo (supplied).
2. See the photo on the following page to use as an example.
3. Review the photo *in English to the student(s)*
4. Read the card to the student(s) before starting the test.

**GOSSIP!**

You and one of your buddies are on a plane returning home from your visit to \_\_\_\_\_ (TL city) Take turns with your travelmate gossiping about what your former friends were like by using the accompanying photo and the prompts below to make complimentary and truthful remarks about each person. Be sure to make at least four (4) comments without *repeating* what your travelmate has said.

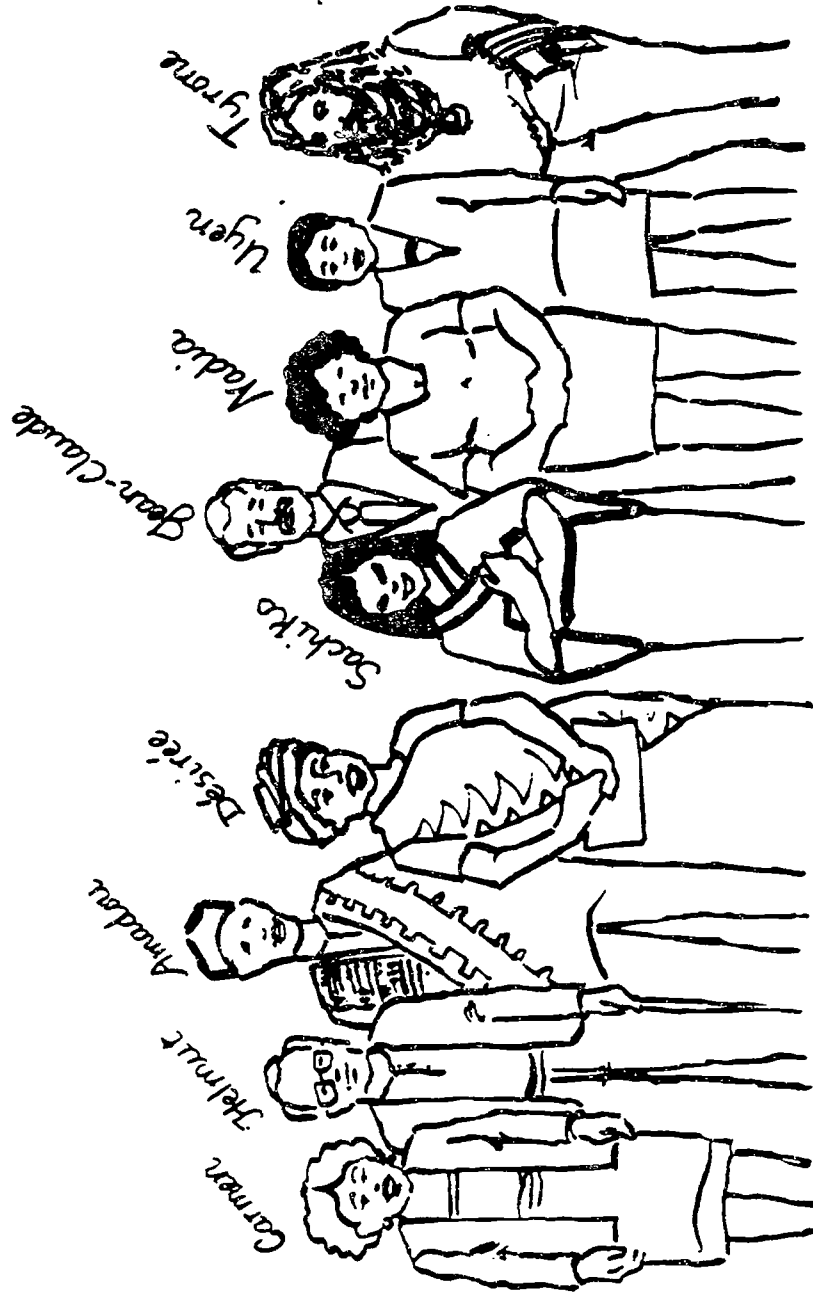
*Make comments about who ....*

- was easy to recognize
- gained weight
- more attractive
- lost weight
- changed a lot
- changed very little
- lost his/her hair
- was married
- was divorced
- was single
- were parents
- had an important job
- was famous
- was wealthy
- continued to speak \_\_\_\_\_ (TL) well/badly



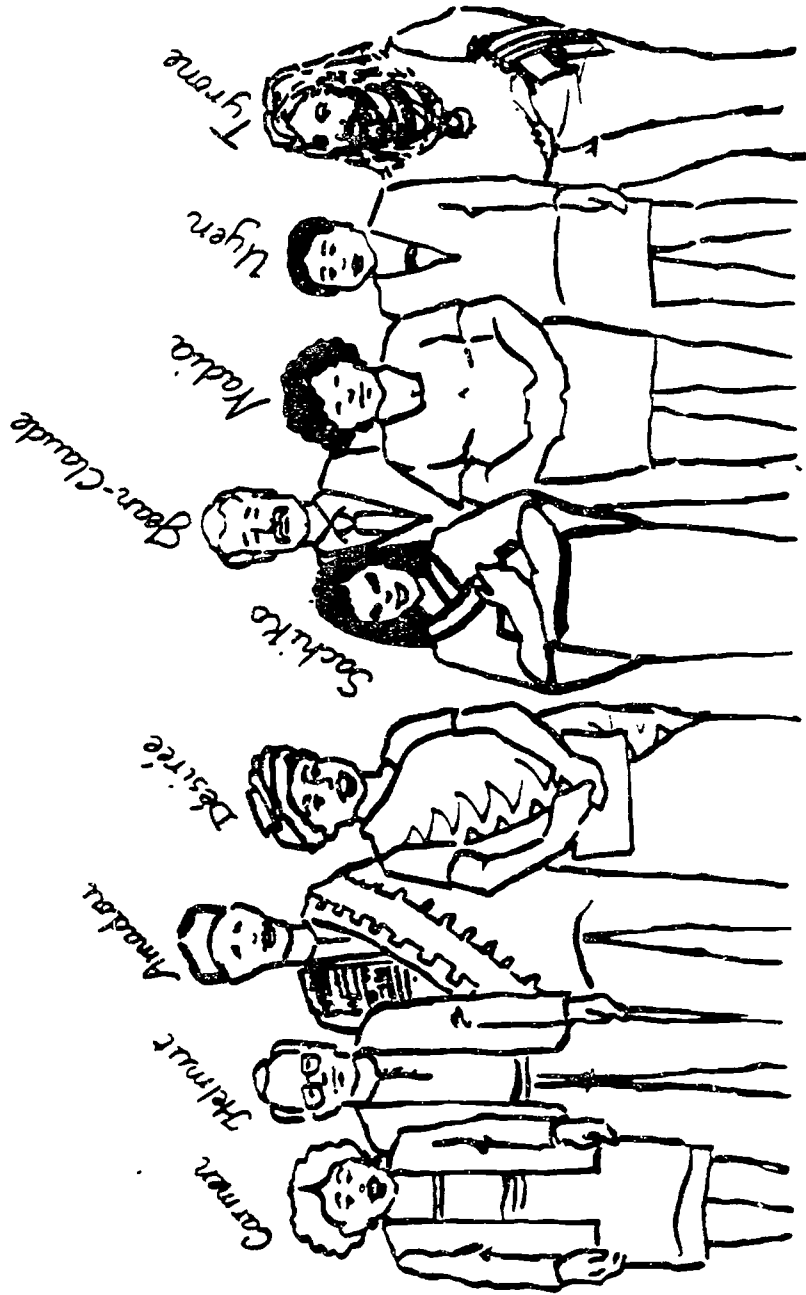
# Lycée Louis Le Grand Réunion de l'an 2000

"teacher visual"  
Gossip



# "student visual" Gossip

50



51

**DURING THE SUMMER....**

## C.O.S. Objectives:

- Uses common regular and irregular verbs in the present and past tense
- Uses common regular reflexive verbs in the past.

## Teacher:

1. Be sure to describe each picture in English.
2. Read the card carefully with the students.

**DURING THE SUMMER....**

During the summer your daily routine changed somewhat.  
Using the visuals, compare your daily routine (what you *did*) yesterday with your summer schedule (what you *were doing*).



## Alternative:

**Yesterday - Today**

Recall what your life was like 5 -10 years ago. What did you used to do for fun? What were your favorite foods, TV programs, school subjects? Who were your favorite teachers, friends important people in your life and what were they like? Tell in what ways your life has changed or remained the same.

# Teacher Copy : During the Summer



To get up



to wash your hair



to put on



To wake up



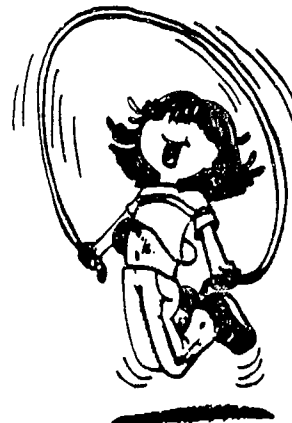
To get dressed



To take a bath



To go to bed



To have fun

# Student Copy: During the Summer



5.)



## Answering Questions

Level 3

**BUYER "BEWEAR" ...**

## C.O.S. Objectives:

- Uses expressions of politeness.
- Expresses wants and needs.
- Uses numbers
- Uses colors, clothes

## Teacher:

1. You will be the interviewer.
2. Color the portfolio and add appropriate sizes and prices.
3. Give the student one of the two portfolios and identify each of the items it contains *in English* to the student(s).
4. Ask the student at least five of the attached questions.
5. Read the card with the student.

**BUYER "BEWEAR"**

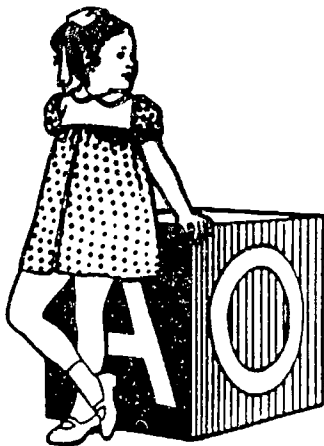
You are a national buyer for children's clothing who wants to become famous in the international market. A popular foreign language magazine wants to interview you about your portfolio. This is great publicity for you and your line of clothing. Using the accompanying visual, be prepared to answer questions about specific clothes, colors, lengths of clothing (skirts, shorts) prices, and sizes you carry. Answer questions based on what is in your portfolio.



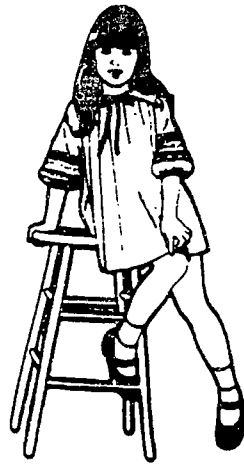
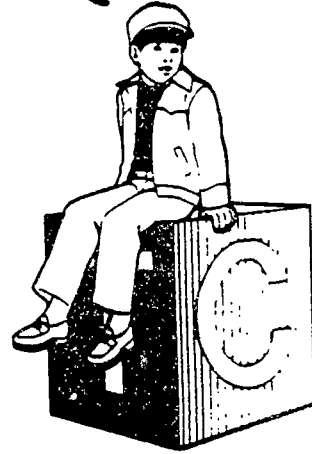
**Buyer Questions**

1. What is the most popular color this season?
2. What colors of clothing do children like?
3. Do you make winter clothes, summer clothes?  
If yes, what? If no, would you like to?
4. Do you make accessories - jewelry, belts, socks?
5. Would you like to make clothing for women and/or men?
6. What are the sizes you carry?
7. What are the prices of your shorts, skirts, blouses, etc.?
8. Where have you been selling your clothing?
9. Do you carry jackets, mittens, scarfs?
10. Do you carry clothes that use bright colors?
11. What type of fabrics do you use?

# Buyer Be WEAR Portfolio I



# Buyer Be WEAR Portfolio II



**APPENDIX A**

***SPEAKING TEST SCORE SHEET***  
***DESCRIPTORS,***  
***&***  
***SCORE SHEET MASTERS***

**SPEAKING TEST SCORE SHEET DESCRIPTORS**

1. *Comprehensibility* is the ability of the students to make themselves understood, to convey meaning.
  - 5 Comprehended all of what student said
  - 4
  - 3 Comprehended some of what the student said
  - 2
  - 1 Comprehended little or nothing of what the student said
  
2. *Effort* indicates the students' willingness to express themselves and to get their message across. How hard does the student try to make himself understood? Does he use gestures to help express his ideas? does he withdraw into an embarrassed silence or use English?
  - 5 Student shows high effort and goes beyond the required
  - 4
  - 3 Student makes an effort to complete the task
  - 2
  - 1 Student makes little or no effort to communicate
  
3. *Fluency* (flow) refers to the overall smoothness, naturalness, and continuity of the students' speech and not the speed of delivery. Hesitation refers to pauses for rephrasing sentences, groping for words, etc.
  - 5 No unnatural pauses; almost effortless
  - 4
  - 3 Some unnatural pauses, occasionally halting
  - 2
  - 1 (Very) Many unnatural pauses, halting, fragmentary
  
4. *Quality* reflects the grammatical correctness of the students' utterances.
  - 5 All or almost all utterances rendered correctly
  - 4
  - 3 Some utterances rendered correctly
  - 2
  - 1 few or no utterances rendered correctly
  
5. *Vocabulary* refers to using words *appropriate* to the situation.
  - 5 Vocabulary is appropriate for the task
  - 4
  - 3 Some of the vocabulary is appropriate for the task
  - 2
  - 1 Vocabulary is inappropriate or missing

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**SCORE SHEET MASTERS**

<i>Speaking Test Score Sheet</i>						
Name _____					Date _____	Score _____
	High				Low	
A. Comprehensibility	5	4	3	2	1	
B. Effort	5	4	3	2	1	
C. Fluency	5	4	3	2	1	
D. Quality	5	4	3	2	1	
E. Vocabulary	5	4	3	2	1	
Comments: _____						

<i>Speaking Test Score Sheet</i>						
Name _____					Date _____	Score _____
	High				Low	
A. Comprehensibility	5	4	3	2	1	
B. Effort	5	4	3	2	1	
C. Fluency	5	4	3	2	1	
D. Quality	5	4	3	2	1	
E. Vocabulary	5	4	3	2	1	
Comments: _____						

<i>Speaking Test Score Sheet</i>						
Name _____					Date _____	Score _____
	High				Low	
A. Comprehensibility	5	4	3	2	1	
B. Effort	5	4	3	2	1	
C. Fluency	5	4	3	2	1	
D. Quality	5	4	3	2	1	
E. Vocabulary	5	4	3	2	1	
Comments: _____						



# APPENDIX B

## SPEAKING ACTIVITIES

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## 1. Getting Acquainted!

Objective: To practice introducing oneself and others

Level: Any

Procedures:

1. Sit in a circle if the group is reasonably small.
2. Select the "beginner" person by drawing a lucky name.
3. Start game by saying: "My name is \_\_\_\_\_ and I love \_\_\_\_\_!"
4. Going clockwise, each student must introduce her/himself using the above pattern. Then going counter-clockwise, she/he must re-introduce the others using the following pattern:  
"Her/his name is \_\_\_\_\_ and she/he loves \_\_\_\_\_!"
5. When all have recited in this memory game, reverse the order by letting the "beginner" person be the last to recite.

Use the following pattern(s) to start:

"My nickname is \_\_\_\_\_ and I hate \_\_\_\_\_!"

"My French name is \_\_\_\_\_ and I hate \_\_\_\_\_!"

6. Pass out rewards: candy, points, coupons, etc.

## 2. We're Going On A Trip To...

Objective: To sustain conversation

Level: Any

Procedures:

Here's a challenging activity for third-year kids--it's harder than it looks!

The first kid in class says aloud, "We're going on a trip to...(Madrid, Paris, Berlin, etc.) My name is (For example: Susan Daniels), and I'm bringing \_\_\_\_\_."

The item that Susan Daniels is bringing would have to use her first and last initials. For example, she could say "...and I'm bringing a small dog." Each student must repeat everything that has been said before, plus add new information.

This doesn't sound hard--but remember, the kids have to say all of this in the target language!

### 3. We Are Similar

Objective: To find out how similar your likes are

Level: Any

Procedures:

- 1) Instruct students to pair-up and face each other about a foot apart.
- 2) Students take turns telling each other what they like.
- 3) If they both like it, they move closer together.
- 4) If they don't both like it, they move further apart.
- 5) The length of the activity will be determined by the teacher.

### 4. Post Cards

Objective: To use comparative and superlative forms.

Level: Any

Materials: One envelope per group, and three pictures or post cards from the target country per envelope. They do not need to be visuals of places.

Preliminary: Teacher models by comparing two pictures. Students could be asked to compare the same pictures.

Procedures:

- 1) Students get into groups of three.
- 2) Each person takes a picture from the envelope
- 3) All the members of the group look at the pictures and take turns making comparisons
- 4) Repetitions are not allowed.
- 5) When the group finishes with the envelope, it is traded with another group. The length of the activity is determined by the teacher.

Variation: For an intermediate level, students could be asked to make decisions about the cost of realia that the teacher brings to class. Students would use comparative forms while learning about the culture.

## 5. Foreign School Schedules

Schools abroad most often are not organized like they are in the USA. Students don't necessarily have the same course at the same time each day. Some schools also meet on Saturdays.

Provide students with a sample foreign schedule (from your textbook) and you can practice various speaking skills, while making students aware of the difference of class-scheduling the the target country.

Skills which can be practiced include the following...

- 1) Days of the week
  - A. Expressing routines and habits using proper articles and cases  
Example: On Fridays
  - B. Differentiating between each and every gender, number and case.
  - C. Negative forms  
Examples: no class on Sundays; no science on Fridays, etc.
- 2) Subjects singly or categorically

Question and answer format lends itself easily to schedule reading.

Examples:     When does Karl have German (on Saturdays)?  
                   When else?  
                   What does he have (at 9:55) on Mondays?  
                   At what time does he have art?, etc.

Obviously, the teacher can ask the questions and elicit responses from individual students, but why not instead play the role of the facilitator.

Have the question and answer process proceed around the room or just have students pick their "friends" making sure everyone gets called on. If the questioner errs, explain the mistake and ask him to come up with a new question. Same procedure for the respondent.

## 6. Numbers

**Objective:** Using numbers in an active way (best for a large group)

**Method:** Each student is assigned a number. A rhythm is started by slapping one's hands on your lap, together, then, snap fingers on left hand and right. In the rhythm of the count the student calls first his name then a second number. The student who has the second number must pick up on the count, repeat his number and add another. When someone misses the beat, he goes to the end of the line and numbers are re-assigned.

**Variation:** expanded sentences; categories

## 7. Listening

**Objective:**

- 1) Getting students to listen carefully
- 2) Reviewing basic phrases

**Method:**

Teacher writes individual directions on a series of cards - one per student (all different). Students have to listen for their cues from the preceding person's statement or action. All statements should be complete sentences.

**Example:**

- 1) Teacher starts by giving name or other simple information.
- 2) The first student card says:  
"When you hear someone give his name, give your name and date of birth."
- 3) The second card says:  
"When you hear someone give your date of birth and today's date..."

## 8. Directions Game

The purpose of this activity is to allow students to practice directions and/or locations in the target language.

Create a large map of a town that can be placed on the floor. A variation could be to create a map or city plan of individual buildings on construction paper. These separate buildings could then be moved around. Use index cards to represent the buildings, and create two sets of identical cards to be given to the students.

Procedures:

- 1) Divide the class into 2 teams, A & B
- 2) Place the map in front of the whole group.
- 3) Give one student on each team a card that represents the same building. The two students are not to share this card with anyone.
- 4) Taking turns, one of the members of Team A is to try to find what building is being represented on the card by asking a question about its location. (Is it next to the bank? Is it in front of the hospital?)
- 5) The person with the card answers Yes or No.
- 6) If the answer is Yes, the student on Team A is allowed to guess the identity of the building. If the answer is correct, Team A earns a point. Then, two new cards are handed out, and Team B begins the new round.
- 7) A point is given for each building that is guessed correctly.

Variation: Using the map, allow students to give each other directions using a matchbox car.

## 9. Guessing Game - Adapted from Barb Snyder

The object of this game is for the student to guess what commonality each clue has.

Preliminaries: Tell one of your students (the "ringer") ahead of time what the clue is so that you will have someone who knows the game.

- 1) Announce: "I'm going to Madrid and taking a table.  
(Teacher is working on words that begin with a "T")
- 2) A student raises his hand and says, "I'm going to Madrid and I'm taking a chair."
- 3) Teacher expresses REGRET: "No, you cannot go."
- 4) Teacher calls on another student or "ringer". When the appropriate response is given, Teacher says, "You may go".
- 5) Game continues until everyone has given the appropriate response.

Variation: Have students guess items of the same color.

## 10. Who/What am I?

The object of the game is for the 3 seated students to guess who or what they are.

- 1) Have 3 students seated in the front of the class.
- 2) Write the name of 3 related items behind the students on the board

Student #1 Hen  
Student #2 Rooster  
Student #3 Egg

- 3) Students in the class are to give clues to the 3 seated students in such a way that they show a relationship to them.

Example:

Student says:

- A. Student #1, your husband is #2
- B. Student #3, your father is #2

- 4) After giving one clue, move on to other students for clues.
- 5) The game continues until the 3 seated students guess who they are. Be sure to admonish the others not to use gestures or English.

Suggestions for related items:      president, his wife, & dog  
book, paper, pencil  
etc.

# APPENDIX C

## SPEAKING TEST MASTERS



## RENTING A CAR

You have just arrived in \_\_\_\_\_ and you need to rent a car. As you talk to the sales representative, use at least four (4) of the vocabulary items below to help you determine which car to rent. Don't forget an appropriate greeting and leave-taking or goodbye.

Which car is....

- cheaper/cheapest
- larger/largest
- more/most comfortable
- more /most expensive
- faster/fastest
- better/best
- worse/worst
- easier/easiest to drive
- etc.



## CAREER DAY

Your language immersion school has received a great deal of money from a local company to conduct CAREER DAY at your school. Speakers are needed to represent all types of jobs and professions. Help the school administration invite a wide variety of speakers by...

- naming 3 adults and their occupations.

*Then, choose one of the adults you named and explain ....*

- why they are good at what they do and
- why you are interested personally in their occupation



## SHOPPING



You are on a two-week trip with your foreign language class, and you've been touring all morning. You have had lunch at a large shopping area and now have two hours of free time in which to shop. Consider these conditions:

- What have you been wanting to bring home from your visit?
- How much are you willing to spend?
- If the item you want is too expensive, what else might interest you?

Approach the clerk politely and try to acquire what you're looking for. Don't forget to use an appropriate greeting and goodbye or leave-taking.

## DAILY ROUTINE

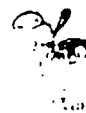
Point to at least six of the illustrations, as you tell....

- *what you do* and
- *when you do it every day.*

### Advanced:

Point to at least six of the illustrations and tell....

- *what you did* and
- *when you did it last week.*



## TELL ME WHERE TO FIND...

George is a newcomer in town from \_\_\_\_\_. Using the illustration provided, familiarize George with where businesses are located in the neighborhood. Tell him where at least four (4) of the places are *in relation to the school* by using at least four (4) different expressions of location such as,....

- |               |                         |
|---------------|-------------------------|
| • next to     | • close to, near        |
| • across from | • far from              |
| • in front of | • between               |
| • behind      | • to the right, left of |



## THE MEAL

You are participating in a homestay program in \_\_\_\_\_, and you have just returned home to your host family after spending the night at a friend's home. Use the visual as a prompt to help describe for your host mother the meal that your friend's father prepared for you by...

- naming the specific meal and each food item it contained
- telling what you liked or disliked about the meal
- telling what time the meal was eaten
- something else you would like to add



## TRAVEL AGENCY

You are on the vacation of your dreams! Finally, you have the opportunity to use the language that you have studied for so long! You have spent four days in the capital city and have decided to explore elsewhere. Go to a travel agent and make arrangements. Tell the agent where you would like to go and based on the agent's responses, make arrangements for transportation, length of stay, type of accommodations, meal plans, price, etc.

## THE DATE

You and your current sweetheart (an exchange student) are going out Friday night. Each of you wants to go somewhere different. Try to convince the other to go where you want to go. Try to convince the other person that his/her choice is not as much fun as yours. Don't forget to tell your sweetheart why you don't believe his/her choice is a good one.

### Person A

- Give an appropriate greeting and ask to speak to your sweetheart
- Tell him/her where you want to go and why
- Bring conversation to an end in agreement or disagreement and say goodbye

### Person B

- Give an appropriate greeting
- Explain why you don't believe his/her choice is the best
- Tell your sweetheart where you want to go and why
- Bring conversation to an end in agreement or disagreement and say goodbye



*Some Suggested Activities for The Date*

Person A

- 1) For a drive
- 2) To the theater
- 3) Skiing
- 4) To a restaurant
- 5) Bowling
- 6) To an amusement park

Person B

- To the museum
- To the park
- To a concert
- To a basketball game
- To a friend's party
- Swimming



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## ANTICIPATION!

Imagine you are on a plane talking about a reunion of former exchange students that has been planned for the year 2000! Use the following group photo and the list below as a "prompts" to help you make at least four (4) predictions about your former classmates that are different from your travelmate's. Don't forget to take turns, and use appropriate conversational fillers.

Predict who will ....

- be easy to recognize
- gain a lot of weight
- lose weight
- change a lot/very little
- lose his/her hair
- be married/divorced
- remain single
- have children
- have an important job
- be famous
- be wealthy
- continue to speak \_\_\_\_\_ (TL) well
- ...?



## LAST YEAR

Choose a scene and tell the teacher....

- who the people are
- where they went
- when they went (including season or month)
- what they did



## OUR VACATION

Imagine that your family has taken a vacation where everything has gone wrong. Using the story board, tell what happened in each of the scenes. Be sure to use connecting words to improve the flow of your story.



## THE NEW STUDENT

There's a great-looking new girl/guy at school whom you don't know anything about. Volunteer to interview this newcomer for the foreign language class newspaper. Find out at least five (5) of the following bits of information:

- 1) how many classes she/he will have
- 2) what he/she will be studying
- 3) who his/her math teacher will be
- 4) when he/she will eat lunch
- 5) how he/she will come to school
- 6) where he/she is from
- 7) what activities (sports) he/she will be participating in/doing
- 8) something else you would like to know



## PARTY ON!

You and your best friend Mark want to talk about the party coming up soon, but you don't want everyone else to find out what's going on, and so you're going to speak in \_\_\_\_\_ (target language).

Find out at least six (6) of the following bits of information:

- 1) where the party will be
- 2) how many people there will be
- 3) who will come
- 4) why he will not invite Suzanne
- 5) what videos will be watched
- 7) when the party will finish
- 8) how he will go home



## GOSSIP!

You and one of your buddies are on a plane returning home from your visit to \_\_\_\_\_ (TL city) Take turns with your travelmate gossiping about what your former friends were like by using the accompanying photo and the prompts below to make complimentary and truthful remarks about each person. Be sure to make at least four (4) comments without *repeating* what your travelmate has said.

*Make comments about who ....*

- was easy to recognize
- gained weight
- more attractive
- lost weight
- changed a lot
- changed very little
- lost his/her hair
- was married
- was divorced
- was single
- were parents
- had an important job
- was famous
- was wealthy
- continued to speak

(TL)well/badly



## DURING THE SUMMER....

During the summer your daily routine changed somewhat. Using the visuals, compare your daily routine (what you *did*) yesterday with your summer schedule (what you *were doing*).



Alternative:

## Yesterday - Today

Recall what your life was like 5 - 10 years ago. What did you used to do for fun? What were your favorite foods, TV programs, school subjects? Who were your favorite teachers, friends important people in your life and what were they like? Tell in what ways your life has changed or remained the same.



## BUYER "BEWEAR"

You are a national buyer for children's clothing who wants to become famous in the international market. A popular foreign language magazine wants to interview you about your portfolio. This is great publicity for you and your line of clothing. Using the accompanying visual, be prepared to answer questions about specific clothes, colors, lengths of clothing (skirts, shorts) prices, and sizes you carry. Answer questions based on what is in your portfolio.



### Buyer Questions

1. What is the most popular color this season?
2. What colors of clothing do children like?
3. Do you make winter clothes, summer clothes?  
If yes, what? If no, would you like to?
4. Do you make accessories - jewelry, belts, socks?
5. Would you like to make clothing for women and/or men?
6. What are the sizes you carry?
7. What are the prices of your shorts, skirts, blouses, etc.?
8. Where have you been selling your clothing?
9. Do you carry jackets, mittens, scarfs?
10. Do you carry clothes that use bright colors?
11. What type of fabrics do you use?