

Task Set 3

Module 1:

J'ai une idée géniale !

Teacher Notes

	TASK # 1	TASK # 2	TASK # 3
Scenarios :	Launching a French Blog	Promoting a Student Summer Exchange Program	Finding a New Sponsor

This action-oriented task is based on a selection of clustered "Can-do Statements" from the B1 reference level of the CEFR as outlined below:

Module 1 Can-Do Statements	<ul style="list-style-type: none"> I can enter unprepared into conversations on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest, or pertinent to everyday life. I can follow clearly articulated speech directed at me in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. I can briefly give reasons and explanations for opinions and plans. I can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions. 	<ul style="list-style-type: none"> <i>Je peux aborder, sans préparation, une conversation sur un sujet familier, exprimer des opinions personnelles et échanger de l'information sur des sujets familiers, d'intérêt personnel ou pertinents pour la vie quotidienne.</i> <i>Je peux suivre une conversation quotidienne si l'interlocuteur s'exprime clairement, bien qu'il lui soit parfois nécessaire de faire répéter certains mots ou expressions.</i> <i>Je peux brièvement donner les raisons et les explications de mes opinions ou projets.</i>
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Module 1
Can-Do
Statements

- I can communicate with reasonable accuracy in familiar contexts. Errors occur but it is clear what I am trying to express.
- I can write straightforward, connected text on topics which are familiar or of personal interest.
- Je peux utiliser un questionnaire préparé pour faire un entretien structuré, avec quelques questions spontanées complémentaires.*
- Je peux communiquer avec une correction suffisante dans des contextes familiers. Des erreurs peuvent se produire mais le sens général reste clair.*
- Je peux écrire un texte simple et cohérent sur des sujets familiers ou qui m'intéressent personnellement.*

In addition to the can-do statements listed above, there are certain other strategies/competences which need to be addressed by the teacher on an ongoing basis throughout the module. These are necessary for the production of oral language and should be explicitly taught and practised. They will also be an integral part of the *assessment of learning* component of every task. These strategies/competences include the following:

- Fluency
- Pronunciation and intonation
- Turn-taking (understand and reply)
- Ability to organize ideas