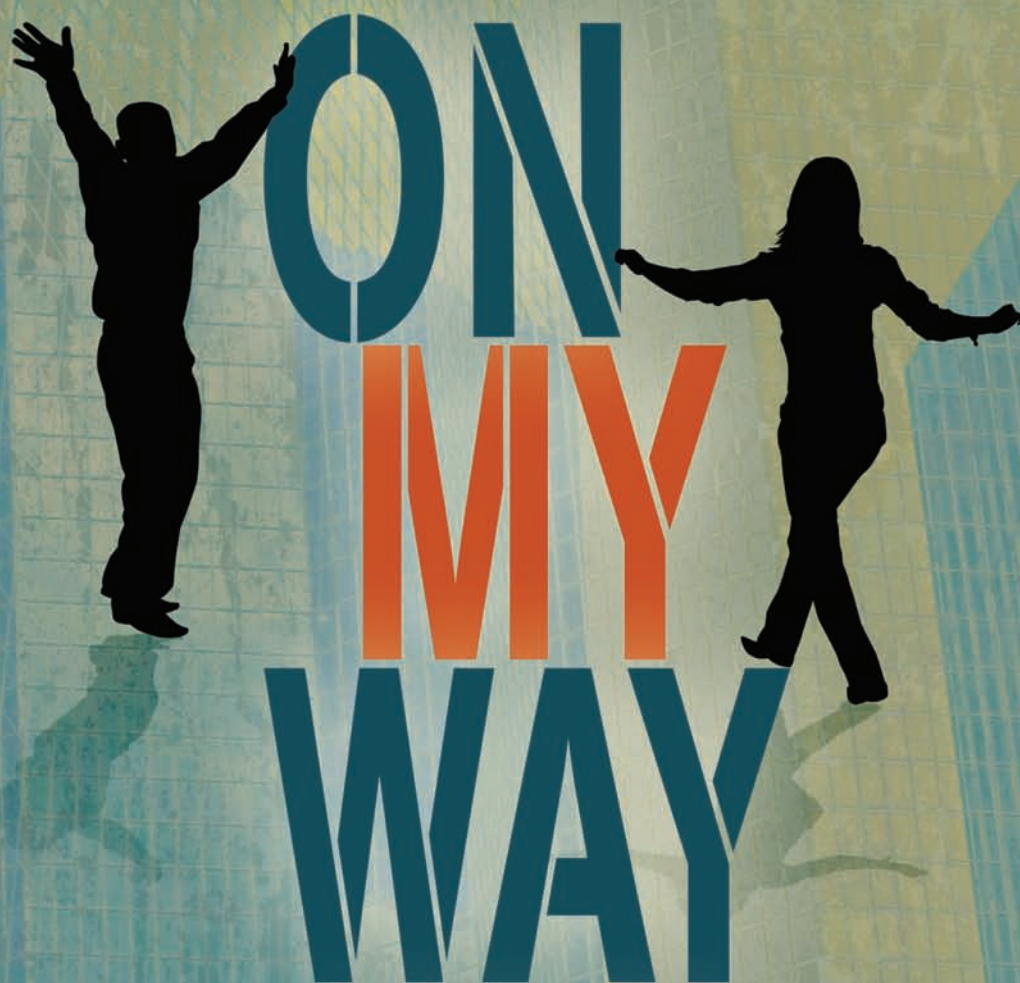


Diane Kimpton

English as a  
Second Language



**ON  
MY  
WAY**

**Teacher's  
Book**

**ANG-1101-4**

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# THE STUDENT'S BOOK

Each student's book contains three scenarios. Each scenario is divided into two or three situations that students might encounter in an English-speaking environment. These sections start with a real-life situation that the two main characters, Alexia and Vincent, have to deal with while on vacation in the Canadian Rockies.



The learning process consists of a series of meaningful steps that help students develop the language skills necessary to deal with the situation in a competent manner.

# LINKS WITH THE KEY ELEMENTS OF THE COURSE ANG-1101-4

## Overview of the Student's Book

	<b>Scenario 1</b> <i>Let's Go Shopping!</i>	<b>Scenario 2</b> <i>A Day Out in the Woods!</i>	<b>Scenario 3</b> <i>Help!</i>
<b>Class of situations</b>	Obtaining goods and services in an English-speaking environment		
<b>Goal of the scenario</b>	To help the student deal with the situations of shopping on-line, going shopping and requesting roadside assistance.	To help the student deal with the situations of crossing the border, getting information about nature and reporting facts to the authorities.	To help the student deal with the situations of requesting medical help, visiting the doctor's office and going to the drugstore.
<b>Real-life situation</b>	The student is on vacation in the Canadian Rockies and needs to buy camping gear. He/she uses the computer at the rangers' station to search the Web for nearby places to buy the desired goods. On the way to the store he/she runs out of gas and needs roadside assistance.	The student decides to drive down to the International Peace Park, bordering the USA and Canada. He/she goes through customs and asks for information about the park. On the way back to the campground, the student witnesses an event and reports it to the authorities.	Back at the campsite, the student hurts him/herself and requests medical help. He/she visits a doctor's office and afterwards, goes to the drugstore.
<b>Learning situations</b>	In order to competently deal with the situations, the student has to be able to: 1. shop on-line 2. go shopping 3. request roadside assistance	In order to competently deal with the situation, the student has to be able to: 1. cross the border 2. get information about nature 3. report facts to the authorities	In order to competently deal with the situation, the student has to be able to: 1. request medical help 2. visit the doctor's office 3. go to the drugstore
<b>Operational competencies</b>	Acts methodically Communicates	Acts methodically Communicates	Acts methodically Communicates
<b>End-of-scenario evaluation situation</b>	Searching for information on the Web, role-playing the situations of buying an article and requesting roadside assistance	Role-playing the situation of going through customs, getting information on nature and reporting a fact to the authorities	Role-playing the situation of requesting medical help, visiting the doctor's office and going to the drugstore
<b>Duration</b>	30 hours	30 hours	30 hours

**Overview of SCENARIO 1 Let's Go Shopping!**

	<b>Situation 1</b> <i>Shopping On-line</i>	<b>Situation 2</b> <i>Going Shopping</i>	<b>Situation 3</b> <i>Requesting Roadside Assistance</i>
<b>Categories of actions</b>	<ul style="list-style-type: none"> <li>• Making use of written language</li> </ul>	<ul style="list-style-type: none"> <li>• Interacting orally</li> <li>• Making use of written language</li> </ul>	<ul style="list-style-type: none"> <li>• Interacting orally</li> <li>• Making use of written language</li> </ul>
<b>Actions</b>	Making use of written language <ul style="list-style-type: none"> <li>• Searches Web sites</li> <li>• Uses simple texts to obtain information about goods</li> <li>• Takes notes on items</li> <li>• Fills out an order form on-line</li> </ul>	Interacting orally <ul style="list-style-type: none"> <li>• Expresses wants and needs</li> <li>• Asks for information about consumer goods</li> <li>• Requests information related to modes of payment</li> </ul> Making use of written language <ul style="list-style-type: none"> <li>• Locates goods in the store by reading overhead signs</li> </ul>	Interacting orally <ul style="list-style-type: none"> <li>• Asks for assistance</li> <li>• Expresses needs</li> <li>• Describes a problem</li> <li>• Requests repairs/services</li> </ul> Making use of written language <ul style="list-style-type: none"> <li>• Follows instructions on ATMs</li> </ul>
<b>Language functions</b>	<ul style="list-style-type: none"> <li>• Formulas related to on-line shopping</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for information on consumer goods</li> <li>• Asking for permission</li> <li>• Expressing likes and dislikes</li> <li>• Expressing wants</li> </ul>	<ul style="list-style-type: none"> <li>• Describing a problem</li> <li>• Expressing needs</li> <li>• Expressing gratitude</li> <li>• Requesting roadside assistance</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Web sites for shopping</li> <li>• On-line shopping for secondhand products</li> <li>• Auction Web sites</li> <li>• Vacations on the Web</li> <li>• Services on the Web</li> <li>• Order forms</li> <li>• Computer-related vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Types of stores</li> <li>• Departments of a store</li> <li>• Guarantees</li> </ul>	<ul style="list-style-type: none"> <li>• Driving practices</li> <li>• Car accidents</li> <li>• Roadside assistance</li> <li>• Security equipment</li> <li>• Car problems</li> <li>• ATM instructions</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Adjectives of quality</li> <li>• Plurals of nouns</li> <li>• Irregular plurals</li> <li>• Some and any</li> </ul>	<ul style="list-style-type: none"> <li>• Countable and uncountable nouns</li> <li>• Adverbs of interrogation</li> <li>• Adverbs of quantity</li> </ul>	<ul style="list-style-type: none"> <li>• Polite requests</li> <li>• Object pronouns</li> <li>• Need/want+infinitive</li> </ul>
<b>Strategies</b>	Speaking and listening <ul style="list-style-type: none"> <li>• Concentrating on key words</li> <li>• Focusing on a specific goal</li> <li>• Guessing from context</li> <li>• Looking for visual clues</li> <li>• Recognizing cognates</li> <li>• Thinking about the situation before listening</li> <li>• Using short sentences</li> </ul> Reading and writing <ul style="list-style-type: none"> <li>• Looking for visual clues</li> <li>• Making word lists</li> <li>• Reading each text twice</li> <li>• Thinking about the situation before reading</li> </ul>	Speaking and listening <ul style="list-style-type: none"> <li>• Concentrating on key words</li> <li>• Focusing on a specific goal</li> <li>• Guessing from context</li> <li>• Looking for visual clues</li> <li>• Practising</li> <li>• Recognizing cognates</li> <li>• Thinking about the situation before listening</li> <li>• Using models</li> <li>• Using short sentences</li> </ul> Reading and writing <ul style="list-style-type: none"> <li>• Guessing from context</li> <li>• Looking for visual clues</li> <li>• Making word lists</li> <li>• Thinking about the situation before reading</li> </ul>	Speaking and listening <ul style="list-style-type: none"> <li>• Concentrating on key words</li> <li>• Focusing on a specific goal</li> <li>• Looking for visual clues</li> <li>• Thinking about the situation before listening</li> <li>• Using short sentences</li> </ul> Reading and writing <ul style="list-style-type: none"> <li>• Guessing from context</li> <li>• Making word lists</li> <li>• Reading each text twice</li> <li>• Thinking about the situation before reading</li> </ul>
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• Tolerance for ambiguity</li> <li>• Realism</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerance for ambiguity</li> <li>• Realism</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerance for ambiguity</li> <li>• Realism</li> </ul>
<b>A Project of My Own</b>	My Favourite On-line Store!	A Shopping Spree!	Can You Help Me, Please!
<b>Final Step</b>	Let's Go Shopping!		

# TRANSCRIPTS

## SITUATION 1 **SHOPPING ON LINE**

Track  
1

### **ON-LINE SHOPPING**

---

A lot of people enjoy shopping. Some people like to go to the mall and take a look at all the shops and boutiques. Others don't like the crowded malls and rarely shop there or simply go when it is not too busy. A good solution is to shop on-line. On-line shopping saves time and energy because you don't need to go to the mall to buy your goods. Just sit in front of your computer and visit your favourite store's Web site. You can use a search engine like Google or Yahoo to find just about any type of store. Then, start shopping from your home and stay in your pyjamas!

Track  
2

### **WEB SITES FOR SHOPPING**

---

#### **Part One**

On-line shopping offers as many items as in real stores. All you need to do is visit your favourite store's site. Department stores like Canadian Tire, Wal-Mart or Sears offer a great variety of items on their Web sites. They all have the same type of Web site. The first thing to do is to enter your postal code to get on the closest store. There are many possibilities for you to click on.

#### **Part Two**

The sites are divided into departments. This way, searching for products is easy to do. The most common departments are clothing, electronics, sports, house and home, kitchen and bath, outdoors, automotive and tools. Each department has different categories of products. For example, the house and home department offers furniture and lighting. Choose a category and press the left button of the mouse. A pop-up menu shows the types of products offered. Then, left-click on the product to find its description and price. You also have access to weekly flyers and special offers to save money. When you finally find the product you want, just click on the icon that says "add to cart". Repeat the procedure for as many products as you need, but don't forget about your budget!

Track  
3

### **BUYING FOR LESS**

---

#### **Part One**

On-line shopping is easy but can cost you a lot of money. This is the reason why many people look for used products before buying. Sometimes, you may be looking for a particular item but don't have enough money to buy it brand-new. There are many Web sites offering secondhand products at a much lower price. Every on-line newspaper has a section for used items and there are sites

## SCENARIO 1 LET'S GO SHOPPING!

# CORRECTION KEY

### SITUATION 1

## SHOPPING ON-LINE

### STEP 2 BUILDING VOCABULARY

#### ON-LINE SHOPPING 3

1. a) On-line shopping  
b) time and energy  
c) wait in line  
d) Personal answer
2. a) credit card  
b) Shipping and handling  
c) personal answer

#### WEB SITES FOR SHOPPING 3

- a) search engine.
- b) compare prices and quality.
- c) order form.

#### ON-LINE SHOPPING FOR SECONDHAND PRODUCTS 4

- a) lespac.com or personal answer
- b) location, price or date of entry.
- c) Yes

#### AUCTION WEB SITES 4

- a) Yes
- b) seller
- c) shipping fees and money exchange rates

#### VACATIONS ON THE WEB 5

- a) transportation, lodging, meals, car rental and activities
- b) Yes
- c) destination, date of departure, date of return.
- d) last-minute deals.

#### SERVICES ON THE WEB 5

- a) personal answer
- b) Banking services sites
- c) personal answer
- d) map and driving directions site.

# VOCABULARY\*

## A

a bit	<i>un peu</i>	among	<i>parmi</i>
a little	<i>un peu</i>	amount	<i>montant</i>
a lot	<i>beaucoup</i>	angry	<i>fâché</i>
abide	<i>respecter</i>	ankle	<i>cheville</i>
able	<i>capable</i>	another	<i>un autre</i>
about	<i>au sujet de</i>	answer	<i>répondre</i>
above	<i>au-dessus</i>	anti-spyware	<i>anti-logiciel espion</i>
access ramp	<i>rampe d'accès</i>	anxious	<i>anxieux</i>
according to	<i>selon</i>	anybody	<i>n'importe qui</i>
account	<i> récit</i>	anymore	<i>ne ... plus</i>
add	<i>ajouter</i>	anything	<i>n'importe quoi</i>
advertise	<i>annoncer</i>	anyway	<i>de toute façon</i>
advice	<i>conseil</i>	appear	<i>apparaître</i>
afford	<i>se permettre</i>	appliances	<i>appareils</i> <i>électroménagers</i>
afraid	<i>effrayé/craintif</i>	apply	<i>appliquer</i>
afternoon	<i>après-midi</i>	area	<i>zone/aire</i>
after-sale	<i>après-vente</i>	arm	<i>bras</i>
afterwards	<i>après</i>	around	<i>autour/environ</i>
again	<i>encore</i>	as many as	<i>autant que</i>
ahead	<i>en avance</i>	as of	<i>à partir de/depuis</i>
aisle	<i>allée</i>	as well as	<i>aussi bien que</i>
all year round	<i>toute l'année</i>	ask	<i>demander</i>
alleviate	<i>alléger/diminuer</i>	asleep	<i>endormi</i>
alley	<i>allée/passage</i>	aspen	<i>tremble</i>
allow	<i>permettre</i>	assess	<i>évaluer</i>
alloy	<i>alliage</i>	at least	<i>au moins</i>
almost	<i>presque</i>	ate	<i>manger, past tense</i>
alone	<i>seul</i>	at ease	<i>à l'aise</i>
along with	<i>avec</i>	ATM	<i>guichet automatique</i>
already	<i>déjà</i>	attend	<i>fréquenter</i>
also	<i>aussi</i>	auction	<i>encan</i>
although	<i>bien que</i>	available	<i>disponible</i>
always	<i>toujours</i>	avoid	<i>éviter</i>
amalgamated	<i>fusionné</i>	aware	<i>conscient</i>
amazing	<i>extraordinaire</i>	away	<i>loin</i>
		axe	<i>hache</i>

\* Note: Cognates and words that are similar in both languages are not listed



# EVALUATION TOOLS

## **OPERATIONAL COMPETENCIES**

### CO-EVALUATION GRID

Operational competencies develop when they are used by students in the course of their studies. At the end of the course, discuss and co-evaluate the development of the operational competencies with each student.

The OPERATIONAL COMPETENCIES CO-EVALUATION GRID (page 133) is a reproducible tool that helps the teacher and student co-evaluate the development of the student's competencies.

## **STRATEGIES**

### CO-EVALUATION GRID

The use of strategies is an important element in language learning. Throughout the course, students are frequently reminded to use strategies in order to compensate for missing vocabulary or grammar and to improve the effectiveness of their learning. At the end of the course, discuss the use of strategies with each student.

The STRATEGIES CO-EVALUATION GRID (page 134) helps the teacher and student co-evaluate the use of learning strategies related to each evaluation criterion from the course ANG-1101-4.

- **Read each statement and assign a score for each of the criteria used in each situation according to the evaluation scale.**

## **A PROJECT OF MY OWN**

### EVALUATION GRID

Use the grid entitled A PROJECT OF MY OWN – EVALUATION GRID (page 135) to evaluate the students' performance for each Step 7 project. These grids are based on the end-of-course outcomes and evaluation criteria of the course ANG-1101-4.

Throughout the evaluation situations, students use language functions, vocabulary, grammar and strategies that are appropriate to the situation and to their level of language development. Errors of formulation may be present at this stage of the students' language development. These errors, however, should not impede communication.

- **Read each statement and assign a score for each of the criteria used in each situation according to the evaluation scale.**

## RESULTS GRID

Depending on the tasks involved in each Step 7 project, use the appropriate evaluation grids. The RESULTS GRID (page 136) lists the projects in Step 7 for the three scenarios and the corresponding evaluation grids to be used.

- **Evaluate the student's performance using the corresponding grids and report the global judgment for each criterion in the RESULTS column.**
- **Then, calculate the average global score for each criterion and circle the mark corresponding to each criterion's relative value.**

## FINAL STEP

### TEACHER'S GUIDE

The TEACHER'S GUIDE (page 137) describes the end-of-the-scenario evaluation situations and related evaluation tools as well as examples of conversations for the Final Steps.

### EVALUATION GRIDS

The FINAL STEP – EVALUATION GRIDS (page 143) are used to evaluate the students' performance for each criterion used in the final steps of each scenario. These grids are based on the end-of-course outcomes and evaluation criteria of the course ANG-1101-4.

Throughout the evaluation situations, students use language functions, vocabulary, grammar and strategies that are appropriate to the situation and to their level of language development. Errors of formulation may be present at this stage of the students' language development. These errors, however, should not impede communication.

- **Read each statement and circle a score for the criteria used in each final step.**

## RESULTS GRID

Depending on the tasks involved in each final step, use the appropriate evaluation grids. The FINAL STEP – RESULTS GRID (page 145) lists the final steps for the three scenarios and the corresponding evaluation grids to be used.

- **Evaluate the student's performance using the corresponding grids and report the global judgment for each criterion in the RESULTS column.**
- **Then, calculate the average global score for each criterion and circle the mark corresponding to each criterion's relative value.**

Student's name : \_\_\_\_\_ Date : \_\_\_\_\_

## **OPERATIONAL COMPETENCIES – CO-EVALUATION GRID**

### **Acts methodically**

<b>The student ...</b>	<b>Yes</b>	<b>No</b>
Adjusts and adapts strategies on an ongoing basis		
Establishes a specific identifiable short-term goal		
Rehearses/practises		
Uses prior knowledge and experience of the situation to anticipate		
Looks back on his/her performance and self-evaluates		

### **Communicates**

<b>The student ...</b>	<b>Yes</b>	<b>No</b>
Adjusts and adapts strategies on an ongoing basis		
Establishes a positive rapport with conversation partners		
Does not worry about errors or pronunciation		
Respects social codes		
Uses ritualized ways of saying things		

**Student's comments:** \_\_\_\_\_

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**Teacher's comments:** \_\_\_\_\_

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Student's name : \_\_\_\_\_ Date : \_\_\_\_\_

**STRATEGIES – CO-EVALUATION GRID**

5 Very easily   
  4 Easily   
  3 More or less easily   
  2 With difficulty   
  1 With great difficulty

**C1: INTERACTS ADEQUATELY IN SIMPLE CONVERSATIONS WITHIN FAMILIAR CONTEXTS**

The student uses the following strategies. He/she...	5	4	3	2	1
Concentrates					
Concentrates on key words					
Focuses on a specific goal					
Guesses from context					
Looks for visual clues					
Practises					
Recognizes cognates					
Simplifies/uses short sentences					
Thinks about the situation before listening					
Uses models					
Uses short sentences					
Uses what he/she knows					
<b>Global judgment for criterion 1</b>					

**C2: INTERPRETS SHORT, SIMPLE INFORMATIVE TEXTS WITHIN FAMILIAR CONTEXTS ADEQUATELY**

The student uses the following strategies. He/she...	5	4	3	2	1
Concentrates on a specific goal					
Guesses from context					
Looks for visual clues					
Makes word lists					
Reads each text twice					
Thinks about the situation before reading					
Uses what he/she knows					
<b>Global judgment for criterion 2</b>					

**C3: WRITES SHORT SIMPLE INFORMATIVE NOTES WITHIN FAMILIAR CONTEXTS ADEQUATELY**

The student uses the following strategies. He/she...	5	4	3	2	1
Rereads					
Uses what he/she knows					
<b>Global judgment for criterion 3</b>					
<b>Global judgment for the use of strategies</b>					

Student's comments: \_\_\_\_\_

Teacher's comments: \_\_\_\_\_

Student's name : \_\_\_\_\_ Date : \_\_\_\_\_

**A PROJECT OF MY OWN – EVALUATION GRID**

5 Very easily   
 4 Easily   
 3 More or less easily   
 2 With difficulty   
 1 With great difficulty

**C1: INTERACTS ADEQUATELY IN SIMPLE CONVERSATIONS WITHIN FAMILIAR CONTEXTS**

Indicators	The student...	5	4	3	2	1
Uses language functions that are appropriate to the situation	Asks and answers simple, familiar questions					
Understands and uses vocabulary that is related to the situation	Uses single words or short sentences					
Applies grammar rules that are relevant	Uses appropriate grammar notions					
Uses strategies that are appropriate to the situation	(See the STRATEGIES CO-EVALUATION GRID and report the global judgment here)					
<b>Global judgment for criterion 1</b>						

**C2: INTERPRETS SHORT SIMPLE INFORMATIVE TEXTS WITHIN FAMILIAR CONTEXTS ADEQUATELY**

Indicators	The student. . .	5	4	3	2	1
Understands the information conveyed by short, simple texts within a familiar context	Reads and understands written information					
Uses strategies that are appropriate to the situation	(See the STRATEGIES CO-EVALUATION GRID and report the global judgment here)					
<b>Global judgment for criterion 2</b>						

**C3: WRITES SHORT SIMPLE INFORMATIVE NOTES WITHIN FAMILIAR CONTEXTS ADEQUATELY**

Indicators	The student. . .	5	4	3	2	1
Uses vocabulary and grammar that are appropriate to the situation	Uses appropriate vocabulary					
	Uses appropriate grammar notions					
	Uses correct spelling					
<b>Global judgment for criterion 3</b>						

Student's name : \_\_\_\_\_ Date : \_\_\_\_\_

**A PROJECT OF MY OWN – RESULTS GRID**

SCENARIO	PROJECT OF MY OWN	GRID	RESULTS (1 TO 5)
1. LET'S GO SHOPPING!	MY FAVOURITE ON-LINE STORE!	C2	
		C3	
	A SHOPPING SPREE!	C1	
	CAN YOU HELP ME, PLEASE!	C1	
2. A DAY OUT IN THE WOODS!	GOING ABROAD! – PART ONE	C2	
		C3	
		C1	
	– PART TWO	C1	
	EXCUSE ME, SIR?	C1	
	DID YOU SEE THAT?	C1	
C2			
C3			
3. HELP!	CALLING 9-1-1	C1	
	SEEING A DOCTOR	C1	
		C2	
		C3	
GETTING A PRESCRIPTION DRUG	C1		

Now, calculate the average global score **for each criterion** and circle the mark corresponding to each criterion's relative value.

Evaluation criteria	5	4	3	2	1	Mark
C1 – Interacts adequately in simple conversations within familiar contexts (50%)	50	40	30	20	10	/50
C2 – Interprets short simple informative texts within familiar contexts adequately (30%)	30	24	18	12	6	/30
C3 – Writes short simple informative notes within familiar contexts adequately (20%)	20	16	12	8	4	/20
Total						/100

Teacher's comments: \_\_\_\_\_

## FINAL STEP – TEACHER’S GUIDE

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SCENARIO 1

### LET’S GO SHOPPING

#### **PART ONE** SHOPPING ON-LINE

---

##### **DESCRIPTION OF THE SITUATION**

The student searches on-line stores to find information about desired goods. He/ she then writes a reminder about the information found: brand, price, address of the nearby store and how to get there. The teacher observes the search process and the writing of the note.

##### **Example of a short note:**



##### **Evaluation tools:**

- FINAL STEP – EVALUATION GRID -C2 and -C3: Select the level that best describes the student’s performance in the evaluation situation.

#### **PART TWO** GOING SHOPPING

---

##### **DESCRIPTION OF THE SITUATION**

Role-play situation: The student gets to the nearby store and buys the goods. The teacher plays the role of the clerk and answers the student’s questions on desired goods and modes of payment.

##### **Example of the conversation:**

- Student: Excuse me miss. I’m looking for a tent for 4 people.
- Teacher: We have different sizes of tents for any camping condition.
- Student: Are they very expensive?
- Teacher: Prices vary with the quality and size of the tents.
- Student: Is there a guarantee?
- Teacher: Yes, there is a two-year guarantee on most of our models.
- Student: Can I enter this model? I would like to see inside.
- Teacher: Sure. Go ahead!
- Student: Well, I like the space in it. It’s perfect! How much is it?
- Teacher: It’s on special this week at \$259.99.

Student's name : \_\_\_\_\_ Date : \_\_\_\_\_

**FINAL STEP – EVALUATION GRID****C1: INTERACTS ADEQUATELY IN SIMPLE CONVERSATIONS WITHIN FAMILIAR CONTEXTS**

	Above the pass mark		Corresponds to the pass mark	Below the pass mark	
Indicators	Rating 5	Rating 4	Rating 3	Rating 2	Rating 1
Uses language functions that are appropriate to the situation	Message clearly conveyed with few or no mistakes		Message conveyed with a few errors which do not hinder comprehension	Message is not clear and therefore not completely intelligible	
Understands and uses vocabulary that is related to the situation	Uses varied and appropriate vocabulary		Uses a limited range of vocabulary and makes inappropriate selections on occasion	Has difficulty or cannot find appropriate vocabulary	
Applies grammar rules that are relevant	Accurate grammar and sentence structure		A few errors in grammar and sentence structure which do not hinder	Some errors in grammar and sentence structure which compromise comprehension	
Uses strategies that are appropriate to the situation	Report the results from the <i>Strategies Co-Evaluation Grid</i> here.		Report the results from the <i>Strategies Co-Evaluation Grid</i> here.	Report the results from the <i>Strategies Co-Evaluation Grid</i> here.	

**Global judgment for criterion 1:****C2: INTERPRETS SHORT SIMPLE INFORMATIVE TEXTS WITHIN FAMILIAR CONTEXTS ADEQUATELY**

	Above the pass mark		Corresponds to the pass mark	Below the pass mark	
Indicators	Rating 5	Rating 4	Rating 3	Rating 2	Rating 1
Understands the information conveyed by short, simple texts with common vocabulary	Reads forms or simple texts. Information correctly and completely understood.		Reads forms or simple texts. Most of the information correctly understood.	Reads forms or simple texts. Most of the information not correctly understood.	
Uses strategies that are appropriate to the situation	Report the results from the <i>Strategies Co-Evaluation Grid</i> here.		Report the results from the <i>Strategies Co-Evaluation Grid</i> here.	Report the results from the <i>Strategies Co-evaluation Grid</i> here.	

**Global judgment for criterion 2:**



Student's name : \_\_\_\_\_ Date : \_\_\_\_\_

**C3: WRITES SHORT SIMPLE INFORMATIVE NOTES WITHIN FAMILIAR CONTEXTS ADEQUATELY**

	Above the pass mark		Corresponds to the pass mark	Below the pass mark	
Indicators	Rating 5	Rating 4	Rating 3	Rating 2	Rating 1
Uses vocabulary and grammar that are appropriate to the situation	Information clearly conveyed		Information clearly conveyed with a few errors that do not hinder comprehension	Information conveyed is not clear and therefore not completely intelligible	
Uses strategies that are appropriate to the situation	Report the results from the <i>Strategies Co-Evaluation Grid</i> here.		Report the results from the <i>Strategies Co-Evaluation Grid</i> here.	Report the results from the <i>Strategies Co-Evaluation Grid</i> here.	
<b>Global judgment for criterion 3:</b>					

Student's name : \_\_\_\_\_ Date : \_\_\_\_\_

**FINAL STEP – RESULTS GRID**

SCENARIO	FINAL STEP	GRID	RESULTS (1 TO 5)
1. LET'S GO SHOPPING!	SHOPPING ON-LINE	Final Step - C2	
		Final Step - C3	
	GOING SHOPPING	Final Step - C1	
	REQUESTING ROADSIDE ASSISTANCE	Final Step - C1	
2. A DAY OUT IN THE WOODS!	CROSSING THE BORDER	Final Step - C2	
	GETTING IN TOUCH WITH NATURE	Final Step - C1	
		Final Step - C2	
	REPORTING FACTS TO THE AUTHORITIES	Final Step - C1	
		Final Step - C2	
Final Step - C3			
3. HELP!	REQUESTING MEDICAL HELP	Final Step - C1	
	VISITING THE DOCTOR'S OFFICE	Final Step - C1	
		Final Step - C2	
		Final Step - C3	
GOING TO THE DRUGSTORE	Final Step - C1		

Now, calculate the average global score **for each criterion** and circle the mark corresponding to each criterion's relative value.

Evaluation criteria	5	4	3	2	1	Mark
C1 – Interacts adequately in simple conversations within familiar contexts (50%)	50	40	30	20	10	/50
C2 – Interprets short simple informative texts within familiar contexts adequately (30%)	30	24	18	12	6	/30
C3 – Writes short simple informative notes within familiar contexts adequately (20%)	20	16	12	8	4	/20
Total						/100

Teacher's comments: \_\_\_\_\_