

0736-1

Presenter WBF

Scorer WBF

Date 16 June 09

Total Score 5.8

Grade 9

### Scoring Guide for a CBI Classroom Project #1 New Rommels

Notes: 1) Project 3 (proposal for entire course also needs [Factor 4 "Pieces"] an overview / Table of Contents). 2) For Projects 1 & 2, presentation is not as important, so Factor 4 "slides" by one performance level. 3) Evidence of pedagogical consciousness" will vary in length with the size of the project, and will be much more extensive for a project that presents the design of an entire course. Evidence can be by reference to secondary literature or just "teacher talk" that shows consciousness of CBI concepts and their implications.

Global	Factor 1: Is It CBI?	Factor 2: Language Level Fits Activity?	Factor 3: Time Appropriate?	Factor 4: The Pieces	Factor 5: Presentation	
6	After tryout in real class goes to conference / can be used as exemplary for a later CBI class.	Is essentially equivalent to instruction in the other subject area (except for the inescapable oddities that the language level does not match the cognitive level of the other subject level, and that there are specific language targets).	Central language level is exactly right, and the activity, even as is, can fit the neighboring level above and below.	Entirety of activity is a very close fit to the declared available time, and is also, even as is, flexible in both directions.	More than just the basic set of instructor directions, student setup, support resources (realia, etc.), assessment tool, and evidence of pedagogical consciousness; all pieces of high quality.	Extremely accurate language (spelling, punctuation, syntax, paragraph structure, organization of parts, voice) AND strong visual management of the text (typography, layout).
5	Needs ¼ hour with me, then 1 hour of revision of small-scale content.	Needs minor transformation of one aspect, but no content is missing.	Central language level is slightly above or below level.	Very close fit, but not flexible.	Needs a couple of adjustments that can be carried out with little help from me beyond the initial criticism.	Close to 6: errors of language are individual, not systematic. Needs a pointer or two about typography / layout.
4	Will work adequately for its creator, but use by others would need serious support.	Needs to add something and cut something, or transform (the) two chunks.	Entire project needs adjustment by one major ACTFL sub-level (ex: IntMid vs. IntHigh is major; IntLow vs. IntMid is minor)	Needs 50% adjustment (cut by half, stretch to twice what's there), but this requires no major rethinking.	One piece (or equivalent sub-pieces of multiple pieces) needs my earnest help (half-hour discussion) and then several hours of your attention.	One systematic exposition flaw and a couple small-scale errors. Format is plain but not confusing.
3	Most parts will work adequately for its creator, but one major part should not be used yet.	Needs several major changes, but the underlying idea is indeed CBI	Entire project belongs to a distinctly different level (ex: IntLow/Mid v. Advanced, LANG 103 v. LANG 203). Score 2: level is even more inappropriate (ex: Adv v. NH, LANG 301 v. LANG 101)	Much too short or much too long for the available time.	Needs an hour of my time and probably 5 hours of yours.	To become 4, presentation (this alone) needs an hour of consultation, followed by several hours of your time.
< 3	Survey of project reveals that the organizing principle is not CBI, but something else, most likely a language lesson, and probably a pedagogically traditional / reactionary one (=hard-nosed grammar-translation approach).					

May 21, 2009

### Project 1: New Roommate

The goal of this one-hour module is to incorporate reading, writing, speaking and listening in a context that is familiar to most students while maintaining a student-centered environment. The activity would incorporate logistical as well as presentational elements. The skill level of the learners is Novice-high to Intermediate-mid, but the complexity of the module could easily be increased by adding more financial, logistical and personal elements. This scenario could be further expanded to address renting/sub-letting an apartment or being a landlord abroad. Students will work in pairs or possibly groups of three. Grammar would be implicit in the kinds of statements that students make, and will probably include the imperative, the idioms *il faut*(it is necessary to) and *il vaut mieux*(it would be better to), as well as the vocabulary of personality, household, and neighborhood resources. All tasks would be carried out in the target language.

**Scenario:** You have new roommate who has just arrived from France who speaks no English. You must explain to him/her the rules of the house and help him/her find things in the neighborhood.

**Tasks:**

1. Decide on important information necessary to a new roommate.
2. Make a list of important information to give him/her about the house or apartment.
3. Make a list of essential information about the neighborhood, i.e., Laundromat, grocery store, post office, hospital.
4. Perform your introduction in front of the class.

**Process:**

1. Review vocabulary of the home by having a short class discussion about their houses or apartments. Ask students what makes a good roommate.
2. Show a film clip demonstrating a meeting between new prospective roommates to stimulate discussion.

3. Provide authentic advertisements of people seeking housing to stimulate ideas about a prospective roommate's character and concerns.
4. Make list of these important characteristics.
5. Discussion and production of a list of important logistical information for a new roommate, i.e., household chores, location of necessary places (grocery, hospital, post office).
6. Presentation of essential information for a new roommate.

**Materials:**

1. Lists of questions to stimulate discussions.
2. Film clip of *L'Auberge Espagnole* (<http://www.youtube.com/watch?v=WaXFMpnHyss>)
3. Authentic ads for roommates in France (see attached).

**Assessment:**

Students may be evaluated through their written lists of information and their presentations. This might take the form of the instructor evaluating them or other students discussing and posing questions.

**Lesson Plan**

**I. Discussion**(10m): Explain the scenario and tasks to students, then initiate the first discussion about their living situations and what qualities are important in a roommate.

**Initial discussion questions:**

- How many rooms are in your house or apartment?
- What household tasks do you do around the house?
- Do you have any roommates?
- What qualities are good in a roommate?
- What qualities are bad?

**II. Sample Scenario**(10m): Show clip of *L'Auberge Espagnole* and discuss the kinds of questions and concerns that the characters have.

**III. Sample Ads**(10m): Distribute sample ads from Craigslist and ask the students to review them and make a list of important characteristics in a roommate.

**Questions to consider:**

Would this person be a good roommate? Why or why not?

What information is not in the ad?

What questions would you ask this person?

What kind of personality makes a good roommate?

**IV. Logistical Information**(10m): Initiate a discussion about the essential information one needs when moving to new place.

**Questions to consider:**

What are the rules of the household? Loud music? Smoking?

What household tasks should he/she do?

What places are the most important to know in the neighborhood? The post office? The grocery store? What other places?

**V. Synthesis of Information**(15m): Ask students to create a list of important logistical and personal information for their new roommate.

**IV. Presentation**(10m): Students are now asked to present the information before the class.

## **EUR600 \*\* JF CHERCHE COLOCATION JUILLET/AOUT POUR UN AN \*\* (Paris)**

Bonjour a tous!

Je cherche une chambre dans une collocation entre filles a partir de juillet/aout pour un an dans n'importe quel des arrondissements de Paris.

Ayant termine mes etudes en Angleterre, je viens a Paris pour travailler- mon travail commence le debut d'aout.

J'ai deja habite a Paris donc je connais bien la ville et je suis experimentee en les collocations: en bref responsable et respectueuse!

Je suis Anglaise; je serai a Paris le 18-23 Juin pour visiter les appartements

Merci de m'envoyer un mail si vous avez une jolie chambre libre!

## **EUR400 Je suis quelqu'un de simple à vivre et toujours prêt à donner un coup (Loic, 21 ans, Homme, Etudiant, Non fumeur)**

Loic Voir son annonce

Loyer: 100€ à 400€ par Mois

Mes infos: Loic, 21 ans, Homme, Etudiant, Non fumeur

Date d'emménagement: 24 Mai 2009

Commentaires : Je suis quelqu'un de simple à vivre et toujours prêt à donner un coup de main...

Just signup, plus de détails .....

## **EUR600 Recherche Colocation à Paris (Paris Intra-Muros)**

Bonjour à toutes et à tous!

Je rentre en école de communication à Paris (4ème année) dès septembre. J'aimerais pouvoir trouver une chambre dans un appartement pour début août si possible.

J'ai une grande expérience de la coloc', suis facile à vivre, très propre et très souriant.

Je suis prêt à mettre jusqu'à 600 euros, plus selon l'endroit.

J'attends vos propositions!

Salutations,

Antoine