



## FRENCH



**FRO3000C**  
**INTERACTION PORTFOLIO**  
**NCEA LEVEL 3**



# **FRENCH INTERACTION PORTFOLIO**

## **NCEA LEVEL 3**

### **Expected time to complete work**

This work will take you about 15 hours to complete.

### **You will work towards the following standard:**

Achievement Standard 91545 (version 1) French 3.3

**Interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations**

Level 3, Internal assessment

6 credits

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# 1 INTRODUCTION

This assessment activity for Achievement Standard 91545 requires you to **submit at least two spoken interactions** in an interaction portfolio.

Your ability to interact using French to explore and justify varied ideas and perspectives in different situations will be assessed from these interactions.

Your overall contribution to the total interactions is about **four to five minutes**. At all times quality is more important than length.

The following instructions provide you with a way to structure your work to demonstrate what you have learned to allow you to achieve success in this standard.

## INSTRUCTIONS

- The interaction portfolio includes this guide and four separate tasks for you to choose from.
- You should complete the related module first before you attempt the interaction task. For example, do FRO3003 first, and then do the interaction assessment FRO3003Y3.
- Record your interactions. **All interactions need to be recorded as videos**. Record your interactions digitally using the My Te Kura facility, cell phone or other mp4 format.
- If you are having the conversation with your Te Kura teacher, you do not have to record it. They will do that. To give you the best opportunity to achieve this standard, only one interaction should be with your teacher. See the box below for instructions for other conversation partners.
- Your teacher will give you **general feedback** about each interaction to support your learning.
- You should aim to complete the interaction tasks by the **end of October**.

### FOR YOUR CONVERSATION PARTNER

Please print and give a copy of the following to your conversation partner.

Thank you for helping with this interaction.

The best way to support this student is by:

- allowing them to take the lead in the conversation from time to time
- encouraging a range of views to be explored
- taking part in natural communication. That means the communication must not be pre-planned and must not be like an interview. Natural communication includes such things as:
  - referring back to things that have already been said
  - clarifying
  - negotiating meaning
  - using colloquial and formulaic expressions appropriate for the contexts.

## 2 CONDITIONS

- All the work that you include in your interaction portfolio **must be entirely your own work**. **Interaction is vital** in a conversation. You cannot script in advance.
- The context for each assessment must be different so that you have the opportunity to use a variety of language and language features in French.
- You can use relevant resources such as the course materials, vocabulary lists, grammar summaries and a range of commonly used real life resources, including the internet, which may be used to support your information and justify ideas and opinions. However, we strongly advise you to **only** use the language you have learnt during this course, or language you know to be correct.
- Language from the language samples in the assessment schedule may not be used unless it is significantly reworked.
- There are **no reassessment opportunities** offered for this standard so make sure you consult with your Te Kura French teacher so that your choices for your portfolio provide the best evidence of your interaction skills.
- **The work you submit must be your own**. You may not copy or otherwise reuse language that has been created by someone else. You may not ask someone else to script any interaction for you.

### SUPERVISOR REQUIREMENTS

- Supervision is not required for this assessment.
- Upload your interaction submissions to the **FR3000C Interaction dropbox** or a link to your video.

# 3 PORTFOLIO TASKS

## OVERVIEW

The following four interaction tasks will help you provide evidence for the interaction portfolio submission for Achievement Standard 91545.

Students may interact on any of the suggested topics below or a combination of more than one. It is not expected that you will cover everything under each heading; these are just some ideas of possible areas to include in your discussion. It is also permissible to interact on any theme of your choice provided the requirements of the standard are met.

### FRO3003Y3

1. **A conflict or controversial issue** (interpersonal, national, international, social /gender inequality, violence, racism, religion, terrorism, housing, homelessness, bullying, suicide, environmental, sustainability, geopolitical trends, solutions)
2. **A current event** (international, national, sporting fixture, cost, issues, value of competition, political)
3. **France and New Zealand – similarities and differences** (food, eating habits, celebrations, school, family life, values, style, pitfalls, stereotypes, language, culture, economy, priorities, tourist attractions, surprises)
4. **Exchanges to French speaking countries** (school or individual, pros and cons, homestay and/or tourism, justifying cost, best age, ideal length of stay, potential problems)
5. **Recommendations to a visitor to New Zealand or French speaking country** (what not to miss and why, favourite places, off the beaten track, length of time, itinerary, what to bring, what to expect, cost of living comparisons, what to avoid and why, best time to visit)
6. **Career options and plans for the future** (qualifications & training, pay, areas with most prospects, gap years, the big Kiwi OE, interests, things to avoid, blue sky dreams & aspirations, women and careers, family, home ownership)
7. **Relationships** (with friends, family, difficulties, rewards, stability, variety, sustainability, irritations, honesty, dangers, virtual/face to face, age difference, dating, communication, single or married, children and career)
8. **Technology** (a blessing or a curse, dependence on devices, effect on communication, advantages, disadvantages, favourite apps, Netflix, social networking, television, smartphones, constant availability, vlogging and blogging, YouTube, changing relationships, bullying, cognitive changes, digital natives, internet, dating sites)

### FRO3004Y3

1. **Transport** (future of transport and travel, pollution, clean fuels, electric vehicles, self-driving vehicles, cycling, provision for cyclists, rail, future of air travel, dangers, driving age, traffic congestion, large city solutions, efficient public transport systems, walking, motorbikes, travel by sea)
2. **Eco-tourism** (endangered species, re-wilding areas, adventure tourism, local/national/international attractions, promotion, management of pests, threats to eco-tourism, is New Zealand green? overseas examples & solutions, sustainable accommodation, Te Araroa national walkway, tramping, wilderness areas, population, iconic flora & fauna)

## PORTFOLIO TASKS

3. **The environment** (renewable energy, nuclear energy, cost effectiveness, greenhouse effect, global warming, extreme weather, ice melt, possible solutions, overpopulation, land-use, availability of water, future of planet, climate change denial, scientific evidence, politics)
4. **Visions of the Future** (2050, changes you envision, innovation and its effect on humanity, influences of historical innovations and discoveries, space travel, viability, life on other planets, wars, religion and ideology, effects of current political trends, corruption, global inequality, poverty, schools and education, managing change, stress, accelerating pace of life)

### FRO3005Y3

1. **Listening, reading or viewing** (recent trends in music/books/films, favourites, Young Adult fiction, on-line content, changes in viewing/reading habits, national/global trends, portrayal of sensational news, censorship, access to x-rated material, effect on behaviours, how you listen to music/watch movies, mini-series, mainstream/fringe, film festivals, privacy, French/NZ attitudes to reading, merits of reading versus viewing)
2. **Reading a French book** (discussion of a book you have both read, characters, themes, plot, messages, genre, likes/dislikes, value of reading in French, level of understanding, on-line dictionaries, value and pitfalls of Google translate, reading aloud, value of audio-book)
3. **Response to a French film** (discussion of a film you have both seen, plot, characters, themes, relationships, language, sub-titles in French/English, stereotypes, acting, likes/dislikes, comparison with other films, actors, difficulties encountered)
4. **Sport and leisure** (spare time, sporty or not, value of sport, relaxing, favourite activities, weekends, social groups, gaming, music listening/playing, art, performing arts, martial arts, listening/reading/viewing habits, team/individual sports, travel, family, friends, eating, cooking, craft, importance of leisure activities)

### FRO3006Y3

1. **War** (commemoration of WW1, NZ in France, Le Quesnoy, battle sites, conscientious objection, changes in wars, change of attitude to war, ANZAC Day, conscription, armed forces, neutrality, religious fundamentalism, ideology, politics, prevention, elimination of war?, reasons for wars, short and long-term consequences, civil/international wars, what have we learnt?, women's/men's attitudes to war, women and conflict resolution, portrayal of war in the media, journalists' role, fear, us & them mentality, role of education in preventing war, current international conflicts, dystopic literature, terrorism, copycat mass violence, racism, global hotspots, impossible situations, solutions, hope for the future?)
2. **Immigration** (reasons, advantages, disadvantages, economic impact, diversity, tolerance, xenophobia/racism, cuisine, culture, language, integration, language & culture maintenance, long-term effects in France/NZ, history, religion, difference, laicity/secular policy, effect on political trends, responsibilities of developed countries, employment, rights, perceived threats, violence, fostering intercultural understanding)

You may also submit other authentic interaction in French that you have done. This might be some interaction that you have done in addition to the interaction portfolio tasks e.g. talking to a friend about your current lifestyle. However, you **must** discuss this with your Te Kura French teacher first, to ensure you are providing the best evidence possible.

## KEY THINGS TO REMEMBER

This is an interaction assessment, so you need to contribute towards the conversation by exploring and justifying varied ideas and perspectives. It is not just answering questions someone asks you.

You can do your interaction in one of these ways:

- **With another student you know or another person who speaks French.** If you do this, you must video your interaction, and tell your teacher which person you are in the video. Show the other person these interaction guidelines (FRO3000C) so they know what is required. You need to have a conversation with each other, rather than you only answering questions.
- **With your Te Kura teacher.** You need to contact your Te Kura teacher to arrange a time. They will record the conversation. To give you the best opportunity to achieve this standard, only one interaction should be with your teacher.

If you have videoed an interaction you have done with another person, identify yourself at the beginning of the conversation by saying your name. Once you finished the conversation upload it to the **FR3000C Interaction dropbox** in mp4 format.

Name your completed task, for example, **FRO3001Y3\_your name\_your Te Kura ID number**. Add a note to tell your Te Kura teacher which person you are in the video (for example – the person on the left, the person wearing a blue top).

## 4 TIPS FOR SUCCESSFUL INTERACTIONS

Key things you need to do to gain this standard:

- submit two pieces of interaction. The total length of your interaction is about **four to five minutes**. Remember quality is more important than length.
- communicate information, and explore and justify varied ideas and perspectives
- communicate overall, despite any inconsistencies in language.

If you are aiming for merit or excellence, take careful note of what you need to do by looking at the standard and explanatory notes in the next section of this guide.

Other useful tips:

- Read the instructions, the topic, assessment schedule and any other details.
- Go back through the modules of the FR3000 course and take note of any relevant information e.g. useful vocabulary or structures, advice on how to develop and/or sequence your information/ideas/opinions.
- Use a range of the vocabulary and structures that you have learnt and are familiar with especially those from FR3000 course.
- Explore information and justify ideas and opinions.
- Brainstorm possible ideas you can talk during the interactions. Think about the structures and language you might need to communicate these ideas.
- Use interactive strategies, such fillers, questioning, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, apologising, pausing, prompting, seeking clarification.
- Use appropriate cultural conventions (e.g. consistent use of 'tu' or 'vous').
- Show that you know how to use language in a variety of ways.

### USEFUL GENERIC LANGUAGE FOR INTERACTING IN FRENCH

Starting an interaction	
(greeting each other with a kiss on each cheek – to someone you know)	(faire la bise)
hi	salut
how are you?	ça va?
How's it going?	ça roule?
What's new?	quoi de neuf?

Stringing things out, using fillers and hesitating convincingly	
actually	en fait
er, um	euh
... well (e.g. well, that's what I heard)	(en)fin, finalement

anyway	de toute façon
to cut a long story short	bref
you see	tu vois?
you see what I mean?	tu vois ce que je veux dire?
you know	tu sais?
guess what I did?	devine ce que j'ai fait
guess who I've just seen/met	devine qui je viens de voir/rencontrer
you'll never guess what happened ...	tu ne devineras jamais ce qui s'est passé ...
no, I give up (can't guess)	non, je donne ma langue au chat
I've forgotten what I was going to say	j'ai oublié ce que j'allais dire
what were we saying?	qu'est-ce qu'on disait
what was I saying	qu'est-ce que je disais?
I've forgotten the word for ...	j'ai oublié le mot pour?
the thingy	le truc/machin
so, then (filler)	alors

<b>Agreeing and giving supportive feedback to keep things flowing</b>	
exactly	exactement
yes, that's for sure	oui, c'est sûr
I agree totally	je suis tout à fait d'accord
totally	tout à fait
absolutely	absolument
you're right	tu as raison
OK, right	d'accord
yes, yes yeah	oui, oui, ouais
me too	moi aussi
OK	OK
that's right/it	c'est ça
that's right	c'est exact
same for me	(c'est) pareil pour moi
don't worry	t'inquiète (pas)
no worries	pas de soucis/pas de problème

## TIPS FOR SUCCESSFUL INTERACTIONS

<b>Disagreeing</b>	
not at all	pas du tout
rubbish/whatever	n'importe quoi!
I don't agree	je (ne) suis pas d'accord
you're wrong	tu as tort
that's wrong/false	c'est faux
I don't think so	je (ne) pense pas
I don't believe you	je (ne) te crois pas

<b>Expressing sympathy</b>	
oh, (you) poor thing	oh, le/la pauvre
I feel sorry for you	je te plains
I understand	je comprends
it's not fair	c'est pas juste
I'm sorry	je suis désolé(e)

<b>Interrupting</b>	
listen (to me)	écoute (-moi), écoutez
here's what I suggest	voilà ce que je propose
stop it !	arrête !
let me finish	laisse-moi finir
getting back to the point ...	revenons à nos moutons

<b>Expressing your feelings</b>	
hum, so-so (lack of enthusiasm)	bof
that annoys me!	ça m'énerve!
phew!	ouf!
yay!	youpi!
damn!	mince!
blast!	zut!
it's very ordinary/average	c'est n'importe quoi!
lucky thing!	veinard(e) !
I've had it up to here!	j'en ai ras le bol !

I don't mind, I'm easy	ça m'est égal
It's really hard work, awful	c'est la galère
It's not easy	c'est pas évident
really! what a cheek! (don't exaggerate)	quand même!
sympathetic expression of surprise	aie, aie, aie
that must have been hard	dur dur (with hand movement)
it's boring	c'est barbant
oh, what a bore	oh, la barbe!
it's so beautiful	c'est trop beau!
cool, great, awesome	génial !
great, fantastic	impeccable!
great!	formidable!
it's pitiful	c'est minable
it's useless, dumb	c'est débile
it's crazy	c'est dingue
it's strange, bizarre	c'est bizarre
what you say when you draw the line	alors là ...
heavens! gosh!	tiens!
it was disgusting	c'était infect (for food)
it's cool	c'est cool
it was useless, terrible	c'était nul
it wasn't bad	c'était pas mal
it was delicious	c'était très bon (esp. for food)

<b>Expressing surprise/disbelief</b>	
what!?	quoi!?
non!	non!
it's not true	c'est pas vrai!
no kidding?	sans blague?
really?	vraiment?
really? (mild and polite surprise)	Ah, bon?
heavens	mon dieu
well, how about that!	ben, dis donc!

## TIPS FOR SUCCESSFUL INTERACTIONS

gee!	ça alors!
golly gosh!	oh là là!
it's unbelievable	c'est incroyable
my eye!	mon oeil! (with gesture)
you're having us on	tu te moques de nous

<b>Talking about the weather</b>	
what a gorgeous day	qu'est-ce qu'il fait beau aujourd'hui!
gee, it's freezing	aie aie aie, ça caille!
do you think it's going to rain/snow	tu penses qu'il va pleuvoir/neiger?
damn. it's raining cats and dogs	mince ! il pleut des cordes!

<b>Expressing opinions and seeking reaction to keep up the flow</b>	
is that OK?	ça peut aller?
how does that sound to you?	ça te dit?
what do you think?	qu'est-ce que tu en penses?
is that going to work (for you)?	ça marche (pour toi)?
does that suit you?	ça t'arrange ?
that suits me	ça m'arrange
in my opinion	à mon avis
I think that ...	moi, je pense que ...
I think so/I don't think so	je crois que oui/non ...
according to me/him/her	selon moi/lui/elle
how about going to ... ?	si on allait à/au/à la/aux ...
how about going (and doing )...	si on allait faire ...
and you?	et toi?
do you have an idea/some ideas?	tu as une idée/ des idées?
how does it work where you come from?	comment ça se passe chez toi?
do you think so? (thanks for a compliment)	tu trouves?

<b>Seeking clarification and confirmation</b>	
can you repeat what you've just said?	tu peux répéter ce que tu viens de dire?
what do you mean?	qu'est-ce que tu veux dire?

TIPS FOR SUCCESSFUL INTERACTIONS

what does that mean	qu'est-ce que ça veut dire?
I don't understand	je (ne) comprends pas
why?	pourquoi?
sorry I didn't understand	désolé(e), j'ai pas compris
I didn't follow	j'ai pas suivi
I don't get it	je pige pas
could you speak louder/quieter/slower?	tu pourrais parler un peu plus fort/ doucement/lentement
at ten o'clock, isn't it?	à dix heures, c'est ça?
you said _____, didn't you?	tu as dit _____ n'est-ce pas?
eh?	hein?
can you explain what you mean?	tu peux expliquer ce que tu veux dire?
I don't know what you mean	je (ne) sais pas ce que tu veux dire
but you said _____	mais tu as dit _____
as you said	comme tu as dit

<b>Bits and pieces and joiners</b>	
let's say ...	disons ...
otherwise, apart from that	sinon
so, therefore	donc/du coup
on the other hand	par contre
but	mais
as for	quant à + noun
about, regarding	au niveau de
concerning, regarding	par rapport à
that's it/got it/we've finished	ça y est
by the way	à propos
I (for emphasis) [very common]	moi, je

<b>Finishing off</b>	
well, so, there we are then	donc, du coup, voilà
OK, then/well	bon, ben
I have to go	il faut que j'y aille

## TIPS FOR SUCCESSFUL INTERACTIONS

must rush	(il) faut que je file
it was good to talk to you	c'était bien de te parler
see you later	@+ à plus
see you soon	à bientôt
see you tomorrow	à demain
see you (very) soon	à tout a l'heure

# 5 THE STANDARD AND EXPLANATORY NOTES

## ACHIEVEMENT STANDARD 91545 (VERSION 1) FRENCH 3.3

Interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations

Level 3, Internal assessment

6 credits

### ACHIEVEMENT CRITERIA

Achievement	Achievement with Merit	Achievement with Excellence
Interact using spoken French to explore and justify varied ideas and perspectives in different situations.	Interact using convincing spoken French to explore and justify varied ideas and perspectives in different situations.	Interact using effective spoken French to explore and justify varied ideas and perspectives in different situations.

### EXPLANATORY NOTES

1. This achievement standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 8 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2012.

#### 2. Achieved

*Interact clearly using spoken French* involves taking an active part in discussion with a degree of fluency and spontaneity. Taking an active part in discussion may be demonstrated by accounting for and sustaining own views. Spontaneity refers to the ability to maintain and sustain an interaction without previous rehearsal. Interaction may be hindered in some places by inconsistencies in, for instance:

- language features
- pronunciation
- intonation
- rhythm patterns
- delivery speed or audibility
- stress patterns
- tones.

#### Merit

*Interact clearly using convincing spoken French* involves interaction showing:

- use of a range of language that is fit for purpose and audience
- generally successful selection from a repertoire of language features and strategies to maintain the interaction.

Interaction is not significantly hindered by inconsistencies.

**Excellence**

*Interact clearly using effective spoken French* involves interaction showing:

- successful use of a range of language that is consistently fit for purpose and audience
- skilful selection from a repertoire of language features and strategies to maintain the interaction.

Interaction is not hindered by inconsistencies.

3. *Clearly* refers to language that gives no doubt as to intended meaning.
4. *Explore and justify varied ideas and perspectives* involves finding out about, evaluating, and giving explanations or evidence to support or challenge the ideas and perspectives of others.
5. *Different situations* refers to a range of culturally appropriate contexts in spoken French e.g. informal and formal, social, conversational, cultural, familiar and impromptu or unrehearsed contexts. Interactions may be face-to-face or technologically facilitated.
6. Interactions are characterised by:
  - a genuine purpose
  - negotiating meaning
  - initiating and maintaining
  - participating and contributing
  - contextually appropriate language
  - use of cultural conventions e.g. courtesies, gestures
  - use of interactive strategies, such as fillers, questioning, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, apologising, pausing, prompting, seeking clarification.
7. Not all characteristics may be evident in one interaction.
8. The quality of the selection of interactions, considered as a whole, is more important than the length.
9. Look at the conditions for this achievement standard at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards/Learning-languages/French/Level-3-French>
10. This link has clear, simple explanations about how to do this standard: [www.nzqa.govt.nz/ncea/subjects/languages/clarifications/3/interact/](http://www.nzqa.govt.nz/ncea/subjects/languages/clarifications/3/interact/)

## 6 ASSESSMENT SCHEDULE

Achievement	Achievement with Merit	Achievement with Excellence
<p>The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student’s overall contribution to the total interactions is about four to five minutes</p> <p>Across the recordings, the student has interacted clearly using spoken French.</p> <p>The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.</p> <p>The student accounts for and sustains their own views.</p> <p>The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.</p> <p>The student’s participation is characterised by:</p> <ul style="list-style-type: none"> <li>• a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal)</li> <li>• use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification</li> <li>• appropriate use of cultural conventions such as courtesies and gestures.</li> </ul>	<p>The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student’s overall contribution to the total interactions is about four to five minutes.</p> <p>Across the recordings, the student has interacted clearly using convincing spoken French.</p> <p>The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.</p> <p>The student accounts for and sustains their own views.</p> <p>The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.</p> <p>The student’s participation is characterised by:</p> <ul style="list-style-type: none"> <li>• use of a <b>range</b> of language that is fit for purpose and audience</li> <li>• <b>generally successful</b> selection from a repertoire of language features and strategies to maintain the interaction</li> <li>• a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal)</li> <li>• use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification</li> </ul>	<p>The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student’s overall contribution to the total interactions is about four to five minutes.</p> <p>Across the recordings, the student has interacted clearly using effective spoken French.</p> <p>The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.</p> <p>The student accounts for and sustains their own views.</p> <p>The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.</p> <p>The student’s participation is characterised by:</p> <ul style="list-style-type: none"> <li>• successful use of a <b>range</b> of language that is <b>consistently</b> fit for purpose and audience</li> <li>• <b>skilful selection</b> from a repertoire of language features and strategies to maintain the interaction</li> <li>• a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal)</li> <li>• use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification</li> </ul>

ASSESSMENT SCHEDULE

	<ul style="list-style-type: none"> <li>appropriate use of cultural conventions such as courtesies and gestures.</li> </ul>	<ul style="list-style-type: none"> <li>appropriate use of cultural conventions such as courtesies and gestures.</li> </ul>
<p>The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</p> <p><i>Tu n'as pas beaucoup d'idées, Jean. Tu veux rester ici parce qu'il n'y a pas beaucoup de monde?</i></p> <p><i>Mais oui! C'est simple. Il y a moins de pollution, moins de voitures et tout ça parce qu'il n'y a pas beaucoup de monde.</i></p> <p><i>D'accord, d'accord. Je suis triste que tu partes. Mais qu'est-ce que tu dis? À mon avis il n'y a pas assez de monde. Avec une plus grande population, l'économie serait plus forte.</i></p> <p><i>Je ne veux pas parler de l'économie! Je n'oublierai pas que je ne fais jamais la queue ici, et pendant notre journée à la plage – nous étions seuls!</i></p> <p>Communication is <b>achieved overall</b>, although interactions may be hindered in some places by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p>	<p>The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</p> <p><i>Tes idées sont plus simples que les miennes, Jean. Ta raison principale pour rester ici, c'est parce qu'il y a moins de monde?</i></p> <p><i>Bien sûr que oui. C'est simple. Avec une petite population, il n'y a ni pollution ni voitures.</i></p> <p><i>D'accord, d'accord. Je suis triste que tu partes mais est-ce que tu comprends vraiment ce que tu dis? Avec une petite population, l'économie restera faible.</i></p> <p><i>Ne parlons pas de l'économie! Je ne fais jamais la queue ici et j'ai passé une journée sur une plage déserte – ce sont des choses que je n'oublierai pas. Viens me voir en France et tu verras!</i></p> <p>Interactions are <b>not significantly hindered</b> by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p>	<p>The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</p> <p><i>Tu n'as aucune idée, Jean. La raison pour laquelle tu veux rester c'est parce qu'il n'y a pas grand monde?</i></p> <p><i>Évidemment c'est simple. Moins il y a de population, moins il y a de pollution.</i></p> <p><i>D'accord d'accord. Ça me rend triste que tu partes, mais est-ce que tu te rends compte – le manque de population contribue à une économie faible.</i></p> <p><i>L'argent n'est pas la chose la plus importante. Tout ce que je veux dire c'est que j'adore ne pas faire la queue! Je n'oublierai jamais notre journée à la plage – une plage entière à nous deux! Il faut que tu me rendes visite en France pour vraiment comprendre!</i></p> <p>Interactions are <b>not hindered</b> by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the achievement standard.

# 7 SUBMITTING YOUR PORTFOLIO

## SUBMIT EACH TASK

Once you have completed each interaction assessment task (e.g. FRO3003Y3), upload it to the **FR3000C Interaction dropbox**.

Your teacher will give you **general feedback** about your interaction to support your learning and may suggest you complete more than two tasks. Make sure you name each file with the task code e.g.:

**FRO3003Y3\_(your first name\_(your surname)\_your ID**

**FRO3004Y3\_(your first name\_(your surname)\_your ID**

Keep your interaction video files in a safe place (e.g. a folder on your computer) as you may choose to submit this piece as part of your final interaction portfolio for AS91545.

## CHECKLIST

Have you:

- interacted on the topic
- communicated information and justified ideas and opinions
- selected language features and strategies to maintain interaction
- communicated overall, despite inconsistencies?

Any questions about this, ask your Te Kura teacher.

## SUBMIT YOUR PORTFOLIO

Before you finalise your portfolio with your teacher, check you have done the following:

- Completed at least two interaction tasks.
- Named the digital files appropriately with the task code, your name and student ID number
- Uploaded them to the **FR3000C Interaction dropbox**.
- Notified your teacher of the two interactions you want to include in your portfolio. Your Te Kura teacher will also be happy to give you advice and guidance about your final choice of two interactions, but the choice you make is ultimately your responsibility. Do this **well before** the final submissions are due so that you have time to consider and choose the best examples of your interaction skills.

The date for final submission of portfolios is the **end of October**.