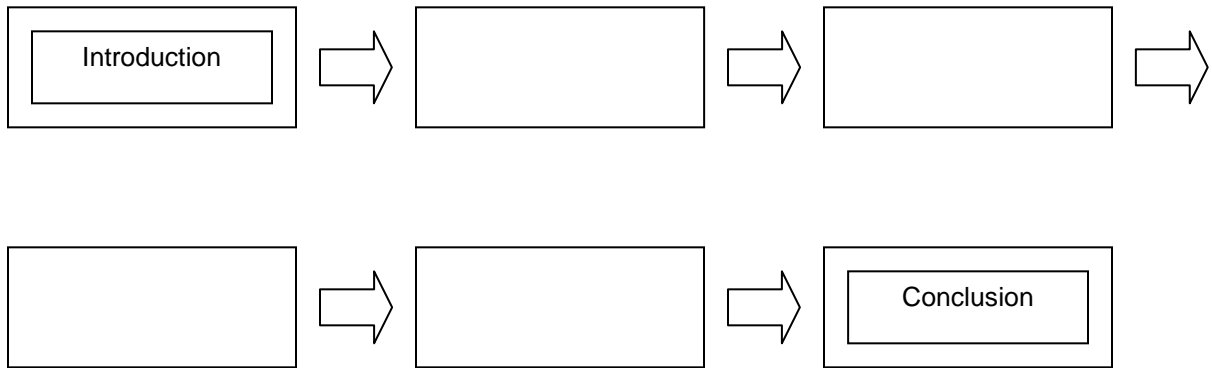


## 1.2 PLANNING MY ASSESSMENT: Student Planning Guide.

### Tips on how to Plan your Talk.

Remember to plan before you write your talk. First, brainstorm ideas for content (information/ideas and development), language and structures. French is best but English is also ok if you need to use it. Then organise your ideas into paragraphs. A flow map is good for this. You can write the main sentence of the paragraph in each box and write the supporting sentences in underneath:



*There are a range of graphic organisers which may help you to organise and structure your speech. Choose one that suits you and enjoy your planning, as taking the time to plan and structure your work will yield a better quality final product!*

### Some suggested linking phrases to use in speeches and essays:

Use these to make your work flow better and to make your points clearer.

Tout d'abord	first of all
Puis	then
Donc	so/therefore
Après ça	after that
Enfin	finally

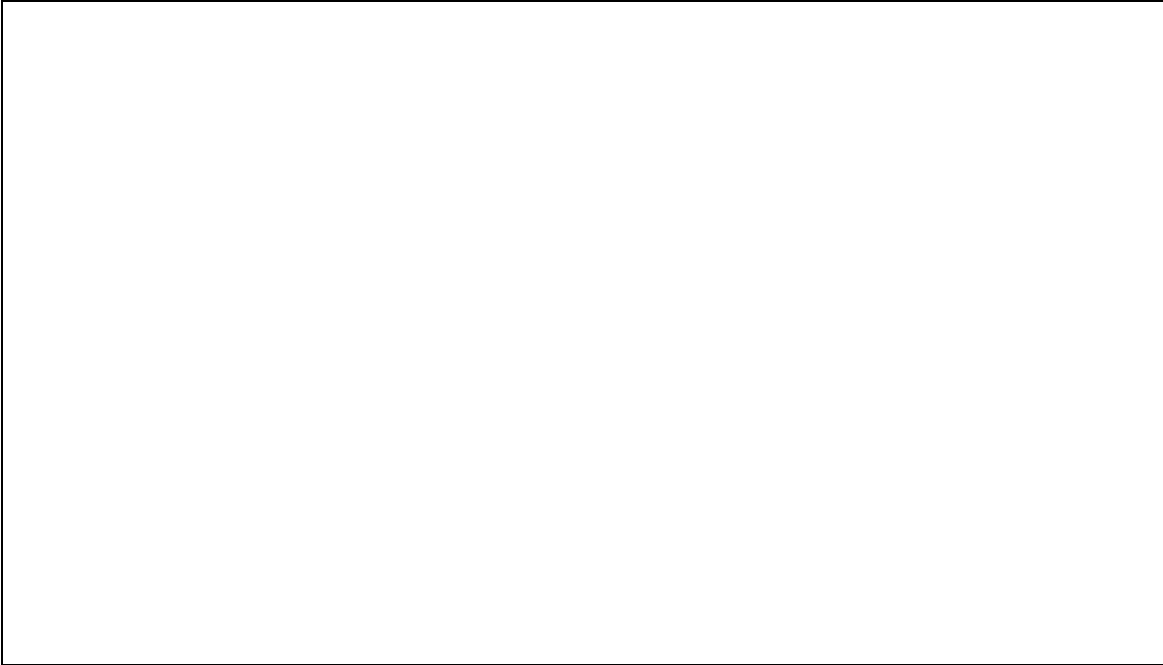
These guidelines correspond to the student checklist in the assessment resource and will help you to ensure that you have prepared adequately for the assessment.

My talk could be about:

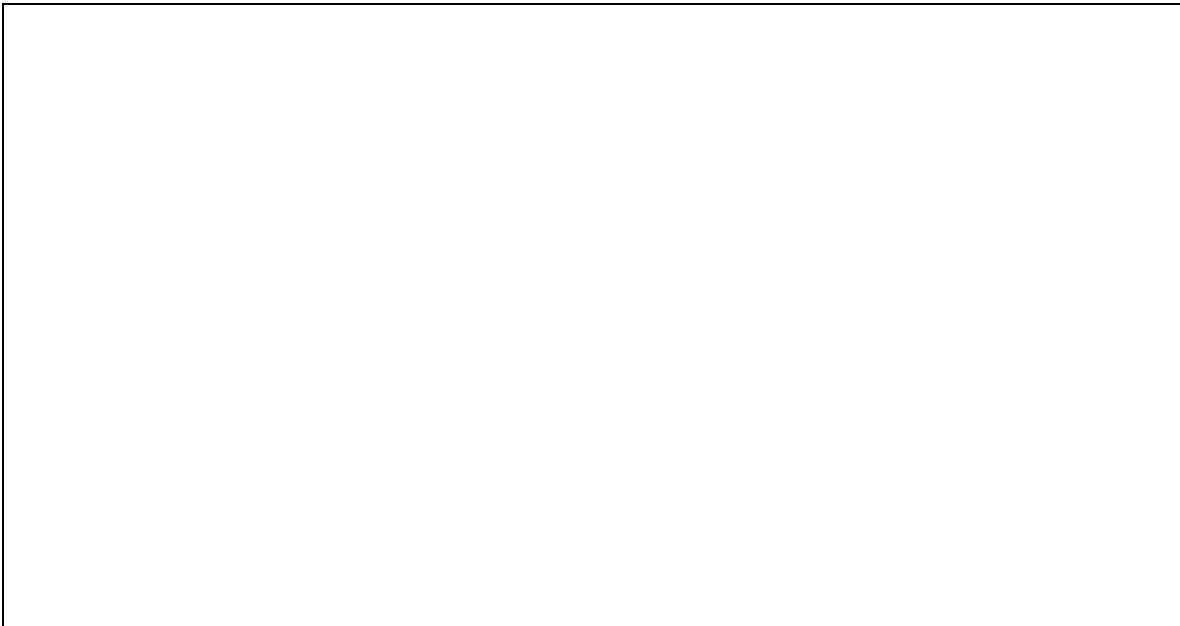
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

*I have noted below my ideas around these points as this will help me clarify my information and ideas.*

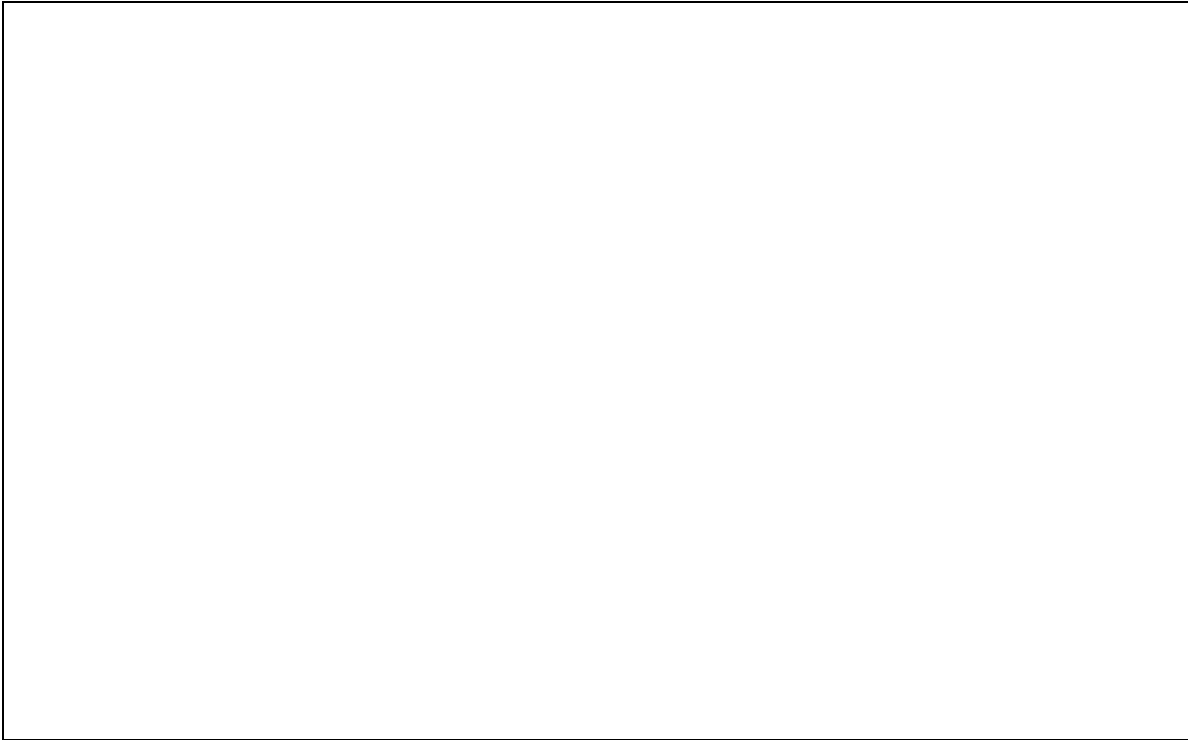
I have noted below any extra points of relevant information and/or ideas, e.g. in relation to my general knowledge, interests and any research on the issue (via newspapers, websites, other study/lessons, etc).



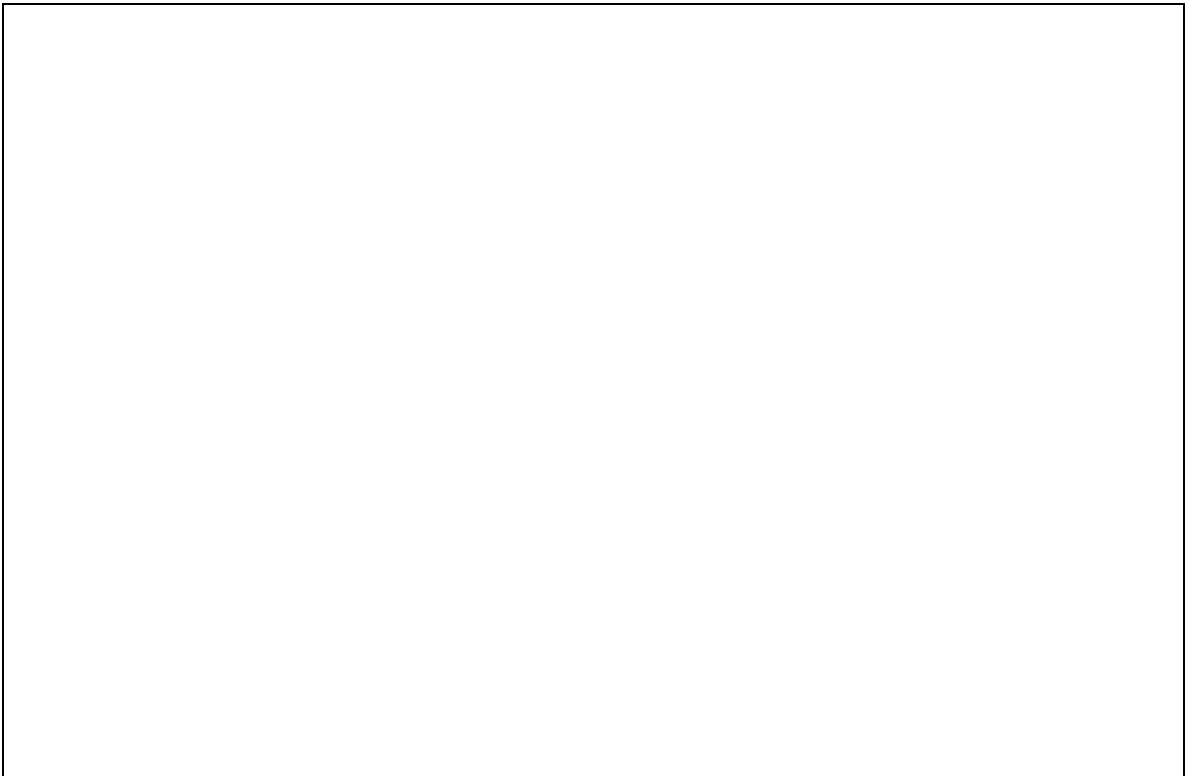
I have noted below language and phrases from CL6 I want to use and I have practised using them in different ways.



I have noted below the range of vocabulary and structures I have used to develop my information and/or ideas, giving reasons and justifications, details, descriptions and explanations, etc

A large, empty rectangular box with a thin black border, intended for the student to write their notes on vocabulary and structures used in their talk.

I have noted below the structure of each section, and how it fits into my talk.

A large, empty rectangular box with a thin black border, intended for the student to write their notes on the structure of each section and how it fits into their talk.

I have put together my talk and practised it. These are the things I need to check to clarify my ideas and feel more confident about my talk.

I have checked my talk carefully for accuracy. I have noted below any sentences or phrases I am unsure of, and I will check these for accuracy.

FINALLY: I can put together and deliver a prepared talk about giving relevant information and/ or ideas. Tick the boxes upon completion:

- I have practised delivering my talk out loud.
- I have timed my talk and it is about 1 minute long.
- A friend has listened to me.
- They gave me feedback

NB: you can record and time your talk using your cellphone

**Deliver a prepared talk in simple French on a familiar topic**

My talk is about one minute speaking time.	
My talk is about _____ and I have included information and/or ideas around the following points: - - -	
I have used language corresponding to Achievement Objectives, up to and including Curriculum Level 6: e.g. 6.2 Communicate about problems and solutions	
I have not used the same word repeatedly.	
I have organised my information and/or ideas.	
I have used many different words and language structures to express and develop relevant information and/or ideas.	
I have not repeated the same information and/or ideas.	
I have developed many of my points of information and/or ideas, e.g. by giving reasons and justifications, details, descriptions and explanations.	
I have checked my talk thoroughly for accuracy.	

**Sample Communication functions from Curriculum Level 6, and suggested structures and expressions corresponding to these:**

6.1 Give and follow instructions	Ecris-moi vite
6.2 Communicate about problems and solutions	J'ai perdu ma carte bancaire
6.3 Communicate about immediate plans, hopes, wishes, and intentions	Je veux aller en France
6.4 Communicate in formal situations	Je vous donne le numéro de ma Carte Bleue

N.B. These are sample communication functions from Curriculum Level 6 and are NOT intended to be an exhaustive list.