**Name: \_\_Alex Schlestrate\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_12/3/2013\_\_\_ Instructor:\_\_\_\_\_\_\_\_\_\_Katherine Bevins\_\_\_\_\_\_\_\_\_\_\_\_Section:\_\_\_\_\_\_\_\_\_**

**French 112**

**Can Do Survey: Elementary 2 (2nd Semester of Language Study)**

Please fill out the following survey. This survey is given at the end of every semester. It is important to answer the questions thoughtfully so that your responses will reflect the progression in your learning across the semester. The answers that you give on this survey will in no way effect your grade since you will get credit on completion alone. Please place an X in the box for your answers using the following scale: you completely agree with the statement, you mostly agree, you partially agree, you disagree and cannot do what the statements says, or this statement is not applicable to your course.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Interpretive Mode- Listening | Not Applicable | Disagree | Partially Agree | Mostly Agree | Completely Agree |
| I can identify short, simple conversations and/or narratives within highly predictable and familiar topics as well as in live or recorded matierals, replaying or repeating as needed.  |  |  | X |  |  |
| I can recognize decontextualized speech such as would be found in a phone, Skype, or other informal conversation. |  |  | X |  |  |
| I can identify the essential information of an extended conversation around me on short familiar topics provided that the language is spoken slowly and clearly – in other words, I can get the GIST of what is being said.  |  |  | X |  |  |
| I can consistently recognize cognates, prefixes, suffixes, and thematic vocabulary to help me understand spoken live or recorded language found in music, on the TV, on DVD’s and on the Internet. |  |  | X |  |  |
| I can connect words and expressions from one discipline to another. |  |  | X |  |  |
| I have made progress in developing my listening skills this semester. |  |  | X |  |  |
| Reading | **Not Applicable** | **Disagree** | **Partially Agree** | **Mostly Agree** | **Completely Agree** |
| I can understand a personal letter, email, or text message in which the writer tells or asks me about aspects of everyday life on familiar topics.  |  |  | X |  |  |
| I can decipher and execute short, simple written directions and routine instructions, for example, I typically no longer need to have my homework assignments and test questions translated. |  |  | X |  |  |
| I can understand short narratives about everyday things dealing with topics that are familiar to me if the text is written in simple language. |  |  | X |  |  |
| I can identify basic questions on standardized forms well enough to give the most important information, e.g. make vacation/travel plans. |  |  |  | X |  |
| I can explain online classified ads, e.g. job qualifications, car sales, and apartment rentals online using the vocabulary I know. |  |  |  | x |  |
| I can read real or online menus of a restaurant and select a complete meal that I would like to eat.  |  |  |  | x |  |
| I have made progress in developing my reading skills this semester. |  |  |  | x |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Interpersonal Communication – Person-to-Person | Not Applicable | Disagree | Partially Agree | Mostly Agree | Completely Agree |
| Even though I may stumble, I can interact using simple language in real-life situations such as ordering in a restaurant, making travel, hotel, or plane reservations, making purchases in a stroe or post office, visiting with friends. |  |  | X |  |  |
| I can tell/ask someone how to get around campus or town, to a nearby hotel, library or restaurant. |  |  | x |  |  |
| I can arrange to go out with friends, discussing where to go, what to do, and when to meet. |  |  |  | X |  |
| I can start, maintain and end a simple face-to-face conversation on topics of personal interest. |  |  |  | X |  |
| I can ask people politely for things, give people things, and ask them to do things for me. When they don’t do these things, I can TELL them to do so. |  |  |  | X |  |
| I can explain a simple story or describe an event that happened in the past, including my habits and past events.  |  |  |  | X |  |
| I can describe my daily routine. |  |  |  | X |  |
| I can describe the body and discuss health issues. |  |  |  | X |  |
| I can talk about my professional life and envisioned career. |  |  |  | X |  |
| I have made progress in developing my person-to-person speaking skills this semester. |  |  |  | X |  |
| Presentational -Speaking | **Not Applicable** | **Disagree** | **Partially Agree** | **Mostly Agree** | **Completely Agree** |
| I can politely present my needs, wants, and preferences. |  |  |  | X |  |
| I can summarize short passages in simple fashion. |  |  |  | X |  |
| I can use familiar, appropriate idiomatic expressions. |  |  |  | X |  |
| I can identify and describe holidays. |  |  |  | X |  |
| I can describe and discuss university life. |  |  |  | X |  |
| I can do a video or PowerPoint presentation where I give simple facts about the country I’m studying, its foods, or other cultural info. |  |  |  | X |  |
| I have made progress in developing my oral presentational skills this semester. |  |  |  | X |  |
| Written | **Not Applicable** | **Disagree** | **Partially Agree** | **Mostly Agree** | **Completely Agree** |
| I can write using culturally appropriate idiomatic expressions. |  |  |  | x |  |
| I can write simple descriptions using a variety of nouns, pronouns, adjectives, and articles. |  |  |  | X |  |
| I can write on a familiar topic, using the present, future, and/or two past tenses. |  |  |  | X |  |
| I know how to use a dictionary. |  |  |  | X |  |
| I can write several paragraphs (150 words) consisting of a series of simple sentences on a topic with which I am familiar.  |  |  |  | X |  |
| I have made progress in my writing skills this semester. |  |  |  | x |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Intercultural | Not Applicable | Disagree | Partially Agree | Mostly Agree | Completely Agere |
| I have developed an understanding of the French perspective on food, meals, and table etiquette. |  |  |  | X |  |
| I have developed an understanding of the French rules of conversation. |  |  |  | X |  |
| I have developed an understanding of the French perspective on the healthcare system. |  |  |  | X |  |
| I have developed an understanding of the French perspective on the roles of cafés and restaurants.  |  |  |  | X |  |
| I have developed an understanding of the French perspective on couple life and dating.  |  |  |  | X |  |
| I have developed an understanding of the French perspective on the role of history and the passing of time. |  |  |  | X |  |
| I have developed an understanding of the French perspective on higher education. |  |  |  | X |  |
| I have developed an understanding of the French perspective on media and the role of communication and information technologies. |  |  |  | X |  |
| I have developed an understanding of the French perspective on public transportation. |  |  |  | X |  |
| I have developed a better understanding of American culture. |  |  |  | X |  |
| I have made progress in understanding the differences and similarities between French and American cultures. |  |  | x |  |  |