

Contribuer à la société: Une personne que j’admire Level 2, Sample 1**Rick Hanson**

Rick Hanson est mon héros parce qu’il a influencé la façon que les personnes voient les personnes dans un fauteuil roulant. Rick Hanson est un déterminé et actif homme. Il n’a pas voulu son invalidité pour arrêter lui de vivre une vie normale. Il a décidé aller sur “The Man in Motion World Tour”. Il a influencé mon père qui a été blessé dans un moteur accident sérieux. Comme Rick Hanson, mon père est devenu un paraplégique. À mon avis, Rick Hanson est un grand homme et un grand canadien héros. Il a fait beaucoup pour encourager des personnes dans un fauteuil roulant.

Teacher’s Notes**Knowledge/Understanding**

- The student demonstrates some knowledge of the specified language structures (e.g., “n’a pas voulu”, “a été blessé”, “est devenu”, “actif”, sérieux”) and newly acquired vocabulary (e.g., “fauteuil roulant”, “invalidité”, “paraplégique”).
- The student provides some information about the qualities of the person selected and his contribution to society and introduces a thoughtful personal connection to illustrate this contribution (“Il a influencé mon père qui a été blessé dans un moteur accident sérieux.”).

Thinking/Inquiry

- The student demonstrates some ability in selecting main ideas and supporting details, but does not describe the purpose and impact of “The Man in Motion World Tour”.

Communication

- The student conveys the message with some clarity and effectiveness but in some cases creates awkward wording by directly translating English structures into French (e.g., “la façon que les personnes voient”, “pour arrêter lui de vivre”).

Application

- The paragraph contains some interesting ideas; however, by using two sentences for the conclusion, the student limits the amount of information that can be included.
- The student uses the specified language structures with some accuracy, but the position of some irregular adjectives is incorrect (“un déterminé et actif homme”, “un grand canadien héros”).

Comments/Next Steps

- The student adds to the interest of the paragraph by introducing a personal perspective into the description.
- The student should seek more assistance from the teacher at the draft stage to avoid the direct translation of English structures into French.
- The student should use a dictionary to verify spelling and grammar.
- The student should proofread more carefully to avoid errors.

Contribuer à la société: Une personne que j’admire Level 2, Sample 2**Marilyn Bell**

Marilyn Bell a été une nageuse marathon; je l’admire parce que j’aime la natation aussi. Elle a été tres vigoreuse et athlétique parce que elle a aimé nager. Elle est la première personne de nager Lac Ontario. Elle a eu beaucoup de determination et elle a eu seulement 16 ans. Elle a nagé dans l’eau tres froide pour 50 kilometres dans un temps orageux. Elle est devenue tres fatiguée mais elle a réussi parce que elle a eu une talent superieure. Marilyn Bell est devenue une mère de 4 enfants, et aussi une professeur. J’ai choisi Marilyn Bell parce que je pense que elle est une grande Canadienne.

Teacher’s Notes**Knowledge/Understanding**

- The student demonstrates some knowledge of the specified language structures and newly acquired vocabulary, as illustrated by the following:
 - *Le passé composé* of irregular verbs is used with some frequency, but the choice of verbs is somewhat limited (e.g., “a été”, “a eu”, and “est devenue” are all repeated).
 - The paragraph contains three irregular adjectives (“vigoreuse”, “première”, “orageux”).
 - Adjectives “vigoreuse”, “athlétique”, and “superieure” are used to describe personal qualities.
- The student provides some of the information required, but does not clearly establish the way in which the person selected has contributed to society.

Thinking/Inquiry

- The student demonstrates some ability in selecting main ideas and supporting details, but says nothing about the public interest in this achievement and includes information that is not relevant (e.g., “est devenue une mère de 4 enfants, et aussi une professeur”).

Communication

- The student conveys the message with some clarity and effectiveness (e.g., “Elle est devenue tres fatiguée mais elle a réussi parce que elle a eu une talent superieure.”).

Application

- The paragraph begins well, but fails to follow through on the main ideas and has a weak conclusion.
- There are no errors in the use of *le passé composé* of irregular verbs, but the student makes some errors in using other language structures (e.g., “que elle”, “une talent superieure”).

Comments/Next Steps

- The student provides a clear description of the achievement of the person selected but should include more details about the contributions made to society.
- The student should pay more attention to the task requirements in terms of both the content of the paragraph and the language structures to be used.
- Use of a dictionary and careful proofreading would help to eliminate basic errors.