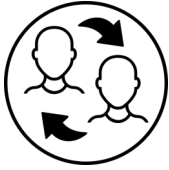


STANDARD 3: THE INTERPERSONAL MODE



AT-A-GLANCE DOCUMENT FOR CLASSICAL LANGUAGES

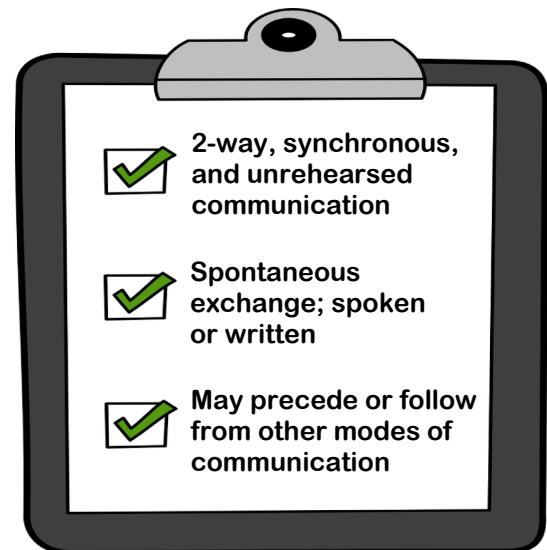
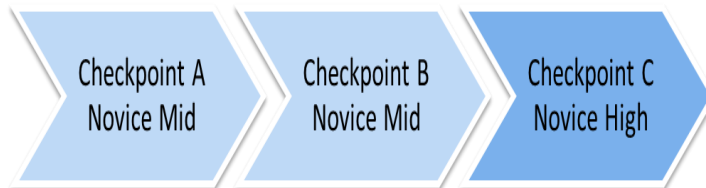


Learners interact and negotiate meaning in spoken or written conversations to exchange information and express feelings, preferences, and opinions.

DEFINING CHARACTERISTICS

In classical languages, the Interpersonal Mode is most commonly enacted through simple exchanges in the target language and complex interactions about the target language and culture in English.

NYS CHECKPOINT PROFICIENCY RANGES FOR INTERPERSONAL SPEAKING



SAMPLE INTERPERSONAL STRATEGIES BY NYS CHECKPOINT:

A & B

Exchange reactions to short quotations or proverbs

Compare rank-ordered lists with a partner

Respond to short-answer questions

C

Compare characters or places with a partner

Ask and answer simple questions

Interact with others in formulaic situations

Many interpersonal strategies can be used across all checkpoints.



[Office of Bilingual Education and World Languages](#)

[New York State Education Department](#)

Website: <http://www.nysed.gov/world-languages>

EXAMPLE INTERPERSONAL TASKS:



SPEAKING

A

&

B

- Give information about family members and friends by answering questions.
- Exchange opinions about the actions of mythological characters.
- Express preferences about Roman dining customs and typical dishes answering simple questions.
- Role play a spontaneous conversation on the street between a Roman and a non-Roman.

C

- Express opinions about the personality traits and actions of the main characters in the story of Orpheus and Eurydice.
- State an opinion agreeing or disagreeing with a series of quotations from Seneca, the philosopher.

ADDITIONAL RESOURCES:

[ACTFL Communicative Tasks Guiding Principles](#)

[ACTFL Performance Descriptors for Interpersonal Mode](#)

[Person to Person Video from the Annenberg Video Workshops for K-12 Teachers](#)

[Library of Classroom Practices K-12](#)

[NCSSFL-ACTFL Can-Do Statements and Benchmarks](#)

[The Latin Library](#)

[Perseus Digital Library](#)

[Dickinson College Commentaries](#)

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