



| Assessment task                                |  |
|--|--|
| Year level                                     | 4  |
| Learning area                                  | Languages  |
| Subject  | Italian: Second Language   |
| Title of task                                  | <i>A me piace ... (I like ...)</i>   |
| Task details                                   |  |
| Description of task                            | <p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to likes and dislikes.</p> <p>In Part A students demonstrate their skills in speaking Italian, in a short conversation about their likes and dislikes.</p> <p>In Part B students demonstrate their skills in writing a poem about their likes and dislikes, in response to an imaginative text.</p>   |
| Type of assessment                             | Summative  |
| Purpose of assessment                          | This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend written and spoken text and convey this information in a variety of ways. It also establishes information on their ability to create and perform an imaginative text, using familiar expressions, simple statements and modelled language, to exchange information about aspects of their personal world, including their likes and dislikes.  |
| Assessment strategies                          | Oral performance – participate in a conversation<br>Extended response – write a poem   |
| Evidence to be collected                       | Audiovisual recording of conversation<br>Written poem  |
| Suggested time                                 | Part A – 35 minutes to prepare and 1–2 minutes to participate in a conversation<br>Part B – 40 minutes to write a poem   |
| Content description                            |  |
| Content from the Western Australian Curriculum | <p><b>Communicating</b></p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions</p> <p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p> <p><b>Understanding</b></p> <p>Develop pronunciation and intonation in Italian</p> |

|                                   |  |
|-----------------------------------|--|
|                                   | <p>Recognise some of the rules of spelling and punctuation</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using gender, singular and plural nouns in the regular form</li> <li>• using subject pronouns in context</li> <li>• learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense</li> <li>• expressing preferences and reasons for preferences</li> <li>• using simple conjunctions</li> </ul>  |
| <b>Task preparation</b>           |  |
| <b>Prior learning</b>             | <p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>• a variety of texts that relate to sports, interests, school and social activities</li> <li>• context-related vocabulary related to school subjects, sports and interests, and food and drink, and for adding detail, such as <i>molto</i>, <i>moltissimo</i>, <i>odio</i> and <i>è noioso</i></li> <li>• grammatical structures, including: definite articles with nouns, for example, <i>Mi piace il calcio.</i>; <i>Mi piacciono gli spaghetti.</i>; use of infinitive verb after <i>mi/ti piace</i>; sports/activities that require the verb <i>giocare</i>, those that require <i>fare</i> and those that do not require a verb; <i>amo</i> and <i>adoro</i> as alternatives to <i>mi piace</i>; use of <i>perché</i> to provide reasons for likes and dislikes; Italian word order.</li> <li>• the textual conventions of a conversation and a poem.</li> </ul> |
| <b>Assessment differentiation</b> | <p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>  |
| <b>Assessment task</b>            |  |
| <b>Assessment conditions</b>      | <p>Part A: Task to be completed by students preparing individually and then working with another student. They then work with a partner to participate in a conversation.</p> <p>Part B: Task to be completed by students working individually.</p>  |
| <b>Resources</b>                  | <p>Task sheets</p> <p>Recording device</p>   |

## Instructions for teacher

Prior to administering Part A of the task, introduce/revise with students:

- vocabulary and expressions related to greetings and leave-taking, school subjects, sports and interests, and food and drink, and for adding detail, such as *molto, moltissimo, odio, è noioso*
- structures to ask questions and provide information about likes and dislikes, for example, *(Che) Cosa ti piace fare la domenica? Mi piace giocare a cricket.; Cosa ti piace mangiare? Mi piace (mangiare) la pizza.; Cosa non ti piace mangiare?; Mi piace ballare perché mi piace la musica.*
- Use these structures to:
  - review the following grammatical elements in the context of exchanging information about likes and dislikes:
    - definite articles with nouns, for example, *Mi piace il calcio. Mi piacciono gli spaghetti.*
    - use of infinitive verb after *mi/ti piace*
    - sports/activities that require the verb *giocare*, those that require *fare* and those that do not require a verb
    - *amo* and *adoro* as alternatives to *mi piace*
    - use of *perché* to provide reasons for likes and dislikes
    - Italian word order
    - engage in language practice activities, such as: *Passaparola, Palla di neve* and *Cartolina* (Appendix).
- textual conventions of conversations, such as greeting each other and leave-taking, taking turns when asking and responding to questions.
- strategies for speaking and participating in a conversation, for example, listening for key words, giving and then asking for information from a partner, using part of the information in the question to formulate your response.

## Activities to scaffold the task

Provide opportunities for students to participate in activities aimed to help internalise the language they need for Part A, such as:

- question and answer: students take turns in drawing questions from a bag to ask another student about their likes and dislikes
- listening: ask students to listen to conversations about likes and dislikes and respond to questions in English
- conversation: students unjumble the script of a written conversation between two students discussing likes and dislikes, for example:

*Paolo e Valentino sono alla partita di calcio e parlano dello sport che amano fare.*

Paolo: *Ciao Valentino!*

Valentino: *Buongiorno Paolo!*

Paolo: *Bene, e tu?*

Valentino: *Benissimo grazie.*

Paolo: *Ti piace giocare a calcio?*

Valentino: *Sì, mi piace giocare a calcio ma preferisco il basket (la pallacanestro). E tu, quale sport ti piace fare?*

Paolo: *Anche a me piace il calcio, ma amo AFL. A mio fratello e a mio padre invece piace il rugby.*

Valentino: *Odio il rugby! Cosa ti piace fare nel weekend?*

Paolo: *Nel weekend mi piace dormire e giocare a AFL il sabato.*

- ask pairs of students to read aloud the reordered conversation paying attention to pronunciation and intonation.
- discuss how the conversation could be modified to ask about different likes and dislikes. Use the discussion to revise vocabulary and expressions, such as *molto*, *moltissimo*, *odio*, *è noioso*
- instruct students to work in pairs/threes to write a conversation of at least six exchanges, between 2–3 characters about likes/dislikes/preferences of sports/interests/food. Remind students of the conventions of a conversation, such as turn-taking and picking up on cues from the person who has just spoken, and the use of punctuation. Students check their script with another pair/three to get advice about language, spelling and content. Students read their conversation aloud, taking turns at playing each character.

Prior to administering Part B of the task, provide students with opportunities to:

- engage with a range of imaginative texts, such as poems and songs related to the context, for example:
  - *Odio* by Janna Carioli <https://www.filastrocche.it/contenuti/odio/>
  - Promemoria by Gianni Rodari [https://www.libriantichionline.com/divagazioni/gianni\\_rodari\\_promemoria](https://www.libriantichionline.com/divagazioni/gianni_rodari_promemoria)
  - *Questo sono io* (See Appendix 2)
- explore the language structures and techniques found in these and other Italian poems/songs
- consider the characteristics of imaginative texts, for example:
  - their primary purpose is to entertain, as opposed to, for example, informing or persuading
  - they typically represent feelings, ideas and mental pictures using words or visual images, and use descriptive language
- consider the conventions of a song and/or poem, for example, it uses descriptive language, may rhyme (Children’s verse usually rhymes because children enjoy rhythm and rhyme and repetition of words/phrases).

## Instructions for teacher

### Task A *me piace ...* (I like ...)

#### Part A *Cosa ti piace?*

With a partner students participate in a conversation about what they are interested in doing on the weekend, at school, and their food and drink likes and dislikes.

Students take turns to ask each of the questions from the list below. Which questions they ask is determined by a lucky dip, that is, the questions are placed in a bag or face down in random order on the desk and they take turns to draw and ask a question. Each student draws and asks two questions.

1. *(Che) Cosa ti piace fare nel weekend?*
2. *(Che) Cosa ti piace fare a scuola?*
3. *(Che) Cosa ti piace mangiare?*
4. *(Che) Cosa ti piace bere?*
5. *(Che) Cosa non ti piace mangiare?*
6. *(Che) Cosa non ti piace bere?*

Explain to students that while they only ask two questions, they provide information to four questions. Explain that they are assessed on the content of their responses, grammar and vocabulary, pronunciation, intonation, comprehension and fluency.

Remind students of strategies to maintain and sustain a conversation, for example, using *E tu?*; *Anche a te piace ...?*; *A me piace anche ...*

Before providing students with the task sheet show/explain to them the process for drawing the questions and responding, using a visual, such as the following.

|   |  |
|---|--|
| First person draws a question and reads it aloud, for example,<br><i>Cosa ti piace mangiare?</i>  |  |
|   | Second person responds and asks for the same information by either repeating the questions or using other expressions, for example, <i>E tu?</i> ; <i>Tu, cosa ti piace ...</i><br><i>Mi piace (mangiare) la pizza con ananas. E tu?</i><br><i>Cosa ti piace mangiare?</i> |
| First person responds, for example,<br><i>Mi piace la pizza, ma preferisco il pesce con le pattine fritte.</i>                                    |  |
|   | Second person draws a question and reads it aloud, for example,<br><i>Cosa ti piace fare a scuola?</i>   |
| First person responds and asks for the same information using <i>E tu?</i> , for example,<br><i>Mi piace fare lo Sport e la Matematica? E tu?</i> |  |
|   | Second person responds, for example,<br><i>Mi piace la Geografia. Non mi piace la Matematica.</i>  |

Note that the preparation for the task can be done over two lessons:

1. Provide the task sheet to the students and explain that they have 15 minutes to work independently to write the answers to the questions. Allow students to access their workbook and the resources in the classroom.
2. Students then have 10 minutes to work with another student to practise the questions and their answers, after which you will partner them with another student for the conversation.
3. Students then have 10 minutes to prepare with their partner using the task sheet. Remind them to include 'hellos' and 'goodbyes' in their presentation.

Advise students that the conversation will be recorded.

## Part B *A me piace*

Provide students with Part B of the task. Instruct them to skim read the poem, noticing familiar words and phrases.

Ask students to follow along as you read aloud the poem.

### **A me piace ...**

Mi piace essere in vacanza

Perché non sono a scuola.

Mi piace essere in vacanza

Perché sono qui al mare.

Amo il mare, adoro il mare ... Sì, sì, sì!

Mi piace ... nuotare tutta la mattina

Mi piace ... giocare con gli amici

Mi piace ... mangiare il gelato.

Amo il gelato, adoro il gelato ... Sì, sì, sì!

Il gelato ... che buono!

Amo il limone e la fragola

Ma non mi piace ... il coco!

Odio il coco, detesto il coco ... No, no, no!

Non mi piace ... giocare a scacchi!

Non mi piace ... la pasta con le vongole!

Non mi piace ... fare i compiti!

Odio i compiti, detesto i compiti... No, no, no!

Mi piace essere in vacanza

Perché non sono a scuola.

E tu? Cosa ti piace?

Discuss:

- what students think the poem is about
- familiar and unfamiliar vocabulary
- whether or not the poem rhymes.

Reread the poem, line by line, asking students to repeat after you.

Read the instructions on the task sheet. Tell students that they are to write a poem by modelling the language in *A me piace*, using similar phrases and/or substituting words in the poem.

Allow students approximately 40 minutes to write their poem.

## Instructions for students

### Part A *Cosa ti piace?*

Write your answers to the questions in the table below.

|  |
|--|
| <i>Cosa ti piace fare nel weekend?</i> |
| <i>Cosa ti piace fare a scuola?</i>    |
| <i>Cosa ti piace mangiare?</i>         |
| <i>Cosa ti piace bere?</i>             |
| <i>Cosa non ti piace mangiare?</i>     |
| <i>Cosa non ti piace bere?</i>         |



## Part B *A me piace ...*

### *A me piace ...*

Mi piace essere in vacanza

Perché non sono a scuola.

Mi piace essere in vacanza

Perché sono qui al mare.

Amo il mare, adoro il mare ... Sì, sì, sì!

Mi piace ... nuotare tutta la mattina

Mi piace ... giocare con gli amici

Mi piace ... mangiare il gelato

Amo il gelato, adoro il gelato ... Sì, sì, sì!

Il gelato ... che buono!

Amo il limone e la fragola

Ma non mi piace ... il coco!

Odio il coco, detesto il coco ... No, no, no!

Non mi piace ... giocare a scacchi!

Non mi piace ... la pasta con le vongole!

Non mi piace ... fare i compiti!

Odio i compiti, detesto i compiti... No, no, no!

Mi piace essere in vacanza

Perché non sono a scuola.

E tu? Cosa ti piace?

Poem draft:

1. Listen carefully as your teacher reads the poem *A me piace ....*
2. As you listen and read along think about:
  - words and phrases you recognise
  - the ideas in the poem
  - patterns in the poem.
3. Write your own poem about what you like and dislike. You may write about your interests, daily routines at home or at school, or food and drink, or a combination of these.

Include either:

- five things you like and one thing you dislike, or
- five things you don't like and one thing you do like.

You may use the poem *A me piace ...*, your notes and the resources in the classroom to help you.

You have one lesson to write your poem.

## Marking key

| Part A <i>A me piace ...</i>  |           |
|---|-----------|
| Description   | Marks     |
| <b>Content</b>  |           |
| Presents all required information in a conversation. Asks two questions and provides information to four questions about what they are interested in doing on the weekend, at school, or their food and/or drink likes and dislikes. Includes greetings and goodbyes. | 4         |
| Presents all required information in a conversation. Asks two questions and provides information to four questions about what they are interested in doing on the weekend, at school, or their food and/or drink likes and dislikes.                                  | 3         |
| Presents some required information.   | 2         |
| Presents little required information.   | 1         |
| <b>Subtotal</b>   | <b>4</b>  |
| <b>Grammar and vocabulary</b>   |           |
| Uses a wide range of vocabulary and grammar mostly accurately.  | 3         |
| Uses a range of vocabulary. Errors in grammatical structures are present, but responses are mostly accurate, and meaning is clear.  | 2         |
| Uses a limited range of vocabulary. Often gives short phrases or one word responses. Meaning is not always clear.   | 1         |
| <b>Subtotal</b>   | <b>3</b>  |
| <b>Pronunciation and intonation</b>   |           |
| Uses accurate pronunciation and intonation.   | 3         |
| Displays some inconsistency with pronunciation and intonation, but meaning is clear.  | 2         |
| Inaccurate pronunciation and/or intonation impedes comprehension at times.  | 1         |
| <b>Subtotal</b>   | <b>3</b>  |
| <b>Comprehension and fluency</b>  |           |
| Comprehends other speaker. Readily offers responses, and interaction flows well. Self-corrects if necessary.  | 3         |
| Asks for repetition or clarification and requires some support from the other speaker or their notes. Attempts self-correction.   | 2         |
| Requires considerable support from the other speaker or their notes to comprehend questions and/or respond, which impacts fluency.  | 1         |
| <b>Subtotal</b>   | <b>3</b>  |
| <b>Part A total</b>   | <b>13</b> |

| <b>Part B Cosa ti piace?</b>   |              |
|--|--------------|
| <b>Description</b>   | <b>Marks</b> |
| <b>Content</b>   |              |
| Writes a poem containing six pieces of information, that is, five things they like and one they do not like, or vice versa, related to their interests, daily routines at home or at school, or food and drink, or a combination of these. | 1-6          |
| <b>Subtotal</b>  | <b>6</b>     |
| <b>Imaginative text</b>  |              |
| Engages with a simple Italian poem and creates their own.  | 1            |
| <b>Subtotal</b>  | <b>1</b>     |
| <b>Grammar</b>   |              |
| Writes simple sentences and applies grammatical elements mostly accurately.  | 3            |
| Writes simple sentences and applies grammatical elements with some accuracy.   | 2            |
| Makes limited use of simple sentences and/or application of grammatical elements. Frequent errors make meaning unclear.  | 1            |
| <b>Subtotal</b>  | <b>3</b>     |
| <b>Vocabulary and spelling</b>   |              |
| Uses a wide range of vocabulary. Spelling is mostly correct.   | 3            |
| Uses some variety of vocabulary. Some inconsistency with spelling, but meaning is clear.   | 2            |
| Uses few words. Poor spelling often impedes comprehension.   | 1            |
| <b>Subtotal</b>  | <b>3</b>     |
| <b>Support</b>   |              |
| Effectively uses their notes and/or other resources independently, or does not require support.  | 3            |
| Requires some support in using their notes and/or other resources. Some teacher support needed.  | 2            |
| Requires significant support to complete the task.   | 1            |
| <b>Subtotal</b>  | <b>3</b>     |
| <b>Part B total</b>  | <b>16</b>    |
| <b>Total</b>   | <b>29</b>    |

## Appendix 1 Language practice activities

Provide students the opportunity to engage in language practice activities, such as:

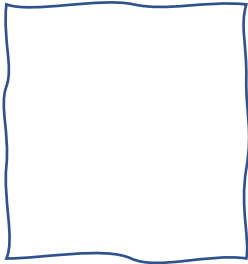
- **Passaparola**
  - ask students to form a line. Begin by whispering to the first student in line a sentence about likes and dislikes, for example, *Mi piace molto mangiare il minestrone e i maccheroni con mozzarella*. The first student whispers the sentence to the next student, who then whispers it to the next, and so on. The last student to hear the whispered sentence says it aloud. Variation: Split students in two or more groups to play against each other.
- **Palla di neve**
  - provide each student with a piece of paper and instruct them to write 4–5 sentences, one describing themselves, for example, *Ho i capelli castani.*, and the remaining sentences about what they like and dislike, such as: *Mi piace giocare a ...; Mi piace l'Inglese ma preferisco la Matematica.; Mi piace la pizza ma non mi piace la pasta.*
  - monitor what students write and select some of the sentences (including some with mistakes) to copy on the whiteboard. Read each sentence as a class and ask students to point out any errors. Discuss possible corrections.
  - remind students that when playing the game they can question students on the other team, for example, *Ti piace l'Inglese o la Matematica?*
  - once students have completed/corrected their sentences, they scrunch the paper to resemble a snowball.
  - divide the class in two groups facing each other. Students throw their snowball towards the opposite team. Students take turns to pick up a snowball and read the sentences aloud and guess the person on the other team to whom the paper belongs. Group members can support each other in working out who the other student is and students can ask questions of students of the other team to establish if they are the person being described. A limit should be placed on the number of questions that can be asked.
  - the team who identifies most snowball writers from the other team wins.
- **Cartolina**
  - provide each student with a copy of the postcard and questions (Appendix 2).
  - Students:
    - identify unfamiliar words
    - work in pairs to read the postcard, highlighting examples of expressions to do with likes and dislikes, and vocabulary related to family members and sports
    - answer the questions and discuss their answers as a whole class activity
    - take turns to read the postcard aloud
    - write a postcard in response.

## Appendix 2 Sample Informing Task (formative)

Ideas on how to use the *Cartolina postale*:

- Explore familiar vocabulary and unfamiliar vocabulary.
- Look at sentence structure and the position of nouns, adjectives and verbs.
- Practise translation, noticing that:
  - it is one thing to translate the words one by one but to make sensible meaning may require some thought and understanding of Italian language and culture, for example, *Sono a casa di Zia Melba e Zio Ludovico*
  - how the infinitive verb can be translated in different ways in English, for example, *nuotare* = 'to swim' and 'swimming'
  - when translating the Italian definite article into English, it may be replaced by 'the', 'a' or not be translated at all.
- Use the:
  - text as a model for students to write about their own real/fictitious holiday.
  - cultural, geographical and social elements in the text to discuss, for example, *Ferragosto*, Italian lakes, Italian fun parks, Italian school holidays, what children may do during their holidays.
- Provide students with:
  - jumbled sentence strips of the text and have them order it as you read it aloud
  - a jumbled translation of the text and have them match it to the Italian
  - pictures representing different elements of the text, and some additional picture and have them circle those that are mentioned.
  - the postcard and activities/questions below and as a formative or summative assessment.

### Cartolina postale

|   |  |
|---|--|
| <p>Martedì 14 agosto</p> <p>Cari nonni</p> <p>Saluti dal Lago di Garda. Come state?</p> <p>Sono a casa di zia Melba e zio Ludovico. Gli zii hanno un cane, si chiama Biscotto. Biscotto è molto carino e comico.</p> <p>Questa mattina alle 10 vado in bicicletta lungo il lago con zia, mamma e Lorenzo. E dopo prendo un gelato. Amo il gelato.</p> <p>Il pomeriggio andiamo in spiaggia. Mi piace molto nuotare e fare castelli di sabbia, ma non mi piace giocare con Lorenzo.</p> <p>Domani mattina arriva papà e domani sera c'è una festa con una parata in costume per Ferragosto. Che bello!</p> <p>Giovedì vado al parco divertimento Gardaland, e sabato a Movieland.</p> <p>Mi piace molto il Lago di Garda, perché ci sono molti divertimenti, passatempi e il tempo è sempre bello.</p> <p>Baci e abbracci</p> <p>Alice</p> |  <p>Nonno e Nonna Lombardi</p> <p>Via Santa Maria, 3</p> <p>Villanova di Castello (PR) 3333</p> <p>ITALIA</p> |
|---|--|

### Cartolina postale

Alice is on holiday in Lago di Garda and has written to her grandparents.

Your teacher will read the message in the postcard aloud and you then have five minutes to read through the card on your own and to highlight/circle any of the following that appear in the message:

- a date
- words for family members
- days of the week
- adjectives describing people, places, animals, things
- uses of the Italian for 'I like' or 'I don't like'.

The teacher will then assign you to pairs, and you will be allowed 15 minutes to read the message and answer the following in English.

- Question 1      When was the postcard written?
- Question 2      With whom is Alice staying while in Lake Garda?
- Question 3      What does Alice say about *Biscotto* the dog?
- Question 4      What activities are planned for this morning and lunch?
- Question 5      What does Alice say she like and doesn't like doing at the beach?

Question 6 Indicate by circling your answer if the following statements are True or False.

- |  |      |       |
|--|------|-------|
| <input type="radio"/> Dad is arriving tomorrow.              | True | False |
| <input type="radio"/> Tonight there is a festival.           | True | False |
| <input type="radio"/> Wednesday is <i>Ferragosto</i> .       | True | False |
| <input type="radio"/> Gardaland is a fun park.               | True | False |
| <input type="radio"/> They are going to Movieland on Sunday. | True | False |

Question 7 What reasons does Alice give for liking Lago di Garda?

## Appendix 3

### Poesia

#### Questo sono io

Ciao a tutti, mi presento  
Amo il sole e non il vento  
Mi piace giocare con la palla  
Mangiare il gelato con la panna.  
Mi piace andare in bicicletta  
Mi piace sentire l'uccellino  
Che cinguetta al postino  
Mi piace cantare a squarciagola  
Leggere storie ad ogni ora  
Questo sono io  
E se tu vorrai mio amico diventerai.

Ideas on how to use this poem.

- Explore familiar vocabulary and the new vocabulary introduced.
- Look at rhyming patterns and sound patterns.
- Practise translation, noticing that:
  - it is one thing to translate the meaning but trying to make the translation work as a poem in a similar style to the original, for example, similar rhymes and sentence patterns, is much more difficult
  - sometimes the English and Italian are not direct translations, for example, *mi presento*; *andare in bicicletta*
  - how the infinitive verb can be translated in different ways in English, for example, *mangiare* = 'to eat' and 'eating', and which they choose may depend not only on meaning but also the flow /structure of the poem
  - when translating the Italian definite article into English, it may be replaced by 'the', 'a' or not be translated at all.
- Provide students with:
  - jumbled sentence strips of the poem and have them reorder as you read the poem aloud
  - a partial translation of the poem and have them complete it (see sample below).

**This is** \_\_\_\_\_  
\_\_\_\_\_ everyone, let me introduce myself  
\_\_\_\_\_ the sun but \_\_\_\_\_  
I like \_\_\_\_\_ with a \_\_\_\_\_  
Eating \_\_\_\_\_ .  
I like \_\_\_\_\_ my bike  
\_\_\_\_\_ hear the \_\_\_\_\_ bird  
That \_\_\_\_\_ at the \_\_\_\_\_  
I like to sing \_\_\_\_\_  
Reading \_\_\_\_\_ anytime  
\_\_\_\_\_  
And if you would like to you can be my \_\_\_\_\_