



Assessment task	
Year level	4
Learning area	Languages
Subject	French: Second Language
Title of task	<i>Qu'est-ce que tu aimes faire ?</i> (What do you like to do?)
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 French, 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 Extended response – write a poem
Evidence to be collected	Audiovisual recording of conversation Written poem
Suggested time	Part A – 35 minutes to prepare and 1–2 minutes to participate in a conversation Part B – 40 minutes to write a poem
Content description	
Content from the Western Australian Curriculum	<p>Communicating</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>Understanding</p> <p>Write high-frequency words and expressions in familiar contexts</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"> • observing the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on</i> + present tense of verbs associated with familiar actions • expressing negation in simple sentence structures and colloquial expressions • using an increasing range of adjectives including additional gender forms • using some adverbs to elaborate on simple verb statements.
Task preparation	
Prior learning	<p>Students have prior knowledge of, and exposure to:</p> <ul style="list-style-type: none"> • a variety of texts that relate to interests, activities and cultural festivals, such as <i>Carnaval de Québec</i> and <i>Mardi Gras de Nice</i> • context-related vocabulary, including using a range of expressions relating to interests and being familiar with expressing likes and dislikes, for example, <i>J'aime... ; Je n'aime pas...</i> • grammatical structures, including: <i>je/tu/il/elle</i> + present tense • the textual conventions of a conversation and a poem.
Assessment differentiation	<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>
Assessment task	
Assessment conditions	<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>
Resources	<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 *J'aime... ; Je n'aime pas...*
- structures to ask questions and provide information about likes and dislikes, for example, *Qu'est-ce que tu aimes faire le week-end ? J'aime jouer au basket./J'aime le basket. Qu'est-ce que tu aimes manger ? J'aime (manger) les crêpes. Et toi ? Qu'est-ce que tu aimes manger/faire ?*
- Use these structures to:
 - review the following grammatical elements in the context of exchanging information about likes and dislikes:
 - *je/tu/il/elle* + present tense
 - linking ideas using conjunctions *et* and *mais*
 - French word order.
 - engage in language practice activities, such as *Téléphone*, *Boule de neige*, *Carte postale* and *Le pouilleux* (Appendix 1).
- 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 a response.

Activities to scaffold the task

Provide opportunities for students to participate in activities 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:

Pierre et Jean sont au match de football.

Pierre: *Bonjour, Jean.*

Jean: *Bonjour. Ça va ?*

Pierre: *Ça va très bien. Et toi ?*

Jean: *Excellent. Merci.*

Pierre: *Tu aimes jouer au hockey ?*

Jean: *Oui, j'aime jouer au hockey, mais je préfère le basket. Et toi, Pierre ? Qu'est-ce que tu aimes faire ?*

Pierre: *J'aime jouer au football, mais je n'aime pas le rugby.*

Jean: *Je déteste le rugby aussi. Qu'est-ce que tu fais le week-end ?*

Pierre: *Le week-end, j'aime dormir.*

- 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 *J'aime...* ; *Je n'aime pas...*
- instruct students to work in pairs/threes to write a conversation of at least six exchanges, between 2 or 3 people about likes/dislikes/preferences of sports/interests/food. Remind students of the conventions of a conversation, such as turn-taking, 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:

- use an increasing range of masculine and feminine forms of adjectives, including irregular adjectives by, for example:
 - guessing images based on descriptions – by focussing attention on gender
 - describing in writing or orally masculine and feminine people and things
- engage with a range of imaginative texts, such as poems and songs related to the context, for example:
 - *Chanson – C'est la barbe !*
 - *La chanson du Carnaval – Mardi gras – Comptine pour enfants*
- explore the language structures and techniques found in these and other French 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 *Qu'est-ce que tu aimes faire ?*

Part A *Qu'est-ce que tu aimes faire ?*

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 in random order down on the desk and they take turns to draw and ask a question. Each student draws and asks two questions.

1. *Qu'est-ce que tu aimes faire le week-end ?*
2. *Qu'est-ce que tu aimes faire à l'école ?*
3. *Qu'est-ce que tu aimes manger ?*
4. *Qu'est-ce que tu aimes boire ?*
5. *Qu'est-ce que tu n'aimes pas manger ?*
6. *Qu'est-ce que tu n'aimes pas boire ?*

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, *Pardon ? Je ne comprends pas.* 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, <i>Qu'est-ce que tu n'aimes pas manger ?</i>	
	Second person responds and asks for the same information using <i>Et toi ?</i> , for example, <i>Je n'aime pas manger les crêpes. Et toi ?</i> <i>Qu'est-ce que tu n'aimes pas manger ?</i>
First person responds, for example, <i>Je n'aime pas manger les bananes.</i>	
	Second person draws a question and reads it aloud, for example, <i>Qu'est-ce que tu aimes à l'école ?</i>
First person responds and asks for the same information using <i>Et toi ?</i> , for example, <i>J'aime le français. Et toi ? Qu'est-ce que tu aimes à l'école ?</i>	
	Second person responds, for example, <i>J'aime la musique et jouer au basket.</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 *Mes préférences*

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.

Mes préférences

J'aime les fêtes (le Carnaval au Québec). C'est intéressant !

J'aime ma petite sœur. Elle est mignonne !

J'aime danser (avec mon père). Il est grand et beau !

J'aime écouter de la musique (la musique pop). C'est cool !

J'aime manger des crêpes (avec du sucre). C'est délicieux !

J'adore les bonbons ! Miam ! Miam ! C'est super délicieux !

Je déteste les carottes ! Berk ! Ce n'est pas délicieux !

Je n'aime pas le jus d'orange. C'est horrible et sucré !

Je n'aime pas mon grand frère ! Il est pénible !

Et toi ? Qu'est-ce que tu aimes ?

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 *Mes préférences*, using similar phrases and/or substituting words in the poem.

Allow students approximately 40 minutes to write their poem.

Instructions to students

Part A *Qu'est-ce que tu aimes faire ?*

Write your answers to the questions in the table below.

<i>Qu'est-ce que tu aimes faire le week-end ?</i>
<i>Qu'est-ce que tu aimes faire à l'école ?</i>
<i>Qu'est-ce que tu aimes manger ?</i>
<i>Qu'est-ce que tu aimes boire ?</i>
<i>Qu'est-ce que tu n'aimes pas manger ?</i>
<i>Qu'est-ce que tu n'aimes pas boire ?</i>

Part B *Mes préférences*

Mes préférences

J'aime les fêtes (le Carnaval au Québec). C'est intéressant !

J'aime ma petite sœur. Elle est mignonne !

J'aime danser (avec mon père). Il est grand et beau !

J'aime écouter de la musique (la musique pop). C'est cool !

J'aime manger des crêpes (avec du sucre). C'est délicieux !

J'adore les bonbons ! Miam ! Miam ! C'est super délicieux !

Je déteste les carottes ! Berk ! Ce n'est pas délicieux !

Je n'aime pas le jus d'orange. C'est horrible et sucré !

Je n'aime pas mon grand frère ! Il est pénible !

Et toi ? Qu'est-ce que tu aimes ?

1. Listen carefully as your teacher reads the poem *Mes préférences*.
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 like.

You may use the poem *Mes préférences*, your notes and the resources in the classroom to help you.

You have one lesson to write your poem.

Poem draft:

Marking key

Part A <i>Qu'est-ce que tu aimes faire ?</i>	
Description	Marks
Content	
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
Subtotal	4
Grammar and vocabulary	
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
Subtotal	3
Pronunciation and intonation	
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
Subtotal	3
Comprehension and fluency	
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
Subtotal	3
Part A total	13

Part B <i>Mes préférences</i>	
Description	Marks
Content	
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 or drink, or a combination of these.	1-6
Subtotal	6
Imaginative text	
Engages with a simple French poem and creates their own.	1
Subtotal	1
Grammar	
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
Subtotal	3
Vocabulary and spelling	
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
Subtotal	3
Support	
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
Subtotal	3
Part B total	16
Total	29

Appendix 1 Language practice activities

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

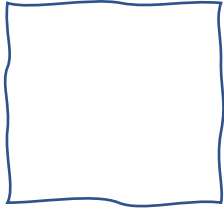
- **Téléphone**
 - ask students to form a line. Begin by whispering to the first student in line a sentence about likes and dislikes, for example, *J'aime jouer au basket, au tennis et au football, mais je n'aime pas nager*. The first student whispers the sentence to the next student, who whispers it 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.
- **Boule de neige**
 - provide each student with a piece of paper and instruct them to write 4–5 sentences, one describing themselves, for example, *J'ai les cheveux noirs.*, and the remaining sentences about what they like and dislike, such as *J'aime faire du patinage. J'aime l'anglais. J'aime les pommes, mais je n'aime pas les choux.*
 - 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, *Tu aimes l'anglais ou les mathématiques ?*
 - 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 the most snowball writers from the other team wins.
- **Carte postale**
 - 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.
- **Le pouilleux**
 - introduce the card game *le pouilleux* to support student learning of vocabulary related to winter activities
 - prepare two sets of cards, one set with French words and phrases relating to the *Carnaval de neige*, such as *Je fais du ski.*; *Je mange des crêpes.*; *Il fait froid.*; and another set with matching pictures or English translations of the words or phrases. Include two cards that do not have matching cards in the pack.
 - hand out two cards to each student, one from each set.
 - invite students to circulate and call out the phrases on their cards in order to find the student who has the matching card. Students with the English translation or picture give their card to the students with the French phrase or word. Two students will be left with the cards that do not have matches at the end of the game. These students become *les pouilleux*, and the game can begin again. (Game: *Le pouilleux*, the French version of Old Maid, in Bourdais, D. and Finnie, S. (2016). *Games for Teaching Primary French*. U.K.: Crown House Publishing Limited.)

Appendix 2 Sample Informing Task (formative)

Carte postale

Ideas on how to use the *Carte Postale*:

- Explore familiar 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 words one by one, but to make sensible meaning may require some thought and understanding of the French language and/or culture
 - how the infinitive verb can be translated in different ways in English, for example, *faire du ski*
 - when translating French into English, additional/fewer words may be needed in the English translation for the sentence to make sense.
- 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, Canada, French 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 French
 - pictures representing different elements of the text, and some additional pictures, and have them circle those that are mentioned
 - the postcard and activities/questions below and as a formative task (or assessment).

<p>mardi le 8 février</p> <p>Coucou maman</p> <p>Je suis au Canada au Québec pour le Carnaval de Neige ! C'est fantastique !</p> <p>Je reste avec grand-mère et grand-père et j'aime beaucoup leur maison ; elle est très grande et belle !</p> <p>Il fait froid ! J'aime la neige et les sculptures, mais je n'aime pas le froid !</p> <p>J'aime les activités ici – Je peux faire du ski et regarder les joueurs de hockey !</p> <p>J'adore le Canada maman, et je veux revenir !</p> <p>Bisous</p> <p>Sylvie xxx</p>	 <p><i>M. et Mme. Christian, 11. Rue de la Rivière, 75020, Paris FRANCE</i></p>
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Your teacher will read the message in the postcard aloud. You have five minutes to read through the card on your own and highlight/circle any of the following:

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

The teacher will assign you a partner, and you have 15 minutes to read the postcard and answer the following in English.

- Question 1 To whom is Sylvie writing the postcard?
- Question 2 When was the postcard written?
- Question 3 With whom is Sylvie staying while in Canada?
- Question 4 What does Sylvie like about the house she is staying in?
- Question 5 What is the weather like? Does she like it?
- Question 6 What activities does Sylvie say she can do there?
- Question 7 Does Sylvie say she likes Canada? How do you know?
- Question 8 Indicate by circling your answer if the following statements are True or False.
- | | | |
|--|------|-------|
| ○ Sylvie's grandparents have a cat. | True | False |
| ○ Tonight there is a festival. | True | False |
| ○ Wednesday is <i>mercredi</i> in French. | True | False |
| ○ Hockey is a summer sport in Quebec. | True | False |
| ○ Tomorrow is the <i>Carnaval de Neige</i> . | True | False |