# French – Stage 4 – Term 2 – summative assessment task

## Outcomes and content

**ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language**

* Express and explain emotions, opinions and personal preferences
* Use features of the sound system in spoken interactions
* Use relevant and familiar vocabulary from a range of themes to interact

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## Task

In celebration of Bastille Day, your class would like to hold a small party. To help decide what to eat, you will share your opinions about possible food and drink choices for the party.

You will each be given a ‘placemat’ with common French foods and drinks to choose from.

In pairs (or groups of 3), take turns to ask each other about the foods and drinks on the placemat, using the question format Tu aimes… ?

When answering, include your opinion of the food or drink, and the reason. Use conjunctions, for example et, mais and parce que.

For example:

* Tu aimes le jus ? Oui, j’aime le jus, mais c’est mauvais pour la santé.
* Tu aimes le café ? Non, je déteste le café parce que c’est dégoûtant.
* Tu aimes le chocolat chaud ? Oui, j’aime beaucoup le chocolat chaud et c’est délicieux.

Once you have each identified a range of likes and/or dislikes, with reasons, call your teacher over and interact in front of them. Each of you will ask and answer 3 questions, showcasing your knowledge of French foods, drinks, opinions, preferences and reasons.

When you have finished, your teacher will ask you what you would like to eat and drink at the party. Each of you chooses one food and one drink, and ‘orders’ it from your teacher, for example:

*Pour la fête je voudrais [*name of food*] et [*name of drink*], s’il vous plaît.*

## For the teacher

This is a sample task only. Adapt it to suit your context and the needs of your students. Amend the structures and/or images, where required, to reflect the vocabulary students have learnt throughout the unit.

Introduce this final summative assessment task at the start of the unit, and explain that all activities completed in this unit of work will build the students’ skills to help them complete the task.

Prior to students completing the assessment task, re-read pages 1–2 of this document, to support students to prepare and revise the relevant vocabulary and structures. On the day of the task, provide students with the placemat only.

Table 1 – placemat of French foods and drinks, with opinions

|  |  |  |
| --- | --- | --- |
| A stack of colourful macaroons | A cup of hot chocolate being poured | A plastic bottle of water |
| A baguette with meat and cheese | A picture containing coffee | A plate of food on a table |
| Three plates of pancakes with orange slices and whipped cream | A glass of orange juice next to oranges | Two chocolate croissants |
| Tarte tartin on a plate | A glass of lemonade with ice and lemons | Niçoise salad |
| 😊  (like or like a lot) | 😍  (love or like a lot) | 😩  (hate or don’t like) |

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### Marking guidelines

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome and content | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| ML4-INT-01   * Express and explain emotions, opinions and personal preferences * Use relevant and familiar vocabulary from a range of themes to interact | Interacts with accuracy, using a range of vocabulary and structures, to:   * provide detailed and varied opinions and reasons, about 3 food and/or drink items from the placemat * connect ideas using conjunctions * order 2 items. | Interacts, with minor errors, using a range of vocabulary and structures, to:   * provide detailed and varied opinions and reasons, about 3 food and/or drink items from the placemat * connect ideas using conjunctions * order 2 items. | Interacts, with some errors, using a range of vocabulary and structures, to:   * provide opinions and reasons, about 3 food and/or drink items from the placemat * connect some ideas using conjunctions * order 2 items. | Interacts, with frequent errors, using some relevant vocabulary and structures, to:   * provide opinions and/or reasons, about some food and/or drink items from the placemat * connect ideas * order 1–2 items. | Attempts to interact. |
| ML4-INT-01   * Use features of the sound system in spoken interactions | Communicates effectively and authentically, using excellent intonation and pronunciation. | Communicates effectively and authentically, with minor errors, using clear intonation and pronunciation. | Communicates with mostly clear intonation and pronunciation, with some errors. | Communicates with errors in intonation and pronunciation that may hinder comprehension. | Attempts to communicate. |

## References

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