**French Oral Assessment Year 6 Semester 1**

**Questionnaire**

Read the survey and answer the questions in full sentences, in French.

Look up any unfamiliar vocabulary in a dictionary.

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|  | Comment tu t’appelles ? Comment ça va ? |
|  | Tu as quel âge ? |
|  | Tu habites où ? Tu vas à quelle école ? |
|  | Tu as des frères et des sœurs? |
|  | Quelle est ta nationalité ? Tu parles quelle langue ? |
|  | Quel est ton animal préféré ? |
|  | Tu aimes quel chanteur ? |
|  | Fais-tu du sport ?  🞏 Oui, je \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_🞏 Non, je \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | \*Pourquoi ou pourquoi pas ? |
|  | \*Est-ce que tu préfères regarder la télé ou aller au cinéma ? Pourquoi ? |
|  | Quel est ton passe-temps préféré ? \*Pourquoi ? |
|  | \*Qu’est-ce que tu fais d’habitude le weekend ? |
|  | \*Avec qui fais-tu cette activité ? |

**RUBRIC/MARKING KEY**

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| Echange d’information | |
| **Description** | Marks |
| Content | |
| Information, ideas and opinions are presented with confidence. Some supporting details offered. | 3 |
| A satisfactory amount of information and number of opinions are conveyed. Attempts are made to give supporting details. | 2 |
| Little relevant information is communicated. | 1 |
| Subtotal | **3** |
| Grammar and vocabulary | |
| A good range of vocabulary is used and both simple and compound sentences are used mostly accurately. Use of present and near future tenses are mostly successful. Errors usually appear in more complex structures. | 3 |
| Sufficient range of vocabulary is used to communicate information. Sentences are generally simpler but occasionally compound sentences are attempted. Errors are present but responses are mostly accurate and meaning is clear. | 2 |
| Limited range of vocabulary and one word responses often given. Occasional short phrases are offered but meaning is not always clear. | 1 |
| Subtotal | **3** |
| Pronunciation | |
| Uses clear and accurate pronunciation and intonation. | 3 |
| Some inconsistency in pronunciation and intonation, but meaning is clear. | 2 |
| Inaccurate pronunciation impedes comprehension at times. | 1 |
| Subtotal | **3** |
| Interaction and fluency | |
| Largely comprehends second speaker, including rephrasing. Readily offers responses and speech flows well. Asks for repetition where question is misunderstood. Some self-correction occurs. | 3 |
| Speaks with some confidence though at times is hesitant. Attempts to ask for repetition or clarification but requires some support from the second speaker with remodelling or modelled answers. Attempts at self-correction are made. | 2 |
| Hesitates and pauses frequently. Requires considerable support from the second speaker and conversation is directed by the second speaker. | 1 |
| \*Extended questions | |
| Largely comprehends extended questions and readily offers reasons and opinions. Asks for repetition where question is misunderstood. | 3 |
| Comprehends extended questions and attempts to offers reasons and opinions. Requires some support from teacher with the answers. | 2 |
| Limited comprehension of extended questions and requires considerable support from teacher to attempt responding to the question | 1 |
| Subtotal | **3** |
|  | **16** |