Formative Task #1

Content Standard: Students will use grammatical structures for making comparisons in French to compare and contrast francophone and American cultures when presented with a topic.

Directions: Using a variety of the comparative structures that we have been practicing in class, please write two different comparisons about francophone and American culture for each of the following topics. The best answers will combine those two answers into one compound sentence, joined by parce que (because), et (and), or mais (but). Try to reference cultural material you have learned during your years in French class to make a more concrete comparison.

Les animaux domestiques

1. Comparison: ________________________________________________________
2. Comparison: ________________________________________________________
3. Compound comparison: _________________________________________________

L’école

1. Comparison: ________________________________________________________
2. Comparison: ________________________________________________________
3. Compound comparison: _________________________________________________

Les Restaurants

1. Comparison: ________________________________________________________
2. Comparison: ________________________________________________________
3. Compound comparison: _________________________________________________
The following are the lines from the College Board’s rubric that address these skills.

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy and variety in grammar, syntax, and usage</strong></td>
<td>Accuracy and variety in grammar, syntax, and usage, with few errors</td>
<td>General control of grammar, syntax, and usage</td>
<td>Some control of grammar, syntax, and usage</td>
<td>Limited control of grammar, syntax, and usage</td>
<td>Little or no control of grammar, syntax, and usage</td>
</tr>
<tr>
<td><strong>Comparison with the Target Culture</strong></td>
<td>Clearly compares the student’s own community with the target culture, including supporting details and relevant examples</td>
<td>Compares the student’s own community with the target culture, including some supporting details and mostly relevant examples</td>
<td>Compares the student’s own community with the target culture, including a few supporting details and examples</td>
<td>Presents information about the student’s own community and the target culture, but may not compare them; consists mostly of statements with no development.</td>
<td>Presents information only about the student’s own community or only about the target culture, and may not include examples.</td>
</tr>
</tbody>
</table>