**FRENCH 2 Ch. 1- Integrated Performance Assessment Unit test**

**Theme : friends and family**

Overview

You and your French 2 classmates are going to join a French online book club blog where you will be corresponding with French students your age. You decide to prepare ahead of time by learning about the book they have been reading. While doing some research, you come across a French website called <http://www.serieslitteraires.org> where this book is reviewed. The next day, you and a classmate meet at a café to talk in French about the story and the main characters. Finally, you write your blog entry, where you introduce yourself, and then explain your opinion of the story and/or one of the characters.

French 2 Chapter 1 IPA Unit test

Part 1: Interpretive Performance Assessment

Theme : Friends and family

Source : *The document from which these excerpts are taken is posted on the website* <http://www.serieslitteraires.org/site/Le-Club-des-Baby-Sitters>

[Accueil du site](http://www.serieslitteraires.org/site/spip.php) || [Collège & lycée](http://www.serieslitteraires.org/site/-Le-francais-du-college-au-lycee-) || [Lectures d’Ado](http://www.serieslitteraires.org/site/-Lectures-d-Ado-) || Le Club des Baby-Sitters

**Le Club des Baby-Sitters**

Le club des Baby-Sitters: C’est un groupe de jeunes filles qui ont entre douze et treize ans, elles sont drôles, énergiques, sympa, cool...

***Claudia et le visiteur fantôme***

Claudia Koshi est la narratrice et en même temps le personnage principal de l’histoire. Elle est très peureuse, ce qui va donner de l’action et du suspens tout au long de la lecture. Elle est plutôt sensible, créative et drôle.

Trevor est l’un des personnages principaux de l’histoire tout comme les autres membres du club. Il est timide, malin et plaisantin et aime écrire dans le journal du collège, « A vos plumes ».

L’histoire est très mouvementée : il y a un voleur qui dérobe des bijoux de valeur ; les journalistes l’appellent « Le Visiteur Fantôme » car personne ne l’a jamais vu. Comment s’y prend cet habile cambrioleur ? D’abord, il appelle ses prochaines victimes, mais il ne parle pas pendant la communication. Ce stratagème lui permet de savoir s’il y a quelqu’un à la maison...

Très vite, les filles du club sont terrifiées : que faire si le voleur entre dans la maison où elles gardent les enfants ?

Au cours de l’histoire, on apprend aussi qu’il y a un bal, au collège, pour les vacances de Halloween. Alan veut que Kristy l’accompagne au bal, mais il a honte de l’inviter, par timidité ; alors il trouve un moyen de lui demander secrètement...Mais il lui arrivera des ennuis ! Vous voulez savoir lesquels ? Vous voulez aussi savoir si le voleur sera arrêté ? Eh bien, lisez « Claudia et le visiteur fantôme » publié chez **Gallimard** !

**After reading the text, answer the following questions in English.**

1. **Key word recognition:**

Based on your interpretation of the text, find the French word that best expresses the meaning of each of the following English words. Please use only one word from the text.

thief

ghost

strategy

terrified

suspense

narrator

energetic

sensitive

secretly

arrested

1. **Supporting details:**

**First** circle the letter of the five (5) supporting details mentioned in the document.

**Then**, write the letter of that idea next to where it appears in the text.

1. The club’s members are university students.
2. Trevor likes to write.
3. The story is told from Claudia’s point of view.
4. The friends are all really bored.
5. The thief calls people on the phone but doesn’t speak.
6. Alan likes Kristy.
7. The girls look forward to meeting the visitor.
8. This story takes place in the fall.
9. **Main ideas :**

Using information from the document, identify the main ideas in English, and include at least one detail for each.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

French 2 Chapter 1 IPA Unit test

Part 2: Interpersonal Performance Assessment

Theme : Friends and family

After reading a book review on a French website, you meet with a classmate at a café to talk about what you think of the story and the main characters. Make sure to include the following:

* Greet each other appropriately
* Tell what you like and/or dislike about the story
* Tell which character(s) you like and/or dislike, and describe them
* Close the conversation appropriately

Make sure to keep the conversation alive by asking each other questions and extending the conversation.

You will have **2 minutes** to record your conversation (**no script**)

French 2 Chapter 1 IPA Unit test

Part 3: Presentational Performance Assessment

Theme : Friends and family

After discussing with a classmate what you think about the story and the main characters, you plan to write an entry presenting your views in a French online book club blog. Since you don’t have access to a computer at the moment, you write it out by hand first, for practice.

You may use the text of the book review from the French website as a source for your blog entry. Make sure the blog entry includes:

* A greeting
* Who you are
* Why you like or dislike the story
* Why you like or dislike one of the characters
* At least one question

*Please skip lines and write with legible handwriting.*

You will have 20 minutes to write your blog entry.

*Assessment prepared by A. Greenfeld according to guidelines in ACTFL Integrated Performance Assessment ©2003.*