

## QUESTIONS, STATEMENTS AND FORMALITY

### Performance Standard 28A.C

Distinguish between questions, statements and formality accordingly:

- *Knowledge*: Know the vocabulary and structures to identify questions, statements, forms of address,
- *Comprehension*: Respond with understanding and facility, and
- *Communication*: Use the appropriate interpersonal strategies for understanding various forms.

### Procedures

1. *In order to understand oral communication in the target language (28A)*, students should experience sufficient learning opportunities to develop the following:
  - Distinguish between questions and statements.
  - Identify forms of address.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Read the supplied questions in the target language twice. Students will determine if the emphasized phrase contains clues which indicate whether the phrase formal or informal, and a question or statement. If there are no aural clues, students should indicate this. Students should listen to the phrase first, and indicate their answer after the second reading.
4. Optional: have students orally change statements into opposite forms (statements into questions, formal into informal).
5. Evaluate each student's work using the Foreign Language Rubric as follows and add the scores to determine the performance level:
  - *Knowledge*: Identified correct answers,
  - *Comprehension*: Execution of the task demonstrated control of appropriate linguistic understandings.
  - *Communication*: Used appropriate strategies to understand communication in the target language.

### Examples of Student Work follow

### Time Requirements

- 10 minutes

### Resources

- Copies of the "Questions, Statements and Formality" task sheet
- Foreign Language Rubric

NAME \_\_\_\_\_ DATE \_\_\_\_\_

### QUESTIONS, STATEMENTS AND FORMALITY

#### Student Task Sheet

Indicate whether each item read by the teacher is a statement or question. From the information in the item, you may be able to determine whether this is being read in a formal or informal way. If you can tell, mark the appropriate level of formality. If not, mark that the item is not clear from the context.

- S = Statement**
- Q = Question**
- F = Formal**
- I = Informal**
- NC = Not Clear**

<b>Model</b>	<b>Statement/Question</b>	<b>Formal/Informal/Not Clear</b>
<b>A.</b>		
<b>B.</b>		
<b>C.</b>		
<b>Assessment</b>		
<b>1.</b>		
<b>2.</b>		
<b>3.</b>		
<b>4.</b>		
<b>5.</b>		
<b>6.</b>		
<b>7.</b>		
<b>8.</b>		
<b>9.</b>		
<b>10.</b>		

## QUESTIONS, STATEMENTS AND FORMALITY

### German

3 models:

Wie heißen Sie?

Ich komme aus Frankfurt.

Wohnst du in Hamburg?

1. Wie geht es Ihnen?
2. Tobias ist mein Bruder.
3. Wohnt sie in München?
4. Ist er krank?
5. Bist du Deutscher?
6. Meine Schwester heißt Sonja.
7. Wie heißt du?
8. Ilse kommt aus Koblenz.
9. Warum kommen Sie nicht?
10. Wir sind müde.

## QUESTIONS, STATEMENTS AND FORMALITY

### French

3 Modele:

Qu'est-ce que c'est ?

Paul, Catherine, ou est votre papa ?

Je m'appelle Paul.

1. Comment t'appelle-tu ?
2. Où est-ce que Paul habite ?
3. Pour le dîner il y a du rosbif.
4. J'aime beaucoup nager quand il fait chaud.
5. Comment ça va ?
6. Où est mon crayon ?
7. Pardon, monsieur, est-ce qu'il y a une pharmacie près d'ici ?
8. Je vais bien, merci beaucoup.
9. Pour aller au bureau de poste, tournez à gauche, continuez tout droit, le bureau est sur votre gauche.
10. Est-ce que ton père travaille à l'hôpital ?

**QUESTIONS, STATEMENTS AND FORMALITY**

**Spanish**

"Meets"

Questions Statements Formality  
Task Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

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S = Statement  
Q = Question  
F = Formal  
I = Informal  
NC = Not Clear

Model	Statement/Question	Formal/Informal/Not Clear
A.	Q	
B.	Q	NC
C.	S	NC
Assessment		
1.	Q	I
2.	Q	NC
3.	S	NC
4.	S	NC
5.	Q	NC
6.	Q	I
7.	Q	F
8.	S	NC
9.	S	NC
10.	Q	NC

"Exceeds"

Questions Statements Formality  
Task Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

Indicate whether each item read by the teacher is a statement or question. From the information in the item, you may be able to determine whether this is being read in a formal or informal way. If you can tell, mark the appropriate level of formality. If not, mark that the item is not clear from the context.

S = Statement  
Q = Question  
F = Formal  
I = Informal  
NC = Not Clear

Model	Statement/Question	Formal/Informal/Not Clear
A.	Q	F
B.	S	NC
C.	Q	I
Assessment		
1.	Q	F
2.	S	NC
3.	Q	NC ✓
4.	Q	NC
5.	Q	I
6.	S	NC
7.	Q	I
8.	S	NC
9.	Q	NC ✓
10.	S	NC