

# PLACE<sup>®</sup>

## STUDY GUIDE

08 French



**Program for Licensing Assessments  
for Colorado Educators<sup>®</sup>**

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## **PART 1: GENERAL INFORMATION ABOUT THE PLACE® AND TEST PREPARATION**

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the PLACE and Test Preparation](#)

## PART 2: FIELD-SPECIFIC INFORMATION

### TEST FIELD 08: FRENCH

#### INTRODUCTION

This section includes a list of the test objectives, immediately followed by a set of practice multiple-choice questions. For test areas that include a performance assessment (Basic Skills, all languages other than English, Special Education Specialist: Visually Impaired), one or more practice performance assignments (as applicable) will also be included.

**TEST OBJECTIVES.** As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to teach effectively in a Colorado classroom. The list of test objectives represents the **only** source of information about what a specific test will cover.

**PRACTICE MULTIPLE-CHOICE QUESTIONS.** The practice multiple-choice questions included in this section are designed to give you an introduction to the nature of the questions included on the PLACE test. The practice questions represent the various types of multiple-choice questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

When you answer the practice multiple-choice questions, you may wish to use the answer key to check your answers. To help you identify how the test objectives are measured, the objective statement to which each multiple-choice question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test area.

**PRACTICE PERFORMANCE ASSIGNMENTS.** Because this test area includes a performance assessment, two practice performance assignments are also included in this section. A sample response is provided immediately following the written performance assignment. The sample response in this guide is for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

**NOTE:** This test includes recorded components. Examinees who arrive late will **not** be admitted.

## OBJECTIVES



### TEST FIELD 08: FRENCH

Listening Comprehension  
Reading and Vocabulary  
Language Structures  
Cultural Understanding  
Written Expression  
Oral Expression

Texts presented on the examination will be examples of language used by native speakers in authentic situations to serve genuine communicative functions among educated adults (e.g., to socialize, to obtain or impart information, to express opinions, to persuade, to entertain).

#### LISTENING COMPREHENSION

**Understand spoken questions or other oral messages.**

Includes understanding a question or comment likely to be encountered in a social situation; and understanding a request for information.

**Derive essential information from oral messages in real-life situations.**

Includes understanding the main idea or details in a spoken passage; understanding a telephone message or public address announcement; understanding a sequence of steps described in a set of oral directions; and understanding a stated cause or effect of a situation described in an oral message.

**Infer meaning from oral communications.**

Includes characterizing the tone, mood, or point of view of one or more speakers; analyzing a relationship (e.g., cause-and-effect) implied but not stated in an oral communication; and analyzing the social context of a spoken exchange or the relationship between speakers.

#### READING AND VOCABULARY

**Understand the literal content of a variety of authentic materials.**

Includes analyzing a passage to determine the stated main idea or an accurate summary; discerning details regarding character, setting, or events described in a passage; and analyzing a passage to determine the sequence of events.

**Apply skills of inference and interpretation in a variety of authentic materials.**

Includes making inferences about setting or character from information provided in a passage; discerning implied cause-and-effect relations in a passage; inferring an author's assumptions, purpose, or point of view in a passage; and interpreting figurative language (e.g., metaphors, similes) in a literary passage.

**Select words, phrases, or sentences, including idiomatic expressions, to complete passages in the target language.**

Includes determining appropriate language for travel situations (e.g., arranging for lodging; booking tickets for a group); determining appropriate language for social situations (e.g., canceling an appointment, expressing a compliment); determining appropriate language for everyday transactions (e.g., shopping, dining); and determining appropriate language for expressing attitudes, opinions, and judgments.

**LANGUAGE STRUCTURES****Transform sentences or passages in context according to given instructions.**

Includes transforming a positive statement, question, or command to a negative one, or vice versa; transforming the tense or mood of a sentence or passage; transforming a sentence or passage from direct to indirect discourse, or vice versa; and combining two or more sentences into one sentence that preserves the meaning of the original sentences.

**Analyze sentences to determine grammatically correct words or phrases to complete them.**

Includes using the correct noun or pronoun form or particle for a given context; using verb forms or phrases as appropriate for a given context; using the appropriate modifying word or phrase to complete a sentence; and using the appropriate subordinate clause to complete a sentence.

**Revise written passages to correct errors in structure and syntax that interfere with accurate communication.**

Includes selecting revisions to correct inappropriate use of tenses, forms, or constructions.

**CULTURAL UNDERSTANDING****Understand major developments in the history of cultures associated with the target language and the cultural significance of these developments.**

Includes analyzing the role of major historical events and figures in the development of cultures associated with the target language; understanding major political, economic, social, and cultural trends and developments that have shaped the history of cultures associated with the target language and analyzing their historical and contemporary significance; and analyzing the nature and significance of historical interactions between the cultures associated with the target language and other cultures.

**Understand geographic, economic, social, and political features of contemporary cultures associated with the target language, including the ways in which values influence these features.**

Includes relating natural geographic features (e.g., climate, location, natural resources) of nations using the target language to the economies of these nations (e.g., mineral and agricultural products, commercial relations with other nations); analyzing major features of the economic systems of nations using the target language (e.g., the roles of free-market institutions or central planning); understanding key features and processes associated with governmental institutions of nations using the target language and their historical or cultural significance; and understanding characteristic features of daily life in nations in which the target language is the major vehicle of communication.

**Understand literature, the nonliterary arts, science, and technology as aspects of cultures associated with the target language.**

Includes associating major movements, writers, and works in the literature of the target language and understanding their cultural significance; understanding characteristic forms and elements of the visual arts and music of cultures associated with the target language and their cultural significance; and recognizing scientific and technological achievements (historical or contemporary) of cultures associated with the target language and understanding their cultural significance.

**WRITTEN EXPRESSION**

**Write a well-organized passage of several paragraphs (approximately 300–500 words) that is appropriate in style and diction for a given audience, purpose, and occasion and that communicates a message effectively through use of a range of vocabulary, idiomatic expressions, and simple and complex linguistic constructions.**

Passages may include, for example, a letter to a professor requesting a recommendation for a particular job or program of study, including the writer's reasons for being interested in the job or academic program; an account describing to a teacher or other acquaintance the reasoning behind a significant personal decision; or a letter of thanks written to an appropriate audience in the target culture (e.g., a family with whom the writer has spent a summer as an exchange student).

**ORAL EXPRESSION**

**In response to a prompt, construct connected oral discourse in the target language that communicates a message effectively and that demonstrates command of a range of vocabulary, idiomatic expressions, and simple and complex language structures.**

Responses may include, for example, describing events or actions in tenses appropriate to the task; discussing advantages and disadvantages of an idea or proposed course of action; or responding to a hypothetical situation (e.g., a traffic accident) by explaining or describing events or by requesting assistance.

The PLACE French test consists of four sections: 1) a listening section with multiple-choice questions, 2) a reading section with multiple-choice questions, 3) a written assignment section, and 4) a speaking section. The first three sections will be administered in a regular examination room. The speaking section (Section Four) is contained in a separate test booklet and may be administered in a separate room. The directions for each section appear immediately before that section.

## PRACTICE QUESTIONS AND PERFORMANCE ASSIGNMENTS: FRENCH

### DIRECTIONS FOR SECTION ONE

The first section of the test contains selected-response questions that involve listening to an audiotape. Each listening passage will begin with directions that will tell you what to listen for. The directions will be read aloud on the tape. They are also printed in your test booklet. Listen carefully to the tape and follow along in your test booklet. Ample time is provided between questions for your response. Unless otherwise indicated, each listening passage will be read twice.

The tape cannot be stopped nor can any section be replayed. Therefore, listen carefully. If you have any questions or if you cannot hear this tape clearly, please raise your hand now.

1. Listen carefully to the following question to determine an appropriate response.

(You will hear:)

Saviez-vous que les Martin avaient l'intention de déménager?

Now answer the question.

(You will read in the test booklet:)

Quelle est la bonne réponse?

- A. Non. Simone ne peut plus faire le ménage à cause de son arthrite.
- B. Oui. Ils comptent s'installer à Grasse où le climat est plus doux.
- C. Oui. Ils ont aussi fait repeindre leur maison.
- D. Non. Ils ont passé leurs vacances à St. Martin l'été passé.

2. Listen carefully to the following telephone message to determine an appropriate response.

(You will hear:)

Salut, Isabelle! Ici Francis. Écoute, chérie, je ne pourrai pas rentrer avant sept heures, mais si tu veux, je t'invite au restau dès mon retour. Ça t'évitera toute une préparation et nous pourrons passer une soirée agréable ensemble avant de récupérer les gosses demain chez Agnès. Ça te va? Tu veux lui passer un coup de fil pour confirmer l'heure de notre arrivée? À très bientôt, alors. Disons à 7h30. Je t'embrasse très fort.

Now answer the question.

(You will read in the test booklet:)

Quelles sont les intentions de Francis?

- A. Il veut aider sa femme à préparer une soirée au restaurant pour leurs enfants.
- B. Il va arriver en retard et demande à sa femme d'aller chercher leurs enfants chez Agnès.
- C. Il veut que sa femme fasse des réservations au restaurant pour 17h30.
- D. Il ne rentrera qu'à 19h30 et il propose à sa femme d'aller dîner au restaurant avec lui.

3. Listen carefully to the following conversation to determine the relationship between the two speakers.

(You will hear:)

[female voice] Vous avez choisi?

[male voice] Pas encore. Qu'est-ce que vous pourriez nous proposer?

[female voice] Les poires Belle Hélène et les religieuses au chocolat sont très bonnes.

[male voice] Entendu. Une de chaque, alors.

Now answer the question.

(You will read in the test booklet:)

Quel rapport social existe-t-il entre la femme qui parle et les personnes à qui elle parle?

- A. maîtresse de maison à invité
- B. serveuse à client
- C. mère à enfant
- D. professeur à étudiant

4. Read the passage below; then answer the question that follows.

Le logement est un des facteurs essentiels à la réussite des étudiants pendant un séjour linguistique à l'étranger. Il s'agit donc d'identifier la situation la plus convenable. Les résidences universitaires, ainsi que les foyers, offrent une communauté déjà établie. Néanmoins, si les étudiants ont déjà les capacités d'adaptation nécessaires, vivre chez une famille assure un apprentissage non seulement linguistique mais aussi culturel. La troisième possibilité, celle de vivre seul, ne convient qu'à des individus très indépendants, qui ne risquent pas de s'isoler.

Le meilleur résumé de ce passage serait:

- A. Le succès d'un séjour linguistique à l'étranger dépend entièrement du degré d'adaptabilité des étudiants.
- B. Il n'y a que l'option de vivre chez une famille qui favorise un apprentissage à la fois culturel et linguistique lors d'un séjour à l'étranger.
- C. Chaque individu en séjour linguistique contribue à la formation d'une communauté selon son type de logement.
- D. Les options de logement disponibles aux étudiants étrangers présentent différents avantages, épreuves, et opportunités.

**DIRECTIONS FOR SECTION TWO**

Section Two of this test is a reading section with selected-response questions. Read each question and record your answer on the answer sheet in the space that corresponds to the question number.

5. Read the poem below by Pierre de Ronsard; then answer the question that follows.

**Sonnet pour Sinope**

Si j'étais Jupiter, maîtresse, vous seriez  
Mon épouse Junon; si j'étais roi des ondes,  
Vous seriez ma Téthys, reine des eaux profondes,  
Et pour votre palais le monde vous auriez;

Si le monde était mien, avec moi vous tiendriez  
L'empire de la terre aux mamelles fécondes,  
Et dessus un beau coche, en longues tresses blondes,  
Par le peuple en honneur déesse vous iriez.

Mais je ne suis pas dieu, et ni ne le puis être;  
Le ciel pour vous servir seulement m'a fait naître.  
De vous seule je prends mon sort aventureux.

Vous êtes tout mon bien, mon mal, et ma fortune;  
S'il vous plaît de m'aimer, je deviendrai Neptune,  
Tout Jupiter, tout roi, tout riche et tout heureux.

Quelle phrase décrit le mieux l'intention du poète?

- A. Il veut dire que l'amour de sa bien-aimée lui rendrait aussi heureux qu'un dieu.
- B. Il veut exprimer la douleur de l'homme qui aime une femme frivole et qui ne possède pas le pouvoir de se faire aimer d'elle.
- C. Il veut dire que seuls les dieux peuvent se protéger du malheur d'aimer quand il n'y a pas d'espoir que cet amour soit mutuel.
- D. Il veut laisser entendre qu'un amour non partagé engendre l'incertitude et le désespoir.

6. Mme Jacqueline Dupont et sa fille Anne vont rendre visite au père de Mme Dupont, M. Rabutin, qui habite au Sénégal. Mme Dupont est en train de remplir une fiche pour obtenir un visa. Qu'est-ce qu'on lui demande d'écrire à la ligne 3?

Nom _____ 1	Prenom _____ 2
Nom de jeune fille _____ 3	Nationalité _____ 4
Lieu de naissance _____ 5	Date de naissance _____ 6

- A. Rabutin  
B. Dupont  
C. Anne  
D. Jacqueline
7. Choisissez la meilleure transposition à la forme *négative* de la phrase ci-dessous.

Chacun a apporté des fleurs.

- A. Personne a apporté de fleurs.  
B. Personne n'a pas apporté de fleurs.  
C. Personne n'a apporté des fleurs.  
D. Personne n'a apporté de fleurs.

8. Complétez la phrase ci-dessous avec le groupe de mots justes.

Quand \_\_\_\_\_ au lycée, \_\_\_\_\_ une fois un prix scolaire.

- A. j'étais / j'ai gagné
- B. j'ai été / je gagnais
- C. j'étais / je gagnais
- D. j'ai été / j'ai gagné

9. Read the excerpt below from a student's composition; then select the answer with the appropriate revisions.

Émilie et moi ont étudié français pour deux ans.

- A. Émilie et moi ont étudié le français depuis deux ans.
- B. Émilie et moi étudient le français depuis deux ans.
- C. Il y a deux ans qu'Émilie et moi, nous avons étudié le français.
- D. Ça fait deux ans qu'Émilie et moi, nous étudions le français.

10. Lesquels des événements suivants font que Charles de Gaulle est considéré comme l'un des chefs d'Etat les plus importants de l'histoire française moderne?

- I. son rôle comme chef de la Résistance à Londres pendant la deuxième guerre mondiale
- II. la fin de la guerre d'Algérie et l'octroi de leur indépendance aux anciennes colonies d'Afrique du Nord
- III. la fin de la guerre d'Indochine
- IV. la nouvelle constitution qui établit la Cinquième République et restaura la stabilité du gouvernement français
- V. la fin des émeutes et des grèves de 1968

- A. I et III
- B. I, II, et IV
- C. II, IV, et V
- D. II et V

11. La vie quotidienne en France au mois d'août est marquée par le fait que:
- A. les prix sont généralement plus bas que pendant le reste de l'année.
  - B. beaucoup de restaurants et de magasins sont fermés pour le congé annuel.
  - C. l'année scolaire recommence pour les élèves des écoles publiques.
  - D. les élections des députés à l'Assemblée Nationale ont lieu.
12. Le dramaturge du dix-septième siècle dont les oeuvres, telles que *Le Médecin malgré lui* et *Tartuffe* se moquaient de faiblesses humaines était:
- A. Corneille.
  - B. Molière.
  - C. Racine.
  - D. Voltaire.

**DIRECTIONS FOR SECTION THREE**

This section of the test consists of a written assignment. **The assignment can be found on the next page.** You should use your time to plan, write, review, and edit your response for the assignment.

Read the assignment carefully before you begin to work. Think about how you will organize your response. You may use any blank space in the test booklet to make notes, write an outline, or otherwise prepare your response. **However, your score will be based solely on the version of your response written in the Written Response Booklet.**

A list of suggestions is provided to help direct your response for the assignment. It is not necessary that you cover every point on the list, nor are you limited in your response to those points indicated. You are, however, required to write about the general assignment that you are given, and part of your score will be based on the degree to which you elaborate on the assignment by addressing either the suggested points or points of your choosing.

Your response to the written assignment will be evaluated based on the following criteria.

- *development*: fullness of development of topic
- *communication*: effectiveness of communication, including sociocultural appropriateness
- *coherence*: coherence and flow of language
- *vocabulary*: command of vocabulary and idiomatic expressions
- *syntax*: handling of syntax and grammatical structures
- *mechanics*: accuracy of spelling or character formation, diacritical marks, and punctuation

Your response must be written in French. Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

### Practice Written Performance Assignment

Imagine that you have a warm relationship with a family with whom you lived during a year of study in a francophone country. You have stayed in touch with them since returning to the United States, but several months have passed since you last wrote. To reestablish contact with them, write a letter in French to the parents of the family, a couple in their fifties. You may wish to include, but are not limited to, the following topics:

- reminiscences about your stay with them;
- inquiries about their health and activities;
- your own recent activities; and
- your plans for the immediate future.

## Sample Written Performance Assignment Response: Score Point 4

Denver, le 22 août

Cher Marcel, Chère Denise--

Me voici de retour chez moi après avoir passé deux mois de soi-disant à New York. La raison pour laquelle je ne vous ai pas écrit plus tôt, c'est que j'ai travaillé comme serveur à Manhattan pendant ce temps-là. Quelle expérience! Je préfère de loin votre ferme et la tranquillité de la campagne normande. Je garde un excellent souvenir de notre année ensemble, des promenades que nous avons faites, des visites des petits-enfants (comment vont Sébastien et Camille? Vous les embrasserez pour moi!) et des tartes aux pommes tradition maison. J'ai essayé d'en faire ici, en suivant votre recette, mais comme les ingrédients ne sont pas exactement les mêmes, ça n'avait pas le même goût.

J'ai eu des nouvelles de Jean-Paul récemment. Il m'a dit que vous vous êtes fait mal en jouant à la pétanque, Marcel. Est-ce que vous vous êtes bien remis? Je suis sûr que Denise s'occupe bien de vous et j'espère que Marc et Philippe se sont déplacés pour vous donner un coup de main avec tout ce que vous avez à faire à la ferme. Comme la période de la récolte approche, vous devez être bien occupés!

Quant à moi, je ne veux plus être serveur à New York! Bien que j'aie gagné suffisamment d'argent pour aider mes parents à payer mes frais d'inscription à la fac, je n'ai pas du tout apprécié le bruit et la foule à New York. En plus, j'avais constamment l'impression d'être écrasé par les gratte-ciel. Je suis ravi de retrouver les montagnes du Colorado et de revoir ma famille. À propos, ma soeur a accouché d'une petite fille il y a deux semaines. Quelle merveille! Vous en savez des choses, avec vos enfants et vos petits-enfants!

Dans une semaine, je repartirai pour la côte est des États-Unis où je reprendrai mes études à Amherst, dans le Massachusetts. Comme c'est ma quatrième année, j'aurai peu de temps pour vous écrire régulièrement, mais sachez que je pense bien à vous.

En attendant de recevoir de vos nouvelles, je vous embrasse bien fort, ainsi que toute la famille.

### French Written Performance Assignment Scoring Scale (Test Field 08)

Score	Score Point Description
<b>4</b>	The candidate fully addresses the assigned topic and develops the topic by extensive elaboration of specific points. A message is clearly and effectively communicated in a socioculturally appropriate manner. The candidate's ideas are coherently presented, and the flow of language is smooth and varied in well-constructed sentences. The vocabulary used reflects a broad command of the language and the use of appropriate idiomatic expressions. There is control of grammar with only minor syntax errors that do not interrupt communication. There is accuracy in spelling or character formation and accuracy in the use of diacritical marks and punctuation.
<b>3</b>	The candidate adequately addresses the assigned topic, with some elaboration of specific points. The message is generally clear, but command of sociocultural aspects of the language may be uncertain. The candidate exhibits some awkwardness in phrasing of ideas. The vocabulary used is appropriate but limited in expression and word choice. There is good command of simple linguistic constructions and grammar but uneven command of more complex constructions. The writer makes few errors in spelling or character formation and few errors in the use of diacritical marks and punctuation.
<b>2</b>	The candidate addresses the assigned topic in a very limited way, with minimal elaboration. The candidate fails to communicate a fully understandable message. The candidate's ideas are presented in a disconnected manner that makes comprehension difficult. The vocabulary is very simple, lacking some key words and expressions. The use of grammar and syntax is so elementary that either little information is conveyed or, though the information may be advanced, its grammatical presentation is seriously flawed. The candidate makes frequent errors in spelling or character formation and punctuation.
<b>1</b>	The candidate ineffectively addresses the assigned topic, without elaborating any points. The candidate makes only a few statements, which may be unconnected. There is an inadequate command of vocabulary to communicate a complete message. The errors made in the use of grammar, syntax, spelling, and punctuation are so frequent that communication is generally very difficult to understand.
<b>U</b>	The response is "Unscorable" because the candidate provides only a few words or phrases or an illegible sample, provides no written response whatsoever, writes on a different topic, or does not use the target language.

**DIRECTIONS FOR SECTION FOUR**

For this section of the test, your spoken response to an assignment presented in your test booklet will be recorded on tape. You will read the assignment in your test booklet and have one minute to consider your response, then two minutes to speak.

Listen to the assignment carefully. Think about how you will organize your response. You may NOT write or take notes in the test booklet. **Your score will be based solely on the response you provide on the audiotape after the announcer instructs you to begin speaking.**

A list of suggestions is provided to help direct your response for the assignment. It is not necessary that you cover every point on the list, nor are you limited in your response to those points indicated. However, what you say must be relevant to the situation with which you are presented, and part of your score will be based on the degree to which you elaborate on the assignment by addressing either the suggested points or points of your choosing.

Your response to the question in this section will be evaluated based on the following criteria.

- *development*: fullness of development of topic
- *coherence*: clarity and coherence of message
- *fluency*: fluency and ease of expression
- *vocabulary*: command of vocabulary and idiomatic expressions
- *syntax*: handling of syntax and grammatical structures
- *pronunciation*: pronunciation and intonation

Your response must be spoken in French. Be sure to speak about the assigned topic. You may not use any reference materials during the test.

Once the tape has begun, it cannot be stopped, nor can you re-record your response.

When you have finished reading these directions, please look up. You will receive further instructions from your test administrator.

### Practice Oral Performance Assignment

Read the instructions below. You will have 1 minute to study these instructions. Then, when you are told to do so, begin to respond in French. You may take up to 2 minutes to complete your response. You will be told when the 2 minutes are up. You may begin studying the instructions now. You will be told when to begin speaking.

(You will read in the test booklet.)

Imagine that you are the faculty advisor to a student from a francophone country who is spending a year at your school on an exchange program. After two weeks in the United States, the student is unhappy and wants to go home. His parents telephone to express their concern and ask your advice. Speaking in French, reassure them about the situation and explain to them why you feel their child should make the effort to stay for the full year. You may wish to include, but are not limited to, the following topics:

- possible reasons for the student's discontent, and any changes that could improve the situation;
- the potential benefits to the student of a year's stay in the United States;
- what the parents might do to encourage the student to stay; and
- what the student could do to adapt more successfully to the new situation.

(You will have 1 minute to study the instructions above. Then you will have 2 minutes to respond on the audiotape.)

In responding to this particular prompt, the speaker should offer enough specific information to make the communication plausible in context—that is, to inform the parents fully about their child's situation, and to respond directly and sympathetically to the child's needs and their concerns. The language of the response should be tactful and considerate. An excellent response to the assignment would reflect the speaker's ability to use a variety of sentence structures, to handle transitions in thought without confusion or awkwardness, and to communicate gracefully, using appropriate terms and idiomatic expressions and avoiding errors in syntax and usage.

### French Oral Performance Assignment Scoring Scale (Test Field 08)

Score	Score Point Description
<b>4</b>	The candidate fully addresses the assigned topic and develops the topic by extensive elaboration of specific points. The candidate delivers a consistently clear message. The candidate speaks fluently and uses a variety of sentences. The speaker's vocabulary displays mastery of a broad vocabulary, including appropriate idiomatic expressions. The speaker handles simple and complex linguistic constructions, making only minor grammatical errors that do not interfere with communication. The speaker exhibits good to excellent pronunciation and intonation.
<b>3</b>	The candidate adequately addresses the assigned topic, with some elaboration of a few points. The candidate generally delivers a clear message. The candidate speaks with some hesitation, using a limited variety of sentence structures. The speaker uses appropriate but limited idiomatic expressions and vocabulary. The speaker shows good command of simple linguistic constructions, with some errors in more complex statements, and makes noticeable grammatical errors that cause minor interruptions in intelligibility. There are minor mistakes in pronunciation and intonation that do not interfere with communication.
<b>2</b>	The candidate addresses the assigned topic in a very limited way, with minimal elaboration. The candidate delivers a message that is intermittently difficult to understand. The candidate speaks with frequent hesitation, using simple and repetitive sentence structures. The speaker uses very simple vocabulary, lacking some key words and expressions. The speaker handles only simple linguistic constructions, with uneven command, and makes frequent grammatical errors that significantly impede comprehension. Pronunciation and intonation are sufficiently faulty to make comprehension sometimes difficult.
<b>1</b>	The candidate inadequately addresses the assigned topic, without elaborating any points. The candidate generally fails to communicate a clear message. The speaker hesitates frequently, making speech sound fragmented and choppy. The speaker exhibits inadequate command of vocabulary to communicate a complete message. The speaker shows little command of basic elements of sentence structure, grammar, and syntax. Frequent errors are made in pronunciation and intonation, making speech generally very difficult to understand.
<b>U</b>	The oral response is "Unscorable" because the candidate is not heard to speak at all, speaks only one or two unconnected utterances, speaks on a different topic, or does not use the target language.

## ANSWER KEY: FRENCH



<b>Question Number</b>	<b>Correct Response</b>	<b>Objective</b>
1.	<b>B</b>	Understand spoken questions or other oral messages.
2.	<b>D</b>	Derive essential information from oral messages in real-life situations.
3.	<b>B</b>	Infer meaning from oral communications.
4.	<b>D</b>	Understand the literal content of a variety of authentic materials.
5.	<b>A</b>	Apply skills of inference and interpretation in a variety of authentic materials.
6.	<b>A</b>	Select words, phrases, or sentences, including idiomatic expressions, to complete passages in the target language.
7.	<b>D</b>	Transform sentences or passages in context according to given instructions.
8.	<b>A</b>	Analyze sentences to determine grammatically correct words or phrases to complete them.
9.	<b>D</b>	Revise written passages to correct errors in structure and syntax that interfere with accurate communication.
10.	<b>B</b>	Understand major developments in the history of cultures associated with the target language and the cultural significance of these developments.
11.	<b>B</b>	Understand geographic, economic, social, and political features of contemporary cultures associated with the target language, including the ways in which values influence these features.
12.	<b>B</b>	Understand literature, the nonliterary arts, science, and technology as aspects of cultures associated with the target language.