Teaching and Assessing Presentational Communication in AP® French Language and Culture

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Overview

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I. Where Does Presentational Communication Fit In?
## Exam Sections

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<th>Time</th>
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<td><strong>Section I: Multiple Choice</strong></td>
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<td>Part A Interpretive Communication: Print Texts</td>
<td>30 questions</td>
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<td>Interpersonal Writing: E-mail Reply</td>
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II. Learning Objectives and Achievement Level Descriptions
Presentational Writing

Learning Objectives & Achievement Level Descriptions

Learning Objectives for Written Presentational Communication

Primary Objectives: The student plans and produces written presentational communications.

- The student produces a variety of creative writings (e.g., original story, personal narrative, script).
- The student retells or summarizes information in narrative form, demonstrating a consideration of audience.
- The student produces persuasive essays.
- The student produces expository writing, including researched reports.
- The student uses reference tools, acknowledges sources, and cites them appropriately.
- The student self-edits written work for content, organization, and grammar.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

Achievement Level Descriptions for Written Presentational Communication

Achievement Level 5

(a) Discourse and development. When planning, producing, and presenting written presentational communications, students at Achievement Level 5 use paragraph-length discourse with mostly appropriate use of cohesive devices to report, explain, and narrate on a range of familiar topics. They integrate content from multiple sources to support their presentation.

(b) Strategies. These students employ a variety of strategies to clarify and elaborate the content of the presentation; self-correction is mostly successful.

(c) Language structures. These students use a variety of simple and compound sentences and some complex sentences in major time frames. Errors do not impede comprehensibility.
Presentational Writing
Achievement Level Descriptions (continued)

(c) Vocabulary. These students use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They use some culturally appropriate vocabulary and idiomatic expressions.

(e) Writing conventions. They demonstrate consistent use of standard conventions of the written language (e.g., capitalization, orthography, accents). Errors do not impede comprehensibility.

(f) Register. Their choice of register is appropriate for the audience, and its use is consistent despite occasional errors.

(g) Cultures, connections, and comparisons. These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) Discourse and development. When planning, producing, and presenting written presentational communications, students at Achievement Level 4 use mostly paragraph-length discourse with appropriate use of some cohesive devices to explain, express opinions, describe, and narrate on familiar topics. They summarize multiple sources with limited integration of content to support their presentation.

(b) Strategies. These students employ some communication strategies appropriately, such as paraphrasing and clarification; self-editing is often successful.

(c) Language structures. They use simple and compound sentences and a few complex sentences with some accuracy; errors do not impede comprehensibility.

(d) Vocabulary. They use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.

(e) Writing conventions. They demonstrate generally consistent use of standard conventions of the written language (e.g., capitalization, orthography, accents); errors do not impede comprehensibility.

(f) Register. Errors in choice of register are infrequent, yet shifts between formal and informal registers may occur.

(g) Cultures, connections, and comparisons. They describe in some detail products or practices of the target culture(s), yet they may identify perspectives of the target culture(s) with some inaccuracies. They may compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.
Presentational Writing

Achievement Level Descriptions (continued)

Achievement Level 3

(a) Discourse and development. When planning, producing, and presenting written presentational communications, students at Achievement Level 3 use strings of sentences and a few basic cohesive devices to express personal opinions, describe, and narrate on familiar topics. They summarize content from sources to support their presentation.

(b) Strategies. These students may employ some communication strategies appropriately, such as paraphrasing and clarification; self-editing is occasionally successful.

(c) Language structures. They produce simple and compound sentences with the most accuracy in the present time and some accuracy in other time frames. Errors may impede comprehensibility.

(d) Vocabulary. These students use vocabulary from familiar thematic word groups and occasionally incorporate some culturally appropriate and idiomatic expressions.

(e) Writing conventions. Their use of standard conventions of the written language (e.g., capitalization, orthography, accents) is inconsistent, which may cause confusion for the reader.

(f) Register. Their choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.

(g) Cultures, connections, and comparisons. They identify some cultural products and practices of the target culture(s) and may identify a few common perspectives. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

(a) Discourse and development. When planning, producing, and presenting written presentational communications, students at Achievement Level 2 use strings of sentences to express personal opinions, describe, and narrate on topics of personal interest. They summarize sources without supporting the presentation.

(b) Strategies. These students employ limited presentational strategies to clarify meaning efforts at self-editing usually fail.

(c) Language structures. They produce simple sentences with some accuracy in the present time. Their control of basic structures is inconsistent; errors impede comprehensibility.

(d) Vocabulary. Students at this level use vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
Presentational Writing

Achievement Level Descriptions (continued)

(c) Writing conventions. Their writing shows little use of standard conventions of the written language (e.g., capitalization, orthography, accents).

(f) Register. These students communicate mainly using the familiar register.

(g) Cultures, connections, and comparisons. These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.
Presentational Speaking
Learning Objectives & Achievement Level Descriptions

Presentational Communication
The Presentational Mode is characterized by the creation of messages in a manner that facilitates interpretation by members of the target culture where no direct opportunity for the active negotiation of meaning exists.

Learning Objectives for Spoken Presentational Communication

Primary Objective: The student plans, produces, and presents spoken presentational communications.

- The student produces a variety of creative oral presentations (e.g., original story, personal narrative, speech, performance).
- The student retells or summarizes information in narrative form, demonstrating a consideration of audience.
- The student creates and gives persuasive speeches.
- The student expounds on familiar topics and those requiring research.
- The student uses reference tools, acknowledges sources, and cites them appropriately.
- The student self-monitors and adjusts language production.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

Achievement Level Descriptions for Spoken Presentational Communication

Achievement Level 5
(a) Discourse and development. When planning, producing, and presenting spoken presentational communications, students at Achievement Level 5 use paragraph-length discourse with mostly appropriate use of cohesive devices to report, explain, and narrate on a range of familiar topics. They develop ideas by showing evidence of synthesis and interpretation of background information.

(b) Strategies. These students employ a variety of strategies to clarify and elaborate content of presentation; self-correction is mostly successful.

(c) Language structures. These students use a variety of simple and compound sentences and some complex sentences in major time frames. Errors do not impede comprehensibility.
Presentational Speaking
Achievement Level Descriptions (continued)

(d) Vocabulary. These students use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They use some culturally appropriate vocabulary and idiomatic expressions.

(e) Pronunciation. Their pronunciation and intonation patterns, pacing, and delivery are comprehensible to an audience unaccustomed to interacting with language learners.

(f) Register. Their choice of register is usually appropriate for the audience, and its use is consistent despite occasional errors.

(g) Cultures, connections, and comparisons. These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) Discourse and development. When planning, producing, and presenting spoken presentational communications, students at Achievement Level 4 use mostly paragraph-length discourse with appropriate use of some cohesive devices to explain, express opinions, describe, and narrate on familiar topics. Their work shows some evidence of ideas that are developed and supported with examples.

(b) Strategies. These students may employ some communication strategies appropriately, such as paraphrasing and clarification; self-correction is often successful.

(c) Language structures. They use simple and compound sentences and a few complex sentences with some accuracy; errors do not impede comprehensibility.

(d) Vocabulary. They use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.

(e) Pronunciation. Their pronunciation, intonation, pacing, and delivery are mostly comprehensible to an audience accustomed to interacting with language learners; errors do not impede comprehensibility.

(f) Register. Their choice of register is usually appropriate for the audience, and some shifts between formal and informal registers occur.

(g) Cultures, connections, and comparisons. These students describe, in some detail, products or practices of the target culture(s), yet they may identify perspectives of the target culture(s) with some inaccuracies. They may compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.
Presentational Speaking
Achievement Level Descriptions (continued)

**Presentational Speaking**

**Achievement Level Descriptions**

**Achievement Level 3**

(a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 3 use strings of sentences and a few basic cohesive devices to express personal opinions, describe, and narrate on familiar topics. They show evidence of some development of ideas and basic structural organization (introduction, argument, and conclusion).

(b) **Strategies.** These students employ limited communication strategies, such as repetition and emphasis; self-correction is occasionally successful.

(c) **Language structures.** They produce simple and compound sentences with the most accuracy in the present time and some accuracy in other time frames. Errors may impede comprehensibility.

(d) **Vocabulary.** These students use vocabulary from familiar thematic word groups and occasionally incorporate some culturally appropriate and idiomatic expressions.

(e) **Pronunciation.** Their pronunciation and intonation are comprehensible to an audience accustomed to interacting with language learners, yet errors occasionally impede comprehensibility.

(f) **Register.** Their choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.

(g) **Cultures, connections, and comparisons.** They identify some cultural products and practices of the target culture(s) and may identify a few common perspectives. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

**Achievement Level 2**

(a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 2 use strings of sentences to express personal opinions, describe, and narrate on topics of personal interest. There is little evidence of development of ideas, and structural organization may be lacking.

(b) **Strategies.** They seldom recognize errors, and attempts at self-correction usually fail.

(c) **Language structures.** They produce simple sentences with some accuracy in the present time. Their control of basic structures is inconsistent; errors impede comprehensibility.

(d) **Vocabulary.** Students at this level use vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.

(e) **Pronunciation.** Their pronunciation and intonation are mostly comprehensible to an audience accustomed to interacting with language learners; errors impede comprehensibility.
Presentational Speaking

Achievement Level Descriptions (continued)

(f) **Register.** These students communicate mainly using the familiar register.

(g) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

**Achievement Level 1**

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.
III. Integrated-Skills Assessments
Integrated-Skills Assessment

Presentational Writing

Students write a persuasive essay on a specific topic. They present the viewpoints expressed in a print source and an audio source while stating and supporting their own viewpoint on the topic. Students also cite information from a third source (chart, map with text, or table) as support.

Opinions on the topic in the print and audio sources are different.

Third source does not necessarily present an opinion.

Print source (journalistic article or literary text)

Audio source (interview, report, or announcement)
Integrated-Skills Assessment

Presentational Writing

- Written summary of print piece (article, letter to editor, literary excerpt) that presents opinion on particular issue

- Third source (no opinion necessary)

- Followed by summary of audio piece (radio show, podcast, public service announcement) on particular topic

- Followed by opinion of student on the issue

- Combines listening and writing
Integrated-Skills Assessment

Presentational Speaking

Students plan and give a two-minute oral presentation on a topic related to one of the six course themes. In the presentation, students first use description and narration to talk about their own experiences concerning the topic. Then, they make a comparison to something they have learned about the French-speaking world in relation to the topic. There is no source material/stimulus, only a prompt; students may cite examples from class readings or discussions, personal observations, life experiences, and the like.
Integrated-Skills Assessment

Presentational Speaking

• Oral presentation about cultural tradition (e.g. a holiday, a rite of passage) in which student compares his/her culture/community/family experiences to an area of French-speaking world about which student knows something

• Student cites examples from reading or films/programs viewed, class discussions, personal observations, life experiences

• Combines speaking with other skills
IV. Sample Exam Items
Sample Exam Items

Presentational Writing

Approximately 55 minutes

Presentational Writing: Persuasive Essay

You will write a persuasive essay to submit to a French writing contest. The essay topic is based on three accompanying sources that present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay.

In your persuasive essay, you should present the sources’ different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

Vous allez écrire un essai persuasif pour un concours d'écriture de langue française. Le sujet de l'essai est basé sur trois sources co-jointes, qui présentent des points de vue différents sur le sujet et qui comprennent à la fois du matériel audio et imprimé. Vous aurez d'abord 6 minutes pour lire le sujet de l'essai et le matériel imprimé. Ensuite, vous écoutez l'audio deux fois; vous devriez prendre des notes pendant que vous écoutez. Enfin, vous aurez 40 minutes pour préparer et écrire votre essai.

Dans votre essai, vous devriez présenter les points de vue différents des sources sur le sujet et aussi indiquer clairement votre propre point de vue que vous défendrez à fond. Utilisez les renseignements fournis par toutes les sources pour soutenir votre essai. Quand vous ferez référence aux sources, identifiez-les de façon appropriée. Organisez aussi votre essai en paragraphes bien distincts.
• Excerpt of a letter entitled *Langue française, état d’urgence*, published in December 2009 by a collective of French labor associations

• Article describes a “state of emergency” for the French language, thus implying a “yes” response to the question posed in the essay topic

• Article is a “call to action”—the French people and government must do something to resist the ever-increasing presence of American English in France

• Several examples are cited of the “invasion” of American English in various domains of French professional life (business, scientific research, academia)
Sample Exam Items
Presentational Writing (continued)
Approximately 55 minutes

Thème du cours: La quête de soi
Vous aurez 6 minutes pour lire le sujet de l'essai, la source numéro 1 et la source numéro 2.

Sujet de l'essai:
Faut-il protéger la langue française contre l'anglais?

Source numéro 1
Introduction
Dans cette sélection, il s'agit de la défense de la langue française. Extrait suivant est tiré d'une lettre originale publiée le 7 décembre 2009 en France par un collectif d'associations.

Langue française: état d'urgence
L'heure est venue d'appeler tous les citoyens à la résistance linguistique.
Non seulement nous appelons à un débat, mais aussi à un engagement pour sauver la langue française.

L'effondrement de la langue française est une urgence linguistique.

Depuis longtemps, nous constatons une yatine de la langue française.

La langue française est menacée par l'anglais, qui s'impose de plus en plus dans le quotidien de la majorité des Français.

Le dialogue international est aujourd'hui dominé par l'anglais, qui a pris une place prépondérante dans les médias, les affaires et les sciences.

Voyons aussi les effets de la mondialisation, qui ont amené un affaiblissement de la langue française.

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• Graphic published in Le Monde in December 2009, based on data provided by the translation offices of the European Commission

• Graphic shows change over time (1996-2007) in the percentage of documents originally written in English, French, German, and “other” languages submitted for translation
Sample Exam Items

Presentational Writing (continued)

Approximately 55 minutes
• Excerpt of a lecture entitled “Renouveau et perspectives de la langue française,” given in February 2009 by Bernard Cerquiglini, an expert in the history of the French language

• Cerquiglini’s comments imply a “no” response to the question posed in the essay topic

• He explains that throughout the history of the French language, the presence of foreign words has been a sign of its vitality

• There are not any more foreign words now in French than there were in the past; the words are just different (coming mainly from English instead of Latin, for example)
Sample Exam Items
Presentational Writing (continued)
Approximately 55 minutes

Source numéro 3
Vous aurez 30 secondes pour lire l'introduction.

Introduction
Dans cette sélection il s'agit de la vitalité de la langue française. La conférence originale intitulée *Renouveau et perspectives sur la langue française* a été publiée le 15 février 2009 en France par Bernard Cerquiglini, professeur de linguistique. Il parle de la présence des mots étrangers dans la langue française. La sélection dure à peu près deux minutes et demie.

**Script**

(N) Vous avez une minute pour lire les instructions pour cet exercice.

(1 minute)

(N) Vous allez maintenant commencer cet exercice.

(N) Vous avez six minutes pour lire le sujet de l'exercice, la source numéro un et la source numéro deux.

(6 minutes)


(30 seconds)

(N) Maintenant écoutez la source numéro trois.

(MA) Y a-t-il en effet beaucoup de mots étrangers dans la langue française?

Egalement, il faut raison garder. De même que les travaux de sociolinguistique, certaines montrent qu'il n'y a pas plus d'étrangers en France aujourd'hui qu'en 1930 et que si l'on prend des cycles, des cycles depuis la fin du Moyen Âge, je pense aux travaux de Jacques Verrier, jusqu'à nous, on est dans une constante. De même, mon laboratoire qui a fait des analyses depuis plusieurs siècles, il n'y a pas plus de mots étrangers dans la langue française actuellement qu'il y en avait au 19ème siècle ou au 18ème siècle. Pas plus, ils sont différents, c'est tout.

(MA) Ouvrez Marcel Proust, La langue de Proust est l'anglaise d'origine. Ce ne sont pas les mêmes qu'aujourd'hui. On ne dirait plus aujourd'hui «Jean était très smart ce soir-là». Proust disait comme ça, bien, on dit autrement.

Bien, disant plus que, il y a toujours eu une, la seule langue qui réprime pas de mots étrangers c'est une langue morte. Le français a donné 40% de son vocabulaire au moins à l'anglais. Eh bien, les Anglais sont gens aimables et courtois. Ils nous les rendent, c'est pas grave, bien, ils nous les rendent. On leur donne «tunnel», ils nous rendent "tunnel", nous en faisons «tunnel», c'est une sorte de ping pong sur la Manche. C'est un signe de vitalité. Bien, bien, «paquet», «tunnel» viennent de l'anglais, beaucoup de mots anglais viennent du français ainsi de suite. Et d'ailleurs encore une fois, jusqu'à vers 1930 c'était l'Italien qui avait donné le plus de mots au français. La liste est extrêmement longue des des mots qui viennent de l'Italien. Donc, il y a des emprunts constants, des échanges et ceux-ci quand ils s'installent, sont nécessaires après tout, nous avons eu besoin de constituer un vocabulaire des chemins de fer. Les chemins de fer avaient commencé en Anglienne, et bien, on a compris «wagon», «tunnel», «train» ainsi de suite, qui sont devenus de braves et mots beaux français. Le reste, ce sont des mots à la mode, ou comme disait Cuvellier le passé de la mode, c'est que ça se démène. Et je disons tout à
Sample Exam Items
Presentational Writing (continued)
Approximately 55 minutes
Sample Exam Items
Presentational Speaking

Presentational Speaking: Cultural Comparison

You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.

In your presentation, compare your own community to an area of the French-speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the French-speaking world. You should also organize your presentation clearly.

Vous allez faire un exposé pour votre classe sur un sujet spécifique. Vous aurez 4 minutes pour lire le sujet de présentation et préparer votre exposé. Vous aurez alors 2 minutes pour l’enregistrer.

Thème du cours: La vie contemporaine

Sujet de présentation:
Quelle est l'attitude des gens de votre communauté en ce qui concerne l'importance des études supérieures? Comparez vos observations des communautés où vous avez vécu avec vos observations d'une région du monde francophone que vous connaissez. Dans votre exposé, vous pouvez faire référence à ce que vous avez étudié, vécu, observé, etc.

Script

(N) Vous avez une minute pour lire les instructions pour cet exercice.

(1 minute)

(N) Vous allez maintenant commencer cet exercice.

(N) Vous aurez quatre minutes pour lire le sujet de présentation et pour préparer votre exposé.

(4 minutes)

(N) Vous aurez deux minutes pour enregistrer votre réponse. Appuyez sur "Record" ou relâchez la touche "Pause" maintenant. Commencez à parler après la tonalité.

TONE

(2 minutes)

TONE

Targeted Learning Objectives:
- The student plans, produces, and presents spoken presentational communications.
- The student expounds on familiar topics and those requiring research.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, and/or political).
V. Characteristics of Strong Responses and Scoring Guidelines
• Students organize responses into clear paragraphs with effective transitions

• Students cite at least one specific and relevant example from each of the three sources and are able to provide some elaboration

• Students offer more than a general summary statement of each source but integrate specific examples into discussion of essay topic
Presentational Writing

Characteristics of STRONG Responses (continued)

• Students not required to dedicate equal time or space in essays to each of the three sources and to their own viewpoints

• Students will present examples from all three sources and also state and briefly support their opinions on subject with specific and relevant comments or examples
### Scoring Guidelines

#### Presentational Writing

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Strong</td>
</tr>
<tr>
<td></td>
<td>- Thorough and effective treatment of topic, including supporting details and relevant references to all sources</td>
</tr>
<tr>
<td></td>
<td>- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility</td>
</tr>
<tr>
<td></td>
<td>- Varied and appropriate vocabulary and idiomatic expressions</td>
</tr>
<tr>
<td></td>
<td>- Control of time frames, accuracy and variety in grammar, syntax, and usage, with few errors</td>
</tr>
<tr>
<td></td>
<td>- Organized essay, effective use of transitional elements or cohesive devices</td>
</tr>
<tr>
<td></td>
<td>- Variety of simple and compound sentences, and some complex sentences</td>
</tr>
<tr>
<td>4</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>- Effective treatment of topic, including some supporting details and mostly relevant references to all sources</td>
</tr>
<tr>
<td></td>
<td>- Fully understandable, with some errors, which do not impede comprehensibility</td>
</tr>
<tr>
<td></td>
<td>- Generally appropriate vocabulary, including some idiomatic expressions</td>
</tr>
<tr>
<td></td>
<td>- Accurate use of present time and mostly accurate use of other time frames; general control of grammar, syntax, and usage</td>
</tr>
<tr>
<td></td>
<td>- Organized essay, some effective use of transitional elements or cohesive devices</td>
</tr>
<tr>
<td></td>
<td>- Simple, compound, and a few complex sentences</td>
</tr>
<tr>
<td>3</td>
<td>Fair</td>
</tr>
<tr>
<td></td>
<td>- Competent treatment of topic, including a few supporting details and references to all sources</td>
</tr>
<tr>
<td></td>
<td>- Generally understandable, with errors that may impede comprehensibility</td>
</tr>
<tr>
<td></td>
<td>- Sufficient vocabulary, including a few idiomatic expressions</td>
</tr>
<tr>
<td></td>
<td>- Mostly accurate use of present time and some accuracy in other time frames; some control of grammar, syntax, and usage</td>
</tr>
<tr>
<td></td>
<td>- Some organization; limited use of transitional elements or cohesive devices</td>
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<tr>
<td></td>
<td>- Simple and a few compound sentences</td>
</tr>
<tr>
<td>2</td>
<td>Weak</td>
</tr>
<tr>
<td></td>
<td>- Inadequate treatment of topic, consisting mostly of statements with no development; references to sources may be inaccurate; may not refer to all sources</td>
</tr>
<tr>
<td></td>
<td>- Partially understandable, with errors that force interpretation and cause confusion for the reader</td>
</tr>
<tr>
<td></td>
<td>- Limited vocabulary and idiomatic expressions</td>
</tr>
<tr>
<td></td>
<td>- Some accuracy in present time and little or no accuracy in other time frames; limited control of grammar, syntax, and usage</td>
</tr>
<tr>
<td></td>
<td>- Inadequate organization; ineffective use of transitional elements or cohesive devices</td>
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<td></td>
<td>- Simple sentences and phrases</td>
</tr>
<tr>
<td>1</td>
<td>Poor</td>
</tr>
<tr>
<td></td>
<td>- Little or no treatment of topic; may consist mostly of repetition of sources or may not refer to any sources</td>
</tr>
<tr>
<td></td>
<td>- Barely understandable, with frequent or significant errors that impede comprehensibility</td>
</tr>
<tr>
<td></td>
<td>- Very few vocabulary resources</td>
</tr>
<tr>
<td></td>
<td>- Little or no control of grammar, syntax, usage, and time frames</td>
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<tr>
<td></td>
<td>- Little or no organization; absence of transitional elements and cohesive devices</td>
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<tr>
<td></td>
<td>- Simple sentences or fragments</td>
</tr>
<tr>
<td>0</td>
<td>Unacceptable</td>
</tr>
<tr>
<td></td>
<td>- Mere restatement of language from the prompt</td>
</tr>
<tr>
<td></td>
<td>- Clearly does not respond to the prompt; completely irrelevant to the topic</td>
</tr>
<tr>
<td></td>
<td>- “Je ne sais pas.” “Je ne comprends pas.” or equivalent</td>
</tr>
<tr>
<td></td>
<td>- Not in the language of the exam</td>
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<tr>
<td></td>
<td>- Blank</td>
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</tbody>
</table>
Presentational Speaking

Characteristics of STRONG Responses

- Presentations are organized and effectively address topic by including examples that represent both sides of cultural comparison (i.e. students’ family, school or community and an area of the French-speaking world)

- Examples need not be numerous—if well described, one example for each side of the comparison is sufficient—and students do not have to dedicate equal time to each side of the comparison

- Examples cited are specific (i.e. not merely cultural stereotypes or generic statements), relevant to the topic, and students are able to provide some elaboration
### Scoring Guidelines

**Presentational Speaking**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5 Strong</strong></td>
<td>Thorough and effective treatment of topic, including supporting details and relevant examples. Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility. Varied and appropriate vocabulary and idiomatic expressions. Control of time frames; accuracy and variety in grammar, syntax, and usage, with few errors. Consistent use of register appropriate for audience. Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility. Organized presentation; effective use of transitional elements or cohesive devices. Clarification or self-correction (if present) improves comprehensibility.</td>
</tr>
<tr>
<td><strong>4 Good</strong></td>
<td>Effective treatment of topic, including some supporting details and mostly relevant examples. Fully understandable, with some errors, which do not impede comprehensibility. Generally appropriate vocabulary, including some idiomatic expressions. Accurate use of present time and mostly accurate use of other time frames; general control of grammar, syntax, and usage. Consistent use of register appropriate for audience except for occasional shifts. Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility. Organized presentation; some effective use of transitional elements or cohesive devices. Clarification or self-correction (if present) usually improves comprehensibility.</td>
</tr>
<tr>
<td><strong>3 Fair</strong></td>
<td>Competent treatment of topic, including a few supporting details and examples. Generally understandable, with errors that may impede comprehensibility. Sufficient vocabulary, including a few idiomatic expressions. Mostly accurate use of present time and some accuracy in other time frames; some control of grammar, syntax, and usage. Use of register may be inappropriate, several shifts occur. Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility. Some organization; limited use of transitional elements or cohesive devices. Clarification or self-correction (if present) sometimes improves comprehensibility.</td>
</tr>
<tr>
<td><strong>2 Weak</strong></td>
<td>Inadequate treatment of topic, consisting mostly of statements with no development; examples may be inaccurate. Partially understandable, with errors that force interpretation and cause confusion for the listener. Limited vocabulary and idiomatic expressions. Some accuracy in present time and little or no accuracy in other time frames; limited control of grammar, syntax, and usage. Use of register is generally inappropriate for audience. Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility. Inadequate organization; ineffective use of transitional elements or cohesive devices. Clarification or self-correction (if present) usually does not improve comprehensibility.</td>
</tr>
</tbody>
</table>
### Scoring Guidelines

**Presentational Speaking** (continued)

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1 Poor | - Little or no treatment of topic; may not include examples  
- Barely understandable, with frequent or significant errors that impede comprehensibility  
- Very few vocabulary resources  
- Little or no control of grammar, syntax, usage, and time frames  
- Little or no control of register  
- Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility  
- Little or no organization; absence of transitional elements and cohesive devices  
- Clarification or self-correction (if present) does not improve comprehensibility; does not recognize errors |
| 0 Unacceptable | - Mere restatement of language from the prompt  
- Clearly does not respond to the prompt; completely irrelevant to the topic  
- “Je ne sais pas.” “Je ne comprends pas.” or equivalent  
- Not in the language of the exam  
- Blank (although recording equipment is functioning) |
VI. Instructional Goals
Instructional Goals

Presentational Writing

- Paragraph organization (introduction; points of view of sources with examples; point of view of student with examples; conclusion)
- Appropriate examples (cited or paraphrased)
- Transitional apparatus
- Variety of discursive functions: summarize, describe, explain, recount, compare, convince
Instructional Goals

Presentational Speaking

• Organization (introduction; observations re. self and community of student; observations re. Francophone community using comparison; conclusion)

• Appropriate examples from materials read, viewed, listened to, personal experiences, and observations

• Transitional apparatus

• Variety of discursive functions summarize, describe, explain, recount, compare, convince
VII. Exam-Taking Strategies
Time management: students have printed material in front of them the whole time

Print sources: for first 6 minutes, scan the article and chart, and underline examples to use in essay

Audio source: take notes in order to be able to use example or two in essay; audio played twice

Others?
Exam Strategies
Presentational Speaking

Role-Play Activity
Followed By Discussion

Use of Recommended Contexts for Exam Practice