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

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AP Annual Conference
San Francisco, CA
22 July 2011
Overview

- I. Where Does Presentational Communication Fit In?
- II. Learning Objectives and Achievement Level Descriptions
- III. Integrated-Skills Assessments
- IV. Sample Exam Items
- V. Characteristics of Strong Responses & Scoring Guidelines
- VI. Instructional Goals
- VII. Exam-Taking Strategies
I. Where Does Presentational Communication Fit In?
### Exam Sections

<table>
<thead>
<tr>
<th>Section</th>
<th>Number of Questions</th>
<th>Percent of Final Score</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
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<tr>
<td>Part A</td>
<td>30 questions</td>
<td></td>
<td>50%</td>
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<tr>
<td>Interpretive Communication : Print Texts</td>
<td></td>
<td></td>
<td>Approx. 95 minutes</td>
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<tr>
<td>Part B</td>
<td>35 questions</td>
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<tr>
<td>Interpretive Communication : Print and Audio Texts (combined)</td>
<td></td>
<td></td>
<td>Approx. 40 minutes</td>
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<tr>
<td>Interpretive Communication : Audio Texts</td>
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<tr>
<td><strong>Section II: Free Response</strong></td>
<td></td>
<td></td>
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<tr>
<td>Interpersonal Writing: E-mail Reply</td>
<td>1 prompt</td>
<td>50%</td>
<td>Approx. 85 minutes</td>
</tr>
<tr>
<td>Presentational Writing: Persuasive Essay</td>
<td>1 prompt</td>
<td></td>
<td>15 minutes</td>
</tr>
<tr>
<td>Interpersonal Speaking: Conversation</td>
<td>5 prompts</td>
<td>20 seconds for each response</td>
<td></td>
</tr>
<tr>
<td>Presentational Speaking: Cultural Comparison</td>
<td>1 prompt</td>
<td>2 minutes to respond</td>
<td></td>
</tr>
</tbody>
</table>
II. Learning Objectives and Achievement Level Descriptions
Presentational Writing

Learning Objectives & Achievement Level Descriptions
Presentational Writing

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) 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.

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 impair 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 materials. 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, yet 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)

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.
(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.
Teaching and Assessing Presentational Communication

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 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 avez 6 minutes pour lire le sujet de l’examen, la source numéro 1 et la source numéro 2.

Sujet de l’examen:
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. Elle est tirée d’un texte publié le 7 décembre 2009 en France par un collectif d’associations.

Langue française: «...»
La langue française a une longue tradition d’apporter les enfants à la réussite linguistique. Non annulée on appelle le prêtres français et à toute les francophones du monde, à tous ceux qui aspirent en on la liberté l’inégalité, la francophonie, mais aussi la littérature, la philosophie, le droit et les sciences et âtre à la langue des Tribu, Cités, Verrous et Sonneurs.

10 Depuis longtemps, on ne sait plus non seulement menacés à l’anglais-american, mais nombre de grands entreprises s’emparent de faciliter sur le plus anglais une bonne part de leur trafic linguistique. Épisode si souvent l’une le programme de maitrise que France Televisions a un enfant, il pièce l’immersion linguistique à l’aiguise dégradation de leurs conditions de travail. Dans la distribution, Carrefour, Auchan, incitent leurs produits et enregistrent à l’anglais de baisser, même par des services publics comme la SNCF, La Poste ou Air France. Exemple du «dialogue social», il est en anglais que les ouvriers de Continental-Clayton, situés dans leur cour d’usine, ont appelé leur licence collectif. Les choses ont déjà et assez, alors les français sont, que des syndicats de diverses origines sont désireux de critiquer en demandant de laisser travailler en français ou Russie.

20 Voyons aussi quelques de la recherche scientifique française des chercheurs après une entreprise étonnante de l’effet de la langue française, elle est souvent plus prête et écrivue par des chercheurs qu’en anglais-american, même par quelques traducteurs, surtout sur la musique, sur les pays en néglige de qui, aux hommes de grand âge, c’est surtout sur les jeunes, les enfants. On se voit que tout sonner de politique de modernisation linguistique, ses efforts et les privilèges qu’ils ont mis à des langues, n’est-ce pas à distinguer leur langue nationale pour mieux intégrer l’ère mondiale et des étrangers à leur matériel. Les efforts de pour, pour leur part, est voué à une discursion sur la langue française plus forte que jamais. Qu’un nouveau moyen qui est en France, les anglais commencent à utiliser leur position dans le monde, l’hebdomadaire au tout-anglais courant leur utilisation dans un travail de plus en plus dévastateur.

30 De ses coups portés, le silence des autres va être plus encore de la langue française, des petits classes jusqu’à l’éducation supérieure. Ainsi le nouveau texte de Krémé de l’Education nationale qui est aujourd’hui, tout naturellement anglais. Ainsi le chef de l’État, soucieux-dé, devrait en quelque sorte, être délégué par un langage français (francophone en anglais).
• 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 Rénoveaux 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 le sujet de l'essai, 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? Également, il faut raison garder. De même que les travaux de sociologie, d'ailleurs montrant 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 nouv, est dans une constante. De même, mon laboratoire qui a fait des analyses depuis plusieurs siècles dira : il n'y a pas plus de mots étrangers dans la langue française que dans laquelle l'anglais a donné le plus de mots à la langue française. La liste est extrêmement longue 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 sur vocabulaire des chemins de fer. Les chemins de fer avaient commencé en Angiétienne, et bien, on a emprunté «wagon», «tunnel», «rail» ainsi de suite, qui sont devenus de braves et mots beau français. Le reste, ce sont des mots à la mode, ou comme disait Cocteau le propre de la mode, c'est que ça se démode. Et je disons tout à
Sample Exam Items
Presentational Writing (continued)
Approximately 55 minutes

AP French Language and Culture Exam

l’heure que les anglicismes de Proust ne sont pas les nôtres, les miens ne sont pas ceux de mes enfants ainsi de suite, il y a pas de quoi s’inquiêter. Bien, donc, donc, qualitativement il n’y a pas d’imposition, et on parle un français tout à fait convenable à Châteauroux.

(N) Maintenant écoutez de nouveau
Repeat:
(N) Maintenant vous aurez quinze minutes pour préparer et écrire votre essai argumentatif
(45 minutes)

Targeted Learning Objectives:
• The student plans and produces written presentational communications.
• The student produces persuasive essays.
• The student demonstrates comprehension of content from authentic written and print resources.
• The student demonstrates comprehension of content from authentic visual resources.
• The student demonstrates comprehension of content from authentic audio resources.
• The student demonstrates understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
• The student uses reference tools, acknowledges sources, and cites them appropriately.
Sample Exam Items

Presentational Speaking

<table>
<thead>
<tr>
<th>Presentational Speaking: Cultural Comparison</th>
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</thead>
<tbody>
<tr>
<td>You will make an oral presentation on a</td>
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<tr>
<td>specific topic to your class. You will have</td>
</tr>
<tr>
<td>4 minutes to read the presentation topic</td>
</tr>
<tr>
<td>and prepare your presentation. Then you will</td>
</tr>
<tr>
<td>have 2 minutes to record your presentation.</td>
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<tr>
<td>In your presentation, compare your own</td>
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<tr>
<td>community to an area of the French-</td>
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<tr>
<td>speaking world with which you are</td>
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<tr>
<td>familiar. You should demonstrate your</td>
</tr>
<tr>
<td>understanding of cultural features of the</td>
</tr>
<tr>
<td>French-speaking world. You should also</td>
</tr>
<tr>
<td>organize your presentation clearly.</td>
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<tr>
<td>------------------------------------------------</td>
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<tr>
<td>Vous allez faire un exposé pour votre</td>
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<tr>
<td>classe sur un sujet spécifique. Vous aurez</td>
</tr>
<tr>
<td>4 minutes pour lire le sujet de présentation</td>
</tr>
<tr>
<td>et préparer votre exposé. Vous aurez alors</td>
</tr>
<tr>
<td>2 minutes pour l’enregistrer.</td>
</tr>
<tr>
<td>Dans votre exposé, comparez votre propre</td>
</tr>
<tr>
<td>communauté à une région du monde francophone</td>
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<tr>
<td>que vous connaissiez. Vous devriez montrer</td>
</tr>
<tr>
<td>votre compréhension des facettes culturelles</td>
</tr>
<tr>
<td>du monde francophone. Vous devriez aussi</td>
</tr>
<tr>
<td>organiser clairement votre exposé.</td>
</tr>
</tbody>
</table>
Sample Exam Items
Presentational Speaking
(continued)
2 minutes to respond

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
Presentational Writing

Characteristics of STRONG Responses

- 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>
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<tbody>
<tr>
<td>5</td>
<td>Strong</td>
</tr>
<tr>
<td>4</td>
<td>Good</td>
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<tr>
<td>3</td>
<td>Fair</td>
</tr>
<tr>
<td>2</td>
<td>Weak</td>
</tr>
<tr>
<td>1</td>
<td>Poor</td>
</tr>
<tr>
<td>0</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

**Thorough and effective treatment of topic, including supporting details and relevant references to all sources**
- 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
- Organized essay, effective use of transitional elements or cohesive devices
- Variety of simple and compound sentences, and some complex sentences

**Effective treatment of topic, including some supporting details and mostly relevant references to all sources**
- 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
- Organized essay, some effective use of transitional elements or cohesive devices
- Simple, compound, and a few complex sentences

**Competent treatment of topic, including a few supporting details and references to all sources**
- 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
- Some organization; limited use of transitional elements or cohesive devices
- Simple and a few compound sentences

**Inadequate treatment of topic, consisting mostly of statements with no development; references to sources may be inaccurate; may not refer to all sources**
- Partially understandable, with errors that force interpretation and cause confusion for the reader
- 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
- Inadequate organization; ineffective use of transitional elements or cohesive devices
- Simple sentences and phrases

**Little or no treatment of topic; may consist mostly of repetition of sources or may not refer to any sources**
- 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 organization; absence of transitional elements and cohesive devices
- Simple sentences or fragments

**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
• 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
Exam Strategies
Presentational Writing

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