

## SECTION I ► MULTIPLE CHOICE

### FORMAT

### Multiple Choice

The Multiple Choice section of the AP® *French Language and Culture Exam* focuses on your Interpretive Communication Skills. See the chart below for the number of questions in each section and the time allotted.

Section		Number of Questions	Percent of Final Score	Time
<b>Section I: Multiple Choice</b>				<b>Approx. 95 minutes</b>
Part A	Interpretive Communication: Print Texts	30 questions	50%	Approx. 40 minutes
Part B	Interpretive Communication: Print and Audio Texts (combined)	35 questions		Approx. 55 minutes
	Interpretive Communication: Audio Texts			

### STRATEGIES: MULTIPLE CHOICE

You can improve your performance on the exam by using the following strategies:

- 1. Understand the format** The Multiple Choice section represents 50% of your overall grade on the exam. You will encounter 65 questions in approximately 95 minutes. Section I consists of 9 activity “sets,” broken down as follows:
  - ◆ 4 sets of print (reading) activities
  - ◆ 2 sets of print and audio (reading and listening combined) activities
  - ◆ 3 sets of audio (listening) activities
- 2. Preview the questions** Before you read or listen to each selection, skim the multiple choice questions to see what will be asked. Being familiar with the questions will help you anticipate what the selection is about and will help guide your reading/listening.
- 3. Read the questions carefully** Pay close attention to what each question is asking. If you are asked for the main idea, your answer choice will be a broad statement; if asked for a supporting detail, look for specific information. If there is more than one source, make sure you know which source is being referenced.

- 4. Look for key words** Key words in the question stem and/or answer choices may give you clues. If you are asked to identify the purpose of the selection and the answer choices include different verbs, such as *analyser*, *résumer*, *présenter* and *critiquer*, use these key words to help you make your selection.
- 5. Anticipate the response** Before reading the answer choices, try to articulate what the correct response should be or contain. If you see the response that you anticipated, circle it and then check to be sure that none of the other responses is better.
- 6. Eliminate illogical answers** Every question has four answer choices. If you can eliminate one or two choices quickly, your chances of choosing the correct answer increase.
- 7. Compare answer choices** If two alternatives both seem correct, compare the answer choices for differences. Then, check the question stems to determine the best answer.
- 8. Be careful of distractors** Vocabulary may be used in an answer choice to “trick” or distract you by appearing to be the correct answer. Just because language from the text is used in an option does not mean that it is the correct answer.
- 9. Pace yourself** Do not spend too much time on any one question. If you can't answer, choose an answer at random, but circle the question number so you can come back to it if you have extra time.
- 10. Answer every question** Do not leave any questions blank.
- 11. Don't be afraid to change an answer** If, after answering other questions, you begin to think you may have made a mistake on a previous question, don't be afraid to go back and change your answer.
- 12. Review your answers** Try to leave time to review your answers.

## PART A INTERPRETIVE COMMUNICATION: PRINT TEXTS

### STRATEGIES: PRINT TEXTS

Section I, Part A requires you to interpret meaning from a variety of print materials. You will be asked to identify main points and significant details, evaluate the author's purpose, and make inferences and predictions. To be successful, you should employ a variety of reading strategies:

**1. Understand the format** You will answer a total of 30 questions while completing 4 activity sets on different types of print texts. The text types you will be asked to interpret vary, as do the number of questions that accompany them. These are the text types and corresponding number of questions:

- ◆ Promotional material: 5 questions
- ◆ Literary text: 7 questions
- ◆ Article and chart: 11 questions
- ◆ Letter: 7 questions

**2. Preview the entire selection before you begin** Read the title and the introduction, and look at graphics and the visual presentation of text. Find clues to predict what the reading might be about.

**3. Determine the author's message** Most selections will focus on one central idea, and identifying that idea is critical. As you read, identify points that the author supports or refutes and look for answers to the following questions:

- ◆ What is the author trying to say and why?
- ◆ How is the author saying it? Is information presented as...
  - an analysis*: objectively presenting information to examine a topic?
  - an argument*: subjectively presenting opinions intended to persuade?
  - a story*: a narrative, usually presenting a conflict and its resolution?
- ◆ What is the author's point of view?

**4. Take notes and underline** Keep track of important information as you read.

- ◆ Underline the topic sentence in each paragraph. This will help you verify your understanding of the central idea and see how the passage is structured.
- ◆ Circle key information such as names, places, events, dates, statistics, facts, or evidence, as well as any cultural references to clothing, food, music, or art.

**5. Activate background knowledge** Reflect on what you already know and find ways to connect with the content to help make sense of a challenging passage.

- ◆ Connect to personal experiences. What aspects of the reading can you relate to?
- ◆ Guess the meaning of unknown words based on context and usage.
- ◆ Use your knowledge of English and French to find cognates, and identify words with familiar roots, prefixes, and suffixes.

**6. Contextualize** Find meaning by putting the reading in context.

- ◆ Visualize what is being presented—the characters, objects, places, geography; imagine the sounds and smells.
- ◆ React to the passage as you read. What excites or angers you? Why?
- ◆ Make personal connections. What is familiar and how does it relate to you?

**7. Evaluate** Make judgments about how and what information is being presented, as well as what evidence is used to support any arguments or hypotheses.

- ◆ Is the author presenting facts or opinions?
- ◆ Does the author provide supporting evidence or sources? Does the author appeal to emotion in order to persuade the reader?
- ◆ Are arguments logical? Do conclusions follow logically?

**8. Analyze** Examine the structure of the text and the author's writing style to extract meaning. Identify tone (e.g. funny, critical), rhetorical devices (techniques employed by the author), and sociolinguistic features such as regional variants.

**9. Make inferences** Sometimes a literal reading of the author's words is insufficient to get the full meaning of a passage. There may be a deeper meaning that can be inferred.

- ◆ Is there a political message or a moral?
- ◆ Is there an allegory or metaphor that can be inferred from a description?
- ◆ Are there words or ideas that might represent a larger concept?

**10. Synthesize** Integrate new information with what you already know.

- ◆ Identify unanswered questions or unresolved issues, and draw conclusions.
- ◆ Incorporate new perspectives into your understanding of culture.

**11. Memorize the direction lines!**

## **PART B INTERPRETIVE COMMUNICATION: PRINT AND AUDIO TEXTS (COMBINED)**

### **STRATEGIES: PRINT AND AUDIO TEXTS**

Section I, Part B requires you to interpret meaning from a combination of print and audio texts. This activity type has two formats: in one, you will listen to an audio report and read an article; and in the other, you will listen to a conversation and read a chart. Some strategies will be appropriate for both formats, but you will also want to apply strategies targeted to each format.

**1. Scan the entire selection to determine the activity format** By reviewing the activity, you can quickly see whether it is the *audio report/article* format or the *conversation/chart* format.

**2. Preview the entire selection before you begin** Read the titles and introductions to the texts, then skim the questions you will be asked.

- ◆ Find clues to help you predict what the texts might be about.
- ◆ Think about any personal experiences you've had that might be related to the topic.

**3. Compare and contrast** After previewing the selection, see if you can determine how the two texts are related. Try to determine what the texts might have in common and how they might differ.

**4. Plan your approach to listening** You will have a chance to listen to each audio text twice. You should approach the text differently depending on whether you are hearing it for the first or the second time.

The first time you listen:

- ◆ Try to understand who is speaking and the gist of what he or she is saying.
- ◆ Determine each speaker's perspective and purpose.
- ◆ Do not become frustrated over details or individual words that get in the way of comprehension.

The second time you listen:

- ◆ Focus more on details, such as who, what, where, and when.
- ◆ Take notes on specific data, such as numbers and names.
- ◆ Try to make sense of what you may not have understood the first time you listened.

**5. Synthesize** Integrate information from the two sources and draw conclusions. Incorporate new perspectives into your understanding of culture.

## FORMAT 1: AUDIO REPORT AND ARTICLE

**1. Understand the format** For this format, you will be asked to listen to an audio broadcast and read a printed article. Then, you will answer 10 multiple choice questions:

- ◆ 4 questions on the article
- ◆ 4 questions on the audio "text"
- ◆ 2 questions related to both texts

Knowing how the questions are distributed will help you figure out where to look for answers.

**2. Determine the message and point of view** Keep in mind that most selections will focus on one central idea, and identifying that idea is critical. As you read and listen, think about answers to the following questions:

- ◆ What is the writer/speaker trying to say and why?
- ◆ How is the writer/speaker expressing it? Is information presented as...
  - an analysis*: objectively presenting information to examine a topic?
  - an argument*: subjectively presenting opinions intended to persuade?

**3. Evaluate** Make judgments about how and what information is being presented, as well as what evidence is used to support any arguments or hypotheses.

- ◆ Is the writer/speaker presenting facts or opinions?
- ◆ Does the writer/speaker provide supporting evidence or sources?

**4. Take notes and underline** Keep track of important information as you read and listen.

**5. Answer** the first 4 questions, which are based only on the article, in the time allotted for reading it.

## FORMAT 2: CONVERSATION AND CHART

**1. Understand the format** For this format, you will be asked to listen to a conversation and read a chart. Then, you will answer 7 multiple choice questions:

- ◆ 3 questions on the chart
- ◆ 3 questions on the conversation
- ◆ 1 question related to both sources

Knowing how the questions are distributed will help you figure out where to look for answers.

**2. Determine who the speakers are** As you listen to the conversation, keep track of who is speaking. Try to understand each speaker's perspective and the purpose of the conversation. Are the two participants friends? Colleagues? What is their relationship?

**3. Use the speakers' tone of voice** Recognizing whether the speakers have a serious, formal tone or an informal tone may help you understand the content of what they are saying.

**4. Evaluate similarities and differences in perspectives** If the speakers are taking different sides of an issue, evaluate the similarities and differences in their positions.

**5. Preview the chart** Read the title, the column headings, and the row headings.

**6. Read the chart systematically** Use a systematic approach to reading the chart.

- ◆ Read down the far left column and across the top row first to determine how the chart is organized.
- ◆ Analyze any patterns you see in the chart and the differences from one column to the next.
- ◆ Read any other text that has been written on or around the graphic.

**7. Answer** the first 3 questions, which are based only on the chart, in the time allotted for reading it.

**8. Memorize the direction lines!**

## PART B INTERPRETIVE COMMUNICATION: AUDIO TEXTS

### STRATEGIES: AUDIO TEXTS

Section I, Part B requires you to listen to audio recordings and answer multiple choice questions about them. You will be asked to interpret meaning from three different types of recordings: interviews, instructions, and presentations. You will have a chance to listen to each audio text twice. Use these strategies to help you succeed.

**1. Understand the format** You will hear three different types of audio recordings, and each is followed by a specific number of multiple choice questions:

- ◆ Interviews are followed by 5 multiple choice questions. These audio selections may have more than one speaker, so keep track of who is speaking. Be aware that different points of view may be presented.
- ◆ Instructions are followed by 5 multiple choice questions. These audio selections will contain instructions for carrying out certain activities. Listen carefully for the order of steps, and pay attention to how the task should be achieved.
- ◆ Presentations are followed by 8 multiple choice questions. These audio selections will contain a narrative about a particular topic. Ask yourself what the speaker is trying to say and why. Think about whether the speaker is presenting information, an argument, or a story.

**2. Preview the entire selection before you begin**

**3. Don't get distracted** If you are still trying to figure out a word you just heard, you may miss what comes next in an audio. Do not get hung up on trying to figure out meanings of isolated words or expressions. Focus on the main points and understanding the big picture.

**4. Listen once** The first time you listen to the recording, focus on the main ideas. Draw a picture or diagram, or create a graphic organizer, to help you visualize what is being described.

**5. Listen again** The second time you listen, hone in on the supporting details. Write down numbers and specific data, and use words or phrases that are repeated to identify a common idea or topic.

**6. Memorize the direction lines!**

## SECTION II ► FREE RESPONSE

### FORMAT

### Free Response

The Free Response section of the AP® *French Language and Culture Exam* focuses on your Interpersonal and Presentational Communication Skills.

**Understand the format** The Free Response section represents 50% of your overall grade on the exam. You will encounter 4 sections during approximately 85 minutes:

Section	Number of Questions	Percent of Final Score	Time
<b>Section II: Free Response</b>			<b>Approx. 85 minutes</b>
Interpersonal Writing: E-mail Reply	1 prompt	50% (12.5% each)	15 minutes
Presentational Writing: Persuasive Essay	1 prompt		Approx. 55 minutes
Interpersonal Speaking: Conversation	5 prompts		20 seconds for each response
Presentational Speaking: Cultural Comparison	1 prompt		2 minutes to respond

## INTERPERSONAL WRITING: E-MAIL REPLY

### TASK DESCRIPTION AND EXPECTATIONS

- ▲ You will reply to an e-mail message. This is an integrated skills task that assesses reading comprehension and interpersonal writing.
- ▲ You will have 15 minutes to read the e-mail and write your reply.
- ▲ You must:
  - ◆ use a formal form of address
  - ◆ include an appropriate greeting (polite opening and closing statements)
  - ◆ respond to all questions and requests in the message
  - ◆ ask for more details about something mentioned in the message
- ▲ Task comprises 12.5% of your total free-response score.
  - ◆ Memorize the direction lines!

SCORING GUIDELINE	STRATEGIES TO REACH A 5
Maintains the exchange with a response that is clearly appropriate within the context of the task	<ul style="list-style-type: none"> <li>◆ Take time to read the <i>Thème du cours</i> and the <i>Introduction</i> before reading the e-mail message. Use this information to start thinking about the task, theme, context, and setting.</li> <li>◆ Budget your time wisely. In the 15 minutes provided, you must read the e-mail and compose a comprehensive, detailed reply.</li> </ul>
Provides required information (e.g., responses to questions, request for details) with frequent elaboration	<ul style="list-style-type: none"> <li>◆ Engage in the e-mail by asking for more details and eliciting further information about something mentioned. This is required.</li> <li>◆ Avoid having to reread parts of the e-mail: underline or circle key words or sections that prompt you for information you need to answer or provide, or for which you need to ask for more details.</li> <li>◆ Respond as fully as possible, making sure to answer questions, elaborate with details, provide information, or state your opinion as requested.</li> </ul>
Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility	<ul style="list-style-type: none"> <li>◆ Use circumlocution and paraphrasing to get your point across.</li> <li>◆ Monitor the pace and flow of what you are communicating.</li> <li>◆ Use transitional phrases and cohesive devices to add fluency to your e-mail communication. See <i>Expressions pour communiquer</i> in Appendice B (p. 399).</li> </ul>
Varied and appropriate vocabulary and idiomatic language	<ul style="list-style-type: none"> <li>◆ Concentrate on using rich vocabulary and culturally appropriate idiomatic expressions.</li> <li>◆ Avoid overuse of elementary, common vocabulary.</li> </ul>
Accuracy and variety in grammar, syntax and usage, with few errors	<ul style="list-style-type: none"> <li>◆ Avoid spelling errors. Leave time to reread and edit your work.</li> <li>◆ Note the tenses used in the e-mail and respond accordingly, taking your cues from the context.</li> <li>◆ Be consistent in your use of standard writing conventions (e.g., capitalization, spelling, accents).</li> </ul>
Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors	<ul style="list-style-type: none"> <li>◆ Use the formal register—<i>vous</i>—throughout your e-mail message.</li> <li>◆ Be consistent, not only with verbs, but also with pronouns and possessives.</li> <li>◆ Make sure to use an appropriate, formal salutation and closing. Consider adding a polite opening after the greeting, such as <i>Je vous remercie de m'avoir contacté(e) au sujet de...</i></li> <li>◆ Take care to know whether you are addressing a male or female for: <i>Monsieur</i> or <i>Madame</i> and other expressions with gender.</li> <li>◆ See <i>Expressions qui indiquent un registre soutenu</i> in Appendice C (p. 400).</li> </ul>
Variety of simple and compound sentences, and some complex sentences	<ul style="list-style-type: none"> <li>◆ Impress the Exam Reader by raising your level of communication using a variety of structures.</li> <li>◆ Consider the fact that a perfectly written e-mail, <i>with no errors at all</i>, may not be scored at a 5, if it is composed of only elementary, “safe” structures, because it would not follow the scoring guidelines.</li> </ul>

## PRESENTATIONAL WRITING: PERSUASIVE ESSAY

### TASK DESCRIPTION AND EXPECTATIONS

- ◆ You will write a persuasive essay based on three sources: an article, a table or graphic, and an audio recording. The sources may present different points of view on the same topic. You will need to read and listen to these sources to develop your persuasive argument.

- ▲ Integrate skills (listening, reading, writing) within two modes of communication: Interpretive (oral and written) and Presentational (writing).
- ▲ You will have 55 minutes total:
  - ◆ 6 minutes to (a) read the *Thème du cours* and *Sujet de l'essai* or prompt; (b) read source 1; and (c) study source 2
  - ◆ Up to 9 minutes to listen to the audio source twice; be sure to take notes while you listen
  - ◆ 40 minutes to plan and write your persuasive essay, addressing the *Sujet de l'essai* or prompt
- ▲ Present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly to persuade the reader to take your position.
- ▲ Cite information from all three sources, identifying them appropriately.
- ▲ You will have access to the print sources and any notes you may have taken on the audio during the entire 40-minute writing period.
- ▲ *Focus on synthesis*, not on simply summarizing the sources!
- ▲ Task comprises 12.5% of your total free-response score.
- ▲ Memorize the direction lines!

SCORING GUIDELINE	STRATEGIES TO REACH A 5
Effective treatment of topic within the context of the task	<ul style="list-style-type: none"> <li>◆ Take time to read the <i>Thème du cours</i> and the <i>Sujet de l'essai</i>, which is essentially the prompt for your persuasive essay.</li> <li>◆ Underline, circle, or jot down key words and phrases in the instructions and <i>Thème du cours</i> and <i>Sujet de l'essai</i>, to help you focus. Do the same with the <i>Introduction</i> that precedes each of the three sources.</li> <li>◆ Budget your time wisely: In the 40 minutes provided after reading and listening, you must plan and write your persuasive essay.</li> </ul>
Demonstrates a high degree of comprehension of the sources' viewpoints, with very few, minor inaccuracies	<ul style="list-style-type: none"> <li>◆ As you read and listen, underline and take notes on information that you know will support your writing. Refer to the key words that you noted in the instructions and the <i>Sujet de l'essai</i>.</li> <li>◆ Show evidence of your understanding and interpretation of all three sources. Do not simply copy or restate what you read or hear without expressing your own evaluation and synthesis in your own words. See <i>Expressions pour citer une source</i> in Appendice D (p. 401).</li> </ul>
Integrates content from all three sources in support of the essay	<ul style="list-style-type: none"> <li>◆ As you develop your thesis, support it with evidence from the sources, adding your own evaluation or analysis.</li> <li>◆ You <b>MUST</b> use all three sources in your essay; it is crucial to a high score. Provide details and examples from viewpoints presented.</li> <li>◆ Remember that there are other ways to express <i>dit</i> and <i>pense</i>. See <i>Expressions pour citer une source</i> in Appendice D (p. 401).</li> <li>◆ Paraphrase: use your own language in citing information from the sources to show your own ability to compose in French. If you cite directly from sources, keep it brief and use French quotation marks « ».</li> </ul>
Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail	<ul style="list-style-type: none"> <li>◆ Make sure to state your viewpoint early in the essay, in the introductory paragraph.</li> <li>◆ Develop your essay logically to show understanding of the sources, but add your own perspective, in your own words.</li> <li>◆ Explain interesting details from the sources to support your essay rather than a general reference to sources outside the context of the prompt. Where appropriate, synthesize information and draw conclusions that incorporate multiple sources.</li> <li>◆ See <i>Comment réviser ce qu'on écrit</i> in Appendice F (pp. 403–404).</li> </ul>

SCORING GUIDELINE	STRATEGIES TO REACH A 5
Organized essay; effective use of transitional elements or cohesive devices	<ul style="list-style-type: none"> <li>◆ Organize your essay into well-developed clear paragraphs that include:               <ul style="list-style-type: none"> <li>▶ An introductory paragraph clarifying your intent or thesis</li> <li>▶ 2–3 paragraphs in which you develop main ideas, supported with information from the sources</li> <li>▶ A closing paragraph that synthesizes your remarks and emphasizes your viewpoint while addressing the <i>Sujet de l'essai</i>.</li> </ul> </li> <li>◆ Use transitional phrases and cohesive devices to add fluency to your presentation. See <i>Expressions pour communiquer</i> in Appendice B (p. 399).</li> </ul>
Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility	<ul style="list-style-type: none"> <li>◆ Refer back to the <i>Sujet de l'essai</i> to make sure that you are defending your viewpoint and not veering off course.</li> <li>◆ Refrain from copying information from the sources in a random manner, with no regard to supporting your main points. Choose the best supporting information from the sources.</li> </ul>
Varied and appropriate vocabulary and idiomatic language	<ul style="list-style-type: none"> <li>◆ Concentrate on using rich vocabulary and appropriate idiomatic expressions that support your viewpoint and reflect the topic.</li> <li>◆ Avoid English or other language interference, e.g. <i>actuellement</i> is “currently”, not “actually”. See <i>Faux-amis</i> in Appendice E (p. 402).</li> </ul>
Accuracy and variety in grammar, syntax and usage, with few errors	<ul style="list-style-type: none"> <li>◆ Leave time to edit your work, checking for common errors.</li> <li>◆ Use a variety of verb tenses and moods.</li> <li>◆ Be consistent in use of standard conventions of the written, formal language (e.g., capitalization, orthography, accents).</li> </ul>
Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences	<ul style="list-style-type: none"> <li>◆ Impress the Exam Reader by raising your level of communication using a variety of structures. Include compound sentences and complex structures rather than sticking to basic language.</li> </ul>

## INTERPERSONAL SPEAKING: CONVERSATION

### TASK DESCRIPTION AND EXPECTATIONS

- ▲ You will be asked to participate in a simulated conversation with the following format:
  - ◆ Brief description of the situation
  - ◆ Outline of each turn of the conversation
- ▲ 1 minute to read over the introduction and the outline of the conversation.
- ▲ Five opportunities to speak. There is no text of what the other person will actually say, just an outline statement of how your partner continues the conversation.
- ▲ 20 seconds per response. Student should provide creative, meaningful responses.
- ▲ Task comprises 12.5% of your total free-response score.
- ▲ Memorize the direction lines!

SCORING GUIDELINE	STRATEGIES TO REACH A 5																		
Maintains the exchange with a series of responses that is clearly appropriate within the context of the task	<ul style="list-style-type: none"> <li>◆ Carefully read the <i>Thème du cours</i> and the <i>Introduction</i> provided. Use this information to identify the theme, context, and setting. The outline will give you specific details about what your role in the conversation will be. As you read the prompts, start to visualize the conversation: Where and when is the conversation taking place? With whom are you speaking, and what is your relationship to him or her?</li> <li>◆ In the 1 minute provided, underline or circle key words in the outline and jot down ideas to help guide and focus your thought process.</li> <li>◆ Address each bullet point, trying to keep a smooth flow to the conversation.</li> </ul>																		
Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration	<ul style="list-style-type: none"> <li>◆ Become familiar with prompting verbs so you can respond as directed. Common terms:</li> </ul> <table border="1" data-bbox="805 626 1308 868" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>acceptez</td> <td>demandez</td> <td>mentionnez</td> </tr> <tr> <td>commentez</td> <td>dites</td> <td>proposez</td> </tr> <tr> <td>communiquez</td> <td>donnez</td> <td>racontez</td> </tr> <tr> <td>confirmez</td> <td>encouragez</td> <td>réagissez</td> </tr> <tr> <td>conseillez</td> <td>expliquez</td> <td>recommandez</td> </tr> <tr> <td>décrivez</td> <td>exprimez</td> <td>refusez</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>◆ Speak continuously. Avoid gaps while you are gathering your thoughts to respond. See <i>Expressions pour communiquer</i> in Appendice B.</li> <li>◆ Say something that fits the topic, even if you are unsure of what was prompted. The purpose of this activity is to demonstrate your command of the language, not your knowledge of a specific topic. Be creative but do not push the conversation in a different direction.</li> <li>◆ Speak for the full 20 seconds given for each prompt, but “finish” what you need to say.</li> </ul>	acceptez	demandez	mentionnez	commentez	dites	proposez	communiquez	donnez	racontez	confirmez	encouragez	réagissez	conseillez	expliquez	recommandez	décrivez	exprimez	refusez
acceptez	demandez	mentionnez																	
commentez	dites	proposez																	
communiquez	donnez	racontez																	
confirmez	encouragez	réagissez																	
conseillez	expliquez	recommandez																	
décrivez	exprimez	refusez																	
Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility	<ul style="list-style-type: none"> <li>◆ Use circumlocution, “filler” phrases, such as <i>ehh, allez, bon, etc.</i>, and paraphrasing to get your point across.</li> <li>◆ Pay attention to the pacing and flow of what you are communicating. Do not allow long pauses in your responses. Use “filler” phrases (<i>ehh, ben, etc.</i>) and language to indicate you are thinking, such as <i>Laissez-moi réfléchir un moment.</i></li> </ul>																		
Varied and appropriate vocabulary and idiomatic language	<ul style="list-style-type: none"> <li>◆ Concentrate on using rich vocabulary and culturally appropriate idiomatic expressions.</li> <li>◆ Deduce meaning of unfamiliar words used in the conversation.</li> </ul>																		
Accuracy and variety in grammar, syntax and usage, with few errors	<ul style="list-style-type: none"> <li>◆ Try to avoid elementary errors and focus on correct word order.</li> <li>◆ Use a variety of structures rather than sticking to only safe elementary structures.</li> </ul>																		
Mostly consistent use of register appropriate for the conversation	<ul style="list-style-type: none"> <li>◆ Be careful with register. The introductory text will provide the key to which register you should use (formal or informal). Be consistent.</li> <li>◆ Make sure to use appropriate greetings and leave-taking expressions, according to whom you are speaking.</li> <li>◆ See <i>Expressions qui indiquent un registre soutenu</i> in Appendice C (p. 400).</li> </ul>																		
Pronunciation, intonation and pacing make the response comprehensible; errors do not impede comprehensibility	<ul style="list-style-type: none"> <li>◆ Show that you know what you are saying through your voice intonation. Examples: If you are asking a question, it should sound like a question.</li> <li>◆ Use correct, consistent pronunciation that is easily understood by native speakers of the Francophone world.</li> </ul>																		
Clarification or self-correction (if present) improves comprehensibility	<ul style="list-style-type: none"> <li>◆ Paraphrase and use circumlocution to clarify what you are trying to communicate.</li> <li>◆ Self-correct if you hear yourself make an error.</li> </ul>																		

## PRESENTATIONAL SPEAKING: CULTURAL COMPARISON

### TASK DESCRIPTION AND EXPECTATIONS

- ▲ You will be required to give an oral presentation. In your presentation, you will make a cultural comparison between your own community and a specific community of the Francophone world.
- ▲ You will have 4 minutes to read the presentation topic and prepare your presentation.
- ▲ You will have 2 minutes to record your presentation.
- ▲ You must:
  - ◆ include an appropriate introduction, clarifying your intent or thesis
  - ◆ compare your own community to an area of the Francophone world with which you are familiar, explaining similarities and differences
  - ◆ cite examples from your previous learning and experiences to support what you present as you compare and contrast the 2 cultures
  - ◆ show your understanding of the cultural features of the Francophone world that you are comparing, within the context of the topic
  - ◆ use paragraph-length discourse with cohesive devices
  - ◆ close the presentation with concluding remarks that summarize the topic or intent of your presentation
- ▲ Task comprises 12.5% of your total free response score
- ▲ Memorize the direction lines!

SCORING GUIDELINE	STRATEGIES TO REACH A 5
Effective treatment of topic within the context of the task	<ul style="list-style-type: none"> <li>◆ Take time to carefully read not only the directions but also the <i>Thème du cours</i> and the <i>Sujet de présentation</i>. The <i>Sujet de présentation</i> presents a question and a CLEAR explanation of how to address the topic.</li> <li>◆ Determine with which area of the Francophone world you have the greatest familiarity to decide which Francophone culture(s) you would like to compare with your own.</li> <li>◆ Underline, circle, or jot down key words and phrases in the instructions and <i>Sujet de présentation</i>, to help you focus.</li> <li>◆ Budget your time wisely: You only have 4 minutes to carefully read and plan. Prepare an outline to follow.</li> </ul>
Clearly compares the student's own community with the target culture, including supporting details and relevant examples	<ul style="list-style-type: none"> <li>◆ If you decide to speak about one community at a time, start with the Francophone community.</li> <li>◆ Your presentation should be structured as a comparison. Always give examples that enhance the comparative aspect of the presentation.</li> <li>◆ Refer to what you have studied, read, and observed through first-hand experiences with exchange students or traveling. Quickly write down your ideas to help you focus and make connections.</li> <li>◆ Provide details and examples to support both the similarities and differences across the two cultures.</li> <li>◆ Make logical and relevant comparisons.</li> </ul>

SCORING GUIDELINE	STRATEGIES TO REACH A 5
Demonstrates understanding of the target culture, despite a few minor inaccuracies	<ul style="list-style-type: none"> <li>◆ Choose a Francophone culture with which you feel very familiar and knowledgeable.</li> <li>◆ Show cultural knowledge by providing details about geography, history, fine arts, politics, social customs, and other culturally specific information within the <i>Sujet de présentation</i> provided.</li> <li>◆ Avoid general statements that do not demonstrate true cultural learning.</li> </ul>
Organized presentation; effective use of transitional elements or cohesive devices	<ul style="list-style-type: none"> <li>◆ Decide which of the following formats you will use: point-by-point comparison or subject-by-subject comparison. Then present with a clear, logical organization, as follows: <ul style="list-style-type: none"> <li>▶ Introduction: State your intent, maybe even using a rhetorical question to draw in the audience.</li> <li>▶ Body: 2–3 main points where you compare and contrast similarities and differences citing cultural evidence. Use expressions that help you establish the comparisons.</li> <li>▶ Conclusion: Restate your thesis and conclude with your assessment or evaluation of the <i>Sujet de présentation</i>.</li> </ul> </li> <li>◆ Use transitional phrases and cohesive devices to add fluency to your presentation. See the <i>Expressions pour communiquer</i> in Appendice B (p. 399).</li> </ul>
Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility	<ul style="list-style-type: none"> <li>◆ Avoid elementary errors and focus on correct word order.</li> <li>◆ Conjugate verbs unless an infinitive is called for in a particular structure.</li> <li>◆ Monitor the pace and flow of what you are communicating. For language support to help you speak continuously, see <i>Expressions pour communiquer</i> in Appendice B (p. 399).</li> </ul>
Varied and appropriate vocabulary and idiomatic language	<ul style="list-style-type: none"> <li>◆ Concentrate on using rich vocabulary and culturally appropriate idiomatic expressions.</li> <li>◆ Avoid overuse of elementary, common vocabulary.</li> </ul>
Accuracy and variety in grammar, syntax and usage, with few errors	<ul style="list-style-type: none"> <li>◆ Use a variety of structures, including compound sentences, rather than sticking to only careful, safe elementary structures.</li> <li>◆ Consider inserting complex structures, such as clarifying appositive phrases and the subjunctive, where possible.</li> <li>◆ Avoid elementary errors, which affect your score more adversely than errors made in taking risks with more advanced structures.</li> </ul>
Mostly consistent use of register appropriate for the presentation	<ul style="list-style-type: none"> <li>◆ You are addressing your entire class in a formal presentation.</li> <li>◆ Although “you” should generally be avoided, if you must use it to make a point, make sure that you use <i>vous</i>.</li> </ul>
Pronunciation, intonation and pacing make the response comprehensible; errors do not impede comprehensibility	<ul style="list-style-type: none"> <li>◆ Show that you know what you are saying through your voice inflection. If you are stressing a point, enunciate and emphasize or strengthen your voice.</li> <li>◆ Use correct, consistent pronunciation that is easily understood by native French speakers.</li> </ul>
Clarification or self-correction (if present) improves comprehensibility	<ul style="list-style-type: none"> <li>◆ Paraphrase and use circumlocution to clarify or further explain what you are trying to communicate.</li> <li>◆ Self-correct if you hear yourself make an error.</li> </ul>