



I. Course Proficiency Purpose:

The purpose of this study guide is to aid the students who wish to take the proficiency assessment for the credit flex option. Items that the student will be required to know for proficiency will be administered in two portions. The first part of the assessment is a two hour written exam. The second part is a two hour lab.

II. Description of the Assessment Format:

- a. The French 3 exam will consist of two separate sessions:
 - A 2-hour (maximum) test session consisting of Listening, Reading & Grammar
 - A 2-hour (maximum) lab session consisting of Speaking and Writing
 - This study guide details what is expected of you in each proficiency area.
- b. **Listening Exam:** Consists of approximately 70 multiple choice and T/F questions. Listening selections will be native speaker recordings, based on the vocabulary content areas listed above.
- c. **Reading Exam:** Consists of approximately 70 multiple choice and T/F questions. Reading selections will be authentic ads, letters, and other realia, based on the vocabulary content areas listed above.
- d. **Grammar Exam:** Consists of approximately 90 multiple choice questions, based on the grammar concept areas listed above.
- e. **Speaking Exam:** For the Speaking portion of your exam, you will perform a monologue & answer several interview questions.
 - You should practice / rehearse your monologue in advance of the test.
 - You should review/ practice ALL of the interview questions in advance, though not all of them will be on the exam.
 - You will be given time during the exam to prepare notes for yourself, but you may NOT bring any notes with you to the exam.

III. Proficiency Content:

- a. **Course Content:** In order to earn credit for French 3, you will need to demonstrate a proficient understanding of the vocabulary & grammar structures outlined below.
- b. **Vocabulary Topics:**
 - Typical vacation activities; giving impressions/thoughts about a trip you've taken
 - Clothing – including colors, fabrics & prints ; giving opinions about clothing & style
 - African animals, plus adjectives and adverbs to describe them & their activities
 - Ocean animals, plus adjectives and adverbs to describe them & their activities
 - Professions/careers
 - Making plans for the future; what you will do after you graduate
 - Film & TV genres; recommending films & TV shows to others; giving opinions about film & TV
- c. **Grammar Topics:**
 - Formation of the **passé composé** & its usage
 - Formation of the **imparfait** and its usage

- Formation of the **futur** and its usage
 - Formation of the **conditionnel** and its usage
 - Formation of the **subjonctif** and its usage
 - Meanings and uses of **Object Pronouns** (me, te, nous, vous, le, la, les, lui, leur, y, en)
 - Meanings and uses of the **Relative Pronouns** (qui, que, dont)
 - Meanings and uses of **the Demonstrative Pronouns** (celui, celle, ceux, celles)
 - Meanings and uses of the **Interrogative Pronouns** (lequel, laquelle, lesquels, lesquelles)
 - Use of the **Comparative** structure with nouns, adjectives & adverbs
 - Use of the **Superlative** structure with nouns, adjectives & adverbs
 - Expressions of **negation** (ne...rien, ne...nulle part, etc.)
- d. **Monologue:** You are going to discuss a vacation that you have taken in the past. Include the following information:
- Begin by **setting the scene** for your story. You can include the following:
 - Where you went
 - How old you were
 - Whom you went with
 - How you felt before going on the trip
 - Next, describe **the location** itself.
 - What was the weather like?
 - What types of plants/animals/scenery were there?
 - Where did you stay? Hotel? Cabin? Tent? House?
 - Next, you will talk about **what you & others did during the vacation**. Be sure to use transition & time words to express **WHEN** you did these activities.
 - Finally, you should discuss how the vacation ended and give your **OVERALL IMPRESSIONS** of the trip.
 - You will have **5 minutes** to jot down notes & organize your thoughts before speaking.
 - Your speech should **be no longer than 3 minutes**.

Rubric for Monologue

Scoring Criteria:	Comprehensibility	Fluency	Content	Mechanics
Highly Proficient (50 - 45)	Speaker is <i>easily understood by native speakers</i> , even those <i>unaccustomed to interacting</i> with language learners. Clear attempts are made to produce a French accent,	Speech has an easy and natural flow with good intonation and few or no pauses.	Speech addresses fully the FOUR content criteria AND includes interesting and pertinent details related to these ideas.	Verb tenses are used correctly throughout speech. Complex structures are used effectively throughout speech. Errors are so few that they do not affect the overall comprehensibility of the speech.
Proficient (44.5 – 40)	Speaker is <i>generally understood</i> by those <i>unaccustomed to working</i> with language learners. Message may be unclear at times. Attempts are made to produce a French accent, though there are hints of an English accent present.	Speech generally has a natural flow. A lack of intonation and some pauses may, at times, disrupt the flow for the listener.	Speech addresses fully the FOUR content criteria but lacks pertinent details.	Verb Tenses are used correctly throughout speech, though there may be some errors in formation. Complex structures are attempted, occasionally with success, though others present problems. Errors in grammar and word choice do not affect comprehensibility but may disrupt the flow of the speech.
Progress Toward Proficiency (39.5 – 36)	Speaker is generally understood by those <i>used to interacting</i> with language learners. A thick English accent dominates speech.	Speech has unnatural, lengthy hesitations and/or a distinct lack of intonation which significantly disrupts the flow for the listener.	Speech addresses at least THREE of the content criteria but lacks detail.	Errors in grammar and usage are noticeable & frequently affect the overall comprehensibility & meaning of the story. Speaker relies on structures with limited vocabulary. Verb tenses are not used correctly in a consistent way.
Does not Demonstrate Proficiency (36-below)	Speaker is impossible to understand due to accent and/or pronunciation errors OR work is less than 50% complete	Speaker is impossible to understand due to gaps, pauses, use of English, or interruptions OR work is less than 50% complete	Speech addresses fewer than THREE of the content criteria.	Errors in grammar and/or vocab make speech impossible to understand, or speech is less than 50% complete.

e. Interview:

- You will be asked to respond to **10 of the questions** presented below.
- Once you hear the question, you will have **1 minute** to jot down notes and prepare your answer.
- Your response to each question should be **no longer than 30 seconds**.
- Listen to the recorded questions and answer in complete French sentences. See rubric for specific scoring guidelines..

1- Comment étais-tu quand tu étais petit?

2- Qu'est ce que tu faisais durant les vacances avec ta famille quand tu étais petit?

3- Quel style de vêtements est-ce que tu préfères? Pourquoi?

4- Qu'est-ce que tu portes d'habitude pour aller à l'école? Raconte comment tu coiffes tes cheveux,
qu'est-ce que tu mets comme accessoires et vêtements.

5- Quels sont tes plans pour cet été? Que vas-tu faire? Où vas-tu aller? Avec qui?

6- Qu'est ce que tu comptes faire plus tard dans la vie? Pourquoi veux-tu choisir cette profession?

7- Que vas-tu faire ce weekend d'intéressant? Où vas-tu aller? Avec qui?

8- Comment changeras-tu le monde si tu deviens un jour célèbre?

9- Si tu gagnais un million de dollars aujourd'hui que ferais-tu?

10- Raconte une chose que tu penses est importante à faire dans la vie. Dis pourquoi et comment tu l'accomplira.

11- Chez toi, qu'est ce qu'il faut que tu fasses avant de pouvoir sortir avec des amis?

12- Suppose que tu te retrouves nez à nez avec un tigre. Que ferais-tu?

13- Quel est ton animal africain favori? Pourquoi?

14- Quand tu rentres chez toi ce soir, qu'est-ce que tu veux que tes parents fassent pour toi?

15- Quel genre de programme de télé préfères-tu? Pourquoi?

16- Quel est ton film préféré? Raconte un peu de quoi ça parle. Pourquoi tu l'aimes?

17- À ton avis, quel est l'animal marin le plus rapide? Pourquoi?

18- À ton avis, qu'est ce qui est plus important: la famille ou les amis? Pourquoi?

19- Quel est ton sport préféré? Pourquoi penses-tu que c'est le meilleur sport?

20- A ton avis, qu'est-ce qui serait important que les élèves fassent pour réussir un examen?

Rubric for Interview Responses:

Scoring Criteria: (per question)	Comprehensibility	Fluency	Content	Mechanics
Highly Proficient (5 – 4.5)	Speaker is <i>easily understood by native speakers</i> , even those <i>unaccustomed to interacting</i> with language learners. Clear attempts are made to produce a French accent,	Speech has an easy and natural flow with good intonation and few or no pauses.	Response fully answers the question asked AND includes interesting and pertinent details.	Verb tenses are used correctly to answer the question. Errors are so few that they do not affect the overall comprehensibility of the response.
Proficient (4)	Speaker is <i>generally understood</i> by those <i>unaccustomed to working</i> with language learners. Message may be unclear at times. Attempts are made to produce a French accent, though there are hints of an English accent present	Speech generally has a natural flow. A lack of intonation and some pause may, at times, disrupt the flow for the listener.	Response fully answers the question asked but lacks pertinent details.	Verb Tenses are used correctly, though there may be errors in formation. Errors in grammar and word choice do not affect overall comprehensibility.
Progress Toward Proficiency (3.5)	Speaker is generally understood by those <i>used to interacting</i> with language learners. A thick English accent dominates speech.	Speech has unnatural, lengthy hesitations and/or a distinct lack of intonation which significantly disrupts the flow for the listener.	Response fails to answer portions of the question. Details are not present.	Errors in grammar and usage are noticeable & frequently affect the overall comprehensibility & meaning of the response. Speaker relies on simple structures with limited vocabulary. Verb tenses are not used correctly in a consistent way.
Does not Demonstrate Proficiency (3 or below)	Speaker is impossible to understand due to accent and/or pronunciation errors	Speaker is impossible to understand due to gaps, pauses, use of English, or other interruptions	Response is inappropriate to the question.	Errors in grammar and/or vocab make response impossible to understand.

f. **Writing Exam:** For the writing test, you will have to write **THREE essays** on various topics.

- The essay topics will be pulled from the choices below.
- All responses should be between **12-15 sentences** in length.
- See scoring rubric for specific scoring details.

Possible Essay Topics:

1. Talk about what your life will be like in **10 years**. Discuss what **your profession** will be, where you **will live**, if **you will be married**, etc. Include as many details as possible. Your essay must include one **quand** clause and one **si** clause.
2. Discuss your **personal style**. What kind of clothes do you wear at different times of year? To different types of events (school, a dance, going out with friends, etc.)? What do you like about them? Be sure to include specific details about clothing such as pattern, fabric and color.
3. You will see a **series of pictures** showing what happened to someone over the weekend. Recount the events shown in the pictures, using as much detail as possible.
4. Given a selection of African and sea animals, write at least **12 sentences** comparing them. You should **write 6 COMPARATIVE sentences** (x is _____-er than y) and **6 SUPERLATIVE sentences** (x is the _____-est). Be sure to compare **nouns, adjectives and adverbs** in your sentences. Avoid repeating vocabulary and structures. Try to incorporate as many animals as possible!
5. What would you do if **you won \$10,000,000** in the lottery? Would you share the money? What would you buy? Where would you go? Include as many details as possible.
6. Discuss your **favorite TV Shows and movies**. What genre are they? What are they about? What do you like about them? Why would you recommend them to others?

Scoring Rubric for Essays:

Scoring Criteria:	Organization	Mechanics	Sentence Structure	Content
Highly Proficient (20-18)	Ideas are presented in a clear & logical manner. There is a clear introduction & conclusion to the essay. Writer uses transitions to create a flow between ideas.	Spelling is generally correct. Verb tenses are used correctly throughout essay. Errors are so few that they do not affect the overall comprehensibility of the writing.	Writing has an easy flow and rhythm. Sentences are well built, with complex and varied structures & vocabulary.	Essay addresses fully ALL content criteria AND includes interesting and pertinent details related to these ideas
Proficient (17.5 -16)	Ideas are presented in a strong enough way that the reader can follow without too much confusion. There is a clear introduction and conclusion to the essay. Transitions often work well; at other times, connections b/w ideas are fuzzy.	Spelling is usually correct for common words, but more difficult words are problematic. Verb tenses are used correctly throughout essay, though there may be some errors in formation. Errors in grammar and word choice do not affect overall comprehensibility but may disrupt the flow of the writing.	Simple structures in writing are conveyed and used effectively. Attempts are made at more complex structures, but with less success. There is some variety in vocab, but the writer tends to fall back on a basic set of words.	Essay addresses fully ALL writing content criteria but lacks pertinent details.
Progress Towards Proficiency (15.5 – 14)	Sequencing of ideas is confusing & difficult to follow. Introduction and conclusion are either unclear or not present. Transitions are not used to enhance the flow of the writing.	Errors in spelling, grammar and usage are noticeable & frequently affect the overall comprehensibility & meaning of the essay. Verb tense are not used correctly in a consistent way.	Sentences are choppy, rambling, incomplete, or awkward. Sentence structure & vocabulary are monotonous and simplistic.	Essay is missing some required content.
Does Not Demonstrate Understanding (below 14)	Lack of organization makes essay impossible to understand, or essay is less than 50% complete.	Errors in grammar and/or spelling make essay impossible to understand, or work is less than 50% complete.	Problems in sentence structure make essay impossible to understand, or work is less than 50% complete.	Essay contains less than 50% of required content.

IV. Suggested Resources:

- **Allez-Viens, Level 3** textbook & workbook
- Access to the Bradley French 3 eCampus website
 - ➔ Go to hilliardecampus.org
 - ➔ Log in using your user name and password
 - ➔ Scroll down to “Bradley” → “Foreign Languages”
 - ➔ Click on “Bradley French 3”
 - ➔ Enter the enrollment key: **bonjour**
 - ➔ This website can be used to review concepts via powerpoints & online activities