

# **Preparation Manual**

## **Languages Other Than English (LOTE)**

### **French (610)**

#### **Overview and Exam Framework**

#### **Sample Interpretive Listening and Cultural Knowledge Questions**

##### **Sample Interpretive Listening and Cultural Knowledge Response Answers and Rationales**

#### **Sample Interpretive Reading and Cultural Knowledge Questions**

##### **Sample Interpretive Reading and Cultural Knowledge Response Answers and Rationales**

#### **Sample Interpersonal and Presentational Writing Assignments**

#### **Sample Interpersonal and Presentational Speaking Assignments**

#### **Sample Foreign Language Pedagogy: Content Knowledge Questions**

##### **Sample Foreign Language Pedagogy: Content Knowledge Response Answers and Rationales**

#### **Sample Foreign Language Pedagogy: Instructional Practice Assignments**

# Preparation Manual

## Section 3: Overview and Exam Framework Languages Other Than English (LOTE) French (610)

### Exam Overview

<b>Exam Name</b>	<b>Languages Other Than English (LOTE) French</b>
<b>Exam Code</b>	610
<b>Time</b>	5 hours
<b>Number of Questions</b>	120 selected-response questions and 8 constructed-response assignments
<b>Format</b>	Computer-administered test (CAT)

The TExES Languages Other Than English (LOTE) French (610) exam is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 120 selected-response questions and 8 constructed-response assignments are based on the LOTE French exam framework. The exam may contain questions that do not count toward the score. Your final scaled score will be based only on scored questions.

### The Standards

#### Standard I

The LOTE teacher understands language learning theories and principles of second-language acquisition and uses this knowledge to plan instruction and assessment that promotes success for all students in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS).

#### Standard II

The LOTE teacher understands assessment and instruction and applies this knowledge to monitor and promote student progress in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS).

#### Standard III

The LOTE teacher implements the Texas Essential Knowledge and Skills (TEKS), enabling students to communicate in the target language, through which they gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture and participate in multilingual communities at home and around the world.

#### Standard IV

The LOTE teacher understands the nature of culture and the connections between language and culture, and understands the practices, products and perspectives of the culture(s) in which the target language is used.

## Standard V

As a demonstration of listening proficiency, the LOTE teacher is able to derive essential information, interpret meaning and evaluate oral communications in the target language (as applicable to the target language).

## Standard VI

As a demonstration of reading proficiency, the LOTE teacher is able to derive essential information, interpret meaning and evaluate a variety of authentic materials written in the target language (as applicable to the target language).

## Standard VII

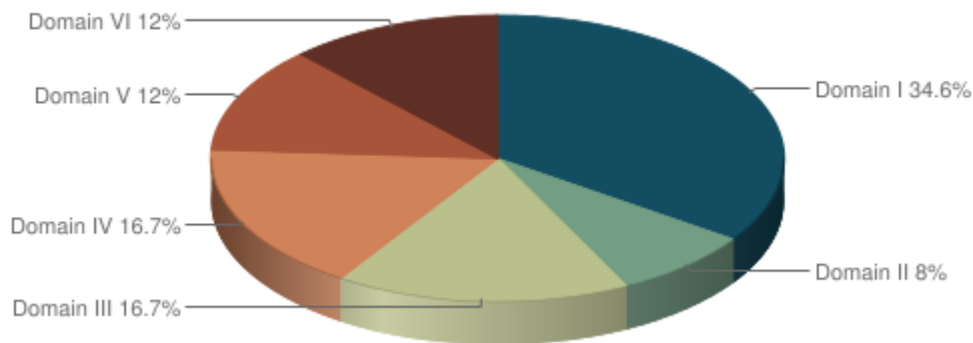
As a demonstration of speaking proficiency, the LOTE teacher is able to construct effective interpersonal and presentational oral discourse in the target language (as applicable to the target language).

## Standard VIII

As a demonstration of writing proficiency, the LOTE teacher is able to write effective interpersonal and presentational discourse in the target language (as applicable to the target language).

## Domains and Competencies

Domain	Domain Title	Approx. Percentage of Exam	Standards Assessed
I	Instruction and Assessment	34.6%	LOTE French: I–III
II	Cultural Understanding	8%	LOTE French: IV
III	Interpretive Listening	16.7%	LOTE French: IV and V
IV	Interpretive Reading	16.7%	LOTE French: IV and VI
V	Written Expression	12%	LOTE French: VIII
VI	Oral Expression	12%	LOTE French: VII



The content covered by this exam is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

## Domain I—Instruction and Assessment

**Competency 001—The LOTE teacher knows and understands language-learning theories and theories of second-language acquisition and their application to LOTE instruction and assessment to promote the learning goals defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE and promote all students' success as language learners.**

The beginning teacher:

- Understands theories and processes of interlanguage development, including predictable patterns in second-language development and factors affecting the time required to learn a language.
- Understands the theories of cognitive processing that underlie first- and second-language acquisition.
- Understands general learning theories and processes relevant to language acquisition, including theories and processes of second-language instruction and assessment (e.g., communicative approaches, content-based approaches).
- Understands the roles of various learning styles (e.g., visual, tactile, aural) in second-language acquisition and plans, selects and creates a variety of instructional and assessment materials that are responsive to various language-learning styles and that raise students' awareness of their own language-learning styles.
- Understands the roles of individual students' characteristics (e.g., motivation, first-language background), social processes and linguistic factors (e.g., language transfer, overgeneralization) and other factors (e.g., family attitudes and behaviors) in second-language acquisition.
- Applies theories and processes that guide work with particular student populations in the LOTE classroom (e.g., heritage learners, gifted and talented, special needs) to plan, select and create instructional and assessment strategies that enhance language acquisition and success for all students.
- Applies theories and processes of second-language learning, instruction and assessment in planning, selecting and creating a variety of instructional and assessment practices and sequences that are based on the learning goals defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE.
- Knows how to expand and enrich existing home background of heritage language/dialect of native speakers of the language.

**Competency 002—The LOTE teacher understands and applies theories, strategies and practices of second-language instruction and assessment to promote students' progress in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE.**

The beginning teacher:

- Understands and applies knowledge of instructional strategies, materials, technologies and activities to plan instruction that is appropriate for students' varied interests, needs, learning styles, motivations and backgrounds and for fostering students' progress in all areas of language learning.
- Knows and understands a variety of informal and formal assessment methods for identifying and interpreting students' affective and cognitive needs (e.g., attitudes about language learning, language

strengths and weaknesses, cultural understandings); for determining students' proficiency levels; for monitoring students' progress; for reflecting on, adjusting and improving teaching practice; and for guiding students' learning.

- C. Plans, selects and implements a variety of informal and formal assessment methods, tools and rubrics for evaluating and promoting students' interpersonal, interpretive and presentational communication skills in all modalities.
- D. Applies knowledge of instructional strategies to encourage students' self-evaluation and self-monitoring, including self-selection of personal learning strategies relevant to second-language acquisition.
- E. Understands strategies for selecting, adapting and developing instructional strategies and informal and formal assessments for evaluating students' language acquisition as reflected in state and national guidelines (e.g., TEKS for LOTE, American Council on the Teaching of Foreign Languages [ACTFL] Performance Guidelines for K–12 Learners).
- F. Selects, creates, adapts and promotes age-appropriate and language-proficiency-level-appropriate materials, strategies and applications of various media to foster language learning and promote cultural understanding.
- G. Understands strategies for promoting meaningful, proficiency-level-appropriate discourse in the target language by providing comprehensible input and opportunities to interact, negotiate meaning, speak extemporaneously, make cultural connections and participate in extended conversational interactions.

**Competency 003—The LOTE teacher understands and applies strategies and approaches for implementing the TEKS for LOTE to promote students' ability to communicate in the target language, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture and participate in multilingual communities at home and around the world.**

The beginning teacher:

- A. Applies knowledge of instructional and assessment strategies, practices and sequences to facilitate the development of interpersonal communication in the target language.
- B. Applies knowledge of instructional and assessment strategies, practices and sequences to facilitate the development of interpretive communication in the target language, including strategies for guiding students in the selection of materials for independent reading, listening and viewing in the target language.
- C. Applies knowledge of instructional and assessment strategies, practices and sequences to facilitate effective communication in the target language, including strategies for making speech comprehensible.
- D. Understands the use of instructional and assessment activities, materials and practices that integrate culturally significant practices, products and perspectives into the language-learning environment.
- E. Understands and applies strategies for guiding students in their comprehension of the nature of language and culture through comparisons between the target cultures and the students' own language(s) and culture(s), including strategies for helping students understand the influence of one language or culture on another.
- F. Understands and applies strategies for creating interdisciplinary learning experiences to help students explore connections among disciplines; integrate knowledge, skills and methods of inquiry from different subject areas; build vocabulary in other disciplines; explore connections between the target language and

their own career goals; and make personal connections across disciplines through the use of the target language.

- G. Understands and applies strategies for connecting what is taught in the classroom to what is experienced in everyday life and can make cultural connections across disciplines.
- H. Knows how to identify, plan and promote opportunities for students to participate in extracurricular activities (e.g., contests, field trips) and local ethnic organizations and events, including opportunities to work with individuals from a variety of backgrounds and cultures to establish community learning activities, and opportunities to study, travel and work abroad and at home.

## **Domain II—Cultural Understanding**

**Competency 004—The LOTE teacher understands the connections between language and culture, including the interactions among cultural products, practices and perspectives within the target language cultures.**

The beginning teacher:

- A. Understands and analyzes connections among cultural products, practices and perspectives in the target cultures.
- B. Knows and understands that there are multiple perspectives within the target language cultures and can analyze and interpret ideas from diverse perspectives within these cultures.
- C. Understands and analyzes important similarities and differences among products, practices and perspectives of target cultures and of multiple cultures within the United States.
- D. Understands and analyzes the factors within the target cultures that influence language.

## **Domain III—Interpretive Listening**

**Competency 005—The LOTE teacher demonstrates the ability to understand the literal content of oral communications in the target language.**

The beginning teacher:

- A. Derives essential information (main ideas and details) from oral discourse in the target language on a variety of topics involving description and/or narration in different time frames (e.g., present, past, future) and in a variety of contexts (e.g., lecture, conversation, telephone message, public address announcement, news item, oral instructions).
- B. Understands discourse in the target language likely to be encountered in social and professional situations within the target language cultures and communities, including discourse about cultural topics, connections to and comparisons with other disciplines and connections to and comparisons with what is experienced outside the classroom.
- C. Understands the meaning of idiomatic words and expressions frequently used in oral discourse in the target language in a variety of culturally specific settings.

**Competency 006—The LOTE teacher demonstrates the ability to infer, interpret and evaluate meaning from oral communications in the target language.**

The beginning teacher:

- A. Interprets and evaluates oral messages in the target language in order to make inferences (e.g., characterizing the tone, mood or point of view of one or more speakers; identifying a cause-and-effect relationship implied but not stated in an oral communication; analyzing the sociocultural context of an oral exchange; paraphrasing an oral message).

## **Domain IV—Interpretive Reading**

**Competency 007—The LOTE teacher demonstrates the ability to understand the literal content of authentic materials written in the target language.**

The beginning teacher:

- A. Understands the literal content of a variety of authentic materials (e.g., determining the stated main idea of a passage; identifying an accurate summary of passage content; identifying the sequence of events in a passage; discerning details regarding character, setting or events described in a passage).
- B. Understands various types of authentic target language texts and realia (e.g., literary works, personal letters, newspaper and magazine articles, informational texts, websites, forms, menus, posters) that represent a variety of cultural, community and cross-disciplinary perspectives, including materials that connect with what is experienced outside the classroom.
- C. Understands frequently used idiomatic words and expressions in a variety of culturally specific authentic materials.

**Competency 008—The LOTE teacher demonstrates the ability to infer, interpret and evaluate meaning from a variety of authentic materials written in the target language.**

The beginning teacher:

- A. Applies critical-reading skills (e.g., making inferences about setting or character from information provided in a passage; discerning implied cause-and-effect relationships in a passage; inferring an author's assumptions, purpose or point of view in a passage; interpreting figurative language, such as metaphors and similes, in a literary passage) to a variety of authentic materials.

## **Domain V—Written Expression**

**Competency 009—The LOTE teacher demonstrates the ability to use a broad range of simple and complex language structures in the target language.**

The beginning teacher:

- A. Uses simple and complex language structures and conventions of the written language (e.g., accent marks, spelling, punctuation) in interpersonal and presentational writing.
- B. Demonstrates a broad range of vocabulary, often-used idiomatic expressions and culturally appropriate usage in interpersonal and presentational writing.

**Competency 010—The LOTE teacher demonstrates the ability to prepare effective interpersonal and presentational written discourse in the target language.**

The beginning teacher:

- A. Demonstrates the ability to construct informal and formal written discourse concerning a variety of practical, social and professional topics (e.g., writing a letter, writing about a literary passage; expressing views on a current issue; responding to an opinion or viewpoint; describing the reasoning behind a decision) and reflecting different cultural, community and cross-disciplinary perspectives.
- B. Describes, narrates and explains in written discourse using tenses appropriate to the task and registers appropriate to the audience (e.g., informal, formal).
- C. Uses appropriate vocabulary to write about topics of personal and public interest, including cultural perspectives, community events, comparisons between cultures, connections between the study of the target language and other academic disciplines and connections between what is taught in the classroom and real-life experiences.
- D. Exhibits an appropriate level of cultural knowledge and sensitivity while writing cohesive summaries, essays, narratives, explanations and descriptions.

## **Domain VI—Oral Expression**

**Competency 011—The LOTE teacher demonstrates the ability to construct effective interpersonal and presentational oral discourse in the target language.**

The beginning teacher:

- A. Demonstrates the ability to initiate communication and respond orally in the target language in a variety of social and professional situations (e.g., describing events or circumstances, explaining a problem, discussing advantages and disadvantages of an idea or proposed course of action).
- B. Describes, narrates and explains in oral discourse in the target language using tenses and moods appropriate to the task and the audience.
- C. Uses appropriate vocabulary to present information about topics of personal and public interest, including cultural perspectives, community events, comparisons between cultures, connections between the study of the target language and other academic disciplines and connections between what is taught in the classroom and real-life experiences.
- D. Demonstrates the ability to use spoken language in culturally appropriate ways, including the use of different registers (e.g., informal, formal) to satisfy the requirements of educational, professional and social situations.
- E. Demonstrates a broad range of vocabulary, often-used idiomatic expressions, clearly comprehensible pronunciation and intonation and simple and complex language structures in oral discourse.



# Preparation Manual

---

## Section 4: Sample Interpretive Listening and Cultural Knowledge Questions Languages Other Than English (LOTE) French (610)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

### Directions for the Interpretive Listening and Cultural Knowledge Questions

This section is designed to measure how well you understand spoken language in the target language and the cultures of target-language-speaking cultures.

For this section of the exam, you will listen to several selections in the target language and then respond to selected-response questions related to selections. The last two questions may test your knowledge of culture and linguistics. Each selection will be played twice. You will hear the selection once and then you will have time to preview the six questions before you listen to the selection a second time. You may take notes in the erasable notebooklet provided; however, only the answers selected on-screen will be scored.

The audio for each selection will begin automatically and you will not be able to pause, stop, or replay it. Therefore, listen carefully.

For each selection, you will hear the audio and then automatically advance to the next screen. You will then have 60 seconds to preview the six questions associated with the selection. When the preview time is complete, the exam will advance and the audio selection will be played a second time. You will be prompted when it is time to answer the questions. You will then see the six questions presented one at a time.

For each question, choose the response that is best, relative to the selection. **You will have 20 seconds to select your answer choice** before the exam advances to the next question. The clock in the upper right corner of the screen will indicate how much time is remaining to answer the question. **You will not be able to go back and review your answers to questions in this section of the exam, so be sure to select your answers carefully.**

The entire listening section lasts approximately 50 minutes.

# Listening Set 1



SCRIPT TEXT – Materials in brackets is only heard.

**[Dans l'émission suivante, diffusée sur Radio Télévision Suisse, l'animateur Simon Matthey-Doret parle avec Marc-André Renold, avocat et professeur en droit de l'art, à propos de la numérisation de l'art.]**

MA : Qui s'intéresse ce matin à la question des musées à l'ère du digital, du Tate Museum de Londres au Musée de l'Élysée à Lausanne, l'interrogation est la même : comment penser le musée à l'heure du tout numérique ? Qu'il s'agisse de la numérisation des œuvres ou de l'entrée des smartphones dans l'espace muséal, Jessica Richard, les enjeux sont multiples. Marc-André Renold, bonjour.

MB : Bonjour.

MA : Vous êtes à Genève, on vous en remercie. Vous êtes avocat et professeur en droit de l'art à l'Université de de Genève. Quel est selon vous le principal obstacle auquel sont confrontés les musées ?

MB : Eh bien, je dirais que c'est surtout la question, bien sûr, du droit d'auteur, hein, de savoir si on peut librement, euh, reproduire sur Internet, euh, des œuvres qui sont peut-être protégées, euh, par le droit d'auteur, donc le droit qui protège le créateur lui-même de l'œuvre et de savoir si, euh, son ses droits à la fois patrimoniaux et moraux ne sont pas peut-être, ou il y a un risque pas d'être atteint par cette très grande diffusion.

MA : À côté des musées qui partagent leurs collections, Marc-André Renold, il y a un autre acteur de taille depuis quelques années, bien évidemment c'est Google. Est-ce que ça c'est une, c'est une opportunité ou une menace pour les institutions ?

MB : Ah non, je crois que c'est, je crois que c'est un opportun– opportunité. Euh, leur...

MA : Mais qui pose plein de questions juridiques justement...

MB : Ça pose plein de questions et notamment une toute nouvelle qu'on qu'on a eu l'occasion d'un peu exploiter dans un colloque récemment, euh, à Genève. Euh, c'était l'idée, euh, c'est l'idée de savoir si l'œuvre ou, enfin, ce que fait Google est-ce que ça n'est pas éventuellement quelque chose qui est protégeable lui-même en tant qu'œuvre. Je veux dire, dès l'instant que vous faites une numérisation ou quelque chose de tellement parfait où on découvre des nouvelles choses...

MA : C'est une autre œuvre...

MB : Est-ce que, la question qu'on se pose souvent : est-ce que c'est une nouvelle œuvre ?

MA : Il y a, il y a l'autre visage du numérique. Ce sont tout simplement les visiteurs du musée qui, eux, ont leurs petites prothèses numériques dans la main gauche ou la main droite, euh, qui s'appelle un smartphone et qui prennent des clichés même si parfois ils n'en ont pas le droit. Est-ce que ces images-là posent un problème de droit justement ?

MB : En fait, beaucoup moins qu'on ne le croit. Les cell fourrés aux musées est tou– est possible, notamment parce que vous avez un grand principe, en tout cas en Suisse, mais donc plusieurs lois, s'appellent la liberté de panorama : je peux photographier, je peux reproduire librement tout ce qui se trouve dans un lieu public. On ne peut pas m'interdire de prendre une photo de la Mona Lisa ou, j'sais pas, de de toutes les œuvres qui sont dans le domaine public. Non, on peut pas.

MA : D'accord, euh...

MB : Mais évidemment pour d'autres raisons, ils peuvent. Par exemple, ils peuvent dire, « Ça risque d'endommager l'œuvre si on fait trop de flash. », et cetera. Ça, il y a d'autres raisons mais c'est pas des raisons tirées du droit d'auteur.]

RTS Radio Télévision Suisse

**Competency 005—The LOTE teacher demonstrates the ability to understand the literal content of oral communications in the target language.**

1. Quel est l'objectif principal de l'interview ?

- A. Montrer la façon dont l'art est accessible à travers le monde grâce au numérique
- B. Proposer des modifications au concept du domaine public au sens juridique
- C. Avertir les musées contre la diffusion digitale d'œuvres protégées
- D. Discuter des questions juridiques sur la reproduction des œuvres d'art

**Answer** \_\_\_\_\_

2. Selon l'interview, qui est protégé avant tout par le droit d'auteur dans la sphère digitale ?

- A. Le conservateur du musée exposant l'œuvre
- B. Le créateur original de l'œuvre
- C. Le créateur de la version digitale la plus récente de l'œuvre
- D. L'inventeur du logiciel produisant la version digitale de l'œuvre

**Answer** \_\_\_\_\_

3. Quel aspect de la numérisation des œuvres d'art par Google est soulevé par Marc-André Renold ?

- A. Les œuvres d'art en ligne ont une autre valeur monétaire que les œuvres originales.
- B. Google doit obtenir les droits de reproduction pour les œuvres d'art originales.
- C. Google doit faire plus d'efforts pour collaborer avec les institutions culturelles.
- D. Une nouvelle œuvre d'art peut être créée par la numérisation d'une œuvre originale.

**Answer** \_\_\_\_\_

4. Dans le contexte de l'interview, à quel droit l'expression *liberté de panorama* se réfère-t-elle ?

- A. Au droit de photographier les œuvres d'art dans un lieu public
- B. Au droit de prendre des photos plus larges que la taille habituelle des œuvres d'art
- C. Au droit de publier gratuitement les photos d'œuvres d'art représentant la nature
- D. Au droit de faire un nombre illimité de reproductions d'œuvres d'art

Answer \_\_\_\_\_

**Competency 004—The LOTE teacher understands the connections between language and culture, including the interactions among cultural products, practices and perspectives within the target language cultures.**

5. Selon vos connaissances culturelles, quel musée parisien est connu pour sa magnifique collection d'œuvres impressionnistes ?

- A. Le Musée de Cluny
- B. Le Musée d'Orsay
- C. Le Musée du Louvre
- D. Le Musée Grévin

Answer \_\_\_\_\_

**Competency 005—The LOTE teacher demonstrates the ability to understand the literal content of oral communications in the target language.**

6. À la fin de l'interview, quel synonyme pourrait-on substituer au verbe *endommager* ?

- A. blanchir
- B. effacer
- C. abîmer
- D. transformer

Answer \_\_\_\_\_

# Preparation Manual

---

## Section 4: Sample Interpretive Listening and Cultural Knowledge Answers and Rationales Languages Other Than English (LOTE) French (610)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

### Directions for the Interpretive Listening and Cultural Knowledge Questions

This section is designed to measure how well you understand spoken language in the target language and the cultures of target-language-speaking cultures.

For this section of the exam, you will listen to several selections in the target language and then respond to selected-response questions related to selections. The last two questions may test your knowledge of culture and linguistics. Each selection will be played twice. You will hear the selection once and then you will have time to preview the six questions before you listen to the selection a second time. You may take notes in the erasable notebooklet provided; however, only the answers selected on-screen will be scored.

The audio for each selection will begin automatically and you will not be able to pause, stop, or replay it. Therefore, listen carefully.

For each selection, you will hear the audio and then automatically advance to the next screen. You will then have 60 seconds to preview the six questions associated with the selection. When the preview time is complete, the exam will advance and the audio selection will be played a second time. You will be prompted when it is time to answer the questions. You will then see the six questions presented one at a time.

For each question, choose the response that is best, relative to the selection. **You will have 20 seconds to select your answer choice** before the exam advances to the next question. The clock in the upper right corner of the screen will indicate how much time is remaining to answer the question. **You will not be able to go back and review your answers to questions in this section of the exam, so be sure to select your answers carefully.**

The entire listening section lasts approximately 50 minutes.

## Listening Set 1

▶ 0:00 / 2:51 ————— 🔊 ⋮

SCRIPT TEXT – Materials in brackets is only heard.

**[Dans l'émission suivante, diffusée sur Radio Télévision Suisse, l'animateur Simon Matthey-Doret parle avec Marc-André Renold, avocat et professeur en droit de l'art, à propos de la numérisation de l'art.]**

MA : Qui s'intéresse ce matin à la question des musées à l'ère du digital, du Tate Museum de Londres au Musée de l'Élysée à Lausanne, l'interrogation est la même : comment penser le musée à l'heure du tout numérique ? Qu'il s'agisse de la numérisation des œuvres ou de l'entrée des smartphones dans l'espace muséal, Jessica Richard, les enjeux sont multiples. Marc-André Renold, bonjour.

MB : Bonjour.

MA : Vous êtes à Genève, on vous en remercie. Vous êtes avocat et professeur en droit de l'art à l'Université de de Genève. Quel est selon vous le principal obstacle auquel sont confrontés les musées ?

MB : Eh bien, je dirais que c'est surtout la question, bien sûr, du droit d'auteur, hein, de savoir si on peut librement, euh, reproduire sur Internet, euh, des œuvres qui sont peut-être protégées, euh, par le droit d'auteur, donc le droit qui protège le créateur lui-même de l'œuvre et de savoir si, euh, son ses droits à la fois patrimoniaux et moraux ne sont pas peut-être, ou il y a un risque pas d'être atteint par cette très grande diffusion.

MA : À côté des musées qui partagent leurs collections, Marc-André Renold, il y a un autre acteur de taille depuis quelques années, bien évidemment c'est Google. Est-ce que ça c'est une, c'est une opportunité ou une menace pour les institutions ?

MB : Ah non, je crois que c'est, je crois que c'est un opportun– opportunité. Euh, leur...

MA : Mais qui pose plein de questions juridiques justement...

MB : Ça pose plein de questions et notamment une une toute nouvelle qu'on qu'on a eu l'occasion d'un peu exploiter dans un colloque récemment, euh, à Genève. Euh, c'était l'idée, euh, c'est l'idée de savoir si l'œuvre ou, enfin, ce que fait Google est-ce que ça n'est pas éventuellement quelque chose qui est protégeable lui-même en tant qu'œuvre. Je veux dire, dès l'instant que vous faites une numérisation ou quelque chose de tellement parfait où on découvre des nouvelles choses...

MA : C'est une autre œuvre...

MB : Est-ce que, la question qu'on se pose souvent : est-ce que c'est une nouvelle œuvre ?

MA : Il y a, il y a l'autre visage du numérique. Ce sont tout simplement les visiteurs du musée qui, eux, ont leurs petites prothèses numériques dans la main gauche ou la main droite, euh, qui s'appelle un smartphone et qui prennent des clichés même si parfois ils n'en ont pas le droit. Est-ce que ces images-là posent un problème de droit justement ?

MB : En fait, beaucoup moins qu'on ne le croit. Les cell fourrés aux musées est tou– est possible, notamment parce que vous avez un grand principe, en tout cas en Suisse, mais donc plusieurs lois, s'appellent la liberté de panorama : je peux photographier, je peux reproduire librement tout ce qui se trouve dans un lieu public. On ne peut pas m'interdire de prendre une photo de la Mona Lisa ou, j'sais pas, de de toutes les œuvres qui sont dans le domaine public. Non, on peut pas.

MA : D'accord, euh...

MB : Mais évidemment pour d'autres raisons, ils peuvent. Par exemple, ils peuvent dire, « Ça risque d'endommager l'œuvre si on fait trop de flash. », et cetera. Ça, il y a d'autres raisons mais c'est pas des raisons tirées du droit d'auteur.]

RTS Radio Télévision Suisse

**Competency 005—The LOTE teacher demonstrates the ability to understand the literal content of oral communications in the target language.**

1. Quel est l'objectif principal de l'interview ?

- A. Montrer la façon dont l'art est accessible à travers le monde grâce au numérique
- B. Proposer des modifications au concept du domaine public au sens juridique
- C. Avertir les musées contre la diffusion digitale d'œuvres protégées
- D. Discuter des questions juridiques sur la reproduction des œuvres d'art

**Answer**

**Option D is correct** because the interview is mainly concerned with the legal issues raised when works of art are digitalized and widely reproduced. **Option A is incorrect** because the increasing accessibility of works of art due to digitalization is only implicitly present in the interview, which focuses on legal issues. **Option B is incorrect** because the interview does not suggest any changes to the definition of public domain in the legal sense. **Option C is incorrect** because the interview's purpose is not to warn museums against the distribution of digitalized works of art.

2. Selon l'interview, qui est protégé avant tout par le droit d'auteur dans la sphère digitale ?

- A. Le conservateur du musée exposant l'œuvre
- B. Le créateur original de l'œuvre
- C. Le créateur de la version digitale la plus récente de l'œuvre
- D. L'inventeur du logiciel produisant la version digitale de l'œuvre

## Answer

**Option B is correct** because Marc-André Renold clearly states that it is the creator of a work whose rights are protected by copyright, and that these rights must not be infringed upon when a work is reproduced. **Option A is incorrect** because the interview does not make any mention of the curator of the museum housing the work. **Option C is incorrect** because the interview does not attribute the ultimate rights for copyrighted works to creators of digital versions of works of art. **Option D is incorrect** because the interview does not attribute the ultimate rights for copyrighted works to the inventor of art digitalization software.

3. Quel aspect de la numérisation des œuvres d'art par Google est soulevé par Marc-André Renold ?

- A. Les œuvres d'art en ligne ont une autre valeur monétaire que les œuvres originales.
- B. Google doit obtenir les droits de reproduction pour les œuvres d'art originales.
- C. Google doit faire plus d'efforts pour collaborer avec les institutions culturelles.
- D. Une nouvelle œuvre d'art peut être créée par la numérisation d'une œuvre originale.

## Answer

**Option D is correct** because Marc-André Renold discusses the question of whether or not the digitalization of an original work of art results in the creation of a new, distinct work of art worthy of its own legal protection. **Option A is incorrect** because Marc-André Renold does not discuss any differences in monetary value between original and digitalized works of art. **Option B is incorrect** because Marc-André Renold does not say that Google is obligated to obtain permission from copyright holders in order to reproduce original works of art. **Option C is incorrect** because Marc-André Renold does not suggest that Google needs to take the initiative to work more closely with cultural establishments.

4. Dans le contexte de l'interview, à quel droit l'expression *liberté de panorama* se réfère-t-elle ?

- A. Au droit de photographier les œuvres d'art dans un lieu public
- B. Au droit de prendre des photos plus larges que la taille habituelle des œuvres d'art
- C. Au droit de publier gratuitement les photos d'œuvres d'art représentant la nature
- D. Au droit de faire un nombre illimité de reproductions d'œuvres d'art

## Answer

**Option A is correct** because the "liberté de panorama" is defined in the interview as the right to photograph or reproduce anything that is in the public sphere ( « je peux photographier, je peux reproduire librement tout ce qui se trouve dans un lieu public » ). **Option B is incorrect** because the "liberté de panorama," as defined in the interview, does not involve taking unusually large photographs of works of art. **Option C is incorrect** because the "liberté de panorama," as defined in the interview, does not involve the right to publish photos of works of art representing nature free of charge. **Option D is incorrect** because the "liberté de panorama," as defined in the interview, does not include the right to produce an unlimited number of reproductions of works of art.



**Competency 004—The LOTE teacher understands the connections between language and culture, including the interactions among cultural products, practices and perspectives within the target language cultures.**

5. Selon vos connaissances culturelles, quel musée parisien est connu pour sa magnifique collection d'œuvres impressionnistes ?

- A. Le Musée de Cluny
- B. Le Musée d'Orsay
- C. Le Musée du Louvre
- D. Le Musée Grévin

**Answer**

**Option B is correct** because the Musée d'Orsay is most well-known for its extensive collection of works of art from the Impressionist period. **Option A is incorrect** because the Musée de Cluny is not known for housing a collection of Impressionist works of art; it houses tapestries and art objects from the Middle Ages. **Option C is incorrect** because the Musée du Louvre is not known for housing a collection of Impressionist works of art; the world's most visited museum has eight curatorial departments. **Option D is incorrect** because the Musée Grévin is not known for housing a collection of Impressionist works of art; it is a famous wax museum.

**Competency 005—The LOTE teacher demonstrates the ability to understand the literal content of oral communications in the target language.**

6. À la fin de l'interview, quel synonyme pourrait-on substituer au verbe *endommager* ?

- A. blanchir
- B. effacer
- C. abîmer
- D. transformer

**Answer**

**Option C is correct** because "abîmer," like "endommager," means "to harm." **Options A, B and D are incorrect** because "blanchir," meaning to "whiten"; "effacer," meaning "to erase"; and "transformer," meaning "to transform" do not have the same meaning as "endommager."

# Preparation Manual

## Section 5: Sample Interpretive Reading and Cultural Knowledge Questions Languages Other Than English (LOTE) French (610)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

### Directions for the Interpretive Reading and Cultural Knowledge Questions

This section is designed to measure how well you understand written French and the cultures of French-speaking cultures.

As part of this section of the exam, you will read several selections in the target language. You may need to scroll to view each selection in its entirety. Each selection is accompanied by a number of questions presented in the target language. For each question, choose the response that is best, relative to the selection. The last two questions may test your knowledge of culture and linguistics.

Some selections include numbered words. Refer to the footnotes at the end of the selection for a definition or explanation of these words.

You will have 50 minutes to answer all of the questions in this section. The timer in the upper right corner of the screen will indicate how much time is remaining.

### Reading Comprehension Passage 1

**Les questions suivantes se rapportent à l'extrait ci-dessous d'un recueil intitulé « Légendes et récits de la Côte-Nord du Saint-Laurent ». Le recueil a été écrit en 1937 au Canada par Élioza Fafard-Lacasse.**

En quittant Saint-Alphonse, nous nous rendîmes à Québec pour nous pourvoir de tout ce qui était nécessaire à la subsistance d'êtres humains dans un pays aussi sauvage qu'éloigné et où n'existait nulle organisation. À cette époque-là, les conditions de voyage au Labrador étaient reconnues difficiles et dangereuses ; il n'y avait aucun service régulier de transport et nous avions à prendre, à tout hasard et à notre propre risque, la première embarcation disponible. C'est donc dans un de ces petits voiliers que l'on appelle une goélette que nous prenions passage le 15 novembre 1872.

Après avoir été ballottés au gré des vents pendant trois longs jours, nous arrivâmes enfin au terme de notre voyage, devant le phare de la Pointe-des-Monts. Le mugissement de la mer rompait seul la monotonie de l'ensemble, et cela donnait un aspect saisissant de grandeur au petit coin de terre que mon père devait désormais habiter avec sa famille, et où je devais passer les plus belles années de ma vie.

Ô ! Les rigueurs de l'hiver au Labrador à cette époque lointaine, il faut les avoir connues ! C'était d'abord, l'adieu à tout contact avec la civilisation. Il fallait s'isoler pour six longs mois, et se pourvoir de tout ce qui était nécessaire pour faire face aux rigueurs du climat. À certains jours, les longues veillées n'étaient troublées que par le fracas des violentes tempêtes. Et cependant, au milieu de ce désarroi de la nature en furie, nous nous sentions en sécurité près d'un bon feu. Il y avait un certain charme à suivre le déchaînement des éléments.

Mon père, craignant la nostalgie, chercha à se distraire. Stimulant la bonne volonté des Indiens dont il commençait à se faire des amis, il leur fit construire à travers la forêt un chemin de voiture reliant le phare à leur campement, soit une distance de deux milles environ. Tous les jours il s'y rendait en voiture, avec son serviteur Laurent ; quelquefois mon père m'amenait avec lui, ce qui m'était un grand plaisir. Quels souvenirs charmants j'ai gardés de ces promenades, souvent faites le soir au clair de la lune. L'on n'entendait que le bruit sec du craquement des arbres sous l'action du froid, le saut d'un lièvre effrayé et dans le lointain, le froissement d'aile d'un oiseau effarouché qui venait quelquefois troubler le calme de cette imposante nature...

**Competency 007—The LOTE teacher demonstrates the ability to understand the literal content of authentic materials written in the target language.**

1. Quel est le but principal de l'auteur du passage ?

- A. Décrire la flore et la faune du Labrador
- B. Examiner de près les difficultés d'un voyage au Labrador
- C. Rendre hommage à son père pour sa persévérance
- D. Raconter des souvenirs de son enfance

Answer \_\_\_\_\_

2. Qu'est-ce qui trouble le plus la famille ?

- A. Les températures extrêmes
- B. La fréquence des orages
- C. L'intensité de la solitude
- D. Le danger des voyages maritimes

Answer \_\_\_\_\_

3. Comment l'auteur s'occupait-elle pendant son séjour au Labrador ?

- A. En aidant son père à faire son travail
- B. En ramassant des branches tombées
- C. En faisant des excursions avec son père
- D. En regardant les navires passer sur le fleuve

Answer \_\_\_\_\_

**Competency 008—The LOTE teacher demonstrates the ability to infer, interpret and evaluate meaning from a variety of authentic materials written in the target language.**

4. Entre quels éléments l'auteur fait-elle un contraste dans le passage ?

- A. La violence des tempêtes et l'ambiance paisible à l'intérieur
- B. La vie sophistiquée à Québec et la vie simple au Labrador
- C. La grandeur de la nature et la finitude des êtres humains
- D. La réticence de sa famille et la sociabilité des indigènes

Answer \_\_\_\_\_

**Competency 004—The LOTE teacher understands the connections between language and culture, including the interactions among cultural products, practices and perspectives within the target language cultures.**

5. Selon vos connaissances culturelles, quel explorateur de la Nouvelle-France a fondé la ville de Québec ?

- A. René Robert Cavelier de La Salle
- B. Samuel de Champlain
- C. Louis Jolliet
- D. Père Jacques Marquette

Answer \_\_\_\_\_

**Competency 007—The LOTE teacher demonstrates the ability to understand the literal content of authentic materials written in the target language.**

6. Dans la phrase « il s'y rendait en voiture » du dernier paragraphe, le pronom y se réfère

- A. au phare
- B. au fleuve
- C. au chemin
- D. au campement

Answer \_\_\_\_\_

## Reading Comprehension Passage 2

**Les questions suivantes se rapportent à l'article ci-dessous intitulé « Conteurs en résidence à Saint-Élie-de-Caxton ». L'article a été publié le 1 avril 2014 au Canada dans le quotidien *Le Nouvelliste*.**

C'est à Saint-Élie que sera créée la toute première résidence de conteur au Québec et c'est une doyenne en la matière, Claudette L'Heureux, qui profitera la première de ce lieu de création qui sera destiné à recevoir, chaque année, un conteur de la province.

Pendant un mois, l'artiste choisi par un jury sera hébergé gratuitement, recevra une bourse pour subvenir à ses besoins et pourra être appuyé par un accompagnateur, le tout gracieuseté du Conseil des arts et des lettres du Québec, du Regroupement du conte au Québec et de la figure emblématique du conte, Fred Pellerin, qui prête la maison. L'artiste de Saint-Élie est d'ailleurs l'instigateur de ce projet, lui qui avait le goût de partager avec ses pairs.

Cette année, une vingtaine d'artistes avaient soumis leur candidature au jury. On a choisi Claudette L'Heureux pour l'humanisme de son projet et pour la qualité de son cheminement artistique qui sera garant de ce qu'elle créera à Saint-Élie, estime le jury. La dame est originaire de Maniwaki, habite Montréal depuis de nombreuses années, aura 75 ans en octobre et est une figure bien connue dans le milieu des conteurs. Elle a pris possession des lieux hier et en était tout à fait ravie.

« C'est un cadeau de la vie ! Je voulais préparer un spectacle pour mes 75 ans et voilà qu'on me paye une bourse, une résidence, qu'on m'offre l'aide d'un coach et des frais de subsistance, qu'est-ce que tu veux de plus ? », dit-elle. Jusqu'à la fin avril, la dame entend créer un conte autour de sa mère. « Je suis une personne totalement privilégiée d'avoir un aussi beau projet à faire à mon âge. »

Par cette initiative, Fred Pellerin est content de démontrer à quel point le monde du conte est vaste et disparate. « Vu qu'on me voit beaucoup, on peut penser facilement que le conte, c'est ce que je fais alors que ce qui est vraiment intéressant, c'est que chaque conteur a son univers et une manière bien à lui. »

Claudette L'Heureux créera à Saint-Élie, mais elle donnera aussi un atelier sur la manière d'utiliser le conte et les comptines dans l'enseignement à la Bibliothèque Gatien-Lapointe de Trois-Rivières, et se produira devant les Caxtoniens à l'issue de son mois de résidence. « Notre village regorge d'inspiration », notait le maire de Saint-Élie, Réjean Audet. « Nous avons hâte d'entendre ces histoires puisées dans le Caxton... ».

Source : Le Nouvelliste

**Competency 007—The LOTE teacher demonstrates the ability to understand the literal content of authentic materials written in the target language.**

7. Quel est l'objectif de l'article ?

- A. De stimuler la production de contes et de comptines
- B. De promouvoir le tourisme au Québec
- C. D'encourager le public de financer des projets littéraires
- D. D'annoncer une nouvelle initiative au Québec

Answer \_\_\_\_\_

**Competency 008—The LOTE teacher demonstrates the ability to infer, interpret and evaluate meaning from a variety of authentic materials written in the target language.**

8. Pour quelle raison Claudette L'Heureux a-t-elle été choisie pour aller à Saint-Élie ?

- A. Parce qu'elle habite la région depuis longtemps
- B. Parce qu'elle est ancienne étudiante de Fred Pellerin
- C. Grâce aux valeurs incarnées dans son œuvre
- D. Grâce à son grand renom parmi les conteurs

Answer \_\_\_\_\_

**Competency 007—The LOTE teacher demonstrates the ability to understand the literal content of authentic materials written in the target language.**

9. Dans le cinquième paragraphe, quelle opinion sur le monde du conte Fred Pellerin exprime-t-il ?

- A. C'est une tradition en voie de disparition.
- B. C'est un milieu très propice à la collaboration interdisciplinaire.
- C. L'œuvre des conteurs n'est compréhensible qu'à ceux qui partagent leur univers.
- D. Le genre est difficile à résumer à cause de la singularité de l'œuvre de chaque conteur.

Answer \_\_\_\_\_

10. Dans quel but Claudette L'Heureux organise-t-elle un atelier pendant sa résidence ?

- A. Pour parler de la tradition du conte québécois
- B. Pour montrer l'utilité pédagogique des contes
- C. Pour révéler ses techniques pour tisser des contes
- D. Pour revigorer la pratique de raconter des contes

Answer \_\_\_\_\_

**Competency 004—The LOTE teacher understands the connections between language and culture, including the interactions among cultural products, practices and perspectives within the target language cultures.**

11. Selon vos connaissances culturelles, quel auteur français du 17e siècle a exercé une grande influence sur le genre du conte ?

- A. Beaumarchais
- B. Maupassant
- C. Balzac
- D. Perrault

**Answer \_\_\_\_\_**

**Competency 007—The LOTE teacher demonstrates the ability to understand the literal content of authentic materials written in the target language.**

12. Dans le premier paragraphe, avec quel mot le participe passé *créée* s'accorde-t-il ?

- A. Saint-Élie
- B. Résidence
- C. Doyenne
- D. Matière

**Answer \_\_\_\_\_**

**Competency 004—The LOTE teacher understands the connections between language and culture, including the interactions among cultural products, practices and perspectives within the target language cultures.**

La question suivante se rapporte à la photo ci-dessous.



13. Selon vos connaissances culturelles, quel monument parisien, figurant dans la photo, autrefois église et maintenant lieu de commémoration, abrite les tombeaux de plusieurs personnages historiques très connus, y compris ceux de Jean-Jacques Rousseau, de Victor Hugo, et de Pierre et Marie Curie ?

- A. La Sorbonne
- B. Le Panthéon
- C. Le Théâtre de l'Odéon
- D. Les Invalides

Answer \_\_\_\_\_



# Preparation Manual

## Section 5: Sample Interpretive Reading and Cultural Knowledge Answers and Rationales Languages Other Than English (LOTE) French (610)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

### Directions for the Interpretive Reading and Cultural Knowledge Questions

This section is designed to measure how well you understand written French and the cultures of French-speaking cultures.

As part of this section of the exam, you will read several selections in the target language. You may need to scroll to view each selection in its entirety. Each selection is accompanied by a number of questions presented in the target language. For each question, choose the response that is best, relative to the selection. The last two questions may test your knowledge of culture and linguistics.

Some selections include numbered words. Refer to the footnotes at the end of the selection for a definition or explanation of these words.

You will have 50 minutes to answer all of the questions in this section. The timer in the upper right corner of the screen will indicate how much time is remaining.

### Reading Comprehension Passage 1

**Les questions suivantes se rapportent à l'extrait ci-dessous d'un recueil intitulé « Légendes et récits de la Côte-Nord du Saint-Laurent ». Le recueil a été écrit en 1937 au Canada par Élioza Fafard-Lacasse.**

En quittant Saint-Alphonse, nous nous rendîmes à Québec pour nous pourvoir de tout ce qui était nécessaire à la subsistance d'êtres humains dans un pays aussi sauvage qu'éloigné et où n'existait nulle organisation. À cette époque-là, les conditions de voyage au Labrador étaient reconnues difficiles et dangereuses ; il n'y avait aucun service régulier de transport et nous avions à prendre, à tout hasard et à notre propre risque, la première embarcation disponible. C'est donc dans un de ces petits voiliers que l'on appelle une goélette que nous prenions passage le 15 novembre 1872.

Après avoir été ballottés au gré des vents pendant trois longs jours, nous arrivâmes enfin au terme de notre voyage, devant le phare de la Pointe-des-Monts. Le mugissement de la mer rompait seul la monotonie de l'ensemble, et cela donnait un aspect saisissant de grandeur au petit coin de terre que mon père devait désormais habiter avec sa famille, et où je devais passer les plus belles années de ma vie.

Ô ! Les rigueurs de l'hiver au Labrador à cette époque lointaine, il faut les avoir connues ! C'était d'abord, l'adieu à tout contact avec la civilisation. Il fallait s'isoler pour six longs mois, et se pourvoir de tout ce qui était nécessaire pour faire face aux rigueurs du climat. À certains jours, les longues veillées n'étaient troublées que par le fracas des violentes tempêtes. Et cependant, au milieu de ce désarroi de la nature en furie, nous nous sentions en sécurité près d'un bon feu. Il y avait un certain charme à suivre le déchaînement des éléments.

Mon père, craignant la nostalgie, chercha à se distraire. Stimulant la bonne volonté des Indiens dont il commençait à se faire des amis, il leur fit construire à travers la forêt un chemin de voiture reliant le phare à leur campement, soit une distance de deux milles environ. Tous les jours il s'y rendait en voiture, avec son serviteur Laurent ; quelquefois mon père m'amenait avec lui, ce qui m'était un grand plaisir. Quels souvenirs charmants j'ai gardés de ces promenades, souvent faites le soir au clair de la lune. L'on n'entendait que le bruit sec du craquement des arbres sous l'action du froid, le saut d'un lièvre effrayé et dans le lointain, le froissement d'aile d'un oiseau effarouché qui venait quelquefois troubler le calme de cette imposante nature...

**Competency 007—The LOTE teacher demonstrates the ability to understand the literal content of authentic materials written in the target language.**

1. Quel est le but principal de l'auteur du passage ?
  - A. Décrire la flore et la faune du Labrador
  - B. Examiner de près les difficultés d'un voyage au Labrador
  - C. Rendre hommage à son père pour sa persévérance
  - D. Raconter des souvenirs de son enfance

**Answer**

**Option D is correct** because the aim of the author is to tell of her childhood in Labrador. **Option A is incorrect** because her aim is not principally to describe the flora and fauna of Labrador. **Option B is incorrect** because the focus of the entire passage is not the hardships encountered on the trip to Labrador. **Option C is incorrect** because the author does not pay homage in the passage to her father's perseverance as a lighthouse keeper.

2. Qu'est-ce qui trouble le plus la famille ?
  - A. Les températures extrêmes
  - B. La fréquence des orages

- C. L'intensité de la solitude
- D. Le danger des voyages maritimes

**Answer**

**Option C is correct** because the greatest problem the family faces is intense solitude: the passage indicates that they are cut off from the rest of the world for six long months. **Option A is incorrect** because the author does not state that the extreme temperatures caused the most troubling problem. **Option B is incorrect** because the author describes how the family was actually able to draw some enjoyment from the storms since they were safe inside. **Option D is incorrect** because the author does not name the three-day sea voyage as the most troubling aspect of the family's time in Labrador.

3. Comment l'auteur s'occupait-elle pendant son séjour au Labrador ?

- A. En aidant son père à faire son travail
- B. En ramassant des branches tombées
- C. En faisant des excursions avec son père
- D. En regardant les navires passer sur le fleuve

**Answer**

**Option C is correct** because the author describes how she occupied herself by going on excursions with her father. **Option A is incorrect** because the author does not state that she helped her father with his work. **Option B is incorrect** because the author does not indicate that she gathered the branches that had fallen to the ground. **Option D is incorrect** because the author does not state that she watched the ships passing in the river.

**Competency 008—The LOTE teacher demonstrates the ability to infer, interpret and evaluate meaning from a variety of authentic materials written in the target language.**

4. Entre quels éléments l'auteur fait-elle un contraste dans le passage ?

- A. La violence des tempêtes et l'ambiance paisible à l'intérieur
- B. La vie sophistiquée à Québec et la vie simple au Labrador
- C. La grandeur de la nature et la finitude des êtres humains
- D. La réticence de sa famille et la sociabilité des indigènes

**Answer**

**Option A is correct** because the author contrasts the violence of the storms with the peaceful atmosphere inside her family's shelter. **Option B is incorrect** because the passage does not contain a description of the sophisticated life found in Quebec, so it cannot be contrasted with the simple life in Labrador. **Option C is incorrect** because the passage does not contrast the grandeur of nature with the finiteness of human beings. **Option D is incorrect** because there is no contrast made in the passage between the family's reticence and the Native Americans' sociability.

**Competency 004—The LOTE teacher understands the connections between language and culture, including the interactions among cultural products, practices and perspectives within the target language cultures.**

5. Selon vos connaissances culturelles, quel explorateur de la Nouvelle-France a fondé la ville de Québec ?

- A. René Robert Cavelier de La Salle
- B. Samuel de Champlain
- C. Louis Jolliet
- D. Père Jacques Marquette

**Answer**

**Option B is correct** because Samuel de Champlain founded Quebec City. **Option A is incorrect** because René Robert Cavelier de La Salle was not the founder of Quebec City but an explorer of the Great Lakes and the Mississippi River. **Option C is incorrect** because Louis Jolliet, like La Salle, was an explorer of the Mississippi River and not the founder of Quebec City. **Option D is incorrect** because Père Jacques Marquette explored the north central area of the United States and was not the founder of Quebec City.

**Competency 007—The LOTE teacher demonstrates the ability to understand the literal content of authentic materials written in the target language.**

6. Dans la phrase « il s'y rendait en voiture » du dernier paragraphe, le pronom y se réfère

- A. au phare
- B. au fleuve
- C. au chemin
- D. au campement

**Answer**

**Option D is correct** because the pronoun "y" refers to the Native American camp, which is the destination of the excursion made by the father, daughter, and their servant, Laurent. **Option A is incorrect** because the pronoun "y" does not refer to the lighthouse. **Option B is incorrect** because the pronoun "y" does not refer to the river. **Option C is incorrect** because the pronoun "y" does not refer to the road.

## Reading Comprehension Passage 2

**Les questions suivantes se rapportent à l'article ci-dessous intitulé « Conteurs en résidence à Saint-Élie-de-Caxton ». L'article a été publié le 1 avril 2014 au Canada dans le quotidien *Le Nouvelliste*.**

C'est à Saint-Élie que sera créée la toute première résidence de conteur au Québec et c'est une doyenne en la matière, Claudette L'Heureux, qui profitera la première de ce lieu de création qui sera destiné à recevoir, chaque année, un conteur de la province.

Pendant un mois, l'artiste choisi par un jury sera hébergé gratuitement, recevra une bourse pour subvenir à ses besoins et pourra être appuyé par un accompagnateur, le tout gracieuseté du Conseil des arts et des lettres du Québec, du Regroupement du conte au Québec et de la figure emblématique du conte, Fred Pellerin, qui prête la maison. L'artiste de Saint-Élie est d'ailleurs l'instigateur de ce projet, lui qui avait le goût de partager avec ses pairs.

Cette année, une vingtaine d'artistes avaient soumis leur candidature au jury. On a choisi Claudette L'Heureux pour l'humanisme de son projet et pour la qualité de son cheminement artistique qui sera garant de ce qu'elle créera à Saint-Élie, estime le jury. La dame est originaire de Maniwaki, habite Montréal depuis de nombreuses années, aura 75 ans en octobre et est une figure bien connue dans le milieu des conteurs. Elle a pris possession des lieux hier et en était tout à fait ravie.

« C'est un cadeau de la vie ! Je voulais préparer un spectacle pour mes 75 ans et voilà qu'on me paye une bourse, une résidence, qu'on m'offre l'aide d'un coach et des frais de subsistance, qu'est-ce que tu veux de plus ? », dit-elle. Jusqu'à la fin avril, la dame entend créer un conte autour de sa mère. « Je suis une personne totalement privilégiée d'avoir un aussi beau projet à faire à mon âge. »

Par cette initiative, Fred Pellerin est content de démontrer à quel point le monde du conte est vaste et disparate. « Vu qu'on me voit beaucoup, on peut penser facilement que le conte, c'est ce que je fais alors que ce qui est vraiment intéressant, c'est que chaque conteur a son univers et une manière bien à lui. »

Claudette L'Heureux créera à Saint-Élie, mais elle donnera aussi un atelier sur la manière d'utiliser le conte et les comptines dans l'enseignement à la Bibliothèque Gatien-Lapointe de Trois-Rivières, et se produira devant les Caxtoniens à l'issue de son mois de résidence. « Notre village regorge d'inspiration », notait le maire de Saint-Élie, Réjean Audet. « Nous avons hâte d'entendre ces histoires puisées dans le Caxton... ».

Source : Le Nouvelliste

**Competency 007—The LOTE teacher demonstrates the ability to understand the literal content of authentic materials written in the target language.**

7. Quel est l'objectif de l'article ?

- A. De stimuler la production de contes et de comptines
- B. De promouvoir le tourisme au Québec
- C. D'encourager le public de financer des projets littéraires
- D. D'annoncer une nouvelle initiative au Québec

**Answer**

**Option D is correct** because the focus of the article is on a new initiative, the creation of the first residence for storytellers in Quebec. **Option A is incorrect** because the article does not present different ways to stimulate the production of stories. **Option B is incorrect** because, although the article mentions the town where the storyteller will live, it does not mention tourism in Quebec. **Option C is incorrect** because encouraging the public to support literary projects is not the purpose of the article.

**Competency 008—The LOTE teacher demonstrates the ability to infer, interpret and evaluate meaning from a variety of authentic materials written in the target language.**

8. Pour quelle raison Claudette L'Heureux a-t-elle été choisie pour aller à Saint-Élie ?

- A. Parce qu'elle habite la région depuis longtemps
- B. Parce qu'elle est ancienne étudiante de Fred Pellerin
- C. Grâce aux valeurs incarnées dans son œuvre
- D. Grâce à son grand renom parmi les conteurs

**Answer**

**Option C is correct** because the article states that Claudette L'Heureux was chosen because of the humanistic and artistic values of her work. **Option A is incorrect** because the length of time Claudette L'Heureux lived in the region was not a factor in her selection. **Option B is incorrect** because Claudette L'Heureux was not chosen because she was a former student of Fred Pellerin. **Option D is incorrect** because the selection of Claudette L'Heureux was not due to her reputation as a great storyteller.

**Competency 007—The LOTE teacher demonstrates the ability to understand the literal content of authentic materials written in the target language.**

9. Dans le cinquième paragraphe, quelle opinion sur le monde du conte Fred Pellerin exprime-t-il ?

- A. C'est une tradition en voie de disparition.
- B. C'est un milieu très propice à la collaboration interdisciplinaire.
- C. L'œuvre des conteurs n'est compréhensible qu'à ceux qui partagent leur univers.
- D. Le genre est difficile à résumer à cause de la singularité de l'œuvre de chaque conteur.

**Answer**

**Option D is correct** because Fred Pellerin states that storytellers create their own worlds and have their own ways of expressing them. **Option A is incorrect** because Fred Pellerin does not state that storytelling is a disappearing tradition. **Option B is incorrect** because Fred Pellerin does not discuss storytelling as an art suitable for interdisciplinary efforts. **Option C is incorrect** because Fred Pellerin does not affirm that storytellers' works are only comprehensible to those who share their imaginative universe.

10. Dans quel but Claudette L'Heureux organise-t-elle un atelier pendant sa résidence ?

- A. Pour parler de la tradition du conte québécois
- B. Pour montrer l'utilité pédagogique des contes
- C. Pour révéler ses techniques pour tisser des contes
- D. Pour revigorer la pratique de raconter des contes

**Answer**

**Option B is correct** because the article states that Claudette L'Heureux is organizing a workshop on the ways to use stories in teaching. **Option A is incorrect** because the workshop is not being organized to talk about the storytelling tradition in Quebec. **Option C is incorrect** because the workshop does not focus on the technical aspects of creating stories. **Option D is incorrect** because the purpose of the workshop is not to revive the practice of storytelling.

**Competency 004—The LOTE teacher understands the connections between language and culture, including the interactions among cultural products, practices and perspectives within the target language cultures.**

11. Selon vos connaissances culturelles, quel auteur français du 17<sup>e</sup> siècle a exercé une grande influence sur le genre du conte ?

- A. Beaumarchais
- B. Maupassant
- C. Balzac
- D. Perrault

**Answer**

**Option D is correct** because Perrault is a seventeenth-century author who had great influence on the story as a genre. **Option A is incorrect** because Beaumarchais was an eighteenth-century author primarily known for his dramatic works. **Option B is incorrect** because, although Maupassant wrote many stories, he is a writer of the nineteenth-century, not the seventeenth. **Option C is incorrect** because it, too, mentions a nineteenth-century writer of stories, Balzac.

**Competency 007—The LOTE teacher demonstrates the ability to understand the literal content of authentic materials written in the target language.**

12. Dans le premier paragraphe, avec quel mot le participe passé *créée* s'accorde-t-il ?

- A. Saint-Élie
- B. Résidence
- C. Doyenne
- D. Matière

**Answer**

**Option B is correct** because the past participle of the verb agrees with the subject of the dependent clause: the residence. **Option A is incorrect** because Saint-Élie is not the subject of the sentence but the object of the preposition "à." **Option C is incorrect** because the dean is the subject of the second clause, not the first. **Option D is incorrect** because matter is the object of the preposition "en," not the subject of a clause.



Competency 004—The LOTE teacher understands the connections between language and culture, including the interactions among cultural products, practices and perspectives within the target language cultures.

La question suivante se rapporte à la photo ci-dessous.



13. Selon vos connaissances culturelles, quel monument parisien, figurant dans la photo, autrefois église et maintenant lieu de commémoration, abrite les tombeaux de plusieurs personnages historiques très connus, y compris ceux de Jean-Jacques Rousseau, de Victor Hugo, et de Pierre et Marie Curie ?

- A. La Sorbonne
- B. Le Panthéon
- C. Le Théâtre de l'Odéon
- D. Les Invalides

**Answer**

**Option B is correct** because the Pantheon is the Parisian monument that contains the tombs of people such as Jean-Jacques Rousseau, Victor Hugo, and Pierre and Marie Curie, who are famous in the history of France.

**Option A is incorrect** because the Sorbonne is an institution of higher education and not a monument containing the tombs of people famous in French history. **Option C is incorrect** because it names a Parisian theater and not a monument containing tombs of the famous. **Option D is incorrect** because it names the official museum of the French army, which does not contain tombs of the French historical figures mentioned.

# Preparation Manual

---

## Section 6: Sample Interpersonal and Presentational Writing Assignments Languages Other Than English (LOTE) French (610)

### Directions for the Interpersonal and Presentational Writing Assignments

This section of the exam consists of three assignments that measure different aspects of your writing ability in the target language:

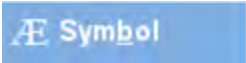
1. Response to a Letter, Memo, or E-mail
2. Opinion/Position Essay
3. Presentational Writing: Integrated Skills

Directions for each assignment will be provided before the assignment.

The total testing time for this section of the exam is 50 minutes; therefore, you should manage your time so that you have enough time to respond to all three assignments within the allotted time. The timer in the upper right corner of the screen will indicate how much time is remaining.

You will type your response to each assignment. Your response must be written in the target language. You may use the erasable notebooklet provided to make notes, write an outline, or otherwise prepare your response. **However, your final response to each assignment must be typed in the response box provided for the assignment.**

Please note that special characters (such as letters with accents or other diacritical marks) cannot be entered using the keyboard but are available for insertion in the on-screen response box. To access these characters, click on the

 button that appears in the upper left corner of the screen. Using the mouse, double-click on the character you wish to include in your response, or click on the character you wish to include in your response and then select "**Insert**." The character will be inserted where the cursor is positioned in the response box.

## Sample Interpersonal and Presentational Writing Assignments

### Response to a Letter, Memo, or E-mail

For this assignment, you will be given a letter, memo, or e-mail to which you will write an appropriate response in the target language. First, read the content provided on-screen. Then, type your response in the response box.

Manage your time so that you allow enough time to plan, write, and revise your response. Your response to this assignment should be a minimum of 60 words.

## Assignment 1

Vous recevez la lettre suivante en réponse à votre demande pour un poste d'assistant de langue.

Cher/Chère candidat(e),

Nous accusons réception de votre lettre de sollicitation pour un poste d'assistant de langue à Marseille, dans un établissement de deuxième cycle. Si votre candidature est retenue, le rectorat d'Aix-Marseille vous contactera quelques mois avant votre prise de poste pour que vous puissiez leur fournir les pièces justificatives nécessaires à la validation de votre dossier.

Dans l'immédiat, nous aimerions faire plus ample connaissance avec vous. La mission de l'assistant de langue requiert des qualités exceptionnelles ainsi que des compétences pédagogiques et informatiques. Vos réponses aux questions suivantes nous aideront à en savoir plus sur vous et vos aptitudes.

Selon vous, quelle est l'importance du rôle pédagogique d'un assistant de langue ? Les assistants de langue collaborent étroitement avec les professeurs des écoles pour préparer les activités pédagogiques : de quelles sortes d'outils pédagogiques et informatiques vous serviriez-vous pour motiver les élèves et stimuler leur curiosité ?

Bien que vous ne soyez pas obligé(e) d'être un locuteur natif francophone, une bonne maîtrise de la langue française est essentielle pour ce poste.

Votre candidature nous intéresse ; merci de nous répondre dans les plus brefs délais. Vous pouvez aussi, dès à présent, consulter le bureau des assistants : [assistants-langues@ac-aix-marseille.fr](mailto:assistants-langues@ac-aix-marseille.fr).

Cordialement,

Mme De Laval  
Gestionnaire des assistants de langue

## Opinion/Position Essay

For this assignment, you will be provided with a scenario to write an essay in the target language to support your opinion or position on an issue. First, read the scenario. Then, type your response in the response box provided.

Your essay should include reasons and/or examples to support your opinion.

Manage your time so that you allow enough time to plan, write, and revise your essay. An effective essay will typically contain a minimum of 120 words.

## Assignment 2

Depuis plusieurs années, une majorité d'établissements scolaires favorisent les classes multiniveaux, mélangeant ainsi les élèves à niveau fort avec ceux à niveaux moyens et

faibles. Selon vous, quels effets l'hétérogénéité des classes pourrait-elle avoir sur les acquis des élèves ?

- Répondez en employant des exemples précis pour soutenir vos idées.

## Presentational Writing: Integrated Skills

For this assignment, you will read a passage in the target language. This passage will appear in both the Writing and Speaking sections.

First, read the passage and associated writing task. Then, type your response in the response box provided.

Manage your time so that you allow enough time to plan, write, and revise your response. Your response should contain a minimum of 120 words and must be in the target language.

### Assignment 3

**L'article suivant intitulé « Pour apaiser la guerre des places de stationnement, le parking partagé » a été écrit par Kamal Azzouz et publié sur le site Web [www.rtb.be](http://www.rtb.be) en 2014.**

Durant des années, Fabienne vivait un enfer quotidien. Celui de trouver une place de stationnement en début de soirée dans son quartier de la commune de Schaerbeek. Après une longue journée de travail, Fabienne nous explique que c'était la guerre des nerfs : « Depuis cinq ans, cela devient vraiment de plus en plus compliqué. On cherche, on cherche, on cherche... Parfois après une heure, j'appelle mon mari et il vient prendre le relais. Ça donne envie de fuir de Bruxelles ! »

Mais depuis peu, Fabienne profite du concept de parking partagé dans lequel s'inscrit la commune. L'idée, c'est de mutualiser des emplacements en fonction des heures d'occupation. Et donc de donner deux vies à une même place pour le plus grand bonheur des riverains.

Le parking partagé, c'est le fonds de commerce de Julien Vandeleene, fondateur de la société BePark : « On propose une solution de parking pendant un horaire qui est complémentaire. Du coup, on ne propose pas les mêmes tarifs qu'un tarif complet. On est globalement 50 % moins cher. »

De plus, cette société surfe sur la vague du smartphone grâce à une application. Vandeleene nous explique comment le système gère les entrées et les sorties du parking : « On vient adapter notre propre technologie au système d'accès actuel. On a des systèmes de monitoring, d'alerte car les personnes doivent partir le matin. Donc il faut respecter un règlement. L'objectif, c'est que cela fonctionne bien tant pour le propriétaire que pour l'utilisateur. »

Dans les grandes villes comme Bruxelles, trouver une place est un véritable parcours du combattant. Pourtant des emplacements libres en début de soirée, il y en a un peu partout

en ville.

Premier exemple, les parkings des immeubles de bureau. Edouard Herinckx, un promoteur immobilier, a tout de suite adhéré au principe du partage : « Les collaborateurs des différentes entreprises quittent les bureaux aux alentours de 18 heures. Et donc, bien entendu, le parking reste vide la plupart du temps la nuit. L'idée était de mettre à disposition des riverains ou à d'autres personnes qui sont dans le quartier à ce moment-là comme les clients des restaurants dans le coin. »

Que dire des parkings des grandes surfaces systématiquement désertés les soirs et les dimanches. Les riverains d'un quartier saturé de Forest apprécient sans doute la démarche de Jean-Paul Mottard : « Il nous semblait important de rendre service à tous ces voisins qui sont nos clients. D'un autre côté, l'aspect financier n'est pas négligeable pour nous. Donc c'est du *win-win*. »

Used by permission

### Writing Assignment

Expliquez comment le concept du parking partagé décrit dans l'article est une innovation pour la communauté bruxelloise.

- Donnez des exemples précis pour soutenir votre point de vue.

## Scoring Rubrics

### Scoring Rubric for Response to a Letter, Memo, or E-mail and Opinion/Position Essay

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Writing Skills
<b>3 High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"><li>• <b>Fully</b> addresses and completes the task</li></ul>	<ul style="list-style-type: none"><li>• Directly relates to the topic; topic well developed</li><li>• All or almost all supporting details or examples are appropriate and effective</li></ul>	<ul style="list-style-type: none"><li>• Response is well organized and generally coherent</li><li>• Demonstrates a high or mid-high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns</li><li>• Varied vocabulary appropriate for the content and used with precision</li></ul>

				<ul style="list-style-type: none"> <li>• Very few errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure)</li> <li>• Register is appropriate (accurate social and/or cultural references included)</li> </ul>
<p><b>2</b> <b>Mid-High</b></p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Relates to the topic</li> <li>• Most supporting details or examples are well defined</li> </ul>	<ul style="list-style-type: none"> <li>• Response is organized, but some parts are not fully developed</li> <li>• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur</li> <li>• Appropriate vocabulary with occasional errors such as making up words or code-switching</li> <li>• Some errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) but they do not impede communication</li> <li>• Register is usually appropriate (generally accurate social and/or cultural references included)</li> </ul>
<p><b>1</b> <b>Mid-Low</b></p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Moderately relates to the topic</li> <li>• Some supporting details or examples</li> </ul>	<ul style="list-style-type: none"> <li>• Response is inadequately organized/not sequenced correctly</li> </ul>

			are vague or not well defined	<ul style="list-style-type: none"> <li>• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur</li> <li>• Limited vocabulary; frequent errors such as making up words or code-switching</li> <li>• Frequent errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure)</li> <li>• Register is inappropriate (inaccurate social and/or cultural references are included)</li> </ul>
<b>0 Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Partially addresses and/or partially completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Minimally relates to the topic</li> <li>• Most supporting details or examples are irrelevant or not effective</li> </ul>	<ul style="list-style-type: none"> <li>• Response is disorganized</li> <li>• Demonstrates a lack of control of most structures; numerous grammatical errors impede communication</li> <li>• Insufficient vocabulary; constant interference from another language</li> <li>• Pervasive errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) impeding communication</li> <li>• Minimal to no attention to register (inaccurate social and/or cultural</li> </ul>

references are included)

## Scoring Rubric for Presentational Writing: Integrated Skills

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Writing Skills
<b>3 High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• <b>Fully</b> addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Directly relates to the topic; topic well developed</li> <li>• All or almost all supporting details or examples are appropriate and effective</li> <li>• Clearly demonstrates a high degree of understanding of the content in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Response is well organized and generally coherent</li> <li>• Demonstrates a high or mid-high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns</li> <li>• Varied vocabulary appropriate for the content and used with precision</li> <li>• Very few errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure)</li> <li>• Register is appropriate (accurate social and/or cultural references included)</li> </ul>
<b>2 Mid-High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Relates to the topic</li> <li>• Most supporting details or examples are well defined</li> <li>• Demonstrates a moderate degree of understanding of the content in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Response is organized, but some parts are not fully developed</li> <li>• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur</li> <li>• Appropriate vocabulary with occasional errors</li> </ul>



				<p>such as making up words or code-switching</p> <ul style="list-style-type: none"> <li>• Some errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) but they do not impede communication</li> <li>• Register is usually appropriate (generally accurate social and/or cultural references included)</li> </ul>
<p><b>1</b> <b>Mid-Low</b></p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Moderately relates to the topic</li> <li>• Some supporting details or examples are vague or not well defined</li> <li>• Demonstrates a low degree of understanding of the content in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Response is inadequately organized/not sequenced correctly</li> <li>• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur</li> <li>• Limited vocabulary; frequent errors such as making up words or code-switching</li> <li>• Frequent errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure)</li> <li>• Register is inappropriate (inaccurate social and/or cultural references are included)</li> </ul>
<p><b>0</b> <b>Low</b></p>	<p>A response at this level is characterized by most of</p>	<ul style="list-style-type: none"> <li>• Partially addresses and/or partially</li> </ul>	<ul style="list-style-type: none"> <li>• Minimally relates to the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Response is disorganized</li> </ul>

	<p>the following features/dimensions:</p>	<p>completes the task</p>	<ul style="list-style-type: none"> <li>• Most supporting details or examples are irrelevant or not effective</li> <li>• Demonstrates a poor degree of understanding of the content in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of control of most structures; numerous grammatical errors impede communication</li> <li>• Insufficient vocabulary; constant interference from another language</li> <li>• Pervasive errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) impeding communication</li> <li>• Minimal to no attention to register (inaccurate social and/or cultural references are included)</li> </ul>
--	---	---------------------------	---	--

**Note:** Your written response should be your original work, written in your own words and not copied or paraphrased from some other work.

# Preparation Manual

---

## Section 7: Sample Interpersonal and Presentational Speaking Assignments Languages Other Than English (LOTE) French (610)

### Directions for the Interpersonal and Presentational Speaking Assignments

This section of the exam consists of three assignments that measure different aspects of your speaking ability in the target language. This section lasts approximately 15 minutes and consists of the following tasks:

1. Presentational Speaking: Integrated Skills
2. Express an Opinion or Make an Oral Presentation
3. Simulated Conversation

For each assignment, you will be given specific directions, including the amount of time allowed for preparation and speaking. Answer each question according to the directions. You may use the erasable notebooklet provided to write notes or organize your response; however, you will be scored only on your recorded oral response.

Be sure to speak naturally and appropriately in the target language when responding to the speaking assignments. There are no prescribed answers to these assignments; however, each response needs to follow all task directions. Say as much as you can until the response time is over or until you feel you have provided a thorough response.

### Sample Interpersonal and Presentational Speaking Assignments

#### Presentational Speaking: Integrated Skills

For this assignment, you will complete a task related to the passage you read in the Presentational Writing: Integrated Skills section.

First, you will have 1 minute, 30 seconds to read the directions and review the passage again. Then, you will hear a prompt describing a task related to the passage. You will then be prompted to begin preparing your response and will have 2 minutes to prepare your response.

When the preparation time is complete, you will be prompted to begin speaking. You will have 2 minutes to complete your response in the target language. You should respond as fully and as appropriately as possible. The response you provide during the specified response time will be automatically recorded.

When the response time has ended, you will automatically be taken to the directions screen for the next assignment. You will not be able to return to previous questions.

## Assignment 1

**L'article suivant intitulé « Pour apaiser la guerre des places de stationnement, le parking partagé » a été écrit par Kamal Azzouz et publié sur le site Web [www.rtb.be](http://www.rtb.be) en 2014.**

Durant des années, Fabienne vivait un enfer quotidien. Celui de trouver une place de stationnement en début de soirée dans son quartier de la commune de Schaerbeek. Après une longue journée de travail, Fabienne nous explique que c'était la guerre des nerfs : « Depuis cinq ans, cela devient vraiment de plus en plus compliqué. On cherche, on cherche, on cherche... Parfois après une heure, j'appelle mon mari et il vient prendre le relais. Ça donne envie de fuir de Bruxelles ! »

Mais depuis peu, Fabienne profite du concept de parking partagé dans lequel s'inscrit la commune. L'idée, c'est de mutualiser des emplacements en fonction des heures d'occupation. Et donc de donner deux vies à une même place pour le plus grand bonheur des riverains.

Le parking partagé, c'est le fonds de commerce de Julien Vandeleene, fondateur de la société BePark : « On propose une solution de parking pendant un horaire qui est complémentaire. Du coup, on ne propose pas les mêmes tarifs qu'un tarif complet. On est globalement 50 % moins cher. »

De plus, cette société surfe sur la vague du smartphone grâce à une application. Vandeleene nous explique comment le système gère les entrées et les sorties du parking : « On vient adapter notre propre technologie au système d'accès actuel. On a des systèmes de monitoring, d'alerte car les personnes doivent partir le matin. Donc il faut respecter un règlement. L'objectif, c'est que cela fonctionne bien tant pour le propriétaire que pour l'utilisateur. »

Dans les grandes villes comme Bruxelles, trouver une place est un véritable parcours du combattant. Pourtant des emplacements libres en début de soirée, il y en a un peu partout en ville.

Premier exemple, les parkings des immeubles de bureau. Edouard Herinckx, un promoteur immobilier, a tout de suite adhéré au principe du partage : « Les collaborateurs des différentes entreprises quittent les bureaux aux alentours de 18 heures. Et donc, bien entendu, le parking reste vide la plupart du temps la nuit. L'idée était de mettre à disposition des riverains ou à d'autres personnes qui sont dans le quartier à ce moment-là comme les clients des restaurants dans le coin. »

Que dire des parkings des grandes surfaces systématiquement désertés les soirs et les dimanches. Les riverains d'un quartier saturé de Forest apprécient sans doute la démarche de Jean-Paul Mottard : « Il nous semblait important de rendre service à tous ces voisins qui sont nos clients. D'un autre côté, l'aspect financier n'est pas négligeable pour nous. Donc c'est du *win-win*. »

Used by permission

## Speaking Assignment



Imaginez que vous travaillez à Bruxelles et que chaque jour, vous devez vous déplacer en voiture. Dans quelles circonstances utiliseriez-vous le parking partagé ? Pourquoi ?

- Donnez votre opinion sur le sujet proposé.
- Employez des exemples précis pour soutenir vos idées.

## Express an Opinion or Make an Oral Presentation

For this assignment, you will be presented with a situation and asked to give your opinion or propose a solution. First, you will have 15 seconds to review the directions and the situation presented on-screen. You will then hear the topic for the task and have 2 minutes to prepare your response.

When the preparation time is complete, you will be prompted to begin speaking. You will have 2 minutes to complete your response in the target language. You should respond as fully and as appropriately as possible. The response you provide during the specified response time will be automatically recorded.

When the response time has ended, you will automatically be taken to the directions screen for the next assignment. You will not be able to return to previous questions.

### Assignment 2

▶ 0:00 / 0:28 — 🔊 ⋮

« Si tu veux vendre quelque chose, il vaut mieux parler la langue de ton client. » Les dirigeants mondiaux ainsi que tous les citoyens ont intérêt aujourd'hui à pouvoir communiquer avec des interlocuteurs parlant d'autres langues. D'après vous, en quoi l'acquisition d'une langue étrangère pourrait-elle être un outil important dans la vie professionnelle moderne ?

- En vous référant au vieux proverbe cité ci-dessus, expliquez et défendez votre opinion.

## Simulated Conversation Assignment

For this assignment, you will participate in a simulated conversation in the target language. On the first screen you will see instructions for the assignment and hear a scenario for the conversation. You will have 30 seconds to read the outline of the conversation presented on-screen. The shaded lines reflect a sense of what you will hear during the conversation, while the other lines reflect general ideas about what you will be expected to say.

When the 30 seconds of preparation time is complete, the exam will automatically advance to the next screen and the audio portion of conversation will automatically begin. You will not be able to pause, stop, or replay any portion of this

audio.

You will have five turns to participate in the conversation. Each time it is your turn to respond, you will hear a tone and have 25 seconds of silence to respond to that portion of the conversation. A tone will indicate when to end speaking and then the conversation will continue. You should participate in the conversation as fully and as appropriately as possible. The responses you provide during the specified response times will be automatically recorded.

When the final response time has ended, you will automatically be taken to the next screen. You will not be able to return to previous questions.

### Assignment 3

"Imaginez que vous avez déposé votre candidature pour un poste à l'étranger. La responsable du programme de travail vous téléphone."

1. Madame Dutour:	Elle vous salue et vous pose une question.
• Vous:	Saluez-la et répondez à la question.
2. Madame Dutour:	Elle vous demande une précision.
• Vous:	Répondez-lui et justifiez votre préférence.
3. Madame Dutour:	Elle vous pose une autre question.
• Vous:	Répondez-lui et donnez des détails.
4. Madame Dutour:	Elle vous demande de faire un choix.
• Vous:	Exprimez votre préférence et justifiez-la.
5. Madame Dutour:	Elle réagit et vous fait une proposition.
• Vous:	Répondez-y et terminez la conversation.

▶ 0:00 / 3:32 ◀ 🔊 ⋮

The text below is a script that would be heard and not seen.

**Woman** Bonjour ! Je m'appelle Camille Dutour et je suis la coordinatrice en charge de « Solidarité Jeunesse ». Vous savez sans doute que nous sommes une organisation humanitaire qui cherche à transmettre des connaissances en langues aux jeunes dans de nombreux pays à travers le monde, en Afrique, en Asie, en Amérique latine et en Europe de l'Est. Je vous contacte car nous avons reçu votre demande pour un poste d'enseignant. Avez-vous déjà vécu à l'étranger ?

TONE (25 seconds) TONE

**Woman** Ah ! Je vois. Et pour le poste d'enseignant, avez-vous une préférence du pays ou de la région où vous aimeriez être placé(e) ? Pourquoi est-ce que cette partie du monde vous attire ?

TONE (25 seconds) TONE

**Woman** D'accord, vos préférences sont notées. Alors, racontez-moi un petit peu de votre formation pédagogique...

TONE (25 seconds) TONE

**Woman** C'est très intéressant, ça. Nous avons actuellement des postes disponibles en collège et en lycée. Dans quel type d'établissement préféreriez-vous travailler et pourquoi ?

TONE (25 seconds) TONE

**Woman** Je comprends. Et puis, côté pratique, je voulais aussi vous proposer la possibilité d'être hébergé(e) chez une famille d'accueil. Je suis sûre que ce sera une expérience enrichissante pour vous. Est-ce que c'est quelque chose qui vous intéresse ?

TONE (25 seconds) TONE

## Scoring Rubrics

### Scoring Rubric for Presentational Speaking: Integrated Skills

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Language Use
<b>3 High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"><li>• <b>Fully</b> addresses and completes the task</li></ul>	<ul style="list-style-type: none"><li>• Directly relates to the topic; topic well developed</li><li>• All or almost all supporting details or examples are appropriate and effective</li><li>• Clearly demonstrates a high degree of understanding of the content in the text</li></ul>	<ul style="list-style-type: none"><li>• Demonstrates high or mid-high degree of control of a variety of structures; a very few grammatical errors occur with no evident patterns</li><li>• Varied vocabulary appropriate for the content used with precision</li><li>• High level of fluency</li><li>• Very good pronunciation</li><li>• Well-organized, generally coherent response</li><li>• Register is appropriate (accurate)</li></ul>

				social and/or cultural references included)
<b>2 Mid-High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Relates to the topic</li> <li>• Most supporting details or examples are well defined</li> <li>• Demonstrates a moderate degree of understanding of the content in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur</li> <li>• Appropriate vocabulary with occasional errors such as making up words or code-switching</li> <li>• Moderate level of fluency with occasional hesitance; some successful self correction</li> <li>• Good pronunciation</li> <li>• Organized response with some coherence</li> <li>• Register is usually appropriate (generally accurate social and/or cultural references included)</li> </ul>
<b>1 Mid-Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Moderately relates to the topic</li> <li>• Some supporting details or examples are vague or not well defined</li> <li>• Demonstrates a low degree of understanding of the content in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur</li> <li>• Limited vocabulary, frequent errors such as making up words and code-switching</li> <li>• Low level of fluency with frequent hesitance</li> <li>• Fair pronunciation with interference from another language</li> <li>• Disorganized response with little coherence</li> <li>• Register is inappropriate</li> </ul>



				(inaccurate social and/or cultural references included)
<b>0 Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>Partially addresses and/or partially completes the task</li> </ul>	<ul style="list-style-type: none"> <li>Minimally relates to the topic</li> <li>Most supporting details or examples are irrelevant or not effective</li> <li>Demonstrates a poor degree of understanding of the content in the text</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication</li> <li>Insufficient vocabulary; constant interference from another language</li> <li>Poor fluency with labored expression</li> <li>Poor pronunciation, which affects comprehension</li> <li>Disorganized response with no coherence</li> <li>Minimal to no attention to register (inaccurate social and/or cultural references are included)</li> </ul>

### Scoring Rubric for Express an Opinion or Make an Oral Presentation

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Language Use
<b>3 High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li><b>Fully</b> addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>Directly relates to the topic, well-developed treatment of the topic</li> <li>All or almost all supporting details or examples are appropriate and effective</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates high or mid-high degree of control of a variety of structures; a very few grammatical errors occur with no evident patterns</li> <li>Varied vocabulary appropriate for the content used with precision</li> <li>High level of fluency</li> </ul>

				<ul style="list-style-type: none"> <li>• Very good pronunciation</li> <li>• Well-organized, generally coherent response</li> <li>• Register is appropriate (accurate social and/or cultural references included)</li> </ul>
<p><b>2</b> <b>Mid-High</b></p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Relates to the topic</li> <li>• Most supporting details or examples are well defined</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a moderate degree of control of a variety of structures, some grammatical errors occur</li> <li>• Appropriate vocabulary with occasional errors such as making up words or code-switching</li> <li>• Moderate level of fluency with occasional hesitance; some successful self correction</li> <li>• Good pronunciation</li> <li>• Organized response with some coherence</li> <li>• Register is usually appropriate (generally accurate social and/or cultural references included)</li> </ul>
<p><b>1</b> <b>Mid-Low</b></p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Moderately relates to the topic</li> <li>• Some supporting details or examples are vague or not well defined</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur</li> <li>• Limited vocabulary; frequent errors such as making up words and code-switching</li> <li>• Low level of fluency with frequent hesitance</li> </ul>

				<ul style="list-style-type: none"> <li>• Fair pronunciation with interference from another language</li> <li>• Disorganized response with little coherence</li> <li>• Register is inappropriate (inaccurate social and/or cultural references included)</li> </ul>
<p><b>0</b> <b>Low</b></p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> <li>• Partially addresses and/or partially completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Minimally relates to the topic</li> <li>• Most supporting details or examples are irrelevant or not effective</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication</li> <li>• Insufficient vocabulary; constant interference from another language</li> <li>• Poor fluency with labored expression</li> <li>• Poor pronunciation, which affects comprehension</li> <li>• Disorganized response with no coherence</li> <li>• Minimal to no attention to register (inaccurate social and/or cultural references are included)</li> </ul>

### Scoring Rubric for Simulated Conversation

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Language Use
<p><b>3</b> <b>High</b></p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> <li>• <b>Fully</b> addresses and completes the task</li> <li>• Responds <b>fully to all</b> or <b>almost all</b> of the</li> </ul>	<ul style="list-style-type: none"> <li>• Responses relate directly to the topic and include a well-developed treatment of all or almost all the</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates high or mid-high degree of control of a variety of structures; a few grammatical errors</li> </ul>

		parts/prompts of the conversation	elements in the thread of the conversation	occur with no evident patterns
				<ul style="list-style-type: none"> <li>• Varied vocabulary appropriate for the content used with precision</li> <li>• High level of fluency</li> <li>• Very good pronunciation</li> <li>• Well-organized, generally coherent responses</li> <li>• Register is appropriate (accurate social and/or cultural references included)</li> </ul>
<b>2 Mid-High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> <li>• Responds to <b>all</b> or <b>almost all</b> of the parts/prompts of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Responses relate to the topic and include most elements in the thread of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a moderate degree of control of a variety of structures, some grammatical errors occur</li> <li>• Appropriate vocabulary with occasional errors such as making up words or code-switching</li> <li>• Moderate level of fluency with occasional hesitance; some successful self correction</li> <li>• Good pronunciation</li> <li>• Organized responses with some coherence</li> <li>• Register is usually appropriate (generally accurate social and/or cultural references included)</li> </ul>
<b>1 Mid-Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes some parts of the task</li> <li>• Responds to most parts/prompts of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Responses relate moderately to the topic and include some elements in the thread of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur</li> </ul>

				<ul style="list-style-type: none"> <li>• Limited vocabulary, frequent errors such as making up words and code-switching</li> <li>• Low level of fluency with frequent hesitation</li> <li>• Fair pronunciation with interference from another language</li> <li>• Disorganized responses with little coherence</li> <li>• Register is inappropriate (inaccurate social and/or cultural references included)</li> </ul>
<p><b>0</b> <b>Low</b></p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> <li>• Partially addresses and/or partially completes the task</li> <li>• Responds inappropriately to some parts/prompts of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Responses relate minimally to the topic and include few elements in the thread of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication</li> <li>• Insufficient vocabulary; constant interference from another language</li> <li>• Poor fluency with labored expression</li> <li>• Poor pronunciation, which affects comprehension</li> <li>• Disorganized responses with no coherence</li> <li>• Minimal to no attention to register (inaccurate social and/or cultural references are included)</li> </ul>

# Preparation Manual

---

## Section 8: Sample Foreign Language Pedagogy: Content Knowledge Questions Languages Other Than English (LOTE) French (610)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

### Sample Foreign Language Pedagogy: Content Knowledge Directions

This section is designed to measure your knowledge of foreign-language pedagogy and teaching methodology. It is not a measure of foreign-language proficiency. The questions and responses are in English and cover the following content:

- Language Acquisition Theories and Instructional Practices
- Integration of Standards into Curriculum and Instruction
- Assessment of Languages and Cultures

You will have 45 minutes to answer all of the questions in this section. The timer in the upper right corner of the screen will indicate how much time is remaining.

#### Instructional Practices

##### **Part A**

**This section is designed to measure your knowledge of language-acquisition theories and instructional practices.**

**Competency 001—The LOTE teacher knows and understands language-learning theories and theories of second-language acquisition and their application to LOTE instruction and assessment to promote the learning goals defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE and promote all students' success as language learners.**

1. A foreign-language teacher divides students into groups of four and does the following: In each group of four, the teacher gives three of the students different pictures. Then, the teacher gives the fourth person a picture that is identical to one of the other three pictures already distributed. Nobody sees the other students' pictures. The teacher

then tells the students that the fourth person has a picture identical to one of the other three, and that the fourth person's task is to engage in an interaction in the target language with the other three students, which will help him/her determine which of the other three students has the identical picture. Only the target language is used during the lesson. Which of the following best describes the teacher's approach?

- A. Audio-lingual method
- B. Communicative language teaching
- C. Lexical approach
- D. Community language learning

Answer \_\_\_\_\_

2. While planning a unit on past-tense morphemes, a ninth-grade foreign-language teacher makes sure to bear in mind Krashen's hypotheses. Which of the following actions does the teacher take?

- A. The teacher employs reinforcement as a vital element in the learning process.
- B. The teacher utilizes dialogues and emphasizes correct pronunciation.
- C. The teacher ensures that the lesson content contains comprehensible input.
- D. The teacher focuses on language patterns, vocabulary and collocations.

Answer \_\_\_\_\_

3. During a parent-teacher meeting, a principal explains that a school's new foreign-language program will focus on teaching reading, writing, listening, and improving conversational skills among students who already speak, or at least understand, the target language to some degree because of their ancestry. Based on the principal's description, the new program is

- A. a heritage program
- B. an Advanced Placement® program
- C. an immersion program
- D. a bilingual-education program

Answer \_\_\_\_\_

**Competency 002—The LOTE teacher understands and applies theories, strategies and practices of second-language instruction and assessment to promote students' progress in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE.**

4. In order to promote the development of listening skills from authentic sources, a foreign-language teacher of an intermediate-level class wants to assign students listening logs during each grading period. Students will document listening to the target language outside of class. Which activity would the teacher most likely approve?

- A. Sampling cuisine at a local restaurant that serves food from the target culture
- B. Reading movie listings from the target culture in a local newspaper printed in the target language

- C. Practicing speaking the foreign language with a classmate outside of the school setting
- D. Listening to a Skype conversation between a parent who is a native speaker and a family member who lives in the target country

Answer \_\_\_\_\_

**Competency 003—The LOTE teacher understands and applies strategies and approaches for implementing the TEKS for LOTE to promote students' ability to communicate in the target language, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture and participate in multilingual communities at home and around the world.**

5. After finding a reading passage at the intermediate-level of a foreign-language class, a teacher deletes words in a pattern for students to fill in the blanks. This reading and writing activity is an example of which of the following?

- A. A story-sequencing activity
- B. A jigsaw activity
- C. A memory game
- D. A cloze exercise

Answer \_\_\_\_\_

6. A teacher wants to select the best activities to help students attain advanced-level speaking fluency as outlined by the *Proficiency Guidelines of the American Council on the Teaching of Foreign Languages (ACTFL)*. Which of the following activities would best suit the objective?

- A. Each student chats online with a student from a target-language partner school.
- B. Each student presents a coherent hypothesis of how life would be different today if the Internet had not been developed.
- C. Each student receives a list of questions to be used for interviewing classmates.
- D. Each student shares a memorable childhood experience with the class, providing as many details as possible.

Answer \_\_\_\_\_

7. A first-year foreign-language teacher has a classroom composed of diverse learners, including heritage speakers, gifted and talented students, and special needs students. What is the best teaching approach to take in order to enhance language acquisition for all the students?

- A. Create a detailed learning plan for the whole class that includes doing multiple activities simultaneously with all students.
- B. Establish learning centers in different areas of the classroom where students can review and learn difficult concepts on their own.
- C. Divide the class into learning groups based on their abilities and develop specific learning strategies for each group of students.
- D. Teach to the middle and review lessons after class for those students who do not understand the lesson.

Answer \_\_\_\_\_



## Part B

This section is designed to measure your knowledge of the *Standards for Foreign Language Learning in the 21st Century*.

### ***Standards for Foreign Language Learning***

#### Communication

##### *Communicate in Languages Other Than English*

**Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### Cultures

##### *Gain Knowledge and Understanding of Other Cultures*

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

#### Connections

##### *Connect with Other Disciplines and Acquire Information*

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.

**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

#### Comparisons

##### *Develop Insight into the Nature of Language and Culture*

**Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

#### Communities

##### *Participate in Multilingual Communities at Home & Around the World*

**Standard 5.1:** Students use the language both within and beyond the school setting.

**Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

**Competency 003—The LOTE teacher understands and applies strategies and approaches for implementing the TEKS for LOTE to promote students' ability to communicate in the target language, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture and participate in multilingual communities at home and around the world.**

8. Mr. Gouret wants to organize an activity that fulfills the Communities standard in his school's foreign-language program. Which of the following activities is best suited to help him achieve this goal?

- A. Reviewing a magazine feature on different target-language communities with the students
- B. Taking students on a study-abroad program trip to a target country over the summer
- C. Having students compose a list of communities where the target language is spoken natively
- D. Taking students to another school to attend a seminar in English on cultural awareness

**Answer \_\_\_\_\_**

9. When playing a game as part of a lesson on cardinal and ordinal numbers, students in a second-year foreign-language class use a simple sports analogy from their own native language. Which of the following standards is best addressed in this classroom activity?

- A. Interpretive Communication, Standard 1.2
- B. Products of Cultures, Standard 2.2
- C. Language Comparisons, Standard 4.1
- D. School and Community, Standard 5.1

**Answer \_\_\_\_\_**

10. The teacher of an intermediate foreign-language class sets as an objective for students to gain an understanding of ways to express respect toward elders or strangers and to communicate status differences in the target language. Which of the following standards best corresponds to the learning objective?

- A. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- B. Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- C. Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- D. Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

**Answer \_\_\_\_\_**

11. Members of a language club at an international charter school have arranged for a local artist from the target culture to visit the school and make a presentation on art to the student body. Which of the following standards is most fully addressed by the activity?

- A. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- B. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- C. Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- D. Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Answer \_\_\_\_\_

12. In a twelfth-grade foreign-language class, students use videoconferencing to work on a joint project with students in a sister school in a target-culture country. Which of the following standards is best addressed in this classroom activity?

- A. Communication
- B. Cultures
- C. Comparisons
- D. Communities

Answer \_\_\_\_\_

**Part C**

**This section is designed to measure your knowledge of assessment of languages and cultures.**

**Competency 002—The LOTE teacher understands and applies theories, strategies and practices of second-language instruction and assessment to promote students' progress in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE.**

13. Which of the following activities is the best way to assess if students have an understanding of the customs of a target culture?

- A. Showing students a video depicting the favorite sports in the target country
- B. Taking students to a restaurant that serves the food of the target country and having them order in the target language
- C. Inviting a speaker to address the class about how hard it is to assimilate into a foreign culture
- D. Having students research and write about how difficult it is to learn a foreign language

Answer \_\_\_\_\_

14. In order to ensure that foreign-language students have achieved the superior level in reading proficiency, what is the best way for a teacher to assess reading comprehension skills?

- A. Students read an argumentative text and write short answers to questions about author-intended inferences.
- B. Students complete a cloze passage of a literary text containing low-frequency vocabulary and complex stylistic syntactical elements.
- C. Students read a short noncomplex text and demonstrate literal comprehension of basic information in a multiple-choice assessment.
- D. Students read a newspaper article about a current event and write short answers to questions about the purpose and point of view.

**Answer** \_\_\_\_\_

15. Which of the following is an example of an assessment activity that measures what a student knows *about* the language, rather than what a student is able to *do* with the language?

- A. A student identifies the best adjective from a list to insert in an incomplete sentence.
- B. A student discusses issues affecting the historical evolution of the target language with the instructor.
- C. A student responds spontaneously and fully to several threads of a simulated conversation.
- D. A student uses self-correction to answer a question in the presentational mode referring to a given stimulus.

**Answer** \_\_\_\_\_

16. Mr. Conger is constructing a rubric that assesses a student's ability to identify key words, main ideas, and supporting details from an oral or printed text in the target language. Which of the following language features best describes the skills that Mr. Conger will assess?

- A. Understanding inferences
- B. Critical analysis
- C. Identifying perspective
- D. Literal comprehension

**Answer** \_\_\_\_\_

17. Which of the following are characteristics of formative assessments? Select *all* that apply.

- A. They take place on an ongoing basis, such as with daily pairing and sharing activities.
- B. They help students recognize ways of improving by using a rubric developed by the class.
- C. They take on the form of alternative assessments, such as performing communicative tasks.
- D. They document how many right answers are given, such as on a unit grammar and vocabulary test.

**Answer** \_\_\_\_\_

# Preparation Manual

---

## Section 8: Sample Foreign Language Pedagogy: Content Knowledge Answers and Rationales Languages Other Than English (LOTE) French (610)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

### Sample Foreign Language Pedagogy: Content Knowledge Directions

This section is designed to measure your knowledge of foreign-language pedagogy and teaching methodology. It is not a measure of foreign-language proficiency. The questions and responses are in English and cover the following content:

- Language Acquisition Theories and Instructional Practices
- Integration of Standards into Curriculum and Instruction
- Assessment of Languages and Cultures

You will have 45 minutes to answer all of the questions in this section. The timer in the upper right corner of the screen will indicate how much time is remaining.

#### Instructional Practices

##### Part A

**This section is designed to measure your knowledge of language-acquisition theories and instructional practices.**

**Competency 001—The LOTE teacher knows and understands language-learning theories and theories of second-language acquisition and their application to LOTE instruction and assessment to promote the learning goals defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE and promote all students' success as language learners.**

1. A foreign-language teacher divides students into groups of four and does the following: In each group of four, the teacher gives three of the students different pictures. Then, the teacher gives the fourth person a picture that is identical to one of the other three pictures already distributed. Nobody sees the other students' pictures. The teacher

then tells the students that the fourth person has a picture identical to one of the other three, and that the fourth person's task is to engage in an interaction in the target language with the other three students, which will help him/her determine which of the other three students has the identical picture. Only the target language is used during the lesson. Which of the following best describes the teacher's approach?

- A. Audio-lingual method
- B. Communicative language teaching
- C. Lexical approach
- D. Community language learning

**Answer**

**Option B is correct** because the activity is an example of functional communication which involves sharing information with restricted cooperation, a key component of communicative language teaching. **Option A is incorrect** because the audio-lingual method is implemented by means of performing dialogues and repeating pattern drills. **Option C is incorrect** because the lexical approach is implemented by focusing on fixed expressions, or lexical units, and noting language patterns. **Option D is incorrect** because in community language learning, the students form a circle and collaborate to communicate in the target language, with the teacher serving as guide and interpreter.

2. While planning a unit on past-tense morphemes, a ninth-grade foreign-language teacher makes sure to bear in mind Krashen's hypotheses. Which of the following actions does the teacher take?

- A. The teacher employs reinforcement as a vital element in the learning process.
- B. The teacher utilizes dialogues and emphasizes correct pronunciation.
- C. The teacher ensures that the lesson content contains comprehensible input.
- D. The teacher focuses on language patterns, vocabulary and collocations.

**Answer**

**Option C is correct** because comprehensible input constitutes Krashen's input hypothesis, i.e., that students experience the greatest increase in foreign language proficiency when they participate in activities that are slightly more advanced than activities at their current proficiency level. **Option A is incorrect** because the use of reinforcement as a vital element in the learning process is a tenet of the behaviorist theory. **Option B is incorrect** because using dialogues and emphasizing correct pronunciation are characteristic of the audio-lingual method. **Option D is incorrect** because language patterns and collocations are the focus of the lexical approach.

3. During a parent-teacher meeting, a principal explains that a school's new foreign-language program will focus on teaching reading, writing, listening, and improving conversational skills among students who already speak, or at least understand, the target language to some degree because of their ancestry. Based on the principal's description, the new program is

- A. a heritage program
- B. an Advanced Placement® program

- C. an immersion program
- D. a bilingual-education program

**Answer**

**Option A is correct** because heritage programs are designed for students, known as heritage speakers, who come from homes where the target language is spoken and who can already speak, or at least understand, the target language to some degree. Heritage programs focus on teaching reading, writing, and listening, as well as improving conversational skills. **Option B is incorrect** because Advanced Placement® programs are not created for heritage speakers but rather for high school students who have reached an intermediate-high proficiency level in the target language through foreign language study and who wish to earn college credit while still attending high school. **Option C is incorrect** because immersion programs use only the target language and do not focus on students who have experience with the language because of their family ancestry. **Option D is incorrect** because bilingual-education programs use two languages to teach content.

**Competency 002—The LOTE teacher understands and applies theories, strategies and practices of second-language instruction and assessment to promote students' progress in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE.**

4. In order to promote the development of listening skills from authentic sources, a foreign-language teacher of an intermediate-level class wants to assign students listening logs during each grading period. Students will document listening to the target language outside of class. Which activity would the teacher most likely approve?

- A. Sampling cuisine at a local restaurant that serves food from the target culture
- B. Reading movie listings from the target culture in a local newspaper printed in the target language
- C. Practicing speaking the foreign language with a classmate outside of the school setting
- D. Listening to a Skype conversation between a parent who is a native speaker and a family member who lives in the target country

**Answer**

**Option D is correct** because the activity meets the description of the assignment in that students listen to an authentic interaction. **Option A is incorrect** because it describes an experience limited to tasting food. **Option B is incorrect** because it focuses on reading, not listening, although students could possibly attend one of the movies listed in the newspaper. **Option C is incorrect** because although it describes an activity that promotes practice, students do not necessarily replicate an authentic experience.

**Competency 003—The LOTE teacher understands and applies strategies and approaches for implementing the TEKS for LOTE to promote students' ability to communicate in the target language, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture and participate in multilingual communities at home and around the world.**

5. After finding a reading passage at the intermediate-level of a foreign-language class, a teacher deletes words in a pattern for students to fill in the blanks. This reading and writing activity is an example of which of the following?

- A. A story-sequencing activity

- B. A jigsaw activity
- C. A memory game
- D. A cloze exercise

**Answer**

**Option D is correct** because it identifies the procedure described in the question scenario. **Options A and B are incorrect** because the described activities focus on arranging chunks of material into a coherent reading. **Option C is incorrect** because the described activity is a game designed to lower the affective filter. It is not a reading or writing activity.

6. A teacher wants to select the best activities to help students attain advanced-level speaking fluency as outlined by the *Proficiency Guidelines of the American Council on the Teaching of Foreign Languages (ACTFL)*. Which of the following activities would best suit the objective?

- A. Each student chats online with a student from a target-language partner school.
- B. Each student presents a coherent hypothesis of how life would be different today if the Internet had not been developed.
- C. Each student receives a list of questions to be used for interviewing classmates.
- D. Each student shares a memorable childhood experience with the class, providing as many details as possible.

**Answer**

**Option D is correct** because sharing a childhood experience involves narration and description in the past tense, an appropriate task for measuring advanced-level speaking proficiency. **Option A is incorrect** because when chatting online, the student is not obligated to speak at an advanced level. **Option B is incorrect** because hypothesizing how life would be different in an alternate reality requires a level of speaking proficiency that is beyond the advanced level. **Option C is incorrect** because asking classmates questions that are provided does not require students to formulate the questions on their own, a task that advanced-level students should already have mastered.

7. A first-year foreign-language teacher has a classroom composed of diverse learners, including heritage speakers, gifted and talented students, and special needs students. What is the best teaching approach to take in order to enhance language acquisition for all the students?

- A. Create a detailed learning plan for the whole class that includes doing multiple activities simultaneously with all students.
- B. Establish learning centers in different areas of the classroom where students can review and learn difficult concepts on their own.
- C. Divide the class into learning groups based on their abilities and develop specific learning strategies for each group of students.
- D. Teach to the middle and review lessons after class for those students who do not understand the lesson.



## Answer

**Option C is correct** because the described approach includes developing learning activities tailored to the needs of the diverse student population. **Option A is incorrect** because creating a single learning plan for the entire class does not address the multiple needs and learning styles of all the students. **Option B is incorrect** because learning centers are appropriate for gifted and heritage learners who are motivated to learn a foreign language, but they do not provide opportunities for special needs students. This strategy does not address the needs of all the students in the classroom. **Option D is incorrect** because teaching to the middle will always leave a portion of the class either bored or not comprehending the lesson.

## Part B

This section is designed to measure your knowledge of the *Standards for Foreign Language Learning in the 21st Century*.

### ***Standards for Foreign Language Learning***

#### Communication

##### *Communicate in Languages Other Than English*

**Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### Cultures

##### *Gain Knowledge and Understanding of Other Cultures*

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

#### Connections

##### *Connect with Other Disciplines and Acquire Information*

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.

**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

#### Comparisons

##### *Develop Insight into the Nature of Language and Culture*

**Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

## Communities

### *Participate in Multilingual Communities at Home & Around the World*

**Standard 5.1:** Students use the language both within and beyond the school setting.

**Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

**Competency 003—The LOTE teacher understands and applies strategies and approaches for implementing the TEKS for LOTE to promote students' ability to communicate in the target language, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture and participate in multilingual communities at home and around the world.**

8. Mr. Gouret wants to organize an activity that fulfills the Communities standard in his school's foreign-language program. Which of the following activities is best suited to help him achieve this goal?

- A. Reviewing a magazine feature on different target-language communities with the students
- B. Taking students on a study-abroad program trip to a target country over the summer
- C. Having students compose a list of communities where the target language is spoken natively
- D. Taking students to another school to attend a seminar in English on cultural awareness

#### Answer

**Option B is correct** because taking students on a study-abroad program trip meets Communities Standard 5.1: Students use the language both within and beyond the school setting. **Options A and C are incorrect** because when reviewing a magazine feature and making a list, students are not using the target language beyond the school setting. **Option D is incorrect** because students who are listening to a seminar in English are not using the target language.

9. When playing a game as part of a lesson on cardinal and ordinal numbers, students in a second-year foreign-language class use a simple sports analogy from their own native language. Which of the following standards is best addressed in this classroom activity?

- A. Interpretive Communication, Standard 1.2
- B. Products of Cultures, Standard 2.2
- C. Language Comparisons, Standard 4.1
- D. School and Community, Standard 5.1

#### Answer

**Option C is correct** because students show evidence of understanding the nature of language by comparing the target language with their own language during the described activity. **Option A is incorrect** because the activity does not include interpretive communication. **Option B is incorrect** because the activity does not require

students to understand a cultural product and its relationship to a perspective of the target culture. **Option D is incorrect** because the activity is not being performed beyond the classroom setting.

10. The teacher of an intermediate foreign-language class sets as an objective for students to gain an understanding of ways to express respect toward elders or strangers and to communicate status differences in the target language. Which of the following standards best corresponds to the learning objective?

- A. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- B. Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- C. Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- D. Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

#### Answer

**Option B is correct** because by developing an awareness of how to convey respect and status distinctions, students are learning about the way in which the target language communicates important cultural perspectives. **Option A is incorrect** because the learning objective does not focus on presentational speaking. **Option C is incorrect** because the learning objective does not focus on content from another discipline. **Option D is incorrect** because the learning objective does not focus on use of the target language for personal enjoyment and enrichment.

11. Members of a language club at an international charter school have arranged for a local artist from the target culture to visit the school and make a presentation on art to the student body. Which of the following standards is most fully addressed by the activity?

- A. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- B. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- C. Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- D. Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

#### Answer

**Option C is correct** because attending a presentation by a local artist from the target culture gives students the opportunity to further their knowledge of other disciplines through the foreign language. **Option A is incorrect** because the students are attending a presentation rather than engaging in presentational speaking themselves. **Option B is incorrect** because the students are not making comparisons between the target culture and their

own. **Option D is incorrect** because the artist's visit is a school-sponsored activity, so there is no evidence that the activity is being pursued purely for personal enjoyment and enrichment.

12. In a twelfth-grade foreign-language class, students use videoconferencing to work on a joint project with students in a sister school in a target-culture country. Which of the following standards is best addressed in this classroom activity?

- A. Communication
- B. Cultures
- C. Comparisons
- D. Communities

**Answer**

**Option A is correct** because the described activity involves communicating in the target-language. **Options B, C and D are incorrect** because Cultures, Comparisons and Communities are not specifically targeted as part of the activity.

**Part C**

**This section is designed to measure your knowledge of assessment of languages and cultures.**

**Competency 002—The LOTE teacher understands and applies theories, strategies and practices of second-language instruction and assessment to promote students' progress in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE.**

13. Which of the following activities is the best way to assess if students have an understanding of the customs of a target culture?

- A. Showing students a video depicting the favorite sports in the target country
- B. Taking students to a restaurant that serves the food of the target country and having them order in the target language
- C. Inviting a speaker to address the class about how hard it is to assimilate into a foreign culture
- D. Having students research and write about how difficult it is to learn a foreign language

**Answer**

**Option B is correct** because it describes the only activity during which students will need to demonstrate that they can apply the patterns of behavior and interactions in a real-life setting of the target culture. **Options A, C and D are incorrect** because the described activities do not require students to show that they understand the behavioral practices of the target culture that they are studying.

14. In order to ensure that foreign-language students have achieved the superior level in reading proficiency, what is the best way for a teacher to assess reading comprehension skills?

- A. Students read an argumentative text and write short answers to questions about author-intended inferences.
- B. Students complete a cloze passage of a literary text containing low-frequency vocabulary and complex stylistic syntactical elements.
- C. Students read a short noncomplex text and demonstrate literal comprehension of basic information in a multiple-choice assessment.
- D. Students read a newspaper article about a current event and write short answers to questions about the purpose and point of view.

**Answer**

**Option A is correct** because students need to have a deep understanding of the content, and of the language, in order to recognize inferences in an argumentative text. **Option B is incorrect** because students may be able to complete a cloze passage using contextual clues without necessarily understanding the nuances of the text. **Options C and D are incorrect** because demonstrating literal comprehension of basic information and understanding purpose and point of view of a newspaper article about a current event do not provide sufficient evidence of superior-level reading comprehension.

15. Which of the following is an example of an assessment activity that measures what a student knows *about* the language, rather than what a student is able to *do* with the language?

- A. A student identifies the best adjective from a list to insert in an incomplete sentence.
- B. A student discusses issues affecting the historical evolution of the target language with the instructor.
- C. A student responds spontaneously and fully to several threads of a simulated conversation.
- D. A student uses self-correction to answer a question in the presentational mode referring to a given stimulus.

**Answer**

**Option B is correct** because the student is able to demonstrate understanding of issues affecting the target language rather than the ability to communicate effectively in the target language. **Options A, C and D are incorrect** because completing language tasks assesses a student's proficiency in using a language and not necessarily knowledge of the cultural realities that the language conveys.

16. Mr. Conger is constructing a rubric that assesses a student's ability to identify key words, main ideas, and supporting details from an oral or printed text in the target language. Which of the following language features best describes the skills that Mr. Conger will assess?

- A. Understanding inferences
- B. Critical analysis
- C. Identifying perspective

D. Literal comprehension

**Answer**

**Option D is correct** because identifying key words, main ideas, and supporting details in a text are all literal comprehension skills. **Options A, B and C are incorrect** because understanding inferences, critical analysis, and identifying perspective are all skills that go beyond the basic literal comprehension necessary to identify key words, main ideas, and supporting details.

17. Which of the following are characteristics of formative assessments? Select *all* that apply.

- A. They take place on an ongoing basis, such as with daily pairing and sharing activities.
- B. They help students recognize ways of improving by using a rubric developed by the class.
- C. They take on the form of alternative assessments, such as performing communicative tasks.
- D. They document how many right answers are given, such as on a unit grammar and vocabulary test.

**Answer**

**Options A, B and C are correct** because they all describe activities that are characteristic of formative assessments. **Option D is incorrect** because it describes a characteristic of a test given at the end of a unit, otherwise known as a summative assessment.

# Preparation Manual

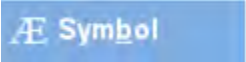
---

## Section 9: Sample Foreign Language Pedagogy: Instructional Practice Assignments Languages Other Than English (LOTE) French (610)

### Directions for the Foreign Language Pedagogy: Instructional Practice Assignments

This section of the exam consists of two assignments that measure how well you can integrate and/or apply your knowledge of foreign-language pedagogy and theories when designing instructional units. It is not a measure of foreign-language proficiency. Your responses should be written in English.

1. Lesson Plan
2. Opinion/Position Essay

Specific instructions will be provided for each assignment. Although your responses should be written in English, the special characters included in the  pop-up window will be available in case you need to include words in the foreign language.

The total testing time for this section of the exam is 35 minutes; therefore, you should manage your time so that you have enough time to respond to both assignments within the allotted time. The timer in the upper right corner of the screen will indicate how much time is remaining.

You will type your response to each assignment. You may use the erasable notebooklet provided to make notes, write an outline, or otherwise prepare your response. **However, your final response to each assignment must be typed in the response box provided for the assignment.**

## Sample Assignments

### Lesson Plan

For this assignment, you will be given a scenario and an objective around which to design a lesson plan. Your response should be written in English. It should be grade appropriate and address the objective given.

Include the following information in your lesson plan:

- Vocabulary you will include in the lesson
- Materials that you will use in the lesson
- Detailed descriptions of procedures and activities that will be a part of the lesson
- Informal or formal assessment or evaluation of students' learning

Type your lesson plan in the response box provided and indicate all categories in your response. Be sure to also include all the blank categories in your response.

Manage your time so that you allow enough time to plan, write, and revise your lesson plan. An effective lesson plan will typically contain a minimum of 200 words.

### Assignment 1

Assume that you are teaching a first-year, high school world-language class. Your students are from 13 to 15 years of age. Most students are in the novice range, as described in the ACTFL Proficiency Guidelines. Design an instructional unit on the house. At the end of the unit, students will use the target language to identify and describe rooms of their house. Your unit will cover three class periods of 50 minutes each.

*School* First year, high school

*Grade:*

*Student* 13–15 years of age

*Profile:*

*Proficiency* Novice range in the ACTFL Proficiency Guidelines

*Level:*

*Theme/Topic:* House

*Objective:* Students will use the target language to identify and describe rooms of their house.

*Length of* 3 class periods of 50 minutes each

*Unit:*

*Vocabulary:*

*Materials:*

*Procedures/Activities:*

*Assessment:*

**Make sure you include all the blank categories in your response.**

## Opinion/Position Essay

For this assignment, you will be provided with a scenario to write an essay to support your opinion or position on the issue. First, read the scenario. Then, type your response in English in the response box provided.

Your essay should include reasons and/or examples to support your opinion.

Manage your time so that you allow enough time to plan, write, and revise your essay. An effective essay will typically contain a minimum of 150 words.



## Assignment 2

The foreign-language department where you teach is considering changes to the current teaching methodologies. Teachers have been asked to share ideas on the most effective ways to teach a foreign language. Write an essay giving your opinion on the best ways for students to develop oral proficiency in the target language, giving at least two examples.

## Scoring Rubrics

### Scoring Rubric for Foreign Language Pedagogy — Lesson Plan

Score	General Description	Score Descriptors
<b>3</b> <b>High</b>	A response at this level demonstrates evidence of a <b>high degree of competence</b> in response to the assignment, but it may have a few minor errors.	<ul style="list-style-type: none"><li>• <b>Fully</b> addresses and <b>fully</b> elaborates <b>all</b> categories (vocabulary, materials, procedures and assessment)</li><li>• Demonstrates a high degree of content understanding and all or almost all content information is accurate and well developed</li><li>• All teaching techniques described are appropriate for age, grade and proficiency level</li><li>• All materials and activities discussed are appropriate for age, grade and proficiency level</li><li>• Assessment instrument described elicits appropriate information on targeted learning objective</li><li>• Response is well organized and generally coherent</li></ul>
<b>2</b> <b>Mid-High</b>	A response at this level demonstrates evidence of <b>competence</b> in response to the assignment, but it has minor errors.	<ul style="list-style-type: none"><li>• Addresses <b>all</b> categories (vocabulary, materials, procedures and assessment), but some points are <b>not fully</b> elaborated</li><li>• Demonstrates a moderate degree of content understanding and most content information is accurate</li><li>• Most teaching techniques described are appropriate for age, grade and proficiency level</li><li>• Most materials and activities discussed are appropriate for age, grade and proficiency level</li><li>• Assessment instrument described elicits moderate amount of information related to learning objective</li><li>• Response is organized, but some parts are not fully developed</li></ul>
<b>1</b> <b>Mid-Low</b>	A response at this level demonstrates evidence of <b>limited competence</b> in response to the assignment and it has one or more major errors.	<ul style="list-style-type: none"><li>• Addresses only some of the categories (vocabulary, materials, procedures and assessment)</li><li>• Demonstrates a low degree of content understanding and only some content information is accurate</li></ul>

		<ul style="list-style-type: none"> <li>• Some of the teaching techniques described are appropriate for age, grade and proficiency level</li> <li>• Some materials and activities discussed are appropriate for age, grade and proficiency level</li> <li>• Assessment instrument elicits minimal information related to learning objective</li> <li>• Response is inadequately organized or not sequenced correctly</li> </ul>
<b>0 Low</b>	A response at this level demonstrates evidence of <b>little or no competence</b> in response to the assignment and it is obviously flawed.	<ul style="list-style-type: none"> <li>• Addresses almost none of the categories (vocabulary, materials, procedures and assessment)</li> <li>• Demonstrates a poor understanding of content and content information is inaccurate</li> <li>• Teaching techniques described are not appropriate for age, grade and proficiency level</li> <li>• Materials are not connected to procedures and activities are not appropriate for age, grade and proficiency level</li> <li>• Assessment instrument is not described and/or the instrument described does not relate to learning objective</li> <li>• Response is disorganized</li> </ul>

## Scoring Rubric for Foreign Language Pedagogy — Opinion/Position Essay

Score	General Description	Score Descriptors
<b>3 High</b>	A response at this level demonstrates evidence of a <b>high degree of competence</b> in response to the assignment, but it may have a few minor errors.	<ul style="list-style-type: none"> <li>• <b>Fully</b> addresses and completes the task</li> <li>• Clearly demonstrates a high degree of understanding of the content required by the question</li> <li>• All content information is accurate and well developed</li> <li>• All or almost all supporting details or examples are appropriate and effective</li> <li>• Response is well organized and generally coherent</li> </ul>
<b>2 Mid-High</b>	A response at this level demonstrates evidence of <b>competence</b> in response to the assignment, but it has minor errors.	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> <li>• Demonstrates a moderate degree of understanding of the content required by the question</li> <li>• Most content information is accurate</li> <li>• Most supporting details or examples are appropriate and effective</li> <li>• Response is organized, but some parts are not fully developed</li> </ul>
<b>1 Mid-Low</b>	A response at this level demonstrates evidence of <b>limited competence</b> in response to the assignment and it has one or more major errors.	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> <li>• Demonstrates a low degree of understanding of the content required by the question</li> <li>• Some content information is accurate</li> <li>• Some supporting details or examples are vague, not well defined, not appropriate or not effective</li> </ul>

		<ul style="list-style-type: none"> <li>• Response is inadequately organized or not sequenced correctly</li> </ul>
<p><b>0</b> <b>Low</b></p>	<p>A response at this level demonstrates evidence of <i>little or no competence</i> in response to the assignment and it is obviously flawed.</p>	<ul style="list-style-type: none"> <li>• Partially addresses and/or partially completes the task</li> <li>• Demonstrates a poor understanding of the content required by the question</li> <li>• Most content information is inaccurate</li> <li>• Most supporting details or examples are irrelevant, not effective or missing</li> <li>• Response is disorganized</li> </ul>

**Note:** Your written response should be your original work, written in your own words and not copied or paraphrased from some other work.