Texas Examinations of Educator Standards™ (TExES™) Program

Preparation Manual

Languages Other Than English (LOTE) — French (610)
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About The Test

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<tr>
<th>Test Name</th>
<th>Languages Other Than English (LOTE) — French</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Code</td>
<td>610</td>
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<tr>
<td>Time</td>
<td>5 hours</td>
</tr>
<tr>
<td>Number of Questions</td>
<td>120 multiple-choice questions and 8 constructed-response tasks</td>
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<td>Format</td>
<td>Computer-administered test (CAT)</td>
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The TExES Languages Other Than English (LOTE) — French (610) test is designed to assess whether a test taker has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 120 multiple-choice questions and 8 constructed-response tasks are based on the LOTE–French test framework. The test may contain questions that do not count toward the score. Your final scaled score will be based only on scored questions.
<table>
<thead>
<tr>
<th>Section</th>
<th>Competency</th>
<th>Domain</th>
<th>Number of Questions</th>
<th>Timing</th>
<th>Weight</th>
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<tbody>
<tr>
<td>I</td>
<td>Interpretive Mode: Listening with Cultural and Linguistic Knowledge (multiple choice)</td>
<td>II III</td>
<td>36 Multiple-Choice Questions (30 scored plus 6 not scored)</td>
<td>Approx. 50 minutes</td>
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<td></td>
<td>Intercultural and Cross-Cultural Connections</td>
<td></td>
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<td></td>
<td>Literal Comprehension of Oral Messages</td>
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<tr>
<td></td>
<td>Inferential and Interpretive Comprehension of Oral Messages</td>
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<tr>
<td>II</td>
<td>Interpretive Mode: Reading with Cultural and Linguistic Knowledge (multiple choice)</td>
<td>II IV</td>
<td>39 Multiple-Choice Questions (32 scored plus 7 not scored)</td>
<td>50 minutes</td>
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<tr>
<td></td>
<td>Literal Comprehension of Written Communication</td>
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<td></td>
<td>Inferential and Interpretive Analysis of Written Communication</td>
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<td>III</td>
<td>Writing Practice</td>
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<td>1 Task</td>
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<td>IV</td>
<td>Interpersonal Writing</td>
<td>V</td>
<td>3 Constructed-Response Tasks:</td>
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<td>Presentational Writing</td>
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<td>1) Response to Email, Memo or Letter</td>
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<td></td>
<td>Integrated Skills: Writing</td>
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<td>2) Opinion/Position Essay</td>
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<tr>
<td></td>
<td>(constructed response)</td>
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<td>3) Integrated Skills: Writing</td>
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<td></td>
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<tr>
<td>V</td>
<td>Speaking Proficiency</td>
<td>VI</td>
<td>3 Constructed-Response Tasks:</td>
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<td></td>
<td>(constructed response)</td>
<td></td>
<td>1) Integrated Skills: Speaking</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Presentational Speaking</td>
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<td>2) Oral Presentation or Situation/Opinion</td>
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<tr>
<td></td>
<td>Interpersonal Speaking</td>
<td></td>
<td>3) Simulated Conversation</td>
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<tr>
<td></td>
<td>(constructed response)</td>
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<tr>
<th>Section</th>
<th>Competency</th>
<th>Domain</th>
<th>Number of Questions</th>
<th>Timing</th>
<th>Weight</th>
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<tr>
<td>VI Instructional Practices (multiple</td>
<td>Theories and Principles of Language Learning</td>
<td>I</td>
<td>45 Multiple-Choice Questions (40 scored plus 5 not scored)</td>
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<tr>
<td>choice)</td>
<td>Theories and Practices of Second-Language Instruction and Assessment</td>
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<td></td>
<td>Instructional and Assessment Strategies for Implementing the TEKS for LOTE</td>
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<td>VII Instructional Practices (constructed response)</td>
<td>Theories and Principles of Language Learning</td>
<td>I</td>
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<tr>
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<td>Theories and Practices of Second-Language Instruction and Assessment</td>
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<tr>
<td></td>
<td>Instructional and Assessment Strategies for Implementing the TEKS for LOTE</td>
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## The Domains

<table>
<thead>
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<th>Domain</th>
<th>Domain Title</th>
<th>Approx. Percentage of Test</th>
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<tbody>
<tr>
<td>I.</td>
<td>Instruction and Assessment</td>
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<td>LOTE–French: I–III</td>
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<tr>
<td>II.</td>
<td>Cultural Understanding</td>
<td>8%</td>
<td>LOTE–French: IV</td>
</tr>
<tr>
<td>III.</td>
<td>Interpretive Listening</td>
<td>16.7%</td>
<td>LOTE–French: IV and V</td>
</tr>
<tr>
<td>IV.</td>
<td>Interpretive Reading</td>
<td>16.7%</td>
<td>LOTE–French: IV and VI</td>
</tr>
<tr>
<td>V.</td>
<td>Written Expression</td>
<td>12%</td>
<td>LOTE–French: VIII</td>
</tr>
<tr>
<td>VI.</td>
<td>Oral Expression</td>
<td>12%</td>
<td>LOTE–French: VII</td>
</tr>
</tbody>
</table>
The Standards

LOTE 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).

LOTE 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).

LOTE 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.

LOTE 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.

LOTE 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).

LOTE 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).

LOTE 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).

LOTE 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

The content covered by this test 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:

A. Understands theories and processes of interlanguage development, including predictable patterns in second-language development and factors affecting the time required to learn a language.

B. Understands the theories of cognitive processing that underlie first- and second- language acquisition.

C. 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).

D. 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.

E. 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.

F. 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.
G. 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.

H. 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:

A. 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.

B. 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.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.
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.
Approaches to Answering Multiple-Choice Questions

The purpose of this section is to describe multiple-choice question formats that you will typically see on the Languages Other Than English (LOTE) — French test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as a LOTE–French teacher.

The multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, and compare it with other knowledge you have or make a judgment about it.

Leave no questions unanswered. Questions for which you mark no answer are counted as incorrect. Your score will be determined by the number of questions you answer correctly.

The LOTE–French test is designed to include a total of 120 multiple-choice questions. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

In addition to the multiple-choice questions, the test will include several constructed-response questions/tasks for which you will provide a written or oral response. For more information on the constructed-response tasks, please see pages 66–89 of this preparation manual.

How to Approach Unfamiliar Question Formats

Some questions include introductory information such as a table, graph or reading passage (often called a stimulus) that provides the information the question asks for. New formats for presenting information are developed from time to time. Tests may include audio and video stimulus materials such as a movie clip or some kind of animation, instead of a map or reading passage.
Tests may also include interactive types of questions. These questions take advantage of technology to assess knowledge and skills that go beyond what can be assessed using standard single-selection multiple-choice questions. If you see a format you are not familiar with, read the directions carefully. The directions always give clear instructions on how you are expected to respond.

For most questions, you will respond by clicking an oval to choose a single option from a list of options. Other questions may ask you to respond by:

- **Selecting all that apply.** In some questions, you will be asked to choose all the options that answer the question correctly.
- **Typing in an entry box.** You may be asked to enter a text or numeric answer. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will choose your answer by clicking on location(s) on a graphic such as a map or chart, as opposed to choosing from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.
- **Dragging and dropping Options into “targets” on the screen.** You may be asked to choose an answer from a list and drag it into the appropriate location in a table, paragraph of text or graphic.
- **Selecting options from a drop-down menu.** This type of question will ask you to select the appropriate answer or answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions on how to respond.

**Question Formats**

You may see the following types of multiple-choice questions on the test:

- Single Questions
- Questions Based on Instructional Practices
- Questions with Stimulus Materials

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.
Single Questions

Many questions on this test are simply discrete questions that do not involve referencing any material other than that presented as part of the question itself. Within Sections II and VI of the test, you will see some single questions. Be sure to consider each question in terms of only the information provided in the question — not in terms of specific situations or individuals you may have encountered.

Questions Based on Instructional Practices

In Section VI of the test there will be questions that measure pedagogical knowledge and competence in the theories, methods and techniques associated with teaching a foreign language. The questions are related to instructional practices, understanding linguistic theories, integration of the national standards into curriculum and instruction as well as assessment of languages and cultures.

Example 1

1. As part of a class activity, a foreign-language teacher asks students about their plans for the upcoming spring break. One student replies in the target language with the equivalent of “Tomorrow, by car.” Apparently, the student has only partially understood the question.

Which of the following strategies would be most effective in getting the student to provide a more complete response?

A. Repeating the question “What are you planning to do on vacation?” and giving the student another opportunity to respond
B. Conducting a quick review on the interrogative words in the target language in order to take advantage of this teaching opportunity
C. Echoing the answer quietly, as if contemplating it, and then asking, “Where are you going and for how long?”
D. Translating the question into English, translating the student’s answer into English and then asking the question a second time in the target language

Example 2

2. Which of the following activities is most appropriate to assess students’ skills in the interpersonal mode at the end of a unit?

A. Spontaneous role-play with partners
B. Staged skits performed in groups
C. Formal oral presentations
D. Recited poem or song

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.
**Suggested Approach**

**Example 1** measures knowledge of instructional practices in order to create a supportive classroom where students use the target language and participate actively during class discussions.

Option A is a repetition of the same question that the teacher had already asked when the student gave the partial response and, consequently, the teacher may not get a more complete response from the student. Therefore, option A may be eliminated as the best answer to this question.

Option B includes a review of the interrogative words and does not emphasize productive language skills. Explicit grammar instruction may not necessarily improve the student’s linguistic output. Therefore, option B may be eliminated as the best answer to this question.

Option C is an effective strategy because the teacher is providing meaningful feedback while encouraging the student to clarify the answer given previously. The teacher is negotiating meaning with the student and providing the opportunity for the student to expand the original response. Therefore, **option C is the best response to this question**.

Option D includes a translation into English of the question and the student’s answer, but it does not use the target language to help the student with a correct answer. The student may lack the linguistic resources in the target language to give an appropriate answer and the English translation of the question may not lead into a more complete response in the target language. Therefore, option D may be eliminated as the best answer to this question.

**Example 2** measures knowledge of assessment models and their appropriate use. It requires selecting an assessment practice appropriate to an interpersonal task.

Option A includes an activity that will require students to use the language while having a conversation with one another, which will require active negotiation of meaning among the partners. Since it is a spontaneous role-play, the two people participating in the conversation will need to introduce adjustments and clarifications when needed. Therefore, **option A is the best response to this question**.

Option B indicates that the skits will be performed in groups, which may not allow participants to change what they want to say in order to clarify what they mean. Since the skits are staged, there will be an opportunity for participants to rehearse the conversations based on a previously agreed upon script. Therefore, option B may be eliminated as the best answer to this question.
Option C consists of an activity that will demonstrate a student’s skills in the presentational mode, where one student will present to an audience. In the oral presentation, the student will be directing the message to the members of the audience and there will be no opportunity for interaction. Therefore, option C may be eliminated as the best answer to this question.

Option D involves presentational communication where the speaker will be reciting a poem or singing a song to others, requiring the audience to interpret the meaning of the poem or song. This is an example of “one-way” speaking, with no direct opportunity for the audience to interact with the speaker to get a clarification of the message. Therefore, option D may be eliminated as the best answer to this question.

Questions with Stimulus Material

Many questions on this test are preceded by stimulus material that relates to the question or questions. Types of stimulus material will include reading comprehension passages, photographs and listening comprehension selections. You will be asked to read, view or listen to the stimulus material and identify important characteristics or draw conclusions based on the stimulus material. To listen to the stimulus material in this preparation manual, look for the audio icon 🎧 and click on it to listen to the audio selection.

For the reading section of the test, you will see a reading stimulus and then be asked to respond to six multiple-choice questions related to that stimulus. You will be able to refer to the stimulus as you answer the questions. For the listening section of the test, you will be asked to listen to a selection and then respond to six multiple-choice questions related to that selection. You will hear each selection once and then will have time to preview the questions before you listen to the selection a second time. Then, you will have a short period of time per question to think about and select your response. For both the reading and listening sections of the test, the last two multiple-choice questions in each set are a culture question and a linguistics question more or less closely tied to the stimulus. You may need information not directly provided in the stimulus to answer these questions.

You can use several different approaches to respond to these types of questions. Some commonly used approaches for reading and listening comprehension are listed below.

Strategy 1 For reading comprehension, skim the stimulus material to understand its purpose, its arrangement, and/or its content. Then read the question and refer again to the stimulus material to verify the correct answer. For listening comprehension, listen to the stimulus the first time to get a general sense of its purpose, its arrangement, and/or its content. Listen to the stimulus the second time more carefully and critically.
**Strategy 2**  For reading comprehension, skim the question *before* considering the stimulus material. The content of the question will help you identify the purpose of the stimulus material and locate the information you need to respond to the question.

**Strategy 3**  For reading comprehension, use a combination of both strategies; apply the "read the stimulus first" strategy with shorter, more familiar stimuli and the "skim the question first" strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test.

For reading comprehension, whether you read the stimulus before or after you read the question, you should read it carefully and critically.

For the first four questions in each listening and reading set, be sure to consider the questions in terms of only the information provided in the stimulus—not in terms of specific situations or individuals you may have encountered. For questions 5 and 6, you may need to consider other factors.
**Example 1 — Listening**

SCRIPT TEXT – Materials in brackets is only heard.

[N: Dans la présentation suivante, Sara Jules, spécialiste, explique le travail d’un directeur marketing.

WA: Bonjour. Je m’appelle Sara Jules et je suis enseignante dans une école de commerce, où je mène aussi des recherches sur la culture générale d’entreprise. Aujourd’hui je vais vous parler des missions et des enjeux clés d’un directeur marketing au sein d’une entreprise typique en France. Je vais aborder quatre dimensions principales : la connaissance du marché et de la concurrence, la définition de la stratégie et du mix produit, la définition et l’animation du réseau de distribution et enfin la gestion de la base de client et la mesure de sa satisfaction. Tout d’abord, il est fondamental de développer une connaissance du marché et de la concurrence. Pour faire cela, le directeur marketing doit en premier lieu réaliser des études comparatives afin de mesurer et garantir la compétitivité de l’entreprise et de son offre comparée aux entreprises dans le même domaine. Deuxièmement, il doit mener des études de marché afin de définir une segmentation pertinente du marché admissible. C’est-à-dire que vous allez d’abord devoir identifier le profil de client que vous souhaitez cibler. Cette étape de segmentation du marché est fondamentale, car c’est un tort d’essayer de plaire à tout le monde. Au cœur de la compétence du directeur marketing, il est question de définir la stratégie et le mix produit. Il faut ensuite définir le mix marketing—c’est-à-dire les familles de produits et leurs canaux de distribution—en fonction de la stratégie de l’entreprise et de son positionnement. La prochaine étape consiste à développer de nouvelles fonctionnalités ou à améliorer celles des produits existants. Par exemple, si vous ciblez des clients cherchant une expérience unique, vous allez consacrer la plus grande partie des ressources à améliorer cet aspect et à mettre en valeur les qualités qui distinguent votre marque de celle du concurrent. Cela implique une analyse continue du marché et des remontées terrains. La troisième dimension consiste à définir et à animer le réseau de distribution—c’est-à-dire identifier les meilleurs réseaux de distribution en fonction de l’offre et les animer en partageant de bonnes pratiques. Il est aussi important de mesurer leur efficacité respective. Enfin, il est indispensable de gérer la base client et de mesurer la satisfaction client. Pour cela, il faut mettre en place une base de données clients qualifiée et alimentée à travers la force commerciale, à partir de laquelle le directeur marketing peut ensuite conduire des enquêtes de satisfaction. Cette étape est suivie par l’engagement des actions nécessaires pour améliorer la satisfaction client. Finalement, il faut faire évoluer les offres en fonction des attentes clients identifiées. Si vous désirez des renseignements détaillés sur ce sujet, je vous suggère mon livre intitulé Le marketing au sein des entreprises françaises.]
1. Une fois l’offre établie, dans quel but doit-elle être modifiée selon la présentation ?

A. Augmenter la satisfaction des clients
B. Faire des économies de production
C. Contribuer à l’innovation dans le domaine
D. Établir un mix élargi de produits

2. Dans quelle école française est-ce qu’on se prépare d’habitude pour devenir directeur marketing ?

A. École supérieure d’ingénieurs
B. École supérieure de commerce
C. Institut d’études politiques
D. Institut français de la mode

3. Par quelle préposition est-ce qu’on pourrait remplacer la locution prépositionnelle afin de dans « afin de définir une segmentation » ?

A. après
B. à
C. par
D. pour

**Suggested Approach — Listening**

Listen to the stimulus carefully and critically. Then read the questions and think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, determine the correct option, and select it on the computer.

The first question asks about the main factor influencing adjustments in the product offer. **Option A is correct** because the presentation emphasizes the importance of market research and maintaining a client database so that the company can identify customer wants and needs, and subsequently act to respond to these customer expectations, with the aim of increasing customer satisfaction. Options B and C are incorrect because the presentation does not mention economizing production or innovating in the field. Option D is incorrect because, although the presentation discusses the strategic importance of selecting the right mix for the product offer, it does not mention enlarging the product range as an objective.

In the second question, **option B is correct** because the École supérieure de commerce is a well-known business school in France. Options A, C and D are incorrect because the École supérieure d’ingénieurs, the Institut d’études politiques, and the Institut français de la mode offer courses of study in engineering, politics, and fashion, respectively, rather than focusing on marketing.
Question 3 asks which word could replace « afin de » within the context of the presentation. **Option D is correct** because « pour » means “for” or “in order to,” as does « afin de ». Options A, B, and C are incorrect because they mean “after,” “to,” and “by,” respectively, and do not fulfill the same prepositional function of indicating an objective to be attained.

**Example 2 — Reading**

Nos cadeaux parlent. De soi-même, celui qui offre, des autres, ceux qui reçoivent. Pour décrypter le sens caché de ce don, il est bienvenu de savoir pourquoi on fait un cadeau, comment on l’accueille et ce qu’il suppose en retour.

Notre amour de l’autre. Le cadeau est d’abord la marque de l’attachement. « Dans la sphère privée, offrir un cadeau marque le lien affectif que l’on noue avec l’autre, alors que, dans la sphère professionnelle, il s’agit souvent d’un rituel social auquel on ne peut pas couper », détaille Sylvie Tenenbaum, psychothérapeute à Paris et auteur de *Ce que disent nos cadeaux* (Éditions Leduc). « Le cadeau implique trois actes, l’offrir, le recevoir et le rendre, un geste implicite, mais une vraie obligation et, pour certains, une vraie contrainte. »

Notre pudeur. Vous détestez faire des cadeaux ? L’avarice n’a peut-être rien à voir à l’affaire. Vous êtes peut-être tout simplement mal à l’aise avec vos émotions. Or, offrir, c’est donner une partie de soi. « Ceux qui n’aiment pas offrir peuvent aussi être des gens qui ont peur de se dévoiler et qui ne veulent pas s’ouvrir aux autres », décrypte l’experte. « Il peut aussi s’agir de personnes qui ne veulent pas rentrer dans les rituels sociaux. »

Notre égoïsme. « Quand on prend du temps pour choisir le cadeau, que l’on tente de repérer ce qui va vraiment plaire à l’autre plutôt que de se contenter d’acheter à la va-vite un photophore, on entretient vraiment la relation et l’autre le reçoit avec plaisir. Le cadeau est alors une réussite », explique Sylvie Tenenbaum. « À l’inverse, il peut y avoir des cadeaux égocentriques, ce sont des cadeaux faits en fonction de soi-même, sans considération des goûts de l’autre. Ça a beau être luxueux, on est passé à côté. »

Notre détachement. « La revente de cadeaux, qui se pratique de plus en plus, est d’autant plus envisageable que la personne qui reçoit n’attache pas une symbolique particulière à l’objet reçu. Même quand un cadeau ne plaît pas, on aura plus de mal à s’en débarrasser s’il a été offert par un être très cher. Il a un sens sacré », analyse l’auteur. « Aujourd’hui, certains recyclent la totalité des objets qu’ils ont reçus pour s’offrir leur cadeau rêvé. Certains pratiquent aussi de la sorte par nécessité économique. »
1. Que dit l’article de certaines personnes qui n’aient pas offrir des cadeaux ?
   A. Elles sont plutôt avares.
   B. Elles ne comprennent pas bien les désirs des autres.
   C. Elles sont surtout égoïstes.
   D. Elles ne veulent pas trop révéler d’elles-mêmes.

2. Pour quelle fête est-ce qu’on donne du muguet en France ?
   A. La fête du Travail
   B. La fête nationale
   C. La Toussaint
   D. Le jour de l’an

3. Dans la phrase « …on aura plus de mal à s’en débarrasser… » au dernier paragraphe, le pronom en se réfère à quel mot ?
   A. Objet
   B. Cadeau
   C. Être
   D. Sens

Suggested Approach — Reading

Read the article and carefully consider the information presented.

The first question asks why certain people, according to the article, do not like to give gifts. **Option D is correct** because the article explains that some people do not like to give gifts because giving a gift is giving something of oneself, and can therefore be too uncomfortably revealing for some individuals. Options A and B are incorrect because the article does not point to greed or a lack of understanding the desires of others as reasons why some people do not like to give gifts. Option C is incorrect because the article discusses egocentrism in gift giving, not as a motivation to avoid gift giving.

Question 2 requires cultural knowledge about a French holiday. **Option A is correct** because it is customary in France to give lily of the valley on la fête du Travail, the French Labor Day. Options B, C, and D are incorrect because it is not customary in France to give lily of the valley on la fête nationale (Bastille Day), la Toussaint (All Saints’ Day), or le jour de l’an (New Year’s Day).
Question 3 requires the test taker to identify the referent of the pronoun “en” within the context of the article. Option B is correct because the pronoun “en” is referring to a “cadeau”, or “gift.” Options A, C, and D are incorrect because the pronoun “en” is not referring to an “objet” (“object”), “être” (“to be”), or “sens” (“meaning”).

**Example 3 — Cultural Question**

La question se rapporte à l’image ci-dessous.

![Image](https://zeno.org)

1. Dans la peinture, chef d’œuvre de Jacques-Louis David, on voit quel grand homme de l’histoire française au moment de son couronnement comme Empereur ?

   A. Charlemagne  
   B. Louis XIV  
   C. François Ier  
   D. Napoléon
La question se rapporte à la photo ci-dessous.

![Photo de publicité pour des soldes de 40% et 50%]}

2. Selon la publicité figurant dans la photo, que peut-on logiquement conclure ?

A. C'est le premier jour des soldes de la saison.
B. Le magasin baisse de nouveau le prix de certains articles.
C. La nouvelle collection débute à des prix réduits.
D. On peut avoir une plus grande réduction avec la carte de fidélité.

**Suggested Approach**

These types of questions test your cultural knowledge. We recommend that you use a combination of the strategies above. Take a look at the picture first and make sure you understand its content. Then read the question and refer again to the stimulus material to verify the correct answer.

Question 1 asks about the famous French historical figure featured in the painting. **Option D is correct** because the picture portrays Napoleon being crowned emperor. Options A, B and C are incorrect because the picture does not portray Charlemagne, Louis XIV or François 1er being crowned emperor.

Question 2 requires the test taker to interpret a sign posted in a store window. **Option B is correct** because the picture indicates that the prices of some articles are being reduced for the second time. Option A is incorrect because the picture does not indicate that it is the first day of the sale and also because second markdowns do not occur on the first day of sales. Option C is incorrect because the picture does not indicate that a new collection is being introduced at reduced prices. Option D is incorrect because the picture does not indicate that having a customer card offers the possibility of greater reductions.
Multiple-Choice Practice Questions

This section presents some sample test questions for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. 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 test.

For each sample test question, there is at least one correct answer and a rationale for each answer option. Please note that the sample questions are not necessarily presented in competency order.

The sample questions are included to illustrate the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.
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 tout– 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.

COMPETENCY 005

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 and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.
COMPETENCY 005

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 and Rationale

COMPETENCY 005

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 and Rationale

COMPETENCY 005

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

   A. Au droit de photographeir 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 and Rationale
COMPETENCY 004

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 and Rationale

COMPETENCY 005

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

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

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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’aménait 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

7. 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 and Rationale

COMPETENCY 007

8. 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 and Rationale

COMPETENCY 007

9. 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 and Rationale
COMPETENCY 008

10. 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 and Rationale

COMPETENCY 004

11. 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 and Rationale

COMPETENCY 007

12. 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 and Rationale
Set #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

13. 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 and Rationale

COMPETENCY 008

14. 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 and Rationale

COMPETENCY 007

15. 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 and Rationale
COMPETENCY 007

16. 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 and Rationale

COMPETENCY 004

17. 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 and Rationale

COMPETENCY 007

18. Dans le premier paragraphe, avec quel mot le participe passé créé s’accorde-t-il ?

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

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

COMPETENCY 004

19. Selon vos connaissances culturelles, quel monument parisien, figurant dans la photo, autrefois église et maintenant lieu de commémoration, abrite les tombeaux de plusieurs personnage 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 and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.
Instructional Practices

Part A

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

COMPETENCY 001

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 and Rationale

COMPETENCY 001

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 and Rationale
COMPETENCY 001

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 and Rationale

COMPETENCY 002

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 and Rationale
COMPETENCY 003

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 and Rationale

COMPETENCY 002

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 and Rationale
COMPETENCY 001

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 and Rationale
Part B

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

<table>
<thead>
<tr>
<th>Standards for Foreign Language Learning</th>
<th>Connections</th>
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<tbody>
<tr>
<td><strong>Communication</strong></td>
<td><strong>Connect with Other Disciplines and Acquire Information</strong></td>
</tr>
<tr>
<td><em>Standard 1.1:</em> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</td>
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<tr>
<td><em>Standard 1.2:</em> Students understand and interpret written and spoken language on a variety of topics.</td>
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<tr>
<td><em>Standard 1.3:</em> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</td>
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<tr>
<td><strong>Cultures</strong></td>
<td><strong>Develop Insight into the Nature of Language and Culture</strong></td>
</tr>
<tr>
<td><em>Standard 2.1:</em> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</td>
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<tr>
<td><em>Standard 2.2:</em> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</td>
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<tr>
<td><strong>Comparisons</strong></td>
<td><strong>Participate in Multilingual Communities at Home &amp; Around the World</strong></td>
</tr>
<tr>
<td><em>Standard 3.1:</em> Students reinforce and further their knowledge of other disciplines through the foreign language.</td>
<td></td>
</tr>
<tr>
<td><em>Standard 3.2:</em> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</td>
<td></td>
</tr>
<tr>
<td><em>Standard 4.1:</em> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</td>
<td></td>
</tr>
<tr>
<td><em>Standard 4.2:</em> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</td>
<td></td>
</tr>
<tr>
<td><strong>Communities</strong></td>
<td></td>
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<tr>
<td><em>Standard 5.1:</em> Students use the language both within and beyond the school setting.</td>
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<tr>
<td><em>Standard 5.2:</em> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</td>
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</tbody>
</table>

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.
COMPETENCY 003

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 and Rationale

COMPETENCY 003

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 and Rationale
COMPETENCY 003

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 and Rationale

COMPETENCY 003

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 and Rationale
COMPETENCY 003

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 and Rationale

Part C

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

COMPETENCY 002

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 and Rationale
COMPETENCY 002

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 and Rationale

COMPETENCY 002

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 and Rationale
COMPETENCY 002

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 and Rationale

COMPETENCY 002

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 and Rationale
**Answer Key and Rationales**

**Listening and Reading Sections**

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<th>Correct Answer</th>
<th>Rationales</th>
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<tr>
<td>1</td>
<td>005</td>
<td>D</td>
<td><strong>Option D is correct</strong> because the interview is mainly concerned with the legal issues raised when works of art are digitalized and widely reproduced. <strong>Option A is incorrect</strong> because the increasing accessibility of works of art due to digitalization is only implicitly present in the interview, which focuses on legal issues. <strong>Option B is incorrect</strong> because the interview does not suggest any changes to the definition of public domain in the legal sense. <strong>Option C is incorrect</strong> because the interview’s purpose is not to warn museums against the distribution of digitalized works of art.</td>
</tr>
<tr>
<td>2</td>
<td>005</td>
<td>B</td>
<td><strong>Option B is correct</strong> 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. <strong>Option A is incorrect</strong> because the interview does not make any mention of the curator of the museum housing the work. <strong>Option C is incorrect</strong> because the interview does not attribute the ultimate rights for copyrighted works to creators of digital versions of works of art. <strong>Option D is incorrect</strong> because the interview does not attribute the ultimate rights for copyrighted works to the inventor of art digitalization software.</td>
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<tr>
<td>Question Number</td>
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<tr>
<td>3</td>
<td>005</td>
<td>D</td>
<td><strong>Option D is correct</strong> 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. <strong>Option A is incorrect</strong> because Marc-André Renold does not discuss any differences in monetary value between original and digitalized works of art. <strong>Option B is incorrect</strong> 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. <strong>Option C is incorrect</strong> because Marc-André Renold does not suggest that Google needs to take the initiative to work more closely with cultural establishments.</td>
</tr>
<tr>
<td>4</td>
<td>005</td>
<td>A</td>
<td><strong>Option A is correct</strong> 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 »). <strong>Option B is incorrect</strong> because the “liberté de panorama,” as defined in the interview, does not involve taking unusually large photographs of works of art. <strong>Option C is incorrect</strong> 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. <strong>Option D is incorrect</strong> 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.</td>
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<tr>
<td>Question Number</td>
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<tr>
<td>5</td>
<td>004</td>
<td>B</td>
<td><strong>Option B is correct</strong> because the Musée d'Orsay is most well-known for its extensive collection of works of art from the Impressionist period. <strong>Option A is incorrect</strong> 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. <strong>Option C is incorrect</strong> 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. <strong>Option D is incorrect</strong> because the Musée Grévin is not known for housing a collection of Impressionist works of art; it is a famous wax museum.</td>
</tr>
<tr>
<td>6</td>
<td>005</td>
<td>C</td>
<td><strong>Option C is correct</strong> because “abîmer,” like “endommager,” means “to harm.” <strong>Options A, B and D are incorrect</strong> because “blanchir,” meaning to “whiten”; “effacer,” meaning “to erase”; and “transformer,” meaning “to transform” do not have the same meaning as “endommager.”</td>
</tr>
<tr>
<td>7</td>
<td>007</td>
<td>D</td>
<td><strong>Option D is correct</strong> because the aim of the author is to tell of her childhood in Labrador. <strong>Option A is incorrect</strong> because her aim is not principally to describe the flora and fauna of Labrador. <strong>Option B is incorrect</strong> because the focus of the entire passage is not the hardships encountered on the trip to Labrador. <strong>Option C is incorrect</strong> because the author does not pay homage in the passage to her father’s perseverance as a lighthouse keeper.</td>
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<tr>
<td>Question Number</td>
<td>Competency Number</td>
<td>Correct Answer</td>
<td>Rationales</td>
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<tr>
<td>8</td>
<td>007</td>
<td>C</td>
<td><strong>Option C is correct</strong> 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. <strong>Option A is incorrect</strong> because the author does not state that the extreme temperatures caused the most troubling problem. <strong>Option B is incorrect</strong> because the author describes how the family was actually able to draw some enjoyment from the storms since they were safe inside. <strong>Option D is incorrect</strong> because the author does not name the three-day sea voyage as the most troubling aspect of the family’s time in Labrador.</td>
</tr>
<tr>
<td>9</td>
<td>007</td>
<td>C</td>
<td><strong>Option C is correct</strong> because the author describes how she occupied herself by going on excursions with her father. <strong>Option A is incorrect</strong> because the author does not state that she helped her father with his work. <strong>Option B is incorrect</strong> because the author does not indicate that she gathered the branches that had fallen to the ground. <strong>Option D is incorrect</strong> because the author does not state that she watched the ships passing in the river.</td>
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<tr>
<td>10</td>
<td>008</td>
<td>A</td>
<td><strong>Option A is correct</strong> because the author contrasts the violence of the storms with the peaceful atmosphere inside her family's shelter. <strong>Option B is incorrect</strong> 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. <strong>Option C is incorrect</strong> because the passage does not contrast the grandeur of nature with the finiteness of human beings. <strong>Option D is incorrect</strong> because there is no contrast made in the passage between the family's reticence and the Native Americans' sociability.</td>
</tr>
<tr>
<td>11</td>
<td>004</td>
<td>B</td>
<td><strong>Option B is correct</strong> because Samuel de Champlain founded Quebec City. <strong>Option A is incorrect</strong> 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. <strong>Option C is incorrect</strong> because Louis Jolliet, like La Salle, was an explorer of the Mississippi River and not the founder of Quebec City. <strong>Option D is incorrect</strong> because Père Jacques Marquette explored the north central area of the United States and was not the founder of Quebec City.</td>
</tr>
<tr>
<td>12</td>
<td>007</td>
<td>D</td>
<td><strong>Option D is correct</strong> 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. <strong>Option A is incorrect</strong> because the pronoun “y” does not refer to the lighthouse. <strong>Option B is incorrect</strong> because the pronoun “y” does not refer to the river. <strong>Option C is incorrect</strong> because the pronoun “y” does not refer to the road.</td>
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<tr>
<td>13</td>
<td>007</td>
<td>D</td>
<td><strong>Option D is correct</strong> because the focus of the article is on a new initiative, the creation of the first residence for storytellers in Quebec. <strong>Option A is incorrect</strong> because the article does not present different ways to stimulate the production of stories. <strong>Option B is incorrect</strong> because, although the article mentions the town where the storyteller will live, it does not mention tourism in Quebec. <strong>Option C is incorrect</strong> because encouraging the public to support literary projects is not the purpose of the article.</td>
</tr>
<tr>
<td>14</td>
<td>008</td>
<td>C</td>
<td><strong>Option C is correct</strong> because the article states that Claudette L’Heureux was chosen because of the humanistic and artistic values of her work. <strong>Option A is incorrect</strong> because the length of time Claudette L’Heureux lived in the region was not a factor in her selection. <strong>Option B is incorrect</strong> because Claudette L’Heureux was not chosen because she was a former student of Fred Pellerin. <strong>Option D is incorrect</strong> because the selection of Claudette L’Heureux was not due to her reputation as a great storyteller.</td>
</tr>
<tr>
<td>15</td>
<td>007</td>
<td>D</td>
<td><strong>Option D is correct</strong> because Fred Pellerin states that storytellers create their own worlds and have their own ways of expressing them. <strong>Option A is incorrect</strong> because Fred Pellerin does not state that storytelling is a disappearing tradition. <strong>Option B is incorrect</strong> because Fred Pellerin does not discuss storytelling as an art suitable for interdisciplinary efforts. <strong>Option C is incorrect</strong> because Fred Pellerin does not affirm that storytellers’ works are only comprehensible to those who share their imaginative universe.</td>
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<tr>
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<td>16</td>
<td>007</td>
<td>B</td>
<td><strong>Option B is correct</strong> because the article states that Claudette L’Heureux is organizing a workshop on the ways to use stories in teaching. <strong>Option A is incorrect</strong> because the workshop is not being organized to talk about the storytelling tradition in Quebec. <strong>Option C is incorrect</strong> because the workshop does not focus on the technical aspects of creating stories. <strong>Option D is incorrect</strong> because the purpose of the workshop is not to revive the practice of storytelling.</td>
</tr>
<tr>
<td>17</td>
<td>004</td>
<td>D</td>
<td><strong>Option D is correct</strong> because Perrault is a seventeenth-century author who had great influence on the story as a genre. <strong>Option A is incorrect</strong> because Beaumarchais was an eighteenth-century author primarily known for his dramatic works. <strong>Option B is incorrect</strong> because, although Maupassant wrote many stories, he is a writer of the nineteenth-century, not the seventeenth. <strong>Option C is incorrect</strong> because it, too, mentions a nineteenth-century writer of stories, Balzac.</td>
</tr>
<tr>
<td>18</td>
<td>007</td>
<td>B</td>
<td><strong>Option B is correct</strong> because the past participle of the verb agrees with the subject of the dependent clause: the residence. <strong>Option A is incorrect</strong> because Saint-Élie is not the subject of the sentence but the object of the preposition “à.” <strong>Option C is incorrect</strong> because the dean is the subject of the second clause, not the first. <strong>Option D is incorrect</strong> because matter is the object of the preposition “en,” not the subject of a clause.</td>
</tr>
<tr>
<td>Question Number</td>
<td>Competency Number</td>
<td>Correct Answer</td>
<td>Rationales</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>19</td>
<td>004</td>
<td>B</td>
<td><strong>Option B is correct</strong> 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. <strong>Option A is incorrect</strong> because the Sorbonne is an institution of higher education and not a monument containing the tombs of people famous in French history. <strong>Option C is incorrect</strong> because it names a Parisian theater and not a monument containing tombs of the famous. <strong>Option D is incorrect</strong> because it names the official museum of the French army, which does not contain tombs of the French historical figures mentioned.</td>
</tr>
</tbody>
</table>

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### Instructional Practices Section

<table>
<thead>
<tr>
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<th>Correct Answer</th>
<th>Rationales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>001</td>
<td>B</td>
<td><strong>Option B is correct</strong> because the activity is an example of functional communication which involves sharing information with restricted cooperation, a key component of communicative language teaching. <strong>Option A is incorrect</strong> because the audio-lingual method is implemented by means of performing dialogues and repeating pattern drills. <strong>Option C is incorrect</strong> because the lexical approach is implemented by focusing on fixed expressions, or lexical units, and noting language patterns. <strong>Option D is incorrect</strong> 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.</td>
</tr>
<tr>
<td>2</td>
<td>001</td>
<td>C</td>
<td><strong>Option C is correct</strong> 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. <strong>Option A is incorrect</strong> because the use of reinforcement as a vital element in the learning process is a tenet of the behaviorist theory. <strong>Option B is incorrect</strong> because using dialogues and emphasizing correct pronunciation are characteristic of the audio-lingual method. <strong>Option D is incorrect</strong> because language patterns and collocations are the focus of the lexical approach.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Question Number</th>
<th>Competency Number</th>
<th>Correct Answer</th>
<th>Rationales</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>001</td>
<td>A</td>
<td><strong>Option A is correct</strong> 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. <strong>Option B is incorrect</strong> 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. <strong>Option C is incorrect</strong> 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. <strong>Option D is incorrect</strong> because bilingual-education programs use two languages to teach content.</td>
</tr>
<tr>
<td>4</td>
<td>002</td>
<td>D</td>
<td><strong>Option D is correct</strong> because the activity meets the description of the assignment in that students listen to an authentic interaction. <strong>Option A is incorrect</strong> because it describes an experience limited to tasting food. <strong>Option B is incorrect</strong> because it focuses on reading, not listening, although students could possibly attend one of the movies listed in the newspaper. <strong>Option C is incorrect</strong> because although it describes an activity that promotes practice, students do not necessarily replicate an authentic experience.</td>
</tr>
<tr>
<td>Question Number</td>
<td>Competency Number</td>
<td>Correct Answer</td>
<td>Rationales</td>
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</tr>
<tr>
<td>5</td>
<td>003</td>
<td>D</td>
<td><strong>Option D is correct</strong> because it identifies the procedure described in the question scenario. <strong>Options A and B are incorrect</strong> because the described activities focus on arranging chunks of material into a coherent reading. <strong>Option C is incorrect</strong> because the described activity is a game designed to lower the affective filter. It is not a reading or writing activity.</td>
</tr>
<tr>
<td>6</td>
<td>002</td>
<td>D</td>
<td><strong>Option D is correct</strong> because sharing a childhood experience involves narration and description in the past tense, an appropriate task for measuring advanced-level speaking proficiency. <strong>Option A is incorrect</strong> because when chatting online, the student is not obligated to speak at an advanced level. <strong>Option B is incorrect</strong> because hypothesizing how life would be different in an alternate reality requires a level of speaking proficiency that is beyond the advanced level. <strong>Option C is incorrect</strong> 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.</td>
</tr>
<tr>
<td>Question Number</td>
<td>Competency Number</td>
<td>Correct Answer</td>
<td>Rationales</td>
</tr>
<tr>
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</tr>
<tr>
<td>7</td>
<td>001</td>
<td>C</td>
<td><strong>Option C is correct</strong> because the described approach includes developing learning activities tailored to the needs of the diverse student population. <strong>Option A is incorrect</strong> because creating a single learning plan for the entire class does not address the multiple needs and learning styles of all the students. <strong>Option B is incorrect</strong> 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. <strong>Option D is incorrect</strong> because teaching to the middle will always leave a portion of the class either bored or not comprehending the lesson.</td>
</tr>
<tr>
<td>8</td>
<td>003</td>
<td>B</td>
<td><strong>Option B is correct</strong> 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. <strong>Options A and C are incorrect</strong> because when reviewing a magazine feature and making a list, students are not using the target language beyond the school setting. <strong>Option D is incorrect</strong> because students who are listening to a seminar in English are not using the target language.</td>
</tr>
<tr>
<td>Question Number</td>
<td>Competency Number</td>
<td>Correct Answer</td>
<td>Rationales</td>
</tr>
<tr>
<td>-----------------</td>
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</tr>
<tr>
<td>9</td>
<td>003</td>
<td>C</td>
<td><strong>Option C is correct</strong> because students show evidence of understanding the nature of language by comparing the target language with their own language during the described activity. <strong>Option A is incorrect</strong> because the activity does not include interpretive communication. <strong>Option B is incorrect</strong> because the activity does not require students to understand a cultural product and its relationship to a perspective of the target culture. <strong>Option D is incorrect</strong> because the activity is not being performed beyond the classroom setting.</td>
</tr>
<tr>
<td>10</td>
<td>003</td>
<td>B</td>
<td><strong>Option B is correct</strong> 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. <strong>Option A is incorrect</strong> because the learning objective does not focus on presentational speaking. <strong>Option C is incorrect</strong> because the learning objective does not focus on content from another discipline. <strong>Option D is incorrect</strong> because the learning objective does not focus on use of the target language for personal enjoyment and enrichment.</td>
</tr>
</tbody>
</table>

Back to Question
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Competency Number</th>
<th>Correct Answer</th>
<th>Rationales</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>003</td>
<td>C</td>
<td><strong>Option C is correct</strong> 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. <strong>Option A is incorrect</strong> because the students are attending a presentation rather than engaging in presentational speaking themselves. <strong>Option B is incorrect</strong> because the students are not making comparisons between the target culture and their own. <strong>Option D is incorrect</strong> 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.</td>
</tr>
<tr>
<td>12</td>
<td>003</td>
<td>A</td>
<td><strong>Option A is correct</strong> because the described activity involves communicating in the target-language. <strong>Options B, C and D are incorrect</strong> because Cultures, Comparisons and Communities are not specifically targeted as part of the activity.</td>
</tr>
<tr>
<td>13</td>
<td>002</td>
<td>B</td>
<td><strong>Option B is correct</strong> 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. <strong>Options A, C and D are incorrect</strong> because the described activities do not require students to show that they understand the behavioral practices of the target culture that they are studying.</td>
</tr>
<tr>
<td>Question Number</td>
<td>Competency Number</td>
<td>Correct Answer</td>
<td>Rationales</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------</td>
<td>----------------</td>
<td>------------</td>
</tr>
<tr>
<td>14</td>
<td>002</td>
<td>A</td>
<td><strong>Option A is correct</strong> because students need to have a deep understanding of the content, and of the language, in order to recognize inferences in an argumentative text. <strong>Option B is incorrect</strong> because students may be able to complete a cloze passage using contextual clues without necessarily understanding the nuances of the text. <strong>Options C and D are incorrect</strong> 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.</td>
</tr>
<tr>
<td>15</td>
<td>002</td>
<td>B</td>
<td><strong>Option B is correct</strong> 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. <strong>Options A, C and D are incorrect</strong> 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.</td>
</tr>
<tr>
<td>16</td>
<td>002</td>
<td>D</td>
<td><strong>Option D is correct</strong> because identifying key words, main ideas, and supporting details in a text are all literal comprehension skills. <strong>Options A, B and C are incorrect</strong> 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.</td>
</tr>
<tr>
<td>Question Number</td>
<td>Competency Number</td>
<td>Correct Answer</td>
<td>Rationales</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------</td>
<td>---------------</td>
<td>------------</td>
</tr>
<tr>
<td>17</td>
<td>002</td>
<td>A, B, C</td>
<td><strong>Options A, B and C are correct</strong> because they all describe activities that are characteristic of formative assessments. <strong>Option D is incorrect</strong> because it describes a characteristic of a test given at the end of a unit, otherwise known as a summative assessment. Back to Question</td>
</tr>
</tbody>
</table>
**Succeeding on Written Expression Constructed-Response Tasks**

**Written Expression Constructed-Response Tasks**

The LOTE–French test will include three tasks that require a constructed response written in French. The written expression constructed-response scores will be combined with the other constructed-response scores and the multiple-choice section scores to produce a total test score.

For the written expression section of the test, you will be asked to write in the target language (i.e., French) in ways outlined in the test. There will be three tasks in the written expression section. The total testing time for the written expression section is 50 minutes; therefore, you should manage your time so that you have enough time to answer the three tasks within the allotted time. You will type your response to each question. Your response must be written in the target language (i.e., French). In preparing your responses to the questions, you may choose to prepare and organize your thoughts on the erasable sheets provided. However, you will only be scored on the response that you type on the computer. You may not use any reference materials during the test.

This section includes an explanation of how the constructed responses will be scored; sample questions appear in the next section.
<table>
<thead>
<tr>
<th>Score</th>
<th>General Description</th>
<th>Features/Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong></td>
<td>High</td>
<td><strong>Task Completion</strong></td>
</tr>
<tr>
<td>2</td>
<td>Mid-High</td>
<td>• Addresses and completes the task</td>
</tr>
<tr>
<td>1</td>
<td>Mid-Low</td>
<td>• Addresses and completes the task</td>
</tr>
<tr>
<td>0</td>
<td>Low</td>
<td>• Partially addresses and/or partially completes the task</td>
</tr>
<tr>
<td>Score</td>
<td>General Description</td>
<td>Features/Dimensions</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task Completion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fully addresses and completes the task</td>
</tr>
<tr>
<td>3</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Addresses and completes the task</td>
</tr>
<tr>
<td>1</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Moderately relates to the topic</td>
</tr>
<tr>
<td>0</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Partially addresses and/or partially completes the task</td>
</tr>
</tbody>
</table>

- **Score 3 (High):**
  - Fully addresses and completes the task
  - Directly relates to the topic; topic well developed
  - All or almost all supporting details or examples are appropriate and effective
  - Clearly demonstrates a high degree of understanding of the content in the text

- **Score 2 (Mid-High):**
  - Addresses and completes the task
  - Relates to the topic
  - Most supporting details or examples are well defined
  - Demonstrates a moderate degree of understanding of the content in the text

- **Score 1 (Mid-Low):**
  - Addresses and completes the task
  - Moderately relates to the topic
  - Some supporting details or examples are vague or not well defined
  - Demonstrates a low degree of understanding of the content in the text

- **Score 0 (Low):**
  - Partially addresses and/or partially completes the task
  - Minimally relates to the topic
  - Most supporting details or examples are irrelevant or not effective
  - Demonstrates a poor degree of understanding of the content in the text

- **Writing Skills:**
  - Response is well organized and generally coherent
  - Demonstrates a high or mid-high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns
  - Varied vocabulary appropriate for the content and used with precision
  - Very few errors in conventions of the written language (orthography; spelling, accent marks and punctuation; sentence structure)
  - Register is appropriate (accurate social and/or cultural references included)
Written Expression Constructed-Response Practice Tasks

Preparing for the Written Expression Constructed-Response Tasks

Following are three sample written expression constructed-response tasks that represent the types of tasks you will see on the LOTE–French test.

In preparing for the written expression constructed-response tasks, you may wish to draft a response to the task by reading the question and planning, writing and revising your response. The total testing time for the Written Expression section is 50 minutes; therefore, you should manage your time so you have enough time to answer the three tasks within the allotted time. Because you will be demonstrating your proficiency in the French language, be sure to write in French. Also, because no reference materials will be available during the test, it is recommended that you refrain from using a dictionary, a thesaurus or textbooks while writing your practice responses.

General Directions for Responding to the Written Expression Constructed-Response Tasks

Written Expression Section Directions

The Written Expression section includes three tasks and is designed to measure different aspects of your writing ability.

<table>
<thead>
<tr>
<th>Question</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Response to Email, Memo or Letter</td>
</tr>
<tr>
<td>2</td>
<td>Opinion/Position Essay</td>
</tr>
<tr>
<td>3</td>
<td>Writing Integrated Skills</td>
</tr>
</tbody>
</table>

For each type of question, you will be given specific directions.

You will have 50 minutes to answer all of the questions.
Sample Written Expression Constructed-Response Tasks

TASK ONE

COMPETENCIES 009, 010 — Written Expression Section

Question 1: Response to Email, Memo or Letter

Directions: Read the following letter and write an appropriate response. Write your response in the space provided. Manage your time so that you allow enough time to plan, write and revise your response. Your answer should be a minimum of 60 words.

Sample 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.

Cordialement,

Mme De Lavalle
Gestionnaire des assistants de langue

**TASK TWO**

**COMPETENCIES 009, 010 — Written Expression Section**

**Question 2: Opinion/Position Essay**

**Directions:** Read the following question and write an essay on the topic given. Write your response in the space provided. Make sure that your essay includes reasons and/or examples to support your opinion. Manage your time so that you have enough time to plan, write, and revise your response. Your response should be a minimum of 120 words.

**Sample 2**

Depuis plusieurs années, une majorité d’établissements scolaires favorisent les classes multiniveaux, mélangant 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.

**TASK THREE**

**COMPETENCIES 007, 008, 009, 010 — Written Expression Section**

**Question 3: Writing Integrated Skills**

**Directions:** Based on the information from the passage below, complete the following task. Manage your time so that you can plan, write and revise your response. Your response should be a minimum of 120 words.
Sample 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.rtbf.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. »

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**Writing Task**

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.
Succeeding on Oral Expression Constructed-Response Tasks

Oral Expression Constructed-Response Tasks

The LOTE–French test includes three tasks that require a constructed response spoken in French. The oral expression constructed-response scores will be combined with the other constructed-response scores and the multiple-choice section scores to produce a total test score.

For the oral expression section of the test, you will be asked to speak in the target language (i.e., French) in ways outlined in the test. There will be three tasks requiring different types of responses in this section. For each task, you will read the directions in English and listen to the actual question in the target language (i.e., French). You will have time to consider and prepare for all of the oral expression tasks. Following the preparation time, you will be prompted to speak. You may choose to make notes to prepare your response on the erasable sheets provided. However, you will be scored only on your recorded oral response.

Be sure to speak naturally and appropriately in the target language (i.e., French) when responding to the questions. The test is designed to measure your proficiency in the target language (i.e., French). There are no prescribed answers to these questions; however, each response needs to follow all the task directions to be appropriate. Say as much as you can until the response time is over or until you feel you have provided a thorough response.

This section includes an explanation of how the constructed responses will be scored; sample questions appear in the next section.
<table>
<thead>
<tr>
<th>Score</th>
<th>General Description</th>
<th>Task Completion</th>
<th>Topic Development</th>
<th>Language Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>High</td>
<td>Fully addresses and completes the task</td>
<td>Directly relates to the topic; topic well developed</td>
<td>Demonstrates high or mid-high degree of control of a variety of structures; a very few grammatical errors occur with no evident patterns</td>
</tr>
<tr>
<td>2</td>
<td>Mid-High</td>
<td>Addresses and completes the task</td>
<td>Relates to the topic</td>
<td>Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur</td>
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<tr>
<td>1</td>
<td>Mid-Low</td>
<td>Addresses and completes the task</td>
<td>Moderately relates to the topic</td>
<td>Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur</td>
</tr>
<tr>
<td>0</td>
<td>Low</td>
<td>Partially addresses and/or partially completes the task</td>
<td>Minimally relates to the topic</td>
<td>Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication</td>
</tr>
</tbody>
</table>

- **Score:** A response at this level is characterized by most of the following features/dimensions:
- **Task Completion:**
  - Fully addresses and completes the task
  - Addresses and completes the task
  - Partially addresses and/or partially completes the task

- **Topic Development:**
  - Directly relates to the topic; topic well developed
  - Relates to the topic
  - Moderately relates to the topic
  - Minimally relates to the topic

- **Language Use:**
  - Demonstrates high or mid-high degree of control of a variety of structures; a very few grammatical errors occur with no evident patterns
  - Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur
  - Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur

  - Appropriate vocabulary with occasional errors such as making up words or code-switching
  - Limited vocabulary, frequent errors such as making up words and code-switching
  - Vague or not well defined details or examples
  - Some supporting details or examples are vague or not well defined
  - Insufficient vocabulary; constant interference from another language
  - Irrelevant or not effective details or examples
  - Demonstrates a poor degree of understanding of the content in the text
  - Demonstrates a low degree of understanding of the content in the text
  - Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication

  - High level of fluency
  - Moderate level of fluency with occasional hesitation; some successful self correction
  - Low level of fluency with frequent hesitation
  - Poor fluency with labored expression

  - Well-organized, generally coherent response
  - Organized response with some coherence
  - Disorganized response with no coherence

  - Registry is appropriate (accurate social and/or cultural references included)
  - Registry is usually appropriate (generally accurate social and/or cultural references included)
  - Registry is inappropriate (inaccurate social and/or cultural references included)
  - Minimal to no attention to register (inaccurate social and/or cultural references are included)
<table>
<thead>
<tr>
<th>Score</th>
<th>General Description</th>
<th>Features/Dimensions</th>
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<tr>
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<td>Task Completion</td>
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<td><strong>3</strong></td>
<td>High</td>
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<td>General Description</td>
<td>Features/Dimensions</td>
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<td>---------------------</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>High</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Fully addresses and completes the task • Responds <strong>fully to all or almost all</strong> of the parts/prompts of the conversation</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Mid-High</td>
<td>• Addresses and completes the task • Responds to <strong>all or almost all</strong> of the parts/prompts of the conversation</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Mid-Low</td>
<td>• Addresses and completes some parts of the task • Responds to most parts/prompts of the conversation</td>
</tr>
<tr>
<td><strong>0</strong></td>
<td>Low</td>
<td>• Partially addresses and/or partially completes the task • Responds inappropriately to some parts/prompts of the conversation</td>
</tr>
</tbody>
</table>
Oral Expression Constructed-Response Practice Tasks

Preparing for the Oral Expression Constructed-Response Tasks

Following are three sample oral expression constructed-response tasks that represent the types of tasks you will see on the LOTE–French test.

In preparing for the oral expression constructed-response tasks, you may wish to make notes to prepare your oral response on the erasable sheets provided. However, you will be scored only on the responses you record after the instructions indicate that you should begin speaking. Each task will have its own timing for preparation and response. Also, because no reference materials will be available during the test, it is recommended that you refrain from using a dictionary, a thesaurus or textbooks while preparing your practice responses.

General Directions for Responding to the Oral Expression Constructed-Response Tasks

Oral Expression Section Directions

The Oral Expression section includes three tasks and is designed to measure different aspects of your ability to speak French. This section lasts approximately 15 minutes.

<table>
<thead>
<tr>
<th>Question</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Speaking Integrated Skills</td>
</tr>
<tr>
<td>2</td>
<td>Oral Presentation or Situation/Opinion</td>
</tr>
<tr>
<td>3</td>
<td>Simulated Conversation</td>
</tr>
</tbody>
</table>

For each type of question, you will be given specific directions, including the amount of time allowed for preparation and speaking. Answer each question according to the directions. It is to your advantage to say as much as you can in the time allowed.

Relax and speak as clearly and confidently as you can. Maintain a consistent distance from the microphone and speak directly into it. Keep your voice at a consistent level of loudness (neither too soft nor too loud).
Sample Oral Expression Constructed-Response Tasks

TASK ONE

COMPETENCIES 007, 008, 011

Question 1: Speaking Integrated Skills

Directions: You will have 5 minutes to complete the speaking task: 1 minute to read the passage below, 2 minutes to prepare and 2 minutes to record your response. The passage you will be reading for this task is the same passage you read in the integrated writing skills task.

Sample 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.rtbf.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 Vandeleeene, 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. Vandeleeene 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. »

**Speaking Task**

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.

**TASK TWO**

**COMPETENCY 011 — Oral Expression Section**

**Question 2: Oral Presentation or Situation/Opinion**

**Directions:** You will be asked to speak and give your opinion on a specific topic. First, you will have 15 seconds to review the information provided. You will have 2 minutes to prepare your response before you are asked to speak. Then, you will have 2 minutes to give your response. A tone will indicate when you should begin speaking. You should respond as fully and as appropriately as possible.

**Sample 2**

« 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.
TASK THREE

COMPETENCY 011 — Oral Expression Section

Question 3: Simulated Conversation

Directions: You will participate in a simulated conversation within a context. First, you will have 30 seconds to read the outline of the conversation. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say. You will have five turns to participate in the conversation. A tone will indicate when to begin speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and as appropriately as possible.

Sample 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 pose une question.
   • Vous : Saluez-la et répondez à la question.

   • Vous : Répondez-lui et justifiez votre préférence.

   • Vous : Répondez-lui et donnez des détails.

   • Vous : Exprimez votre préférence et justifiez-la.

5. Madame Dutour : Elle réagit et vous fait une proposition.
   • Vous : Répondez-y et terminez la conversation.

SCRIPT TEXT – Materials in brackets is only heard.

[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]
Succeeding on Instructional Practices Constructed-Response Tasks

The LOTE–French test will include two tasks that require a constructed response written in English that reflects your knowledge of instructional practices. The instructional practices constructed-response scores will be combined with the other constructed-response scores and the multiple-choice section scores to produce a total test score.

For the instructional practices constructed-response section of the test, you will be asked to write in English in ways outlined in the test. There will be two tasks in this section. The total testing time for the instructional practices constructed-response section is 35 minutes; therefore, you should manage your time so that you have enough time to answer the two tasks within the allotted time. You will type your response to each question. Your response must be written in English. In preparing your responses to the questions, you may choose to prepare and organize your thoughts on the erasable sheets provided. However, you will only be scored on the response that you type on the computer. You may not use any reference materials during the test.

This section includes an explanation of how the instructional practices constructed responses will be scored; sample questions appear in the next section.
### Scoring Rubric for Foreign Language Pedagogy — Lesson Plan

<table>
<thead>
<tr>
<th>Score</th>
<th>General Description</th>
<th>Score Descriptors</th>
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</table>
| **3**  | High                | • **Fully** addresses and **fully** elaborates all categories (vocabulary, materials, procedures and assessment)  
         |                     | • Demonstrates a high degree of content understanding and all or almost all content information is accurate and well developed  
         |                     | • All teaching techniques described are appropriate for age, grade and proficiency level  
         |                     | • All materials and activities discussed are appropriate for age, grade and proficiency level  
         |                     | • Assessment instrument described elicits appropriate information on targeted learning objective  
         |                     | • Response is well organized and generally coherent |
| **2**  | Mid-High            | • **Addresses all** categories (vocabulary, materials, procedures and assessment), but some points are not fully elaborated  
         |                     | • Demonstrates a moderate degree of content understanding and most content information is accurate  
         |                     | • Most teaching techniques described are appropriate for age, grade and proficiency level  
         |                     | • Most materials and activities discussed are appropriate for age, grade and proficiency level  
         |                     | • Assessment instrument described elicits moderate amount of information related to learning objective  
         |                     | • Response is organized, but some parts are not fully developed |
| **1**  | Mid-Low             | • **Addresses only some of the categories** (vocabulary, materials, procedures and assessment)  
         |                     | • Demonstrates a low degree of content understanding and only some content information is accurate  
         |                     | • Some of the teaching techniques described are appropriate for age, grade and proficiency level  
         |                     | • Some materials and activities discussed are appropriate for age, grade and proficiency level  
         |                     | • Assessment instrument elicits minimal information related to learning objective  
         |                     | • Response is inadequately organized or not sequenced correctly |
| **0**  | Low                 | • **Addresses almost none of the categories** (vocabulary, materials, procedures and assessment)  
         |                     | • Demonstrates a poor understanding of content and content information is inaccurate  
         |                     | • Teaching techniques described are not appropriate for age, grade and proficiency level  
         |                     | • Materials are not connected to procedures and activities are not appropriate for age, grade and proficiency level  
         |                     | • Assessment instrument is not described and/or the instrument described does not relate to learning objective  
         |                     | • Response is disorganized |
### Scoring Rubric for Foreign Language Pedagogy — Essay

<table>
<thead>
<tr>
<th>Score</th>
<th>General Description</th>
<th>Score Descriptors</th>
</tr>
</thead>
</table>
| **3** | **High** | A response at this level demonstrates evidence of a *high degree of competence* in response to the assignment, but it may have a few minor errors. | • **Fully** addresses and completes the task  
• Clearly demonstrates a high degree of understanding of the content required by the question  
• All content information is accurate and well developed  
• All or almost all supporting details or examples are appropriate and effective  
• Response is well organized and generally coherent |
| **2** | **Mid-High** | A response at this level demonstrates evidence of *competence* in response to the assignment, but it has minor errors. | • Addresses and completes the task  
• Demonstrates a moderate degree of understanding of the content required by the question  
• Most content information is accurate  
• Most supporting details or examples are appropriate and effective  
• Response is organized, but some parts are not fully developed |
| **1** | **Mid-Low** | A response at this level demonstrates evidence of *limited competence* in response to the assignment and it has one or more major errors. | • Addresses and completes the task  
• Demonstrates a low degree of understanding of the content required by the question  
• Some content information is accurate  
• Some supporting details or examples are vague, not well defined, not appropriate or not effective  
• Response is inadequately organized or not sequenced correctly |
| **0** | **Low** | A response at this level demonstrates evidence of *little or no competence* in response to the assignment and it is obviously flawed. | • Partially addresses and/or partially completes the task  
• Demonstrates a poor understanding of the content required by the question  
• Most content information is inaccurate  
• Most supporting details or examples are irrelevant, not effective or missing  
• Response is disorganized |
Instructional Practices Constructed-Response Practice Tasks

Preparing for the Instructional Practices Constructed-Response Tasks

Following are two sample instructional practices constructed-response tasks that represent the types of tasks you will see on the LOTE–French test.

In preparing for the instructional practices constructed-response tasks, you may wish to draft a response by reading the question, and planning, writing and revising your response. The total testing time for this section is 35 minutes; you should manage your time so that you have enough to answer both tasks within the allotted time. Be sure to write in English. Also, because no reference materials will be available during the test, it is recommended that you refrain from using a dictionary, a thesaurus or textbooks while writing your practice responses.

General Directions for Responding to the Instructional Practices Constructed-Response Tasks

Foreign Language Pedagogy: Instructional Practices

This section is intended to 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; responses should be written in English.

<table>
<thead>
<tr>
<th>Question</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lesson Plan</td>
</tr>
<tr>
<td>2</td>
<td>Opinion/Position Essay</td>
</tr>
</tbody>
</table>

For each type of question, you will be given specific directions.

You will have 35 minutes to answer the two questions.
Sample Instructional Practices Constructed-Response Tasks

Question 1: Lesson Plan

Directions: You will be given a scenario to design a lesson. Your response should be written in English. It should be grade appropriate and should address the objective given. Write your response in the space provided.

Make sure that you include the following information in your lesson:

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

Manage your time so that you allow enough time to plan, write and revise your response. Typically, an effective response will contain a minimum of 200 words.

TASK ONE

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 Grade: First year, high school
Student Profile: 13–15 years of age
Proficiency Level: Novice range in the ACTFL Proficiency Guidelines
Theme/Topic: House
Objective: Students will use the target language to identify and describe rooms of their house.
Length of Unit: 3 class periods of 50 minutes each
Vocabulary:
Materials:
Procedures/Activities:
Assessment:

Make sure you include all the blank categories in your response.
Question 2: Opinion/Position Essay

Directions: Read the following question and write an essay in English on the topic given. Write your response in English in the space provided.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you have enough time to plan, write and revise your essay. Typically, an effective essay will contain a minimum of 150 words.

TASK TWO

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.
# Study Plan Sheet

## STUDY PLAN

<table>
<thead>
<tr>
<th>Content covered on test</th>
<th>How well do I know the content?</th>
<th>What material do I have for studying this content?</th>
<th>What material do I need for studying this content?</th>
<th>Where can I find the materials I need?</th>
<th>Dates planned for study of content</th>
<th>Date Completed</th>
</tr>
</thead>
</table>
Preparation Resources

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

JOURNALS

*Foreign Language Annals*, American Council on the Teaching of Foreign Languages (ACTFL).

*French Review*, American Association of Teachers of French (AATF).

*Le français dans le monde*, La fédération internationale des professeurs de français.

*The Language Educator*, American Council on the Teaching of Foreign Languages (ACTFL).

OTHER RESOURCES


ONLINE RESOURCES

American Association of Teachers of French (AATF) — www.frenchteachers.org


Center for Applied Linguistics (CAL) — www.cal.org

CLE International — www.cle-inter.com/home.html
Education Resources Information Center (ERIC) — www.eric.ed.gov
Fédération International des professeurs de français (FIPF) — www.fipf.info
My Language Exchange — www.mylanguageexchange.com/Learn/French.asp
Texas Education Agency (TEA) — www.tea.texas.gov
University of Texas at Austin, le Français Interactif —
http://www.laits.utexas.edu/fi/home