



To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for French 2A.

WHAT TO BRING

- You must bring a recording device for audiocassette tape or digital sound media. **Please contact your proctor for the correct device needed.** For digital recordings, your device must have sound-recording software already installed and able to record in **.wav** or **.mp3** format.
- You must also bring one blank audiocassette tape (full size only), CD-R or CD-RW (full size only), or a small USB flash drive (depending on the proctor's requirements) on which to save your recording.

ABOUT THE EXAM

The French 2A Credit by Examination will cover second-year vocabulary pertaining to leisure and entertainment activities, health and medicine, telecommunications, air and train travel, banking and postal services, and French cuisine. It will also cover the verbs *savoir* and *connaître*, *souffrir* and *ouvrir*, and *venir*.

Grammatical structures covered are:

- direct and indirect object pronouns;
- the imperative forms of verbs;
- the object pronoun *en*;
- the imperfect forms of verbs and the usage of the imperfect and the *passé composé*;
- the relative pronouns *qui* and *que*;
- the agreement of the past participle with a preceding direct object;
- the simple future tense.

The examination will consist of six sections for a total of 180 points (30 points for the writing/speaking portion). The six sections are as follows:

- I. **Listening Comprehension.** In this section, you will listen to a recording of questions and possible answers. You will choose your answer and mark it on a bubble answer sheet.

- II. **Vocabulary.** The vocabulary section will consist of multiple-choice questions, matching exercises, and questions where you will choose the word that doesn't belong in a group of four words.
- III. **Culture.** The true/false culture questions will focus on French museums, French cuisine, telecommunications, and train travel in France.
- IV. **Reading Comprehension.** In this section, you will read a short passage in French and answer comprehension questions *in English*.
- V. **Structure.** In the structure section, you will answer fill-in-the blank sentences by actually writing out your answers. This section will focus on grammatical concepts and verb usage.
- VI. **Writing and Speaking Proficiency.** In this section, you will be asked to write five to seven sentences on your choice of two out of three prompts. You will then read your answers aloud and record it on your own recording medium (see "What to Bring" on the first page of this document).

You will have three hours to complete the exam.

The examination is based on the Texas Essential Knowledge and Skills for this subject. Since questions are not taken from any one source, you can prepare by reviewing any of the state-adopted textbooks that are used at your school. The textbook used with our French 2A course is *Glencoe French II, Bon Voyage!* from McGraw-Hill Companies, Inc. (2005).

The practice exam included in this document will give you a model of the types of questions that will be asked on your examination. It is not a duplicate of the actual examination. It is provided to illustrate the format of the exam, not to serve as a review sheet.

Good luck on your examination!

FREN 2A Practice Exam

Vocabulary

Choose the answer that best completes the sentence.

- | | |
|---|------------------------|
| 1. <i>Paul a un rhume. Il est _____.</i> | A. <i>une allergie</i> |
| 2. <i>Christophe a très mal à la gorge. Il a _____.</i> | B. <i>des frissons</i> |
| 3. <i>Miriam a la grippe. Elle a de la fièvre et _____.</i> | C. <i>mauvaise</i> |
| 4. <i>Martin n'est pas en bonne santé. Il est en _____ santé.</i> | D. <i>une angine</i> |
| 5. <i>Anne a les yeux qui piquent. Elle a _____.</i> | E. <i>enrhumé</i> |

For each group, choose the word that doesn't belong with the other three.

6. A. *une orange*
B. *un pamplemousse*
C. *un poivron rouge*
D. *un citron*
7. A. *des haricots verts*
B. *des pommes*
C. *des carottes*
D. *des épinards*

Structure

Rewrite each sentence, replacing the direct object in bold with the correct pronoun.

8. *J'invite **mes amis**.*

9. *Je connais **ce tableau**.*

Complete each sentence with the correct present tense form of *souffrir* or *ouvrir* as indicated in parentheses.

10. Il _____ beaucoup, le malade. (*souffrir*)

11. Tu _____ la bouche quand le médecin t'examine. (*ouvrir*)

Rewrite the following sentences, changing the verb in bold from *present tense* to *future tense*.

12. Mes parents **font** un voyage en Grèce.

13. Je **fais** les courses ce weekend.

Culture

Indicate whether each statement is true or false.

14. Le Louvre est un ancien gare qui est devenu musée célèbre.

15. Les fruits de mer sont très populaires en Bretagne.

FREN 2A Practice Exam Answer Key

1. E
2. D
3. B
4. C
5. A
6. C
7. B
8. *Je les invite.*
9. *Je le connais.*
10. *souffre*
1. *ouvres*
12. *Mes parents **feront** un voyage en Grèce.*
13. *Je **ferai** les courses ce weekend.*
14. false
15. true

**Texas Essential Knowledge and Skills
FREN 2A – French, Level II, First Semester**

§114.40. Level II, Novice High to Intermediate Low Proficiency (One Credit), Adopted 2014.

(a) General requirements.

(1) Level II can be offered in elementary, middle, or high school. At the high school level, students shall be awarded one credit for successful completion of this course. Successful completion of Level I, achieving a Novice Mid to Novice High proficiency level, or demonstrated equivalent proficiency as determined by the district is a prerequisite for this course.

(2) Students of logographic languages such as Chinese and Japanese and non-Romance and non-Germanic languages such as Arabic and Russian will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language's writing system. As the students become more proficient, a balanced emphasis of all four skills becomes more attainable.

(3) Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.

(b) Introduction.

(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.

(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.

(A) In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this "two-way" communication include but are

not limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.

(B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of "one-way" reading or listening include but are not limited to comprehension of digital texts as well as print, audio, and audiovisual materials.

(C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.

(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.

(4) Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, register, appropriate discourse level, and text type.

(5) Students in Level II are expected to reach a proficiency level of Novice High to Intermediate Low, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.

(A) Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. Novice High students are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.

(B) Students at the Intermediate Low proficiency level express meaning in straightforward and personal contexts by combining and recombining what they know, what they read, and what they hear in short statements and sentences. Intermediate Low students are able to understand some information from simple connected statements in oral or written sources. Intermediate Low students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Low students are inconsistently successful when performing Intermediate-level tasks.

(C) By the end of Level II, students of logographic languages should perform on a Novice Mid to Novice High proficiency level for reading and writing. In listening and

speaking, students of logographic languages should perform on a Novice High to Intermediate Low proficiency level. Students at the Novice Mid proficiency level express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. Novice Mid students are best able to understand aural cognates, borrowed words, and high-frequency, highly contextualized words and phrases with repetition. Novice Mid students may be difficult to understand by the most sympathetic listeners and readers accustomed to dealing with language learners. Novice Mid students are inconsistently successful when performing Novice-level tasks.

(D) Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the Texas essential knowledge and skills for LOTE across all modes of communication at the prescribed proficiency level.

(6) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(A) ask and respond to questions about everyday life with simple elaboration in spoken and written conversation;

(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation;

(C) ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation;

(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation;

(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and

(F) interact and react in writing using culturally appropriate expressions, register, and style.

(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive

mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:

- (A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;
- (B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;
- (C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and
- (D) identify cultural practices from authentic print, digital, audio, and audiovisual materials.

(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

- (A) express and support an opinion or preference orally and in writing with supporting statements; and
- (B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.

Source: The provisions of this §114.40 adopted to be effective July 15, 2014, 39 TexReg 5385.