



To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for French 1B.

WHAT TO BRING

- a sharpened No. 2 pencil
- 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 exam will cover first-year vocabulary pertaining to clothing, colors, air and train travel, sports, summer and winter activities and weather, and one's daily routine and grooming. It will also cover regular *-ir* and *-re* verbs and the following irregular verbs: *mettre*, *voir*, *croire*, *sortir*, *dormir*, *partir*, *servir*, *dire*, *lire* *écrire*, *boire*, *devoir*, and *recevoir*. Grammatical structures covered are comparisons; demonstrative adjectives; the *passé composé* of regular and irregular verbs using both *être* and *avoir* as helping verbs; the question words *qui*, *qu'est-ce que*, and *quoi*; reflexive verbs (present and past tenses); *quel* and *tout*; and negative constructions.

The examination will consist of six sections for a total of 200 points (25 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 the bubble answer sheet.
- II. Vocabulary.** The vocabulary section will consist of fill-in-the blank questions, multiple-choice questions, and questions where you will choose the word that doesn't belong in a group of four words. Some sample questions are included in this review.
- III. Culture.** The culture questions will be true/false questions based on the following topics: shopping in Paris, transportation in Paris, French African countries, sports, and weather. Some sample questions are included in this review.

- IV. Structure (Grammar).** The grammar section will consist of matching questions where you will fill in the blanks of sentences by making your choices from a word bank. Some sample questions are included in this review.
- V. Structure (Writing).** In this section, you will fill in the blanks of sentences with the correct forms of verbs in the tenses specified. Some sample questions are included in this review.
- VI. Writing and Speaking Proficiency.** In this section, you will be asked to write at least ten sentences on a prompt appropriate for the material covered on the exam. You will then read your answer 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.

This exam 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 1B course is *Glencoe French I, Bon Voyage!* from McGraw-Hill Companies, Inc. (1990).

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 1B Practice Exam

After you answer the sample questions, check your answers with the key that follows.

Vocabulary

Choose the answer that best completes the sentence.

1. *L'avion _____ de la porte 32.*
 - A. *atterit*
 - B. *part*
 - C. *décolle*
 - D. *passé*

2. *Justine fait _____ à Montréal.*
 - A. *un voyage*
 - B. *un passeport*
 - C. *un billet*
 - D. *un bagage*

Choose the term that does not belong in the group.

3.
 - A. *une brosse*
 - B. *un peigne*
 - C. *du dentifrice*
 - D. *du shampoing*

4.
 - A. *le joueur*
 - B. *le gardien*
 - C. *la prof*
 - D. *l'arbitre*

Structure (Grammar)

Complete each sentence below with the appropriate word from the list.

5. _____ *places sont occupées.* A. *Tout le*
6. _____ *stewards sont très sympa.* B. *Toute la*
7. _____ *classe va faire le voyage.* C. *Tous les*
8. _____ *livre est en français.* D. *Toutes les*

Structure (Written)

Complete each sentence with the correct present tense form of the verb in parentheses.

9. Je _____ que vous êtes contents. (voir)
10. Les voyageurs _____ le train. (attendre)

Complete each sentence with the correct past tense (*passé composé*) form of the verb in parentheses.

11. Hier, Chloé _____ une fête. (donner)
12. Nous _____ à 8 h. (sortir)

Culture (True/False)

13. Charles-de-Gaulle est le nom de la gare à Paris.
14. Le Sahara est un grand désert en Afrique.
15. Les pays du Maghreb sont le Maroc, l'Algérie, et la Tunisie.

FREN 1B Practice Exam Answer Key

Vocabulary

1. B
2. A
3. C
4. C
5. D
6. C
7. B
8. A

Structure (Written)

9. *vois*
10. *attendent*
11. *a donné*
12. *sommes sortis (sorties)*

Culture (True/False)

13. False
14. True
15. True

**Texas Essential Knowledge and Skills
FREN 1B – French, Level I, Second Semester**

TTU: FREN 1B CBE, v.2.0	
TEKS: §114. Languages other than English (One-Half Credit)	
TEKS Covered	TEKS Requirement (Secondary)
	Subchapter C. High School
	Statutory Authority: The provisions of this Subchapter C issued under the Texas Education Code, §28.002, unless otherwise noted.
	§114.21. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, High School.
	The provisions of this subchapter shall supersede §75.62(a)-(g) and (k)-(o) of this title (relating to Other Languages) beginning September 1, 1998.
	§114.22. Levels I and II - Novice Progress Checkpoint (One Credit Per Level).
	(a) General requirements.
	(1) Levels I and II - Novice progress checkpoint can be offered in elementary, middle, or high school. At the high school level, students are awarded one unit of credit per level for successful completion of the level.
	(2) Using age-appropriate activities, students develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should:
✓	(A) understand short utterances when listening and respond orally with learned material;
✓	(B) produce learned words, phrases, and sentences when speaking and writing;
✓	(C) detect main ideas in familiar material when listening and reading;
✓	(D) make lists, copy accurately, and write from dictation;
✓	(E) recognize the importance in communication to know about the culture; and
✓	(F) recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar.
	(3) Students of classical languages use the skills of listening, speaking, and writing to reinforce the skill of reading.
	(b) Introduction.
	(1) Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.
	(2) Students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of languages other than English, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.
	(c) Knowledge and skills.
	(1) Communication. The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:
✓	(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information;

✓	(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics; and
✓	(C) present information using familiar words, phrases, and sentences to listeners and readers.
	(2) Cultures. The student gains knowledge and understanding of other cultures. The student is expected to:
✓	(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and
	(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.
	(3) Connections. The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:
	(A) use resources (that may include technology) in the language and cultures being studied to gain access to information; and
✓	(B) use the language to obtain, reinforce, or expand knowledge of other subject areas.
	(4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:
✓	(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;
✓	(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and
✓	(C) demonstrate an understanding of the influence of one language and culture on another.
	(5) Communities. The student participates in communities at home and around the world by using languages other than English. The student is expected to:
	(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and
	(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development.
	<i>Source: The provisions of this §114.22 adopted to be effective September 1, 1998, 22 TexReg 4930.</i>