



### To the Student:

After your registration is complete, you may take the online Credit by Examination for FRENCH 2A.

### ABOUT THE EXAM

The examination for the first semester of French, Level II, is in two parts:

- **CBE Spoken Assignment:** 10 speaking questions worth 4 points each = 40 points total
  - ◇ You must have access to a device and software for recording digital sound media, including a microphone (either built-in or external). Your software must be able to record in **.wav** or **.mp3** format. **The Spoken Assignment must be recorded and uploaded to the Blackboard CBE site before you can access the Quiz portion of the exam.**
  - ◇ Instructions for recording your Spoken Assignment are included on page 3 of this document.
- **CBE Quiz:**
  - ◇ Multiple Choice Questions: 29 questions (9-10 from each Unit worth 1 point each) = 29 points total
  - ◇ Short Answer Questions: 31 questions (10-11 from each Unit worth 1 point each) = 31 points

The exam is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. All TEKS are assessed. The full list of TEKS is included in this document (it is also available online at the [Texas Education Agency website](#)). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam.

The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. A percentage score from the examination will be reported to the official at your school.

A list of key concepts is included in this document to focus your studies. It is important to prepare adequately. Since questions are not taken from any one source, you can prepare by reviewing any French 2 textbook.

Good luck on your examination!

## FRENCH 2A Key Concepts

Topics covered on this exam for spoken and written conversation:

- Interpersonal communication—speaking and writing:
  - ◇ asking and responding to questions about everyday life;
  - ◇ exchanging personal opinions or preferences;
  - ◇ asking and telling others what they need to, should, or must do;
  - ◇ making requests, offering alternatives, or developing simple plans; and
  - ◇ participating in spoken and written conversations using culturally appropriate expressions, gestures, and style.
- Interpretive communication—reading and listening:
  - ◇ understanding culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;
  - ◇ identifying key words and details from fiction and nonfiction texts and audiovisual materials;
  - ◇ inferring the meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and
  - ◇ identifying cultural practices from authentic print, digital, audiovisual materials.
- Presentational communication—speaking and writing:
  - ◇ stating and supporting an opinion or preference; and
  - ◇ describing people, objects, and simple situations using a mixture of words, phrases, and simple sentences.

## Instructions for Spoken Assignment

**The CBE Spoken Assignment must be recorded and uploaded to the Blackboard CBE site before completing the Quiz portion of the exam.** You will not be able to access the Quiz until your recorded Spoken Assignment is uploaded for grading.

1. Go to the **Blackboard CBE site** for details about the Spoken Assignment.
2. **Orally answer each question clearly and completely (in French).** State the question number, the question, and then provide your answer in spoken French.
3. In addition to your recording, type your written answers (in French) into the **Text Submission** box that appears when you click on the **Write Submission** button in the assignment submission section.
4. When both parts of your assignment are ready, click the **Submit** button to submit the assignment for grading.

In order for you to receive the best possible score on your speech sample, please follow these guidelines:

1. At the beginning of your recording, clearly state your full name and which exam you are recording for—e.g., “My name is John Smith and this is my recording for French 2A CBE, Set A.”
2. Make your speech sample in French; we cannot give credit for translations or oral compositions in English or any other language.
3. Do not use any vulgar or obscene language on your recording; we give no credit when that occurs.
4. Do not whisper, whistle, or whack the microphone; our ears are sensitive.
5. Check the volume and quality of your recording; make sure that it is loud enough to be heard easily and that there is no excessive background noise.
6. Additional audio help is provided in the “Audio Help” document on the CBE home page.

Before recording, check to be sure that your recording equipment functions well and that you have set the volume controls correctly. Be sure that you are close enough to the microphone so that your voice is recorded as clearly as possible. Test and play back a short section to be sure that your speech sample will be easily heard and understood by the examiner. Take a few minutes to look over and think through what you will be recording.

## Texas Essential Knowledge and Skills FRENCH 2 – French, Level II

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

#### 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.

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.*