



AP[®]

French Language and Culture
Practice Exam and Notes

Effective Fall 2011
Revised Edition



About the College Board®

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 5,900 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

For further information, visit www.collegeboard.org.

AP Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

AP French Language and Culture Practice Exam

Materials included in this Practice Exam may not reflect the current AP Course Description and exam in this subject, and teachers are advised to take this into account as they use these materials to support their instruction of students. Please visit AP Central® (apcentral.collegeboard.com) to determine whether a more recent Course and Exam Description PDF is available.

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Introduction

Beginning in May 2012, the AP French Language and Culture Exam will assess student proficiency in the three modes of communication described in the *Standards for Foreign Language Learning in the 21st Century*. The revised exam will remain consistent with the current exam in overall length and will continue to feature multiple-choice and free-response questions. The exam will also feature a greater variety of authentic materials, both print and audio.

Part I of this publication is the Practice Exam. This resembles an actual AP Exam, including instructions and sample questions. However, these exam items have never been administered in an operational exam, and, therefore, statistical analysis is not available. The purpose of this section is to provide educators with sample exam questions that accurately reflect the composition and design of the revised exam, in a format that allows teachers to test their students in a situation that closely resembles the actual exam administration.

Part II is the Notes on the Practice Exam. This section provides information on how curriculum and assessment are related through detailed explanation of how each exam question connects to the AP French Language and Culture Curriculum Framework. For multiple choice questions, correct answers are justified, and incorrect choices are explained. For free-response tasks, characteristics of strong, good, and fair responses are provided.

How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and AP teachers who ensure that each AP course and exam reflects and assesses college-level expectations. These committees define the scope and expectations of the course, articulating through a curriculum framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP course work reflects current scholarship and advances in the discipline.

These same committees are also responsible for designing and approving exam specifications and exam questions that clearly connect to the curriculum framework. The AP Exam development process is a multi-year endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high quality and fair and that the questions comprise an appropriate range of difficulty.

Throughout AP course and exam development, the College Board gathers feedback from secondary and post-secondary educators. This feedback is carefully considered to ensure that AP courses and exams provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement and college credit upon college entrance.

Methodology Guiding the Revision

The course and the exam are conceived and developed using similar methodologies. The course is designed using the principles of *Understanding by Design*, and the exam is defined using an evidence-centered design approach. Both processes begin by identifying the end goals which identify what students should know and be able to do by the end of their AP experience. These statements about students' knowledge and abilities, along with descriptions of the observable evidence that delineate levels of student performance, serve simultaneously as the learning objectives for the course and the targets of measurement for the exam. The course and exam, by design, share the same foundation.

Course Development

Each committee first articulates its discipline's high-level goals before identifying the course's specific learning objectives. For AP courses in world languages and cultures, the committees representing six languages worked together to define learning objectives directly linked to Interpersonal, Interpretive, and Presentational modes of communication. For each language, the end result is a set of learning objectives that comprise the curriculum framework.

Exam Development

Exam development begins with the committee making decisions about the overall nature of the exam. How will the learning objectives for the course be assessed? How can students best demonstrate their proficiencies in each mode of communication? How will the course content and skills be distributed across the exam? How many multiple-choice questions should there be? How many free-response tasks should be included? How much time will be devoted to each section? Answers to these questions become part of the exam specifications.

With the exam specifications set, test developers design questions that conform to these specifications. The committee reviews every exam question for alignment with the curriculum framework, accuracy, and a number of other criteria that ensure the integrity of the exam.

Exam questions are then piloted in AP classrooms to determine their statistical properties. Questions that have been approved by the committee and piloted successfully are included in an exam. When an exam is assembled, the committee conducts a final review to ensure overall conformity with the specifications.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions are scored by thousands of college faculty and expert AP teachers at the annual AP Reading. AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions are weighted and combined with

the results of the computer-scored multiple-choice questions, and this raw score is summed to give a composite AP score of 5, 4, 3, 2 or 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A-, B+ and B. AP Exam scores of 3 are equivalent to college grades of B-, C+ and C.

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and the exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. While colleges and universities are responsible for setting their own credit and placement policies, AP scores signify how qualified students are to receive college credit and placement:

AP Score	Qualification
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Additional Resources

Visit apcentral.collegeboard.com for more information about the AP Program.



Practice Exam

Exam Content and Format

The 2012 AP French Language and Culture Exam is approximately 3 hours in length. There are two sections:

- A 95-minute multiple-choice section consisting of 65 questions accounting for 50 percent of the final score.
- An 85-minute free-response section consisting of 2 writing tasks and 2 speaking tasks, together accounting for 50 percent of the final score.

Administering the Practice Exam

This section contains instructions for administering the AP French Language and Culture Practice Exam. You may wish to use these instructions to create an exam situation that resembles an actual administration. If so, read the indented, boldface directions to the students; all other instructions are for administering the exam and need not be read aloud.

These instructions are for administering the exam in the standard sequence. Keep in mind that during the regular exam administration, multiple-choice Section I Parts A and B are administered first regardless of the sequence in which the parts of the free-response section are administered.

Proctors administering this exam should be thoroughly familiar with all equipment needed for testing. See the *AP Coordinator's Manual* for more information.

SECTION I: Multiple-Choice Questions

When you are ready to begin Section I, say:

Section I is the multiple-choice portion of the exam. Mark all of your responses on your answer sheet, one response per question. Your score on the multiple-choice section will be based solely on the number of questions answered correctly.

Section I takes approximately 1 hour and 35 minutes and is divided into two parts. In the exam booklet, identical instructions are printed in English and in French. Do not spend time reading the instructions in both languages. You will have 40 minutes for Part A. When you have completed Part A, you may check your work on Part A, but you cannot move on to Part B until you are told to do so. Are there any questions?

Then say:

Now begin work on Part A. You have 40 minutes for this part.

Note Start Time for Part A here _____. Note Stop Time here _____.

After 40 minutes, say:

Stop work on Part A. Do not begin work on Part B until you are instructed to do so.

To access the audio files for Section I, Part B of the AP French Language and Culture Practice Exam, visit

<http://apcentral.collegeboard.com/apc/public/216409.html>

Start the audio. Play the first few seconds of audio to adjust the volume and then stop the audio. Now say:

You may take notes while you are listening to the audio. I will not stop the audio until the end of Part B. You will have approximately 55 minutes for this part. Now turn to Part B and wait for the recording to begin. Raise your hand if the audio is not loud enough.

Begin playing the audio. Check that students are marking their answers on their answer sheets. Approximately 55 minutes after beginning Part B, you will hear “End of Recording.” At that point, stop the audio and say:

Stop working. I will now collect your test materials.

Collect materials from each student.

There is a 10-minute break between Sections I and II. When all Section I materials have been collected and you are ready for the break, say:

Now you have a 10 minute break. Testing will resume at _____.

SECTION II, Part A: E-mail Reply (Task 1) and Persuasive Essay (Task 2)

Throughout Section II, students should be using only the pages that correspond to the task they are working on. Task numbers are indicated across the top of each page.

When you are ready to begin Section II, say:

We are now ready to begin Section II. Throughout Section II, you should be using only the pages that correspond to the designated task. Task numbers are indicated across the top of each page. You have 15 minutes to complete Task 1. You are responsible for pacing yourself. Are there any questions?

Now turn to Task 1, and begin. You have 15 minutes for this task.

Note Start Time for Part A Task 1 here_____. Note Stop Time here_____.

After 15 minutes, say:

Stop work on Task 1. Do not begin work on Task 2 until you are instructed to do so.

To access the audio files for Section II, Part A: Persuasive Essay (Task 2) of the AP French Language and Culture Practice Exam, visit

<http://apcentral.collegeboard.com/apc/public/216409.html>

Start the audio for the Persuasive Essay. Play the first few seconds of the audio so that you can adjust the volume, and then stop the audio. Then say:

You will have approximately 55 minutes to complete Task 2. You may take notes while you listen to the audio. Now turn to Task 2 and wait for the recording to begin. Raise your hand if the audio is not loud enough.

Start the audio. In approximately 55 minutes, you will hear “End of recording.” At that point, stop the recording. Then say:

Stop working. I will collect the test materials now. Remain in your seat, without talking, while the exam materials are collected.

Collect Section II Part A materials from every student.

SECTION II, PART B: Conversation (Task 3) and Cultural Comparison (Task 4)

For this section, each student must have a recording device (e.g. digital recorder, computer with microphone, digital language lab station, cassette recorder). Testing time for Part B is approximately 15 minutes.

To access the audio files for Section II, Part B: Conversation (Task 3) and Cultural Comparison (Task 4) of the AP French Language and Culture Practice Exam, visit <http://apcentral.collegeboard.com/apc/public/216409.html>

Start the audio for Task 3. Play the first few seconds of the audio so that you can adjust the volume, and then stop the audio. Make sure students are ready to record. When you are ready to begin, say:

Follow the instructions from the master audio to record your responses. You should record your responses at a normal speaking level. If at any time you cannot hear the audio or if you have trouble with the equipment, raise your hand.

I will not replay the recording if you don't understand the questions. I will not stop the recording unless the equipment fails. You should start, pause, or stop your recording only when instructed to do so. You may take notes if you like. Are there any questions?

Now turn to Task 3, and wait for the recording to begin.

Play the entire audio. Stop the audio when you hear the words “End of Recording.” Then say:

Now turn to Task 4, and wait for the recording to begin again.

Play the entire audio. Stop the audio when you hear the words “End of Recording.” Then say:

The exam is over. I will now collect your materials.

Name: _____

**AP[®] French Language and Culture
Student Answer Sheet
for Multiple-Choice Section**

No.	Answer
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No.	Answer
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No.	Answer
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AP[®] French Language and Culture Practice Exam

SECTION I: Multiple-Choice Questions

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time

Approximately 1 hour,
35 minutes

Number of Questions

65

Percent of Total Score

50%

Writing Instrument

Pencil required

Section I Part A

Number of Questions

30

Time

40 minutes

Section I Part B

Number of Questions

35

Time

Approximately
55 minutes

Instructions

Section I of this exam contains 65 multiple-choice questions.

Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, mark your response on your answer sheet, one response per question. If you change an answer, be sure that the previous mark is erased completely. Here is a sample question and answer.

Sample Question Sample Answer

Chicago is a	<u>No.</u>	<u>Answer</u>
(A) State	1	B
(B) city		
(C) country		
(D) continent		

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all of the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

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FRENCH LANGUAGE AND CULTURE

SECTION I

Total Time — Approximately 1 hour and 35 minutes

Part A

Time — 40 minutes

You will read several selections. Each selection is accompanied by a number of questions. For each question, choose the response that is best according to the selection and mark your answer on your answer sheet.

Vous allez lire plusieurs sélections. Chaque sélection est accompagnée de plusieurs questions. Pour chaque question, choisissez la meilleure réponse selon la sélection et indiquez votre réponse sur votre feuille de réponse.

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Sélection numéro 1

Thème du cours: Les défis mondiaux

Introduction

Dans cette sélection il s'agit d'un match de hockey. La publicité originale a été publiée le 16 février 2010 au Canada par *Jour de la Terre Québec*, situé à Montréal. Cet organisme réalise des activités éducatives et culturelles pour la protection de l'environnement.

Sauvons le hockey, luttons contre les changements climatiques!

Comme chaque année depuis 2005, l'équipe du *Jour de la Terre Québec*, aidée de ses complices, soulignera l'anniversaire de l'entrée en vigueur du Protocole de Kyoto grâce à l'événement «Sauvons le hockey, luttons contre les changements climatiques!».

Ligne 5 Nous vous invitons donc à chausser bottines ou patins et à vous munir d'un bâton et d'un casque pour disputer une joute amicale de hockey. Symbolique, cette partie fera directement référence à un effet important des changements climatiques au Québec: la difficulté de pratiquer notre sport national sur les patinoires extérieures, même en février!

10 C'est un rendez-vous le mardi 16 février prochain, de 10 h à midi, sur la patinoire du parc Toussaint-Louverture, située en face du 200 boulevard de Maisonneuve Est, entre les rues Saint-Dominique et Sanguinet, à deux pas du métro Saint-Laurent.

Pour information ou inscription, contacter Émilie Forget: eforget@jourdela terre.org ou au 514-728-0116.

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1. Quel est le but de l'annonce?

- (A) De recruter de nouveaux membres de l'équipe du *Jour de la Terre Québec*
- (B) De donner des précisions sur les effets du changement climatique
- (C) D'expliquer les règles concernant l'événement «Sauvons le hockey»
- (D) D'informer le public d'un effort dans la lutte contre le changement climatique

2. En quoi ce match de hockey est-il symbolique?

- (A) Il souligne qu'il y a de moins en moins de glace pour jouer au hockey.
- (B) Il représente les avantages de jouer au hockey sur ce terrain.
- (C) Il pousse les gens à relire le protocole de Kyoto.
- (D) Il permet d'utiliser le parc Toussaint-Louverture.

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3. Selon l'annonce, quelle remarque à propos des Québécois est vraie?
- (A) Les Québécois veulent jouer au hockey à Kyoto.
 - (B) Les Québécois veulent protéger leurs traditions sportives.
 - (C) Les Québécois préfèrent les autres saisons à l'hiver.
 - (D) Les Québécois préfèrent les patins aux bottines pour jouer au hockey.
4. Dans l'esprit de l'annonce, quelle phrase pourrait-on ajouter après «métro Saint-Laurent» (ligne 10) ?
- (A) «Le hockey est devenu le sport national en 1910.»
 - (B) «Le parc Toussaint-Louverture tient son nom d'un général haïtien.»
 - (C) «N'apportez pas de bottines ce jour-là.»
 - (D) «Venez tous et prenez les transports en commun.»
5. Vous allez contacter Émilie Forget pour lui demander plus d'informations. Comment devriez-vous formuler votre demande?
- (A) «J'aimerais m'inscrire pour le match du 16 février. Est-ce que ce serait possible?»
 - (B) «Émilie, ma vieille! Ça va? Écoute, c'est pour le match du 16 février: ça marche toujours?»
 - (C) «Je vous prie d'avoir la bonté de m'inscrire sur les listes du match de l'année prochaine. Merci.»
 - (D) «Émilie, j'habite juste à côté du parc Toussaint-Louverture! J'y serai, sans faute!»

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Sélection numéro 2

Thème du cours: La quête de soi

Introduction

Dans cette sélection il s'agit d'une description du caractère d'Oswald Nelvil. Le roman original a été publié en 1807 en France par l'écrivaine française Madame de Staël. Oswald Nelvil se rend en Italie pour soigner sa mélancolie.

Corinne ou l'Italie

Oswald lord Nelvil, pair d'Écosse, partit d'Édimbourg pour se rendre en Italie pendant l'hiver de 1794 à 1795. Il avait une figure noble et belle, beaucoup d'esprit, un grand nom, une fortune indépendante; mais sa santé était altérée par un profond sentiment de peine, et les médecins, craignant que sa poitrine ne fût attaquée, lui avaient ordonné l'air du Midi. Il suivit leurs conseils, bien qu'il mît peu d'intérêt à la conservation de ses jours. Il espérait du moins
5 trouver quelque distraction dans la diversité des objets qu'il allait voir. La plus intime de toutes les douleurs, la perte d'un père, était la cause de sa maladie; des circonstances cruelles, des remords inspirés par des scrupules délicats, aigrissaient encore ses regrets, et l'imagination y mêlait ses fantômes. Quand on souffre, on se persuade aisément que l'on est coupable, et les violents chagrins portent le trouble jusque dans la conscience.

À vingt-cinq ans il était découragé de la vie, son esprit jugeait tout d'avance, et sa sensibilité blessée ne goûtait
10 plus les illusions du cœur. Personne ne se montrait plus que lui complaisant et dévoué pour ses amis quand il pouvait leur rendre service; mais rien ne lui causait un sentiment de plaisir, pas même le bien qu'il faisait; il sacrifiait sans cesse et facilement ses goûts à ceux d'autrui; mais on ne pouvait expliquer par la générosité seule cette abnégation absolue de tout égoïsme; et l'on devait souvent l'attribuer au genre de tristesse qui ne lui permettait plus de
15 s'intéresser à son propre sort. Les indifférents jouissaient de ce caractère, et le trouvaient plein de grâce et de charmes; mais quand on l'aimait, on sentait qu'il s'occupait du bonheur des autres comme un homme qui n'en espérait pas pour lui-même; et l'on était presque affligé de ce bonheur qu'il donnait sans qu'on pût le lui rendre.

Lord Nelvil se flattait de quitter l'Écosse sans regret, puisqu'il y restait sans plaisir; mais ce n'est pas ainsi qu'est faite la funeste imagination des âmes sensibles: il ne se doutait pas des liens qui l'attachaient aux lieux qui lui
20 faisaient le plus de mal, à l'habitation de son père. Il y avait dans cette habitation des chambres, des places dont il ne pouvait approcher sans frémir; et cependant, quand il se résolut à s'en éloigner, il se sentit plus seul encore. Quelque chose d'aride s'empara de son cœur; il n'était plus le maître de verser des larmes quand il souffrait; il ne pouvait plus faire renaître ces petites circonstances locales qui l'attendrissaient profondément; ses souvenirs n'avaient plus rien de vivant, ils n'étaient plus en relation avec les objets qui l'environnaient; il ne pensait pas moins à celui qu'il regrettait, mais il parvenait plus difficilement à se retracer sa présence.

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6. Que veut-on dire quand on indique que les remords de Lord Nelvil «aigrissaient» (ligne 7) ses regrets?
- (A) Ses remords adoucissaient ses regrets.
 - (B) Ses remords augmentaient ses regrets.
 - (C) Ses remords soulageaient ses regrets.
 - (D) Ses remords effaçaient ses regrets.
7. Quelle est la cause de la peine de Lord Nelvil?
- (A) Son apparence physique
 - (B) Des problèmes d'argent
 - (C) La mort de son père
 - (D) L'égoïsme du monde
8. Comment est-ce que Lord Nelvil se comporte envers ses amis?
- (A) Il leur est indifférent.
 - (B) Il est attentionné.
 - (C) Il recherche leur soutien.
 - (D) Il vient souvent les voir.
9. Quelle proposition résume la situation de Lord Nelvil?
- (A) Il se désintéresse de lui-même mais est généreux avec les autres.
 - (B) Il éprouve du plaisir à s'occuper de ses amis.
 - (C) Ses amis passent leur temps à lui remonter le moral.
 - (D) Les docteurs pensent qu'il risque de devenir violent envers les autres.
10. Selon le texte, comment réagissent les vrais amis de Lord Nelvil?
- (A) Ils se sacrifient pour lui.
 - (B) Ils apprécient son abnégation.
 - (C) Ils le trouvent charmant.
 - (D) Ils s'inquiètent de son altruisme.
11. Quelle est l'attitude de Lord Nelvil en ce qui concerne la maison familiale?
- (A) Il n'a aucune réaction car il n'y est pas particulièrement attaché.
 - (B) Il a hâte de la vendre et de s'en débarrasser.
 - (C) Il est triste qu'elle soit mal entretenue.
 - (D) Il en a de nombreux souvenirs et éprouve de fortes émotions.
12. Quel changement est décrit dans le dernier paragraphe?
- (A) Lord Nelvil commence à ne plus se sentir aussi seul.
 - (B) Lord Nelvil pense quitter l'Italie au plus vite.
 - (C) Lord Nelvil décide de rénover la maison pour adoucir sa peine.
 - (D) Lord Nelvil ne se rappelle pas son père de la même manière qu'avant.

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Sélection numéro 3

Thème du cours: La vie contemporaine

Source numéro 1

Introduction

Dans cette sélection il s'agit de Yolaine Boutillon qui vit à la Réunion. L'article original a été publié le 4 février 2010 dans l'Île de la Réunion par le *Journal de l'Île de la Réunion*.

La femme et la mer

Être femme de marin-pêcheur, ce n'est pas toujours simple. Rencontrez Yolaine Boutillon et tous les préjugés tombent. Son sourire, son auto-dérision, ses projets autour de la mer et même une association:

Ligne 5 celle des femmes de marins-pêcheurs de la Réunion.

Une vraie tornade. Elle a un emploi du temps à faire pâlir un ministre. «Je pense vivre avec mon temps!» souligne la présidente depuis plus de cinq années de l'Association des femmes de marins-pêcheurs de La Réunion (AFEMAR). Pour 10 Yolaine Boutillon, tout tourne autour de la mer. C'est un peu son destin... Native de Saint-André, elle a très vite déménagé dans le sud pour asseoir son indépendance car elle trouvait agréable de voir la mer 15 en ville. «Installée à Saint-Pierre, j'ai fait plusieurs petits boulots, travaillé notamment dix années dans une station service. Quand j'ai rencontré mon époux, Jean, il était infirmier libéral. Il est devenu pêcheur-professionnel à Saint-Pierre car c'était sa 20 passion. Je me suis trompée sur la marchandise!», explique cette mère de deux filles en éclatant de rire. À la naissance de sa première fille, Lisa, elle arrête de travailler et rencontre alors d'autres femmes de marins-pêcheurs. «J'avais entendu parler de 25 l'association qui était en sommeil depuis une vingtaine d'années. On a décidé de la remettre en activité.» Son but: rassembler les femmes de marins-pêcheurs afin qu'elles s'entraident quand leur mari est en mer ou s'il a un accident. «Au départ, je

30 voulais réunir toutes les femmes des pêcheurs de toute l'île, mais c'est compliqué. Même si les membres n'habitent qu'à Saint-Pierre, on accepte tout le monde.» Au fur et à mesure, Yolaine apprécie cet esprit de partage, de soutien et de solidarité. Elle est 35 de plus en plus dynamique au sein de l'association pour en devenir même la présidente en 2005.

Entre ses deux filles Lisa et Emmy, son époux, son travail qui consiste à vendre le poisson sur le port de Saint-Pierre, l'association, «Yoyo» comme l'appelle 40 ses amis, trouve le temps de monter un musée dédié à la mer et d'endosser son rôle de conseillère inter-quartier. «Il existe une commission municipale où on a l'opportunité de rapporter ce qui ne va pas. Je suis la représentante du quartier de Saint-Pierre. 45 J'aime ce côté citoyen.» Mais surtout ne lui parlez pas de politique. Elle a même été approchée pour être sur une liste électorale des prochaines élections régionales et a refusé l'invitation. «La politique, ce n'est pour le moment pas pour moi. Je dois ouvrir le 50 musée.» Alors qu'elle se déplace à la mairie pour un simple local pour son association, elle en ressort avec une subvention, une maison et un projet de musée sur la mer, La Caz Marine.

Article de Véronique Tournier, paru dans le supplément *Femme Magazine* du *Journal de l'Île de La Réunion* du 12 février 2010, www.clicanoo.re

A A A A A A A A A A A A A A A

Source numéro 2

Introduction

Dans cette sélection il s'agit de la durée d'embarquement des marins-pêcheurs en France et sur l'Île de la Réunion. Le tableau original a été publié en 2008 en France par l'INSEE.

Durée d'embarquement des marins-pêcheurs

Durée d'embarquement (en %)		
	Réunion	France
moins de 3 mois	16,3	14,6
3 à 6 mois	11,5	10,6
6 à 9 mois	18,1	12,0
plus de 9 mois	54,1	62,8
TOTAL (nombre)	601	24 460

Étude menée auprès de 601 marins-pêcheurs à la Réunion et de 24 460 marins-pêcheurs en France

13. Pour quelle raison l'article a-t-il été écrit?
- (A) Pour alerter le public des dangers de la pêche à la Réunion
 - (B) Pour faire le portrait d'une femme de pêcheur à la Réunion
 - (C) Pour présenter des candidats à une élection municipale de la ville de Saint-Pierre
 - (D) Pour détailler les problèmes auxquels fait face l'association AFEMAR aujourd'hui
14. Dans cet article, quel est le ton de l'auteur quand il parle de Yolaine?
- (A) Il reste neutre.
 - (B) Il est critique.
 - (C) Il est admiratif.
 - (D) Il reste ambigu.

A A A A A A A A A A A A A A A

15. Quel est le sens du mot «tornade» (ligne 6) tel qu'il est utilisé dans l'article?

- (A) Yolaine est une femme dynamique et enthousiaste.
- (B) La ville où habite Yolaine a été victime d'un désastre.
- (C) Yolaine est une femme qui sème la discorde.
- (D) Le climat politique de la Réunion est très instable.

16. Pourquoi est-ce que Yolaine a commencé son travail avec l'AFEMAR ?

- (A) Elle avait besoin de gagner de l'argent quand son mari a eu un accident en mer.
- (B) Elle a décidé de remettre l'association en route pour les femmes des pêcheurs.
- (C) Elle a été recrutée pendant qu'elle travaillait dans une station service.
- (D) La mairie lui a proposé un poste quand elle a demandé d'ouvrir un musée.

17. Quel rôle Yolaine remplit-elle en tant que conseillère inter-quartier?

- (A) Elle soutient financièrement les vendeurs de poisson du port.
- (B) Elle prépare sa campagne électorale.
- (C) Elle fait de la publicité pour La Caz Marine.
- (D) Elle signale les problèmes et revendications des habitants.

18. Que dit Yolaine au sujet de la politique?

- (A) Elle va être sur les listes électorales pour les prochaines élections.
- (B) Elle n'a aucune crainte pour l'avenir politique de la région.
- (C) Elle ne veut surtout pas en entendre parler pour le moment.
- (D) Elle travaille en étroite collaboration avec les milieux politiques réunionnais.

19. Selon le tableau, quel est le problème le plus plausible pour les familles de pêcheurs à la Réunion?

- (A) Les pêcheurs ont du mal à vendre les poissons qu'ils ont attrapés.
- (B) Les pêcheurs de France rivalisent avec ceux de la Réunion.
- (C) Les pêcheurs font de longues expéditions qui les séparent de leur famille.
- (D) Les pêcheurs sont trop nombreux pour la quantité de poisson disponible.

20. Qu'est-ce que le tableau indique?

- (A) En général, les pêcheurs de la Réunion restent en mer moins longtemps que ceux de France.
- (B) La plupart des pêcheurs de France partent en expédition pendant 3 mois.
- (C) Le manque de poissons autour des mers de la Réunion nécessite des expéditions de longue durée.
- (D) La majorité des pêcheurs partent pour une période de plus de 9 mois.

A A A A A A A A A A A A A A A

21. En vous basant sur les données du tableau, dites quel type d'équipement serait présenté comme essentiel dans le musée de Yolaine?

- (A) De petites barques, faites pour rester près de la côte
- (B) Des radios qui ne fonctionnent qu'à courte distance
- (C) Des exemples de provisions alimentaires qui se gardent quelques semaines
- (D) Des congélateurs industriels qui conservent le poisson pendant longtemps

22. Vous faites une présentation écrite basée sur l'article et le tableau. Parmi les sources suivantes, laquelle est la plus proche du sujet traité dans l'article et le tableau?

- (A) *L'industrie agro-alimentaire en France métropolitaine*
- (B) *Femmes d'agriculteurs français: témoignages et histoires*
- (C) *La pêche commerciale à la Réunion*
- (D) *Les plus beaux musées de la Marine*

23. Vous faites une présentation écrite basée sur l'article et le tableau. Quels deux sujets présents dans l'article et le tableau allez-vous aborder?

- (A) Économie et développement culturel
- (B) Tourisme et milieu hospitalier
- (C) Nationalisme et révolution
- (D) Politique et médias

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Sélection numéro 4

Thème du cours: La famille et la communauté

Introduction

Dans cette sélection il s'agit d'un don de vélos pour une bonne cause. C'est une lettre de Jeanne Chaudet, présidente de l'association «Vélocratie», adressée à l'éditeur en chef du journal *Le Petit Matin*.

Cher Monsieur,

Je vous écris suite à l'article intitulé «Un vélo dans la tête» paru dans la dernière édition du *Petit Matin*. Je suis la présidente de «Vélocratie», une association composée d'une quinzaine de volontaires, et dédiée à la réinsertion des vélos d'occasion dans un but charitable. Nous travaillons en partenariat avec la Fédération Française de Cyclisme, les mairies, et différents organismes humanitaires installés un peu partout dans le monde, et nous sommes fiers d'annoncer que depuis nos trois ans d'existence, nous avons déjà fait don de plus de 2000 bicyclettes.

Le principe est simple et part d'une constatation navrante: combien d'entre nous avons un, deux, voire trois vélos dormant sous une épaisse couche de poussière, remisés depuis des lustres dans un coin obscur du garage, ne sortant que pour une occasionnelle randonnée estivale, pour n'être finalement plus qu'un souvenir de l'histoire familiale?

Si «Un vélo dans la tête» propose à chacun de redécouvrir les routes de France et les joies des ballades nez au vent, «Vélocratie» propose aux autres de donner leurs illustres vélos pour la bonne cause. Les dons ainsi recueillis trouvent une seconde vie dans les endroits les plus communs comme les plus inattendus, de l'université de Créteil aux écoles de Sierra Leone, en passant par l'orphelinat de la Poste. Depuis l'an dernier, chaque personne ayant fait don d'un vélo peut désormais, si elle le souhaite, suivre le trajet parcouru par celui-ci, du centre de dépôt au point de livraison finale. Il suffit pour cela de remplir la fiche disponible dans les centres de dépôts. Vous pouvez voir sur notre site Internet par exemple, le périple du vélo de Madame Charbonnier, parti depuis le «Décathlon» de Limoges jusqu'à la mairie de Vic-La-Gardirole, un parcours de plus de 900 kilomètres! Le vélo a finalement été distribué dans un foyer éducatif où il a permis à un enfant de plus de se joindre au groupe lors de randonnées cyclistes. Nous disposons de plus de 30 centres de dépôt et travaillons sur l'ouverture d'une vingtaine d'autres d'ici à la fin de l'année.

Pour toute question concernant notre association, que vous vouliez faire un don ou bien devenir membre de notre réseau de dépôt, vous pouvez consulter notre site Internet ou bien nous contacter directement au 02-89-36-00-01.

Nous espérons que notre lettre aura attiré votre attention, et que vous voudrez bien la publier dans votre journal dont nous sommes fans.

Sincères salutations,

Jeanne Chaudet, présidente de Vélocratie

A A A A A A A A A A A A A A A

24. Quelle est la mission de «Vélocratie»?
- (A) Vendre des vélos d'occasion sur leur site Internet
 - (B) Donner des vélos aux gens qui en ont besoin
 - (C) Réduire les émissions de carbone
 - (D) Augmenter l'utilisation du vélo au quotidien
25. Quel est le but principal de la lettre de Jeanne Chaudet?
- (A) Accroître la visibilité de «Vélocratie»
 - (B) Trouver des soutiens financiers
 - (C) Présenter les membres de «Vélocratie»
 - (D) Soutenir l'initiative d'«Un vélo dans la tête»
26. Quelle constatation déplorée par Jeanne Chaudet est aussi à l'origine des actions de son association?
- (A) Le gouvernement n'aide pas les familles sans moyen de transport.
 - (B) Les routes de France ne sont pas en bon état.
 - (C) Les Français préfèrent la randonnée au vélo.
 - (D) Beaucoup de vélos ne sont pas utilisés du tout ou très rarement.
27. Que veut dire l'expression «désormais» (ligne 16)?
- (A) Au début
 - (B) Dès demain
 - (C) Dès maintenant
 - (D) Après quelques jours
28. Quelle caractéristique-clé du site Internet de «Vélocratie» est mentionnée par Jeanne Chaudet?
- (A) Le site facilite le dialogue entre les cyclistes.
 - (B) Le site permet de suivre le transfert des vélos.
 - (C) Le site offre des modalités de paiement flexibles.
 - (D) Le site offre des voyages à gagner en Afrique.
29. Quel est le rôle des centres de dépôt?
- (A) Ils hébergent les bureaux de l'association.
 - (B) Ils vendent les vélos pour le compte de l'association.
 - (C) Ils fabriquent des vélos neufs.
 - (D) Ils se chargent de récupérer les vélos pour l'association.
30. Vous écrivez à un ami pour lui parler de cette lettre. Quelle phrase serait la plus appropriée?
- (A) «J'ai trouvé un moyen de te faire gagner un peu d'argent!»
 - (B) «Est-ce que tu voudrais venir faire du vélo avec moi ce week-end?»
 - (C) «J'ai une très bonne idée pour recycler ton vieux vélo!»
 - (D) «Est-ce que tu as envie d'aller au magasin Décathlon ce soir?»

A A A A A A A A A A A A A A A

END OF PART A

STOP

If you finish before time is called, you may check your work on Part A only. Do not go on to Part B until you are told to do so.

Si vous finissez avant l'heure, vous pouvez vérifier votre travail dans la Partie A seulement. Ne regardez pas la Partie B jusqu'à ce qu'on vous le dise.

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Part B

Time — Approximately 55 minutes

You have 1 minute to read the directions for this part.

Vous aurez 1 minute pour lire les instructions pour cette partie.

You will listen to several audio selections. The first two audio selections are accompanied by reading selections. When there is a reading selection, you will have a designated amount of time to read it.

For each audio selection, first you will have a designated amount of time to read a preview of the selection as well as to skim the questions that you will be asked. Each selection will be played twice. As you listen to each selection, you may take notes. Your notes will not be scored.

After listening to each selection the first time, you will have 1 minute to begin answering the questions; after listening to each selection the second time, you will have 15 seconds per question to finish answering the questions. For each question, choose the response that is best according to the audio and/or reading selection and mark your answer on your answer sheet.

Vous allez écouter plusieurs sélections audio. Les deux premières sélections audio sont accompagnées chacune d'une lecture. Quand il y a une lecture, vous aurez un temps déterminé pour la lire.

Pour chaque sélection audio, vous aurez d'abord un temps déterminé pour lire une introduction et pour parcourir les questions qui vous seront posées. Chaque sélection sera jouée deux fois. Vous pouvez prendre des notes pendant que vous écoutez chaque sélection mais elles ne seront pas comptées.

Après avoir écouté chaque sélection une première fois, vous aurez 1 minute pour commencer à répondre aux questions; après avoir écouté chaque sélection une deuxième fois, vous aurez 15 secondes par question pour finir de répondre aux questions. Pour chaque question, choisissez la meilleure réponse selon la sélection audio ou lecture et indiquez votre réponse sur votre feuille de réponse.

You will now begin this part.

Vous allez maintenant commencer cette partie.

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Sélection numéro 1

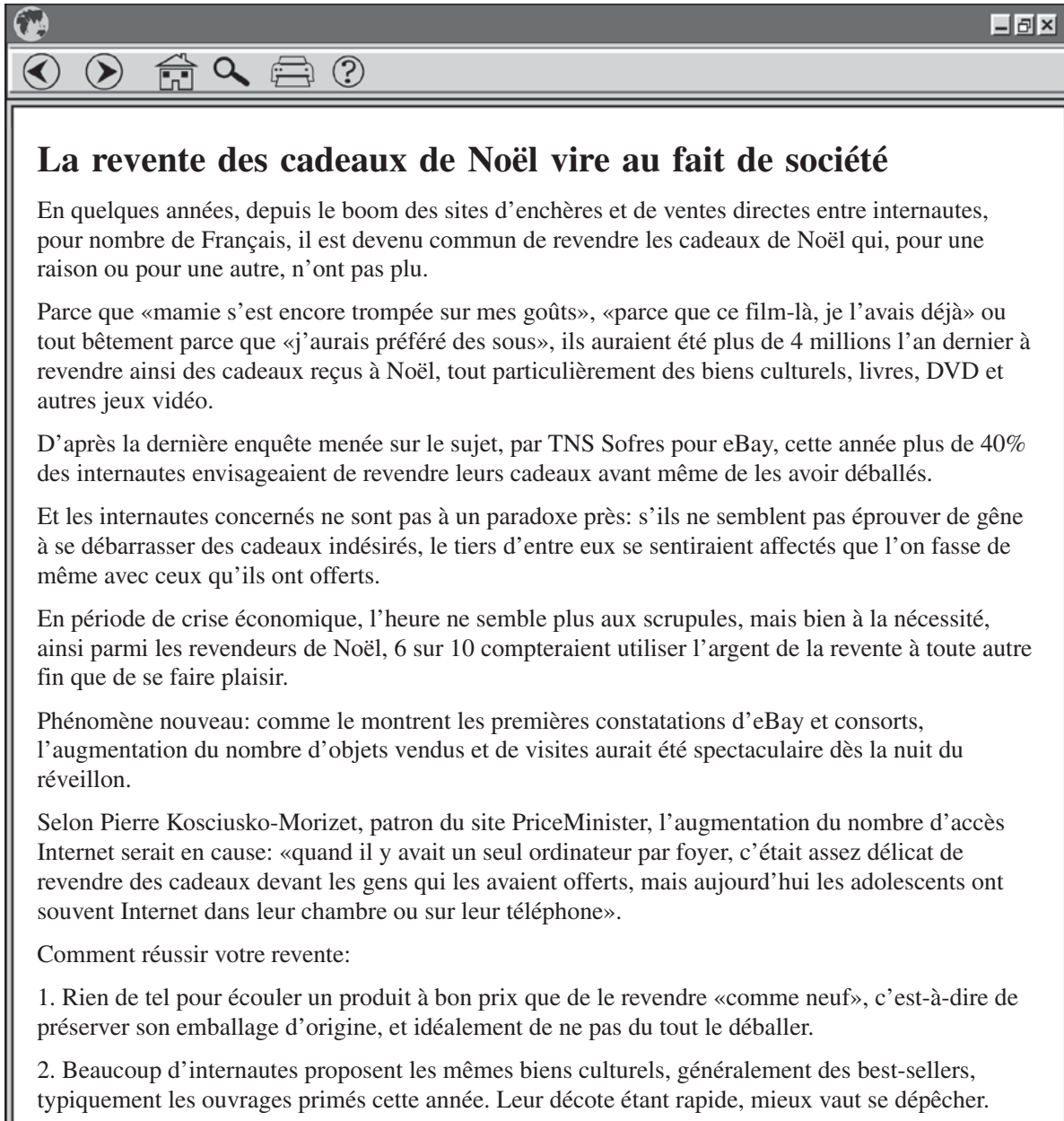
Thème du cours: La science et la technologie

Source numéro 1

Vous aurez d'abord 4 minutes pour lire la source numéro 1.

Introduction

Dans cette sélection il s'agit de la revente des cadeaux. L'article original a été publié le 25 décembre 2009 en France par le journaliste Tijani Smaoui.



The screenshot shows a web browser window with a title bar and navigation icons. The main content area displays an article titled "La revente des cadeaux de Noël vire au fait de société". The article text is as follows:

La revente des cadeaux de Noël vire au fait de société

En quelques années, depuis le boom des sites d'enchères et de ventes directes entre internautes, pour nombre de Français, il est devenu commun de revendre les cadeaux de Noël qui, pour une raison ou pour une autre, n'ont pas plu.

Ligne 5 Parce que «mamie s'est encore trompée sur mes goûts», «parce que ce film-là, je l'avais déjà» ou tout bêtement parce que «j'aurais préféré des sous», ils auraient été plus de 4 millions l'an dernier à revendre ainsi des cadeaux reçus à Noël, tout particulièrement des biens culturels, livres, DVD et autres jeux vidéo.

D'après la dernière enquête menée sur le sujet, par TNS Sofres pour eBay, cette année plus de 40% des internautes envisageaient de revendre leurs cadeaux avant même de les avoir déballés.

10 Et les internautes concernés ne sont pas à un paradoxe près: s'ils ne semblent pas éprouver de gêne à se débarrasser des cadeaux indésirés, le tiers d'entre eux se sentiraient affectés que l'on fasse de même avec ceux qu'ils ont offerts.

En période de crise économique, l'heure ne semble plus aux scrupules, mais bien à la nécessité, ainsi parmi les revendeurs de Noël, 6 sur 10 compteraient utiliser l'argent de la revente à toute autre fin que de se faire plaisir.

15 Phénomène nouveau: comme le montrent les premières constatations d'eBay et consorts, l'augmentation du nombre d'objets vendus et de visites aurait été spectaculaire dès la nuit du réveillon.

Selon Pierre Kosciusko-Morizet, patron du site PriceMinister, l'augmentation du nombre d'accès Internet serait en cause: «quand il y avait un seul ordinateur par foyer, c'était assez délicat de revendre des cadeaux devant les gens qui les avaient offerts, mais aujourd'hui les adolescents ont souvent Internet dans leur chambre ou sur leur téléphone».

20 Comment réussir votre revente:

1. Rien de tel pour écouler un produit à bon prix que de le revendre «comme neuf», c'est-à-dire de préserver son emballage d'origine, et idéalement de ne pas du tout le déballer.

25 2. Beaucoup d'internautes proposent les mêmes biens culturels, généralement des best-sellers, typiquement les ouvrages primés cette année. Leur décote étant rapide, mieux vaut se dépêcher.

Suite à la page suivante

B B B B B B B B B B B B B B B B

- 30
3. En fixant un prix de vente légèrement inférieur au moins cher des vendeurs en concurrence, vous ne pouvez pas vous tromper.
 4. Si votre ordinateur et votre connexion Internet sont partagés, pour la paix du foyer, soyez discret...

Used by permission.

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Source numéro 2

Vous aurez 2 minutes pour lire l'introduction et parcourir les questions.

Introduction

Dans cette sélection il s'agit de la revente des cadeaux sur Internet. Le reportage original intitulé *L'après-Noël: vendre ses cadeaux sur Internet* a été publié le 9 janvier 2010 en France par Dominique Desaunay, de Radio France Internationale. Dominique Desaunay est un journaliste français. La sélection dure à peu près deux minutes.

"L'après-Noël : vendre ses cadeaux sur internet," copyright © by Radio France International. Used by permission.
<http://www.rfi.fr/contenu/20100108-lapres-noel-vendre-cadeaux-internet>

31. Quel est le but de l'article?
- (A) Décrire un phénomène social
 - (B) Déplorer une nouvelle coutume
 - (C) Faire une analyse économique
 - (D) Faire une analyse démographique
32. Quelle ironie à l'égard de la vente des cadeaux est mentionnée dans l'article?
- (A) Plus il y a d'ordinateurs à la maison, moins on achète sur Internet.
 - (B) Ceux qui revendent les cadeaux des autres n'aimeraient pas qu'on revende les leurs.
 - (C) On reçoit plus d'argent pour les cadeaux d'occasion que pour les neufs.
 - (D) Les jeunes apprécient les cadeaux destinés aux personnes plus âgées.
33. Dans l'article, que veut dire l'expression «l'heure ne semble plus aux scrupules» (ligne 13) dans le contexte de la crise économique?
- (A) Il faut plus de temps pour vendre des cadeaux non désirés en période de crise.
 - (B) Les hésitations des vendeurs potentiels sont renforcées par la crise.
 - (C) On devrait bien connaître ses motivations avant de revendre pendant une crise.
 - (D) On ne doit pas se sentir coupable de revendre des cadeaux en temps de crise.
34. Dans l'article, selon Pierre Kosciusko-Morizet, qu'est-ce qui cause la popularité de la revente en ligne?
- (A) Les gens maîtrisent mieux l'informatique.
 - (B) Il y a beaucoup plus de sites de revente qu'autrefois.
 - (C) Le nombre de foyers ayant plus d'un ordinateur a augmenté.
 - (D) Il y a moins de cohésion sociale que dans le passé.
35. D'après le reportage audio, quels sont les avantages principaux de revendre les cadeaux de Noël sur Internet?
- (A) C'est amusant et sans risque.
 - (B) C'est rapide et facile.
 - (C) C'est anonyme et écologique.
 - (D) C'est populaire et responsable.
36. Selon une étude mentionnée dans le reportage audio, quelle est la raison principale de la revente des cadeaux?
- (A) On n'aime pas l'objet offert.
 - (B) On ne sait pas comment utiliser le cadeau.
 - (C) Il n'y a pas assez d'espace dans la maison.
 - (D) L'objet offert est défectueux.

B B B B B B B B B B B B B B B

37. D'après le reportage audio, quels sont les produits les plus revendus en ligne?
- (A) Les vêtements et les chaussures
 - (B) Les appareils électroniques
 - (C) Les livres, la musique et les films
 - (D) Les articles de sport
38. D'après le reportage audio, pourquoi est-ce qu'il faut se dépêcher pour mettre ses cadeaux en vente tout de suite après Noël?
- (A) Des modèles plus récents risquent de paraître.
 - (B) Il faut les vendre avant la fin de l'année.
 - (C) Il y a un long processus pour les revendre.
 - (D) Leur valeur diminue rapidement.
39. Quel conseil est donné dans les deux sources?
- (A) Il vaut mieux offrir la livraison gratuite.
 - (B) Il vaut mieux être discret lorsqu'on se sert d'un ordinateur partagé.
 - (C) Il vaut mieux ne pas déballer le cadeau.
 - (D) Il vaut mieux vendre plusieurs objets à la fois.
40. Qu'est-ce que les deux sélections ont en commun?
- (A) Elles citent la même enquête et le même expert.
 - (B) Elles racontent les mêmes anecdotes amusantes sur Noël.
 - (C) Elles parlent de la facilité de revendre avant Internet.
 - (D) Elles parlent de l'impact de la revente sur l'économie.

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Sélection numéro 2

Thème du cours: La famille et la communauté

Source numéro 1

Vous aurez d'abord 1 minute pour lire la source numéro 1.

Introduction

Dans cette sélection il s'agit des aliments choisis pour une randonnée. Le tableau a été publié en 2010 au Canada par Médias Transcontinental S.E.N.C.

Que préférez-vous grignoter en randonnée?

Type de nourriture	% de personnes
Une barre énergétique	22%
Un muffin	6%
Des fruits séchés	12%
Un sandwich, roulé ou traditionnel	12%
Des légumes crus	6%
Jamais pareil, c'est au gré de mes humeurs	42%
Total des votes	279

Pourcentage de personnes qui ont répondu «oui» à chaque question dans le sondage

B B B B B B B B B B B B B B B B

Source numéro 2

Vous aurez 1 minute pour lire l'introduction et parcourir les questions.

Introduction

Dans cette sélection il s'agit d'une randonnée entre amis. C'est une conversation entre Claude et Nathalie, deux amis partis pour une randonnée dans le Parc du Bic au Québec. La sélection dure à peu près une minute et demie.

41. Selon le tableau, qu'est-ce qu'on emporte le plus souvent comme nourriture en randonnée?
- (A) La nourriture sucrée, qui donne de l'énergie
 - (B) La nourriture saine comme des fruits et légumes
 - (C) La nourriture préparée comme des sandwiches roulés
 - (D) La nourriture variée, qui change tout le temps
42. Le tableau indique que les randonneurs emportent
- (A) des spécialités québécoises
 - (B) des plats raffinés
 - (C) des aliments énergétiques
 - (D) des boissons fraîches
43. Dans le titre du tableau, qu'est-ce que le verbe «grignoter» veut dire?
- (A) Emporter avec soi
 - (B) Manger en petite quantité
 - (C) Préparer un repas copieux
 - (D) Acheter de la nourriture
44. Selon la conversation, pourquoi Nathalie choisit-elle d'aller en randonnée au Parc du Bic?
- (A) C'est un de ses lieux favoris au Québec.
 - (B) Il y a des pistes extraordinaires.
 - (C) C'est tout près de son appartement.
 - (D) On y vend des sandwiches aux randonneurs.
45. D'après la conversation, que peut-on dire du Parc du Bic?
- (A) Le Parc du Bic est une superbe région de France.
 - (B) Le Parc du Bic est un parc au centre de la ville de Québec.
 - (C) Le Parc du Bic offre des paysages spectaculaires.
 - (D) Le Parc du Bic offre beaucoup d'options de restauration.
46. Dans la conversation, qu'est-ce que Claude veut dire quand il parle du «grand air»?
- (A) Les vitres de la voiture étaient ouvertes pendant le trajet.
 - (B) Il trouve que Nathalie a des allures aristocratiques.
 - (C) Claude et Nathalie écoutent de la musique en marchant.
 - (D) Il y a peu de pollution au Parc du Bic.
47. Quelle réplique de Claude serait la plus appropriée à la fin de la conversation?
- (A) «Mais je viens de dîner, tu sais!»
 - (B) «Qu'est-ce que tu voudrais que je te prépare?»
 - (C) «Assez parlé, mettons-nous en route!»
 - (D) «Est-ce que tu voudrais retourner en ville maintenant?»

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Sélection numéro 3

Thème du cours: La quête de soi

Introduction

Vous aurez d'abord 1 minute pour lire l'introduction et parcourir les questions.

Dans cette sélection il s'agit des commentaires sur la politique libanaise faits par l'écrivain de renom Jean-Marie Gustave Le Clézio. L'interview originale intitulée *Le salon livre francophone de Beyrouth* a été publiée le 1^{er} novembre 2009 en France par Diane Galliot, journaliste pour Radio France Internationale. Jean-Marie Gustave Le Clézio a gagné le prix Nobel de littérature en 2008. La sélection dure à peu près deux minutes et demie.

"Le salon livre francophone de Beyrouth, copyright © by Radio France Internationale." Used by permission.
<http://www.rfi.fr/contenu/20191101-le-salon-livre-francophone-beyrouth>

48. Quelle caractéristique de la société libanaise est soulignée dans l'interview?
- (A) Son histoire ancienne
 - (B) Son caractère multiculturel
 - (C) La richesse de sa littérature
 - (D) Ses contributions à l'étude de la religion
49. Quelle raison Le Clézio donne-t-il pour son optimisme?
- (A) Le Liban semble avoir beaucoup d'expérience avec l'organisation des colloques.
 - (B) Les Libanais ont trouvé des solutions à leurs problèmes plusieurs fois dans le passé.
 - (C) Les Libanais vont bientôt voter dans les élections régionales.
 - (D) Le Liban semble avoir déjà réussi à résoudre tous les problèmes de l'Europe.
50. Selon Le Clézio, qu'est-ce que le Liban pourrait montrer à l'Europe?
- (A) Comment oublier son passé pour progresser
 - (B) Comment éviter les crises gouvernementales
 - (C) Comment intégrer des cultures différentes
 - (D) Comment encourager l'expression artistique
51. D'après Le Clézio, qu'est-ce qui est essentiel pour résoudre les problèmes?
- (A) Trouver un intermédiaire compétent
 - (B) Établir un dialogue entre les gens
 - (C) Former une équipe de spécialistes
 - (D) Connaître intimement la vie de l'autre
52. Dans le contexte de l'interview, quelle question serait la plus appropriée à poser à Le Clézio?
- (A) «Quels conseils donneriez-vous à ceux qui veulent se présenter aux élections?»
 - (B) «Pour changer de sujet, pourriez-vous nous parler de votre dernier livre?»
 - (C) «Depuis quand conseillez-vous les jeunes écrivains libanais?»
 - (D) «Pour clarifier, pensez-vous que les Libanais doivent suivre le modèle européen?»

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Sélection numéro 4

Thème du cours: La vie contemporaine

Introduction

Vous aurez d'abord 1 minute pour lire l'introduction et parcourir les questions.

Dans cette sélection il s'agit de l'espionnage industriel. Le reportage original intitulé *Conseils aux voyageurs contre l'espionnage industriel* a été publié le 9 février 2010 en France par Zéphyrin Kouadio, journaliste pour Radio France Internationale, qui parle d'un «passeport» de conseils aux voyageurs contre le vol des données. La sélection dure à peu près deux minutes et demie.

"Conseils aux voyageurs contre l'espionnage industriel," copyright © by Radio France International. Used by permission.
<http://www.rfi.fr/contenu/20100209-conseils-voyageurs-contre-espionnage-industriel> 

53. Quel est l'objectif principal du «passeport de conseils»?
- (A) Protéger les données informatiques quand on voyage à l'étranger
 - (B) Augmenter le prestige de l'agence française de sécurité
 - (C) Présenter des moyens de récupérer les ordinateurs volés
 - (D) Indiquer le coût de l'espionnage industriel
54. À qui le «passeport de conseils» s'adresse-t-il?
- (A) Aux experts de sécurité dans de grosses entreprises internationales
 - (B) Aux informaticiens
 - (C) À l'agence française de la sécurité des systèmes d'information
 - (D) Aux professionnels qui voyagent
55. Quelles circonstances en particulier ont conduit au développement du «passeport de conseils»?
- (A) L'augmentation du nombre de voyageurs internationaux
 - (B) La perte ou le vol de données sensibles pendant les voyages
 - (C) La fusion de diverses entreprises
 - (D) La création d'une agence de sécurité des systèmes d'information
56. D'après l'émission, quelle recommandation est la plus importante?
- (A) Protégez toujours votre ordinateur avec un passeport.
 - (B) Voyagez toujours avec un agent de sécurité.
 - (C) Ne laissez jamais votre ordinateur branché.
 - (D) Ne laissez jamais votre ordinateur sans surveillance.
57. Selon le «passeport de conseils», quelle méthode de transmission des informations confidentielles est la plus prudente?
- (A) La collecte des données
 - (B) L'utilisation d'une connexion sécurisée
 - (C) L'utilisation d'un CD-ROM
 - (D) La personnalisation de l'ordinateur

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Sélection numéro 5

Thème du cours: L'esthétique

Introduction

Vous aurez d'abord 1 minute pour lire l'introduction et parcourir les questions.

Dans cette sélection il s'agit de l'histoire du Palais Royal et du Parc de Bruxelles. C'est une présentation intitulée *Palais Royal et Parc de Bruxelles* par un spécialiste dans le domaine. La présentation originale a été publiée en 2007 en Belgique par iAudioguide Bruxelles. La sélection dure à peu près deux minutes.

Utilisation sous autorisation de: TPI sprl www.iAudioguide.com-City Audio Guides (2006)

58. À quel public est-ce que la présentation est destinée?
- (A) Aux historiens de la monarchie belge
 - (B) Aux touristes en visite à Bruxelles
 - (C) Aux immigrés en Belgique
 - (D) Aux étudiants en architecture
59. Quel événement a causé un changement dans la fonction du Palais Royal?
- (A) La mort d'une reine
 - (B) Une révolution politique
 - (C) La modification de son architecture
 - (D) Des problèmes financiers
60. Quelle est la fonction du Palais Royal aujourd'hui?
- (A) C'est un musée dédié à l'histoire de la Belgique.
 - (B) C'est le siège officiel du Parlement belge.
 - (C) C'est la maison de vacances du roi à Bruxelles.
 - (D) C'est le bureau officiel du roi.
61. Quand est-ce que le Palais est ouvert aux visiteurs?
- (A) Pendant toute l'année
 - (B) En été quand le roi est absent
 - (C) Seulement les jours fériés
 - (D) Du printemps à l'automne
62. Dans le contexte de la sélection, que désigne l'expression «Cette période... s'achève début septembre»?
- (A) La rénovation du Palais se fera en septembre.
 - (B) Le défilé au Palais aura lieu au début de septembre.
 - (C) Le public ne peut plus visiter le Palais après septembre.
 - (D) Les visites du Palais ne s'effectuent qu'en septembre.

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63. D'après la fin du passage, qui pourrait-on rencontrer dans le Parc quand il n'y a pas de drapeau sur le Palais?
- (A) Le roi
 - (B) Les ministres
 - (C) La garde royale
 - (D) Les guides du musée
64. Comment le présentateur commence-t-il sa présentation?
- (A) En parlant de la résidence de la famille royale
 - (B) En parlant de la mort du Roi Léopold III
 - (C) En parlant de la décoration du Palais Royal
 - (D) En parlant de la présence des ministres au Palais Royal
65. Dans un exposé sur le même sujet que la présentation, vous voulez citer une source de renseignements supplémentaires sur l'architecture du Palais. Quel ouvrage serait le plus approprié?
- (A) *Histoire de la Belgique: de l'Antiquité à la Révolution*
 - (B) *L'architecture du Moyen Âge en Belgique*
 - (C) *L'architecture à Bruxelles du XIXe siècle à nos jours*
 - (D) *Voie royale: essai sur le modèle belge de la monarchie*

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END OF PART B
END OF SECTION I

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SECTION II: Free-Response Questions

DO NOT OPEN THIS BOOKLET OR BREAK THE SEAL ON THE INSERT UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time

Approximately 1 hour,
25 minutes

Number of Tasks

4

Percent of Total Score

50%

Writing Instrument

Pen with black or dark
blue ink

Section II Part A

Task 1: E-mail Reply**Time**

15 minutes

Task 2: Persuasive Essay**Time**

Approximately 55
minutes

Section II Part B

Task 3: Conversation**Task 4: Cultural Comparison****Time**

Approximately
15 minutes

IMPORTANT Identification Information

PLEASE PRINT WITH PEN:

1. First two letters of your last name
First letter of your first name
2. Date of birth

Month Day Year
3. Six-digit school code
4. Unless I check the box below, I grant the College Board the unlimited right to use, reproduce, and publish my free-response materials, both written and oral, for educational research and instructional purposes. My name and the name of my school will not be used in any way in connection with my free-response materials. I understand that I am free to mark "No" with no effect on my score or its reporting.
No, I do not grant the College Board these rights.

Instructions

Part A: The questions for Section II Part A are printed in the booklet.

This part is a test of your ability to write French. It consists of one Interpersonal Communication task and one Presentational Communication task. All answers must be written in French. Write clearly and legibly. Write only in the lined spaces provided for the answers. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. You have 15 minutes to complete Task 1. You may review your response if you finish before the end of Task 1 is announced, but you may NOT go on to Task 2 until you are told to do so. The master audio recording will indicate the beginning and end of Task 2. You may review your response for Task 2 if you finish before the end of the task is announced, but you may NOT go back to Task 1 nor go on to Part B.

Part B: The questions for Part B are printed in the insert. This part is a test of your ability to speak French. It consists of one Interpersonal Communication task and one Presentational Communication task. You will be asked to record your responses. You will be asked to start, pause, and stop your recorder several times. Carefully follow the instructions spoken on the master recording.

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FRENCH LANGUAGE AND CULTURE

SECTION II

Total Time — Approximately 1 hour and 25 minutes

Part A

Time — Approximately 1 hour and 10 minutes

You will write a reply to an e-mail message. You have 15 minutes to read the message and write your reply.

Your reply should include a greeting and a closing and should respond to all the questions and requests in the message. In your reply, you should also ask for more details about something mentioned in the message. Also, you should use a formal form of address.

Vous allez écrire une réponse à un message électronique. Vous aurez 15 minutes pour lire le message et écrire votre réponse.

Votre réponse devrait débiter par une salutation et terminer par une formule de politesse. Vous devriez répondre à toutes les questions et demandes du message. Dans votre réponse, vous devriez demander des détails à propos de quelque chose mentionné dans le texte. Vous devriez également utiliser un registre de langue soutenu.

Time — 15 minutes

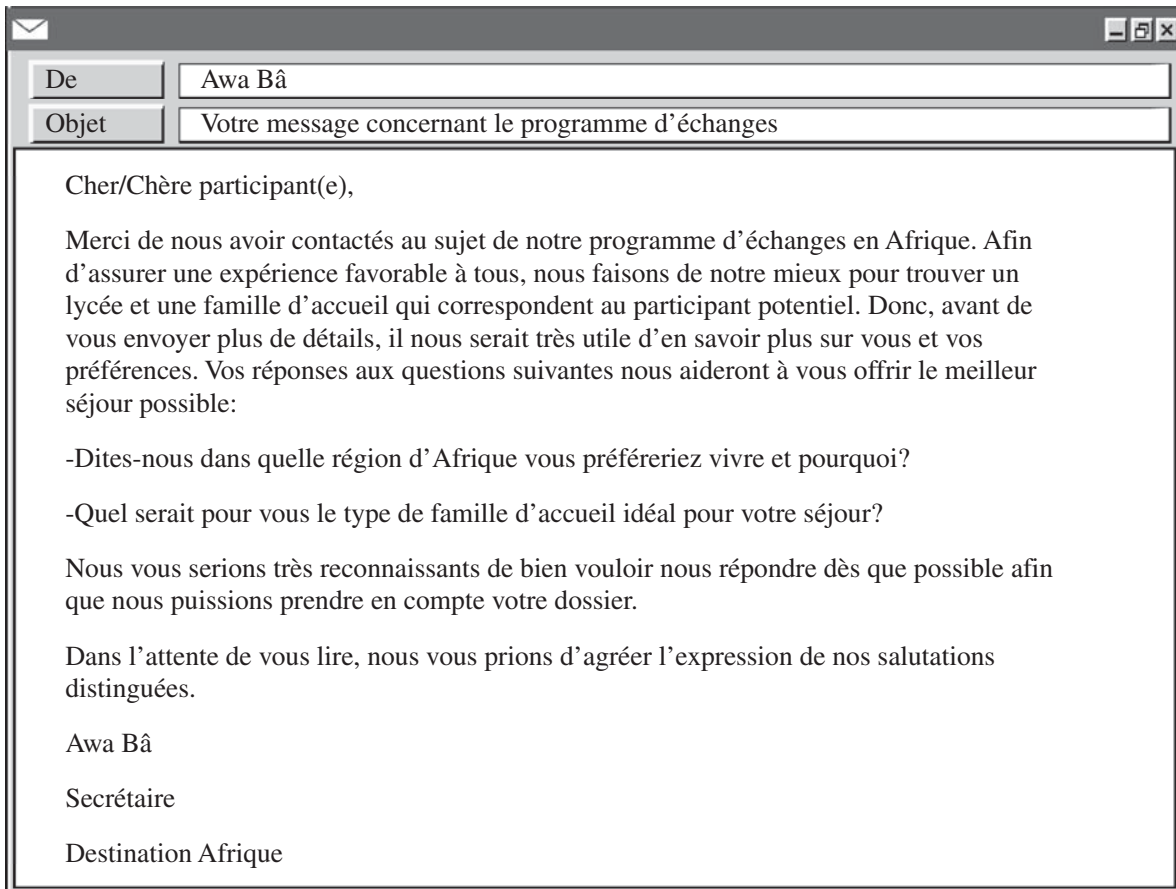
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Thème du cours: La quête de soi
Introduction

C'est un message électronique de Madame Awa Bâ, secrétaire à Destination Afrique. Vous recevez ce message parce que vous avez contacté l'agence Destination Afrique pour exprimer votre désir de participer à un programme d'échanges.



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You will write a persuasive essay to submit to a French writing contest. The essay topic is based on three accompanying sources, which present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay.

In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

Vous allez écrire un essai persuasif pour un concours d'écriture de langue française. Le sujet de l'essai est basé sur trois sources ci-jointes, qui présentent des points de vue différents sur le sujet et qui comprennent à la fois du matériel audio et imprimé. Vous aurez d'abord 6 minutes pour lire le sujet de l'essai et le matériel imprimé. Ensuite, vous écouterez l'audio deux fois; vous devriez prendre des notes pendant que vous écoutez. Enfin, vous aurez 40 minutes pour préparer et écrire votre essai.

Dans votre essai, vous devriez présenter les points de vue différents des sources sur le sujet et aussi indiquer clairement votre propre point de vue que vous défendrez à fond. Utilisez les renseignements fournis par toutes les sources pour soutenir votre essai. Quand vous ferez référence aux sources, identifiez-les de façon appropriée. Organisez aussi votre essai en paragraphes bien distincts.

Time — Approximately 55 minutes

Thème du cours: La quête de soi

Vous aurez 6 minutes pour lire le sujet de l'essai, la source numéro 1 et la source numéro 2.

Sujet de l'essai:

Faut-il protéger la langue française contre l'anglais?

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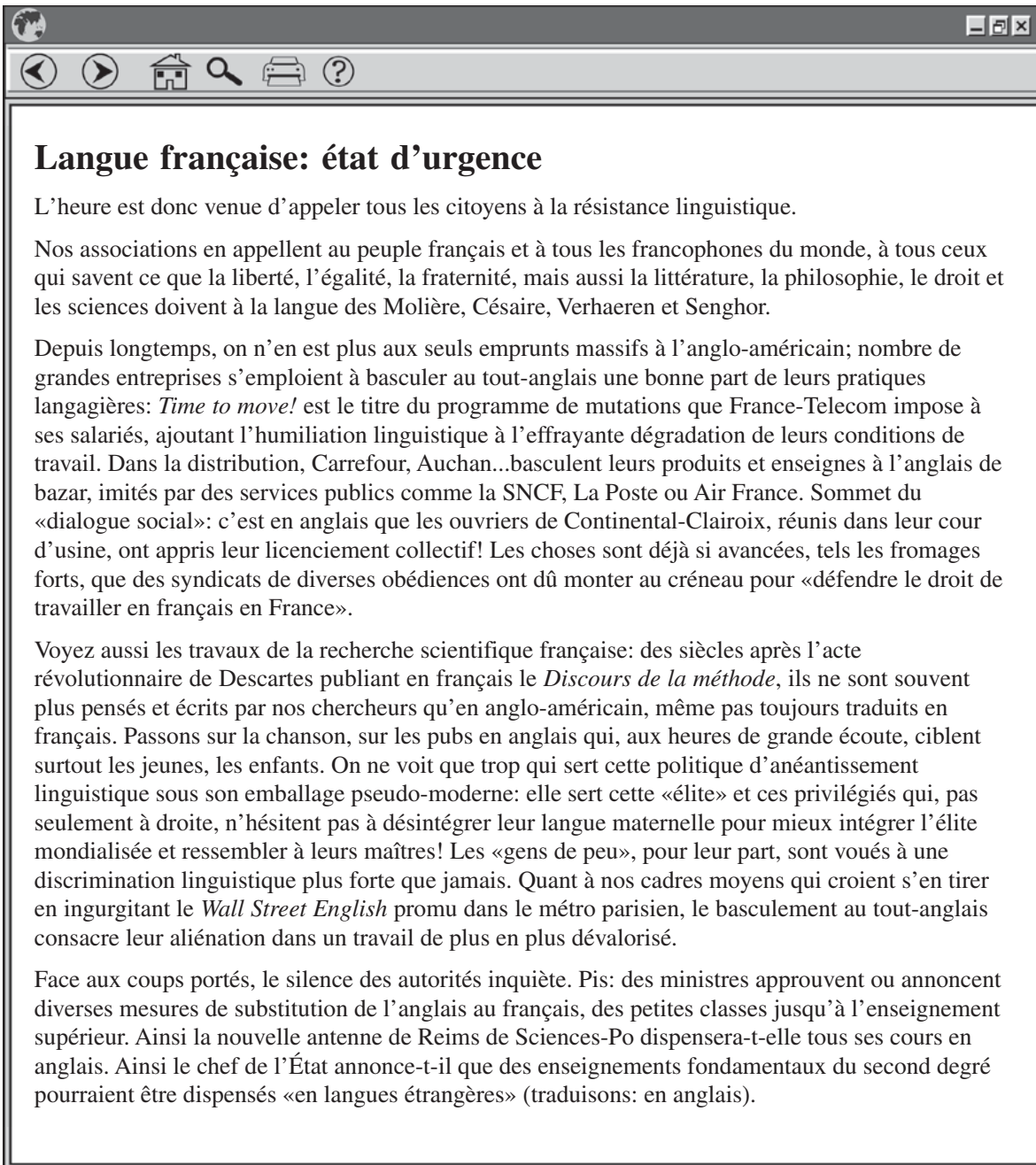
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Source numéro 1

Introduction

Dans cette sélection il s'agit de la défense de la langue française. L'extrait suivant est tiré d'une lettre originale publiée le 7 décembre 2009 en France par un collectif d'associations.



Langue française: état d'urgence

L'heure est donc venue d'appeler tous les citoyens à la résistance linguistique.

Nos associations en appellent au peuple français et à tous les francophones du monde, à tous ceux qui savent ce que la liberté, l'égalité, la fraternité, mais aussi la littérature, la philosophie, le droit et les sciences doivent à la langue des Molière, Césaire, Verhaeren et Senghor.

5 Depuis longtemps, on n'en est plus aux seuls emprunts massifs à l'anglo-américain; nombre de grandes entreprises s'emploient à basculer au tout-anglais une bonne part de leurs pratiques langagières: *Time to move!* est le titre du programme de mutations que France-Telecom impose à ses salariés, ajoutant l'humiliation linguistique à l'effrayante dégradation de leurs conditions de travail. Dans la distribution, Carrefour, Auchan...basculent leurs produits et enseignes à l'anglais de bazar, imités par des services publics comme la SNCF, La Poste ou Air France. Sommet du

10 «dialogue social»: c'est en anglais que les ouvriers de Continental-Clairoix, réunis dans leur cour d'usine, ont appris leur licenciement collectif! Les choses sont déjà si avancées, tels les fromages forts, que des syndicats de diverses obédiences ont dû monter au créneau pour «défendre le droit de travailler en français en France».

15 Voyez aussi les travaux de la recherche scientifique française: des siècles après l'acte révolutionnaire de Descartes publiant en français le *Discours de la méthode*, ils ne sont souvent plus pensés et écrits par nos chercheurs qu'en anglo-américain, même pas toujours traduits en français. Passons sur la chanson, sur les pubs en anglais qui, aux heures de grande écoute, ciblent surtout les jeunes, les enfants. On ne voit que trop qui sert cette politique d'anéantissement

20 linguistique sous son emballage pseudo-moderne: elle sert cette «élite» et ces privilégiés qui, pas seulement à droite, n'hésitent pas à désintégrer leur langue maternelle pour mieux intégrer l'élite mondialisée et ressembler à leurs maîtres! Les «gens de peu», pour leur part, sont voués à une discrimination linguistique plus forte que jamais. Quant à nos cadres moyens qui croient s'en tirer en ingurgitant le *Wall Street English* promu dans le métro parisien, le basculement au tout-anglais consacre leur aliénation dans un travail de plus en plus dévalorisé.

25 Face aux coups portés, le silence des autorités inquiète. Pis: des ministres approuvent ou annoncent diverses mesures de substitution de l'anglais au français, des petites classes jusqu'à l'enseignement supérieur. Ainsi la nouvelle antenne de Reims de Sciences-Po dispensera-t-elle tous ses cours en anglais. Ainsi le chef de l'État annonce-t-il que des enseignements fondamentaux du second degré pourraient être dispensés «en langues étrangères» (traduisons: en anglais).

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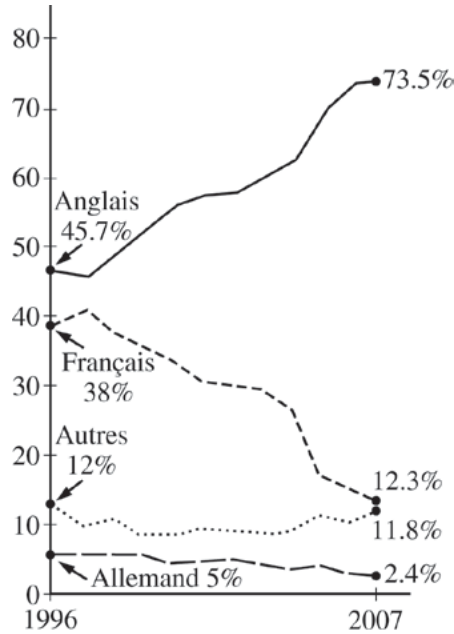
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Source numéro 2

Introduction

Dans cette sélection il s'agit du statut du français comme langue de traduction à la Commission européenne. Le graphique original a été publié le 7 décembre 2009 en France par Lemonde.fr avec les données du Conseil de l'Union européenne, direction générale de la traduction.

Principales langues de traduction à la Commission européenne



Langue dans laquelle les documents sont soumis aux services de la traduction à la Commission européenne

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Source numéro 3

Vous aurez 30 secondes pour lire l'introduction.

Introduction

Dans cette sélection il s'agit de la vitalité de la langue française. La conférence originale intitulée *Renouveau et perspectives sur la langue française* a été publiée le 15 février 2009 en France par Bernard Cerquiglini, professeur de linguistique. Il parle de la présence des mots étrangers dans la langue française. La sélection dure à peu près deux minutes et demie.

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END OF PART A
STOP

If you finish before time is called, you may check your work on Part A only. Do not go on to Part B until you are told to do so.

Si vous finissez avant l'heure, vous pouvez vérifier votre travail dans la Partie A seulement. Ne regardez pas la Partie B jusqu'à ce qu'on vous le dise.

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SECTION II, Part B

DO NOT BREAK THE SEAL ON THIS INSERT UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time

Approximately
15 minutes

Number of Tasks

2

Section II Part B

Task 3: Conversation**Time**

Approximately 5
minutes

Task 4: Cultural Comparison**Time**

Approximately 7
minutes

Instructions

Directions for speaking will be given to you by a master recording, and you will be told when to open this insert. This part consists of one Interpersonal Communication task and one Presentational Communication task. Your responses will be recorded. All responses must be spoken in French. Carefully follow the directions for starting, pausing, and stopping your recording equipment. Make sure that the machine is in the “Record” position when you are recording. At the completion of the exam, you should verify that your voice has been recorded.

3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3

Part B

Time — Approximately 15 minutes

This part requires spoken responses. Your cue to start or stop speaking will always be this tone.

Cette partie demande des réponses orales. Votre signal pour commencer ou cesser de parler sera toujours cette tonalité.

You have 1 minute to read the directions for this part.

Vous aurez 1 minute pour lire les instructions pour cette partie.

Your spoken responses will be recorded. Your score will be based on what you record. It is important that you speak loudly enough and clearly enough for the machine to record what you say. You will be asked to start, pause, and stop your recorder at various points during the exam. Follow the directions and start, pause, or stop the recorder only when you are told to do so. Remember that the tone is a cue only to start or stop speaking—not to start or stop the recorder.

Vos réponses orales seront enregistrées. Votre note sera basée sur ce que vous enregistrez. Il est important de parler assez fort et clairement pour que vos réponses soient enregistrées. Il vous sera demandé de mettre en marche, de mettre en pause, et d'arrêter la machine à certains moments de l'examen. Suivez les instructions et mettez en marche, mettez en pause, ou arrêtez la machine seulement quand on vous le dit. Rappelez-vous que la tonalité est seulement le signal pour commencer ou arrêter de parler - pas pour commencer ou arrêter la machine.

3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3

You will now begin this part.

Vous allez maintenant commencer cette partie.

You have 1 minute to read the directions for this task

Vous aurez 1 minute pour lire les instructions pour cet exercice.

You will participate in a conversation. First, you will have 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Afterward, the conversation will begin, following the outline. Each time it is your turn to speak, you will have 20 seconds to record your response.

Vous allez participer à une conversation. D'abord, vous aurez 1 minute pour lire une introduction à cette conversation qui comprend le schéma des échanges. Ensuite, la conversation commencera, suivant le schéma. Quand ce sera à vous de parler, vous aurez 20 secondes pour enregistrer votre réponse.

You should participate in the conversation as fully and appropriately as possible.

Vous devriez participer à la conversation de façon aussi complète et appropriée que possible.

You will now begin this task.

Vous allez maintenant commencer cet exercice.

3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3

Thème du cours: L'esthétique

Vous aurez 1 minute pour lire l'introduction.

Introduction

C'est une conversation avec Nicolas, un camarade de classe du lycée suisse où vous passez un semestre. Vous participez à cette conversation parce qu'il est en train de créer un nouveau ciné-club, et il veut vous inviter à y participer.

Nicolas	<ul style="list-style-type: none">• Il vous parle d'un nouveau ciné-club qu'il est en train de créer dans votre lycée.
Vous	<ul style="list-style-type: none">• Exprimez votre intérêt; posez une question sur le temps nécessaire pour ce projet.
Nicolas	<ul style="list-style-type: none">• Il vous demande votre emploi du temps et vos préférences.
Vous	<ul style="list-style-type: none">• Parlez de votre emploi du temps.
Nicolas	<ul style="list-style-type: none">• Il parle du genre de film qu'il préfère, et il exprime son opinion sur un film qu'il a vu.
Vous	<ul style="list-style-type: none">• Parlez des types de films que vous préférez.
Nicolas	<ul style="list-style-type: none">• Il parle des activités potentielles qu'il projette de faire.
Vous	<ul style="list-style-type: none">• Donnez et soutenez votre opinion sur l'activité proposée.
Nicolas	<ul style="list-style-type: none">• Il promet de vous contacter bientôt avec des détails.
Vous	<ul style="list-style-type: none">• Dites au revoir et assurez-le que vous le verrez bientôt.

3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3

STOP

Do not go on until you are told to do so.

Ne continuez pas jusqu'à ce qu'on vous le dise.

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You have 1 minute to read the directions for this task.

Vous aurez 1 minute pour lire les instructions pour cet exercice.

You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.

Vous allez faire un exposé pour votre classe sur un sujet spécifique. Vous aurez 4 minutes pour lire le sujet de présentation et préparer votre exposé. Vous aurez alors 2 minutes pour l'enregistrer.

In your presentation, compare your own community to an area of the French-speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the French-speaking world. You should also organize your presentation clearly.

Dans votre exposé, comparez votre propre communauté à une région du monde francophone que vous connaissez. Vous devriez montrer votre compréhension des facettes culturelles du monde francophone. Vous devriez aussi organiser clairement votre exposé.

You will now begin this task.

Vous allez maintenant commencer cet exercice.

Thème du cours: La vie contemporaine

Sujet de présentation:

Quelle est l'attitude des gens de votre communauté en ce qui concerne l'importance des études supérieures? Comparez vos observations des communautés où vous avez vécu avec vos observations d'une région du monde francophone que vous connaissez. Dans votre exposé, vous pouvez faire référence à ce que vous avez étudié, vécu, observé, etc.

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END OF PART B

END OF EXAM

STOP

Section 1, Part B, Selection 1

Script

(N) Vous aurez d'abord quatre minutes pour lire la source numéro un.

(4 minutes)

(N) Arrêtez de lire. Maintenant allez à la source numéro deux. Vous aurez deux minutes pour lire l'introduction et parcourir les questions.

(2 minutes)

(N) Maintenant écoutez la source numéro deux.

(MA) Plus besoin de mettre au fond d'un placard le CD de Mylène Farmer que vous avez en double ou voire triple. Et pour ne pas avoir d'états d'âme sachez qu'à peine sortis de leur paquets dix-huit millions de cadeaux non désirés vont être mis en ligne sur les sites d'achat-vente, entre particuliers, alors citons EBay, Price Minister, Rue du Commerce, Amazon, deux fois moins chers, soit vingt pour cent de plus qu'en deux mille huit selon une étude TNS pour le site de vente aux enchères EBay. Auparavant, aller dans un magasin pour se faire rembourser un cadeau était un peu difficile, sur Internet ça prend quelques secondes de mettre un livre en vente, a confié Pierre Kosciusko-Morizet, le PDG de Price Minister à l'AFP. Les particuliers sont complètement décomplexés et, crise oblige, ceux qui n'auraient jamais osé se rendre dans un magasin pour se faire rembourser apprécient l'anonymat de la vente en ligne. Selon une étude de Web Surveilleur menée en décembre pour le compte de Price Minister, quelques trente-trois pour cent des internautes se disent insatisfaits des cadeaux qu'ils ont reçus et quelques quatorze virgule un pour cent ont déjà revendu leurs cadeaux de Noël. Alors qu'on leur demande pourquoi ils revendent leurs cadeaux, quarante-sept pour cent répondent tout simplement parce qu'ils ne leur plaisaient pas, quarante-trois qu'ils n'en avaient pas l'usage, trente-deux qu'ils l'avaient en double et trois pour cent déclarent préférer l'argent. Les produits les plus revendus sont les livres, les CD et DVD et autres jeux vidéo qu'il ne faut surtout pas déballer pour ainsi prouver qu'ils sont neufs lorsque vous voulez les vendre. Et l'acheteur potentiel se dira qu'il va faire une bonne affaire. Choisissez également de mettre un prix fixe, n'hésitez pas à faire valoir la baisse par rapport au prix public, la côte des produits qui figure chaque année en tête de vente après Noël baisse rapidement, alors ne perdez donc pas de temps pour vous en débarrasser et pourquoi pas racheter par la suite le cadeau auquel vous rêviez.

(N) Maintenant vous aurez une minute pour commencer à répondre aux questions pour cette sélection. Après une minute, vous écouterez la sélection une deuxième fois.

(1 minute)

(N) Maintenant écoutez de nouveau.

Repeat

(N) Maintenant finissez de répondre aux questions pour cette sélection.

(2 minutes and 30 seconds)

Section 1, Part B, Selection 2

Script

(N) Vous aurez d'abord une minute pour lire la source numéro un.

(1 minute)

(N) Arrêtez de lire. Maintenant allez à la source numéro deux. Vous aurez une minute pour lire l'introduction et parcourir les questions.

(1 minute)

(N) Maintenant écoutez la source numéro deux.

(WA) Alors, Claude, prêt à marcher avec moi toute la journée?

(MA) Oui, et je te remercie de cette bonne idée. Quel temps idéal pour faire une petite randonnée!

(WA) Ça aurait été vraiment dommage que tu restes seulement à Québec, sans découvrir le reste de la région. Le Parc du Bic est un de mes endroits préférés, j'avais vraiment envie de te le faire connaître.

(MA) Nathalie, je ne sais pas comment te remercier. Les montagnes, le fleuve, c'est tellement beau! Quand tu viendras me voir en France, je te ferai aussi visiter nos plus belles régions.

(WA) Oh, ce serait fantastique! Tu verras, si on a de la chance aujourd'hui, on va pouvoir voir des baleines aussi. Mais il faut qu'on se mette à marcher, sinon on ne verra pas grand-chose en une journée.

(MA) Allons-y, mais tu sais, j'ai déjà faim! Le voyage de Québec à ici m'a ouvert l'appétit!

(WA) Claude! On a pourtant bien mangé avant de partir!

(MA) Je sais, je sais, mais ça doit être le grand air! Dis, qu'est-ce que tu as dans ton sac?

(WA) J'ai emporté des fruits, des sandwichs pour ce midi, et si tu veux grignoter quelque chose, j'ai aussi des barres énergétiques.

(MA) Dis donc, tu es préparée! Tu en emportes toujours autant d'habitude?

(WA) Ça dépend, j'essaie surtout d'avoir un sac léger. Mais j'ai tendance à changer à chaque fois.

(MA) Il paraît que les amandes, les noisettes sont super. Elles t'apportent plein de protéines. Tu en as?

(WA) Ah non, pas aujourd'hui! Mais tiens, prends une barre énergétique si tu veux! Avec un peu de chance, ça te tiendra jusqu'à midi.

(MA) Je ne peux pas avoir un sandwich plutôt?

(WA) Mais je n'en ai pas assez préparé. Si tu manges le tien maintenant, tu n'en auras plus pour plus tard. Ton dîner, il faut le mériter!

(N) Maintenant vous aurez une minute pour commencer à répondre aux questions pour cette sélection. Après une minute, vous écouterez la sélection une deuxième fois.

(1 minute)

(N) Maintenant écoutez de nouveau.

Repeat

(N) Maintenant finissez de répondre aux questions pour cette sélection.

(1 minute and 45 seconds)

Section 1, Part B, Selection 3

Script

(N) Vous aurez d'abord une minute pour lire l'introduction et parcourir les questions.

(1 minute)

(N) Maintenant écoutez la sélection.

(WA) L'écrivain voyageur aime beaucoup venir à Beyrouth, et il est ici très attendu, espéré. Et quand il se pose quelque part pour se prêter au jeu du questions-réponses avec ses lecteurs libanais, on parle littérature mais on parle aussi beaucoup politique. Jean-Marie Le Clézio n'était pas venu ici depuis huit ans, il trouve le pays changé, et en progrès, même s'il n'y a pas de gouvernement depuis les élections de juin dernier, depuis près de cinq mois.

(MA) Je crois que ce sont les Libanais qui ont la solution, ils l'ont trouvée à plusieurs reprises, et donc nous pouvons être optimistes. Le Liban, c'est un pays pluriculturel, euh, pluriconfessionnel mais surtout pluriculturel, il faut aller vers l'interculturel. Il faut que les communautés se rencontrent et cela, c'est, cela dépend vraiment des Libanais, ce sont eux à le faire. Et donc, euh, chaque manifestation qui permet la rencontre est bonne et portera des fruits, mais il faut les multiplier, ça c'est indispensable. Et je crois que, euh, du sort du Liban dépend pour une grande partie le sort de ce côté de la planète. Le Liban détient les clés de l'avenir de l'Europe, les clés de, de la rencontre entre la Turquie et l'Europe, par exemple, euh, les, les clés de la, comment dire, de l'acceptation des, de, l'immigration en Europe. Tout ce qui pose problème en Europe pose problème au Liban d'abord, et donc euh, si le Liban résout ses problèmes, l'Europe pourra pousser un soupir de soulagement parce que ça veut dire que eux pourront résoudre leurs problèmes.

(WA) Et vous croyez que les écrivains, les intellectuels peuvent arriver à aider à faire progresser les choses?

(MA) Oui, je pense que oui, j'ai, j'ai rencontré à plusieurs reprises des, des personnes qui appartiennent par exemple euh, à la communauté Shi'ite, ou qui appartiennent à euh, à des mouvements et j'ai vu que c'est, c'est vraiment possible de parler. Il y a un besoin de se rencontrer. Parce que quand vous, ne serait-ce qu'à Beyrouth, quand vous allez dans des quartiers, euh, très nécessaires qui se trouvent à l'est de Beyrouth, vous voyez qu'il y a une vraie demande de rencontre, vous sentez cette, ce besoin de, de s'exprimer. Donc il faut absolument que la rencontre ait lieu, si la rencontre n'a pas lieu, ce sera la guerre. Et c'est la rencontre ou la guerre, il n'y a pas de, il n'y a pas d'autres choix que ceux-là.

(WA) Le seizième salon du livre francophone referme ses portes ce soir. Diane Galliot, Beyrouth, RFI.

(N) Maintenant vous aurez une minute pour commencer à répondre aux questions pour cette sélection. Après une minute, vous écouterez la sélection une deuxième fois.

(1 minute)

(N) Maintenant écoutez de nouveau.

Repeat

(N) Maintenant finissez de répondre aux questions pour cette sélection.

(1 minute and 15 seconds)

Section 1, Part B, Selection 4

Script

(N) Vous aurez d'abord une minute pour lire l'introduction et parcourir les questions.

(1 minute)

(N) Maintenant écoutez la sélection.

(MA) *Le document se présente effectivement sous la forme d'un passeport classique et fourmille de conseils, une batterie de recommandations grâce auxquelles les données stockées sur tous vos supports informatiques sont censées pouvoir passer les frontières en toute sécurité, car selon l'Agence nationale de la sécurité des systèmes d'information, dans de nombreux pays les centres d'affaires et les réseaux téléphoniques sont surveillés. Par ailleurs, l'agence rappelle que plus de trois mille ordinateurs portables sont déclarés perdus ou volés chaque semaine dans les grands aéroports européens, entraînant ainsi la dissémination dans la nature de certaines données sensibles pour les entreprises. C'est aussi une des raisons de la création de ce petit guide destiné aux salariés nomades. Le passeport recommande donc aux voyageurs de ne jamais se séparer de leurs appareils ni même de les abandonner dans un coffre d'hôtel. Si vous devez impérativement vous séparer de vos téléphones portables et autres assistants personnels numériques, il est conseillé d'en retirer la carte SIM. Autres règles de base, utiliser de préférence le matériel de votre entreprise. La majorité des sociétés propose à leurs salariés en déplacement des ordinateurs réservés à un usage strictement professionnel, des ordinateurs qui ne contiennent que des informations indispensables à leur mission. La sécurité de vos données passe aussi parfois par des actes relativement simples comme placer un film de protection sur l'écran de l'ordinateur pour que votre voisin ne puisse pas le lire. Il est aussi recommandé de se méfier des clés USB ou de CD ROMs qu'on vous remet. Ils peuvent être piégés. Prendre donc soin de les vérifier avant de les utiliser. Par ailleurs si les vols de données confidentielles se font à partir d'un support physique tel qu'un ordinateur portable, ils s'opèrent aussi via Internet, il est donc plus prudent d'utiliser des connexions sécurisées pour transmettre des informations sensibles sur le réseau de votre entreprise. Le recours aux documents cryptés peut être une solution, mais attention, dans certains pays, le cryptage est interdit. Il est donc conseillé de s'informer sur la législation en vigueur sur le lieu de votre destination et ces informations sont accessibles sur le site de l'agence nationale de la sécurité des systèmes d'information. Enfin, en rentrant de voyage une analyse complète des équipements qui vous ont accompagné est incontournable avant une reconnexion au réseau de l'entreprise. Bref, ce guide tiré à dix mille exemplaires propose toute une série de solutions techniques pour configurer les appareils de manière défensive. Tous ces conseils sont aussi disponibles et téléchargeables sur le site www.securite-informatique.gouv.fr/partirenmission.*

(N) Maintenant vous aurez une minute pour commencer à répondre aux questions pour cette sélection. Après une minute, vous écouterez la sélection une deuxième fois.

(1 minute)

(N) Maintenant écoutez de nouveau.

Repeat

(N) Maintenant finissez de répondre aux questions pour cette sélection.

(1 minute and 15 seconds)

Section 1, Part B, Selection 5

Script

(N) Vous aurez d'abord une minute pour lire l'introduction et parcourir les questions.

(1 minute)

(N) Maintenant écoutez la sélection.

(MA) Même si le nom «Palais Royal» peut donner l'impression qu'il s'agit de la résidence de la famille royale, aucun membre de la monarchie belge n'y a vécu depuis la mort de la Reine Astrid. Elle était l'épouse de Léopold III et fut tuée dans un tragique accident de voiture en mille neuf-cent trente-cinq. La famille royale décida depuis de vivre dans un palais plus spacieux, plus calme, et au milieu d'un parc au nord de Bruxelles. Mais le Palais Royal au centre de Bruxelles reste la résidence officielle de la famille royale.

(MA) Aujourd'hui le Palais Royal est utilisé pour des réceptions d'État, et comme bureau du roi. De plus, les visiteurs officiels peuvent loger dans les appartements d'hôte s'ils les préfèrent aux hôtels de Bruxelles. Pour un petit parfum de Buckingham Palace, sachez que la Relève de la Garde a lieu tous les jours à quatorze heures trente. Et si vous voyez le drapeau flotter au vent depuis le toit du palais, c'est que le roi est dans les parages. Le Palais Royal fut construit au début du dix-neuvième siècle. Cependant, moins d'un siècle plus tard, le Roi Léopold II le fit transformer, comme tant d'autres, dans le style d'architecture que l'on peut voir aujourd'hui.

(MA) Si vous aimez la monarchie, vous apprécierez le petit Musée de la Dynastie dans le coin du palais où sont exposés des tableaux et objets ayant appartenu aux familles royales durant des siècles. Le Palais est également ouvert aux visiteurs mais uniquement en été lorsque le roi est en vacances. Cette période de visites commence après le défilé annuel du vingt et un juillet, Fête Nationale, et s'achève début septembre.

(MA) Après avoir visité le Palais Royal, vous pourriez avoir envie d'une petite promenade, et d'un bol d'air frais. Vous ne devrez pas aller très loin. Le Parc de Bruxelles est de l'autre côté de la rue. Quelques cent cinquante mille mètres carrés ou environ vingt terrains de football de nature, sculptures, et fontaines s'offrent à vous.

(MA) Le Parc et le Palais Royal se situent sur les terres autrefois occupées par la cour du Brabant au Moyen Âge. Après un incendie et des échauffourées révolutionnaires le parc fut transformé pour ressembler à ce qu'il est aujourd'hui.

(MA) Même si le drapeau ne flotte pas au dessus du Palais Royal et que vous savez que le roi est absent, vous pourriez quand même rencontrer des gens importants. Le Parlement belge est situé à l'autre bout du parc et les ministres vont parfois faire un petit tour dans ce petit écrin de verdure.

(N) Maintenant vous aurez une minute pour commencer à répondre aux questions pour cette sélection. Après une minute, vous écouterez la sélection une deuxième fois.

(1 minute)

(N) Maintenant écoutez de nouveau.

Repeat

(N) Maintenant finissez de répondre aux questions pour cette sélection.

(2 minutes)

Persuasive Essay

Script

(N) Vous avez une minute pour lire les instructions pour cet exercice.

(1 minute)

(N) Vous allez maintenant commencer cet exercice.

(N) Vous aurez six minutes pour lire le sujet de l'essai, la source numéro un et la source numéro deux.

(6 minutes)

(N) Arrêtez de lire. Maintenant allez à la source numéro trois. Vous aurez trente secondes pour lire l'introduction.

(30 seconds)

(N) Maintenant écoutez la source numéro trois.

(MA) *Y a-t-il en effet beaucoup de mots étrangers dans la langue française? Également, il faut raison garder. De même que les travaux de sociologie, d'économie montrent qu'il n'y a pas plus d'étrangers en France aujourd'hui qu'en 1930 et que si l'on prend des cycles, des cycles depuis la fin du Moyen Âge, je pense aux travaux de Jacques Verrière, jusqu'à nous, on est dans une constante. De même, mon laboratoire qui a fait des analyses depuis plusieurs siècles dit: il n'y a pas plus de mots étrangers dans la langue française actuellement qu'il y en avait au 19^{ème} siècle ou au 16^{ème} siècle. Pas plus. Ils sont différents, c'est tout.*

(MA) *Ouvrez Marcel Proust. La langue de Proust est bourrée d'anglicismes. Ce ne sont pas les mêmes qu'aujourd'hui. On ne dirait plus aujourd'hui «Swann était très smart ce soir-là». Proust disait comme ça, bon, on dit autrement. Bien, d'autant plus que, il y a toujours eu une, la seule langue qui n'emprunte pas de mots à l'étranger c'est une langue morte. Le français a donné 40% de son vocabulaire au moins à l'anglais. Eh bien, les Anglais sont gens aimables et courtois. Ils nous les rendent, c'est pas grave. Bien, ils nous les rendent. On leur donne «tonnelle», ils nous rendent «tunnel», nous en faisons «tunnel», c'est une sorte de ping-pong sur la Manche. C'est un signe de vitalité. Hien, bien, «paquebot», «tunnel» viennent de l'anglais, beaucoup de mots anglais viennent du français ainsi de suite. Et d'ailleurs encore une fois, jusque vers 1950 c'était l'italien qui avait donné le plus de mots au français. La liste est extrêmement longue des, des mots qui viennent de l'italien. Donc, il y a des emprunts constants, des échanges et ceux-ci quand ils s'installent, sont nécessaires après tout, nous avons eu besoin de constituer un vocabulaire des chemins de fer. Les chemins de fer avaient commencé en Angleterre, et bien, on a emprunté «wagon», «tunnel», «rail» ainsi de suite, qui sont devenus de braves et mots beaux français. Le reste, ce sont des mots à la mode, or comme disait Cocteau le propre de la mode, c'est que ça se démode. Et je disais tout à l'heure que les anglicismes de Proust ne sont pas les nôtres, les miens ne sont pas ceux de mes enfants ainsi de suite, il y a pas de quoi s'inquiéter. Bien, donc, donc, qualitativement il n'y a pas d'invasion, et on parle un français tout à fait convenable à Châteauroux.*

(N) Maintenant écoutez de nouveau

Repeat

(N) Maintenant vous aurez quarante minutes pour préparer et écrire votre essai persuasif.

(40 minutes)

Conversation

Script

(N) *Vous avez une minute pour lire les instructions pour cet exercice.*

(1 minute)

(N) *Vous allez maintenant commencer cet exercice.*

(N) *Vous aurez une minute pour lire l'introduction.*

(1 minute)

(N) *Maintenant la conversation va commencer. Appuyez sur "Record" maintenant.*

(MA) *Écoute, je suis en train de créer un nouveau ciné-club. J'aimerais qu'on se réunisse toutes les deux semaines pour regarder un film ensemble et puis en parler. Est-ce que tu aimerais y participer?*

TONE

(20 seconds)

TONE

(MA) *Je ne suis pas sûr si on va se réunir pendant la semaine ou le week-end. Ça dépend des préférences des membres du club. Qu'est-ce que tu préfères?*

TONE

(20 seconds)

TONE

(MA) *Bon, je vais noter tes préférences. Moi, je préfère regarder les films étrangers. La semaine dernière, j'ai regardé un film québécois qui était formidable. Et toi, quel type de films tu aimes?*

TONE

(20 seconds)

TONE

(MA) *Ça semble très intéressant. Je pense aussi organiser des soirées film pour tous les clubs de langue du lycée. Par exemple, on pourrait montrer un film francophone une semaine et un film chinois une autre fois. Qu'est-ce que tu en penses?*

TONE

(20 seconds)

TONE

(MA) *D'accord. J'aimerais en discuter plus tard. Bon, je suis content que tu puisses nous rejoindre, et je te tiendrai au courant de notre première réunion. À bientôt j'espère!*

TONE

(20 seconds)

TONE

Cultural Comparison

Script

(N) *Vous avez une minute pour lire les instructions pour cet exercice.*

(1 minute)

(N) *Vous allez maintenant commencer cet exercice.*

(N) *Vous aurez quatre minutes pour lire le sujet de présentation et pour préparer votre exposé.*

(4 minutes)

(N) *Vous aurez deux minutes pour enregistrer votre réponse. Appuyez sur “Record” ou relâchez la touche “Pause” maintenant. Commencez à parler après la tonalité.*

TONE

(2 minutes)

TONE



Notes on the Practice Exam

Introduction

This section provides a detailed description of how the questions in the Practice Exam correspond to the components of the Curriculum Framework included in the *AP French Language and Culture Course and Exam Description*. For all questions in the Practice Exam, the course theme and the targeted learning objectives from the Curriculum Framework are indicated, and the source materials that serve as the basis for the questions are described.

For each set of multiple-choice questions, there is also an overview of the focus of the questions that lists specific aspects of communication that are assessed. For each question within a set, the correct response is justified and an explanation is provided as to why the other responses are incorrect.

For each free-response question, there is a description of the task and of the source materials on which it is based. Scoring Guidelines, as well as a summary of the characteristics of strong, good, and fair student responses, are provided for each free-response question.

Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice				Approx. 95 minutes
Part A	Interpretive Communication: Print Texts	30 questions	50%	Approx. 40 minutes
Part B	Interpretive Communication: Print and Audio Texts (combined)	35 questions		Approx. 55 minutes
	Interpretive Communication: Audio Texts			
Section II: Free Response				Approx. 85 minutes
Interpersonal Writing: E-mail Reply		1 prompt	50%	15 minutes
Presentational Writing: Persuasive Essay		1 prompt		Approx. 55 minutes
Interpersonal Speaking: Conversation		5 prompts		20 seconds for each response
Presentational Speaking: Cultural Comparison		1 prompt		2 minutes to respond

Multiple-Choice Section

Section I of the AP Exam, the multiple-choice section, primarily assesses proficiency in the Interpretive mode of communication. Students are asked to identify main points, significant details, purpose, and intended audience of a variety of authentic print and audio texts; they are also asked to make inferences and predictions based on them. Some questions require students to show understanding of cultural or interdisciplinary information contained in a text. Each set of questions is accompanied by a preview that provides contextual information (e.g., text type, country and date of publication, statement of topic, names of characters or speakers in the text).

Questions 1 through 30 are based on a variety of authentic print texts (e.g., journalistic and literary texts, announcements, advertisements, letters, maps, and tables).

Questions 31 through 65 are based on a variety of authentic audio materials, including interviews, podcasts, public service announcements, conversations, and brief presentations. Students will have time to read the preview and skim the questions before listening to the audio. All audio texts will be played twice. In this part of the multiple-choice section, questions 31 through 47 are based on audio texts that are paired with print texts; questions 48 through 65 are based solely on audio texts.

In total, the multiple-choice section contains 65 questions, lasts approximately 95 minutes, and accounts for 50 percent of the student's overall AP Exam score.

Information for Questions 1 – 5

Course Theme	Global Challenges / <i>Les défis mondiaux</i>
Source	An announcement of a hockey game organized by the environmental organization <i>Jour de la Terre Québec</i> . The announcement serves as an invitation to the public to participate in the hockey game, which will be held on the anniversary of the Kyoto Protocol taking effect (February 16). The event will raise awareness of the organization's efforts to protect the environment in Quebec.
Focus of Questions	The following aspects of Interpretive Communication are assessed in this task: <ul style="list-style-type: none"> • identification of the purpose of the announcement • interpretation of cultural information in the announcement • critical reading of the announcement, including inference of an implied meaning • selection of an appropriate question to pose as a reply to the announcement

Question 1

Targeted Learning Objective:	
<ul style="list-style-type: none"> • The student understands the purpose of a message and point of view of its author. 	
(A)	This option is incorrect because there is no mention in the text of the recruitment of new team members.
(B)	This option is incorrect because the text does not give details about the effects of climate change.
(C)	This option is incorrect because there is no mention of any rules pertaining to the event.
(D)	This option is correct because the main purpose of the announcement is to inform the public about an event held to aid in the fight against climate change.

Question 2

Targeted Learning Objectives:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic written and print resources. The student demonstrates an understanding of features of target language communities (e.g., geographic, historical, artistic, social, or political) 	
(A)	This option is correct because the announcement states that it is difficult to play hockey on an outdoor ice rink in Quebec, even in February.
(B)	This option is incorrect because the announcement does not mention that there is any advantage to playing hockey in this location.
(C)	This option is incorrect since the announcement does not mention that the match encourages people to reread the Kyoto Protocol.
(D)	This option is incorrect because the announcement does not state that the match has symbolic meaning because it will be played in Toussaint-Louverture Park.

Question 3

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student examines, compares, and reflects on products, practices, and/or perspectives of the target culture(s). 	
(A)	This option is incorrect because the text does not mention that the people of Quebec want to play hockey in Kyoto.
(B)	This option is correct because the announcement is about an event to save ice hockey—a game traditionally played in Quebec. Therefore, it is clear that the people of Quebec want to protect their traditional sports.
(C)	This option is incorrect because the text does not mention that the people of Quebec prefer other seasons to winter.
(D)	This option is incorrect because the announcement does not mention that the people of Quebec prefer ice skates to boots when playing hockey.

Question 4

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates critical reading of authentic written and print resources in the target cultural context. 	
(A)	This option is incorrect because the history of hockey is unrelated to the reference to the Saint-Laurent metro stop.
(B)	This option is incorrect because the history of the man for whom Toussaint-Louverture Park is named does not pertain to the reference to the Saint-Laurent metro stop.
(C)	This option is incorrect because the text invites readers to put on boots or skates.
(D)	This option is correct because it is in the spirit of the environmental organization <i>Jour de la Terre Québec</i> to invite the public to take public transport, which is an eco-friendly gesture.

Question 5

Targeted Learning Objectives:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic written and print resources. The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in formal situations. 	
(A)	This option is correct because the request is polite without being too formal or too informal.
(B)	This option is incorrect because the request is too informal in this context.
(C)	This option is incorrect because the request is too formal in this context.
(D)	This option is incorrect because the request is too informal in this context.

Information for Questions 6 – 12

Course Theme	Personal and Public Identities / <i>La quête de soi</i>
Source	An excerpt from Germaine de Staël’s novel <i>Corinne ou l’Italie</i> , written in 1807. The excerpt describes a man’s emotional state after his father’s death, as he leaves his family’s estate in Scotland to travel to Italy.
Focus of Questions	<p>The following aspects of Interpretive Communication are assessed in this task:</p> <ul style="list-style-type: none"> identification of main ideas and supporting details in the text identification of the meaning of specific vocabulary in the text critical reading of the text, including interpretation of the tone of the text and inferences of implied meanings in the text

Question 6

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions. 	
(A)	This option is incorrect because Lord Nelvil’s remorse did not alleviate his regrets.
(B)	This option is correct because Lord Nelvil’s remorse heightened his regrets (<i>aigrissaient</i>, from the verb <i>aigrir</i>, means “to embitter”).
(C)	This option is incorrect because Lord Nelvil’s remorse did not ease his regrets.
(D)	This option is incorrect because Lord Nelvil’s remorse did not erase his regrets.

Question 7

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic written and print resources. 	
(A)	This option is incorrect because Lord Nelvil had a noble and handsome appearance.
(B)	This option is incorrect because Lord Nelvil was wealthy.
(C)	This option is correct because Lord Nelvil's most profound unhappiness was due to the loss of his father (<i>La plus intime de toutes les douleurs, la perte d'un père</i>).
(D)	This option is incorrect because the text does not link Lord Nelvil's sufferings to the world's selfishness.

Question 8

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic written and print resources. 	
(A)	This option is incorrect because Lord Nelvil is depicted as generous and caring toward his friends.
(B)	This option is correct because Lord Nelvil was devoted to his friends (<i>Personne ne se montrait plus que lui complaisant et dévoué pour ses amis</i>).
(C)	This option is incorrect because Lord Nelvil offered his support instead of seeking it for himself (<i>ce bonheur qu'il donnait sans qu'on pût le lui rendre</i>).
(D)	This option is incorrect because the text does not state how often Lord Nelvil saw his friends.

Question 9

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates critical reading of authentic written and print resources in the target cultural context. 	
(A)	This option is correct because Lord Nelvil was generous with his friends but didn't care about himself (<i>il sacrifiait sans cesse et facilement ses goûts à ceux d'autrui</i>).
(B)	This option is incorrect because Lord Nelvil felt no pleasure at all (<i>rien ne lui causait un sentiment de plaisir</i>).
(C)	This option is incorrect because Lord Nelvil's friends could not lift his spirits.
(D)	This option is incorrect because the doctors were concerned with Lord Nelvil's health; he was too physically weak to be violent.

Question 10

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic written and print resources. 	
(A)	This option is incorrect because Lord Nelvil's close friends felt unable to help him; rather, it was Lord Nelvil who sacrificed himself for them.
(B)	This option is incorrect because Lord Nelvil's true friends were alarmed by his self-denial, which they saw as a loss of hope.
(C)	This option is incorrect because Lord Nelvil's true friends found his behavior to be sad, not charming.
(D)	This option is correct because Lord Nelvil's true friends were sad that they couldn't reciprocate Lord Nelvil's altruism (<i>quand on l'aimait... on était presque affligé de ce bonheur qu'il donnait sans qu'on pût le lui rendre</i>).

Question 11

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic written and print resources. 	
(A)	This option is incorrect because Lord Nelvil is deeply attached to his ancestral home.
(B)	This option is incorrect because Lord Nelvil has no intention of selling his ancestral home.
(C)	This option is incorrect because there is no mention of the house being run-down.
(D)	This option is correct because Lord Nelvil's memories of his father's presence in the ancestral home were painful.

Question 12

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates critical reading of authentic written and print resources in the target cultural context. 	
(A)	This option is incorrect because Lord Nelvil began to feel more alone after leaving Scotland (<i>il se sentit plus seul encore</i>).
(B)	This option is incorrect because Lord Nelvil decided to leave Edinburgh, not Italy.
(C)	This option is incorrect because Lord Nelvil decided to leave his ancestral home, not renovate it.
(D)	This option is correct because Lord Nelvil found it increasingly difficult to remember his father (<i>il ne pensait pas moins à celui qu'il regrettait, mais il parvenait plus difficilement à retracer sa présence</i>).

Information for Questions 13 – 23

Course Theme	Contemporary Life / <i>La vie contemporaine</i>
Source #1	An article that describes the efforts of Yolaine Boutillon, a fisherman’s wife living in the French island of Réunion, to restart the work of an association that supports local women whose husbands must be away from home on extended commercial fishing expeditions. The article was published in 2010 in the <i>Journal de l’Île de la Réunion</i> .
Source #2	A table published in 2008 in France by the Institut National de la Statistique et des Études Économiques (INSEE) that presents the results of a survey on the length of extended fishing expeditions. Data are presented for Réunionnais and French fishermen.
Focus of Questions	<p>The following aspects of Interpretive Communication are assessed in this task:</p> <ul style="list-style-type: none"> • identification of the purpose of the article • identification of main points and supporting details of the article • identification of the meaning in context of specific vocabulary in the article • interpretation of data in the table • critical reading of the article and the table, including interpretation of the tone of the article and application of data in the table to make a prediction about something mentioned in the article • identification of subject areas and potential secondary sources to consider for making a hypothetical written presentation on the topic of this task

Question 13

Targeted Learning Objective:	
<ul style="list-style-type: none"> • The student understands the purpose of a message and point of view of its author. 	
(A)	This option is incorrect because the article refers only indirectly to the dangers of deep-sea fishing.
(B)	This option is correct because the article is about Yolaine Boutillon, the wife of a commercial fisherman in Réunion.
(C)	This option is incorrect because politics is one small part of Yolaine Boutillon’s story, and the local election in Saint-Pierre is not the main focus of the article.
(D)	This option is incorrect because the article does not discuss at length any problems that AFEMAR might be facing.

Question 14

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates critical reading of authentic written and print resources in the target cultural context. 	
(A)	This option is incorrect because the author takes a positive tone instead of using neutral language to describe Yolaine.
(B)	This option is incorrect because Yolaine is presented in an entirely positive light.
(C)	This option is correct because the author describes Yolaine Boutillon as being an energetic and dynamic person. The author remarks upon her smile and boundless energy and notes her many accomplishments.
(D)	This option is incorrect because the consistently sympathetic tone of the article indicates the author's fondness for Yolaine.

Question 15

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions. 	
(A)	This option is correct because the author focuses on Yolaine's energy and enthusiasm.
(B)	This option is incorrect because there is no reference to a natural disaster in the article.
(C)	This option is incorrect because Yolaine is a woman who unites people and appreciates the spirit of sharing, support, and solidarity (<i>Yolaine apprécie cet esprit de partage, de soutien et de solidarité.</i>)
(D)	This option is incorrect because the political climate of Réunion is not discussed.

Question 16

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic written and print resources. 	
(A)	This option is incorrect because such an incident is not mentioned in the article.
(B)	This option is correct because Yolaine's objective was to restart the work of the organization for the wives of fishermen.
(C)	This option is incorrect because Yolaine was not recruited; rather, she decided to revitalize the organization after she stopped working at the service station.
(D)	This option is incorrect because there is no mention of the mayor's office offering Yolaine a job.

Question 17

Targeted Learning Objectives:	
<ul style="list-style-type: none"> • The student demonstrates comprehension of content from authentic written and print resources. • The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions. 	
(A)	This option is incorrect because Yolaine sells fish; she does not financially support other sellers.
(B)	This option is incorrect because Yolaine wants to build a museum, not run for office at the present time.
(C)	This option is incorrect because the article does not mention advertising La Caz Marine as part of Yolaine’s municipal work.
(D)	This option is correct because Yolaine’s position on the town council provides an opportunity to address local problems (<i>une commission municipale où on a l’opportunité de rapporter ce qui ne va pas</i>).

Question 18

Targeted Learning Objective:	
<ul style="list-style-type: none"> • The student demonstrates comprehension of content from authentic written and print resources. 	
(A)	This option is incorrect because Yolaine was approached but refused to have her name put on a list of political candidates.
(B)	This option is incorrect because Yolaine does not discuss the political future of the region.
(C)	This option is correct because, for the moment, Yolaine does not want to hear anything about politics (<i>Mais surtout ne lui parlez pas de politique... « La politique, ce n’est pas le moment pour moi... »</i>).
(D)	This option is incorrect because there is no mention of Yolaine having a close collaborative relationship with political groups in Réunion.

Question 19

Targeted Learning Objective:	
<ul style="list-style-type: none"> • The student demonstrates comprehension of content from authentic visual resources. 	
(A)	This option is incorrect because the table measures duration at sea, not sales of fish.
(B)	This option is incorrect because there is no mention of a competitive relationship between the two groups of fishermen.
(C)	This option is correct because the table shows that the majority of fishermen spend more than nine months at sea.
(D)	This option is incorrect because the table measures duration at sea, not quantities of fish.

Question 20

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic visual resources. 	
(A)	This option is incorrect because the majority of both French and Réunionnais fishermen spend comparable amounts of time at sea.
(B)	This option is incorrect because the majority of French fishermen are away at sea for more than nine months.
(C)	This option is incorrect because the table summarizes time away at sea, not the relationship between quantity of available fish and time away at sea.
(D)	This option is correct because the table shows that the majority of fishermen are away at sea for more than nine months.

Question 21

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic visual resources. 	
(A)	This option is incorrect because small boats designed for fishing close to the shore would not be adequate for extended commercial fishing expeditions.
(B)	This option is incorrect because short range radios would not be adequate for extended commercial fishing expeditions.
(C)	This option is incorrect because food provisions are not an example of equipment.
(D)	This option is correct because deep-freeze storage is essential, due to the long periods spent at sea.

Question 22

Targeted Learning Objectives:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic written and print resources. The student uses reference tools, acknowledges sources, and cites them appropriately. 	
(A)	This option is incorrect because the article and chart do not focus on the agricultural industry in metropolitan France.
(B)	This option is incorrect because the article and chart together do not focus on the wives of French farmers.
(C)	This option is correct because the article and the chart together focus on commercial fishing in Réunion.
(D)	This option is incorrect because neither the article nor the chart focuses on museums.

Question 23

Targeted Learning Objectives:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic written and print resources. The student demonstrates knowledge and understanding of content across disciplines. 	
(A)	This option is correct because the sources touch upon both topics.
(B)	This option is incorrect because neither the article nor the table is about tourism.
(C)	This option is incorrect because neither the article nor the table discusses nationalism and revolution.
(D)	This option is incorrect because neither the article nor the table has anything to do with the media.

Information for Questions 24 – 30

Course Theme	Families and Communities / <i>La famille et la communauté</i>
Source	A letter to the editor on the topic of donating used bicycles, written by the president of <i>Vélocratie</i> , a charitable organization. The letter is not an authentic source (i.e., it is created for the exam).
Focus of Questions	<p>The following aspects of Interpretive Communication are assessed in this task:</p> <ul style="list-style-type: none"> identification of the purpose of the letter identification of main ideas and supporting details in the letter identification of the meaning of specific vocabulary in the letter interpretation of cultural information included in the letter application of comprehension of the letter to a written interpersonal context

Question 24

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from written and print resources. 	
(A)	This option is incorrect because <i>Vélocratie</i> , as a charitable organization, does not sell bikes.
(B)	This option is correct because <i>Vélocratie</i> is dedicated to recycling secondhand bikes for a charitable purpose (<i>dédiée à la réinsertion des vélos d'occasion dans un but charitable</i>).
(C)	This option is incorrect because Jeanne Chaudet does not mention the desire of <i>Vélocratie</i> to reduce carbon emissions.
(D)	This option is incorrect because Jeanne Chaudet does not mention the increase of the daily use of bikes as one of <i>Vélocratie</i> 's objectives.

Question 25

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student understands the purpose of a message and point of view of its author. 	
(A)	This option is correct because Jeanne Chaudet hopes that her letter, which is a description of her association, will be published in <i>Le Petit Matin</i> (<i>Nous espérons que notre lettre aura attiré votre attention, et que vous voudrez bien la publier dans votre journal</i>).
(B)	This option is incorrect because Jeanne Chaudet's objective is to publicize Vélocratie, not secure funding.
(C)	This option is incorrect because Jeanne Chaudet's objective is to publicize Vélocratie, not introduce the organization's members.
(D)	This option is incorrect because Vélocratie encourages people to donate used bikes, not rediscover France's back roads.

Question 26

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social, or political). 	
(A)	This option is incorrect because Jeanne Chaudet's focus is on bikes that are not being used, not government assistance.
(B)	This option is incorrect because Jeanne Chaudet does not mention road conditions.
(C)	This option is incorrect because Jeanne Chaudet does not address a preference for hiking over biking.
(D)	This option is correct because Jeanne Chaudet asserts that many secondhand bikes are not being used and could be put back into service.

Question 27

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates an understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions. 	
(A)	This option is incorrect because <i>au début</i> means "at first," not "from now on."
(B)	This option is incorrect because <i>dès demain</i> means "starting tomorrow," not "from now on."
(C)	This option is correct because <i>désormais</i> and <i>dès maintenant</i> both mean "from now on."
(D)	This option is incorrect because <i>après quelques jours</i> means "after several days," not "from now on."

Question 28

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from written and print resources. 	
(A)	This option is incorrect because the letter does not mention the existence of a chat room on Vélocratie's website.
(B)	This option is correct because the Web site enables donors to track the journey of their used bikes (<i>chaque personne ayant fait don d'un vélo peut...suivre le trajet parcouru par celui-ci</i>).
(C)	This option is incorrect because the program is free of charge (<i>un but charitable</i>).
(D)	This option is incorrect because Vélocratie does not offer travel rewards.

Question 29

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from written and print resources. 	
(A)	This option is incorrect because the letter does not mention the location of Vélocratie's offices.
(B)	This option is incorrect because Vélocratie gives away bikes rather than selling them.
(C)	This option is incorrect because Vélocratie's program is based on reusing old bikes, not manufacturing new ones.
(D)	This option is correct because the bikes are first collected at the drop-off centers (<i>chaque personne ayant fait don d'un vélo peut...suivre le trajet... du centre de dépôt au point de livraison finale</i>).

Question 30

Targeted Learning Objectives:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic written and print resources. The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in informal situations. 	
(A)	This option is incorrect because the organization does not buy old bikes; it only collects them.
(B)	This option is incorrect because going on a bike ride does not support the donation of used bikes.
(C)	This option is correct because Vélocratie makes it possible to recycle old bikes for a charitable purpose.
(D)	This option is incorrect because going to the store Decathlon does not imply in itself the donation of used bikes.

Information for Questions 31 – 40

Course Theme	Science and Technology / <i>La science et la technologie</i>
Source #1	An article published in France on Christmas Day 2009 that discusses several factors contributing to the increase in popularity of selling unwanted holiday gifts online. The article also offers a few tips to readers who may be considering selling their gifts online.
Source #2	An audio report from Radio France Internationale, published in January 2010, that presents data from the previous holiday season concerning online sales of unwanted gifts. The audio report lists the products that are most commonly sold back and provides a few tips to listeners who may wish to sell a gift online. The audio lasts for about two minutes and is played twice.
Focus of Questions	<p>The following aspects of Interpretive Communication are assessed in this task:</p> <ul style="list-style-type: none"> • identification of the purpose of the article • identification of main points and supporting details of the article and the audio report • identification of the meaning in context of an idiomatic phrase used in the article • critical reading of the article, including interpretation of an ironic statement made concerning online sales of unwanted gifts • critical listening of the audio report, including interpretation of data presented and of a premise given for selling gifts online • comparison of information presented and sources cited in both the article and the audio report

Question 31

Targeted Learning Objective:	
<ul style="list-style-type: none"> • The student understands the purpose of a message and point of view of its author. 	
(A)	This option is correct because the article describes the social phenomenon of selling unwanted gifts via the Internet.
(B)	This option is incorrect because the tone of the article is not critical.
(C)	This option is incorrect because the article describes rather than analyzes the financial impact of selling unwanted gifts online.
(D)	This option is incorrect because the article does not take demographic characteristics into account.

Question 32

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates critical reading of authentic written and print resources in the target cultural context. 	
(A)	This option is incorrect because an increase in computers per household does not cause a decline in online shopping.
(B)	This option is correct because people who sell gifts online that they didn't want would not like to have their own gifts sold back.
(C)	This option is incorrect because secondhand items are not generally worth more than new ones.
(D)	This option is incorrect because gifts intended for older people are in general not appealing to young people.

Question 33

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions. 	
(A)	This option is incorrect because the phrase does not relate to the time it takes to sell unwanted gifts.
(B)	This option is incorrect because, on the contrary, the phrase means that during a time of economic crisis, potential sellers should not be feeling hesitant.
(C)	This option is incorrect because the phrase refers to sellers' feelings about selling an unwanted gift, not the reasons for doing so.
(D)	This option is correct because the phrase <i>l'heure ne semble plus aux scrupules</i> ("this is not the time for scruples") means that the economic crisis mitigates the guilt of returning a gift.

Question 34

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic written and print resources. 	
(A)	This option is incorrect because greater computer competency has not contributed to the popularity of selling gifts online.
(B)	This option is incorrect because the increase in the number of online auction and shopping websites has not influenced the popularity of selling gifts online.
(C)	This option is correct because the increase in computers per household means an increase in privacy.
(D)	This option is incorrect because loss of social cohesion bears no relation to the popularity of selling gifts online.

Question 35

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates critical listening of authentic audio resources in the target cultural context. 	
(A)	This option is incorrect because selling gifts online is not risk free and not necessarily fun.
(B)	This option is correct because selling gifts online is quick and easy.
(C)	This option is incorrect because while selling gifts online may be anonymous, it is not environmentally friendly.
(D)	This option is incorrect because while selling gifts online may be popular nowadays, it is not necessarily a responsible thing to do.

Question 36

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic audio resources. 	
(A)	This option is correct because most people sell gifts online simply because they do not like them.
(B)	This option is incorrect because most people sell gifts that they do not like, not those that they are unfamiliar with.
(C)	This option is incorrect because a lack of space to store the gift at home is not the main reason why people would sell it online.
(D)	This option is incorrect because if a gift is defective, people are not likely to sell it online since it would not be attractive to potential buyers.

Question 37

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic audio resources. 	
(A)	This option is incorrect because clothing and footwear are not the most likely items to be unwanted gifts sold online.
(B)	This option is incorrect because consumer electronics are not the most likely items to be unwanted gifts sold online.
(C)	This option is correct because books, CDs, and DVDs are the most likely items to be unwanted gifts sold online.
(D)	This option is incorrect because sporting goods are not the most likely items to be unwanted gifts sold online.

Question 38

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates critical listening of authentic audio resources in the target cultural context. 	
(A)	This option is incorrect because the risk of new models appearing is not the reason that unwanted gifts should be sold immediately after Christmas.
(B)	This option is incorrect because the audio report does not mention anything about the necessity of selling unwanted gifts by the end of the year.
(C)	This option is incorrect because selling unwanted gifts online is quick and easy.
(D)	This option is correct because the value of an item declines significantly as soon as Christmas is over.

Question 39

Targeted Learning Objectives:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic audio resources. The student demonstrates comprehension of content from authentic written and print resources. 	
(A)	This option is incorrect because neither the article nor the audio report recommends offering free shipping.
(B)	This option is incorrect because only the article advises caution in using a shared computer.
(C)	This option is correct because both the article and the audio report advise against opening a gift; gifts are to be sold in new condition.
(D)	This option is incorrect because neither the article nor the audio report advises shipping multiple items.

Question 40

Targeted Learning Objectives:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic audio resources. The student demonstrates comprehension of content from authentic written and print resources. 	
(A)	This option is correct because both the article and the audio report cite the same survey and quote the same expert.
(B)	This option is incorrect because neither source provides amusing Christmas anecdotes.
(C)	This option is incorrect because the audio report mentions that returning gifts in person before the Internet existed was somewhat tedious.
(D)	This option is incorrect because neither source addresses the economic impact of selling gifts online.

Information for Questions 41 – 47

Course Theme	Families and Communities / <i>La famille et la communauté</i>
Source #1	A table published in 2010 in Canada by Médias Transcontinental S.E.N.C. that presents the results of a survey on what kinds of food people like to bring to snack on when they go hiking. The table presents data on various food options.
Source #2	A conversation between two friends, Nathalie and Claude, who are ready to go on a hike in the Parc du Bic in Québec, Canada. The audio lasts for about a minute and a half, and is played twice. This conversation is not an authentic audio source (i.e., it is scripted for the exam).
Focus of Questions	<p>The following aspects of Interpretive Communication are assessed in this task:</p> <ul style="list-style-type: none"> • interpretation of data in the table • identification of the meaning in context of specific vocabulary in the table and in the conversation • identification of main points made in the conversation • interpretation of cultural information referred to in the conversation • selection of an appropriate reply from one of the speakers that would conclude the conversation

Question 41

Targeted Learning Objectives:	
<ul style="list-style-type: none"> • The student demonstrates comprehension of content from authentic visual resources. • The student examines, compares, and reflects on products, practices, and/or perspectives of the target culture(s). 	
(A)	This option is incorrect because whatever is appealing at the moment is taken most frequently on hikes, not food that is high in sugar.
(B)	This option is incorrect because whatever is appealing at the moment is taken most frequently on hikes, not just fruits and vegetables.
(C)	This option is incorrect because whatever is appealing at the moment is taken most frequently on hikes, not prepared food such as wraps.
(D)	This option is correct because whatever is appealing at the moment (<i>Jamais pareil, c'est au gré de mes humeurs</i>) is most frequently taken on hikes.

Question 42

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic visual resources. 	
(A)	This option is incorrect because the table does not mention Québécois specialties.
(B)	This option is incorrect because the table does not mention sophisticated dishes.
(C)	This option is correct because the table indicates that hikers carry high-energy food.
(D)	This option is incorrect because the table does not mention cold beverages.

Question 43

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions. 	
(A)	This option is incorrect because <i>grignoter</i> does not mean “to take out.”
(B)	This option is correct because <i>grignoter</i> means “to snack.”
(C)	This option is incorrect because <i>grignoter</i> does not mean “to prepare a big meal.”
(D)	This option is incorrect because <i>grignoter</i> does not mean “to buy food.”

Question 44

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from audio resources. 	
(A)	This option is correct because the Parc du Bic is one of Nathalie’s favorite hiking spots.
(B)	This option is incorrect because Nathalie does not mention the park’s extraordinary trails.
(C)	This option is incorrect because the Parc du Bic is not near Nathalie’s apartment.
(D)	This option is incorrect because no mention is made of a place to buy sandwiches in the Parc du Bic.

Question 45

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social, or political). 	
(A)	This option is incorrect because the Parc du Bic is in Canada, not France.
(B)	This option is incorrect because the Parc du Bic is not at the center of Québec City; Claude mentions traveling from Québec City to the park to begin the hike with Nathalie.
(C)	This option is correct because Claude compliments the Parc du Bic’s scenery.
(D)	This option is incorrect because there is no mention of places to buy food at the Parc du Bic.

Question 46

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates an understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions. 	
(A)	This option is incorrect because <i>grand air</i> does not mean that they drove with the windows open; rather, they are outdoors.
(B)	This option is incorrect because <i>grand air</i> does not mean that Nathalie has an aristocratic appearance.
(C)	This option is incorrect because <i>grand air</i> does not mean that Claude and Nathalie are listening to music as they hike.
(D)	This option is correct because <i>grand air</i> refers to the great outdoors, with little pollution.

Question 47

Targeted Learning Objectives:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from audio resources. The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations. 	
(A)	This option is incorrect because Claude is hungry; also, it isn't yet noon, so he can't have had dinner.
(B)	This option is incorrect because Claude did not bring any food for the hike, and he's not in a position at the moment to make Nathalie something to eat.
(C)	This option is correct because the sooner they start walking the sooner they'll eat, which will make Claude happy.
(D)	This option is incorrect because they are just starting to hike; it doesn't make sense for them to return to Québec City right now.

Information for Questions 48 – 52

Course Theme	Personal and Public Identities / <i>La quête de soi</i>
Source	A radio interview with Jean-Marie Gustave Le Clézio, winner of the 2008 Nobel Prize for Literature. At a book fair in Beirut to celebrate Francophone literature, Diane Galliot, a journalist for Radio France Internationale, asks Le Clézio about his opinions on Lebanese culture and politics. The audio lasts about two and a half minutes and is played twice.
Focus of Questions	<p>The following aspects of Interpretive Communication are assessed in this task:</p> <ul style="list-style-type: none"> identification of Le Clézio's point of view on Lebanese culture and politics interpretation of cultural information presented in the interview critical listening of the interview, including interpretation of Le Clézio's reasoning for the solution he proposes selection of an appropriate follow-up question for the interviewer to ask Le Clézio

Question 48

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social, or political). 	
(A)	This option is incorrect because Le Clézio does not mention Lebanon's ancient history.
(B)	This option is correct because Le Clézio repeatedly stresses the importance of Lebanon's multicultural character.
(C)	This option is incorrect because Le Clézio does not mention the richness of Lebanese literature.
(D)	This option is incorrect because while Le Clézio does mention that Lebanon's population is comprised of people of different faiths, he does not mention the discipline of religious studies.

Question 49

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic audio resources. 	
(A)	This option is incorrect because Le Clézio does not mention Lebanon's ability to organize colloquia.
(B)	This option is correct because Le Clézio notes Lebanon's historical ability to solve its own problems.
(C)	This option is incorrect because the upcoming regional elections are not the reason for Le Clézio's optimism.
(D)	This option is incorrect because Lebanon has a history of solving its own problems, not those of Europe.

Question 50

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates critical listening of authentic audio resources in the target cultural context. 	
(A)	This option is incorrect because Le Clézio does not say that Lebanon has progressed by ignoring its past.
(B)	This option is incorrect because Le Clézio does not say that Lebanon can show Europe how to avoid government crises.
(C)	This option is correct because, according to Le Clézio, Lebanon can show a divided Europe how to integrate different cultures.
(D)	This option is incorrect because Le Clézio does not say that Lebanon can show Europe how to promote artistic expression.

Question 51

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student understands the purpose of a message and point of view of its author. 	
(A)	This option is incorrect because Le Clézio identifies dialogue, not competent mediators, as the key to solving multicultural problems.
(B)	This option is correct because Le Clézio insists that dialogue is essential for resolving problems.
(C)	This option is incorrect because Le Clézio does not mention the creation of a panel of specialists.
(D)	This option is incorrect because Le Clézio identifies dialogue between people, not knowing about one another, as key to resolving problems.

Question 52

Targeted Learning Objectives:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic audio resources. The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in formal situations. 	
(A)	This option is incorrect because Le Clézio is not being interviewed in Beirut as a political expert, but rather as a writer attending a book fair.
(B)	This option is correct because Jean-Marie Le Clézio is in Beirut as a writer attending the book festival.
(C)	This option is incorrect because the interview does not suggest that Le Clézio has been mentoring young Lebanese writers.
(D)	This option is incorrect because Le Clézio suggests that Europe can benefit from the Lebanese model of multicultural understanding, not vice versa.

Information for Questions 53 – 57

Course Theme	Contemporary Life / <i>La vie contemporaine</i>
Source	An audio report published in 2010 by Radio France Internationale that gives advice to business travelers concerning the need to protect confidential data stored on computers, cell phones, etc. The audio report describes the <i>passeport des conseils</i> , a document created by the French national agency for information systems security. The audio lasts about two and a half minutes and is played twice.
Focus of Questions	<p>The following aspects of Interpretive Communication are assessed in this task:</p> <ul style="list-style-type: none"> identification of the purpose of the <i>passeport des conseils</i> mentioned in the audio report identification of the intended audience of the audio report identification of main ideas and supporting details in the audio report critical listening of the audio report, including determination of a cause-and-effect relationship

Question 53

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student understands the purpose of a message and point of view of its author. 	
(A)	This option is correct because the goal of the <i>passeport des conseils</i> is to help travelers to protect their data.
(B)	This option is incorrect because the main objective of the <i>passeport des conseils</i> is to help travelers protect their data, not to increase the prestige of the French security agency.
(C)	This option is incorrect because the main objective of the <i>passeport des conseils</i> is to help travelers to protect their data, not to present ways to recover stolen computers.
(D)	This option is incorrect because the <i>passeport des conseils</i> details the extent but not the cost of industrial espionage.

Question 54

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio resources. 	
(A)	This option is incorrect because the <i>passeport des conseils</i> is not intended for security experts in large multinational corporations.
(B)	This option is incorrect because the <i>passeport des conseils</i> is not directed at information technology professionals.
(C)	This option is incorrect because the <i>passeport des conseils</i> is published by the French security agency; the agency isn't the target audience for the passport, but rather is its creator.
(D)	This option is correct because business travelers are the target audience for the <i>passeport des conseils</i>.

Question 55

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates critical listening of authentic audio resources in the target cultural context. 	
(A)	This option is incorrect because the <i>passeport des conseils</i> was not developed in response to the increase in international travel.
(B)	This option is correct because the loss or theft of confidential data is cited as one of the reasons why the <i>passeport des conseils</i> was developed.
(C)	This option is incorrect because the <i>passeport des conseils</i> was not developed in response to company mergers.
(D)	This option is incorrect because the creation of an agency for the security of IT systems was not the reason why the <i>passeport des conseils</i> was developed.

Question 56

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic audio resources. 	
(A)	This option is incorrect because the <i>passeport des conseils</i> is a document, not a means of data protection.
(B)	This option is incorrect because there is no recommendation in the audio report to travel with a security agent.
(C)	This option is incorrect because there is no recommendation in the audio report to leave one's computer unplugged.
(D)	This option is correct because the most important recommendation is never to leave your belongings unattended, including your computer.

Question 57

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic audio resources. 	
(A)	This option is incorrect because gathering data does not imply the transmission of data.
(B)	This option is correct because the <i>passeport des conseils</i> recommends the use of a secure connection as the safest way of transmitting data.
(C)	This option is incorrect because using a CD-ROM is not the most effective means of transmitting data securely.
(D)	This option is incorrect because customizing one's computer is not an effective means of transmitting data securely.

Information for Questions 58 – 65

Course Theme	Beauty and Aesthetics / <i>L'esthétique</i>
Source	An excerpt from an audio travel guide published in 2007 by iAudioguide Bruxelles that describes the Palais Royal in the Parc du Bruxelles in downtown Brussels, Belgium. The excerpt provides tourists some historical background on the royal palace and discusses its main functions in the present day. The audio lasts about two minutes and is played twice.
Focus of Questions	The following aspects of Interpretive Communication are assessed in this task: <ul style="list-style-type: none"> • identification of the intended audience of the presentation • identification of main ideas and supporting details in the presentation • identification of the meaning of specific vocabulary in the presentation • identification of cultural information in the presentation, including the historical background of the palace and its present function in relation to the Belgian government • identification of a potential secondary source to consider for making a hypothetical oral presentation on the topic of this task

Question 58

Targeted Learning Objective:	
<ul style="list-style-type: none"> • The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio resources. 	
(A)	This option is incorrect because the presentation is directed not at historians, but rather at tourists.
(B)	This option is correct because the presentation is directed at tourists visiting Belgium.
(C)	This option is incorrect because the presentation is directed not at immigrants in Belgium but rather at tourists.
(D)	This option is incorrect because the presentation is intended for tourists, not for architecture students.

Question 59

Targeted Learning Objectives:	
<ul style="list-style-type: none"> • The student demonstrates comprehension of content from authentic audio resources. • The student demonstrates knowledge and understanding of content across disciplines. 	
(A)	This option is correct because after the death of Queen Astrid in 1935, the royal family decided to live elsewhere.
(B)	This option is incorrect because the change in how the building was used was due to the death of Queen Astrid in 1935, not a political revolution.
(C)	This option is incorrect because the transformation of the Palais Royal's architecture did not cause a change in its function.
(D)	This option is incorrect because it was the death of Queen Astrid in 1935, not financial problems, that led to a change in the function of the Palais Royal.

Question 60

Targeted Learning Objective:	
<ul style="list-style-type: none"> • The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social, or political). 	
(A)	This option is incorrect because the Palais Royal is not a museum dedicated to the history of Belgium.
(B)	This option is incorrect because the Belgian parliament is located at the opposite end of the Parc de Bruxelles.
(C)	This option is incorrect because the source does not mention a vacation home for the king.
(D)	This option is correct because the Palais Royal is the official office of the king.

Question 61

Targeted Learning Objective:	
<ul style="list-style-type: none"> • The student demonstrates comprehension of content from authentic audio resources. 	
(A)	This option is incorrect because the Palais Royal is not open year-round.
(B)	This option is correct because the Palais Royal is open to the public between July 21st and early September when the king is away.
(C)	This option is incorrect because the Palais Royal is not open just on public holidays.
(D)	This option is incorrect because the Palais Royal is not open from spring to fall.

Question 62

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions. 	
(A)	This option is incorrect because the phrase does not refer to a renovation of the Palais Royal in September.
(B)	This option is incorrect because the parade takes place in July and marks the beginning of the time when tourists can visit.
(C)	This option is correct because the phrase refers to the period of time that the Palais Royal is open to the public, ending in early September.
(D)	This option is incorrect because people can visit the Palais Royal during the months of July and August.

Question 63

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic audio resources. 	
(A)	This option is incorrect because the absence of the flag means that the king is away.
(B)	This option is correct because even if the king is absent, as signaled by the absence of the flag, one can still find the ministers of the Belgian government walking in the park.
(C)	This option is incorrect because there is no mention of the royal guard walking around the park.
(D)	This option is incorrect because the presenter mentions meeting important people, i.e., political figures in the park, rather than museum guides, who would presumably be in the Palais Royal.

Question 64

Targeted Learning Objective:	
<ul style="list-style-type: none"> The student demonstrates comprehension of content from authentic audio resources. 	
(A)	This option is correct because the presentation begins with a discussion of the residences of the royal family.
(B)	This option is incorrect because the presentation does not begin with the death of King Leopold III, but rather with the death of his wife, Queen Astrid.
(C)	This option is incorrect because the presentation does not begin with a description of the décor of the Palais Royal.
(D)	This option is incorrect because the presentation does not begin with a description of ministers at the Palais Royal.

Question 65

Targeted Learning Objectives: <ul style="list-style-type: none">• The student demonstrates comprehension of content from authentic audio resources.• The student uses reference tools, acknowledges sources, and cites them appropriately.	
(A)	This option is incorrect because the reference work focuses on Belgian history, not on architecture.
(B)	This option is incorrect because the Palais Royal was built in the nineteenth century, well after the period covered by the reference work.
(C)	This option is correct because this reference work, which focuses on architecture in Brussels from the nineteenth century to today, would likely provide more information about the architecture of the Palais Royal.
(D)	This option is incorrect because the reference work is not about architecture, but rather the Belgian model of monarchy.

Answers to Multiple-Choice Questions

1 - D	18 - C	35 - B	52 - B
2 - A	19 - C	36 - A	53 - A
3 - B	20 - D	37 - C	54 - D
4 - D	21 - D	38 - D	55 - B
5 - A	22 - C	39 - C	56 - D
6 - B	23 - A	40 - A	57 - B
7 - C	24 - B	41 - D	58 - B
8 - B	25 - A	42 - C	59 - A
9 - A	26 - D	43 - B	60 - D
10 - D	27 - C	44 - A	61 - B
11 - D	28 - B	45 - C	62 - C
12 - D	29 - D	46 - D	63 - B
13 - B	30 - C	47 - C	64 - A
14 - C	31 - A	48 - B	65 - C
15 - A	32 - B	49 - B	
16 - B	33 - D	50 - C	
17 - D	34 - C	51 - B	

Free-Response Section

Section II of the AP French Language and Culture Exam, the free-response section, assesses proficiency in the Interpersonal and Presentational modes of communication. Students are asked to produce written and spoken responses in which they state and support their ideas and opinions on a variety of topics in a manner appropriate for a specific audience and situation. They also demonstrate understanding of information in print and audio source materials as well as of cultural features of the French-speaking world.

Students demonstrate their ability to write in the Interpersonal mode by reading and replying to an e-mail message. Then, using the Presentational mode, they write a persuasive essay based on three sources that present different viewpoints on a topic. Students read an article, study a table or graphic, and listen twice to a related audio. Then they write an essay in response to a prompt using the information from all three sources to present and defend their own viewpoint. Students have access to the print sources and any notes they may take on the audio during the entire writing period.

The ability to speak in the Interpersonal mode is assessed by asking students to respond to questions as part of a simulated conversation. Students are provided a preview of the conversation, including an outline of each exchange. Finally, in the Presentational mode, students are asked to plan and produce a 2-minute presentation in response to a prompt on a cultural topic. In their presentation, students compare cultural features of their own community to those found in an area of the French-speaking world with which they are familiar. Students are encouraged to cite examples from materials they've read, viewed, and listened to as well as from personal experiences and observations.

In total, the free-response section contains 4 tasks, lasts approximately 85 minutes, and accounts for 50 percent of the student's overall AP Exam score.

The notes for each free-response task include a description of the task and any source material(s), and a listing of the targeted learning objectives from the Curriculum Framework. Scoring Guidelines are provided for each free-response task and a description of the characteristics of strong, good, and fair responses.

Information for Interpersonal Writing: E-mail Reply

Course Theme	Personal and Public Identities / <i>La quête de soi</i>
Description of Task	The student reads an e-mail message and writes a reply using a formal register. In the reply, the student includes an appropriate greeting and closing and answers all questions and requests in the message. The student should also ask for more details concerning the situation or topic addressed in the message.
Timing	The student has 15 minutes to read the message and write the reply. The student has access to the message during the entire 15 minutes.
Source	An e-mail message from Awa Bâ, secretary at the study-abroad agency <i>Destination Afrique</i> , thanking the student for expressing interest in an exchange program to Africa. In order to set up a positive experience for the student, Madame Bâ asks a couple of basic questions: (1) Where in Africa would you prefer to live, and why? (2) What would your ideal host family be like?
Targeted Learning Objectives	<ul style="list-style-type: none"> • The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in formal situations. • The student writes formal correspondence in a variety of media using appropriate formats and conventions. • The student elicits information and clarifies meaning by using a variety of strategies. • The student initiates and sustains interaction during written interpersonal communication in a variety of media. • The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions. • The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.

<p>Characteristics of a STRONG Response (5)</p>	<p>The student begins the reply with an appropriate greeting (e.g., <i>Chère Madame</i>) and ends with an appropriate closing (e.g., <i>Sincères salutations</i> or <i>Bien cordialement</i>) that need not be a lengthy formula. There is not a minimum word count for the reply; however, a strong response will include answers to Madame Bâ's questions and also provide some elaboration: Why does the student prefer a particular African region or country? Why does the student have particular preferences concerning the host family?</p> <p>The student's use of writing conventions (paragraphing, punctuation, spelling, and accents) makes the reply fully understandable; occasional errors do not impede comprehension. The student uses a variety of grammatical structures with few errors; if the student uses time frames other than the present, control of verb forms is demonstrated.</p> <p>The student uses a register that is appropriate for a written reply to a business. In a strong response, the student would likely thank Madame Bâ for her message and attention to detail in arranging an enjoyable stay in Africa for him or her, and of course, <i>vous</i> would be used throughout the message. The student also uses a variety of vocabulary appropriate to the situation.</p>
<p>Characteristics of a GOOD Response (4)</p>	<p>The student begins the reply with an appropriate greeting and ends with an appropriate closing. The student provides simple responses to Madame Bâ's questions, with limited elaboration.</p> <p>The student's use of writing conventions makes the reply understandable; errors are more than occasional but do not impede comprehension. The student uses a variety of grammatical structures with few errors; if the student uses time frames other than the present, errors in verb forms will appear, but general control is demonstrated.</p> <p>The student uses a register that is appropriate to the situation. The student uses appropriate vocabulary, though it may not be varied, and is able to use an occasional idiomatic expression.</p> <p>The student basically accomplishes the task, but the reply may not be well developed. The student begins the reply with an appropriate greeting but may not include an appropriate closing. The student gives basic answers to Madame Bâ's questions but provides little or no elaboration.</p>

Characteristics of a FAIR Response (3)	<p>The reply is generally understandable, but errors in the student's use of writing conventions may occasionally impede comprehension. The student uses a limited range of grammatical structures appropriately and is mostly accurate in using the present tense; however, the student may struggle to use (or avoid using) other time frames or more sophisticated structures.</p> <p>The student may shift between <i>tu</i> and <i>vous</i> at times in the reply. Overall, the student uses vocabulary that is sufficient for the task, though somewhat limited.</p>
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Scoring Guidelines for Interpersonal Writing: E-mail Reply

5: STRONG performance in Interpersonal Writing

- Maintains the exchange with a response that is clearly appropriate within the context of the task
 - Provides required information (e.g., responses to questions, request for details) with frequent elaboration
 - Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
 - Varied and appropriate vocabulary and idiomatic language
 - Accuracy and variety in grammar, syntax and usage, with few errors
 - Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
 - Variety of simple and compound sentences, and some complex sentences
-

4: GOOD performance in Interpersonal Writing

- Maintains the exchange with a response that is generally appropriate within the context of the task
 - Provides required information (e.g., responses to questions, request for details) with some elaboration
 - Fully understandable, with some errors which do not impede comprehensibility
 - Varied and generally appropriate vocabulary and idiomatic language
 - General control of grammar, syntax and usage
 - Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)
 - Simple, compound and a few complex sentences
-

3: FAIR performance in Interpersonal Writing

- Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task
 - Provides required information (e.g., responses to questions, request for details)
 - Generally understandable, with errors that may impede comprehensibility
 - Appropriate but basic vocabulary and idiomatic language
 - Some control of grammar, syntax and usage
 - Use of register may be inappropriate for the situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing) although these may lack cultural appropriateness
 - Simple and a few compound sentences
-

2: WEAK performance in Interpersonal Writing

- Partially maintains the exchange with a response that is minimally appropriate within the context of the task
- Provides some required information (e.g., responses to questions, request for details)
- Partially understandable, with errors that force interpretation and cause confusion for the reader
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax and usage
- Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies
- Simple sentences and phrases

1: POOR performance in Interpersonal Writing

- Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task
- Provides little required information (e.g., responses to questions, request for details)
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax and usage
- Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)
- Very simple sentences or fragments

0: UNACCEPTABLE performance in Interpersonal Writing

- Mere restatement of language from the stimulus
- Completely irrelevant to the stimulus
- “I don’t know,” “I don’t understand” or equivalent in any language
- Not in the language of the exam

- (hyphen): **BLANK (no response)**

Information for Presentational Writing: Persuasive Essay

Course Theme	Personal and Public Identities / <i>La quête de soi</i>
Description of Task	The student writes a persuasive essay for a French-language writing contest on the topic <i>Should the French language be protected against English?</i> In the essay, the student presents the viewpoints on this topic in three sources and then states and supports his or her own viewpoint.
Timing	The student has 6 minutes to read Sources #1 and #2 (printed material). Source #3 (audio) is then played twice; the audio is approximately 2 ½ minutes long. After the second playing of the audio, the student has 40 minutes to prepare and write the essay. The student has access to the printed material and any notes taken on the audio during the entire writing period.
Source #1	An excerpt of a letter entitled <i>Langue française, état d'urgence</i> , published in December 2009 by a collective of French labor associations. The article describes a “state of emergency” for the French language, thus implying a “yes” response to the question posed in the essay topic. The article is a “call to action” – the French people and government must do something to resist the ever-increasing presence of American English in France. Several examples are cited of the “invasion” of American English in various domains of French professional life (business, scientific research, academia).
Source #2	A graphic published in the French newspaper <i>Le Monde</i> in December 2009, based on data provided by the translation offices of the European Commission. The graphic shows change over time (1996-2007) in the percentage of documents originally written in English, French, German, and “other” languages submitted for translation.
Source #3	An excerpt of a lecture entitled <i>Renouveau et perspectives sur la langue française</i> , given in February 2009 by Bernard Cerquiglini, an expert in the history of the French language (and host of the popular “Merci professeur!” series of clips on TV5.org). Professor Cerquiglini’s comments imply a “no” response to the question posed in the essay topic; he explains that throughout the history of the French language, the presence of foreign words has been a sign of its vitality. There aren’t any more foreign words now in French than there were in the 19th or 16th centuries; the words are just different (i.e., now they come mainly from English instead of, say, Italian).

<p>Targeted Learning Objectives</p>	<ul style="list-style-type: none"> • The student plans and produces written presentational communications. • The student produces persuasive essays. • The student demonstrates comprehension of content from authentic written and print resources. • The student demonstrates comprehension of content from authentic visual resources. • The student demonstrates comprehension of content from authentic audio resources. • The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political). • The student uses reference tools, acknowledges sources, and cites them appropriately.
<p>Characteristics of a STRONG Response (5)</p>	<p>The student organizes the response into clear paragraphs with effective transitions. The student cites at least one specific and relevant example from each of the three sources and is able to provide some elaboration. A strong response offers more than a general summary statement of each source; it integrates specific examples into a discussion of the essay topic.</p> <p>The student is not required to dedicate equal time or space in the essay to each of the three sources and to his or her own viewpoint; however, a strong response will present examples from all three sources and also state and briefly support the student’s opinion on the subject with a specific and relevant comment or example.</p> <p>The student’s use of writing conventions (paragraphing, punctuation, spelling, and accents) makes the reply fully understandable; occasional errors do not impede comprehension. The student uses a variety of grammatical structures with few errors; if the student uses time frames other than the present, control of verb forms is demonstrated. The student also uses a variety of vocabulary appropriate to the situation.</p>

<p>Characteristics of a GOOD Response (4)</p>	<p>The student organizes the response into paragraphs with some use of transition words to link main ideas. The examples cited are specific and mostly relevant to the discussion of the topic. A good response may present a simple but accurate discussion of examples from all three sources; it may also contain a minor misinterpretation or a superficial reference to one of the sources while presenting a good discussion of examples from the other two sources. The student does, though, refer to all three sources in the essay.</p> <p>The student is able to support his or her own viewpoint on the subject with a relevant comment or example.</p> <p>The student's use of writing conventions makes the reply understandable; errors are more than occasional but do not impede comprehension. The student uses a variety of grammatical structures with few errors; if the student uses time frames other than the present, errors in verb forms will appear, but general control is demonstrated. The student also uses appropriate vocabulary for this situation, though it may not be varied.</p>
<p>Characteristics of a FAIR Response (3)</p>	<p>The student clearly addresses the topic, though the essay may not be well organized. Examples are cited, but these may be very general (i.e., summary statements of the sources, perhaps even taken partially from the advance organizers) or not directly related to the topic. A fair response may be limited to citing appropriate examples from all three sources without describing their relevance to the topic; it also may contain a minor misinterpretation of or a superficial reference to more than one of the sources.</p> <p>The student may also base a significant portion of the essay on the discussion of his or her own viewpoint on the subject, without treating the source materials more than superficially. In any case, a fair response does demonstrate some understanding of all the source materials.</p> <p>The reply is generally understandable, but errors in the student's use of writing conventions may occasionally impede comprehension. The student uses a limited range of grammatical structures appropriately and is mostly accurate in using the present tense; however, the student may struggle to use (or avoid using) other time frames or more sophisticated structures.</p>

Scoring Guidelines for Presentational Writing: Persuasive Essay

5: STRONG performance in Presentational Writing

- Effective treatment of topic within the context of the task
 - Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies
 - Integrates content from all three sources in support of the essay
 - Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail
 - Organized essay; effective use of transitional elements or cohesive devices
 - Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
 - Varied and appropriate vocabulary and idiomatic language
 - Accuracy and variety in grammar, syntax and usage, with few errors
 - Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences
-

4: GOOD performance in Presentational Writing

- Generally effective treatment of topic within the context of the task
 - Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies
 - Summarizes, with limited integration, content from all three sources in support of the essay
 - Presents and defends the student's own viewpoint on the topic with clarity; develops a persuasive argument with coherence
 - Organized essay; some effective use of transitional elements or cohesive devices
 - Fully understandable, with some errors which do not impede comprehensibility
 - Varied and generally appropriate vocabulary and idiomatic language
 - General control of grammar, syntax and usage
 - Develops mostly paragraph-length discourse with simple, compound and a few complex sentences
-

3: FAIR performance in Presentational Writing

- Suitable treatment of topic within the context of the task
 - Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies
 - Summarizes content from at least two sources in support of the essay
 - Presents and defends the student's own viewpoint on the topic; develops a somewhat persuasive argument with some coherence
 - Some organization; limited use of transitional elements or cohesive devices
 - Generally understandable, with errors that may impede comprehensibility
 - Appropriate but basic vocabulary and idiomatic language
 - Some control of grammar, syntax and usage
 - Uses strings of mostly simple sentences, with a few compound sentences
-

2: WEAK performance in Presentational Writing

- Unsuitable treatment of topic within the context of the task
- Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate
- Summarizes content from one or two sources; may not support the essay
- Presents, or at least suggests, the student's own viewpoint on the topic; develops an unpersuasive argument somewhat incoherently
- Limited organization; ineffective use of transitional elements or cohesive devices
- Partially understandable, with errors that force interpretation and cause confusion for the reader
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax and usage
- Uses strings of simple sentences and phrases

1: POOR performance in Presentational Writing

- Almost no treatment of topic within the context of the task
- Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies
- Mostly repeats statements from sources or may not refer to any sources
- Minimally suggests the student's own viewpoint on the topic; argument is undeveloped or incoherent
- Little or no organization; absence of transitional elements and cohesive devices
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax and usage
- Very simple sentences or fragments

0: UNACCEPTABLE performance in Presentational Writing

- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- "I don't know," "I don't understand" or equivalent in any language
- Not in the language of the exam

- (hyphen): **BLANK (no response)**

Information for Interpersonal Speaking: Conversation

Course Theme	Beauty and Aesthetics / <i>L'esthétique</i>
Description of Task	The student participates in a simulated conversation with Nicolas, a classmate in a Swiss school where the student is spending a semester. Nicolas invites the student to participate in a movie club that he is organizing. In the conversation, the student asks questions, describes his or her schedule and favorite types of films, and gives an opinion on the activities that Nicolas has planned for the movie club.
Timing	The student has 1 minute to read the preview and an outline of each turn in the conversation; then the conversation begins. The student has 20 seconds to give each one of the five responses in the conversation. The student has access to the outline during the entire conversation.
Source	An audio recording that contains each of Nicolas's five turns in the conversation. Nicolas begins the conversation; the student ends the conversation on the fifth turn.
Targeted Learning Objectives	<ul style="list-style-type: none"> • The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations. • The student elicits information and clarifies meaning by using a variety of strategies. • The student states and supports opinions in oral interactions. • The student initiates and sustains interaction through the use of various verbal and nonverbal strategies. • The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions. • The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.

<p>Characteristics of a STRONG Response (5)</p>	<p>The student maintains the conversation during each turn as directed in the outline, consistently responding in an appropriate manner; the student also ends the conversation appropriately in the last turn. There is not an absolute requirement to speak for the full 20 seconds in all five turns; however, a strong response does provide some elaboration: Why is the student interested in the movie club? (first turn)? Why does the student prefer certain types of films (third turn)? The student is able to support the opinion stated in the fourth turn. A strong response might also feature some successful self-correction.</p> <p>The student's pronunciation, intonation, and pacing make the presentation fully understandable; occasional errors do not impede comprehension. The student uses a variety of grammatical structures with few errors; if the student uses time frames other than the present, control of verb forms is demonstrated.</p> <p>The student uses a register that is appropriate for a conversation with a friend from school, including an appropriate greeting and farewell. The student uses a variety of vocabulary, including idiomatic expressions.</p>
<p>Characteristics of a GOOD Response (4)</p>	<p>The student maintains the conversation after most of the turns, as directed in the outline, and usually responds in an appropriate manner; the student ends the conversation appropriately in the last turn. Most responses are simple but accurate, with limited elaboration. The student might also self-correct successfully from time to time.</p> <p>The student's pronunciation, intonation, and pacing make the presentation understandable; errors are more than occasional but do not impede comprehension. The student uses a variety of grammatical structures with few errors; if the student uses time frames other than the present, errors in verb forms will appear, but general control is demonstrated.</p> <p>The student uses a register that is appropriate for a conversation with a friend from school, except for occasional shifts. The student uses appropriate vocabulary, though it may not be varied, and is able to use an occasional idiomatic expression.</p>

Characteristics of a FAIR Response (3)	<p>The student maintains the conversation overall, as directed in the outline, though one or two of the responses may not be well developed. The student may not consistently respond in an appropriate manner and may end the conversation somewhat abruptly in the last turn. Responses are simple and generally accurate; the student accomplishes the task overall but may be limited to providing basic replies with little or no elaboration. The student may not be consistently successful in self-correction.</p> <p>The student is generally understandable, but errors in pronunciation, intonation, and pacing may occasionally impede comprehension. The student uses a limited range of grammatical structures appropriately and is mostly accurate in using the present tense; however, the student may struggle to use (or avoid using) other time frames or more sophisticated structures.</p> <p>The student may shift between <i>tu</i> and <i>vous</i> at times during conversation. Overall, the student uses vocabulary that is sufficient for the task, though somewhat limited and not necessarily including idiomatic expressions.</p>
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Scoring Guidelines for Interpersonal Speaking: Conversation

5: STRONG performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is clearly appropriate within the context of the task
 - Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration
 - Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
 - Varied and appropriate vocabulary and idiomatic language
 - Accuracy and variety in grammar, syntax and usage, with few errors
 - Mostly consistent use of register appropriate for the conversation
 - Pronunciation, intonation and pacing make the response comprehensible; errors do not impede comprehensibility
 - Clarification or self-correction (if present) improves comprehensibility
-

4: GOOD performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is generally appropriate within the context of the task
 - Provides required information (e.g., responses to questions, statement and support of opinion) with some elaboration
 - Fully understandable, with some errors which do not impede comprehensibility
 - Varied and generally appropriate vocabulary and idiomatic language
 - General control of grammar, syntax and usage
 - Generally consistent use of register appropriate for the conversation, except for occasional shifts
 - Pronunciation, intonation and pacing make the response mostly comprehensible; errors do not impede comprehensibility
 - Clarification or self-correction (if present) usually improves comprehensibility
-

3: FAIR performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task
 - Provides required information (e.g., responses to questions, statement and support of opinion)
 - Generally understandable, with errors that may impede comprehensibility
 - Appropriate but basic vocabulary and idiomatic language
 - Some control of grammar, syntax and usage
 - Use of register may be inappropriate for the conversation with several shifts
 - Pronunciation, intonation and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
 - Clarification or self-correction (if present) sometimes improves comprehensibility
-

2: WEAK performance in Interpersonal Speaking

- Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task
- Provides some required information (e.g., responses to questions, statement and support of opinion)
- Partially understandable, with errors that force interpretation and cause confusion for the listener
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax and usage
- Use of register is generally inappropriate for the conversation
- Pronunciation, intonation and pacing make the response difficult to comprehend at times; errors impede comprehensibility
- Clarification or self-correction (if present) usually does not improve comprehensibility

1: POOR performance in Interpersonal Speaking

- Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task
- Provides little required information (e.g., responses to questions, statement and support of opinion)
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax and usage
- Minimal or no attention to register
- Pronunciation, intonation and pacing make the response difficult to comprehend; errors impede comprehensibility
- Clarification or self-correction (if present) does not improve comprehensibility

0: UNACCEPTABLE performance in Interpersonal Speaking

- Mere restatement of language from the prompts
- Clearly does not respond to the prompts
- “I don’t know,” “I don’t understand” or equivalent in any language
- Not in the language of the exam

- (hyphen): BLANK (no response although recording equipment is functioning)

Information for Presentational Speaking: Cultural Comparison

Course Theme	Contemporary Life / <i>La vie contemporaine</i>
Description of Task	<p>The student makes an oral presentation to his or her French class on the following topic:</p> <p>What is the attitude of people in your community concerning the importance of a college education? Compare your observations of communities where you have lived with your observations of an area of the French-speaking world with which you are familiar.</p> <p>The student should demonstrate an understanding of cultural features of some area of the French-speaking world. The student may cite examples from materials read, viewed, or listened to in class as well as from personal experiences and observations.</p>
Timing	The student has 4 minutes to read the topic and prepare the presentation. Then, the student has 2 minutes to record the presentation.
Targeted Learning Objectives	<ul style="list-style-type: none"> • The student plans, produces, and presents spoken presentational communications. • The student expounds on familiar topics and those requiring research. • The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
Characteristics of a STRONG Response (5)	<p>The presentation is organized and effectively addresses the topic by including examples that represent both sides of the cultural comparison (i.e., the student's family, school, or community and an area of the French-speaking world). Examples need not be numerous – if well described, one example for each side of the comparison is sufficient – and the presentation does not have to dedicate equal time to each side of the comparison. The examples cited are specific (i.e., not merely cultural stereotypes or generic statements) and relevant to the topic, and the student is able to provide some elaboration.</p> <p>The student's pronunciation, intonation, and pacing make the presentation fully understandable; occasional errors do not impede comprehension. The student uses a variety of grammatical structures with few errors; if the student uses time frames other than the present, control of verb forms is demonstrated</p> <p>The student uses a register that is appropriate for an oral presentation in class, i.e., informal but without slang expressions that are more typical of a conversation. The student uses a variety of vocabulary and includes appropriate transition words to guide the audience's understanding.</p>

<p>Characteristics of a GOOD Response (4)</p>	<p>The presentation addresses the topic by including examples that represent both sides of the cultural comparison. The examples cited are specific and mostly relevant to the topic; however, the student may not provide much in the way of description or elaboration.</p> <p>The student's pronunciation, intonation, and pacing make the presentation understandable; errors are more than occasional but do not impede comprehension. The student uses a variety of grammatical structures with few errors; if the student uses time frames other than the present, errors in verb forms will appear, but general control is demonstrated.</p> <p>The student uses a register that is appropriate for an oral presentation in class, except for occasional shifts. The student uses appropriate vocabulary, though it may not be varied, and includes an occasional transition word to guide the audience's understanding.</p>
<p>Characteristics of a FAIR Response (3)</p>	<p>The presentation addresses the topic but may not be well organized. Examples are cited that represent both sides of the cultural comparison, but these may be general or not directly related to the topic. The student may be limited to citing examples without describing their relevance to the topic or the cultural comparison.</p> <p>The presentation is generally understandable, but errors in the student's pronunciation, intonation, and pacing may occasionally impede comprehension. The student uses a limited range of grammatical structures appropriately and is mostly accurate in using the present tense; however, the student may struggle to use (or avoid using) other time frames or more sophisticated structures.</p> <p>The student may shift away a few times from a register that is appropriate for an oral presentation in class. Overall, the student uses vocabulary that is sufficient for the task, though somewhat limited.</p>

Scoring Guidelines for Presentational Speaking: Cultural Comparison

5: STRONG performance in Presentational Speaking

- Effective treatment of topic within the context of the task
 - Clearly compares the student's own community with the target culture, including supporting details and relevant examples
 - Demonstrates understanding of the target culture, despite a few minor inaccuracies
 - Organized presentation; effective use of transitional elements or cohesive devices
 - Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
 - Varied and appropriate vocabulary and idiomatic language
 - Accuracy and variety in grammar, syntax and usage, with few errors
 - Mostly consistent use of register appropriate for the presentation
 - Pronunciation, intonation and pacing make the response comprehensible; errors do not impede comprehensibility
 - Clarification or self-correction (if present) improves comprehensibility
-

4: GOOD performance in Presentational Speaking

- Generally effective treatment of topic within the context of the task
 - Compares the student's own community with the target culture, including some supporting details and mostly relevant examples
 - Demonstrates some understanding of the target culture, despite minor inaccuracies
 - Organized presentation; some effective use of transitional elements or cohesive devices
 - Fully understandable, with some errors which do not impede comprehensibility
 - Varied and generally appropriate vocabulary and idiomatic language
 - General control of grammar, syntax and usage
 - Generally consistent use of register appropriate for the presentation, except for occasional shifts
 - Pronunciation, intonation and pacing make the response mostly comprehensible; errors do not impede comprehensibility
 - Clarification or self-correction (if present) usually improves comprehensibility
-

3: FAIR performance in Presentational Speaking

- Suitable treatment of topic within the context of the task
- Compares the student's own community with the target culture, including a few supporting details and examples
- Demonstrates a basic understanding of the target culture, despite inaccuracies
- Some organization; limited use of transitional elements or cohesive devices
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax and usage
- Use of register may be inappropriate for the presentation with several shifts
- Pronunciation, intonation and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
- Clarification or self-correction (if present) sometimes improves comprehensibility

2: WEAK performance in Presentational Speaking

- Unsuitable treatment of topic within the context of the task
 - Presents information about the student's own community and the target culture, but may not compare them; consists mostly of statements with no development
 - Demonstrates a limited understanding of the target culture; may include several inaccuracies
 - Limited organization; ineffective use of transitional elements or cohesive devices
 - Partially understandable, with errors that force interpretation and cause confusion for the listener
 - Limited vocabulary and idiomatic language
 - Limited control of grammar, syntax and usage
 - Use of register is generally inappropriate for the presentation
 - Pronunciation, intonation and pacing make the response difficult to comprehend at times; errors impede comprehensibility
 - Clarification or self-correction (if present) usually does not improve comprehensibility
-

1: POOR performance in Presentational Speaking

- Almost no treatment of topic within the context of the task
- Presents information only about the student's own community or only about the target culture, and may not include examples
- Demonstrates minimal understanding of the target culture; generally inaccurate
- Little or no organization; absence of transitional elements and cohesive devices
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax and usage
- Minimal or no attention to register
- Pronunciation, intonation and pacing make the response difficult to comprehend; errors impede comprehensibility
- Clarification or self-correction (if present) does not improve comprehensibility

0: UNACCEPTABLE performance in Presentational Speaking

- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- "I don't know," "I don't understand" or equivalent in any language
- Not in the language of the exam

- (hyphen): **BLANK (no response although recording equipment is functioning)**

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