

FR 2120
Oral Exam
Spring 2019

The oral exam will consist of a conversation with a partner and it will last about 7 minutes (10 minutes for groups of 3).

Procedure:

- Prior to the oral exam days, the class will be cut in two. Half of the students will come on the first day of the oral exam and the other half will come on the second day.
- All students who are signed up for the first day must come at the beginning of class on that first day and wait outside the classroom. All students who are signed up for the second day must come at the beginning of class on that second day and wait outside the classroom.
- On the exam day, your instructor will separate the class into subgroups of 2 or 3 students at random.
- The first subgroup will go into the classroom with the instructor while the other groups stay outside. Please be quiet in the corridor.

Format:

- The instructor will give up to two sets of two pictures to the students (up to three sets for a group of three).
- All students will be asked to describe, compare/contrast and discuss the pictures. This part of the oral exam should take the form of a conversation between the students. There is no particular structure to follow – your conversation should be as natural as possible.
- Suggestions on what to say and how to organize your conversation:

First set of pictures:

- First picture
 - Describe it in detail: who, what, when, where, how, how many, etc.
 - Speculate about the picture (what you see and do not see).
 - Give your personal opinion about the picture or what is going on in the picture.
 - Share memories, ideas, etc. that the picture might have triggered.
- Second picture
 - Describe it in detail: who, what, when, where, how, how many, etc.
 - Speculate about the picture (what you see and do not see).
 - Give your personal opinion about the picture or what is going on in the picture.
 - Share memories, ideas, etc. that the picture might have triggered.
- Compare the pictures. How are the pictures similar/different?
- Is there an overall topic for the pair of pictures? What is your opinion about the topic? Etc.

Second set of pictures:

- Do the same as the first set!
- ☞ Note: If your group talked at length about the first set of pictures, your instructor might not give you a second set to discuss.

Notes:

- Your instructor will record the exam.
- Your instructor might participate in the conversation too. This is neither a good sign nor a bad sign!
- No notes are allowed.
- No English is allowed.
- Phones must be turned off.
- Gum should not be chewed, though fresh breath is appreciated!

Tips:

- Make sure you have an actual well-balanced, flowing conversation with your partner.
- Be prepared to ask your partner for his/her opinion rather than simply stating your own.
- Listen carefully to what your partner says, respond constructively, and show interest in things s/he says.
- Do not just move on to the next question without an appropriate reaction/follow-up question.
- Avoid giving short, uncommunicative replies (“Oui, non/et toi?”).
- Help each other out to keep the conversation going.
- Offer examples to help explain your statements.
- Use eye contact or gestures or conversational cues.
- If you did not hear or did not understand something your partner said, ask him/her to repeat or clarify.
- Do not monopolize talk time.
- Do not allow dead silences. If your partner is unresponsive or stuck, keep on talking.
- Make mistakes, repair them if you can.

Possible overall themes:

- Family
- Jobs
- Food
- Shopping
- Clothing
- Fun
- Movies
- Sports
- Money
- Technology (including robotics)
- Medical research (including cloning)
- Space exploration
- Life on other planets
- etc.

Grading:

Each student will be graded separately.

Students earn the points for the column where **ALL** criteria have been met.

If not all criteria have been met, students earn the points for the **lowest** column in which a criterion has been highlighted.

If no other criterion has been highlighted in another column, students earn the points for the column **to the right** of the one with highlights.

	Exceeds expectations	Meets expectations		Does not meet expectations
		Strong	Minimal	
	20	17	14	10
Language Function Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner.	<ul style="list-style-type: none"> Handles most of the following successfully: greeting, expressing (dis)likes, describing, comparing and contrasting, asking questions, (dis)agreeing, narrating, giving opinions, hypothesizing. Uses all major time frames although not consistently. 	<ul style="list-style-type: none"> Handles most of the following successfully: greeting, expressing (dis)likes, describing, comparing and contrasting, asking questions, (dis)agreeing, narrating. 	<ul style="list-style-type: none"> Handles some of the following successfully: greeting, expressing (dis)likes, describing, comparing and contrasting, asking questions, (dis)agreeing. 	<ul style="list-style-type: none"> Handles few functions successfully.
	20	17	14	10
Text Type Quantity, organization of language discourse <small>(continuum: word → phrases → sentence → connected sentences → complex sentences → paragraph → extended discourse)</small>	<ul style="list-style-type: none"> Uses mostly connected sentences and some paragraph-like discourse. 	<ul style="list-style-type: none"> Uses strings of sentences, with some complex sentences (dependent clauses) 	<ul style="list-style-type: none"> Uses simple sentences and some strings of sentences. 	<ul style="list-style-type: none"> Uses some simple sentences and memorized phrases.
	20	17	14	10
Communicative Strategies Quality of engagement and interactivity; how one participates in the conversation and advances it; strategies for negotiating meaning in the face of breakdown of communication.	<ul style="list-style-type: none"> Converses with ease and confidence. May clarify by rephrasing. 	<ul style="list-style-type: none"> Responds to direct questions and requests for information. Asks a variety of questions to obtain simple information but tends to function reactively. May clarify by restating. 	<ul style="list-style-type: none"> Responds to direct questions and requests for information. Asks a few appropriate questions, but is primarily reactive. May try to restate in the face of miscommunication. 	<ul style="list-style-type: none"> Responds to basic questions and requests for information. Asks a few formulaic questions but is primarily reactive. May clarify by repeating and/or substituting different words.
	20	17	14	10
Comprehensibility Who can understand this person's language?	<ul style="list-style-type: none"> Is generally understood by a native speaker. 	<ul style="list-style-type: none"> Is generally understood by a native speaker accustomed to non-native speech. 	<ul style="list-style-type: none"> Is understood with some difficulty by a native speaker accustomed to non-native speech. 	<ul style="list-style-type: none"> Is understood with much difficulty by a sympathetic listener used to interacting with language learners.
	20	17	14	10
Language Control Appropriate vocabulary, grammatical accuracy, degree of fluency.	<ul style="list-style-type: none"> Strong range of appropriate vocabulary. Few errors when using practiced structures and word order. Rate of practiced speech is consistent, with few hesitations. 	<ul style="list-style-type: none"> Good range of appropriate vocabulary. Some errors when using practiced structures and word order. Some natural pauses. 	<ul style="list-style-type: none"> Basic range of appropriate vocabulary. Errors in practiced material may require interpretation. Some unnatural hesitations or pauses. 	<ul style="list-style-type: none"> Limited range of appropriate vocabulary. Errors in practiced material often impede communication. Many unnatural hesitations or pauses.

Communication strategies

Clarify for your partner when needed

- Repeat the question
- Answer for yourself as a model, then follow-up with “*Et toi?*”
- Provide a few choices in French of how your partner could answer the question correctly
- Ask the question in a different way
- Provide an example
- Offer more explanation
- Provide the definition or explain the term(s) in your own words
- Compare it to something similar (*c'est comme...*)
- Contrast it to something different (*c'est l'opposé/le contraire de...*)
- Link it to something you/your partner already talked about
- Point, use gestures, or use a visual

Ask for help or clarification when needed

- Can you repeat that? *Peux-tu répéter?*
- I beg your pardon? *Pardon?*
- What? *Comment?*
- I don't understand the question. *Je ne comprends pas la question*
- I'm confused/I'm lost *Je ne comprends pas/Je suis perdu(e).*
- What do you mean (by...)? *Que veux-tu dire (par...)?*
- Can you say that more slowly? *Peux-tu répéter plus lentement?*
- Can you give me an example? *Peux-tu me donner un exemple?*
- Could you be more specific? *Peux-tu être plus précis?*
- Sorry, I didn't hear/understand what you said. *Désolé(e), je n'ai pas entendu/compris ce que tu as dit*
- Do you know what the word is for this (pointing at thing)? *Sais-tu comment ça se dit en français?*
- If you're not sure of just one or two words in the question, repeat the question back with choices (Do I like *appliances* or *apples*?)
- Summarize what you think your partner said in your own words

Demonstrate to your partner that you are interested in what s/he says

- How interesting! *Comme c'est intéressant!*
- Me too! / Me neither! / Not me! / *I* (do)! *Moi aussi! / Moi non plus! / Pas moi! / Moi si!*
- What a shame! *Quel dommage!*
- Really? *Vraiment?*
- How awful! *Quelle horreur!*
- So much the better! / Too bad! *Tant mieux! / Tant pis!*
- No way! You're kidding! *Pas possible!*
- I have no idea! *Aucune idée!*
- I see what you mean. *Je vois ce que tu veux dire.*

Explain a word you do not know by using

- its opposite: not young ↔ old
- a synonym: pretty ↔ beautiful
- a specific feature: the country that looks like a boot ↔ Italy
- the function of the object: the object to open a bottle of wine ↔ a corkscrew
- a more general category: a banana ↔ a fruit

<i>C'est un objet qu'on utilise pour...</i> <i>C'est une chose qui/que...</i> <i>C'est une personne qui/que...</i>	<i>C'est un animal qui/que...</i> <i>C'est un concept...</i>	<i>C'est un adjectif, un nom, un verbe, un adverbe...</i>
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Other useful vocabulary

- at the forefront *au premier plan*
- in the background *à l'arrière plan*
- in the center *au centre*
- in the corner *au coin*
- at the top *en haut*
- at the bottom *en bas*
- on the right *à droite*
- on the left *à gauche*
- on the picture *sur l'image*
- a photo *une photographie*
- a photographer *un(e) photographe*
- a painting *un tableau*
- a painter *un(e) peintre*
- graffiti *un graffiti*

Sample:



Sample exchange translated into English: (English mistakes are there to mimic the French mistakes.)

A: Hello!

B: Hi!

A: We start? OK, so for first picture, there is cake.

B: I think it's a ... cake vanilla.

A: Yes and there are strawberry around. It looks delicious, you think?

B: Sure.

A: My mom can bake really well.

B: That is nice.

A: She makes chocolate cakes because it is my favorite.

B: I like make cookies.

A: When did you last make cookies?

B: Past weekend.

A: I made cookies yesterday. With...hmmm. It's a short round fruit... they use it for making wine.

B: Grapes?

A: ... Yes, but you know, the kind for baking.

B: Yes, I see. I do not know the word in French.

A: Anyway, my cookies were very good. I gave some to my friends. What is your favorite cookie or cake?

B: I like cake pineapple. It is ... delicious.

A: I love pineapple too. Let's look at the second picture.

B: There is fruit. A lot fruits. There is no pineapple.

A: Ha-ha, it is true. It is a shame because we really like pineapple. So in that picture, there is a, do you know what that thing is called?

B: I don't know.

A: One uses usually that thing to carry food to go to a picnic. There are a lot of fruits in that object: bananas, oranges, grapes...

B: Cherries, apricots, a watermelon and, hmmm...

A: Yes, and those little green fruits. I think they are called kiwis and I really like them. What are your favorite fruit?

B: I really like pineapple, cherre and strawberries.

A: I like all fruits but no bananas.

B: I like bananas.

A: I am not sure why I do not like bananas. They are not very... I like fruits with a lot of liquid?

B: What?

A: You know, fruits with a lot of juice.

B: Ah, OK.

A: It is interesting that we have one cake on one side and fruit on the other side.

B: True. It makes me think about ... health.

A: Yes, how one can choose a healthy dessert or not. What would you choose?

B: Between a cake and fruit?
A: Yes. Which one do you like better? Are you a reasonable person?
B: Ha-ha. I think cake is more tastier than fruit. But I do not eat cake everyday.
A: That is very healthy. Fruits are better for you. But I usually have at least one cookie a day. I cannot help it. I really like sugar. I know I shouldn't eat sugar.
B: Sugar is like drug. It is ... addiction very.
A: Yeah. I never drink soda because of that. I stopped drinking soda a long time ago and I really try to eat fruits and vegetables often. I only drink water now. Do you try being careful with what you eat in general?
B: Yes, I do.
A: What do you usually have for breakfast?
B: I do not understand "breakfast".
A: Breakfast... it is the first thing you eat in the morning. I have cereal for breakfast. For lunch, typically I have a salad with a sandwich. For dinner, some pasta dish.
B: I see. I have toast. Do you like toast?
A: Yes! Very much. What are you going to have for dinner tonight?
B: I have pasta and vegetables.
A: Sounds delicious. Since we are talking about health, do you work out a lot?
B: ...work out...
A: It is like exercising. You know: jogging, sports, moving around.
B: Oh! Yes. I run. And you?
A: I just bike everywhere on campus. I guess we are both pretty healthy then! Though I feel like eating strawberry cake now...
B: Me too!

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