GACE® Study Companion
French Assessment

For the most up-to-date information, visit the ETS GACE website at gace.ets.org.
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## About the Assessment

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<tr>
<th>Assessment Name</th>
<th>French</th>
</tr>
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<tbody>
<tr>
<td>Grade Level</td>
<td>P–12</td>
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<tr>
<td>Test Code</td>
<td>Test I: 143</td>
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<tr>
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<td>Test II: 144</td>
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<td></td>
<td>Combined Test I and Test II: 643</td>
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<td>Testing Time</td>
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<td>Number of Selected-response Questions</td>
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<td>Question Format</td>
<td>The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the Guide to Taking a GACE Computer-delivered Test.</td>
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<td>Number of Constructed-response Questions</td>
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</table>

The GACE French assessment is designed to measure the professional knowledge of prospective teachers of French in the state of Georgia.
This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test. This assessment contains items that require a spoken response; an ETS-approved headset with a microphone will be provided at the test center.

The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

**Content Specifications**

Each test in this assessment is organized into content subareas. Each subarea is further defined by a set of objectives and their knowledge statements.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.

- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.

- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for the tests in this assessment on the following pages.
Test I Subareas

<table>
<thead>
<tr>
<th>Subarea</th>
<th>Approx. Percentage of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Reading</td>
<td>40%</td>
</tr>
<tr>
<td>II. Writing*</td>
<td>40%</td>
</tr>
<tr>
<td>III. Linguistics, Comparisons, and Cultures/Cross-Disciplinary</td>
<td>20%</td>
</tr>
</tbody>
</table>

* This section contains two constructed-response questions.

Test I Objectives

Subarea I: Reading

Objective 1: Understands the receptive skills and cultural linguistic knowledge needed to interpret reading materials

The beginning French Language teacher:

A. Comprehends main ideas and supporting details of authentic printed texts, such as news items, short stories, social notices, and reports on familiar topics that deal with factual information in the interpretive mode

B. Moves beyond literal comprehension by inferring the meaning of unfamiliar words and phrases in new contexts, as well as inferring and interpreting the author’s intent

Subarea II: Writing

Objective 1: Displays the productive skills needed to communicate effectively via presentational and interpersonal writing

The beginning French Language teacher:

A. Communicates in the interpersonal mode in written exchanges on daily topics in the appropriate register

B. Negotiates meaning in order to sustain an interaction, such as in interpersonal correspondence

C. Communicates in French with native speakers unaccustomed to dealing with nonnative speakers with sufficient linguistic accuracy, clarity, and precision to convey the intended message

D. Communicates in the presentational mode by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
Subarea III: Linguistics, Comparisons, and Cultures/Cross-Disciplinary

Objective 1: Understands the linguistic features of French and how to compare French to English

The beginning French Language teacher:

A. Understands the rules of the sound system of the French language, such as recognizing phonemes and allophones
B. Recognizes and employs linguistic devices used in connected discourse, such as conjunctions and adverbs
C. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
D. Applies the rules that govern the formation of words and sentences in French
E. Demonstrates knowledge of the rules with examples in French, such as the verbal system, pronouns, agreement, word order, and interrogatives, both in terms of regularities and irregularities
F. Identifies and employs the pragmatic and sociolinguistic conventions and register, such as formal and informal forms of address
G. Identifies similarities and differences between French and English
H. Contrasts syntactical patterns of simple sentences and questions in French with those of English

Objective 2: Understands the connections between the perspectives and the practices and products of French culture

The beginning French teacher:

A. Conveys an awareness of perspectives, such as attitudes, ideas, and values
B. Understands practices, patterns of behavior, and social interactions, such as greetings, turn taking, and rites of passage
C. Recognizes products, such as tools, foods, laws, and music
D. Uses literary and cultural texts — such as songs, poems, rhymes and chants, children’s books, narrative texts, and novels — to interpret and reflect on the perspectives of the French culture
E. Integrates knowledge from other disciplines into the interpretation of audio and/or visual stimuli in the French language and identifies distinctive viewpoints accessible only through the French language
Test II Subareas

<table>
<thead>
<tr>
<th>Subarea</th>
<th>Approx. Percentage of Test</th>
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</thead>
<tbody>
<tr>
<td>I. Listening</td>
<td>40%</td>
</tr>
<tr>
<td>II. Speaking*</td>
<td>40%</td>
</tr>
<tr>
<td>III. Linguistics, Comparisons, and Cultures/Cross-Disciplinary</td>
<td>20%</td>
</tr>
</tbody>
</table>

* This section contains two constructed-response questions.

Test II Objectives

Subarea I: Listening

Objective 1: Understands the receptive skills and cultural linguistic knowledge needed to interpret information aurally

The beginning French Language teacher:

A. Understands natural conversational speech on a variety of topics
B. Comprehends main ideas and supporting details of authentic audio and/or video stimuli, such as interviews, short lectures, news items, short stories, social notices, and reports on familiar topics that deal with factual information in the interpretive mode
C. Moves beyond literal comprehension by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author’s/speaker’s intent, and offering a personal interpretation of the message in the interpretive mode

Subarea II: Speaking

Objective 1: Displays the productive skills needed to communicate effectively via presentational and interpersonal speaking

The beginning French Language teacher:

A. Responds appropriately to natural conversational speech on a variety of topics
B. Communicates actively in the interpersonal mode by participating in formal and informal conversations on topics such as home, school, leisure activities, and current events
C. Negotiates meaning in order to sustain an interaction
D. Communicates orally in the presentational mode by delivering presentations about familiar literary or cultural topics and incorporating additional linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read
Subarea III: Linguistics, Comparisons, and Cultures/Cross-Disciplinary

Objective 1: Understands the linguistic features of French and how to compare French to English

The beginning French Language teacher:

A. Understands the rules of the sound system of French, such as recognizing phonemes and allophones
B. Recognizes and employs linguistic devices used in connected discourse, such as conjunctions and adverbs
C. Understands high-frequency idiomatic expressions and can infer meanings of words and sentences
D. Applies the rules that govern the formation of words and sentences in French
E. Demonstrates knowledge of the rules with examples in French, such as the verbal system, pronouns, agreement, word order, and interrogatives, both in terms of regularities and irregularities
F. Identifies and employs the pragmatic and sociolinguistic conventions and register, such as formal and informal forms of address
G. Identifies similarities and differences between French and English
H. Contrasts syntactical patterns of simple sentences and questions in French with those of English

Objective 2: Understands the connections between the perspectives and the practices and products of French culture

The beginning French Language teacher:

A. Conveys an awareness of perspectives, such as attitudes, ideas, and values
B. Understands practices, patterns of behavior, and social interactions, such as greetings, turn taking, and rites of passage
C. Recognizes products, such as tools, foods, laws, and music
D. Uses literary and cultural texts — such as songs, poems, rhymes and chants, children’s books, narrative texts, and novels — to interpret and reflect on the perspectives of French culture
E. Integrates knowledge from other disciplines into the interpretation of audio and/or visual stimuli in the French language and identifies distinctive viewpoints accessible only through the French language
F.
Practice Questions

The practice questions in this study companion are designed to familiarize you with the types of questions you may see on the assessment. While they illustrate some of the formats and types of questions you will see on the test, your performance on these sample questions should not be viewed as a predictor of your performance on the actual test. Fundamentally, the most important component in ensuring your success is familiarity with the content that is covered on the assessment.

To respond to a practice question, choose one of the answer options listed. Be sure to read the directions carefully to ensure that you know what is required for each question. You may find it helpful to time yourself to simulate actual testing conditions. A correct answer and a rationale for each sample test question are in the section following the practice questions.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person's performance in any given testing situation.
Reading with Linguistics and Cultural Knowledge

**Directions:** This section is designed to measure how well you understand written French and francophone cultures.

You will read several selections in French. To see each selection in its entirety you will need to scroll up and down. Each selection is accompanied by six questions. The last two questions may test your knowledge of culture and linguistics. In addition, you will be presented with two visual stimuli (e.g., photographs or works of art); each is accompanied by a single Cultural Knowledge question. For each question, choose the response that is best, relative to the reading selection or visual stimulus.

The entire reading section lasts 50 minutes. A clock at the top of the screen will indicate how much time is remaining.

Some selections include words underlined in blue. Click on the words to see a definition or an explanation.

You can move to the next question by clicking “Next.” You can skip questions and go back to them later as long as there is time remaining. If you want to return to previous questions, click “Back.”

For later review you can mark a question by clicking “Mark,” which will place a check mark next to the question on the Review screen. Clicking “Mark” again will remove the check mark. A question will remain marked until you unmark it, even if you change the answer.

You can click “Review” at any time, and the Review screen will show you which questions you have answered and which you have not answered. The Marked column shows all questions you have marked for review. From the Review screen, you may go directly to any question.

You may now begin.
Les questions 1-6 se rapportent à l’extrait du roman *Le petit chose* de l’écrivain français Alphonse Daudet.

Ô CHOSES de mon enfance, quelle impression vous m’avez laissée ! Il me semble que c’est hier, ce voyage sur le Rhône. Je vois encore le bateau, ses passagers, son équipage ; j’entends le bruit des roues et le sifflet de la machine. Le capitaine s’appelait Géniès, le maître coq Montélimart. On n’oublie pas ces choses-là.

La traversée dura trois jours. Je passai ces trois jours sur le pont, descendant au salon juste pour manger et dormir. Le reste du temps, j’allais me mettre à la pointe extrême du navire, près de l’ancre.

Il y avait là une grosse cloche qu’on sonnait en entrant dans les villes : je m’asseyais à côté de cette cloche, parmi des tas de cordes ; je posais la cage du perroquet entre mes jambes et je regardais. Le Rhône était si large qu’on voyait à peine ses rives. Moi, je l’aurais voulu encore plus large, et qu’il se fût appelé : la mer ! Le ciel riait, l’onde était verte.

Des grandes barques descendaient au fil de l’eau. Des mariniers, guéant le fleuve à dos de mules, passaient près de nous en chantant. Parfois, le bateau longeait quelque île bien touffue, couverte de joncs et de saules : « Oh ! une île déserte ! » me disais-je dans moi-même ; et je la dévorais des yeux…

Vers la fin du troisième jour, je crus que nous allions avoir un grain. Le ciel s’était assombri subitement ; un brouillard épais dansait sur le fleuve ; à l’avant du navire on avait allumé une grosse lanterne, et, ma foi, en présence de tous ces symptômes, je commençais à être ému… À ce moment, quelqu’un dit près de moi : « Voilà Lyon ! » En même temps la grosse cloche se mit à sonner. C’était Lyon.

Confusément, dans le brouillard, je vis des lumières briller sur l’une et sur l’autre rive ; nous passâmes sous un pont, puis sous un autre. À chaque fois l’énorme tuyau de la cheminée se courbait en deux et crachait des torrents d’une fumée noire qui faisait tousser… Sur le bateau, c’était un remue-ménage effroyable. Les passagers cherchaient leurs malles ; les matelots juraient en roulant des tonneaux dans l’ombre. Il pleuvait…

Je me hâtai de rejoindre ma mère, Jacques et la vieille Annou qui étaient à l’autre bout du bateau, et nous voilà tous les quatre, serrés les uns contre les autres, sous le grand parapluie d’Annou, tandis que le bateau se rangeait au long des quais et que le débarquement commençait. En vérité, si M. Eyssette n’était pas venu nous tirer de là, je crois que nous n’en serions jamais sortis.

1. Que peut-on dire à propos du voyage sur le Rhône de l’auteur ?
   A. L’auteur a fait le voyage avec ses enfants.
   B. L’auteur a des souvenirs vifs du voyage.
   C. L’auteur travaillait sur le bateau.
   D. L’auteur a trouvé le voyage trop bruyant.

   **Answer and Rationale**

2. Lors du voyage, pourquoi le narrateur passait-il ses jours « sur le pont » (paragraphe 2) ?
   A. Il avait le mal de mer quand il descendait dans le bateau.
   B. Il était chargé de sonner la grosse cloche.
   C. Il voulait regarder le paysage qui défilait.
   D. Il voulait être le premier à repérer la ville à partir du bateau.

   **Answer and Rationale**

3. Qu’est-ce qui décrit le mieux l’arrivée du bateau à Lyon ?
   A. Il faisait mauvais temps.
   B. Tout le monde a paniqué.
   C. Le brouillard a causé un accident.
   D. Le bateau s’est cassé en deux.

   **Answer and Rationale**
4. Pourquoi est-ce que le narrateur et ses compagnons éprouvent « un bonheur, un soulagement inexprimable » (paragraphe 8) ?

   A. Ils sont heureux que le voyage soit terminé.
   B. Ils sont heureux d’avoir retrouvé leur ami à Lyon.
   C. Ils sont heureux de s’être retrouvés parmi la foule sur le bateau.
   D. Ils sont heureux de s’en être sortis avec toutes leurs valises.

**Answer and Rationale**

5. Selon vos connaissances culturelles, laquelle des phrases suivantes décrit le mieux Lyon ?

   A. Lyon se trouve près de la mer.
   B. Lyon se trouve sur la Seine.
   C. Lyon est la plus grande ville de Bretagne.
   D. Lyon est la deuxième plus grande ville de France.

**Answer and Rationale**

6. Quel est l’infinitif du verbe « vis » dans l’expression « je vis des lumières briller sur l’une… » (paragraphe 6) ?

   A. Viser
   B. Vivre
   C. Voir
   D. Virer

**Answer and Rationale**
La question 7 se rapporte à l'image ci-dessous.

![Galette](image.jpg)

*Elle est délicieuse cette galette!*

7. D’après vos connaissances culturelles, à quelle occasion les Français mangent-ils une galette contenant une fève ?

   A. Lors de la remise des diplômes du secondaire
   B. Lors d’une cérémonie de mariage
   C. Le quatorze juillet, pour la fête nationale
   D. Le six janvier, pour la fête de l’Épiphanie

**Answer and Rationale**
Listening with Linguistics and Cultural Knowledge

All selections in the Listening section are based on authentic recordings of native speakers. Therefore, the transcriptions reflect real spoken language and may contain hesitations, repetitions, and minor errors.

Directions: This section is designed to measure how well you understand spoken French and the francophone cultures.

You will listen to several selections in French. Each selection will be played twice. You will hear the selection and then you will have 60 seconds to preview the questions before the selection plays a second time. For each question, choose the response that is best, relative to the selection. The last two questions may test your knowledge of culture and linguistics. You may take notes as you listen. Your notes will not be graded.

After listening to a selection the second time, you will see six questions presented one at a time. You will have 20 seconds to answer each question. A clock at the top of the screen will indicate how much time is remaining to answer the question. The entire listening section lasts approximately 50 minutes.

When the response time has ended, you will automatically be taken to the next question. You will not be able to return to previous questions.

You may now begin.
Transcript


Recorded portion:

Listen to the following interview with Mamadou Koulibaly, President of the National Assembly of Ivory Coast. Selection plays two times.


Animateur: Bienvenu sur les interviews podcasts du site unmondelibre.org, le site pour la défense des droits individuels, de la liberté économique et de la paix. Nous accueillons aujourd’hui le professeur Mamadou Koulibaly, président de l’Assemblée nationale ivoirienne. Monsieur Koulibaly, bonjour. Globalement quel est selon vous le défi politique de l’Afrique aujourd’hui, pour se sortir du marasme économique ?

Koulibaly: En gros, le continent africain est sur, est le continent sur lequel il y a seulement dix pour cent des terres qui ont des droits de propriété prévus. Quatre-vingt-dix pour cent des terres n’ont pas de titres de propriété. Et le principal défi que nous avons c’est de faire en sorte que la propriété foncière, que les droits de propriété soient précisés sur les terres d’Afrique. Malheureusement, les états en Afrique se sont approprié toutes les terres, ont décidé que la terre appartenait à l’état, et, à partir de ce moment-là les populations qui vivent sur ces terres sont traitées comme des serfs du Moyen Âge européen. Elles n’ont pas de droits, elles n’ont pas de titres, elles ne peuvent pas accéder aux crédits pour financer l’agriculture.

Elles sont les plus pauvres. Le marasme économique vient de l’absence de droits de propriété. Et je pense que c’est le principal défi, préciser le cadastre, donner les terres aux paysans, et puis libérer le marché pour qu’il y ait des échanges de droits de propriété et la création de marchés hypothécaires.

Animateur: Um. Et pensez-vous que la France joue contre le développement de l’Afrique francophone, et si oui, dans quelle mesure ?
Koulibaly: Oui, je pense que la France joue contre le développement de l’Afrique francophone, et cela pour plusieurs raisons. La première raison, c’est que, euh, à la fin de la période coloniale, lorsque, euh, la France a voulu se désengager, elle a signé des contrats avec les populations, les états africains, pour, euh, fermer les marchés. Et lorsque les états africains exportent des marchandises, elles [sic] lesexportent à des prix qui sont sous-estimés, parce que le nombre de clients à l’extérieur est très restreint. Euh, ce sont les clients essentiellement français. Et donc, les échanges ont lieu hors-marché. Lorsque les pays africains vendent, euh,… achètent de l’extérieur, les clients qui, les fournisseurs sont aussi en nombre très restreint parce que ce sont des fournisseurs français. À partir de ce moment-là, les prix qui sont fixés ne sont pas des prix de marché, ce sont des prix administrés, et, euh, les Africains se retrouvent avec des balances commerciales excédentaires mais des balances de paiement totalement déficitaires.

Narrateur: Now you will have 60 seconds to preview the questions you will need to answer.

- Laquelle des descriptions suivantes s’applique le mieux à Monsieur Koulibaly ?
- Selon Monsieur Koulibaly, quel est le problème économique principal pour les pays de l’Afrique ?
- À qui Monsieur Koulibaly compare-t-il les Africains qui n’ont pas de propriété privé ?
- Selon Monsieur Koulibaly, quelle est la relation entre la France et les pays francophones de l’Afrique ?
- Les commentaires de Monsieur Koulibaly à propos du rôle de la France en ce qui concerne le développement des pays africains s’appliqueraient particulièrement auquel des pays suivants ?
- Au début de l’entretien, on entend les mots « Et le principal défi que nous avons... ». Comment peut-on caractériser le mot « que » ?

Narrateur: Now listen again.

[ENTIRE INTERVIEW IS REPEATED]

Narrateur: Now answer the questions for this selection.
8. Laquelle des descriptions suivantes s’applique le mieux à Monsieur Koulibaly ?

A. Homme d’affaires, professeur, français
B. Homme politique, professeur, ivoirien
C. Homme politique, Président-Directeur Général, européen
D. Homme d’affaires, professeur, africain

**Answer and Rationale**

9. Selon Monsieur Koulibaly, quel est le problème économique principal pour les pays de l’Afrique ?

A. Le marasme rend difficile la croissance économique.
B. Le climat de leur pays est plutôt hostile à la production.
C. Une très grande partie de leur terre est incultivable.
D. Une très grande partie de leur terre appartient à l’état.

**Answer and Rationale**

10. À qui Monsieur Koulibaly compare-t-il les Africains qui n’ont pas de propriété privée ?

A. Aux paysans français du dix-neuvième siècle
B. Aux Africains pendant l’époque coloniale
C. Aux serfs du Moyen Âge européen
D. Aux Français à la fin de la période coloniale

**Answer and Rationale**
11. Selon Monsieur Koulibaly, quelle est la relation entre la France et les pays francophones de l’Afrique ?

A. La France est la propriétaire des terres des pays francophones de l’Afrique.
B. La France joue souvent avec les équipes des pays francophones de l’Afrique.
C. La France a des contrats inégaux avec les pays francophones de l’Afrique.
D. La France vend des produits au nom des pays francophones de l’Afrique.

**Answer and Rationale**

12. Les commentaires de Monsieur Koulibaly à propos du rôle de la France en ce qui concerne le développement des pays africains s’appliqueraient particulièrement auquel des pays suivants ?

A. Au Kenya
B. À la Tanzanie
C. À l’Afrique du Sud
D. Au Tchad

**Answer and Rationale**

13. Au début de l’entretien, on entend les mots « Et le principal défi que nous avons... ». Comment peut-on caractériser le mot « que » ?

A. C’est un pronom du sujet.
B. C’est un pronom d’objet direct.
C. C’est un pronom d’objet indirect.
D. C’est un pronom démonstratif.

**Answer and Rationale**
## Answer Key and Rationales

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Correct Answer</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td><strong>Option B is correct.</strong> This question tests for a general understanding of the text, and of the author’s description of his trip. In the first two paragraphs, he speaks about the strength of his childhood impressions, and how he has not forgotten them.</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td><strong>Option C is correct.</strong> This question tests the ability to infer why the author stayed on the deck so much. From the passage, we can infer that he wanted to see the countryside as he passed by on the ship.</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td><strong>Option A is correct.</strong> This question asks about a detail of the story. When the ship reached Lyon, although there was some confusion, the weather was bad. This is supported by the statements: « Le ciel s’était assombri subitement » and « un brouillard épais dansait sur le fleuve ».</td>
</tr>
</tbody>
</table>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Correct Answer</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>B</td>
<td><strong>Option B is correct.</strong> This question asks for an explanation of the happiness and relief of the author and his companions. The reason for their pleasure is that they have come together with the friend who is meeting them in Lyon.</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
<td><strong>Option D is correct.</strong> This question tests basic geo-political knowledge about France. Lyon is the second largest city in France.</td>
</tr>
<tr>
<td>6</td>
<td>C</td>
<td><strong>Option C is correct.</strong> This question tests the recognition of a form of the passé simple. Candidates must understand that « je vis » is a form of the verb voir – to see.</td>
</tr>
<tr>
<td>Question Number</td>
<td>Correct Answer</td>
<td>Rationale</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------</td>
<td>-----------</td>
</tr>
<tr>
<td>7</td>
<td><strong>D</strong></td>
<td><strong>Option D is correct.</strong> The question asks when the French typically eat a dish containing <em>une fève</em>. This refers to the custom of making a cake with a bean, or a small token baked into it to celebrate the <em>Épiphanie</em>, or <em>Jour des Rois</em>. The person who gets the piece of cake with the bean is “king for the day.”</td>
</tr>
<tr>
<td>8</td>
<td><strong>B</strong></td>
<td><strong>Option B is correct.</strong> To answer correctly the candidate must link a series of details from the interview. M. Koulibaly is described as a man of politics (he is the President of the Ivorian National Assembly), a professor, and a citizen of the Ivory Coast.</td>
</tr>
<tr>
<td>9</td>
<td><strong>D</strong></td>
<td><strong>Option D is correct.</strong> The main point of the interview is explored in the question. According to the interview, government ownership of land inhibits economic progress.</td>
</tr>
<tr>
<td>10</td>
<td><strong>C</strong></td>
<td><strong>Option C is correct.</strong> This question tests the ability to recall a particular detail. M. Koulibaly directly compares the situation of modern Africans to that of medieval serfs with regard to their ownership of land.</td>
</tr>
</tbody>
</table>

**Note:** After clicking on a link, right click and select “Previous View” to go back to original text.
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Correct Answer</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>C</td>
<td><strong>Option C is correct.</strong> To answer the question the candidate must have processed some complex aspects of the interview. While M. Koulibaly does say that most land in Africa is owned by governments, France did sign restrictive trade agreements with these countries, which resulted in inequitable contracts.</td>
</tr>
<tr>
<td>12</td>
<td>D</td>
<td><strong>Option D is correct.</strong> The question requires knowledge of the Francophone world. Only Chad, a former colony of France, belongs to Francophone Africa.</td>
</tr>
<tr>
<td>13</td>
<td>B</td>
<td><strong>Option B is correct.</strong> Grammatical terms and relationships are the focus of the question. In the sentence, the word “que” is a relative pronoun, but it functions as the direct object of the verb <em>avoir</em>.</td>
</tr>
</tbody>
</table>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
Constructed-response Questions

The purpose of this section is to describe the constructed-response questions that appear on the GACE French assessment and to explain the criteria used to score each constructed-response question. The French assessment includes four constructed-response questions:

- Test I: two writing questions
- Test II: two speaking questions

Unlike the selected-response questions, the constructed-response questions require you to demonstrate your knowledge in a subject area by providing either written or spoken in-depth responses.
Constructed-response Questions: Writing

Preparing for the Writing Questions

When preparing for the writing questions, read the sample questions and scoring guides carefully. You may wish to draft a response to each sample question by reading the question and planning, writing, and revising your response. Try to simulate actual testing time by using the amount of time allotted for each question. Because you will be demonstrating your proficiency in the French language, be sure to write in French. Also, because no reference materials will be available during the test, it is recommended that you refrain from using a dictionary, a thesaurus, or textbooks while writing your practice responses.

Once you have written your practice responses, reread the scoring guide, and review your own responses in light of the score point descriptions. You may also wish to review your responses and the score scale with staff in your preparation program.

General Directions

Directions: The Writing section includes two tasks that measure different aspects of your writing ability.

For each task, you will be given specific directions.

You will have 30 minutes to complete both tasks. A clock at the top of the screen will indicate how much time is remaining.
Alternate Character Toolbar

Test I of the GACE French test requires the test taker to enter written responses on the computer. An alternate character toolbar for inputting French accents and characters (e.g., é, ç, ó) is built into the test. Just before the Written Expression section, you will be presented with one unscored question to use for practicing with the toolbar. You may take up to five minutes on this practice question; your response will not be graded nor will it affect your grade in any way.

A tutorial for using the toolbar is on the GACE website at www.gace.ets.org. If you are taking Test I of the French assessment, you are strongly urged to view this tutorial and practice using the toolbar before the day of your test.

Upon launching the tutorial, you will be presented with a blank area to practice typing in French and inserting French characters and accents. You may type anything you like; your response will not be saved. For example, you may answer the question “Why are you taking the GACE French test?” The alternate character toolbar may be repositioned anywhere on the screen. When you are finished, choose “Exit” to close the tutorial.

**Note:** To execute the tutorial, you will need to have the Java software installed on your computer. If you do not have Java, a free download available from the Java website at www.java.com/en/download/manual.jsp will install it on your computer. Simply choose the correct download for your operating system. You may have to reboot your computer after the installation.

If you are unsure if your computer has the latest Java software, the Java website also provides FAQs and basic troubleshooting tips.
Interpersonal and Presentational Writing

Task 1: Response to an Email, Memo, or Letter

Suggested time: 10 minutes

**Directions:** For this question, you will be given an email, a memo, or a letter to which you will write an appropriate response in French. First, read the entire email, memo, or letter. Then write your response.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be a **minimum of 60 words**.

**Prompt:**

*Imaginez qu’il y a un mois vous avez créé une association dont la mission est de combattre l’implantation d’un futur supermarché dans votre quartier. Suite à la grande manifestation que vous avez organisée contre la création du supermarché, vous recevez un email du maire de votre ville.*

Répondez à cet e-mail.

---

**De:** Axel de la Rochefoucault  
**Envoyé:** le 15 avril  
**Objet:** L’implantation d’un nouveau supermarché

Madame/Monsieur,

En tant que maire de votre ville, je vous écris pour vous assurer que l’implantation d’un nouveau supermarché sera bénéfique à tous nos concitoyens, premièrement sur le plan des emplois et deuxièmement sur le plan de la proximité pour les personnes qui n’ont pas de véhicules. Le supermarché n’offrira que des produits biologiques et bons pour la santé de tous ! Nous regrettons de vous informer que votre association porte préjudice à l’image de notre ville et de ses projets. Mon équipe municipale et moi-même avons du mal à comprendre votre opposition.

Veuillez agréer l’expression de mes sentiments distingués.

Axel de la Rochefoucault  
Maire de Rueil-Malmaison

---

**Note:** After clicking on a link, right click and select “Previous View” to go back to original text.
Task 2: Opinion/Position Essay
Suggested time: 20 minutes

**Directions:** You will be asked to write an essay in French on a specific topic. First, read the topic. Then, write your response in the space provided.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you have enough time to plan, write, and revise your response. Typically, an effective essay will contain a **minimum of 120 words**.

**Prompt:**

*Pensez-vous que, pour vraiment bien maîtriser une langue, il soit nécessaire de passer du temps dans un pays où l’on parle la langue ?*

- Énoncez et défendez votre opinion sur ce sujet.
- Employez des exemples précis en mentionnant les avantages et les inconvénients d’un tel séjour pour soutenir vos idées.
### Scoring Guide for Interpersonal and Presentational Writing

<table>
<thead>
<tr>
<th>Score</th>
<th>General Description</th>
<th>Task Completion Features/Dimensions</th>
<th>Topic Development Features/Dimensions</th>
<th>Writing Skills Features/Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>High</td>
<td>• Fully addresses and completes the task</td>
<td>• Directly relates to the topic; topic well developed</td>
<td>• Response is well organized and generally coherent</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• All or almost all supporting details or examples are appropriate and effective</td>
<td>• Demonstrates a mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Response is well organized and generally cohere</td>
<td>• Varied vocabulary appropriate for the content and used with precision</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Very few errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Register is appropriate (accurate social and/or cultural references included)</td>
</tr>
<tr>
<td>2</td>
<td>Mid-High</td>
<td>• Addresses and completes the task</td>
<td>• Relates to the topic</td>
<td>• Response is organized, but some parts are not fully developed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Most supporting details or examples are well-defined</td>
<td>• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Appropriate vocabulary with occasional errors such as making up words or code-switching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Some errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure), but they do not impede communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Register is usually appropriate (generally accurate social and/or cultural references included)</td>
</tr>
<tr>
<td>1</td>
<td>Mid-Low</td>
<td>• Addresses and completes the task</td>
<td>• Moderately relates to the topic</td>
<td>• Response is inadequately organized/not sequenced correctly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Some supporting details or examples are vague or not well-defined</td>
<td>• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Limited vocabulary; frequent errors such as making up words or code-switching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Frequent errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Register is inappropriate (inaccurate social and/or cultural references are included)</td>
</tr>
<tr>
<td>0</td>
<td>Low</td>
<td>• Partially addresses and/or partially completes the task</td>
<td>• Minimally relates to the topic</td>
<td>• Response is disorganized</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Most supporting details or examples are irrelevant or not effective</td>
<td>• Demonstrates a lack of control of most structures; numerous grammatical errors impede communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Insufficient vocabulary; constant interference from another language</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Pervasive errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure) impede communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Minimal to no attention to register (inaccurate social and/or cultural references are included)</td>
</tr>
</tbody>
</table>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
**Constructed-response Questions: Speaking**

**Preparing for the Speaking Questions**

In Test II of the GACE French assessment, you will be asked to speak in the target language (i.e., French). Be sure to speak naturally and appropriately. When preparing for the speaking questions, read the sample questions and scoring guides carefully. You may wish to record a response to each sample question. Before recording your response, read the question and then plan your response. Try to simulate actual testing time by using the amount of time allotted for each question. Because you will be demonstrating your proficiency in the French language, be sure to speak in French.

Once you have recorded your practice responses, reread the scoring guide, and review your own responses in light of the score point descriptions. You may also wish to review your responses and the score scale with staff in your preparation program.

During the actual test, you will have time to consider and prepare for both speaking tasks. Following the preparation time, you will be prompted to speak. You may choose to make notes to prepare your response on the scratch paper provided. However, you will be scored only on your recorded oral response. There are no prescribed answers to these questions; however, each response needs to follow all the task directions to be appropriate. Say as much as you can until the response time is over or until you feel you have provided a thorough response.

**General Directions**

**Directions:** The Speaking section includes two tasks that measure different aspects of your speaking ability. This section lasts approximately 10 minutes.

For each task you will be given specific directions, including the amount of time allowed for preparation and speaking. Answer each task according to the directions. It is to your advantage to say as much as you can in the time allowed.

Relax and speak as clearly and confidently as you can. Maintain a consistent distance from the microphone and speak directly into it. Keep your voice at a consistent level of loudness (neither too soft nor too loud).
Interpersonal and Presentational Speaking

Task 1: Express an Opinion or Make an Oral Presentation

Approximate time: 5 minutes

Directions: You will be asked to speak and give your opinion on a specific topic. First, you will have 15 seconds to review the information provided. After the pause, you will hear the question. You will have 2 minutes to prepare your response. Then, you will have 2 minutes to record your response in French.

A tone will indicate when you should begin speaking. A clock at the bottom of the screen will indicate how much time is remaining to plan your answer and to record your response. You should respond as fully and as appropriately as possible.

When the response time has ended, you will automatically be taken to the next task. You will not be able to return to the previous task.

Now read the following topic. (On the exam, you will also hear the topic.)

Sample Question

Pensez-vous qu’il faut avoir de l’argent pour être heureux / heureuse dans la vie ?

- Énoncez et défendez votre opinion sur ce sujet.
- Employez des exemples précis pour soutenir vos idées.
## Scoring Guide for Speaking (Express an Opinion or Make an Oral Presentation)

<table>
<thead>
<tr>
<th>Score</th>
<th>General Description</th>
<th>Task Completion Features/Dimensions</th>
<th>Topic Development Features/Dimensions</th>
<th>Language Use Features/Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 High</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Fully addresses and completes the task</td>
<td>• Directly relates to the topic; well-developed treatment of topic • All or almost all supporting details or examples are appropriate and effective</td>
<td>• Demonstrates a mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns • Varied vocabulary appropriate for the content and used with precision • High level of fluency • Very good pronunciation • Well-organized, generally coherent response • Register is appropriate (accurate social and/or cultural references included)</td>
</tr>
<tr>
<td>2 Mid-High</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Addresses and completes the task</td>
<td>• Relates to the topic • Most supporting details or examples are well-defined</td>
<td>• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur • Appropriate vocabulary with occasional errors such as making up words or code-switching • Moderate level of fluency with occasional hesitation; some successful self-correction • Good pronunciation • Organized response with some coherence • Register is usually appropriate (generally accurate social and/or cultural references included)</td>
</tr>
<tr>
<td>1 Mid-Low</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Addresses and completes the task</td>
<td>• Moderately relates to the topic • Some supporting details or examples are vague or not well-defined</td>
<td>• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur • Limited vocabulary; frequent errors such as making up words or code-switching • Low level of fluency with frequent hesitation • Fair pronunciation with interference from another language • Disorganized response with little coherence • Register is inappropriate (inaccurate social and/or cultural references included)</td>
</tr>
<tr>
<td>0 Low</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Partially addresses and/or partially completes the task</td>
<td>• Minimally relates to the topic • Most supporting details or examples are irrelevant or not effective</td>
<td>• Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication • Insufficient vocabulary; constant interference from another language • Poor fluency with labored expression • Poor pronunciation, which affects comprehension • Disorganized response with no coherence • Minimal to no attention to register (inaccurate social and/or cultural references are included)</td>
</tr>
</tbody>
</table>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
**Task 2: Simulated Conversation**

Approximate time: 5 minutes

**Directions:** You will participate in a simulated conversation in French.

First, you will have 30 seconds to read an outline of the conversation. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible.

Now begin reading the outline.

- Directrice: Vous salue et vous pose une question.
- Vous: Saluez la directrice et précisez la raison de votre appel.
- Directrice: Vous répond et vous pose une question.
- Vous: Répondez-lui et donnez des détails.
- Directrice: Vous répond et vous pose une question.
- Vous: Dites « non » et demandez plus de renseignements.
- Directrice: Vous répond et vous pose une question.
- Vous: Dites « oui » et donnez une réponse détaillée.
- Directrice: Vous répond et vous demande de contacter sa secrétaire.
- Vous: Remerciez la directrice et dites au revoir.
Sample Question

Prompt:

Imaginez que vous trouvez sur votre répondeur un message de la directrice des ressources humaines d’une compagnie cosmétique internationale dont le siège est à Bruxelles. Le message indique que vous vous avez été retenue(e) pour un entretien pour un poste d’interprète. Vous rappelez pour avoir plus de renseignements.

Script for the Simulated Conversation

Directrice: Bonjour ! Carol Van der Bruck, directrice des ressources humaines de Pharma de la Rochelle, que puis-je faire pour vous ?

TONE (25 seconds to respond)

Directrice: Ah, oui bien sûr, j’ai votre candidature sous les yeux et j’ai été très impressionnée par vos qualifications. Dites-moi, pourquoi voulez-vous faire partie de notre entreprise ?

TONE (25 seconds to respond)

Directrice: Excellent ! Cependant je tiens à vous dire que vous allez devoir quitter votre pays pour venir vous installer à Bruxelles pour une durée minimum de trois ans... En plus, ce travail exige beaucoup de voyage - est-ce que cela vous dérange ?

TONE (25 seconds to respond)

Directrice: Eh bien, disons que nous vendons nos produits cosmétiques exclusivement en Afrique et en Amérique Latine. Vous voyagerez aux côtés du vice-président en tant qu’interprète lors des signatures de contrats de marchés, à raison de trois fois par mois. Êtes-vous déjà allé(e) en Afrique ou en Amérique Latine ?

TONE (25 seconds to respond)

Directrice: Ah, ça alors, c’est vraiment un avantage. Veuillez contacter ma secrétaire ; elle vous donnera rendez-vous pour un entretien personnel, et elle vous donnera aussi tous les détails pour le voyage. Je suis ravie de vous avoir parlé et j’attends avec plaisir de vous revoir ici à Bruxelles pour pouvoir continuer notre conversation.

TONE (25 seconds to respond)
<table>
<thead>
<tr>
<th>Score</th>
<th>General Description</th>
<th>Task Completion Features/Dimensions</th>
<th>Topic Development Features/Dimensions</th>
<th>Language Use Features/Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>High</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Fully addresses and completes the task</td>
<td>• Demonstrates mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Responds fully to all or almost all of the parts/prompts of the conversation</td>
<td>• Responses relate directly to the topic and include a well-developed treatment of all or almost all the elements in the thread of the conversation</td>
<td>• Varied vocabulary appropriate for the content used with precision</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Demonstrates mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns</td>
<td>• High level of fluency</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Well-organized, generally coherent responses</td>
<td>• Very good pronunciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Register is appropriate (accurate social and/or cultural references included)</td>
<td>• Organized responses with some coherence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Register is usually appropriate (generally accurate social and/or cultural references included)</td>
<td>• Register is inappropriate (inaccurate social and/or cultural references included)</td>
</tr>
<tr>
<td>2</td>
<td>Mid-High</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Addresses and completes the task</td>
<td>• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Responds to all or almost all of the parts/prompts of the conversation</td>
<td>• Responses relate to the topic and include most elements in the thread of the conversation</td>
<td>• Appropriate vocabulary with occasional errors such as making up words or code-switching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur</td>
<td>• Moderate level of fluency with occasional hesitance; some successful self-correction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Good pronunciation</td>
<td>• Organized responses with some coherence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Register is usually appropriate (generally accurate social and/or cultural references included)</td>
<td>• Register is inappropriate (inaccurate social and/or cultural references included)</td>
</tr>
<tr>
<td>1</td>
<td>Mid-Low</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Addresses and completes some parts of the task</td>
<td>• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Responds to most parts/prompts of the conversation</td>
<td>• Responses relate moderately to the topic and include some elements in the thread of the conversation</td>
<td>• Limited vocabulary, frequent errors such as making up words and code-switching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur</td>
<td>• Low level of fluency with frequent hesitance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Fair pronunciation with interference from another language</td>
<td>• Poor pronunciation with interference from another language</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Disorganized responses with little coherence</td>
<td>• Register is inappropriate (inaccurate social and/or cultural references included)</td>
</tr>
<tr>
<td>0</td>
<td>Low</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Partially addresses and/or partially completes the task</td>
<td>• Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Responds inappropriately to some parts/prompts of the conversation</td>
<td>• Responses relate minimally to the topic and include few elements in the thread of the conversation</td>
<td>• Insufficient vocabulary; constant interference from another language</td>
</tr>
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<td></td>
<td>• Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication</td>
<td>• Poor fluency with labored expression</td>
</tr>
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<td></td>
<td>• Poor pronunciation, which affects comprehension</td>
<td>• Poor pronunciation with labored expression</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Disorganized responses with no coherence</td>
<td>• Disorganized responses with no coherence</td>
</tr>
<tr>
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<td></td>
<td>• Minimal to no attention to register (inaccurate social and/or cultural references are included)</td>
<td>• Minimal to no attention to register (inaccurate social and/or cultural references are included)</td>
</tr>
</tbody>
</table>
Preparation Resources

The resources listed below may help you prepare for the GACE assessment in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions of these materials to obtain information on specific topics for study and review.

Guide to Taking a GACE Computer-delivered Assessment

This guide explains how to navigate through a GACE assessment and how to answer different types of test questions. This free download is available in the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare.

Reducing Test Anxiety

This guide provides practical help for people who suffer from test anxiety. Designed specifically for GACE test takers, but useful to anyone who has to take tests, this guide reviews the major causes of test anxiety and offers practical advice for how to counter each one. Download this guide for free from the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare.

Study Tips: Preparing for a GACE Assessment

This document contains useful information on preparing for selected-response and constructed-response tests. The instruction, tips, and suggestions can help you become a better-prepared test taker. See the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare for this free download.

Journals

Foreign Language Annals, American Council on the Teaching of Foreign Languages (ACTFL)
French Review, American Association of Teachers of French (AATF)
Le français dans le monde, La fédération internationale des professeurs de français

Other Resources

Online Resources

The list below represents only a fraction of the websites where you can learn about French, practice grammar and vocabulary, read French magazines and newspapers, listen to French radio programs, view French television programs, or even practice speaking French. Using these websites can provide you with extensive experience in reading and listening to French, and can also help with preparing for the speaking and writing segments of the test.

American Association of Teachers of French (AATF) — www.frenchteachers.org
ACTFL Proficiency Guidelines — www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm
CLE Internaional — www.cle-inter.com
Education Resources Information Center (ERIC) — www.eric.ed.gov
Fédération Internationale des professeurs de français (FIPF) — www.fipf.info
Tennessee Bob’s Famous French Links — www.utm.edu/staff/bobp/french/french.html
Le nouvel observateur — http://tempsreel.nouvelobs.com
My Language Exchange — www.mylanguageexchange.com/Learn/French.asp

Note: After clicking on a link, right click and select "Previous View" to go back to original text.