



Georgia Assessments for the Certification of Educators®



GACE® Study Companion

French Assessment

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About the Assessment

Assessment Name	French
Grade Level	P–12
Test Code	Test I: 143 Test II: 144 Combined Test I and Test II: 643
Testing Time	Test I: 1 hour and 35 minutes Test II: 1 hour Combined Test I and Test II: 2 hours and 35 minutes
Test Duration	Test I: 2.5 hours Test II: 2.5 hours Combined Test I and Test II: 5 hours
Test Format	Computer delivered
Number of Selected-response Questions	Test I: 38 Test II: 36 Combined Test I and Test II: 74
Question Format	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 <i>Guide to Taking a GACE Computer-delivered Test.</i>
Number of Constructed-response Questions	Test I: 2 Test II: 2 Combined Test I and Test II: 4

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

Subarea	Approx. Percentage of Test
I. Reading	40%
II. Writing*	40%
III. Linguistics, Comparisons, and Cultures/Cross-Disciplinary	20%

* 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

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

Subarea	Approx. Percentage of Test
I. Listening	40%
II. Speaking*	40%
III. Linguistics, Comparisons, and Cultures/Cross-Disciplinary	20%

* 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

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- 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

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 65 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 Génies, 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.

Il arriva vers nous, à tâtons, en criant : « Qui vive ! qui vive ! » À ce « qui vive ! » bien connu, nous répondîmes : « amis ! » tous les quatre à la fois avec un bonheur, un soulagement inexprimable... M. Eyssette nous embrassa lestement, prit mon frère d'une main, moi de l'autre, dit aux femmes : « Suivez-moi ! » et en route... Ah ! c'était un homme.

-
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.



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

Les questions 8-13 se rapportent à l'extrait suivant tiré d'une interview avec Guillaume Teisseire, cofondateur du site Babelio, qui a été diffusée sur Radio France Internationale.

Recorded portion:

Listen to the following interview with Guillaume Teisseire, co-founder of the website Babelio. Selection plays two times.

Animatrice: *Vous avez, euh, cofondé, Babelio, cette communauté de lecteurs en ligne. Comment vous en est venue l'idée ?*

Teisseire: *Oui, on l'a fondée effectivement en deux mille sept. Eh bien, au départ c'est un de mes associés qui a vu un peu ce type de communauté, euh, qui existait déjà à l'étranger, euh, aux États-Unis et donc on s'est dit qu'il y avait quelque chose à faire en France et c'est vrai que, quand on s'est lancé, alors il y avait déjà des choses qui existent encore aujourd'hui. Il y avait des blogs littéraires, il y avait des forums, euh, sur Internet, mais effectivement ce type de site de catalogage de lire et de de réseau social autour de la lecture, oui, on était les on était les premiers en France, oui.*

La lecture est une passion tellement liée à la langue que, du coup c'est vrai qu'il y a des initiatives locales, euh, que ce soit valable... Babelio en France mais d'autres acteurs dans d'autres pays, euh, non-anglophones...

Animatrice: *Donc se sont souvent des communautés nationales en fait ?*

Teisseire: *Des communautés linguistiques en tout cas. Autour, euh, autour d'un d'un bassin de langue, c'est vrai que nous, on a aujourd'hui on a soixante-dix pour cent de la communauté qui est française mais après voilà, euh, le les trente pour cent restant sont au Québec, en Belgique, au Maghreb, euh, en Afrique francophone, subsaharienne, c'est assez assez, euhm, réparti, quoi.*

Animatrice: *Babelio, pourquoi ce nom-là ?*

Teisseire: *Effectivement, alors, ça vient de, en fait c'est une nouvelle de Borges qui s'appelle « La bibliothèque de Babel ». Donc, Borges qui est un auteur argentin, euh, du vingtième siècle et « La bibliothèque de Babel » c'est une nouvelle en laquelle il imagine une bibliothèque qui contiendrait tous les livres possibles du monde. Alors aujourd'hui on a quatre cent vingt mille inscrits et on sait qu'on n'aura jamais cinq millions d'inscrits. Donc la particularité de Babelio c'est que les gens qui s'inscrivent sont de très grands lecteurs, des passionnés de livres, à quatre-vingt-quinze pour cent, euh, de la communauté, ils lisent au minimum un livre par mois, quoi. Donc c'est vraiment de très grands lecteurs, d'ailleurs plutôt, de très grandes lectrices, on a une communauté qui est ultra féminine.*

Mais oui je pense qu'il y a une personne inscrite sur dix aujourd'hui qui lit, euh, qui lit, euh, un livre par semaine, voire plus quoi. Moi aussi je suis toujours sidéré du volume de lecture de, de un moment il y a des gens qui lisent presque quasiment un livre par jour. C'est des gens qui ont un travail mais c'est des gens alors qui prennent des transports et de... C'est des gens s'ils prennent le train et ils s'aperçoivent qu'ils ont oublié leur livre sur leur table de chevet, c'est des gens qui sont malheureux, quoi. C'est...

Animatrice: Il y a presque un côté vorace dans ce que vous décrivez...

Teisseire: Oui, c'est un peu des des des des toxicomanes du livre, quoi. Mais on espère qu'effectivement cette autre approche de la lecture va être plus ludique aussi. Nous, c'est vrai, que ces lecteurs, par exemple ils vont lire un livre et après ils vont, euh, pouvoir jouer un quiz autour du livre ou des choses comme ça ou... toute une série d'activités autour de la lecture, euh, qui la sorte un peu d'une pratique peut-être trop solitaire pour certains et j'espère que oui, ça peut permettre de de pousser des lecteurs à à poursuivre dans cette voie, oui.

Used by permission

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

- À ses débuts, qu'est-ce qui distinguait Babelio d'autres sites Internet littéraires en français ?*
- D'après l'interview, quel est le principe organisateur le plus important des groupes littéraires sur Internet ?*
- Quelle phrase décrit le mieux la communauté formée par Babelio ?*
- Qu'est-ce qui étonne le plus Guillaume Teisseire à l'égard des membres de la communauté ?*
- En quel mois fête-t-on la sortie de nouveaux livres en France ?*
- Dans la phrase « toute une série d'activités autour de la lecture, euh, qui la sorte un peu d'une pratique peut-être trop solitaire », à quoi fait référence le pronom d'objet direct « la » ?*

Narrateur: Now listen again.

[ENTIRE INTERVIEW IS REPEATED]

Narrateur: Now answer the questions for this selection.

-
8. À ses débuts, qu'est-ce qui distinguait Babelio d'autres sites Internet littéraires en français ?
- A. Babelio donnait l'occasion d'échanger des idées sur des livres et la littérature.
 - B. Il n'y avait pas de frais d'inscription pour avoir accès au site de Babelio.
 - C. Babelio était strictement lié à des maisons d'édition spécifiques.
 - D. Seul Babelio ne s'inspirait pas d'un site étranger.

Answer and Rationale

9. D'après l'interview, quel est le principe organisateur le plus important des groupes littéraires sur Internet ?
- A. La nation
 - B. La région
 - C. La langue
 - D. La culture

Answer and Rationale

10. Quelle phrase décrit le mieux la communauté formée par Babelio ?
- A. C'est un groupe qui cherche surtout à promouvoir la lecture parmi les jeunes.
 - B. Un grand nombre de femmes font partie de la communauté.
 - C. Moins de la moitié des membres sont Français de l'Hexagone.
 - D. La lecture a une fonction principalement thérapeutique pour les membres du groupe.

Answer and Rationale

-
11. Qu'est-ce qui étonne le plus Guillaume Teisseire à l'égard des membres de la communauté ?
- A. Qu'ils trouvent le temps de lire dans leurs journées si chargées
 - B. Qu'ils apprécient une si grande variété de livres
 - C. Qu'ils participent à Babelio pendant si longtemps
 - D. Qu'ils lisent une quantité énorme de livres

Answer and Rationale

12. En quel mois fête-t-on la sortie de nouveaux livres en France ?
- A. En septembre
 - B. En juillet
 - C. En janvier
 - D. En avril

Answer and Rationale

13. Dans la phrase « toute une série d'activités autour de la lecture, euh, qui la sorte un peu d'une pratique peut-être trop solitaire », à quoi fait référence le pronom d'objet direct *la* ?
- A. Au mot *série*
 - B. Au mot *lecture*
 - C. Au mot *pratique*
 - D. À une lectrice non-identifiée

Answer and Rationale

Answer Key and Rationales

Question Number	Correct Answer	Rationale
1	B	<p>Option B is correct. 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.</p> <p><i>Back to Question</i></p>
2	C	<p>Option C is correct. 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.</p> <p><i>Back to Question</i></p>
3	A	<p>Option A is correct. 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 ».</p> <p><i>Back to Question</i></p>

Question Number	Correct Answer	Rationale
4	B	<p>Option B is correct. 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.</p> <p><i>Back to Question</i></p>
5	D	<p>Option D is correct. This question tests basic geo-political knowledge about France. Lyon is the second largest city in France.</p> <p><i>Back to Question</i></p>
6	C	<p>Option C is correct. This question tests the recognition of a form of the <i>passé simple</i>. Candidates must understand that « <i>je vis</i> » is a form of the verb <i>voir</i> – to see.</p> <p><i>Back to Question</i></p>
7	D	<p>Option D is correct. The question asks when the French typically eat a dish containing <i>une fève</i>. This refers to the custom of making a cake with a bean, or a small token baked into it to celebrate the <i>Épiphanie</i>, or <i>Jour des Rois</i>. The person who gets the piece of cake with the bean is “king for the day.”</p> <p><i>Back to Question</i></p>

Question Number	Correct Answer	Rationale
8	A	<p>Option A is correct. The uniqueness of Babelio as a French site is that subscribers are given the opportunity to exchange their ideas and opinions on literary works.</p> <p><i>Back to Question</i></p>
9	C	<p>Option C is correct. According to the interview, a common language is the unifying force of the group.</p> <p><i>Back to Question</i></p>
10	B	<p>Option B is correct. The interview clearly states that Babelio is <i>ultra féminine</i>, indicating that a large number of women belong to the community.</p> <p><i>Back to Question</i></p>

Question Number	Correct Answer	Rationale
11	D	<p>Option D is correct. Teisseire is most surprised by the very large volume of books read by the subscribers.</p> <p><i>Back to Question</i></p>
12	A	<p>Option A is correct. The new literary season officially begins in September in France as this is an important time for writers to release their new works.</p> <p><i>Back to Question</i></p>
13	B	<p>Option B is correct. In the context of the phrase, <i>la</i> is a direct object pronoun replacing the word <i>lecture</i>.</p> <p><i>Back to Question</i></p>

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 in the space provided.

Manage your time to allow for planning, writing, and revising your response. The length of your response should be **at least 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 email.

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.

Veillez agréer l'expression de mes sentiments distingués.

Axel de la Rochefoucault
Maire de Rueil-Malmaison

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 to allow for planning, writing, and revising your response. The length of your response should be **at least 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

Score	General Description	Task Completion Features/Dimensions	Topic Development Features/Dimensions	Writing Skills Features/Dimensions
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> Fully addresses and completes the task 	<ul style="list-style-type: none"> Directly relates to the topic; topic well developed All or almost all supporting details or examples are appropriate and effective 	<ul style="list-style-type: none"> Response is well organized and generally coherent 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 Very few errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure) Register is appropriate (accurate social and/or cultural references included)
2 Mid-High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> Addresses and completes the task 	<ul style="list-style-type: none"> Relates to the topic Most supporting details or examples are well-defined 	<ul style="list-style-type: none"> Response is organized, but some parts are not fully developed 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 Some errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure), but they do not impede communication Register is usually appropriate (generally accurate social and/or cultural references included)
1 Mid-Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> Addresses and completes the task 	<ul style="list-style-type: none"> Moderately relates to the topic Some supporting details or examples are vague or not well-defined 	<ul style="list-style-type: none"> Response is inadequately organized/not sequenced correctly 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 Frequent errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure) Register is inappropriate (inaccurate social and/or cultural references are included)
0 Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> Partially addresses and/or partially completes the task 	<ul style="list-style-type: none"> Minimally relates to the topic Most supporting details or examples are irrelevant or not effective 	<ul style="list-style-type: none"> Response is disorganized Demonstrates a lack of control of most structures; numerous grammatical errors impede communication Insufficient vocabulary; constant interference from another language Pervasive errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure) impede communication Minimal to no attention to register (inaccurate social and/or cultural references are included)

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 give an oral presentation on a specific topic. First, you will have 15 seconds to read these directions, and then you will hear the topic for your presentation.

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)

Score	General Description	Task Completion Features/Dimensions	Topic Development Features/Dimensions	Language Use Features/Dimensions
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> Fully addresses and completes the task 	<ul style="list-style-type: none"> Directly relates to the topic; well-developed treatment of topic All or almost all supporting details or examples are appropriate and effective 	<ul style="list-style-type: none"> 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)
2 Mid-High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> Addresses and completes the task 	<ul style="list-style-type: none"> Relates to the topic Most supporting details or examples are well-defined 	<ul style="list-style-type: none"> 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 hesitance; some successful self-correction Good pronunciation Organized response with some coherence Register is usually appropriate (generally accurate social and/or cultural references included)
1 Mid-Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> Addresses and completes the task 	<ul style="list-style-type: none"> Moderately relates to the topic Some supporting details or examples are vague or not well-defined 	<ul style="list-style-type: none"> 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 hesitance Fair pronunciation with interference from another language Disorganized response with little coherence Register is inappropriate (inaccurate social and/or cultural references included)
0 Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> Partially addresses and/or partially completes the task 	<ul style="list-style-type: none"> Minimally relates to the topic Most supporting details or examples are irrelevant or not effective 	<ul style="list-style-type: none"> 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)

Task 2: Simulated Conversation

Approximate time: 5 minutes

Directions: You will participate in a simulated conversation within a context in French.

First, you will have 30 seconds to read an outline of the conversation. First, you will have 30 seconds to read the outline of the conversation. In each pair of lines, the first line gives you an idea of what you will hear, and the second, bolded line gives 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 ?*

TON (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)

Scoring Guide for Speaking: Simulated Conversation

Score	General Description	Task Completion Features/Dimensions	Topic Development Features/Dimensions	Language Use Features/Dimensions
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Fully addresses and completes the task • Responds fully to all or almost all of the parts/prompts of the conversation 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates 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 used with precision • High level of fluency • Very good pronunciation • Well-organized, generally coherent responses • Register is appropriate (accurate social and/or cultural references included)
2 Mid-High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses and completes the task • Responds to all or almost all of the parts/prompts of the conversation 	<ul style="list-style-type: none"> • Responses relate to the topic and include most elements in the thread of the conversation 	<ul style="list-style-type: none"> • 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 hesitance; some successful self-correction • Good pronunciation • Organized responses with some coherence • Register is usually appropriate (generally accurate social and/or cultural references included)
1 Mid-Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses and completes some parts of the task • Responds to most parts/prompts of the conversation 	<ul style="list-style-type: none"> • Responses relate moderately to the topic and include some elements in the thread of the conversation 	<ul style="list-style-type: none"> • Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur • Limited vocabulary, frequent errors such as making up words and code-switching • Low level of fluency with frequent hesitance • Fair pronunciation with interference from another language • Disorganized responses with little coherence • Register is inappropriate (inaccurate social and/or cultural references included)
0 Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Partially addresses and/or partially completes the task • Responds inappropriately to some parts/prompts of the conversation 	<ul style="list-style-type: none"> • Responses relate minimally to the topic and include few elements in the thread of the conversation 	<ul style="list-style-type: none"> • 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 responses with no coherence • Minimal to no attention to register (inaccurate social and/or cultural references are included)

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

Contextualized French Grammar. Cengage, 2013.

Contrastes : Grammaire du français courant, Rochat, Pearson, 2008.

Face-à-face: conversation sans frontières, Ghillebaert, Vista Higher Learning, 2021.

French for Oral and Written Review, Carlut & Meiden, Cengage Heinle, 1993.

Grammaire progressive du français niveau avancé, Boularès and Frérot, CLE International, 2019.

Une fois pour toutes: Une révision des structures essentielles de la langue française, Hale Sturges II, Savvas Learning Co., 2007.

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 —

<https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>

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>

Radio France International — www.rfi.fr

My Language Exchange — www.mylanguageexchange.com/Learn/French.asp