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Task 3: Conversation

You have 1 minute to read the directions for this task.	Vous aurez 1 minute pour lire les instructions de cette tâche.

You will participate in a conversation. First, you will have 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Afterward, the conversation will begin, following the outline. Each time it is your turn to speak, you will have 20 seconds to record your response. You should participate in the conversation as fully and appropriately as possible.	Vous allez participer à une conversation. D'abord, vous aurez 1 minute pour lire l'introduction de cette conversation comprenant le schéma des échanges. Ensuite, la conversation commencera, suivant le schéma. Quand ce sera votre tour de parler, vous aurez 20 secondes pour enregistrer votre réponse. Vous devez participer à la conversation de façon aussi complète et appropriée que possible.

You will now begin this task.	Vous allez maintenant commencer cette tâche.

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Thème du cours : Les défis mondiaux
Vous aurez 1 minute pour lire l'introduction.

Introduction

C'est une conversation avec Thomas, un camarade de classe. Vous participez à cette conversation parce que Thomas sollicite votre aide pour l'organisation d'un événement.

Thomas	•	Il vous téléphone et pose une question.
Vous	•	Répondez à la question en donnant des détails.
Thomas	•	Il explique la raison de son appel et pose une question.
Vous	•	Exprimez votre intérêt et demandez des précisions.
Thomas	•	Il demande des suggestions.
Vous	•	Faites des suggestions.
Thomas	•	Il pose une question.
Vous	•	Répondez à la question.
Thomas	•	Il prend rendez-vous et pose une question.
Vous	•	Répondez à la question et terminez la conversation.

STOP

Do not go on until you are told to do so.	Ne continuez pas avant qu'on ne vous le dise.

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Task 4: Cultural Comparison

You have 1 minute to read the directions for this task.	Vous aurez 1 minute pour lire les instructions de cette tâche.

You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation. In your presentation, compare your own community to an area of the French-speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the French-speaking world. You should also organize your presentation clearly.	Vous allez faire un exposé pour votre classe sur un sujet précis. Vous aurez 4 minutes pour lire le sujet de cet exposé et préparer votre exposé. Vous aurez alors 2 minutes pour vous enregistrer. Dans votre exposé, comparez votre propre communauté à une région du monde francophone que vous connaissez. Vous devez démontrer votre compréhension de réalités culturelles du monde francophone. Vous devez aussi organiser clairement votre exposé.

You will now begin this task.	Vous allez maintenant commencer cette tâche.

Thème du cours : La quête de soi

Sujet de présentation :

Quelle est l'importance de la manière de s'habiller pour les gens de votre communauté ? Comparez ce que vous avez constaté ou remarqué dans les communautés où vous avez vécu avec ce que vous savez d'une région du monde francophone. Dans votre exposé, vous pouvez faire référence à ce que vous avez étudié, vécu, observé, etc.

END OF PART B
END OF EXAM
STOP

AP® FRENCH LANGUAGE AND CULTURE
2019 SCORING GUIDELINES

Identical to Scoring Guidelines used for German, Italian, and Spanish Language and Culture Exams

Interpersonal Speaking: Conversation (Task 3)

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

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

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

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

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

0: UNACCEPTABLE performance in Interpersonal Speaking
• Mere restatement of language from the prompts
• Clearly does not respond to the prompts; completely irrelevant to the topic
• "I don't know," "I don't understand," or equivalent in English
• Clearly responds to the prompts in English

NR (No Response): BLANK (no response although recording equipment is functioning)