

Thème du cours: La vie contemporaine

Vous aurez 1 minute pour lire l'introduction.

Introduction

C'est une conversation avec votre ami Marc, un camarade de classe du lycée français où vous passez un semestre. Vous participez à cette conversation parce qu'il est en train d'organiser un voyage en Afrique francophone et il veut vous inviter à y participer.

Marc • Il vous parle d'un voyage en Afrique francophone qu'il est en train d'organiser.

Vous • Exprimez votre intérêt; posez une question sur la destination qu'il envisage.

Marc • Il vous demande votre opinion et vos préférences en ce qui concerne la destination idéale.

Vous • Parlez de vos préférences et dites pourquoi.

Marc • Il parle du type de voyage qu'il préfère, et il exprime son opinion sur un voyage qu'il a fait.

Vous • Parlez des types de voyages que vous préférez.

Marc • Il parle des activités potentielles qu'il projette de faire pendant le voyage.

Vous • Donnez et soutenez votre opinion sur l'activité proposée.

Marc • Il promet de vous contacter bientôt avec des détails.

Vous • Dites au revoir et finissez la conversation.

Prompt 1

Prompt 2

Prompt 3

Prompt 4

Prompt 5

Votre nom _____

Suggestions pour ton/ta partenaire

1. Tu as maintenu la conversation du début jusqu'à la fin en remplissant les 20 secondes chaque fois	Oui	Non
2. Tu as exprimé ton intérêt et as posé une question sur la destination qu'il envisage	Oui	Non
3. Tu as parlé de tes préférences et tu as expliqué ton choix	Oui	Non
4. Tu as parlé des types de voyage que tu préfères	Oui	Non
5. Tu as donné et tu as soutenu ton opinion sur l'activité proposée	Oui	Non
6. Tu as dit au revoir et tu as terminé la conversation	Oui	Non
7. Tu as développé tes idées et tu as démontré des connaissances culturelles	Oui	Non
8. Tu te corriges	Oui	Non
9. Tu prononces les mots correctement	Oui	Non
10. Tu parles avec un bon débit	Oui	Non
11. Ton intonation est correcte	Oui	Non
12. Tu as utilisé un vocabulaire riche et des expressions idiomatiques	Oui	Non
13. Tu as utilisé des structures complexes telles que le passé composé, l'imparfait, le participe présent, le conditionnel...d'autres _____	Oui	Non
14. Tu n'as utilisé que la forme « TU » dans toutes tes réponses	Oui	Non

Nom de ton/ta partenaire _____

**AP® WORLD LANGUAGE AND CULTURE EXAMS
2012 SCORING GUIDELINES**

Interpersonal Speaking: Conversation

5: STRONG performance in Interpersonal Speaking

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

4: GOOD performance in Interpersonal Speaking

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

3: FAIR performance in Interpersonal Speaking

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

- Mere restatement of language from the prompts
 - Clearly does not respond to the prompts
 - "I don't know," "I don't understand" or equivalent in any language
 - Not in the language of the exam
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- (hyphen): BLANK (no response although recording equipment is functioning)

Interpersonal Speaking Rubric

NOM

Score	Message and Information	Verbs and verb tenses	Vocabulary and idioms	Pronunciation and fluency
5 STRONG	<ul style="list-style-type: none"> Maintains exchange with a series of responses that are clearly appropriate within the context of the task Provides required information with frequent elaboration Fully understandable, with ease and clarity of expression 	<ul style="list-style-type: none"> Accuracy and variety in grammar and syntax, and usage with few errors Mostly consistent use of register 	<ul style="list-style-type: none"> Varied and appropriate vocabulary and idiomatic language 	<ul style="list-style-type: none"> Pronunciation, intonation and pacing make the response comprehensible; errors do not impede comprehensibility Clarification or self-correction if present improve comprehensibility
4 GOOD	<ul style="list-style-type: none"> Maintains exchange with a series of responses that are generally appropriate within the context of the task Provides required information with some elaboration Fully understandable, with some errors that do not impede comprehensibility 	<ul style="list-style-type: none"> General control of grammar, syntax, and usage Generally consistent use of register 	<ul style="list-style-type: none"> Varied and generally appropriate vocabulary and idiomatic language 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that are somewhat appropriate within the context of the task Provides required information (e.g., responses to questions, statement and support of opinion) Generally understandable, with errors that may impede comprehensibility 	<ul style="list-style-type: none"> Some control of grammar, syntax, and usage Use of register may be inappropriate 	<ul style="list-style-type: none"> Appropriate but basic vocabulary and idiomatic language 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility Clarification or self-correction (if present) sometimes improves comprehensibility
2 WEAK	<ul style="list-style-type: none"> Partially maintains the exchange with a series of responses that are 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 	<ul style="list-style-type: none"> Limited control of grammar, syntax, and usage Use of register is generally inappropriate 	<ul style="list-style-type: none"> Limited vocabulary and idiomatic language 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Unsuccessfully attempts to maintain the exchange by providing a series of responses that are 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 	<ul style="list-style-type: none"> Little or no control of grammar, syntax, and usage Minimal or no attention to register 	<ul style="list-style-type: none"> Very few vocabulary resources 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility Clarification or self-correction (if present) does not improve comprehensibility

Commentaires: