

EXTERNAL ASSESSMENT SAMPLE TASKS
FRENCH SPEAKING

INTERMEDIATE

Asset Languages

Intermediate French Speaking

External Assessment sample

This sample material has been provided to help you get a feel for the style of tasks and the level of Asset Languages External Assessment.

Please see our website www.assetlanguages.org.uk for the most up-to-date information and new materials as they become available in other languages and stages.

Asset Languages

Intermediate stage speaking tests

This booklet is for teachers who will act as examiners for Intermediate stage speaking tests. The following pages provide guidelines on assessing candidates and conducting the tests.

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Guidelines for assessment

Understanding the standard of Intermediate

Before conducting a speaking test, ensure that you are familiar with the standard of the Intermediate stage as described by the Languages Ladder statements.

Languages Ladder Statements – Speaking

Grade 7 I can answer simple unprepared questions in a conversation or following a presentation.

Grade 8 I can tell a story or relate the plot of a book or film and give my opinions about it.

Grade 9 I can take part in a discussion, giving and justifying my opinions and ideas.

You should now be comfortable with a range of tenses, and should be able to use language relating to a range of familiar matters. On *completing* this stage, you should be using and adapting language for new purposes. Your pronunciation should be generally accurate. You should be able to maintain a conversation on familiar matters or in predictable situations, using a range of simple language.

During the speaking test, you will determine whether candidates have demonstrated these grades by assessing their performance in terms of the language they use and communication they achieve.

Language

This refers to the candidate's knowledge of and ability to use vocabulary and structures to convey meaning. Intermediate candidates are expected to have a broad range of language resources relating to predictable situations and familiar matters, including the use of a range of tenses. The candidate is expected to be able to maintain a conversation using a range of language, including giving and justifying opinions. Your assessment will evaluate a candidate's success in using these resources, including range, accuracy and appropriacy.

Communication

This refers to the candidate's ability to take part in the tasks appropriately with a reasonable degree of fluency and some extension of sentences. Hesitations while the candidate searches for language are expected but should not interfere greatly with communication. The candidate is also expected to use strategies to maintain and repair communication, for example, asking for phrases to be repeated, indicating that things have not been understood, asking for clarification and self-correcting. There should be a good attempt to use the target language pronunciation and understanding should not require much effort from the listener.

Structure of Intermediate speaking tests

The following table shows the activities that make up a speaking test.

	Content	Format	Assessment	Test time	Weighting
Part 1, task 1 Personal information	Personal questions on a topic	Candidate and teacher only	Conducted, assessed and recorded by a teacher Moderated by OCR	1 to 1½ minutes	60%
Part 1, task 2 Interaction	Picture-based task: description and questions	Candidate and teacher only	Conducted, assessed and recorded by a teacher Moderated by OCR	3½ to 4 minutes	
Part 2 Presentation	Candidate talks on a prepared topic and answers questions	Candidate and teacher only or candidate to a group	Conducted and assessed by a teacher	3 minutes	40%

Applying the assessment criteria

During a speaking test, assess candidates by applying the criteria shown in the table on page 7. You award each candidate one language mark and one communication mark for each of part 1 and part 2, giving four marks in total.



Ensure that you give marks for part 1 and part 2.

To award a language or communication mark:

- 1 Choose which band (0, 1, 2 or 3) best describes a candidate's performance.

Normally you will assign a candidate to band 1, 2 or 3. If it is considered that the response is only equal to that of a Preliminary learner then it is appropriate to award 0 as this is interpreted as the learner being at Preliminary level.

- 2 Each band is then subdivided into three levels, e.g. .1, .2 and .3.

This allows you to discriminate within each band to say that the level has been fully achieved (.3), partially achieved (.2) or minimally achieved (.1).

So, for example, you would award a language mark of 3.2 to a candidate whose performance you think is best described as 'partially achieving the language criteria for band 3'.

The 'Completing a mark sheet' section on page 8 explains how to record a candidate's marks on a mark sheet.

Assessment of part 2 – the presentation

Part 2 of the test comprises a prepared, uninterrupted presentation and a subsequent discussion of the same topic. The presentation gives the teacher the opportunity to hear and evaluate the candidate speaking continuously. The candidate's subsequent performance in answering the teacher's questions is likely to differ from the presentation in terms of language and communication, and the Assessor should bear in mind the following considerations:

- to be placed at the top of the highest assessment band (score 3.3), a candidate needs to achieve the standard of the highest band descriptors in both the presentation and discussion sections.
- teachers should apply each descriptor to the whole candidate performance in the presentation and discussion and, where the quality of the two sections varies markedly, make an aggregate assessment of the standard achieved.

Intermediate assessment criteria

This mark scheme is to be interpreted at Intermediate standard.

Language	
A wide range of structures are used successfully, including tenses or time references. There may be a few grammatical errors. A range of vocabulary is used.	Band 3 3.3, 3.2, 3.1
There is an attempt to use a range of structures, including tenses or time references. There are some grammatical errors. There is an attempt to use a range of vocabulary.	Band 2 2.3, 2.2, 2.1
A limited range of structures is used, including tenses or time references. Grammatical errors are evident. A limited range of vocabulary is used.	Band 1 1.3, 1.2, 1.1
Response below Intermediate (grade 7) level.	Band 0
Communication	
The main points of the task are communicated. Responses are successfully extended. Hesitations do not make communication difficult. A range of simple strategies is used to maintain communication. There is a good attempt to use the target language pronunciation. Understanding requires little effort from the listener.	Band 3 3.3, 3.2, 3.1
Some of the main points of the task are communicated. Responses sometimes extended. Hesitation can sometimes make communication difficult. A few simple strategies are used to maintain communication. There is some attempt to use the target language pronunciation. Understanding requires little effort from the listener.	Band 2 2.3, 2.2, 2.1
Few of the main points of the task are communicated. Responses are basic. Hesitation makes communication difficult. Strategies to maintain communication are not always successful. There is little attempt to use the target language pronunciation. Understanding requires considerable effort from the listener.	Band 1 1.3, 1.2, 1.1
Response below Intermediate (grade 7) level.	Band 0

Completing a mark sheet

The facing page shows an example of a completed mark sheet, and the following notes explain how to complete the various sections.

Using a PENCIL, complete one mark sheet for each candidate. The Examination Details, Centre No. and Centre Name will already have been completed.

!

Before completing the mark sheets, ask your Examinations Officer for a list of candidate numbers for your students.

Accredited Teacher No. – leave this box empty.

Candidate Name – write the candidate's first name and family name.

Candidate No. – write the number in the top row of boxes, then confirm the number by shading the appropriate boxes in the grid below.

Ensure that the number you enter on this mark sheet matches the number supplied by the Examinations Officer. If they do not match, candidates might not receive their grades.

What is the candidate's first language? – Select one of the languages listed or, if a suitable language is not listed, write the language in the box provided.

Task attempted – mark the number of the set of visual materials you use in part 1 task 2.

Marks awarded – for part 1 and part 2, you must award ONLY ONE mark in each row (*Language* and *Communication*). If you need to change a mark, rub out the original mark and underline the new one.

!

Note that the final 'To be completed by the Moderator' section of the mark sheet is for completion by an External Moderator and not by your centre.



ASSET Speaking Test Mark Sheet	
 999AAT003999	

Accredited
Teacher No.

A	A	0	0	A	A
B	B	1	1	B	B
C	C	2	2	C	C
D	D	3	3	D	D
E	E	4	4	E	E
F	F	5	5	F	F
G	G	6	6	G	G
H	H	7	7	H	H
J	J	8	8	J	J
K	K	9	9	K	K

Candidate Name (please write in PENCIL and in BLOCK CAPITALS)

First name									
Family name									

Centre No.

999AA

Candidate No.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Examination Details

Asset Intermediate
French Speaking (Adult)
Example school

What is the candidate's first language?

(i.e. mother tongue). Not all languages have been included and that is due to space. If not listed, please complete the box 'other'.

<u>002</u> Akan	<u>135</u> English	<u>045</u> Hungarian	<u>132</u> Lingala	<u>030</u> Russian	<u>108</u> Thai
<u>003</u> Albanian	<u>030</u> Farsi	<u>047</u> Igbo	<u>065</u> Malay	<u>032</u> Serbian	<u>115</u> Turkish
<u>005</u> Arabic	<u>034</u> French	<u>050</u> Indonesian	<u>134</u> Mandarin	<u>038</u> Somali	<u>119</u> Urdu
<u>014</u> Bengali	<u>136</u> Gaelic/Irish	<u>051</u> Italian	<u>080</u> Panjabi	<u>039</u> Spanish	<u>121</u> Vietnamese
<u>017</u> Bulgarian	<u>038</u> German	<u>052</u> Japanese	<u>081</u> Pashto	<u>100</u> Swahili	<u>137</u> Welsh
<u>138</u> Cantonese	<u>040</u> Greek	<u>055</u> Kashmiri	<u>082</u> Polish	<u>102</u> Swedish	<u>127</u> Yoruba
<u>022</u> Croatian	<u>041</u> Gujarati	<u>058</u> Korean	<u>084</u> Portuguese	<u>103</u> Tagalog	<u>000</u> Other (please write below)
<u>023</u> Czech	<u>045</u> Hindi	<u>131</u> Kurdish	<u>088</u> Romanian	<u>105</u> Tamil	

Task attempted: 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Marks awarded:

Part 1	Language	<u>0</u>	<u>1.1</u>	<u>1.2</u>	<u>1.3</u>	<u>2.1</u>	<u>2.2</u>	<u>2.3</u>	<u>3.1</u>	<u>3.2</u>	<u>3.3</u>
	Communication	<u>0</u>	<u>1.1</u>	<u>1.2</u>	<u>1.3</u>	<u>2.1</u>	<u>2.2</u>	<u>2.3</u>	<u>3.1</u>	<u>3.2</u>	<u>3.3</u>

Part 2	Language	<u>0</u>	<u>1.1</u>	<u>1.2</u>	<u>1.3</u>	<u>2.1</u>	<u>2.2</u>	<u>2.3</u>	<u>3.1</u>	<u>3.2</u>	<u>3.3</u>
	Communication	<u>0</u>	<u>1.1</u>	<u>1.2</u>	<u>1.3</u>	<u>2.1</u>	<u>2.2</u>	<u>2.3</u>	<u>3.1</u>	<u>3.2</u>	<u>3.3</u>

Once an entry has been made for this candidate, the Examinations Officer is to shade the box indicating the session of entry:

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
<u>01</u>	<u>02</u>	<u>03</u>	<u>04</u>	<u>05</u>	<u>06</u>	<u>07</u>	<u>08</u>	<u>09</u>	<u>10</u>	<u>11</u>	<u>12</u>

To be completed by the Moderator:

Part 1m	Language	<u>0</u>	<u>1.1</u>	<u>1.2</u>	<u>1.3</u>	<u>2.1</u>	<u>2.2</u>	<u>2.3</u>	<u>3.1</u>	<u>3.2</u>	<u>3.3</u>
	Communication	<u>0</u>	<u>1.1</u>	<u>1.2</u>	<u>1.3</u>	<u>2.1</u>	<u>2.2</u>	<u>2.3</u>	<u>3.1</u>	<u>3.2</u>	<u>3.3</u>

ASSET S

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Preparing Intermediate speaking tests

Any teacher can conduct an Intermediate speaking test and is responsible for ensuring that the test is conducted correctly.

Before conducting a speaking test, read through this booklet to familiarise yourself with the test structure, the test topics and vocabulary. This familiarity will help you to select the best task for each candidate and to ensure that you use a variety of topics. Please note that this booklet is for use for one academic year.

Managing time

The total duration of all the assessed activities in a test should be 8 minutes. This allowance does not include the time required to introduce a candidate or for any administrative activities.

Throughout the test, keep a careful track of the time. Move through the tasks appropriately, ensuring that each candidate is given the opportunity to demonstrate their ability by responding fully to the whole range of prompts. Allocate the full time to each task so that every candidate has a fair opportunity to speak. When the required time for the task has passed, do not ask further questions that will cause the test to overrun. When a candidate has finished the activities for a task, bring the task to a clear finish.

Separating the test parts

You can conduct part 2 of a speaking test separately from part 1 at any convenient time before or after it.

Choosing topics and pictures for assessments

For this booklet, we have selected topics and pictures that allow a range of vocabulary to be covered. Use the full range of material available and vary the topics and tasks for different candidates. Ensure that you do not repeat areas of vocabulary in the test. For example, the topic you choose for the personal information task must be different from the subject of the candidate's presentation.

Using questions correctly

When you act as an examiner, be aware that your technique can significantly influence how well a candidate can demonstrate their ability to speak a language.

For part 1 task 1

- Only use the questions provided in this booklet. However, you can subsequently rephrase a question to assist a candidate who is struggling.
- When rephrasing questions, use open questions (for example, 'What do you do at the weekend?') rather than using closed questions (for example, 'Do you play tennis?'), which only require yes/no answers.

For part 1 task 2

For the *Photo content & Photo comparison* statements, only use the statements provided in this booklet. For the *General comment* questions, use the questions in the booklet, but if necessary your own topic-related questions may be used. These questions must allow the candidate to focus on their own personal response to the picture/topic and allow opportunity for the candidate to express their opinions.

- Target questions at any aspect of the topic.
- The language tested in the statements and questions should not overlap.
- Ensure that your language is at the appropriate level for the Intermediate stage.

For part 2

Once a candidate has finished their presentation, you must ask questions about the presentation for one minute. Questions should:

- ask for extra information about the topic
- invite the candidate to express opinions
- allow the candidate to show their ability to use a range of language structures (including tenses) and vocabulary.

Avoiding malpractice

When you conduct speaking tests, take care to follow the guidelines in this booklet and to be consistent and impartial in your dealings with candidates. If you deviate significantly from recommended practice, you risk arousing suspicions of 'malpractice'. We consider malpractice to be any attempt to give an unfair advantage, or any breach of the regulations governing the conduct of assessment that may threaten the integrity of Asset Languages. So remember:

- use a variety of topics from this booklet when testing a group of students; you must not give all candidates the same tasks
- although it is important to prepare candidates for a speaking test, you must not coach them to the point where questions are rehearsed
- to ensure fairness to all candidates, take care to respect the timings for each task.

Choosing a suitable location for conducting tests

For part 1 tasks

Before conducting the part 1 tasks, find and reserve a room that is suitable both for assessing candidates and for recording the test sessions.

Look for a room that:

- can accommodate yourself and a candidate in reasonable comfort
- is equipped with two chairs and a table or desk suitable for placing a cassette recorder and microphone
- is sufficiently quiet to avoid distractions and to permit you to make good quality recordings
- provides suitable conditions for a test: acceptable air temperature, ventilation, lighting and cleanliness
- does not display any materials that might help candidates during tests.

Later when conducting tests, ensure that you maintain an ordered and quiet atmosphere.

If you designate another location as a waiting area, it should be some distance from the test room. Also, it should ideally contain enough chairs for candidates to sit while they wait.

For part 2

The requirements for part 2 are less demanding because you do not have to record candidates' presentations. However, you must ensure that you choose a room that provides the furniture and power supply that you need to work with an OHP or any other equipment needed to support the presentations. Also, if you choose to hold the presentations in front of a class or group, you need a room that can comfortably accommodate more people.

Controlling the quality of recordings

Before conducting any speaking tests, make a brief test recording in the test room. Listen to the recording to check that the microphone is suitably positioned on the table or desk to capture clearly the voices of both yourself and candidates. Also, after recording the first candidate, listen to the quality of the recorded sound to confirm that it is clear and comprehensible.

From time to time during a task, check the cassette recorder to confirm that it is still recording.

Labelling cassettes and cassette boxes

After completing the tests, you must clearly and securely label each cassette and its box with the assessment title, assessment code, centre name and centre number.

While you conduct tests, keep accurate lists of the sequence in which you record candidates. Then, in each cassette box, provide a list of candidates recorded on the relevant cassette (in the order you have recorded them) and all their candidate numbers. Also, distinguish between candidates recorded on side A and on side B. This information is to enable the External Moderator to identify which candidates appear on any particular cassette.

Conducting Intermediate speaking tests

Requirements for both part 1 tasks

For every candidate, record both part 1 tasks. Record no more than 10 candidates on each side of a 90-minute cassette. During the tests, use a watch or alarm clock to keep track of time.

Materials needed:

- this *Examiner's Booklet*
- a *Candidate's Booklet*
- candidate mark sheets
- a cassette recorder
- cassettes (provided by OCR)
- an external microphone
- a watch or clock, preferably with a second hand, suitable for timing the test.

Conducting task 1 of part 1 – Personal information task

The aim of task 1 is to give the candidate the opportunity to demonstrate their ability to answer questions related to their life and circumstances.



Duration: 1 to 1½ minutes.

Before you begin the task, ensure that the cassette recorder is recording.

To conduct task 1

- 1 At the beginning of each recording, state clearly:
'Centre [number], [language], [stage] Asset Speaking Tests.'
- 2 Before you begin your assessment of each candidate, state clearly:
'Candidate [number], [candidate name].'
- 3 Read the opening target language instructions to the candidate.
- 4 Read the opening greeting in the target language.
- 5 Choose questions from any topic, as long as the questions are suitable for the candidate.
- 6 Choose one topic only from this booklet and ask questions for up to one and a half minutes.

If a candidate struggles with a specific question or topic, try another question from any part 1 task 1 page.

Conducting task 2 of part 1 – Interaction task

The aim of task 2 is to give each candidate the opportunity to speak spontaneously and to respond to questions.



Duration: 3½ to 4 minutes.

To conduct task 2

- 1 Select a picture task and pass the *Candidate's Booklet*, open at the relevant task, to the candidate.
- 2 Announce the number and title of the pictures for the cassette recorder.
- 3 Read the instructions in the target language to the candidate.
- 4 Wait 15 seconds to allow the candidate to look at the pictures.
- 5 Read each statement in the *Photo content* box to the candidate, allowing good time for each of the responses. You must only use these statements. Prompt the candidate where necessary.
- 6 Read each statement in the *Photo comparison* box to the candidate, allowing good time for each of the responses. You must only use these statements. Prompt the candidate where necessary.
- 7 Ask the candidate questions from the *General comment* box. When a candidate struggles, prompt them or rephrase the question if possible.
- 8 Continue asking questions until 4 minutes have passed.
- 9 Record your assessment for part 1 on the mark sheet.

Conducting part 2 - Presentation

The aim of part 2 is to give each candidate the opportunity to demonstrate their ability to speak uninterrupted about a prepared topic and to answer questions about it.

You can conduct part 2 separately from part 1 at any convenient time before or after it. Also, you can opt to conduct this part in front of a small group or class.



Do not record this part of the speaking test.



Duration: 3 minutes.

Materials needed:

- this *Examiner's Booklet*
- Candidate mark sheets
- a watch or clock, preferably with a second hand, suitable for timing the test
- an OHP, a projector or any other appropriate presentation equipment.

Preparation

Decide when to conduct the presentation. In advance of the test, ask each candidate to prepare a 1 to ½ minute presentation.

You may conduct this part alone with a candidate or in front of a group or class. If you choose this second option, introduce part 2 to the group before the assessment begins. Stress to all group members that they:

- must remain silent throughout
- must not distract or interrupt candidates in any way during the presentations
- may only ask you questions, or interact with each other, after you have told them that part 2 is over.

Content of a presentation

Each presentation should be an account of something the candidate has experienced and their reaction to it, or a 'promotional' presentation in which the candidate describes and recommends something (for example, a place to visit, a career, a product, a type of music, a film) that they are personally enthusiastic about.

A candidate must not bring any written notes to their presentation but may bring up to three visual prompts (containing no text) such as OHTs, PowerPoint slides, objects or photos.

To conduct a part 2 assessment

- 1 Introduce the part in the target language by reading from the 'Presentation' section in this booklet.
- 2 Listen to the candidate and only intervene if communication breaks down completely. In such a case, prompt and encourage the candidate.
- 3 When the candidate has finished, ask questions in the target language about the presentation for up to one minute. See page 9 for further guidance on the use of questions.
- 4 Read the closing statement to the candidate.
- 5 Record your assessment for part 2 on the mark sheet and bring the test to a formal close.
- 6 At this point you and other students may interact with the candidate in the usual way. This interaction does not form part of the assessment.

After completing tests

Ensure that you have completed all the mark sheets and labelled all the cassettes correctly.

If more than one teacher at your centre is conducting and marking the same speaking test, the centre must ensure that all teachers are marking to the same standard (standardisation) before submitting the tests to OCR.

After standardisation, hand all mark sheets and cassettes to the Examinations Officer for despatch to OCR for moderation. This moderation ensures that OCR standards are applied uniformly across all centres.

Support documents

For more support with conducting speaking tests, the following documents are available.

External Assessment Reference Guide

Ask your Examinations Officer for this guide, or download it from <http://www.assetlanguages.org.uk/examsOfficers/default.aspx>.

The guide provides more information on administration and marks submission, when you can conduct speaking tests, the equipment needed, recording candidates, standardisation and submitting test marks with recordings.

Applying Speaking Criteria Booklet

See the accompanying letter for an application form to request this booklet, or download it from <http://www.assetlanguages.org.uk>.

The booklet provides more information on the Intermediate standard. It also contains a DVD with sample speaking tests, with accompanying marking commentaries, as well as tips for conducting a speaking test.

SECONDARY CONTEXT

Part 1: Task 1 **1 – 1 ½ minutes**

Introduction	Centre [number]. French Intermediate Asset Speaking Tests. Candidate [number]. [Candidate name]. Bonjour! Viens t'asseoir. On va faire ton test oral de français. D'abord je vais te poser des questions.
Not assessed	Je m'appelle Xxx. Comment tu t'appelles? Bon, on commence.

Note: Choose only one topic and ask questions to help elicit a 1 – 1 ½ minute conversation. If a candidate struggles with a specific question or topic, try another one from any Task 1 page.

La lecture et l'écriture	Maintenant on va parler de la lecture et de l'écriture. Quels genres de livres aimes-tu lire ? Est-ce que tu te sers de l'Internet ? Pourquoi ? Qu'est-ce que tu préfères lire, un journal ou un magazine ? Pourquoi ? Pour écrire, tu préfères utiliser un stylo ou un ordinateur ? Pourquoi ? Est-ce que tu écris des lettres ? Des emails ? A qui ? Parle-moi d'une lettre importante que tu as écrite ou que tu as reçue.
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In the Examiner's booklet, three topics are provided for Secondary and for Post-16 contexts.

TEACHERS SHOULD ADAPT THE TEXT TO THE APPROPRIATE FORM OF ADDRESS

1

Free time

Part 1: Task 2 **3 ½ – 4 minutes**

Introduction	Maintenant on va parler de ces deux photos <i>[give photos to candidate]</i> . Elles sont toutes les deux sur le temps libre. Regarde-les et parle-moi des deux / Regardez-les et parlez-moi des deux. <i>[wait 15 seconds]</i>
Photo content	Parle-moi de l'endroit sur la photo A. Parle-moi des gens sur la photo B.
Photo comparison	Parle-moi des différences entre les activités sur les deux photos. Dans quelle situation préférerais-tu être ? Pourquoi ?
General comment	Qu'est-ce que tu fais pendant ton temps libre habituellement ? Qu'est-ce que tu as fait la dernière fois que tu es sorti(e) avec des amis ? Quelles activités les gens de ton âge aiment-ils faire le week-end ? Pourquoi ? Quelle serait ta journée idéale ? Qu'est-ce qui est mieux, une journée à la campagne ou à la ville ? A ton avis, est-il plus agréable de passer du temps avec des amis ou seul ?

In the Examiner's booklet, four picture tasks are provided for French, German, Italian and Spanish. For all other languages, three picture tasks are provided.

1

Free time

A



B



Part 2: 3 minutes

TEACHERS SHOULD ADAPT THE TEXT TO THE APPROPRIATE FORM OF ADDRESS

Presentation	Maintenant je veux entendre ta présentation. Ensuite je te poserai des questions. Tu peux commencer? Merci. <i>[Ask questions related to the presentation]</i> C'est la fin de ton test oral. Merci beaucoup.
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