ASSESSMENT UNIT 1-10

The assessments

The assessments cover speaking, listening, reading and writing and are communicative rather than grammatical. The reading and writing assessments could be done by students in their own time if they wish, but the listening and speaking need to be carried out in class. There are no set time limits for any of the assessments as this is left up to your discretion. Students should complete them without reference works. Discuss the assessments with students and encourage them to do them. Prepare them for the assessments by letting them know what they will cover and telling them in advance when the assessment will be. Most of the assessments can be marked by students themselves if you provide the marking scheme. However, the oral assessment does require someone to listen to the exchanges and record marks at that time. Marking schemes are provided after the cue cards.

Oral assessments

To conduct the first oral assessment on exchanging personal details, arrange students in pairs providing each student with a cue card. As assessor you will need a copy of the mark sheet on which you can note the achievement of the task, i.e. that the appropriate items of information have been conveyed. The same arrangement applies to the second assessment in which students arrange to meet. In the third and fourth oral assessments you act as the facilitator taking the part of the shop assistant and the hotel receptionist. In assessing the students’ speech, accept what is understandable to a sympathetic native speaker for the conveying of information and add marks as appropriate for quality.

1. Personal description – seeking and giving information

Working with another student, exchange details about yourselves using the cue cards provided. Make a note of what your partner tells you in any form you wish. There are ten items of information to convey.
2. Invitations

The cue cards provided give cues for suggesting going out and deciding when and where to meet. Do two role plays taking the parts of both A or B in cue card 1 and the alternative role in cue card 2.

<table>
<thead>
<tr>
<th>Invitations Cue Card 1</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Student A</strong></td>
<td><strong>Student B</strong></td>
</tr>
<tr>
<td>Suggestion — cinema tonight: 20.00</td>
<td>Can't manage tonight; suggest tomorrow</td>
</tr>
<tr>
<td>Agree new day suggested</td>
<td>Ask where to meet</td>
</tr>
<tr>
<td>Suggest meet in Café des Saisons at 19 h 30</td>
<td>Accept time and place suggested and repeat them back to make sure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Invitations Cue Card 2</th>
<th>Invitations Cue Card 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student A</strong></td>
<td><strong>Student B</strong></td>
</tr>
<tr>
<td>Suggestion — meal out tonight</td>
<td>Can't manage tonight; suggest Thursday</td>
</tr>
<tr>
<td>Agree new day suggested</td>
<td>Ask where to meet</td>
</tr>
<tr>
<td>Suggest meet in Bar Casino or 20 h 30</td>
<td>Accept time and place suggested and repeat them back to make sure</td>
</tr>
</tbody>
</table>

3. Shopping

Working with your tutor as the shop assistant, ask for the following items at the baker’s and the grocer’s. There are ten items in total.

<table>
<thead>
<tr>
<th>Student: Shopper</th>
<th>Tutor: Shop assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baker’s</strong></td>
<td><strong>Grocer’s</strong></td>
</tr>
<tr>
<td>2 baguettes</td>
<td>You have all the items requested</td>
</tr>
<tr>
<td>3 chocolate croissants</td>
<td>total cost is 7 euros</td>
</tr>
<tr>
<td>1 apple tart</td>
<td>500 gr coffee</td>
</tr>
<tr>
<td>1 litre milk</td>
<td>olive oil</td>
</tr>
<tr>
<td>10 eggs</td>
<td>250 gr butter</td>
</tr>
<tr>
<td>500 gr coffee</td>
<td>salt</td>
</tr>
<tr>
<td>500 gr ham</td>
<td>300 gr ham</td>
</tr>
</tbody>
</table>

**MARK SCHEMES**

<table>
<thead>
<tr>
<th>B, Cue Card 1/2</th>
<th>A, Cue Card 1/2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 point for each of the following:</td>
<td>1 point for each of the following:</td>
</tr>
<tr>
<td>name</td>
<td>suggests time to meet</td>
</tr>
<tr>
<td>age</td>
<td>suggests place to meet</td>
</tr>
<tr>
<td>marital status</td>
<td></td>
</tr>
<tr>
<td>children</td>
<td></td>
</tr>
<tr>
<td>job</td>
<td></td>
</tr>
<tr>
<td>partner’s nationality</td>
<td></td>
</tr>
<tr>
<td>partner’s job</td>
<td></td>
</tr>
<tr>
<td>home — what? (flat etc.)</td>
<td></td>
</tr>
<tr>
<td>home — where?</td>
<td></td>
</tr>
<tr>
<td>opinion</td>
<td></td>
</tr>
<tr>
<td>Items conveyed:</td>
<td>1 point for each of the following:</td>
</tr>
<tr>
<td>Quality of French:</td>
<td>gives invitation</td>
</tr>
<tr>
<td>Total:</td>
<td>accepts new day</td>
</tr>
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</table>

| Items conveyed: | /4 |
| Quality of French: | /6 |
| Total:       | /10 |

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<td>accepts time and place</td>
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4. Hotel

Working with the tutor as receptionist, book into a hotel using the information on the cue card for your requirements.

Student: Guest at a hotel

- Greet the guest
- Ask for how many people
- Ask for how many nights
- You have space
- Offer choice of rooms:
  - 53€ with bath
  - 47€ with shower
- Breakfast is extra - 6€
- Ask guest to spell his/her name

Tutor: Receptionist

- Pardon, madame, pour aller à la bibliothèque, s'il vous plaît?
- La bibliothèque? Voyons... alors, vous prenez la première rue à gauche, puis vous continuez jusqu'au rond-point.
- Je prends la première à gauche, et je continue jusqu'au rond-point...
- Et là, vous tournez à droite. Vous longez le parc et après les feux, vous avez la bibliothèque sur votre gauche.
- Je tourne à droite, je longe le parc jusqu’aux feux... et la bibliothèque est sur la gauche.
- C’est ça.
- Merci, madame.

(b)

- Pardon, monsieur, où est la station de métro la plus proche?
- Je vais tout droit et je tourne à droite aux feux.
- C’est cela. Et la station de métro Opéra est tout de suite à gauche.
- Merci, monsieur. C’est loin?
- Non, non, c’est à trois cents mètres.
- Merci, monsieur.
- De rien.

MARK SCHEMES

1 point for each of the following:

- number of people
- number of nights
- request for shower/bath
- choose room price
- ask about breakfast
- spell name

Items conveyed: ................................................................................./6
Quality of French: ............................................................................../10
Total: ................................................................................................./16

Listening assessments

The tapescripts for the listening assessments are printed below and should be pre-recorded with a colleague or a native speaker to be played to the students in class.

Tell the students the format of the first assessment—they will overhear people in the street asking the way to various places. They should mark on their town plan the route taken by the person seeking directions, and label their destination.

Then distribute the town plans, ensuring that everyone knows the starting point, which is marked with an X. Play the tape twice. Students mark in the routes as they listen. Draw their attention to the distance box at the end of the second dialogue. Tell them to fill it in after completing their work on the plans.

For the second assessment, ensure that students know exactly what is expected of them. They may well need some reassurance as they are not expected to note down everything they hear, but should focus on the position of the gite, the number of rooms, the facilities and the price. You may like to write those headings on the board.

In giving students their results, make it quite clear that they were not expected to note all the details, and that if they scored twelve, they were doing well. Only if they missed the number of rooms, the number of people the gite can take, and the price, have they failed to complete the essence of the task.

Tapescript 2

Ce gîte-là se trouve à trois kilomètres de la ville. C’est en pleine campagne, alors. Il y a trois chambres à coucher à l’étage, avec lavabo. La salle de bains est à l’étage également, avec WC et douche; puis au rez-de-chaussée, un salon-salle à manger, la cuisine. Tout marche au gaz. Il y a le chauffage central, mais si vous venez au mois de juillet, au mois d’août, ce n’est pas nécessaire. Tout autour, il y a un beau jardin, avec une petite piscine. Alors, comme les chambres sont grandes, il y a la place
1. Finding the way

Listen to the people asking the way to locations in town. Mark on the map the route they take. All of them start at the station marked X on the map.

2. House and home

You are interested in booking a gite in the region of Caussade. You phone to ask for details. This is what you hear about one of the advertised gîtes. Make notes in English on its position, the number of rooms and facilities and the price.

MARK SCHEMES
(a) 1 point for each of the following:
   first left
   at roundabout
   edge of park
   after lights
   library
   on left

Total ................................................................. /12

(b) 1 point for each of the following:
   straight on
   at lights
   turn right
   on left
   metro station
   distance: 300 metres

Total ................................................................. /12

MARK SCHEMES
1 point for each of the following:
   lounge-dining room
   on ground floor
   kitchen
   all on gas
   central heating
   garden
   swimming pool
   room for six
   325 euros weekly or 1200 monthly
   shower

Total: ................................................................. /18
In preparing students for the first assessment, tell them that what they are going to read is a real letter and therefore may contain words and phrases they have not yet seen. As with the listening assessments, the task is to find the essential information in the text. Make sure that students understand that answers are to be in English.

Before students do the second reading assessment, point out that the article contains some words and phrases which they do not know. Remind them about strategies for making sensible guesses. Ensure that students understand what they have to do—they are aiming to write five short sentences in English putting right the errors in the English summary.

1. **Holiday home**

A friend who knows little French has had this letter passed on to her. She said she was interested in exchanging houses for her holiday. She wants to know what the letter says, and in particular, where the house is, what is in it and any other facilities offered. Write notes in English to answer her queries.

**NB:** Do not attempt to translate the letter word for word. Don’t worry if there are some parts of it which you don’t understand!

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**Morteaux**

**10 février**

Chers amis,

Ça y est, c’est décidé, nous irons en Angleterre cet été — si tout va bien! A cet effet, je cherche à échanger notre maison contre une maison (ou un appartement) dans votre région. Connaitriez-vous quelqu’un que cela intéresserait? 10 à 15 jours en juillet ou en août.

C’est une maison très chouette, genre ferme ancienne, dans un endroit très « France profonde », à 10 km de Pontarlier et à 40 minutes de Besançon.

Elle est dans un petit village très sympa qui plaît bien aux touristes et aux Anglais aussi, car tous les ans il y a trois ou quatre familles qui occupent des gîtes. Il y a trois chambres, deux salles de bains, une cuisine, une salle à manger avec une cheminée, un garage, la télévision et le téléphone.

La période peut varier entre le 10 juillet et fin août, mais j’ai une petite préférence pour la période du 10 au 25 juillet.

C’est dommage, mais toutes les photos sont à la Chaux, et non pas ici à Morteaux, mais si vous connaissez quelqu’un que cela intéresse, je vous enverrai plusieurs.

J’espère que tout le monde va bien.

---

**MARK SCHEMES**

1 point each for the following:

- looking for house (flat) in the region of the address
- 10 to 15 days in July or August
- old house (farm)
- 10 km from Pontarlier
- 40 mins from Besançon
- 3 bedrooms
- 2 bathrooms
- kitchen
- dining room
- garage
- television
- telephone
- would prefer 10–25 August

Total: 

As with the listening assessments, only if the reader misseses the location, the dates possible and preferred and the rooms in the house, have they failed the essential task. However, since other details are easily picked up from the text, most students should score well on this piece.

2. **Biopic**

Read the French article about Zineb and then look at the English summary of it. The person who did the summary has made five errors. What are they? Answer in English.

---

**En seize ans, Zineb a vu l’Algérie une petite dizaine de fois. Toujours pour des vacances, un mois ou deux pas plus. Son meilleur souvenir: l’arrivée à Alger en bateau. Quelle émotion! C’était vraiment beau!**

Née en France de parents algériens, Zineb ne connaît que le Midi — de Marseille à Nice. Aimée de quatre enfants, Zineb est lyonnaise à Bardol, près de Toulon. “Ici, on me considère toujours comme une Arabe. En Algérie, je suis l’immigrée, la Française.”

Zineb se définit elle-même comme “une bolle de ping-pong sans cesse renvoyée d’un bord à l’autre de la Méditerranée.”

Petite, elle rêvait d’être américaine, à cause des films made in USA. Aujourd’hui, l’Algérie, c’est le pays de ses parents. Et la France n’est pas encore le sien. Elle se trouble entre la France, où elle veut vivre et travailler, et l’Algérie où elle retrouve, pendant les vacances, sa culture et sa grande famille.

Ahmed, son père, un maçon de 51 ans, est en France depuis trente ans. Avec une dizaine de familles arabes, ils vivent dans un environnement privilégié, “loin des cités, des banlieues difficiles.”

“La France, j’y vis, mais mon pays, c’est l’Algérie.” C’est là que vit sa mère, dans un petit village près de Bida. C’est là que Ahmed a acheté une maison pour sa retraite, quand les enfants seront indépendants.

Zineb a des regrets? Oui, le fait de ne pas parler couramment l’arabe ni de l’écrire. Elle sait écrire son nom et son prénom, c’est tout.
Zineb is sixteen. She has been to Algeria about a dozen times, always in the holidays. She remembers well arriving in Algiers, by boat, and found it a very moving moment.

She was born in Algiers and came to France as a baby. She knows the South of France, from Marseille to Nice, but that is about all. She goes to school in Bandol, near Toulon. There, she is considered as being thoroughly French, and in Algeria, they think of her as a sort of French immigrant. She says she feels like a ping-pong ball tossed between the two coasts of the Mediterranean.

When she was little, she dreamt of being American, because of the films she saw. Now she wants to find a job in Algeria, because that is where her extended family lives.

Her father is called Ahmed and he is a builder. He lives with a number of other Arab families in some rather troubled suburbs. He thinks of himself as Algerian still, and has recently bought a house in a village near Blida, where his mother still lives.

Zineb wishes she knew more Arabic. She speaks fluently but cannot write much, only her name.

MARK SCHEMES
1 point for each error:
   Zineb was not born in Algeria, but in France.
   At school, she is considered Arab, not French.
   She wants a job in France, not in Algeria.
   Ahmed does not live in troubled suburbs: he thinks of himself as live away from them.
   Zineb does not speak Arabic.
Total: _______________________________________/5

This text and the task cover language seen early in the course, and students should expect to score highly on it (three or four out of five points).

Written assessments

The written assessment has four items. Students can mark these themselves. The degree of accuracy required is a matter for your judgement. Provided the item is almost correct it can be credited. The marks for quality can be used for the level of accuracy. The final item is a translation exercise. Students have done re-translation activities in the units. This assessment is not quite the same, and so students need to be told that the sentences are prompts and not to be translated!

1. Shopping

You want the following shopping. Write out a list so that your French friend can do it for you. Include words such as un, du, etc. Give figures as figures.

1. strawberry or raspberry tart ...........................................
2. farmhouse loaf .........................................................
3. bananas .................................................................
4. coffee .................................................................
5. biscuits .................................................................
6. lettuce .................................................................
7. small chicken .........................................................
8. 250 gr cheese .........................................................
9. sugar .................................................................
10. 10 eggs .................................................................
11. milk .................................................................
12. 3 yogurts ..............................................................
13. pot of jam ............................................................
14. bottle of olive oil ..................................................
15. 500 gr onions ........................................................

MARK SCHEMES
1 point per un/une/du etc. ................................................../11
1 point per item ............................................................../15
1 for tarte, pot, bouteille, petit ......................................./4
Quality ........................................................................../5
Total ........................................................................../35

2. At work

Complete these sentences so that they make sense.

1. Vous avez besoin d’un billet – allez au .....................
2. Et n’oubliez pas de ......................... votre billet avant de prendre le train.
3. Est-ce qu’il faut changer? Non, c’est .....................
4. Je travaille ......................... Renault, ......................... secrétaire.
5. Je .................. quinze minutes pour aller au travail.
6. Mon bureau est très proche de chez moi. J’y vais à .................. 
8. Mon frère n'a pas de travail, il est ....................

9. Et mes parents ne travaillent plus, ils sont à la ....................

MARK SCHEMES
1 point per answer
1. guichet
2. composer
3. direct
4. chez/comme
5. mets
6. pied
7. parfois
8. chômeur (au chômage)
9. retraite

Items given:............................................................../10
Correct spelling:......................................................./10
Total:................................................................./20

3. Find the question
Here are answers which were given in interviews where people talked about themselves and their jobs. Write in the question which you think prompted each answer. NB: There are a number of correct solutions.

1. J'ai quinze ans. .........................................................?
2. Non, je ne travaille pas le mercredi. ...........................?
3. J'habite près de l'église. .........................................?
4. Je suis ingénieur. ....................................................?
5. L'usine est assez loin de chez moi. Je prends la voiture. .........................................................?
6. Je termine normalement à dix-sept heures trente .................................................................?
7. Oui, j'aime beaucoup mon travail. ............................?
8. J'aime bien la tennis, la musique et la lecture. ...........

MARK SCHEMES
Please note there are many possible questions here. Those which students are most likely to find are given below.
1 point for each of the following:
1. Vous avez (Tu es) quel âge? Quel âge avez-vous (as-tu)?
2. Vous travaillez tous les jours de la semaine?
3. Où habitez-vous? (Vous habitez où?)
4. Qu'est-ce que vous faites dans ta vie?
5. Comment allez-vous au travail? (Vous allez comment au travail?)
6. Vous terminez à quelle heure?
7. Vous aîmez votre travail? (Ca vous plait, votre travail?)
8. Qu'est-ce que vous faites pendant votre temps libre? Quels sont vos loisirs?

Questions:....................................................................../8
Accuracy:......................................................................./8
Total:.........................................................................../16

(Tutors will need to judge what degree of accuracy gains the point – it does not mean that only 100% accurate answers gain the extra point.)

Students should score at least 10 here.
If they don’t, they need more practice in basic questions.

4. Finding the French
Find the French for these situations.

1. You want to attract someone's attention, in the street. It's a man. What do you say?

2. A friend asks how you are. You're not feeling at all well. What do you say?

3. Someone asks you the way to the supermarket. Tell them that it is 500 metres away, straight along the road.

4. At the station, you want a single to Rauen. What do you say?

5. In a café, a friend asks if you would like some olive cake. Tell them that you don't like it.

6. Someone asks you if you play badminton. Say that you used to play often when you were young, but that you don’t play any more.

7. You are in a dance hall. Ask someone if they come here often.

8. You are in a hotel. You phone reception to tell them that the shower is not working. What do you say?

9. Arriving in the hotel, you want to know where the lifts are. What do you say?

10. In a café, you ask for the bill. What do you say?

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MARK SCHEMES
A point is awarded for each item indicated if it would be understood by a sympathetic native reader.

1. Pardon, monsieur. (1)
2. Ça ne va pas (du tout). (1)
3. C'est à cinq cents mètres. (1) C'est tout droit (Descendez la rue). (1)
4. Un aller (simple) (pour) Rouen, s'il vous plaît. (1)
5. (Non) (merci) Je n'aime pas (cela). (2)
6. Je jouais (1) souvent (1) quand j'étais jeune (1), mais je ne joue plus (2) maintenant. (1)
7. Vous venez (Venez-vous) (1) souvent là (ici) (1)?
8. La douche (1) ne marche pas (est en panne). (1)
9. Où sont les ascenseurs, s'il vous plaît? (1)
10. L'addition, s'il vous plaît. (1)

Total: .........................................................................................................................................../19