

## INSTRUCTIONS FOR SPEAKING TESTS

### Warm-up

As the student enters the room, greet him in an easy, natural way to help him/her gain confidence before the formal test begins. Examples:

Buenos días.	Bonjour!	Guten Tag!
¿Cómo te va?	Comment vas tu?	Wie geht's?
Siéntate no más.	Comment trouves-tu le	Bist du schon angekommen?
¿Cómo te llamas?	festival de langues ?	Wie lange studierst
¿Cuántos años tienes?	Penses-tu avoir un prix?	du schon Deutsch?
¿Dónde vives?	Qui est ton professeur	Und wie gefällt es dir?
	de Français?	Wer ist dein Lehrer?
	Est-il venu aujourd'hui?	

### PART I

Give students the set of cards and ask them to identify the pictures. Instruct them whether to give or omit the indefinite article (as decided by the testing committee) and to pause before repeating, if a second try is permitted. If they do not know the item represented, the examiner may pronounce it and rate them for echoic behavior as they repeat or ask them to turn the card over and read the printed word. A scale from 3 to 0 is recommended for scoring (superior, acceptable, deficient, failed to respond). If desired, a uniform procedure may be adopted wherein one point is subtracted when the contestant does not know a word (or gets the article wrong) and his subsequent echoic or textual behavior is then rated from 2 to 0.

Although the drawings have been prepared with care, it is possible that acceptable responses other than those anticipated may be produced. The examining committee should establish a uniform procedure in such instances, accepting one or more of the following possibilities: a) students are rated on the quality of the unexpected response: b) they are asked to echo or read the standard response: c) they receive prompting (in English or the foreign language) enabling them to produce the desired response. It would be fair in such instances to rate the contestants on the original 3 to 0 basis.

Very few items, if any, are included in Part I for testing the suprasegmental aspects of speech. Students' control of stress, pitch, juncture and rhythm may be evaluated to some extent in Parts II and III.

## PART II

In this part the visual stimuli are more complex and consequently more ambiguous, but the audio stimulus provided by the examiner in each case helps narrow the student's response to the desired one. It is intended that responses be judged primarily for grammatical correctness. Alternate responses produced by contestants do not effect whatever validity such a relatively small sampling may have and should be scored directly on the same basis. The same rating scale as for Part I is recommended.

## PART III

It is recommended that contestants be given an opportunity to display their skill in "free" conversation, with a teammate or with the examiner. For this purpose conversational situations may be established ("At the Dance," "Going to the Movies," etc.) and realia or pictures used to create a degree of realism. Scoring, in this case, is necessarily more subjective, but this difficulty is unimportant considering the over-all objective of strengthening the students' capacity for sustained speech and rewarding them for their progress. The same rating scale employed in Parts I and II may be used and the total multiplied by a factor giving it the weight the examining committee considers appropriate.

If the "team" approach is used, two examiners may occupy one room and in separate corners test one of the teammates on parts I and II. For Part III both judges rate the contestants and establish the relative standing of the team in comparison with other teams which they judge. Awards may be made on either an individual or team basis or both.



## SPEAKING TEST

(See "Instructions for Speaking Tests" for general information)

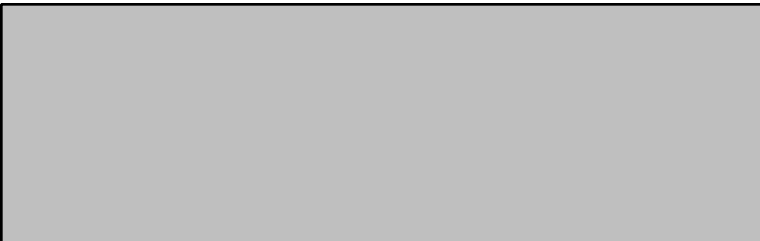
PART I (Twenty small cards, with the objects depicted named on the reverse side)

As an aid to rapid evaluation, the items presented on the cards are listed on the in-dividual scoring sheets under numbers 1 to 20. The letters that are underlined call attention to key pronunciation problems.

PART II (Seven larger cards with numbered conversational cues)

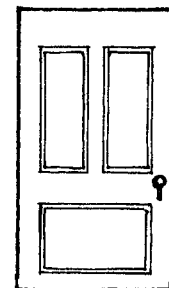
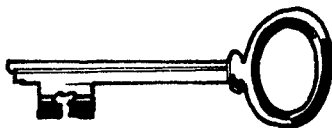
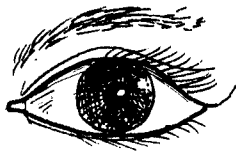
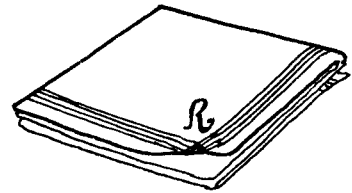
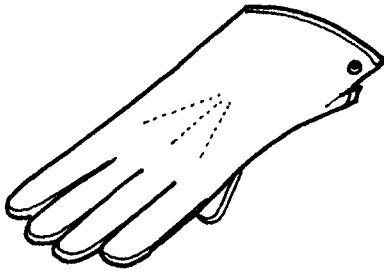
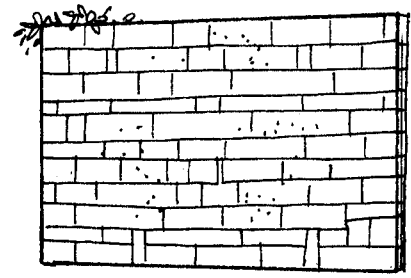
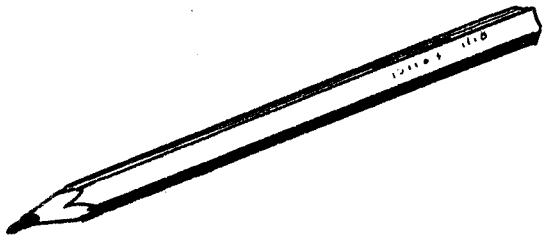
Ask the questions (and impart instructions) for each set of drawings according to rules set by the testing committee regarding the number of times questions may be repeated, rate of delivery, permissible prompting, etc. Instruct students to include a verb in their responses to assure that the reply will be of sufficient length to include the items selected for testing. Key elements of the expected responses are given on the scoring sheet.

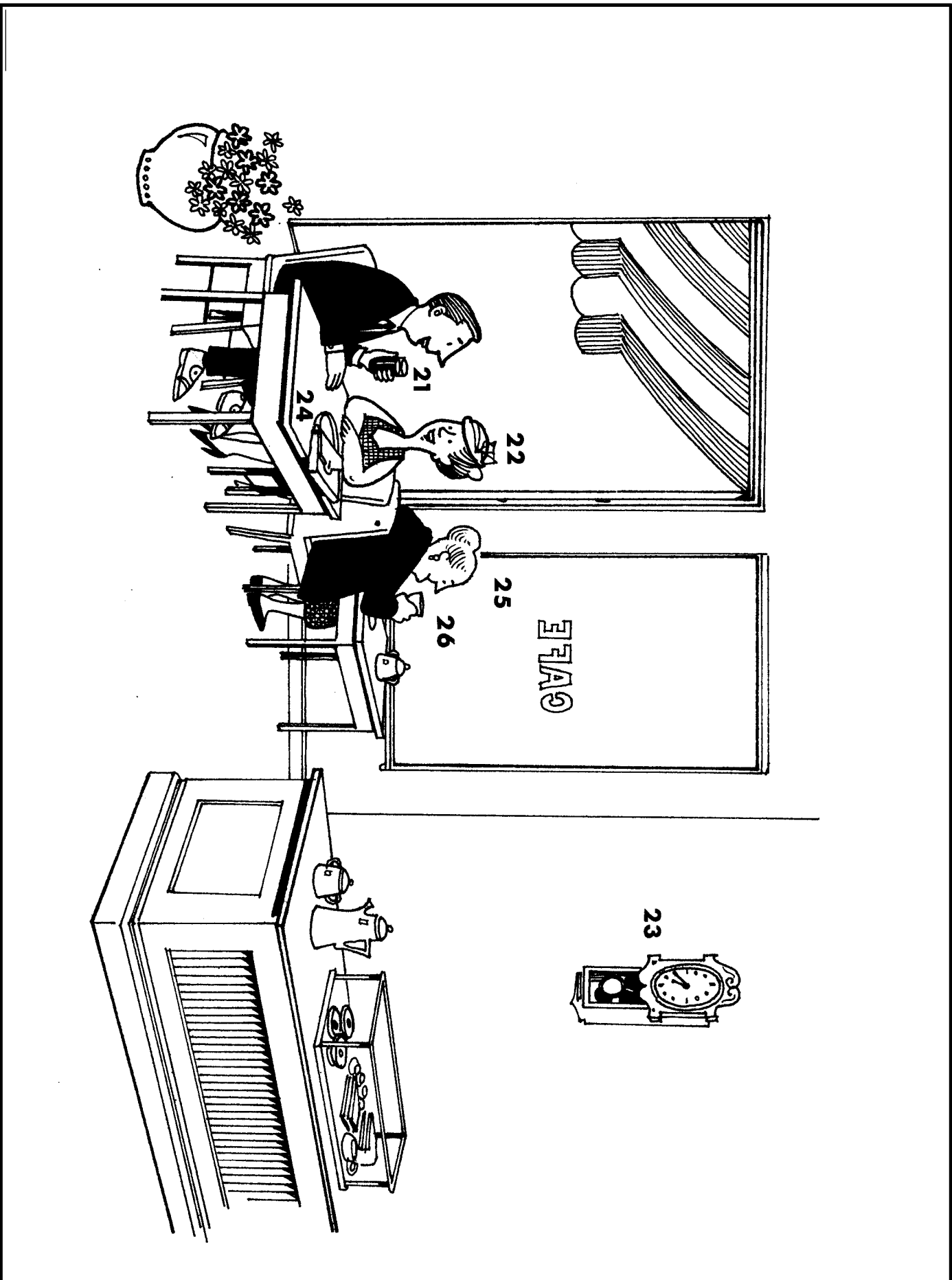
Card 1. 21. Qu'e  
22. Qu'e  
23. Que  
24. OÙ  
25. Qu'  
26. Que



Card 2. Instruct students to formulate commands suggested by the six drawings. Students may be left free to use either the formal or familiar forms or be required to give the familiar, the formal or both, as the examining committee may direct.

(Numbers 27 to 32)







## SPEAKING TEST

Name \_\_\_\_\_ Grade \_\_\_\_\_ Score \_\_\_\_\_

School \_\_\_\_\_ Teacher \_\_\_\_\_

1. crayon	21. . . . un verre. . .	41. Où. . . ?	
2. mur	22. . . . un chapeau. . .	42. Comment. . . ?	
3. gant	23. . . .7 heures moins 20	43. Avec quoi. . . ?	
4. mouchoir	24. . . .sur la table . . .	44. A qui. . . ?	
5. oeil	25. . . .une vieille dame . . .	45.	
6. stylo	26. . . .mange . . .	46.	
7. clef	27. Ne chante pas.	47.	
8. porte	28. Monte . . .	48.	
9. beurre	29. Eteins . . .	49.	
10. cravate	30. Essuie . . .	50. . . .aussi gros que . . .	
11. règle	31. Range . . .	51. . . .plus longue que . . .	
12. robe	32. Ecris . . .	52. aussi belle que	
13. ciel	33. . . .froid . . .	53. plus petites que	
14. peigne	34. . . .faim . . .	54. autant de. . . que de. . .	
15. cinq	35. . . .pour avoir chaud . . .	55. Quel beau soleil!	
16. maison	36. . . .soif . . .	56. Comme il est gros!	
17. huit	37. . . .peur . . .	57. Qu'elle est froide!	
18. fille	38. . . .content . . .	58. Quelle gourmande!	
19. soulier	39. Combien. . . ?	59. Comme il est fatigué!	
20. table	40. Que. . . ?	60. Comme il dort bien!	

FREE CONVERSATION

1. \_\_\_\_\_

Speed . . . . . \_\_\_\_\_

Complexity . . . . . \_\_\_\_\_

Intelligibility:

    Pronunciation . . . . . \_\_\_\_\_

    Grammar . . . . . \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

Speed . . . . . \_\_\_\_\_

Complexity . . . . . \_\_\_\_\_

Intelligibility:

    Pronunciation . . . . . \_\_\_\_\_

    Grammar . . . . . \_\_\_\_\_

\_\_\_\_\_