

French 2 Language and Culture (Honors)

3920

Readiness Assessment Test

Thank you for considering this course for your student. Here are some tips for success in the Readiness Assessment process.

* Please do not provide your student this assessment or its contents until you are ready for him or her to complete it in a single sitting with no books, notes, or outside help. It is intended to be a spot check of retained knowledge and skill.
* Make sure you have the latest version of this assessment. Ideally, please download it and have your student complete it within one week prior to enrollment.
* Completed Readiness Assessment materials for a course should be submitted immediately after you enroll in the course.
* **Readiness Assessment materials must be submitted by uploading from the Family Account in the Enrolled Courses view**. Readiness Assessment materials are not accepted through email.
* Visit Live Chat, or email TPS Support ([support@pottersschool.org](mailto:support@pottersschool.org)) for questions or assistance.

**Part I: Academic Background** (to be completed by the parent)

**Age/Grade**

1. How old will your student be as of **October 1st** of the academic enrollment year?
2. What grade will your student be in **at the start of this course**?

**Related Coursework**

1. Please provide the title of the most recently completed (or in-progress) course in the same subject area or related subject area that might help assess academic readiness for this course:

Course Name:

* 1. What is the student’s in-progress or final course grade (numeric grade if available)?
  2. What is the name of the course provider (e.g., online provider, taught at home, local college)?
  3. What is the name of the course curriculum (title and name of publisher of primary text if known)?
  4. Is the student on-track to complete the entire course/curriculum by the end of the current year (if in-progress)?
  5. How is the course evaluated? Is the work self-checked, parent-checked, or evaluated outside the home?
  6. What percentage (if any) of the student’s grade is based on assessments that are completed without access to notes or outside resources and completed in a single sitting without the opportunity for rework to improve the grade?

**Additional Background**

1. Is your student’s first language English or a different language? If different, what is his or her language background? (**Note:** Most TPS classes are designed for native English speakers, but we also provide support at several levels for students whose first language is not English.)
2. Is there additional information that might help us better know your student and understand his or her unique abilities and needs for the best course placement and academic outcome?

**Part II: Readiness Test** (to be completed by the student)

Complete this test *from memory* without the use of texts or reference material.

To type French accents, please follow the instructions at this link for installing the international keyboard on your computer: <http://french.about.com/od/writing/ss/typeaccents_6.htm>

* + 1. There are 3 main verb families in French. Below are examples from each one. Conjugate them out with the English.

Modèle: parler

* Je parle = I speak
* Tu parles = you (s) speak
* Il parle = he speaks
* Nous parlons = we speak
* Vous parlez = you (pl) speak
* Ils parlent = they (m) speak

ER

Aimer

IR

Finir

RE

Attendre

* + 1. Conjugate the irregular verbs: aller, venir, avoir, être and faire.

Aller



Venir

Avoir

Être

Faire

* + 1. Describe your family in French with 5 lines.

Modèle: Mon père s’appelle Fred. Il est grand.

1.

2.

3.

4.

5.

* + 1. Write out the following numbers in words.
* 12
* 34
* 56
* 178
* 2,529
  + 1. Reading comprehension: Read the following story and answer the questions in French.

Un soir notre classe part pour le restaurant, "La Grenouille Verte". Le garçon demande, "Que prenez-vous comme entrée?"

Pierre: Je prends de la soupe, s'il vous plait.

Josephine: Je prends des escargots.

Le garçon: Bon! Et comme plat principal?

Georges: Je voudrais du bifteck.

Sophie: Je voudrais du jambon.

Le garçon: Excellent! Et comme légumes?

Pierre: Je prends des haricots verts.

Madame S: Je prends des frites.

Le garçon: D'accord. J'apporte de la salade verte.

Maintenant, qu'est-ce que vous choisissez comme dessert?

Josephine: J'adore la glace!

Le garçon: Et comme boisson?

Georges: Je prends du coca.

Sophie: Je prends de l'eau minérale.

Pierre: Je ne prends pas de vin.

Josephine: Moi, je prends une photo de la classe.

Madame: Mangeons! Bon appétit!

1. Où est la classe?
2. Quand est la classe au restaurant?
3. Qu’est-ce que Josephine prend comme entrée?
4. Que Georges prend –il comme le plat principal?
5. Pierre prend le maïs, n'est-ce pas?
6. Quelle boisson Sophie prend-elle?
7. Qu'est-ce que Josephine prend comme dessert?
8. Est-ce que Pierre prend du vin?
9. Qui prend la photo?
10. Qui dit “Bon appétit” ?
    * 1. Write a paragraph telling about a typical day in your life. Include what you do, where you go and what you wear (with colors).
      2. Write a paragraph in the passé composé about your visit to 3 French stores and what you bought. Use at least one negative.
      3. I would also like to hear you read French. Please make an audio file of yourself reading the dialog in part E. Follow the instructions at the link below to make the audio recording.

<https://www.pottersschool.org/audio-assignment>

**Submit this test document and the audio recording (as separate files) when complete.**