

 CollegeBoard

**CLEP<sup>®</sup>**

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# **CLEP<sup>®</sup>** French Language

AT A GLANCE

## Description of the Examination

The French Language examination is designed to measure knowledge and ability equivalent to that of students who have completed one to two years of college French language study. The examination contains approximately 121 questions to be answered in 90 minutes. Some of these are pretest questions that will not be scored. There are three separately timed sections. The three sections are weighted so that each question contributes equally to the total score. Any time candidates spend on tutorials or providing personal information is in addition to the actual testing time.

Colleges may award different amounts of credit depending on the candidate's test scores.

## Knowledge and Skills Required

Candidates must demonstrate their ability to understand spoken and written French. The CLEP® French Language examination tests their listening and reading skills through the various types of questions listed below. The percentages indicate the approximate percentage of exam questions devoted to each type of question.

### 15% SECTION I: LISTENING: REJOINDERS

- Listening comprehension: choosing the best responses to short spoken prompts

### 25% SECTION II: LISTENING: DIALOGUES AND NARRATIVES

- Listening comprehension: choosing the answers to questions based on longer spoken selections

### 60% SECTION III: READING

- 10% Part A: Discrete sentences (vocabulary and structure)
- 20% Part B: Short cloze passages (vocabulary and structure)
- 30% Part C: Reading passages and authentic stimulus materials (reading comprehension)

## Study Resources

Most textbooks used in college-level French language courses cover the topics in the outline above, but the approaches to certain topics and the emphases given to them may differ. To prepare for the French Language exam, it is advisable to study one or more college textbooks, which can be found in most college bookstores.

Besides studying basic vocabulary, you should understand and be able to apply the grammatical principles that make up the language. To improve your reading comprehension, read passages from textbooks, short magazine or newspaper articles, or other printed material of your choice. To improve your listening comprehension, seek opportunities to hear the language spoken by native speakers and to converse with native speakers. French CDs and tapes are available in many libraries. Take advantage of opportunities to join organizations with French-speaking members, to attend French movies, or to hear French-language radio broadcasts.

A survey conducted by CLEP found that the following textbooks are among those used by college faculty who teach the equivalent course. Most of these have companion websites with practice test questions and other study resources. HINT: When selecting a textbook, check the table of contents against the knowledge and skills required for this test.

Bragger and Rice, <i>Allons-y! Le français par étapes</i> (Heinle)
Heilenman et al., <i>Voilà! An Introduction to French</i> (Heinle)
Jansma and Kassen, <i>Motifs! An Introduction to French</i> (Thompson and Heinle)
Maley, <i>Dans le Vent</i> (Heinle)
Muyskens et al., <i>Bravo!</i> (Heinle)
Oates and BuBois, <i>Personnages: An Intermediate Course in French Language and Francophone Culture</i> (Wiley/Cengage)
Pons et al., <i>Points de départ</i> (Prentice Hall)
Siskin et al., <i>Débuts</i> (McGraw-Hill)
St. Onge and St. Onge, <i>Interaction: Langue et culture</i> (Heinle)
Thompson and Phillips, <i>Mais Oui!</i> (Heinle)
Tufts and Jarausch, <i>Sur le Vif</i> (Heinle)
Valdman et al., <i>Chez nous: Branché sur le monde francophone</i> (Prentice Hall)
Valette and Valette, <i>Contacts: Langue et culture</i> (Heinle)
Weidmann-Koop, <i>Bien sûr! Culture et communication</i> (Prentice Hall)

## Grammar Resources

Baker et al., <i>Collage: Révision de grammaire</i> (McGraw-Hill)
Crocker, <i>Schaum's Outline of French Grammar</i> (McGraw-Hill)
Rochat and Bloom, <i>Contrastes: Grammaire du français courant</i> (Prentice Hall)
Stillman and Gordon, <i>Reprise: A French Grammar Review Worktext</i> (McGraw-Hill)

In addition, the following resources, compiled by the CLEP test development committee and staff members, may help you study for your exam. However, none of these sources are designed specifically to provide preparation for a CLEP exam. The College Board has no control over their content and cannot vouch for accuracy.

<http://dictionnaire.tv5.org> (French dictionary, free)

<http://maisondequartier.com> (free)

<http://www.lepointdufle.net>

*Le Point du FLE (Français Langue Etrangère)*

[www.bonjourdefrance.com/index/indexapp.htm](http://www.bonjourdefrance.com/index/indexapp.htm)

<http://oli.cmu.edu/courses/all-oli-courses/french-i-course-details> (free online Carnegie Mellon course)

[www.laits.utexas.edu/tex/](http://www.laits.utexas.edu/tex/) and

[www.laits.utexas.edu/fi/](http://www.laits.utexas.edu/fi/) (U. of Texas French website)

<https://modernstates.org/course/french-language>

Free Online French Language course by Modern States Education Alliance

Visit [clep.collegeboard.org/test-preparation](http://clep.collegeboard.org/test-preparation) for additional French language resources. You can also find suggestions for exam preparation in Chapter IV of the *CLEP Official Study Guide*. In addition, many college faculty post their course materials on their schools' websites.

## Sample Test Questions

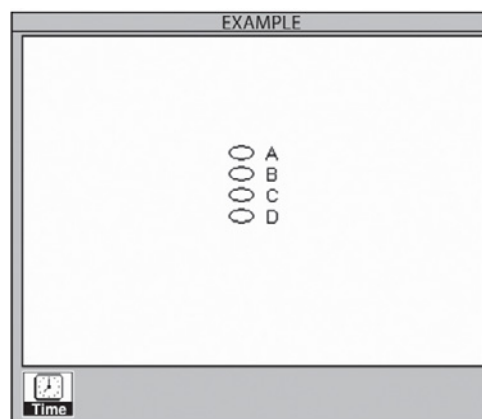
The following sample questions do not appear on an actual CLEP examination. They are intended to give potential test takers an indication of the format and difficulty level of the examination and to provide content for practice and review. For more sample questions and info about the test, see the *CLEP Official Study Guide*.

### Sections I and II: Listening

All italicized material in Section I and Section II represents what you would hear on an actual test recording. This material does not appear on the screen. During the actual test, you can change the volume by using the Volume testing tool. **On exam day, the audio portions of the Listening sections of the test will be presented only one time.**

**Section I Directions:** You will hear short conversations or parts of conversations. You will then hear four responses, designated (A), (B), (C), and (D). After you hear the four responses, click on the lettered response oval that most logically continues or completes the conversation. On exam day, you'll have 10 seconds to choose your response before the next conversation begins. When you're ready to continue, click on the **Dismiss Directions** icons.

1.



**Listen Now**

Script Text

[(WB) *Avez-vous un stylo? Je vous donne mes coordonnées.*

(MB)

- A. *Oui, mais attendez, je cherche un bout de papier.*
- B. *Oui, il faut absolument coordonner cette affaire.*
- C. *Oui, je crois qu'il est inutile d'aller jusqu'au bout.*
- D. *Oui, comme ça, vous pourrez me téléphoner demain.]*

**Section II Directions:** You will hear a series of selections, such as dialogues, announcements, and narratives. As each selection is playing, you will see a picture or a screen that says "Listen Now." Only after the entire selection has played will you be able to see the questions, which will appear one at a time. Each selection is followed by one or more questions, each with four answer choices. **You will have a total of 8 minutes to answer all the questions in this section. Note: The timer is activated only when you are answering questions.**

After you read the question and the four responses, click on the response oval next to the best answer. Then, click **NEXT** to go on. In this section, you may adjust the volume only when a question is on your screen. It will affect the volume of the next audio prompt you hear. **You cannot change the volume while the audio prompt is playing. When you're ready to continue, click on the Dismiss Directions icon.**

#### Questions 2–4

#### Listen Now



#### Script Text

[(WA) *Allô? Ah, c'est toi, Jean-Michel. Alors, est-ce que tu as trouvé un appartement?*

(MA) *Non, Marie, pas encore. J'ai regardé dans le journal mais tout est trop cher pour moi. Les propriétaires demandent une caution importante, et je ne toucherai pas mon salaire avant la fin du mois.*

(WA) *Eh bien, tu n'as pas encore regardé en ligne? On y trouve aussi des annonces des gens qui veulent partager un appartement, un trois pièces, par exemple.*

(MA) *C'est après tout une bonne idée; malheureusement, pour l'instant c'est impossible—mon ordinateur est en panne.*

(WA) *Mais, va donc à la bibliothèque!*

2. Pourquoi est-ce que Jean-Michel n'a pas encore loué un appartement?
  - A. Il n'y a pas d'appartements libres en ce moment.
  - B. Il n'a pas encore trouvé du travail.
  - C. Les loyers sont trop élevés pour lui.
  - D. Les appartements sont trop petits pour lui.
3. Selon Marie, qu'est-ce que Jean-Michel peut faire pour économiser?
  - A. Contacter des personnes qui cherchent un colocataire
  - B. Acheter un ordinateur d'occasion au lieu d'en acheter un nouveau
  - C. Consulter les journaux à la bibliothèque au lieu de les acheter
  - D. Passer une annonce en ligne cherchant un appartement pas cher
4. Pourquoi est-ce que Jean-Michel n'a pas encore fait ce que Marie suggère?
  - A. Il ne possède pas d'ordinateur.
  - B. Son ordinateur ne fonctionne pas.
  - C. Cette idée ne lui plaît pas.
  - D. Il n'aime pas les librairies.

**Directions for Section III Part A:** Each incomplete statement is followed by four suggested completions. Select the one that is best in each case by clicking on the corresponding oval. When you have decided on your answer, click **NEXT** to go on. When you are ready to continue, click on the **Dismiss Directions** icon.

5. Paul finissait ses devoirs tout \_\_\_\_\_ prenant son petit déjeuner.
- A. avoir
  - B. ayant
  - C. en
  - D. pour
6. Les enfants, ne courez pas! Après la pluie et avec le froid qu'il fait, les trottoirs sont sans doute très \_\_\_\_\_ .
- A. salés
  - B. gluants
  - C. épuisés
  - D. glissants

**Directions for Section III Part B:** In each of the following paragraphs, there are blanks indicating that words or phrases have been omitted. As you go through the questions, the computer will highlight each blank, one at a time. When a blank is shaded, four completions are provided. First, read through the entire paragraph. Then, for each blank, choose the completion that is most appropriate, given the context of the entire paragraph. Click on the corresponding oval. Click **NEXT** to go on. When you are ready to continue, click on the **Dismiss Directions** icon.

Je n'ai \_\_\_\_ 7 \_\_\_\_ contre les betteraves, mais je préfère les asperges ou les \_\_\_\_ 8 \_\_\_\_ de terre.

7. A. pas  
B. personne  
C. rien  
D. que
8. A. trous  
B. sacs  
C. carottes  
D. pommes

**Directions for Section III Part C:** Read the following selections. Each selection is followed by one or more questions or incomplete statements. For each question, select the answer or completion that is best according to the selection. Click on the corresponding oval. Click on **NEXT** to go on. When you are ready to continue, click on the **Dismiss Directions** icon.

*Par arrêté municipal du 31.07.2017*

*Les poubelles sont réservées aux ordures ménagères enfermées dans des sacs. Tous les autres déchets sont à mettre à la déchetterie de Régusse.*

*Les contrevenants s'exposent à des amendes prévues par la loi.*

9. Selon ce panneau, qu'est-ce qu'on aurait le droit de mettre dans ces poubelles, pourvu que ce soit enfermé dans un sac?
- A. Les déchets d'un poulet
  - B. Des pneus usés
  - C. Les ordures d'une boucherie de quartier
  - D. Une chaise et un lit en morceaux
10. Qu'est-ce qui peut arriver à ceux qui ne suivent pas ces règles?
- A. Ils devront ramasser les déchets du quartier.
  - B. Ils devront payer une somme d'argent.
  - C. Ils seront dorénavant surveillés par la police.
  - D. Ils seront ridiculisés par leurs voisins.

## Credit Recommendations

The American Council on Education has recommended that colleges grant six credits for a score of 50, which is equivalent to a course grade of C, on the CLEP French Language exam, and nine credits for a score of 59. Each college, however, is responsible for setting its own policy. For candidates with satisfactory scores on the French Language examination, colleges may grant credit toward fulfillment of a distribution requirement, or for a particular course that matches the exam in content. Check with your school to find out the score it requires for granting credit, the number of credit hours granted, and the course that can be bypassed with a passing score.

### Answers to Sample Questions:

1-A; 2-C; 3-A; 4-B; 5-C; 6-D; 7-C; 8-D; 9-A; 10-B