# CSET®

## California Subject Examinations for Teachers®

# TEST GUIDE

## FRENCH
## SUBTEST I

### Sample Questions and Responses and Scoring Information

CS-TG-QR148X-03

# Sample Test Questions for CSET: French Subtest I

Below is a set of multiple-choice questions and constructed-response questions that are similar to the questions you will see on Subtest I of CSET: French.  You are encouraged to respond to the questions without looking at the responses provided in the next section.  Record your responses on a sheet of paper and compare them with the provided responses.

**General Directions**

This test consists of two sections: (1) a multiple-choice question section and (2) a constructed-response assignment section. Each question in the first section is a multiple-choice question with four answer choices. Read each question and answer choice carefully and choose the ONE best answer.

Try to answer all questions. In general, if you have some knowledge about a question, it is better to try to answer it. You will not be penalized for guessing.

The second section contains one or more constructed-response assignments. You will be asked to provide a written response to each assignment. Directions for the constructed-response assignment(s) appear immediately before the assignment(s).

You may work on the multiple-choice questions and the constructed-response assignment(s) in any order that you choose. Be sure to allocate your time carefully so you are able to complete the entire test within the testing session. You may go back and review your answers at any time during the testing session.

You may NOT use any type of calculator or reference materials during the testing session.

1. Knowledge of a language's derivational morphology would most likely help an individual:

   A. reproduce the language's phonemes correctly, even when they appear in unfamiliar words.

   B. recognize the language's grammatical markers, such as those indicating verb tenses and cases.

   C. organize the language's words into syntactically correct phrases and sentences.

   D. understand how new words are created based on the language's lexical roots.

2. In the genetic classification of languages, languages are classified according to:

   A. geographical relationships between language populations.

   B. standard ordering of the basic units of speech (subject, verb, object).

   C. shared development from an earlier common language.

   D. overlapping semantic categories of words.

3. Which of the following responses to the question below best represents an example of indirect communication?

   "Asha, would you ask Geoff if he is coming to our party?"

   A. "I'm not asking him anything!"

   B. "I don't think I'll be seeing Geoff before then."

   C. "I'll ask him tonight at the soccer game."

   D. "I will, though I don't think he'll know his schedule yet."

4. According to Stephen Krashen's theory of comprehensible input, an individual's oral communication skills in a second language are most likely to develop in which of the following circumstances?

   A. The individual's errors in spoken language are corrected only if they interfere with the communication of meaning.

   B. The individual is exposed only to language structures and vocabulary with which he or she is wholly familiar and comfortable.

   C. The individual's errors in spoken communication are consistently corrected immediately after they occur.

   D. The individual is exposed to language structures that are just beyond his or her current level of competence within the language.

5. According to French phonological rules, which of the following sequences of letters produces a /z/ sound?

   A. -essi-

   B. -iso-

   C. -assa-

   D. -nse-

6. **Select the response that correctly completes the sentence below.**

   Dès que _____ mes devoirs, je _____ à mon cousin.

   A. j'ai fini / téléphonais

   B. je finisse / téléphone

   C. j'aurai fini / téléphonerai

   D. je finissais / téléphonerais

7. **Select the response that correctly completes the sentence below.**

   Expliquez-moi _____ vous parlez.

   A.   ce à quoi

   B.   ce dont

   C.   à quoi

   D.   dont

8. The message conveyed by the expression "tu dis n'importe quoi" is one of:

   A.   admonishment.

   B.   complicity.

   C.   ambivalence.

   D.   confusion.

9. **The underlined portions of the sentence below are grammatically incorrect. Select the response that corrects the errors.**

   J'attends ce qu'elle me fera signe à son retour.

   A.   Je m'attendais à / fasse

   B.   J'attendais / fait

   C.   Je m'attendais à / fait

   D.   J'attendais / fasse

10. In which of the following regions of France is the accentuation of the last syllable of a word common practice?

   A.   Normandy

   B.   Alsace

   C.   Provence

   D.   Auvergne

## CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

This section of the test consists of three constructed-response assignments. The assignments can be found beginning on the next screen.

Read each assignment carefully and think about how you will organize your responses before you begin to type. You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your responses. **However, your final response to each assignment must be typed in the response box provided for the assignment.**

Please note that special characters (such as letters with accents or other diacritical marks) cannot be entered using the keyboard but are available for insertion in the on-screen response box. To access these characters, click on the  button that appears in the upper left corner of the screen. Using the mouse, click on the character you wish to include in your response and then select "**Insert**." The character will be inserted where the cursor is positioned in the response box.

For each assignment, you are to prepare a response of approximately, but not limited to, 100–200 words in the target language or English. You may use the word-count feature in the lower left-hand corner of the response box to monitor the length of your response.

Your responses will be evaluated based on the following criteria.

**PURPOSE:** the extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements

**SUBJECT MATTER KNOWLEDGE:** the application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements

**SUPPORT:** the appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements

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*Assignment 11: Relevant Subject Matter Requirements*
- Demonstrate an understanding of the nature, purposes, and uses of language.
- Demonstrate an understanding of the development of language and the significance of language change, including the variations that occur within the contexts of time, place, age, gender, and situation.
- Demonstrate an understanding of the principles of pragmatics, discourse analysis, and the theory of speech acts.
- Demonstrate an understanding of theories of language acquisition and learning.

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| *Assignments 12 and 13:  Relevant Subject Matter Requirements* |
| --- |
| • Demonstrate an understanding of the phonology of the target language. |
| • Demonstrate an understanding of the orthography of the target language. |
| • Demonstrate an understanding of the morphology of the target language. |
| • Demonstrate an understanding of the syntax of the target language. |
| • Demonstrate an understanding of the semantics of the target language. |
| • Describe changes that occur in the target language over time. |
| • Analyze and contrast linguistic structures of the target language and English. |
| • Compare and contrast particular words, idioms, and inflections in the target language and English. |

Be sure to write about the assigned topic.  You may not use any reference materials.  Your responses must be your original work, written in your own words, and not copied or paraphrased from some other work. Remember to review what you have written to ensure that you address all aspects of the assignment and make any changes you think will improve your responses.

11.  **Complete the exercise that follows.**

The study of morphology is an important part of the study of language.  Using your knowledge of linguistics, write a response, in either French or English, in which you:

- define morphology; and

- explain two central concepts of morphology (e.g., morpheme, affix, inflectional vs. derivational morpheme, free vs. bound morpheme, root, stem, allomorph, back formation) and provide one example of each.

12. **Complete the exercise that follows.**

To demonstrate your understanding of the phonological principle of "liaison" in French, write a response, in either French or English, in which you:

- explain the principle of liaison;

- state two circumstances in which liaison must be made and give an example of each; and

- state two exceptions to the principle of liaison and give an example of each.

13. **Complete the exercise that follows.**

     To demonstrate your understanding of the linguistic structures of French and English, write a response, in either French or English, in which you:

     • describe the formation of the present participle for regular verbs in French;

     • describe the way in which French uses the present participle in its verbal form to express a simultaneous action performed by the subject of a sentence, and give one example and its English equivalent; and

     • describe two distinct ways in which the present participle in English is expressed in French without the use of a present participle or gerund, and give one example of each with its English equivalent.

# Annotated Responses to Sample Multiple-Choice Questions for CSET: French Subtest I

## General Linguistics

1. **Correct Response: D.** (SMR Code: 1.1) Derivational morphology focuses on ways in which morphemes can be combined in order to form new stems or words. For example, the root noun *child* can combine with the adjectival morpheme *-ish* to become a new adjective, *childish*. The addition of derivational morphemes does not always change the syntactic category of a word; for example, the adjective *happy* can combine with the prefix *un-* to form a new adjective, *unhappy*. Understanding the principles of a language's derivational morphology aids in understanding how roots and morphemes such as these can combine to form new words.

2. **Correct Response: C.** (SMR Code: 1.1) The genetic classification of languages assumes that certain languages are related because they have evolved from a common ancestral language; for example, French and Spanish are classified as Romance languages because they can be traced back to a form of Latin used in the Roman Empire. Sometimes, though, the shared ancestral language is not as easily identifiable, and then the genetic classification is based on hypothetical reconstructions of the earlier forms of languages.

3. **Correct Response: B.** (SMR Code: 1.2) In indirect communication, a meaning is expressed that is not stated in the actual content of the message. In response B, the speaker does not directly answer the question posed to her; however, by saying that she will not see Geoff before the party, she expresses to her interlocutor that she will not ask him about it. All of the other responses, on the other hand, contain a direct response to the request.

4. **Correct Response: D.** (SMR Code: 1.3) Stephen Krashen's theory of comprehensible input posits that oral communication skills develop best when language learners are exposed to language structures that are just beyond their level of comfort within the second language (i.e., at the $i + 1$ level, where $i$ represents the learners' current second-language level).

## Linguistics of the Target Language

5. **Correct Response: B.** (SMR Code: 2.1) A rule of French phonology dictates that when a single *s* is immediately preceded and immediately followed by a vowel, it is pronounced as a /z/ sound.

6. **Correct Response: C.** (SMR Code: 2.1) French morphology requires the tense of two or more verbs in a sentence to agree by following the logic of temporal order. The expression "dès que" indicates a future action that will happen prior to the subsequent action in the sequence. The first verb in this sentence is therefore in the future anterior tense and the second verb is in the future tense.

7. **Correct Response: B.** (SMR Code: 2.1) The verb *parler* is always followed by the preposition *de* when it indicates "to speak about something." French syntax replaces the term *de que* with *dont*. Further, the verb *parler* takes an indirect object and *ce* is the indirect object used in front of relative pronouns.

8. **Correct Response: A.** (SMR Code: 2.1) The idiomatic expression "dire n'importe quoi" means "to talk nonsense." It is an informal, critical expression used to reprove and dismiss something that is said and therefore is a form of admonishment.

9. **Correct Response: A.** (SMR Code: 2.2) The given sentence is incorrect because it mixes up the use of the two verbs *attendre*, meaning "to wait," and *s'attendre à*, meaning "to expect." The sentence requires use of the verb *s'attendre à* and this verb is always followed by a verb in the subjunctive mood.

10. **Correct Response: C.** (SMR Code: 2.4) In the southern French region of Provence, there is a tendency for the last syllable of a word to be accentuated. This is typically considered to be an influence of the Italian language.

# Examples of Strong Responses to Sample Constructed-Response Questions for CSET: French Subtest I

## General Linguistics

**Question #11  (Score Point 3 Response)**

> Morphology is the study of the parts of words and how those parts combine. One central concept of morphology is the difference between a bound and a free morpheme; a bound morpheme cannot stand on its own, but a free morpheme can.  Another central concept of morphology is the idea of an affix.  An affix is a bound morpheme that gets attached to a word; it can be attached at the beginning or end of a root word.  When it is attached to the beginning of the word, it is called a prefix, and when it is attached to the end of a word, it is called a suffix.  The word <u>unthinkable</u> contains examples of free and bound morphemes and of affixes.  It has a free morpheme (<u>think</u>) and two bound morphemes that are affixes (the prefix <u>–un</u> and the suffix <u>–able</u>).

## Linguistics of the Target Language

**Question #12  (Score Point 3 Response)**

> Liaison is the "linking" of the normally mute final consonant of one word to the initial vowel sound of the next word (including words starting with a mute "H").  It is done to avoid having two vowel sounds run together, thereby facilitating pronunciation of the phrase.
>
> Liaison must be made in the following two circumstances (among others):
>
> 1.  Between articles/numbers/adjectives and nouns/adjectives
>     example:  <u>Les hommes</u> (the "s" at the end of "les" is pronounced as a "z" sound).
> 2.  Between pronouns and other pronouns or between pronouns and verbs
>     example:  <u>Nous en avons</u> ("nous" and "en" linked and "en" and "avons" linked)
>
> Liaisons may not be made in the following circumstances (among others):
>
> 1.  Before an aspirated "H"
>     example:  <u>Les hamburgers</u> (The "s" at the end of "Les" is not pronounced in this case.)
> 2.  After the word "et" (and)
>     example:  <u>et un autre</u> (The "t" at the end of "et" is not pronounced, but the "n" at the end of "un" is pronounced.)

**Question #13  (Score Point 3 Response)**

> The present participle for regular verbs is formed by dropping the <u>-ons</u> from the end of the first-person, plural form of the present tense of the verb and replacing the <u>-ons</u> with <u>-ant</u>.
>
> In order to express simultaneous actions, the present participle representing one of the actions must be preceded by the preposition "en" while the other action is represented by conjugating its verb in the present tense as in the example that follows:  J'écoute toujours de la musique en étudiant = I always listen to music while studying.
>
> In English, the present participle is often used to describe what is happening now, whereas the French normally use the present tense, as in the example that follows:  Je danse = I am dancing.
>
> Another situation in which the present participle in English is expressed in French without the use of a present participle or gerund occurs when giving opinions about activities, as in the following example:  J'adore nager = I love swimming.

# Scoring Information for CSET: French Subtest I

Responses to the multiple-choice questions are scored electronically. Scores are based on the number of questions answered correctly. There is no penalty for guessing.

There are three constructed-response questions in Subtest I of CSET: French. Each of these constructed-response questions is designed so that a response can be completed within a short amount of time—approximately 10–15 minutes. Responses to the constructed-response questions are scored by qualified California educators using focused holistic scoring. Scorers will judge the overall effectiveness of your responses while focusing on the performance characteristics that have been identified as important for this subtest (see below). Each response will be assigned a score based on an approved scoring scale (see page 16).

Your performance on the subtest will be evaluated against a standard determined by the Commission on Teacher Credentialing based on professional judgments and recommendations of California educators.

## Performance Characteristics for CSET: French Subtest I

The following performance characteristics will guide the scoring of responses to the constructed-response questions on CSET: French Subtest I.

| PURPOSE | The extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements. |
|---|---|
| SUBJECT MATTER KNOWLEDGE | The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements. |
| SUPPORT | The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements. |

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*Relevant Subject Matter Requirements for General Linguistics*

- Demonstrate an understanding of the nature, purposes, and uses of language.
- Demonstrate an understanding of the development of language and the significance of language change, including the variations that occur within the contexts of time, place, age, gender, and situation.
- Demonstrate an understanding of the principles of pragmatics, discourse analysis, and the theory of speech acts.
- Demonstrate an understanding of theories of language acquisition and learning.

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*Relevant Subject Matter Requirements for Linguistics of the Target Language*

- Demonstrate an understanding of the phonology of the target language.
- Demonstrate an understanding of the orthography of the target language.
- Demonstrate an understanding of the morphology of the target language.
- Demonstrate an understanding of the syntax of the target language.
- Demonstrate an understanding of the semantics of the target language.
- Describe changes that occur in the target language over time.
- Analyze and contrast linguistic structures of the target language and English.
- Compare and contrast particular words, idioms, and inflections in the target language and English.

## Scoring Scale for CSET: French Subtest I

Scores will be assigned to each response to the constructed-response questions on CSET: French Subtest I according to the following scoring scale.

| SCORE POINT | SCORE POINT DESCRIPTION |
|---|---|
| **3** | **The "3" response reflects a command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.**<br>• The purpose of the assignment is fully achieved.<br>• There is an accurate application of relevant subject matter knowledge.<br>• There is appropriate and specific relevant supporting evidence. |
| **2** | **The "2" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.**<br>• The purpose of the assignment is largely achieved.<br>• There is a largely accurate application of relevant subject matter knowledge.<br>• There is acceptable relevant supporting evidence. |
| **1** | **The "1" response reflects a limited or no command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.**<br>• The purpose of the assignment is only partially or not achieved.<br>• There is limited or no application of relevant subject matter knowledge.<br>• There is little or no relevant supporting evidence. |
| **U** | **The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language or English, or does not contain a sufficient amount of original work to score.** |
| **B** | **The "B" (Blank) is assigned to a response that is blank.** |