

PREPARING FOR YOUR ORAL EXAM

NOTION :

1) VOCABULARY (mots clés issus du cours et du quizlet, vous pouvez bien entendu ajouter des lignes au tableau):

| FRENCH | ENGLISH | FRENCH | ENGLISH |
|--------|---------|--------|---------|
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2) CULTURAL REFERENCES : necessary elements to have a better grasp of the notion under study (résumé des points de civilisation importants + résumé des documents qui vous semblent importants de mentionner et ajouts de documents issus de vos recherches personnelles)

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3) EXPRESSIONS (main issues, essential ideas revolving around the notion, or anything else which seems interesting to you): Lister les expressions essentielles dans les traces écrites du cours.

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PRESENT THE NOTION YOU HAVE TO DEAL WITH

INTRODUCTION : Short definition of the notion + Short presentation of the sub theme + Key question (problématique) + Outline

BODY : Arguments + Analysis of selected documents studied in class + Your personal opinion / personal documents

CONCLUSION : Synthesize your ideas + Give your personal opinion + Open up the topic

1. How to introduce your topic

- I am going to talk about the notion of / The notion I am going to deal with is the idea ofprogress / spaces and exchanges / myths and heroes / places and forms of power
- First of all I would like to give a definition of
- (in order) to illustrate the notion, I have chosen two documents ... // To my mind, the documents that seem to best illustrate the notion are ... /// I would like to illustrate this notion through / using the theme of (ex: the influence of myths and heroes in people's careers.)
- Let me explain the reason why I have chosen /// I will present this notion by showing the relationship between

2. How to talk about a document you have studied in relation to the notion

a. Say what the document is about

- It deals with..... / focuses on a major issue. / it raises the problem of
- It indicates / shows / implies / suggests / proves that
- The author describes / depicts / draws our attention to the fact that
- He / She refers to / mentions
- He / She shows / points out that / underlines / emphasizes that (souligne que ..) ...
- He / She argues / claims / contends that (soutient / affirme que ...)

b. Explain the author's point of view

| FOR | AGAINST | NEUTRAL |
|------------------------------|--|--------------------------------|
| The author | The author..... criticizes / | The author..... doesn't |
| approves of .. | blames ... for (+BV ing) | side with is unbiased / |
| sides with .. | objects to (BV ing) disapproves | biased /'baɪəst/ (= |
| stands for .. | of warns us against ... | (im)partial) |
| advocates ..(= encourages ; | denounces / condemns / exposes | |
| promotes) | | |

3. Explain the link with the notion you have to talk about

- The narrator's attitude is typical of .. / the narrator embodies .. (= incarne)
- It is an interesting / relevant illustration of ... *in so far as* ...
- In many respects the extract from / *the recording / the report* shows that .../ proves that
- We could also relate this *poem / this song* to
- Both the article and the *ad / film* prove / show / expose / indicate / make us *realize / become aware / understand* that ...
- In both documents / in the three documents, the idea / the argument put forward is
- There is a relationship between ... and
- The *author / poet / playwright / journalist / painter / film director / singer / artist* wants to draw *our / the reader's / the audience's / the viewer's* attention to

4. Make a personal conclusion and give your opinion on the document - I have the feeling that - I am afraid I disagree with the idea that ...- I cannot help thinking that ... - I would like to raise an objection. - I'm well aware that ... - It is worth mentioning that - We are given the impression that ... - We should keep in mind that - We must acknowledge that - We must not forget that...

AUTOEVALUATION

Introduction

| | Where is it ? | Develop more | Too long | Well done |
|----------------------------|---------------|--------------|----------|-----------|
| Definition of the notion | | | | |
| Presentation of the notion | | | | |
| Key question | | | | |
| Outline | | | | |

Items in the introduction

- were given in the correct order. that's a great job !
- were not given in the correct order (Remember it's : Presentation of the notion, presentation of the theme, key question and outline)
- linked with the subject

BODY

| | Where is it? | Develop more | Too long | Unclear | Interesting | Well done ! |
|-------------------------------|--------------|--------------|----------|---------|-------------|-------------|
| Introduction of the documents | | | | | | |
| Analysis | | | | | | |
| Arguments | | | | | | |
| Opinion | | | | | | |
| Link with the key question | | | | | | |

The documents mentioned were

- all of them studied in class.
- the majority was studied in class and there is one document
- none were studied in class. Remember, the majority of the documents mentioned need to be studied in class
- too many (give only 3 or 4 max as you will not have time to develop more)
- taken from different sources (class, homework, tests, audio tracks, videos...)
- very well presented and analyzed. You have spent a long time studying on this exam. That's GREAT !

CONCLUSION

| | Where is it? | Develop more | Too long | Unclear | Well done ! |
|---|--------------|--------------|----------|---------|-------------|
| Short synthesis of what was said | | | | | |
| Opinion | | | | | |
| Opening up the subject / asking a question | | | | | |
| Mentioning that it is the end of the presentation | | | | | |

Timing

- Excellent : approximately 5 minutes !
- Too short, you need to develop more and check the time regularly
- Too long, organize yourself to have time for the conclusion and check the time regularly

OTHER SKILLS
Vocabulary and Grammar

| | Needs improvement | Not bad | Excellent |
|--|-------------------|---------|-----------|
| Vocabulary | | | |
| Link words | | | |
| Use of simple present (He, she, it Verb + S, doesn't/don't...) | | | |
| Use of gerundive and infinitive | | | |
| Use of "There is / there are" | | | |
| Use of prepositions or phrasal verbs | | | |
| Use of tenses | | | |
| Use of comparatives / superlatives | | | |
| Use of plural | | | |
| Syntax | | | |

Pronunciation

| | Needs improvement | Not bad | Excellent |
|--|-------------------|---------|-----------|
| Hesitations (w/o the use of gap-fillers) | | | |
| Stress on syllables, intonation, effort to speak clearly | | | |
| Vowels : <i>æ</i> (<i>cat</i>) - <i>a:</i> (<i>far</i>) - <i>i:</i> (<i>need</i>) - <i>ɪ</i> (<i>fit</i>) - <i>ə</i> (<i>about</i>) - <i>e</i> (<i>let</i>) - <i>ʌ</i> (<i>cut</i>) - <i>ɜ:</i> (<i>girl</i>) - <i>ɔ:</i> (<i>four</i>) - <i>ɒ</i> (<i>not</i>) - <i>ʊ</i> (<i>book, foot</i>) - <i>u:</i> (<i>food, rude</i>) | | | |
| Diphthongs : <i>aɪ</i> (<i>my</i>) - <i>eɪ</i> (<i>name</i>) - <i>aʊ</i> (<i>about, now</i>) - <i>oʊ</i> (<i>no, road, mow</i>) - <i>eə</i> (<i>care, fair</i>) - <i>ɪə</i> (<i>fear</i>) - <i>ɔɪ</i> (<i>boy</i>) | | | |
| Consonants : <i>h</i> (<i>high</i>) - <i>intrusive "h"</i> - <i>θ</i> (<i>think</i>) - <i>ð</i> (<i>this</i>) - <i>f</i> (<i>ship</i>) - <i>tʃ</i> (<i>chip</i>) - <i>z</i> (<i>countries</i>) - <i>ʒ</i> (<i>garage, Asia, measure</i>) - <i>dʒ</i> (<i>major, John</i>) - <i>r</i> (<i>very</i>) | | | |

GRADE

S'exprimer en continu sur un sujet précis (/10):

Intelligibilité/Recevabilité linguistique (/10) :

Remarks :