

DELF
EXAMPLE 2 – A2
ORAL PRODUCTION

SUBJECTS

Part 2: Sustained Monologue

Sujet 5 Amitié

Parlez de votre meilleur(e) ami(e). Décrivez-le / la. Dites quand et comment vous vous êtes rencontrés et ce que vous aimez faire ensemble.

Part 3: Interactive Exercise

SUJET 6

ACHAT D'UN VÊTEMENT

Vous êtes en vacances en France. Vous voulez acheter un vêtement pour une amie. Vous hésitez entre plusieurs vêtements. Vous discutez avec le vendeur. Vous décrivez votre amie et vous parlez de ses goûts.

L'examineur joue le rôle du vendeur.



Part 1 – Guided Interview

Is able to establish social contact, introduce himself or herself, and describe his or her everyday life.
Is able to answer and react to simple questions.
Is able to manage a simple interaction.
<u>Comment:</u> The candidate is able to introduce herself (name, age, grade, 2 brothers, lives on a lake, sports). The last activity that she mentions is not very clear; however, given the length of the interview (+3 minutes) it is not counted. Her speech is fluid, and she responds with ease to the questions asked. She interacts well with the examiner.

Part 2 – Sustained Monologue

Is able to present an event, activity, project, place, etc. from a familiar context in a simple way.
<u>Comment:</u> She gives a lot of details about her best friend (when and how they met, activities they like to do together, the birthday trip, her physical appearance). However, it is difficult to understand the passage in which she describes how they met.
Is able to connect the information provided clearly and simply.
<u>Comment:</u> She is able to connect ideas using "et" and "donc"; however, she often uses the English word "like" between sentences. This gives the impression of an uninterrupted flow of words, with little organization of her ideas.

Part 3 – Interactive Exercise

Is able to ask and provide information in simple everyday exchanges.
Is able to make, accept or turn down suggestions.
<u>Comment:</u> She is able to ask for and provide information: " <i>J'ai un problème – je ne peux pas trouver...</i> ", " <i>Elle est vraiment vraiment petite...</i> ", " <i>elle aime les couleurs brillants...</i> ", " <i>Qu'est-ce que tu penses?</i> "
Is able to enter into social relationships simply but effectively, using common expressions and following basic usage.
<u>Comment:</u> She greeted the examiner (" <i>Bonjour, Madame. Comment ça va?</i> "). She was comfortable in the situation.

For all three parts of the test

Vocabulary (Range and Control)

Is able to use a limited but adequate repertoire to manage everyday situations.
<u>Comment:</u> She is able to use a limited but adequate repertoire; however, she uses many English words ("sorry", "pattern", "kayaking", "first aid", "bronze medallion"). She uses several words incorrectly (<i>apporter</i> for <i>amener</i> , <i>J'ai juste fait, 2 jours avant, regarde comme</i>). She confuses <i>savoir</i> and <i>connaître</i> and <i>gros</i> and <i>grand</i> . She says, " <i>ce chemise ne peut pas être dans</i> " instead of " <i>porter</i> ".

Morphosyntax

Is able to use simple grammatical structures and forms. The general meaning is clear, despite the systematic presence of basic errors.
<u>Comment:</u> She is able to use simple grammatical structures and forms: " <i>j'aime faire de la natation aussi</i> ", " <i>j'ai pris...</i> ", " <i>je veux être...</i> ", " <i>faire un tour</i> ", " <i>nous étions en 6^{ème} année</i> ", " <i>elle n'aime pas les choses qui sont vraiment foncées</i> ". However, she makes basic errors: " <i>Je suis 16 ans</i> ", " <i>dans 10^{ème} année</i> ", " <i>mon mère</i> ", " <i>ma père</i> ", " <i>mon meilleur classe</i> ", " <i>ça regarde comme beaucoup de plaisir</i> ", " <i>par l'été</i> ", " <i>nous rit</i> ", " <i>nous aime</i> ", " <i>a allé</i> ", " <i>a le plage</i> ", " <i>sa famille a voyagé elle</i> ", " <i>ce chemises</i> ", " <i>elle ne peut pas être dans</i> ", " <i>elles sont trop gros</i> ", " <i>jouer de le soccer beaucoup</i> ".

Phonological Control

Is able to express himself/herself sufficiently clearly.
The other speaker must sometimes ask him/her to repeat himself/herself.
<u>Comment:</u> She is able to express herself sufficiently clearly; the examiner never had to ask her to repeat herself.

FINAL MARK: 21.5 / 25