COMMUNICATION ORALE EN ANGLAIS

604-BVD-05

Programme Bureautique, comptabilite et coordination bilingue (Formation continue)

EXAMINATION QUESTION BANK

Instructor Edition, with Answer Key, Rubrics, and Appendices

Ministerial Competency Code: 00V1
Aligned with the new ministerial program (Ensemble pour la reussite)

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Introduction and User Guide

Purpose of This Question Bank

This question bank provides a complete, ready-to-use set of examination and practice items for Communication orale en anglais (604-BVD-05). It contains more than 300 items organized into thirteen sections, each tagged for competency element and CEFR level, so that an instructor can assemble any exam, quiz, or practice activity required across the eighteen-week course.

The bank is designed to reflect the pedagogical spirit of the new ministerial competencies, sometimes referred to as Ensemble pour la reussite. This includes an approche actionnelle in which learners are positioned as social actors completing authentic tasks, attention to mediation as a communicative mode, and an emphasis on reinvestment, where skills learned early in the course are revisited in more complex contexts later on. For the current text of the ministerial program, instructors can consult the ECQ Resource Hub at alainrobert.biz/NewDevis/fr.

How to Use This Question Bank

Each of the thirteen sections (A through M) below is self-contained and clearly labelled. Sections A through L contain the student-facing items: diagnostic questions, grammar, vocabulary, functional language, reading, listening, error correction, sentence transformation, guided writing, oral prompts, and integrated scenarios. Section M contains the marking guide and rubrics, which are for instructor use only. The appendices at the end of the document provide supporting material: a consolidated answer key, competency and CEFR mapping tables, the listening link verification log, a glossary, exam assembly templates, the Probationary Period scenario frames for Weeks 12 to 18, self-assessment checklists, peer feedback forms, and Learning Portfolio guidelines.

Instructor-facing material, including every answer, sample response, and rubric, is shaded in light gray throughout this document, so that pages can be quickly identified and removed or hidden before any material is distributed to students.

How to Assemble an Exam

Six ready-to-use exam assembly templates are provided in Appendix F: Listening Exam I (Week 12, 30 minutes), Listening Exam II (Week 17, 1 hour), Speaking Exam 1 (Weeks 13 to 14), Speaking Exam 2 (Week 18), a Written Quiz (30 minutes), and a Diagnostic Test (Week 1, 30 minutes). Each template lists the part, the source section, the number of items, the point value, and the suggested time. An instructor may follow a template exactly or substitute items of the same type and competency element from the corresponding section.

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Competency Alignment

Every item in this bank is tagged with one or more of the six official competency elements of 00V1: (1) welcoming a visitor, (2) receiving and transmitting telephone calls, (3) sustaining a business conversation, (4) handling a complaint, (5) delivering an oral presentation, and (6) transmitting information and instructions. Appendix B provides a full mapping of which sections address which elements, and Appendix C maps sections to CEFR levels (A2+, B1, B1+).

The Double-Threshold Rule

This course grades two dimensions of competency independently: Reception (listening and reading) and Production (speaking and writing). A student must reach 60% in each dimension independently to pass the course; a strong oral mark cannot compensate for a failing listening mark, and vice versa. Instructors using this question bank should record Reception and Production marks separately on every assessment, never averaged into a single score. This principle is reflected throughout Section M and the exam assembly templates.

Administering Listening Activities

Section G contains six listening activities, each linked to a freely available, authentic English-language source. Every link should be verified before use; Appendix D provides a Link Verification Log template for recording the date checked and the link status. A fallback script or reading task is provided for every listening activity in case a link becomes unavailable on exam day.

Administering Oral Exams

Sections K and L provide role-play prompts and integrated scenario tasks suitable for the Speaking Exams described in the official evaluation model. Each prompt specifies the situation, role, audience, goal, and success criteria, and is levelled from guided to spontaneous so that instructors can differentiate difficulty across the course.

Using the Marking Guide

Section M provides four rubrics (oral production, listening comprehension, written production, and reflection) plus a percentage-to-letter-grade conversion table. The same rubrics should be used consistently across all oral and written assessments to ensure fairness and comparability from one exam to the next.

A Note on the Probationary Period Narrative

From Week 12 onward, students are framed as new employees completing a probationary period at a fictional company, Groupe Marchand. Every assessment from

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Week 12 to Week 18 is reframed as a milestone in that probation. Appendix G provides ready-to-read Probationary Period Scenario Frames for each of these weeks.

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