
General Certificate of Secondary Education

French (Short Course) Speaking Test Teacher's Booklet



Monday 19 April – Friday 21 May 2004

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AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE Short Course _____ Examination, 2004. Centre No. _____.”	(a) On the form which is in the tape-box, write your centre number and the language being tested.
At the start of each candidate’s test.	“Candidate No. _____, _____ (name of candidate).”	(b) On the form which is in the tape-box, write the candidate’s name and number, the number of the role-play and the letter of the conversation card. (c) On the Attendance Mark List, write the tier (F or H)* at which the candidate is being tested. (d) Start the test. (e) Do not stop or pause the tape during the recording.
At the end of each candidate’s test.	“End of test.”	(f) Check that the test has been recorded clearly and audibly. (g) Reset the controls ready to record the next candidate.
After the last candidate on side A.	“End of recording on this side.”	(h) If you are not sure there is enough time on the tape, start the next test on side B, or on the next tape.
After the last candidate on side B of each tape.	“End of recording on this tape.”	(i) When the tape is complete <ul style="list-style-type: none"> – wind to the start of side A; – check that all the details on the form in the tape-box are filled in; – write your name on the form; – place it and the tape back in the tape-box before you get the next tape out of its box.

* F = Foundation
H = Higher

The instructions opposite are just a checklist. For the complete instructions, refer to the booklet “Modern Foreign Languages – Instructions for the 2004 Examinations”, which is issued to all centres in the Spring Term.

ROLE PLAY 1 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are at a café in France.

- Say you would like an ice-cream
- Say what flavour you want.
- Order a hot drink.
- Ask how much it is.

Your teacher will play the part of the waiter/ waitress and will speak first.

ROLE PLAY 1 (FOUNDATION TIER)**TEACHER'S ROLE**

Vous êtes dans un café en France. Moi, je suis le serveur / la serveuse.

- 1 Bonjour Monsieur / Mademoiselle.
- 2 Quel parfum?
- 3 Voilà.
- 4 Voilà.
- 5 Trois euros.

Turn over ►

ROLE PLAY 2 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are talking to your French friend about your part-time job.

- Say you work on Saturdays.
- Say what time you start work.
- Say how much you earn.
- Ask your friend if he/she has a job.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 2 (FOUNDATION TIER)**TEACHER'S ROLE**

Tu es chez ton ami(e) en France. Moi, je suis ton ami(e).

- 1 Qu'est-ce que tu fais le week-end?
- 2 Tu commences à quelle heure?
- 3 Tu gagnes combien?
- 4 C'est pas mal.
- 5 Oui, dans un supermarché.

ROLE PLAY 3 (FOUNDATION TIER)**CANDIDATE'S ROLE**

At a party you meet Dominique for the first time.

- Say what your name is.
- Ask Dominique if he/she speaks English.
- Say how long you are staying in France.
- Say what you would like to do this weekend.

Your teacher will play the part of Dominique and will speak first.

ROLE PLAY 3 (FOUNDATION TIER)**TEACHER'S ROLE**

Tu es chez ton ami(e) en France. Moi, je suis Dominique.

- 1 Salut.
- 2 Moi, c'est Dominique.
- 3 Non, pas bien. Tu restes longtemps en France?
- 4 Qu'est-ce que tu voudrais faire ce week-end?
- 5 D'accord. A samedi, alors.

ROLE PLAY 4 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are talking to your French friend about school life.

- Say what time you arrive at school.
- Say which lesson you prefer.
- Say what you do at break times.
- Ask your friend if he/she likes school.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 4 (FOUNDATION TIER)**TEACHER'S ROLE**

Tu es chez ton ami(e) en France. Moi, je suis ton ami(e).

- 1 Tu arrives au collège à quelle heure le matin?
- 2 Tu préfères quelle matière?
- 3 Qu'est-ce que tu fais à la récréation?
- 4 Oui, moi aussi.
- 5 Oui, c'est pas mal.

ROLE PLAY 5 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are on the telephone, talking to your French friend about your new house.

- Say it is a big house.
- Say how many rooms there are.
- Give **two** details about your bedroom.
- Ask your friend if he/she has your address.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 5 (FOUNDATION TIER)**TEACHER'S ROLE**

Tu es au téléphone. Tu parles à ton ami(e) français(e). Moi, je suis ton ami(e).

- 1 Alors, ta nouvelle maison?
- 2 Il y a combien de pièces?
- 3 Elle est comment, ta chambre?
- 4 Ah, je vois.
- 5 Je crois que oui.

ROLE PLAY 6 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are talking to your French friend about your pet.

- Say what pet you have.
- Say how old it is.
- Give **two** more details about it.
- Ask your French friend if he /she likes animals.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 6 (FOUNDATION TIER)**TEACHER'S ROLE**

Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).

- 1 Tu as un animal à la maison?
- 2 Il/elle a quel âge?
- 3 Comment est-il/elle?
- 4 Ah bon.
- 5 Oui, je les aime bien.

ROLE PLAY 7 (HIGHER TIER)**CANDIDATE'S ROLE**

Your French friend is staying with you. You are suggesting the day's activities.

- Activité sportive – avec qui.
- Déjeuner – où et quoi.
- Activité non-sportive.
- !

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 7 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by asking the candidate what activity is planned for this morning and with whom.

*Tu parles à ton ami(e) français(e). Moi, je suis ton ami(e).
Qu'est-ce qu'on fait ce matin? Avec qui?*

- 2 Allow the candidate to say what activity is planned for this morning and with whom.
Ask the candidate about lunch. Elicit where lunch will be taken and what food will be available.

Et pour le déjeuner?

- 3 Allow the candidate to say where lunch will be taken and what food will be available.
Ask the candidate about afternoon activities.

Et après?

- 4 ! Allow the candidate to mention a non-sporting activity.
• Ask the candidate how they will come back home and at what time.

Comment est-ce qu'on rentre? A quelle heure?

- 5 Allow the candidate to say how they will come back home and at what time.
End the conversation by saying that it is all right, it is not too late.

Ça va, c'est pas trop tard.

NB You should address the candidate as 'tu' throughout this role play.

Turn over ►

ROLE PLAY 8 (HIGHER TIER)**CANDIDATE'S ROLE**

You are talking to your French friend about healthy lifestyles.

- Deux activités sportives.
- Où et quand.
- Ce que tu aimes manger **et** boire.
- !

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 8 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by asking the candidate if he/she is sports minded.

*Tu parles à ton ami(e) français(e). Moi, je suis ton ami(e).
Tu es sportif/sportive?*

- 2 Allow the candidate to give **two** sporting activities.
Choose one of the two sports mentioned by the candidate and ask him/her where and when he/she plays it.

Tu fais... où? Et quand?

- 3 Allow the candidate to say where and when he/she plays... .
Ask the candidate about meals. Elicit **one** item of food and **one** drink.

Et pour les repas?

- 4 ! Allow the candidate to mention **one** item of food and **one** drink.
Ask the candidate what he/she thinks of drugs and why.

Et les drogues, qu'est-ce que tu en penses? Pourquoi?

- 5 Allow the candidate to say his/her opinion about drugs and why.
End the conversation by saying that you hate drugs.

Moi (aussi), je déteste les drogues.

NB You should address the candidate as 'tu' throughout this role play.

Turn over ►

ROLE PLAY 9 (HIGHER TIER)**CANDIDATE'S ROLE**

You are talking to your French friend about what you do on Saturdays.

- Petit déjeuner (**deux** détails).
- Deux activités à la maison.
- Ce que tu fais en ville (**deux** détails).
- !

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 9 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by asking the candidate what he / she normally does on Saturday mornings.

*Tu parles à ton ami(e) français(e). Moi, je suis ton ami(e).
Qu'est-ce que tu fais d'habitude le samedi matin?*

- 2 Allow the candidate to give **two** details about breakfast.
Ask the candidate what he / she does afterwards.

Et après?

- 3 Allow the candidate to say **two** things he / she does at home.
Ask the candidate what he / she does when he / she goes to town. Elicit **two** details.

Qu'est-ce que tu fais quand tu vas en ville?

- 4 ! Allow the candidate to give **two** details of his / her activities in town.
Ask the candidate how he / she gets there and what time he / she comes back home.

Comment y vas-tu? Tu rentres à quelle heure?

- 5 Allow the candidate to say how he / she gets there and what time he / she comes back home.
End the conversation by agreeing that it is not late.

Ça va. C'est pas tard.

NB You should address the candidate as 'tu' throughout this role play

Turn over ►

ROLE PLAY 10 (HIGHER TIER)**CANDIDATE'S ROLE**

You are staying with your French friend and you are discussing the advantages and disadvantages of staying on at school.

- Avantage.
- Inconvénient.
- Projets pour septembre.
- !

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your French friend and will speak first.

ROLE PLAY 10 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by explaining the situation and asking the candidate what he/she thinks about continuing with education.

*Tu es chez ton ami(e) français(e). Moi, je suis ton ami(e).
Que penses-tu de continuer les études?*

- 2 Allow the candidate to give one advantage of continuing education.
Ask the candidate if this has any disadvantages.

Il y a des inconvénients?

- 3 Allow the candidate to state one disadvantage.
Ask the candidate what he/she is going to do in September.

Qu'est-ce que tu vas faire en septembre?

- 4 ! Allow the candidate to state his/her plans for September.
Ask the candidate what his/her friends are going to do.

Et tes ami(e)s? Qu'est-ce qu'ils/elles vont faire?

- 5 Allow the candidate to say what his/her friends are going to do.
End the conversation appropriately.

C'est bien.

NB You should address the candidate as 'tu' throughout this role play.

Turn over ►

ROLE PLAY 11 (HIGHER TIER)**CANDIDATE'S ROLE**

You are talking to your French friend about your **recent** work experience.

- Dates du stage.
- Sorte de travail (**un** détail).
- Heures de travail.
- !

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your French friend and will speak first.

ROLE PLAY 11 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by asking the candidate about his/her work experience.

*Tu parles à ton ami(e) français(e). Moi, je suis ton ami(e).
Alors, ce stage?*

- 2 Allow the candidate to give the dates of his/her work experience.
Ask the candidate to explain what work he/she did. Elicit **one** detail.

Qu'est-ce que tu as fait comme travail?

- 3 Allow the candidate to say what work he/she did.
Ask the candidate about his/her working hours.

Quelles étaient tes heures de travail?

- 4 ! Allow the candidate to state his/her working hours.
Ask the candidate whether he/she prefers school life or the world of work and why.

Tu préfères être au collège ou au travail? Pourquoi?

- 5 Allow the candidate to say whether he/she prefers school life or the world of work and why.
End the conversation by agreeing with the candidate.

Oui, moi aussi.

NB You should address the candidate as 'tu' throughout this role play.

Turn over ►

ROLE PLAY 12 (HIGHER TIER)**CANDIDATE'S ROLE**

You are talking to your French friend about your home town.

- Sorte de ville (**deux** détails).
- Ce qu'il y a d'intéressant à voir (**deux** détails).
- Deux activités en ville.
- !

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 12 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by asking the candidate what his/her town is like.

*Tu parles à ton ami(e) français(e). Moi, je suis ton ami(e).
Quelle sorte de ville habites-tu?*

- 2 Allow the candidate to give **two** details about the kind of town he/she lives in. Ask the candidate what there is to see in his/her town. Elicit **two** details.

Qu'est-ce qu'il y a d'intéressant à voir?

- 3 Allow the candidate to give **two** details of what there is to see in his/her town. Ask the candidate what he/she does when in town. Elicit **two** activities.

Qu'est-ce que tu fais quand tu vas en ville?

- 4 ! Allow the candidate to say what he/she does when in town. Ask the candidate what he/she thinks of his/her town and ask why.

Qu'est-ce que tu penses de ta ville? Pourquoi?

- 5 Allow the candidate to say what he/she thinks of his/her town, and why. End the conversation appropriately.

C'est bien, ça / C'est dommage.

NB You should address the candidate as 'tu' throughout this role play.

Turn over ►

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**SETS OF TOPICS AND SUGGESTED QUESTIONS
FOR CONVERSATIONS**

TOPICS – SET A**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Daily Routine

Qu'est-ce que tu fais le matin avant de venir à l'école?
Qu'est-ce que tu as pris pour le petit déjeuner ce matin?
Qu'est-ce que tu fais pour aider à la maison?
A quelle heure vas-tu te lever samedi?
Qu'est-ce que tu fais pour garder la forme?

Self, Family and Friends

Parle-moi un peu de ta famille.
Est-ce que tu as un animal à la maison?
Décris-moi ton/ ta meilleur(e) ami(e).
Tu es resté(e) en famille le week-end dernier?
Comment vas-tu fêter ton anniversaire cette année?

Part-time Jobs and Work Experience

Où as-tu fait ton stage?
Qu'est-ce que tu as fait exactement?
Quel métier voudrais-tu faire plus tard?
Tu as un petit boulot?
Tu vas chercher un emploi pour cet été?

TOPICS – SET B**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Daily Routine

Qu'est-ce que tu fais le matin avant de venir à l'école?
Qu'est-ce que tu as pris pour le petit déjeuner ce matin?
Qu'est-ce que tu fais pour aider à la maison?
A quelle heure vas-tu te lever samedi?
Qu'est-ce que tu fais pour garder la forme?

Leisure

Qu'est-ce que tu fais comme sports?
Tu es sorti(e) le week-end dernier?
Qui fait les courses chez toi?
Qu'est-ce que tu vas faire de ton temps libre samedi?
Qu'est-ce que tu aimes regarder à la télé?

Part-time Jobs and Work Experience

Où as-tu fait ton stage?
Qu'est-ce que tu as fait exactement?
Quel métier voudrais-tu faire plus tard?
Tu as un petit boulot?
Tu vas chercher un emploi pour cet été?

Turn over ►

TOPICS – SET C**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Self, Family and Friends

Parle-moi un peu de ta famille.
Est-ce que tu as un animal à la maison?
Décris-moi ton/ta meilleur(e) ami(e).
Tu es resté(e) en famille le week-end dernier?
Comment vas-tu fêter ton anniversaire cette année?

Home and Local Environment

Décris-moi ta maison.
Tu partages ta chambre?
Qu'est-ce qu'il y a d'intéressant à faire dans ta ville?
Tu es allé(e) en ville le week-end dernier?
Parle-moi de ta ville idéale.

School and Future Plans

Qu'est-ce que tu as l'intention de faire en septembre?
Quelle est ta matière préférée au collège?
Décris-moi une journée scolaire typique.
Depuis combien de temps apprends-tu le français?
Quels devoirs as-tu faits hier soir?

TOPICS – SET D**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Home and Local Environment

Décris-moi ta maison.
Tu partages ta chambre?
Qu'est-ce qu'il y a d'intéressant à faire dans ta ville?
Tu es allé(e) en ville le week-end dernier?
Parle-moi de ta ville idéale.

Leisure

Qu'est-ce que tu fais comme sports?
Tu es sorti(e) le week-end dernier?
Qui fait les courses chez toi?
Qu'est-ce que tu vas faire de ton temps libre samedi?
Qu'est-ce que tu aimes regarder à la télé?

School and Future Plans

Qu'est-ce que tu as l'intention de faire en septembre?
Quelle est ta matière préférée au collège?
Décris-moi une journée scolaire typique.
Depuis combien de temps apprends-tu le français?
Quels devoirs as-tu faits hier soir?

Turn over ►

TOPICS – SET E**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Home and Local Environment

Décris-moi ta maison.
Tu partages ta chambre?
Qu'est-ce qu'il y a d'intéressant à faire dans ta ville?
Tu es allé(e) en ville le week-end dernier?
Parle-moi de ta ville idéale.

Daily Routine

Qu'est-ce que tu fais le matin avant de venir à l'école?
Qu'est-ce que tu as pris pour le petit déjeuner ce matin?
Qu'est-ce que tu fais pour aider à la maison?
A quelle heure vas-tu te lever samedi?
Qu'est-ce que tu fais pour garder la forme?

School and Future Plans

Qu'est-ce que tu as l'intention de faire en septembre?
Quelle est ta matière préférée au collège?
Décris-moi une journée scolaire typique.
Depuis combien de temps apprends-tu le français?
Quels devoirs as-tu faits hier soir?

TOPICS – SET F**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Leisure

Qu'est-ce que tu fais comme sports?
Tu es sorti(e) le week-end dernier?
Qui fait les courses chez toi?
Qu'est-ce que tu vas faire de ton temps libre samedi?
Qu'est-ce que tu aimes regarder à la télé?

Self, Family and Friends

Parle-moi un peu de ta famille.
Est-ce que tu as un animal à la maison?
Décris-moi ton/ ta meilleur(e) ami(e).
Tu es resté(e) en famille le week-end dernier?
Comment vas-tu fêter ton anniversaire cette année?

Part-time Jobs and Work Experience

Où as-tu fait ton stage?
Qu'est-ce que tu as fait exactement?
Quel métier voudrais-tu faire plus tard?
Tu as un petit boulot?
Tu vas chercher un emploi pour cet été?

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