
General Certificate of Secondary Education
June 2005



FRENCH (SHORT COURSE)
Speaking Test
Teacher's Booklet

Monday 18 April to Friday 20 May 2005

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AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE Short Course _____ Examination, 2005. 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 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 2005 Examinations”, which is issued to all centres in the Spring Term.

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

You are talking to your French friend about a typical school day.

- Say what time you get up.
- Say what you do afterwards.
- Say how you travel to school.
- Ask your friend if he/she likes school.

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

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

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

- 1 Tu te lèves à quelle heure?
- 2 Et après?
- 3 Comment vas-tu au collège?
- 4 Oui, moi aussi.
- 5 C'est pas mal.

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

You are talking to your French friend about your weekend.

- Say what you like doing in your free time.
- Say where you go on Saturday night.
- Say you work.
- 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 parles avec ton ami(e) français(e). Moi, je suis ton ami(e).

- 1 Qu'est-ce que tu aimes comme passe-temps?
- 2 Tu sors le samedi soir?
- 3 Le dimanche, qu'est-ce que tu fais?
- 4 Ah bon.
- 5 Oui.

Turn over ►

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

You are in a clothes shop in France.

- Say what you want to buy.
- Say what colour you want.
- Say who it is for.
- Ask how much it is.

Your teacher will play the part of the sales assistant and will speak first.

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

Vous êtes dans un magasin de vêtements en France. Moi, je suis le vendeur/la vendeuse.

- 1 Monsieur/Mademoiselle?
- 2 Vous le/la voulez en quelle couleur?
- 3 C'est pour un cadeau?
- 4 Voilà, monsieur/mademoiselle.
- 5 Trente-cinq euros.

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

You are talking to your French friend about your weekend activities.

- Say you like the cinema.
- Say what sort of film you prefer.
- Ask your friend if he/she plays football.
- Say which sport you do **not** like.

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

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

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

- 1 Qu'est-ce que tu fais le week-end?
- 2 Tu préfères quelle sorte de films?
- 3 Ah bon.
- 4 Oui, le samedi. Tu aimes tous les sports?
- 5 Moi non plus.

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

You are on the telephone, talking to your French friend about your home town.

- Say you live in a big town.
- Say where it is.
- Say what you think of your town.
- Ask your friend if he/she likes Paris.

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

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

Tu téléphones à ton ami(e) français(e). Moi, je suis ton ami(e).

- 1 OÙ habites-tu?
- 2 C'est où?
- 3 C'est comment?
- 4 C'est bien / dommage. Moi, j'habite à Paris.
- 5 Oui, bien sûr.

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

You are talking to your French friend about food and drink.

- Say what you have for breakfast.
- Say what time you have breakfast.
- Say where you eat your lunch.
- Ask your friend if he/she eats at school.

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 Qu'est-ce que tu prends au petit déjeuner?
- 2 A quelle heure?
- 3 Et pour midi?
- 4 Ah bon.
- 5 Oui, tous les jours.

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

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

- Où et combien de temps.
- !
- Opinion et raison.
- Futur métier. Raison.

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 explaining the situation and then asking the candidate about his/her work experience.

*Tu parles avec ton /ta correspondant(e). Moi, je suis ton/ta correspondant(e).
Et ton stage de travail?*

- 2 ! Allow the candidate to say how long the work experience lasted and where it took place.
• Ask the candidate when **exactly** the work experience took place.

Quand exactement?

- 3 Allow the candidate to say when **exactly** the work experience took place.
Ask the candidate what he/she thought of it and why.

Qu'est-ce que tu en as pensé? Pourquoi?

- 4 Allow the candidate to say what he/she thought of the work experience and why.
Ask the candidate what job he/she would like to do later and why.

Qu'est-ce que tu voudrais faire comme métier plus tard? Pourquoi?

- 5 Allow the candidate to say what job he/she would like to do later and why.
Approve of the candidate's choice of job.

C'est un bon choix.

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 your new school.

- Ton collègue (**deux** détails).
- Opinion et raison.
- !
- Nouveau copain (**trois** 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 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 explaining the situation and then asking the candidate about his/her new school.

*Tu parles avec ton/ta correspondant(e). Moi, je suis ton/ta correspondant(e).
Et ton nouveau collègue?*

- 2 Allow the candidate to give **two** details about his/her new school.
Ask the candidate what he/she thinks of the school and why.

Qu'est-ce que tu penses du collègue? Pourquoi?

- 3 ! Allow the candidate to say what he/she thinks of the school and why.
Ask the candidate what the uniform is like. Elicit **two** details.

Qu'est-ce que tu portes comme vêtements?

- 4 Allow the candidate to give **two** details about the school uniform.
Ask the candidate if he/she has made new friends. Elicit **three** details.

Tu t'es fait de nouveaux copains?

- 5 Allow the candidate to give **three** details about a new friend.
Approve of the candidate's response.

C'est bien, ça.

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 this school year and the next.

- Opinion de cette année scolaire et raison.
- !
- Etudes où en septembre.
- Choix de matière et raison.

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 explaining the situation and then asking the candidate what he/she thinks of this school year and why.

*Tu parles avec ton/ta correspondant(e). Moi, je suis ton/ta correspondant(e).
Qu'est-ce que tu penses de cette année scolaire? Pourquoi?*

- 2 ! Allow the candidate to say what he/she thinks of this school year and why.
• Ask the candidate how many examinations he/she is sitting and when the examinations end.

Tu as combien d'examens? Les examens finissent quand?

- 3 Allow the candidate to say how many examinations he/she is sitting and when the examinations end.
Ask the candidate what he/she intends to do in September.

Et en septembre, qu'est-ce que tu vas faire?

- 4 Allow the candidate to say where he/she will study in September.
Ask the candidate what subject he/she has chosen and why.

Super! Qu'est-ce que tu as choisi comme matière? Pourquoi?

- 5 Allow the candidate to say what subject he/she has chosen and why.
End the conversation by saying that it is a good choice.

C'est un bon choix.

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

Turn over ►

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

You are making arrangements with your French friend for tomorrow evening.

- Cinéma?
- **Deux** sortes de film.
- Après le film.
- **!**

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 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 then asking the candidate what he/she wants to do tomorrow.

*Tu parles avec ton/ta correspondant(e). Moi, je suis ton/ta correspondant(e).
Qu'est-ce qu'on va faire demain?*

- 2 Allow the candidate to say that he/she wants to go to the cinema.
Ask the candidate what sort of film appeals to him/her. Elicit **two** sorts.

Quelles sortes de film t'intéressent?

- 3 Allow the candidate to say which **two** sorts of film appeal to him/her.
Suggest a time and then ask the candidate about what to do after the film.

D'accord. On peut y aller à six heures, si tu veux. Et après?

- 4 ! Allow the candidate to say what he/she wants to do after the film.
Ask the candidate how they will travel back and at what time.

On va rentrer comment? A quelle heure?

- 5 Allow the candidate to say how they will travel back and at what time.
End the conversation by agreeing with the candidate.

D'accord.

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 part-time job **in a restaurant**.

- Sorte de travail et où.
- Jours **et** heures de travail.
- Vêtements (**trois** 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 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 explaining the situation and then asking the candidate what he/she is doing at the moment. Elicit type of work and place.

*Tu parles avec ton/ta correspondant(e). Moi, je suis ton/ta correspondant(e).
Qu'est-ce que tu fais en ce moment?*

- 2 Allow the candidate to say what type of work he/she does and where.
Ask the candidate about days and times of work.

Tu travailles quels jours? Et pour combien d'heures?

- 3 Allow the candidate to say what day(s) he/she works and for how many hours.
Ask the candidate what clothes he/she has to wear. Elicit **three** details.

Il faut porter quels vêtements?

- 4 ! Allow the candidate to give **three** details about what he/she wears.
Ask the candidate if he/she wants to do this job in the future and why/why not.

Tu voudrais faire ce métier à l'avenir? Pourquoi/pourquoi pas?

- 5 Allow the candidate to say whether he/she will do this in the future and why/why not.
End the conversation by saying you would not like to do that.

Moi, je ne voudrais pas faire ça (non plus).

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 jobs and your future career.

- Travail de frère **et** sœur.
- Futur métier.
- **!**
- Inconvénient.

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 explaining the situation and then asking the candidate what his / her brother and sister do for a living.

*Tu parles avec ton/ta correspondant(e). Moi, je suis ton/ta correspondant(e).
Que fait ton frère comme travail? Et ta sœur?*

- 2 Allow the candidate to say what his / her brother and sister do for a living.
Ask the candidate what job he / she would like to do in the future.

Et toi, plus tard?

- 3 ! Allow the candidate to say what job he / she would like to do in the future.
! Ask the candidate to give **one** advantage of that particular job.

Quel est l'avantage de ce métier?

- 4 Allow the candidate to state **one** advantage of that job.
Ask the candidate about the disadvantages.

Et les inconvénients?

- 5 Allow the candidate to state **one** disadvantage of that job.
End the conversation by agreeing with the candidate.

Ah oui, je vois.

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

Tu te lèves à quelle heure d'habitude?
Qu'est-ce que tu as fait ce matin pour aider à la maison?
Tu manges sainement?
Quel est ton repas préféré?
Qu'est-ce que tu vas faire le week-end prochain?

Self, Family and Friends

Décris-moi un(e) de tes copains / copines.
Qu'est-ce que ton père fait dans la vie?
Tu t'entends bien avec ta famille?
Tu vas rester en famille le week-end prochain?
Qu'est-ce que tu as reçu comme cadeaux pour ton anniversaire?

Part-time Jobs and Work Experience

Quand as-tu fait ton stage?
Qu'est-ce que tu en as pensé?
Parle-moi de ton métier idéal.
Tu as un travail le week-end?
Tu vas travailler 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

Tu te lèves à quelle heure d'habitude?
Qu'est-ce que tu as fait ce matin pour aider à la maison?
Tu manges sainement?
Quel est ton repas préféré?
Qu'est-ce que tu vas faire le week-end prochain?

Leisure

Qu'est-ce que tu as fait le week-end dernier?
Tu es sportif/sportive?
Parle-moi de tes passe-temps.
Tu vas sortir le week-end prochain?
Qu'est-ce que tu fais de ton temps libre quand tu es à la maison?

Part-time Jobs and Work Experience

Quand as-tu fait ton stage?
Qu'est-ce que tu en as pensé?
Parle-moi de ton métier idéal.
Tu as un travail le week-end?
Tu vas travailler 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

Décris-moi un(e) de tes copains / copines.
Qu'est-ce que ton père fait dans la vie?
Tu t'entends bien avec ta famille?
Tu vas rester en famille le week-end prochain?
Qu'est-ce que tu as reçu comme cadeaux pour ton anniversaire?

Home and Local Environment

Décris-moi ta ville.
Tu as ta propre chambre?
Où est-ce que tu voudrais habiter à l'avenir?
Qu'est-ce qu'il y a pour les jeunes dans ta ville?
Qu'est-ce que tu as fait la dernière fois que tu es allé(e) en ville?

School and Future Plans

Qu'est-ce que tu voudrais étudier l'année prochaine?
Parle-moi un peu de ton collège.
Combien de matières étudies-tu?
Que penses-tu de l'uniforme scolaire?
Tu es arrivé au collège à quelle heure ce matin?

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 ville.
Tu as ta propre chambre?
Où est-ce que tu voudrais habiter à l'avenir?
Qu'est-ce qu'il y a pour les jeunes dans ta ville?
Qu'est-ce que tu as fait la dernière fois que tu es allé(e) en ville?

Leisure

Qu'est-ce que tu as fait le week-end dernier?
Tu es sportif/sportive?
Parle-moi de tes passe-temps.
Tu vas sortir le week-end prochain?
Qu'est-ce que tu fais de ton temps libre quand tu es à la maison?

School and Future Plans

Qu'est-ce que tu voudrais étudier l'année prochaine?
Parle-moi un peu de ton collège.
Combien de matières étudies-tu?
Que penses-tu de l'uniforme scolaire?
Tu es arrivé au collège à quelle heure ce matin?

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 ville.
Tu as ta propre chambre?
Où est-ce que tu voudrais habiter à l'avenir?
Qu'est-ce qu'il y a pour les jeunes dans ta ville?
Qu'est-ce que tu as fait la dernière fois que tu es allé(e) en ville?

Daily Routine

Tu te lèves à quelle heure d'habitude?
Qu'est-ce que tu as fait ce matin pour aider à la maison?
Tu manges sainement?
Quel est ton repas préféré?
Qu'est-ce que tu vas faire le week-end prochain?

School and Future Plans

Qu'est-ce que tu voudrais étudier l'année prochaine?
Parle-moi un peu de ton collège.
Combien de matières étudies-tu?
Que penses-tu de l'uniforme scolaire?
Tu es arrivé au collège à quelle heure ce matin?

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 as fait le week-end dernier?
Tu es sportif/sportive?
Parle-moi de tes passe-temps.
Tu vas sortir le week-end prochain?
Qu'est-ce que tu fais de ton temps libre quand tu es à la maison?

Self, Family and Friends

Décris-moi un(e) de tes copains / copines.
Qu'est-ce que ton père fait dans la vie?
Tu t'entends bien avec ta famille?
Tu vas rester en famille le week-end prochain?
Qu'est-ce que tu as reçu comme cadeaux pour ton anniversaire?

Part-time Jobs and Work Experience

Quand as-tu fait ton stage?
Qu'est-ce que tu en as pensé?
Parle-moi de ton métier idéal.
Tu as un travail le week-end?
Tu vas travailler cet été?

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