

General Certificate of Secondary Education
June 2006



FRENCH (SHORT COURSE)
Speaking Test
Teacher's Booklet

Monday 27 March to Friday 12 May 2006

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AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE Short Course _____ Examination, 2006. 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 2006 Examinations*, which is issued to all centres in the Spring Term.

Turn over ►

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

You are talking to your French friend about your morning routine.

- Say what time you get up.
- Say how you get to school.
- Say how long it takes.
- Ask your friend if he/she lives near school.

Your teacher will play the part of your French 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 normalement?
- 2 Comment vas-tu au collège?
- 3 Ça prend combien de temps?
- 4 Ah oui.
- 5 Oui, à dix minutes.

Turn over ►

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

You are talking to your French friend about household chores.

- Say what you do to help around the house.
- Say when you do it.
- Say what you think of it.
- Ask your friend if he/she likes shopping.

Your teacher will play the part of your French 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 fais pour aider à la maison?
- 2 Tu fais ça quand?
- 3 Qu'est-ce que tu en penses?
- 4 Oui, je comprends.
- 5 Oui, bien sûr.

Turn over ►

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

You are talking to your French exchange partner about your brother.

- Say what he is called.
- Say how old he is.
- Give **one** detail about his physical appearance.
- Ask your French exchange partner if he/she has a brother.

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

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

Tu parles avec ton/ta correspondant(e) français(e). Moi, je suis ton/ta correspondant(e).

- 1 Et ton frère?
- 2 Il a quel âge?
- 3 Il est comment physiquement?
- 4 Ah oui.
- 5 Oui, c'est Jean-Luc.

Turn over ►

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

You telephone your French friend on his/her birthday.

- Say who you are.
- Ask how your friend is.
- Wish your friend a happy birthday.
- Say when your birthday is.

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

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

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

- 1 Allô?
- 2 Salut.
- 3 Oui, ça va.
- 4 Merci, c'est sympa. Et toi, c'est quand, ton anniversaire?
- 5 C'est bientôt.

Turn over ►

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

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

- Say what your job is.
- Say how much you earn.
- Say what you think of your job.
- Ask your friend if he/she likes his/her job.

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

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

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

- 1 Tu as un job?
- 2 Tu gagnes combien?
- 3 Qu'est-ce que tu penses de ton job?
- 4 Oui, je comprends.
- 5 Oui, c'est bien.

Turn over ►

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

You are talking to your French friend about what you would like to do today.

- Say you would like to go to town.
- Say how you get there.
- Say what you want to do.
- Ask where to meet.

Your teacher will play the part of your French 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 Où veux-tu aller aujourd'hui?
- 2 Comment on y va?
- 3 Qu'est-ce que tu veux faire?
- 4 D'accord.
- 5 Devant le cinéma.

Turn over ►

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

You are talking to your French friend about your school.

- Opinion du collège. Raison.
- !
- Les devoirs (**deux** détails).
- Tes projets pour septembre (**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 French 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 then asking the candidate what he/she thinks of his/her school and why.

*Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).
Qu'est-ce que tu penses de ton collège? Pourquoi?*

- 2 Allow the candidate to say what he/she thinks of his/her school and why.
! Ask the candidate what he/she wears at school. Elicit **three** details.

Tu portes quels vêtements au collège?

- 3 Allow the candidate to give **three** details about his/her school uniform.
Ask the candidate about homework. Elicit **two** details.

Et les devoirs?

- 4 Allow the candidate to give **two** details about homework.
Ask the candidate about his/her plans for September. Elicit **two** details.

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

- 5 Allow the candidate to give **two** details about his/her plans for September.
End the conversation by approving of the candidate's plans.

C'est bien, ça.

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 **recent** work experience and the job you would like to do later.

- Où et quand.
- Heures de travail.
- !
- 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 French 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 then asking the candidate about his/her work experience.

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

- 2 Allow the candidate to say where and when he/she did his/her work experience.
Ask the candidate about working hours.

Quelles étaient tes heures de travail?

- 3 Allow the candidate to state his/her working hours.
! Ask the candidate about 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 it and why.
Ask the candidate about his/her choice of future career and why.

Alors, quel métier veux-tu faire plus tard? Pourquoi?

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

C'est un bon métier, ça.

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

Turn over ►

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

You have a part time job and you are telling your French friend about the work you are doing.

- Ce que tu fais comme travail.
- Heures de travail.
- !
- Opinion du travail. 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 French 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 then asking the candidate about the nature of his/her part time job.

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

- 2 Allow the candidate to say what job he/she does.
Ask the candidate about working hours.

C'est sympa. Et tes heures de travail?

- 3 Allow the candidate to state his/her working hours.
! Ask the candidate how he/she gets to work and how long it takes.

Tu y vas comment? Ça prend combien de temps?

- 4 Allow the candidate to say how he/she gets to work and how long it takes.
Ask the candidate what he/she thinks of the job and why.

Qu'est-ce que tu penses de ton travail? Pourquoi?

- 5 Allow the candidate to give his/her opinion of the job and why.
End the conversation appropriately.

C'est bien/ dommage, ça.

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

Turn over ►

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

You are talking to your French friend about your leisure time.

- **Deux** sports préférés.
- **!**
- **Deux** passe-temps non-sportifs.
- Passe-temps de ton ami(e) **français(e)**?

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 if he/she is sporty.

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

- 2 Allow the candidate to say what his/her **two** favourite sports are.
! Ask the candidate where and when he/she plays **one** of them.

Tu fais [one of the sports the candidate names] où? Quand?

- 3 Allow the candidate to say where and when he/she plays **one** of his/her favourite sports.
Ask the candidate to mention **two** pastimes which are not sports.

Et à part le sport?

- 4 Allow the candidate to mention **two** pastimes which are not sports.
Say that the candidate's pastimes are interesting.

C'est intéressant, ça.

- 5 Allow the candidate to ask what your pastimes are.
End the conversation by saying that you like listening to music.

Moi, j'aime écouter de la musique.

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 the town you have just moved to.

- Nom et situation de ta ville.
- Description de ta ville (**deux** détails).
- **!**
- Ce qu'il y a à faire (**deux** activités).

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 explaining the situation then asking the candidate the name of his/her new town and where it is situated.

*Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).
Comment s'appelle ta ville? C'est où?*

- 2 Allow the candidate to say the name of his/her new town and where it is.
Ask the candidate to describe his/her new town. Elicit **two** details.

Comment est ta ville?

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

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

- 4 Allow the candidate to say what he/she thinks of the town and why.
Ask the candidate what there is for people to do there. Elicit **two** activities.

Qu'est-ce qu'il y a à faire là?

- 5 Allow the candidate to mention **two** activities.
End the conversation by approving of what the candidate says.

C'est bien, ça.

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 lifestyle.

- Nombre d'heures devant la télé.
- Sport préféré - quand.
- Ce que tu manges (**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 French 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 then asking the candidate about how much television he/she watches.

*Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).
Et la télé?*

- 2 Allow the candidate to say how much television he/she watches.
Ask the candidate about his/her favourite sport and when he/she plays it.

Ah bon. Tu fais du sport? Quand?

- 3 Allow the candidate to say what his/her favourite sport is and when he/she plays it.
Say that you like volleyball. Ask the candidate about meals. Elicit **three** details about what he/she **eats**.

Moi, j'aime le volley. Et pour les repas?

- 4 ! Allow the candidate to give **three** details about what he/she **eats**.
• Ask the candidate what he/she thinks of cigarettes and why.

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

- 5 Allow the candidate to say what he/she thinks of cigarettes and why.
End the conversation by (dis)agreeing with the candidate.

Je (ne) suis (pas) d'accord avec toi.

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**

Turn over ►

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**.
-

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?

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?

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?

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?

School and Future Plans

Qu'est-ce que tu voudrais étudier l'année prochaine?
Parle-moi un peu de ton collègue.
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 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**.
-

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?

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?

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?

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**.
-

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?

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?

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?

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?

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?

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?

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**.
-

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?

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?

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