

General Certificate of Secondary Education
June 2007



FRENCH (SHORT COURSE)
Speaking Test
Teacher's Booklet

Monday 26 March to Friday 11 May 2007

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FRENCH (SHORT COURSE)
Speaking Test
Role Play 1
Foundation Tier
Candidate's Instructions

Monday 26 March to Friday 11 May 2007



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H/Jun07/3657/S

3657/S/RP1

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FRENCH (SHORT COURSE)
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Role Play 1
Foundation Tier
Candidate's Instructions

Monday 26 March to Friday 11 May 2007



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3657/S/RP1

Role Play 1

You telephone your new French friend for the first time.

- Say your name.
- Say you live in the north.
- Say what your town/village is like.
- Ask your friend if he/she likes Calais.

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

H/Jun07/3657/S

Role Play 1

You telephone your new French friend for the first time.

- Say your name.
- Say you live in the north.
- Say what your town/village is like.
- Ask your friend if he/she likes Calais.

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

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Role Play 2
Foundation Tier
Candidate's Instructions

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FRENCH (SHORT COURSE)
Speaking Test
Role Play 2
Foundation Tier
Candidate's Instructions

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3657/S/RP2

Role Play 2

You are talking to your French friend about the next morning.

- Say what time you get up.
- Say what you want to eat for breakfast.
- Say what hot drink you want.
- Ask your friend if he/she likes English breakfast.

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

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Role Play 2

You are talking to your French friend about the next morning.

- Say what time you get up.
- Say what you want to eat for breakfast.
- Say what hot drink you want.
- Ask your friend if he/she likes English breakfast.

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

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Role Play 3
Foundation Tier
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FRENCH (SHORT COURSE)
Speaking Test
Role Play 3
Foundation Tier
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Role Play 3

You are talking to your French friend about your house.

- Say you live in a big house.
- Say how many bedrooms it has.
- Say the colour of your room.
- Ask your friend if he/she likes his/her bedroom.

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

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Role Play 3

You are talking to your French friend about your house.

- Say you live in a big house.
- Say how many bedrooms it has.
- Say the colour of your room.
- Ask your friend if he/she likes his/her bedroom.

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

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Speaking Test
Role Play 4
Foundation Tier
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Role Play 4

You are talking to your French friend about birthdays.

- Say when your birthday is.
- Say how old you are.
- Ask your friend if he/she likes parties.
- Say what you would like for a present.

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

H/Jun07/3657/S

Role Play 4

You are talking to your French friend about birthdays.

- Say when your birthday is.
- Say how old you are.
- Ask your friend if he/she likes parties.
- Say what you would like for a present.

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

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FRENCH (SHORT COURSE)
Speaking Test
Role Play 5
Foundation Tier
Candidate's Instructions

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FRENCH (SHORT COURSE)
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Role Play 5
Foundation Tier
Candidate's Instructions

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Role Play 5

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

- Say which **two** days you work.
- Say how much you earn.
- Say how many hours you work.
- Ask your friend if he/she has a job.

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

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Role Play 5

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

- Say which **two** days you work.
- Say how much you earn.
- Say how many hours you work.
- Ask your friend if he/she has a job.

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

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Speaking Test
Role Play 6
Foundation Tier
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FRENCH (SHORT COURSE)
Speaking Test
Role Play 6
Foundation Tier
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3657/S/RP6

Role Play 6

You are shopping in France.

- Say you want a red t-shirt.
- Say what size.
- Say who it is for.
- Ask the price.

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

H/Jun07/3657/S

Role Play 6

You are shopping in France.

- Say you want a red t-shirt.
- Say what size.
- Say who it is for.
- Ask the price.

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

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FRENCH (SHORT COURSE)
Speaking Test
Role Play 7
Higher Tier
Candidate's Instructions

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Role Play 7
Higher Tier
Candidate's Instructions

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Role Play 7

You are talking to your French friend about the job you do on Saturdays and your activities on Sundays.

- Travail. Où.
- !
- Salaire et opinion du salaire.
- **Deux** autres activités le dimanche.

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.

H/Jun07/3657/S

Role Play 7

You are talking to your French friend about the job you do on Saturdays and your activities on Sundays.

- Travail. Où.
- !
- Salaire et opinion du salaire.
- **Deux** autres activités le dimanche.

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.

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Role Play 8
Higher Tier
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Speaking Test
Role Play 8
Higher Tier
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Role Play 8

You are talking to your French friend about your new house and about the bedroom you have to share.

- Opinion de la maison. Raison.
- Chambre avec qui.
- !
- Description de la chambre (**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.

H/Jun07/3657/S

Role Play 8

You are talking to your French friend about your new house and about the bedroom you have to share.

- Opinion de la maison. Raison.
- Chambre avec qui.
- !
- Description de la chambre (**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.

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Speaking Test
Role Play 9
Higher Tier
Candidate's Instructions

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Speaking Test
Role Play 9
Higher Tier
Candidate's Instructions

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Role Play 9

You telephone your French friend to suggest going to the cinema tonight and to discuss your plans for tomorrow.

- Suggestion pour ce soir.
- !
- Transport et heure de retour.
- **Deux** autres activités pour demain.

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.

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Role Play 9

You telephone your French friend to suggest going to the cinema tonight and to discuss your plans for tomorrow.

- Suggestion pour ce soir.
- !
- Transport et heure de retour.
- **Deux** autres activités pour demain.

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.

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Speaking Test
Role Play 10
Higher Tier
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Role Play 10
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Role Play 10

You are talking to your French friend about helping around the house and about what you do in your free time.

- Offre ton aide à la maison.
- Ce que tu fais pour aider chez toi (**deux** activités).
- **Deux** passe-temps.
- **!**

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.

H/Jun07/3657/S

Role Play 10

You are talking to your French friend about helping around the house and about what you do in your free time.

- Offre ton aide à la maison.
- Ce que tu fais pour aider chez toi (**deux** activités).
- **Deux** passe-temps.
- **!**

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.

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FRENCH (SHORT COURSE)
Speaking Test
Role Play 11
Higher Tier
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Role Play 11
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Role Play 11

You are talking to your French friend about your school.

- Ton collègue (**deux** détails).
- Opinion du collègue. Raison.
- !
- Devoirs (**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.

H/Jun07/3657/S

Role Play 11

You are talking to your French friend about your school.

- Ton collègue (**deux** détails).
- Opinion du collègue. Raison.
- !
- Devoirs (**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.

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FRENCH (SHORT COURSE)
Speaking Test
Role Play 12
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Role Play 12
Higher Tier
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3657/S/RP12

Role Play 12

You are asking your French friend's parents for permission to go out to a restaurant tonight.

- Permission?
- Où et quand.
- Avec qui. Comment.
- !

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's parent and will speak first.

H/Jun07/3657/S

Role Play 12

You are asking your French friend's parents for permission to go out to a restaurant tonight.

- Permission?
- Où et quand.
- Avec qui. Comment.
- !

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's parent and will speak first.

H/Jun07/3657/S

AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE Short Course _____ Examination, 2007. 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 2007 Examinations*, which is issued to all centres in the Spring Term.

Turn over ►

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

You telephone your new French friend for the first time.

- Say your name.
- Say you live in the north.
- Say what your town/village is like.
- Ask your friend if he/she likes Calais.

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 Allô?
- 2 Salut. C'est moi, Dominique. Tu habites dans quelle région?
- 3 Moi, j'habite à Calais, dans le nord. C'est comment ta ville/ton village?
- 4 Ah bon.
- 5 Oui, c'est bien.

Turn over ►

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

You are talking to your French friend about the next morning.

- Say what time you get up.
- Say what you want to eat for breakfast.
- Say what hot drink you want.
- Ask your friend if he/she likes English breakfast.

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 A quelle heure tu te lèves?
- 2 Qu'est-ce que tu voudrais manger pour le petit déjeuner demain?
- 3 Et à boire?
- 4 D'accord.
- 5 Non, pas vraiment.

Turn over ►

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

You are talking to your French friend about your house.

- Say you live in a big house.
- Say how many bedrooms it has.
- Say the colour of your room.
- Ask your friend if he/she likes his/her bedroom.

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

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

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

- 1 Et ta maison?
- 2 Il y a combien de chambres?
- 3 Elle est de quelle couleur, ta chambre?
- 4 Oui, je vois.
- 5 Oui, elle est super.

Turn over ►

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

You are talking to your French friend about birthdays.

- Say when your birthday is.
- Say how old you are.
- Ask your friend if he/she likes parties.
- Say what you would like for a present.

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 Quelle est la date de ton anniversaire?
- 2 Tu as quel âge?
- 3 Moi, j'ai quinze ans.
- 4 Oui, bien sûr. Qu'est-ce que tu voudrais comme cadeau?
- 5 Pas de problème.

Turn over ►

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

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

- Say which **two** days you work.
- Say how much you earn.
- Say how many hours 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 5 (FOUNDATION TIER)**TEACHER'S ROLE**

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

- 1 Tu travailles quels jours?
- 2 Tu gagnes combien?
- 3 Tu fais combien d'heures?
- 4 C'est pas mal.
- 5 Oui, dans un supermarché.

Turn over ►

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

You are shopping in France.

- Say you want a red t-shirt.
- Say what size.
- Say who it is for.
- Ask the price.

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

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

Tu fais des courses en France. Tu parles à un vendeur/une vendeuse. Moi, je suis le vendeur/la vendeuse.

- 1 Monsieur/Mademoiselle?
- 2 Oui, quelle taille?
- 3 C'est pour qui?
- 4 Bon. Nous avons ceci.
- 5 Trente euros.

Turn over ►

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

You are talking to your French friend about the job you do on Saturdays and your activities on Sundays.

- Travail. Où.
- !
- Salaire et opinion du salaire.
- **Deux** autres activités le dimanche.

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 then asking the candidate what he/she does on Saturdays and where.

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

- 2 Allow the candidate to say that he/she works and where.
! Ask the candidate about his/her working hours.

Quelles sont tes heures de travail?

- 3 Allow the candidate to give his/her working hours.
Ask the candidate what his/her salary is and what he/she thinks of it.

Tu gagnes combien? Qu'est-ce que tu penses du salaire?

- 4 Allow the candidate to state his/her salary and what he/she thinks of it.
Ask the candidate about Sundays. Elicit **two** activities.

Et le dimanche?

- 5 Allow the candidate to mention **two** activities he/she does on Sundays.
End the conversation by saying that you stay at home on Sundays.

Moi, je reste chez moi le dimanche.

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 house and about the bedroom you have to share.

- Opinion de la maison. Raison.
- Chambre avec qui.
- !
- Description de la chambre (**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 then asking the candidate about his/her new house.

*Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).
Et ta nouvelle maison?*

- 2 Allow the candidate to give his/her opinion of the new house and say why.
Ask the candidate if he/she has his/her own room.

Tu as ta propre chambre?

- 3 Allow the candidate to say with whom he/she shares his/her room.
! Ask the candidate if he/she likes sharing and why.

Tu aimes partager? Pourquoi (pas)?

- 4 Allow the candidate to say whether he/she likes sharing a bedroom and why (not).
Ask the candidate what there is in his/her bedroom. Elicit **three** details.

Qu'est-ce qu'il y a dans ta chambre?

- 5 Allow the candidate to give **three** details about the bedroom.
End the conversation appropriately.

Ah, bon.

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

Turn over ►

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

You telephone your French friend to suggest going to the cinema tonight and to discuss your plans for tomorrow.

- Suggestion pour ce soir.
- !
- Transport et heure de retour.
- **Deux** autres activités pour demain.

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

*Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).
Qu'est-ce qu'on fait ce soir?*

- 2 Allow the candidate to say that he/she wants to go to the cinema.
! Ask the candidate what sorts of film he/she is interested in. Elicit **two** sorts of film.

Quelles sortes de films t'intéressent?

- 3 Allow the candidate to mention **two** sorts of film he/she is interested in.
Ask the candidate how he/she would like to get there and what time he/she has to be back.

Tu préfères y aller comment? A quelle heure tu dois être de retour?

- 4 Allow the candidate to say how he/she would like to get there and what time he/she has to be back.
Ask the candidate about tomorrow's activities. Elicit **two** activities.

Et demain?

- 5 Allow the candidate to mention **two** activities for tomorrow.
End the conversation by agreeing with the candidate.

D'accord, si tu veux.

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 helping around the house and about what you do in your free time.

- Offre ton aide à la maison.
- Ce que tu fais pour aider chez toi (**deux** activités).
- **Deux** passe-temps.
- **!**

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 then stating that there is a lot to do.

*Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).
Il y a beaucoup à faire.*

- 2 Allow the candidate to offer his/her help. Accept the candidate's offer.
Ask the candidate if he/she helps with housework. Elicit **two** activities.

Oui, merci. Tu aides à la maison?

- 3 Allow the candidate to give **two** activities whereby he/she helps with housework.
Ask the candidate about his/her free time. Elicit **two** hobbies.

Et quand tu as du temps libre?

- 4 Allow the candidate to mention **two** of his/her hobbies.
! Ask the candidate where and when he/she engages in one of his/her hobbies.

Tu fais ça où? Quand?

- 5 Allow the candidate to say where and when he/she engages in one of his/her hobbies.
End the conversation by approving of the candidate's hobbies.

C'est bien, ça.

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 school.

- Ton collègue (**deux** détails).
- Opinion du collègue. Raison.
- !
- Devoirs (**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 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 about his/her school. Elicit **two** details.

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

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

Oui, je vois. Qu'est-ce que tu penses de ton collègue? Pourquoi?

- 3 Allow the candidate to say what he/she thinks of his/her school and why.
! Ask the candidate how he/she gets there and what time he/she leaves the house.

Tu y vas comment? Tu quittes la maison à quelle heure?

- 4 Allow the candidate to say how he/she gets there and what time he/she leaves the house.
Ask the candidate about homework. Elicit **two** details.

Et les devoirs?

- 5 Allow the candidate to give **two** details about homework.
End the conversation by saying that you do not like homework.

Moi, je n'aime pas les devoirs.

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

Turn over ►

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

You are asking your French friend's parents for permission to go out to a restaurant tonight.

- Permission?
- Où et quand.
- Avec qui. Comment.
- !

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's parent 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 what the matter is.

*Tu parles avec le père/la mère de ton ami(e) français(e). Moi, je suis le père/la mère.
Qu'est-ce qu'il y a?*

- 2 Allow the candidate to ask permission to go out.
Ask the candidate what he/she wants to do.

Qu'est-ce que tu veux faire? Quand?

- 3 Allow the candidate to say he/she wants to go to a restaurant tonight.
Ask the candidate with whom he/she will get there and how.

Tu vas y aller avec qui? Comment?

- 4 Allow the candidate to say with whom he/she will get there and how.
! Ask the candidate what he/she is going to do after the restaurant.

Et après le restaurant?

- 5 Allow the candidate to say what he/she will do after the restaurant.
End the conversation by agreeing to the candidate's request.

D'accord.

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**.
-

Home and Local Environment

Où se trouve ta maison?
Décris-moi ta chambre.
Quels sont les avantages d’habiter en ville?
Qu’est-ce que tu as fait chez toi hier soir?
Si tu avais le choix, où voudrais-tu habiter?

Part-time Jobs and Work Experience

Parle-moi de ton stage de travail.
Tu as un petit job? Où ça?
Que fais-tu de l’argent que tu gagnes?
Quels sont les avantages d’avoir un petit job?
Tu voudrais continuer tes études ou trouver un emploi? Pourquoi?

Daily Routine

Tu préfères manger à la maison ou au collège? Pourquoi?
Dimanche dernier, tu t’es levé(e) tard?
Tu aides à la maison? Qu’est-ce que tu fais?
Tu es en bonne santé?
Qu’est-ce que tu aimerais manger ce soir?

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**.
-

Leisure

Tu aimes aller au cinéma? Quelle sorte de film t'intéresse?
Tu es sorti(e) samedi soir? Où?
Qu'est-ce que tu as regardé à la télé hier soir?
Qu'est-ce que tu aimes faire quand tu as du temps libre?
Qui va faire les courses chez toi cette semaine?

Self, Family and Friends

Parle-moi d'un(e) de tes frères/sœurs.
C'est quand, ton anniversaire?
Tu as un animal à la maison?
Qu'est-ce que tu as fait avec ta famille le week-end dernier?
Tu vas voir tes copains samedi prochain? Qu'est-ce que vous allez faire?

Home and Local Environment

Où se trouve ta maison?
Décris-moi ta chambre.
Quels sont les avantages d'habiter en ville?
Qu'est-ce que tu as fait chez toi hier soir?
Si tu avais le choix, où voudrais-tu habiter?

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**.
-

Daily Routine

Tu préfères manger à la maison ou au collège? Pourquoi?
Dimanche dernier, tu t'es levé(e) tard?
Tu aides à la maison? Qu'est-ce que tu fais?
Tu es en bonne santé?
Qu'est-ce que tu aimerais manger ce soir?

Part-time Jobs and Work Experience

Parle-moi de ton stage de travail.
Tu as un petit job? Où ça?
Que fais-tu de l'argent que tu gagnes?
Quels sont les avantages d'avoir un petit job?
Tu voudrais continuer tes études ou trouver un emploi? Pourquoi?

School and Future Plans

Décris-moi ton uniforme.
Parle-moi de ta routine scolaire.
Qu'est-ce que tu vas faire cet été?
Qu'est-ce que tu as fait comme devoirs hier?
Comment viens-tu au collège?

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**.
-

Self, Family and Friends

Parle-moi d'un(e) de tes frères/sœurs.

C'est quand, ton anniversaire?

Tu as un animal à la maison?

Qu'est-ce que tu as fait avec ta famille le week-end dernier?

Tu vas voir tes copains samedi prochain? Qu'est-ce que vous allez faire?

Leisure

Tu aimes aller au cinéma? Quelle sorte de film t'intéresse?

Tu es sorti(e) samedi soir? Où?

Qu'est-ce que tu as regardé à la télé hier soir?

Qu'est-ce que tu aimes faire quand tu as du temps libre?

Qui va faire les courses chez toi cette semaine?

School and Future Plans

Décris-moi ton uniforme.

Parle-moi de ta routine scolaire.

Qu'est-ce que tu vas faire cet été?

Qu'est-ce que tu as fait comme devoirs hier?

Comment viens-tu au collège?

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**.
-

Part-time Jobs and Work Experience

Parle-moi de ton stage de travail.

Tu as un petit job? Où ça?

Que fais-tu de l'argent que tu gagnes?

Quels sont les avantages d'avoir un petit job?

Tu voudrais continuer tes études ou trouver un emploi? Pourquoi?

School and Future Plans

Décris-moi ton uniforme.

Parle-moi de ta routine scolaire.

Qu'est-ce que tu vas faire cet été?

Qu'est-ce que tu as fait comme devoirs hier?

Comment viens-tu au collège?

Leisure

Tu aimes aller au cinéma? Quelle sorte de film t'intéresse?

Tu es sorti(e) samedi soir? Où?

Qu'est-ce que tu as regardé à la télé hier soir?

Qu'est-ce que tu aimes faire quand tu as du temps libre?

Qui va faire les courses chez toi cette semaine?

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**.
-

Home and Local Environment

Où se trouve ta maison?
Décris-moi ta chambre.
Quels sont les avantages d'habiter en ville?
Qu'est-ce que tu as fait chez toi hier soir?
Si tu avais le choix, où voudrais-tu habiter?

Self, Family and Friends

Parle-moi d'un(e) de tes frères/sœurs.
C'est quand, ton anniversaire?
Tu as un animal à la maison?
Qu'est-ce que tu as fait avec ta famille le week-end dernier?
Tu vas voir tes copains samedi prochain? Qu'est-ce que vous allez faire?

Daily Routine

Tu préfères manger à la maison ou au collège? Pourquoi?
Dimanche dernier, tu t'es levé(e) tard?
Tu aides à la maison? Qu'est-ce que tu fais?
Tu es en bonne santé?
Qu'est-ce que tu aimerais manger ce soir?

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