

General Certificate of Secondary Education
June 2008



FRENCH (SHORT COURSE)
Speaking Test
Teacher's Booklet

Friday 7 March to Thursday 15 May 2008

Contents	Pages
• Instructions for the Conduct of the Tests	2 – 3
• Role-playing Situations (Foundation Tier)	4 – 15
• Role-playing Situations (Higher Tier)	16 – 27
• Sets of Topics for Conversation (A – F)	29 – 35

AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE Short Course _____ Examination, 2008. 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 2008 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 favourite pastimes.

- Say what your favourite sport is.
- Say which **two** days you do that sport.
- Say what else you do, apart from sport.
- Ask your friend if he/she likes sport.

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 Quel est ton sport préféré?
- 2 Tu fais ça quels jours?
- 3 Et à part le sport?
- 4 Ah, bon.
- 5 Oui, beaucoup.

Turn over ►

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

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

- Say what work you do.
- Say what you think of your job.
- Say how you get there.
- 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 fais comme travail?
- 2 Qu'est-ce que tu en penses?
- 3 Tu y vas comment?
- 4 Ah bon.
- 5 Non, pas encore.

Turn over ►

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

You are talking to your French friend's cousin.

- Say how old you are.
- Say what you think of France.
- Say you live in the south.
- Ask the cousin if he/she likes England.

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

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

Tu parles avec le/la cousin(e) de ton ami(e) français(e). Moi, je suis le/la cousin(e).

- 1 Salut. Tu as quel âge?
- 2 Qu'est-ce que tu penses de la France?
- 3 Tu habites où en Angleterre?
- 4 Moi, je connais Brighton.
- 5 Oui, beaucoup.

Turn over ►

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

You are in class in France with your French friend. You are talking to the teacher.

- Say what your name is.
- Say how long you are staying.
- Say which **two** languages you study.
- Ask the teacher if he/she speaks English.

Your teacher will play the part of the teacher in France and will speak first.

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

Tu parles avec le/la professeur de ton ami(e) français(e). Moi, je suis le/la professeur.

- 1 Salut.
- 2 Tu restes longtemps en France?
- 3 Tu apprends quelles langues?
- 4 C'est bien, ça.
- 5 Non, je suis désolé(e).

Turn over ►

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

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

- Say what you think of television.
- Say you do not have a computer.
- Say which sport you play.
- Ask your friend if he/she likes the cinema.

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 Et la télé?
- 2 Moi, je préfère les jeux vidéo.
- 3 Tu fais du sport?
- 4 C'est bien, ça.
- 5 Oui, j'adore les films.

Turn over ►

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

You are talking to your French friend about helping at home.

- Say what you do to help.
- Say when you help.
- Say what you think of that activity.
- Ask your friend if he/she has a garden.

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 aides à la maison?
- 2 Tu fais ça quand?
- 3 Qu'est-ce que tu en penses?
- 4 Ah bon.
- 5 Oui, c'est joli.

Turn over ►

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

You are talking to your French friend about visiting your grandfather who is ill and about what to do afterwards.

- OÙ. Raison.
- Description du grand-père (**trois** détails).
- **!**
- **Deux** activités après la visite.

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 and then asking the candidate what is to happen today.

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

- 2 Allow the candidate to say that he/she is visiting his/her grandfather who is ill. Ask the candidate to describe his/her grandfather. Elicit **three** details.

Et ton grand-père, il est comment?

- 3 Allow the candidate to describe his/her grandfather (**three** details).
! Ask the candidate how to get there and what time he/she will be back.

On y va comment? On rentre à quelle heure?

- 4 Allow the candidate to say how to get there and what time he/she will be back. Ask the candidate about what to do afterwards. Elicit **two** activities.

Et après?

- 5 Allow the candidate to mention **two** activities. Agree with the candidate.

D'accord.

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, college and your future plans.

- Stage. Où.
- !
- Où en septembre. **Deux** matières.
- Future profession 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 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 and then asking the candidate about what is new.

*Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).
Alors, quoi de neuf?*

- 2 Allow the candidate to say that he/she has done work experience and where he/she did it.
Ask the candidate for how long and what he/she thought of it.

Pendant combien de temps? Qu'est-ce que tu en as pensé?

- 3 Allow the candidate to say for how long and what he/she thought of it.
Ask the candidate about his/her plans for September and what subjects he/she will study.
Elicit **two** subjects.

Et en septembre? Pour étudier quoi?

- 4 Allow the candidate to say that he/she will go to college in September and which **two** subjects he/she will study.
Ask the candidate about his/her future profession and why.

Et comme profession? Pourquoi?

- 5 Allow the candidate to say what his/her future profession will be and why.
Agree with the candidate's choice.

Oui, c'est bien.

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 your home town.

- Situation et opinion de ta ville.
- Description de ta ville (**trois** détails).
- **!**
- Ville ou campagne. Préférence 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 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 and then asking the candidate where his/her town is situated and what he/she thinks of it.

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

- 2 Allow the candidate to say where his/her town is situated and what he/she thinks of it. Ask the candidate for a description of the town. Elicit **three** details.

Comment est ta ville?

- 3 Allow the candidate to give **three** details about his/her town.
! Ask the candidate what activities are possible in town. Elicit **two** activities.

Qu'est-ce que tu fais en ville comme activités?

- 4 Allow the candidate to mention **two** activities in town. Ask the candidate if he/she prefers living in town or in the country and why.

Tu préfères habiter en ville ou à la campagne? Pourquoi?

- 5 Allow the candidate to express his/her preference and to say why. Agree with the candidate's choice.

Oui, c'est bien.

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

Turn over ►

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

You are discussing healthy lifestyles with your French friend.

- Ce que tu manges de sain (**deux** détails).
- Sport préféré et quand.
- !
- Opinion des cigarettes 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 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 then asking the candidate if he/she eats healthy foods. Elicit **two** details.

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

- 2 Allow the candidate to mention **two** healthy foods.
Ask the candidate about sport and when he/she plays.

Et comme sport? Tu fais ça quand?

- 3 Allow the candidate to mention his/her favourite sport and when he/she plays.
• Ask the candidate where he/she plays sport and with whom.

Tu fais ça où? Avec qui?

- 4 Allow the candidate to say where he/she plays sport and with whom.
Ask the candidate what he/she thinks of smoking and why.

*Et fumer, qu'est-ce que tu en penses?
Pourquoi?*

- 5 Allow the candidate to say what he/she thinks of smoking and why.
Respond appropriately.

Ah bon.

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 London and the Olympic Games.

- **Dernière** visite à Londres (**deux** détails).
- Opinion des Jeux Olympiques à Londres et raison.
- **!**
- **Deux** activités non-sportives.

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 and then asking the candidate about his/her **last** visit to London. Elicit **two** details.

*Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).
Tu as déjà visité Londres?*

- 2 Allow the candidate to give **two** details of his/her **last** visit to London. Ask the candidate what he/she thinks of the coming of the Olympic Games to London and why.

Les Jeux Olympiques à Londres, qu'est-ce que tu en penses? Pourquoi?

- 3 Allow the candidate to say what he/she thinks of the coming of the Olympic Games to London and why.
! Ask the candidate which sport he/she plays, where he/she plays it and with whom.

Tu fais quel sport? Tu fais ça où? Avec qui?

- 4 Allow the candidate to say which sport he/she plays, where he/she plays it and with whom. Ask the candidate what interests him/her, apart from sport. Elicit **two** activities.

A part le sport, qu'est-ce que tu aimes faire?

- 5 Allow the candidate to say what interests him/her, apart from sport (**two** activities). Respond appropriately.

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 school.

- Description du collège (**deux** détails).
- Distance maison-collège. Transport.
- !
- Opinion des devoirs 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 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 and then asking the candidate about his/her school.

*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 about the distance between home and school and how he/she travels to school.

Tu habites à quelle distance du collègue? Tu y vas comment?

- 3 Allow the candidate to say the distance between home and school and how he/she travels to school.
! Ask the candidate what his/her favourite subject is and why.

Quelle est ta matière préférée? Pourquoi?

- 4 Allow the candidate to say what his/her favourite subject is and why.
Ask the candidate what he/she thinks of homework and why.

Qu'est-ce que tu penses des devoirs? Pourquoi?

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

Oui, je suis d'accord.

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

Turn over ►

Blank page

**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**.
-

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?

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**.
-

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?

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

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?

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**.
-

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 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

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 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**.
-

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?

Blank page