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# General Certificate of Secondary Education



## French Speaking Test Teacher's Booklet

Monday 19 April – Friday 21 May 2004

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AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE _____ Examination, 2004. Centre No. _____.”	(a) On the form which is in the tape-box, write your centre number and the language being tested.
At the start of each candidate’s test.	“Candidate No. _____, _____ (name of candidate).”	(b) On the form which is in the tape-box, write the candidate’s name and number, the number of the role-play and the letter of the conversation card.  (c) On the Attendance 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) <b>Reset the controls ready to record the next candidate.</b>
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"> <li>– wind to the start of side A;</li> <li>– check that all the details on the form in the tape-box are filled in;</li> <li>– write your name on the form;</li> <li>– place it and the tape back in the tape-box <b>before you get the next tape out of its box.</b></li> </ul>

\* F = Foundation  
H = Higher

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

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

You are discussing with your French friend what you do at home in the evening.

- Say what you do at home.
- Say for how long.
- Say what time you go to bed.
- Ask your French friend if he /she likes television.

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

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

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

- 1 Qu'est-ce que tu fais à la maison le soir?
- 2 Pendant combien de temps?
- 3 Et tu te couches à quelle heure?
- 4 Ah bon.
- 5 Oui un peu.

**Turn over ►**

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

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

- Say where you work.
- Say when you work.
- Say what you buy with your money.
- Ask your French 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    Alors, quoi de neuf?
- 2    Quand?
- 3    Qu'est-ce que tu achètes avec ton argent?
- 4    Moi aussi.
- 5    Pas en ce moment.

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

You are buying a present in a clothes shop in France.

- Say you want a pullover.
- Say the colour and size.
- Say who it is for.
- Ask how much it costs.

Your teacher will play the part of the shop 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 Je peux vous aider, monsieur/mademoiselle?
- 2 De quelle couleur? Et de quelle taille?
- 3 C'est pour offrir?
- 4 Je vous fais un paquet-cadeau, alors.
- 5 Ça fait quarante-cinq euros.

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

You are at a railway station in France.

- Say where you want to go.
- Say how many tickets you would like.
- Say what class.
- Ask how much they cost.

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

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

Vous êtes à une gare en France. Moi, je suis l'employé(e).

- 1 Oui, monsieur / mademoiselle?
- 2 Voulez-vous combien de billets?
- 3 Quelle classe?
- 4 Voilà.
- 5 Soixante euros.

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

You are at a café in France.

- Say you would like an omelette and chips.
- Say what kind of omelette you want.
- Order a hot drink.
- Ask for the bill.

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

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

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

- 1    Oui monsieur / mademoiselle?
- 2    Qu'est-ce que vous voulez comme omelette?
- 3    Et comme boisson?
- 4    Tout de suite, monsieur / mademoiselle.
- 5    Voilà.

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

You are talking to your French friend about your pet.

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

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

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

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

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

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

You telephone a French friend you have met on holiday to suggest going to the cinema.

- Suggestion.
- Sorte de film.
- Rendez-vous où et à quelle heure.
- !

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.



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**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 responding to the candidate's telephone call.

*Tu parles au téléphone à ton ami(e) français(e). Moi, je suis ton ami(e).  
Allô, c'est Jean/Jeanne à l'appareil.*

- 2 Allow the candidate to suggest going to the cinema.  
Respond by asking what you are going to see.

*Qu'est-ce qu'on va voir?*

- 3 Allow the candidate to say what sort of film is on.  
Agree to the idea.

*D'accord.*

- 4 ! Allow the candidate to say where and when you should meet.  
Ask the candidate what you are going to do afterwards.

*Qu'est-ce qu'on fait après?*

- 5 Allow the candidate to say what you are going to do afterwards.  
End the conversation by agreeing to the suggestion.

*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.

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

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

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

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## 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 work experience.

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

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

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

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

*Quelles étaient tes heures de travail?*

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

*Tu préfères être au collège ou au travail? Pourquoi?*

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

*Oui, moi aussi.*

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

Turn over ►

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

You are talking to your French friend about a football match you went to **last weekend**.

- Match.
- !
- Résultat.
- Après le match.

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.

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## 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 has done recently.

*Tu es chez ton ami(e) français(e). Moi je suis ton ami(e).  
Alors, qu'est-ce que tu as fait récemment?*

- 2 ! Allow the candidate to say what he/she has done recently.  
• Ask him/her which team he/she went to see and how much the tickets cost.

*Tu es allé(e) voir quelle équipe? Tu as payé combien pour les billets?*

- 3 Allow the candidate to say which team he/she saw and how much it cost.  
Ask the candidate what the result was.

*Quel était le résultat?*

- 4 Allow the candidate to give the result of the match.  
Ask what he/she did after the match.

*Et après, qu'est-ce que tu as fait?*

- 5 Allow the candidate to say what he/she did after the match.  
End the conversation by saying you like football matches too.

*Moi, aussi, j'aime bien les matches de foot.*

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

**Turn over ►**

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

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

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

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

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

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

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

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

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

- 2 Allow the candidate to give an opinion about continuing education.  
Ask the candidate if this has any disadvantages.

*Il y a des inconvénients?*

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

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

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

*Et tes amis? Qu'est-ce qu'ils vont faire?*

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

*C'est bien.*

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

**Turn over ►**

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

You are discussing your town and its environment with your French friend.

- Description (**deux** détails).
- Opinion et raison.
- **!**
- Problème de l'environnement.

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.



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## 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 his/her town is like.

*Tu es chez ton ami(e) français(e). Moi, je suis ton ami(e).  
Comment est ta ville?*

- 2 Allow the candidate to describe the town.  
Ask what he/she thinks of the town and why?

*Que penses-tu de ta ville? Pourquoi?*

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

*Qu'est-ce qu'il y a pour les jeunes en ville?*

- 4 Allow the candidate to say **two** things there are to do.  
Ask the candidate about environmental problems in town.

*Quel est le principal problème de l'environnement en ville?*

- 5 Allow the candidate to state one environmental problem.  
End the conversation by saying that something needs to be done.

*Il faut faire quelque chose.*

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

Turn over ►

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

You are staying with your French friend and you are feeling tired because you did not sleep well last night.

- Problème.
- Raison.
- Ce que tu veux manger **et** boire.
- !

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

Your teacher will play the part of your 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 how he/she feels.

*Tu es chez ton ami(e) français(e). Moi, je suis ton ami(e).  
Alors, ça va?*

- 2 Allow the candidate to say he/she is tired.  
Ask the candidate why.

*Comment ça?*

- 3 Allow the candidate to say he/she has not slept well.  
Ask if he/she wants anything to eat and drink.

*Tu veux manger et boire quelque chose?*

- 4 ! Allow the candidate to say what he/she wants to eat **and** drink.  
Ask the candidate what he/she wants to do today.

*Alors, qu'est-ce que tu veux faire aujourd'hui?*

- 5 Allow the candidate to say what he/she wants to do today.  
End the conversation by agreeing to the suggestion.

*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**

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**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 aimes comme musique?  
Qu'est-ce que tu as fait pendant les vacances de Noël?  
Qu'est-ce que tu feras pour t'amuser le week-end prochain?  
Qu'est-ce que tu aimes acheter quand tu vas en ville?  
Comment est le centre commercial le plus près de chez toi?

**Education/Work**

Qu'est-ce que tu fais d'habitude pendant la récréation?  
Où et quand as-tu fait ton stage?  
Quelles sont tes matières préférées?  
Tu vas continuer tes études? Pourquoi/pourquoi pas?  
Comment est-ce que tu gagnes ton argent de poche?

**The Environment**

Parle-moi un peu de ta maison.  
Qu'est-ce qu'il y a d'intéressant à faire dans ta région?  
Qu'est-ce que tu as fait la dernière fois que tu es sorti(e) dans ta région?  
Quels sont les problèmes de la pollution dans ta région?  
Est-ce qu'il y aura des solutions à ces problèmes? Lesquelles?

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**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**.
- 

**Education/Work**

Qu'est-ce que tu fais d'habitude pendant la récréation?  
Où et quand as-tu fait ton stage?  
Quelles sont tes matières préférées?  
Tu vas continuer tes études? Pourquoi/pourquoi pas?  
Comment est-ce que tu gagnes ton argent de poche?

**Home Life**

Parle-moi un peu de ta maison.  
Qu'est-ce que tu as mangé au petit déjeuner ce matin?  
Parle-moi de ta routine journalière à la maison.  
Quel est ton repas préféré?  
Qu'est-ce que tu vas faire pour aider à la maison ce soir?

**The Environment**

Parle-moi un peu de ta maison.  
Qu'est-ce qu'il y a d'intéressant à faire dans ta région?  
Qu'est-ce que tu as fait la dernière fois que tu es sorti(e) dans ta région?  
Quels sont les problèmes de la pollution dans ta région?  
Est-ce qu'il y aura des solutions à ces problèmes? Lesquelles?

**Turn over ►**

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**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**.
- 

**Personal Relationships**

Parle-moi un peu de ta famille.  
Qu'est-ce que tu as fait la dernière fois que tu es sorti(e) en famille?  
Fais-moi la description de ton/ta meilleur(e) ami(e).  
Tu vas sortir avec tes copains le week-end prochain? Où?  
Que penses-tu de l'alcool? des cigarettes?

**Leisure**

Qu'est-ce que tu aimes comme musique?  
Qu'est-ce que tu as fait pendant les vacances de Noël?  
Qu'est-ce que tu feras pour t'amuser le week-end prochain?  
Qu'est-ce que tu aimes acheter quand tu vas en ville?  
Comment est le centre commercial le plus près de chez toi?

**Tourism**

Qu'est-ce que tu fais d'habitude pendant les vacances de Pâques?  
Est-ce que tu es déjà allé(e) à l'étranger? Où ça?  
Comment passeras-tu les grandes vacances cette année?  
Qu'est-ce qu'il y a d'intéressant pour les touristes en Angleterre?  
Parle-moi de tes vacances idéales.



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**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**.
- 

**Education/Work**

Qu'est-ce que tu fais d'habitude pendant la récréation?  
Où et quand as-tu fait ton stage?  
Quelles sont tes matières préférées?  
Tu vas continuer tes études? Pourquoi/pourquoi pas?  
Comment est-ce que tu gagnes ton argent de poche?

**Personal Relationships**

Parle-moi un peu de ta famille.  
Qu'est-ce que tu as fait la dernière fois que tu es sorti(e) en famille?  
Fais-moi la description de ton/ta meilleur(e) ami(e).  
Tu vas sortir avec tes copains le week-end prochain? Où?  
Que penses-tu de l'alcool? des cigarettes?

**The Environment**

Parle-moi un peu de ta maison.  
Qu'est-ce qu'il y a d'intéressant à faire dans ta région?  
Qu'est-ce que tu as fait la dernière fois que tu es sorti(e) dans ta région?  
Quels sont les problèmes de la pollution dans ta région?  
Est-ce qu'il y aura des solutions à ces problèmes? Lesquelles?

**Turn over ►**

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**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 Life**

Parle-moi un peu de ta maison.  
Qu'est-ce que tu as mangé au petit déjeuner ce matin?  
Parle-moi de ta routine journalière à la maison.  
Quel est ton repas préféré?  
Qu'est-ce que tu vas faire pour aider à la maison ce soir?

**Personal Relationships**

Parle-moi un peu de ta famille.  
Qu'est-ce que tu as fait la dernière fois que tu es sorti(e) en famille?  
Fais-moi la description de ton / ta meilleur(e) ami(e).  
Tu vas sortir avec tes copains le week-end prochain? Où?  
Que penses-tu de l'alcool? des cigarettes?

**Tourism**

Qu'est-ce que tu fais d'habitude pendant les vacances de Pâques?  
Est-ce que tu es déjà allé(e) à l'étranger? Où ça?  
Comment passeras-tu les grandes vacances cette année?  
Qu'est-ce qu'il y a d'intéressant pour les touristes en Angleterre?  
Parle-moi de tes vacances idéales.

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**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 aimes comme musique?  
Qu'est-ce que tu as fait pendant les vacances de Noël?  
Qu'est-ce que tu feras pour t'amuser le week-end prochain?  
Qu'est-ce que tu aimes acheter quand tu vas en ville?  
Comment est le centre commercial le plus près de chez toi?

**Home Life**

Parle-moi un peu de ta maison.  
Qu'est-ce que tu as mangé au petit déjeuner ce matin?  
Parle-moi de ta routine journalière à la maison.  
Quel est ton repas préféré?  
Qu'est-ce que tu vas faire pour aider à la maison ce soir?

**Tourism**

Qu'est-ce que tu fais d'habitude pendant les vacances de Pâques?  
Est-ce que tu es déjà allé(e) à l'étranger? Où ça?  
Comment passeras-tu les grandes vacances cette année?  
Qu'est-ce qu'il y a d'intéressant pour les touristes en Angleterre?  
Parle-moi de tes vacances idéales.

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