

---

General Certificate of Secondary Education  
June 2005



**FRENCH (SPECIFICATION A)  
Speaking Test  
Teacher's Booklet**

Monday 18 April to Friday 20 May 2005

<b>Contents</b>	<b>Pages</b>
• 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 _____ Examination, 2005. Centre No. _____.”	(a) On the form which is in the tape-box, write your centre number and the language being tested.
At the start of each candidate’s test.	“Candidate No. _____, _____ (name of candidate).”	(b) On the form which is in the tape-box, write the candidate’s name and number, the number of the role-play and the letter of the conversation card.  (c) On the Attendance List, write the tier (F or H)* at which the candidate is being tested.  (d) Start the test.  (e) Do not stop or pause the tape during the recording.
At the end of each candidate’s test.	“End of test.”	(f) Check that the test has been recorded clearly and audibly.  (g) <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 2005 Examinations”, which is issued to all centres in the Spring Term.

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

You are discussing weekend activities with your French friend.

- Say you go to the disco.
- Say what time it starts.
- Say what you do there.
- Ask your friend if he/she likes to dance.

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

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

Tu parles de ton week-end avec ton ami(e) français(e). Moi, je suis ton ami(e).

- 1 Qu'est-ce que tu fais le week-end?
- 2 Ça commence à quelle heure?
- 3 Que fais-tu à la disco?
- 4 Ça, c'est bien.
- 5 Oui, beaucoup.

**Turn over ►**

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

You want to hire bikes for you and your family.

- Say how many bikes you want.
- Say for how many adults and/or children.
- Say how long for.
- Ask how much it costs.

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

---

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

Vous êtes dans un magasin de sports en France. Moi, je suis l'employé(e).

- 1 Je peux vous aider, monsieur / mademoiselle?
- 2 C'est pour qui?
- 3 Et pour combien de temps?
- 4 D'accord.
- 5 6 euros par heure.

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

You are talking with your French friend about how you get to school.

- Say how you get to school.
- Say who you go with.
- Say how long it takes.
- Ask your French friend if he /she has a car.

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 Comment vas-tu à l'école?
- 2 Tu vas avec qui?
- 3 Ça prend combien de temps?
- 4 C'est pas mal, ça.
- 5 Oui, mais je vais à l'école à pied.

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

You are talking to your French friend about your garden.

- Say what size it is.
- Say where it is.
- Say what you do in the garden.
- Ask your French friend if he /she has a garden.

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 C'est comment ton jardin?
- 2 Où est ton jardin?
- 3 Que fais-tu dans le jardin?
- 4 Ah bon.
- 5 Oui.

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

You are talking to your French friend about school meals.

- Say you eat at school.
- Say at what time.
- Say what you eat.
- Ask your French friend if he /she eats at home.

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 manges où à l'heure du déjeuner?

2 A quelle heure?

3 Qu'est-ce que tu manges?

4 Ah bon!

5 Non. A l'école comme toi.

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

You are at a restaurant in France.

- Say you would like a table.
- Say for how many people.
- Say what time you would like to eat.
- Ask where the toilets are.

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

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

Vous êtes à un restaurant en France. Moi, je suis le serveur / la serveuse.

- 1 Oui, monsieur / mademoiselle?
- 2 Vous êtes combien?
- 3 Vous voulez manger à quelle heure?
- 4 D'accord monsieur / mademoiselle.
- 5 Là-bas.

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

You are talking to your French friend about your new school.

- Ton collègue (**deux** détails).
- Opinion et raison.
- **!**
- Nouveau copain (**trois** détails).

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

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



---

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

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

- 1 Begin the conversation by explaining the situation and then asking the candidate about his/her new school.

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

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

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

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

*Qu'est-ce que tu portes comme vêtements?*

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

*Tu t'es fait de nouveaux copains?*

- 5 Allow the candidate to give **three** details about a new friend.  
End the conversation by approving of the candidate's response.

*C'est bien, ça.*

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

**Turn over ►**

**ROLE PLAY 8 (HIGHER TIER)****CANDIDATE'S ROLE**

You are talking to your French friend about your part-time job **in a restaurant**.

- Sorte de travail et où.
- Jours **et** heures de travail.
- Vêtements (**trois** détails).
- **!**

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

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

---

**ROLE PLAY 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 what he/she is doing at the moment. Elicit type of work and place.

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

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

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

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

*Il faut porter quels vêtements?*

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

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

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

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

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

**Turn over ►**

---

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

Your car has broken down in France and you telephone your hotel to explain that you are going to arrive late.

- Nom. Arrivée.
- Raison.
- Où vous êtes exactement (**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 the hotel receptionist 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 opening the telephone conversation.

*Vous téléphonez à votre hôtel. Moi, je suis le/la réceptionniste.  
Allô. L'Hôtel Beauséjour.*

- 2 Allow the candidate to say who he/she is and that he/she will arrive late at the hotel.  
Ask the candidate why.

*Pourquoi? Qu'est-ce qui s'est passé?*

- 3 Allow the candidate to say he/she has broken down.  
Ask the candidate where he/she is exactly.

*Où êtes-vous exactement?*

- 4 **!** Allow the candidate to say where he/she is. Tell the candidate you will send someone from the local garage and ask for a description of the car. Elicit **two** details.

*Je vais téléphoner au garage pour qu'on envoie quelqu'un. Vous pouvez décrire la voiture?*

- 5 Allow the candidate to give **two** details about the car.  
Say you hope to see them soon.

*J'espère vous voir bientôt. Au revoir.*

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

**Turn over ►**

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

You go to a police station in France to report the theft of your mobile phone.

- Objet volé.
- Où et quand.
- Description du voleur (**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 the police officer 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 if you can help.

*Vous êtes à un commissariat de police en France. Moi, je suis un agent de police.  
Je peux vous aider, monsieur / mademoiselle?*

- 2 Allow the candidate to say his / her mobile phone has been stolen.  
Ask the candidate where and when it was stolen.

*Où? Quand?*

- 3 Allow the candidate to say where and when it was stolen.  
Ask the candidate for a description of the thief. Elicit **three** details.

*Vous pouvez décrire le voleur, monsieur / mademoiselle?*

- 4 **!** Allow the candidate to give **three** details about the thief. Ask the candidate for his / her name, where he / she can be contacted and when he / she is leaving.

*Votre nom, s'il vous plaît? On peut vous contacter où? Vous partez quand?*

- 5 Allow the candidate to state his / her name, place of contact and departure time / date.  
End the conversation by saying thank you.

*Merci, monsieur / mademoiselle.*

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

**Turn over ►**

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

You are talking to your French friend about holiday preferences.

- Vacances préférées.
- **Deux** activités de vacances.
- **!**
- Prochaines vacances. Où et quand.

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

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



---

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

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

- 1 Begin the conversation by explaining the situation and then asking the candidate what sort of holidays he/she prefers.

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

- 2 Allow the candidate to say what sort of holidays he/she prefers.  
Ask the candidate what he/she likes to do on holiday. Elicit **two** activities.

*Et qu'est-ce que tu aimes faire en vacances?*

- 3 ! Allow the candidate to say what he/she likes to do on holiday. Elicit **two** activities.  
! Ask the candidate what he/she does if it rains.

*Qu'est-ce que tu fais quand il pleut?*

- 4 Allow the candidate to say what he/she does if it rains.  
Ask the candidate where he/she is going for his/her next holiday and when.

*La prochaine fois que tu vas en vacances, où vas-tu aller? Quand?*

- 5 Allow the candidate to say where he/she is going on holiday and when.  
End the conversation by saying that will be great.

*Ça sera formidable!*

**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 what you plan to do during a year off before continuing your studies.

- Projets (**un** détail).
- Raison.
- Etudes à l'avenir.
- !

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

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

---

## ROLE PLAY 12 (HIGHER TIER)

### TEACHER'S ROLE

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

- 1 Begin the conversation by explaining the situation and then asking the candidate what plans he / she has.

*Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).  
Tu as des projets pour l'avenir?*

- 2 Allow the candidate to say what plans he / she has.  
Ask the candidate why he / she has chosen to do this.

*Pourquoi est-ce que tu as choisi de faire ça?*

- 3 Allow the candidate to say why he / she has chosen to do that.  
Ask the candidate what he / she will do afterwards.

*Et qu'est-ce que tu veux faire après?*

- 4 ! Allow the candidate to say what he / she will do afterwards.  
Ask the candidate what job he / she wants after and why.

*Tu voudrais faire quel métier? Pourquoi?*

- 5 Allow the candidate to say what job he / she wants and why.  
End the conversation appropriately.

*Ah bon.*

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

**Turn over ►**

**BLANK PAGE**

**SETS OF TOPICS AND SUGGESTED QUESTIONS  
FOR CONVERSATIONS**

---

**TOPICS – SET A****GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
  - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
  - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
- 

**Leisure**

Qu'est-ce que tu aimes faire pendant ton temps libre?  
Qu'est-ce que tu as fait pendant les vacances de Pâques?  
Tu es sportif(ve)? Quels sports préfères-tu faire?  
Tu iras en ville ce week-end? Pourquoi?  
Parle-moi d'un film que tu as vu récemment.

**Education/Work**

Qu'est-ce que tu fais pendant l'heure du déjeuner?  
Qu'est-ce que tu portes comme vêtements au collège?  
Qu'est-ce que tu penses du collège?  
Tu voudrais rester au collège jusqu'à quel âge?  
Tu as déjà eu un petit job? Où?

**The Environment**

Parle-moi un peu de ta ville/ ton village.  
Qu'est-ce qu'il y a pour les touristes dans ta région?  
Qu'est-ce que tu as fait la dernière fois que tu es allé(e) en ville?  
Quels sont les problèmes dans ta région?  
Qu'est-ce que tu voudrais avoir dans ta ville pour protéger l'environnement?

---

**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 pendant l'heure du déjeuner?  
Qu'est-ce que tu portes comme vêtements au collège?  
Qu'est-ce que tu penses du collège?  
Tu voudrais rester au collège jusqu'à quel âge?  
Tu as déjà eu un petit job? Où?

**Home Life**

Parle-moi un peu de ta maison.  
As-tu un animal à la maison?  
Comment est ta chambre?  
Qu'est-ce que tu as fait à la maison hier soir?  
Qu'est-ce que tu vas manger chez toi, ce soir?

**The Environment**

Parle-moi un peu de ta ville / ton village.  
Qu'est-ce qu'il y a pour les touristes dans ta région?  
Qu'est-ce que tu as fait la dernière fois que tu es allé(e) en ville?  
Quels sont les problèmes dans ta région?  
Qu'est-ce que tu voudrais avoir dans ta ville pour protéger l'environnement?

**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**.
- 

**Personal Relationships**

Parle-moi un peu de ta famille.  
Tu vas sortir avec ta famille le week-end prochain? Où?  
Quelles sont les qualités d'un copain / d'une copine idéal(e)?  
Est-ce que tu es sorti(e) avec tes copains le week-end dernier? Où?  
Tu as des copains à l'étranger? Où?

**Leisure**

Qu'est-ce que tu aimes faire pendant ton temps libre?  
Qu'est-ce que tu as fait pendant les vacances de Pâques?  
Tu es sportif(ve)? Quels sports préfères-tu faire?  
Tu iras en ville ce week-end? Pourquoi?  
Parle-moi d'un film que tu as vu récemment.

**Tourism**

Où préfères-tu passer les vacances?  
Comment voyages-tu quand tu pars en vacances? Pourquoi?  
Comment passeras-tu les grandes vacances cette année?  
Tu préfères rester dans un camping ou à l'hôtel? Pourquoi?  
Est-ce que tu as visité un pays étranger? Lequel?



---

**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 pendant l'heure du déjeuner?  
Qu'est-ce que tu portes comme vêtements au collège?  
Qu'est-ce que tu penses du collège?  
Tu voudrais rester au collège jusqu'à quel âge?  
Tu as déjà eu un petit job? Où?

**Personal Relationships**

Parle-moi un peu de ta famille.  
Tu vas sortir avec ta famille le week-end prochain? Où?  
Quelles sont les qualités d'un copain / d'une copine idéal(e)?  
Est-ce que tu es sorti(e) avec tes copains le week-end dernier? Où?  
Tu as des copains à l'étranger? Où?

**The Environment**

Parle-moi un peu de ta ville / ton village.  
Qu'est-ce qu'il y a pour les touristes dans ta région?  
Qu'est-ce que tu as fait la dernière fois que tu es allé(e) en ville?  
Quels sont les problèmes dans ta région?  
Qu'est-ce que tu voudrais avoir dans ta ville pour protéger l'environnement?

**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 Life**

Parle-moi un peu de ta maison.  
As-tu un animal à la maison?  
Comment est ta chambre?  
Qu'est-ce que tu as fait à la maison hier soir?  
Qu'est-ce que tu vas manger chez toi, ce soir?

**Personal Relationships**

Parle-moi un peu de ta famille.  
Tu vas sortir avec ta famille le week-end prochain? Où?  
Quelles sont les qualités d'un copain / d'une copine idéal(e)?  
Est-ce que tu es sorti(e) avec tes copains le week-end dernier? Où?  
Tu as des copains à l'étranger? Où?

**Tourism**

Où préfères-tu passer les vacances?  
Comment voyages-tu quand tu pars en vacances? Pourquoi?  
Comment passeras-tu les grandes vacances cette année?  
Tu préfères rester dans un camping ou à l'hôtel? Pourquoi?  
Est-ce que tu as visité un pays étranger? Lequel?

---

**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 faire pendant ton temps libre?  
Qu'est-ce que tu as fait pendant les vacances de Pâques?  
Tu es sportif(ve)? Quels sports préfères-tu faire?  
Tu iras en ville ce week-end? Pourquoi?  
Parle-moi d'un film que tu as vu récemment.

**Home Life**

Parle-moi un peu de ta maison.  
As-tu un animal à la maison?  
Comment est ta chambre?  
Qu'est-ce que tu as fait à la maison hier soir?  
Qu'est-ce que tu vas manger chez toi, ce soir?

**Tourism**

Où préfères-tu passer les vacances?  
Comment voyages-tu quand tu pars en vacances? Pourquoi?  
Comment passeras-tu les grandes vacances cette année?  
Tu préfères rester dans un camping ou à l'hôtel? Pourquoi?  
Est-ce que tu as visité un pays étranger? Lequel?

**BLANK PAGE**