
General Certificate of Secondary Education



French Speaking Test Teacher's Booklet

Tuesday 6 May – Friday 23 May 2003

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The Conversation Cards and Role Play Cards are not reproduced □
separately as this booklet contains all the information needed.

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AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE _____ Examination, 2003. 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 Mark 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 2003 Examinations”, which is issued to all centres in the Spring Term.

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

You are talking to your French friend about your home town.

- Say you live in the south.
- Say what kind of town it is.
- Say what there is to do.
- Ask if your friend likes his/her town.

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 OÙ est ta ville exactement?
- 2 C'est quelle sorte de ville?
- 3 Il y a beaucoup à faire?
- 4 Ah bon.
- 5 Oui, beaucoup.

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

You are talking to your French friend about your weekend job.

- Say you have a job.
- Say where you work.
- Say what you do with your money.
- Ask if your friend likes his/her 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 Que fais-tu le week-end?
- 2 Où ça?
- 3 Que fais-tu de ton argent?
- 4 Ah bon.
- 5 C'est pas mal.

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

You are talking to your French friend about school.

- Say what your favourite subject is.
- Say why.
- Say what you do at break.
- Ask if your friend likes school.

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 Quelle matière préfères-tu au collège?
- 2 Pourquoi?
- 3 Qu'est-ce que tu fais pendant la récréation?
- 4 Moi, aussi.
- 5 Oui, quelquefois.

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

You are in a Tourist Information Office in France and you want information about the town.

- Say you would like a plan of the town.
- Ask how much it is.
- Say what you would like to visit.
- Say thank you and goodbye.

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

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

Nous sommes dans un syndicat d'initiative en France. Moi, je suis l'employé(e).

- 1 Je peux vous aider, monsieur/mademoiselle?
- 2 Voilà.
- 3 C'est gratuit. Qu'est-ce que vous voulez voir dans la ville?
- 4 Alors, voilà des brochures.
- 5 Au revoir, monsieur/mademoiselle.

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

You are planning what to do after lunch with your French friend.

- Say what you would like to do.
- Suggest a different activity.
- Say what time you are going.
- Say you are going by bus.

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 Alors, qu'est-ce qu'on va faire cet après-midi?
- 2 Ça ne m'intéresse pas beaucoup.
- 3 Bonne idée. A quelle heure?
- 4 Comment est-ce qu'on va y aller?
- 5 D'accord.

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

You are in a clothes shop in France.

- Say what you want to buy.
- Say what colour you want.
- Ask how much it is.
- Say it is too dear.

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

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

Tu es 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?
- 3 Voilà.
- 4 Quatre-vingts euros.
- 5 Ah bon.

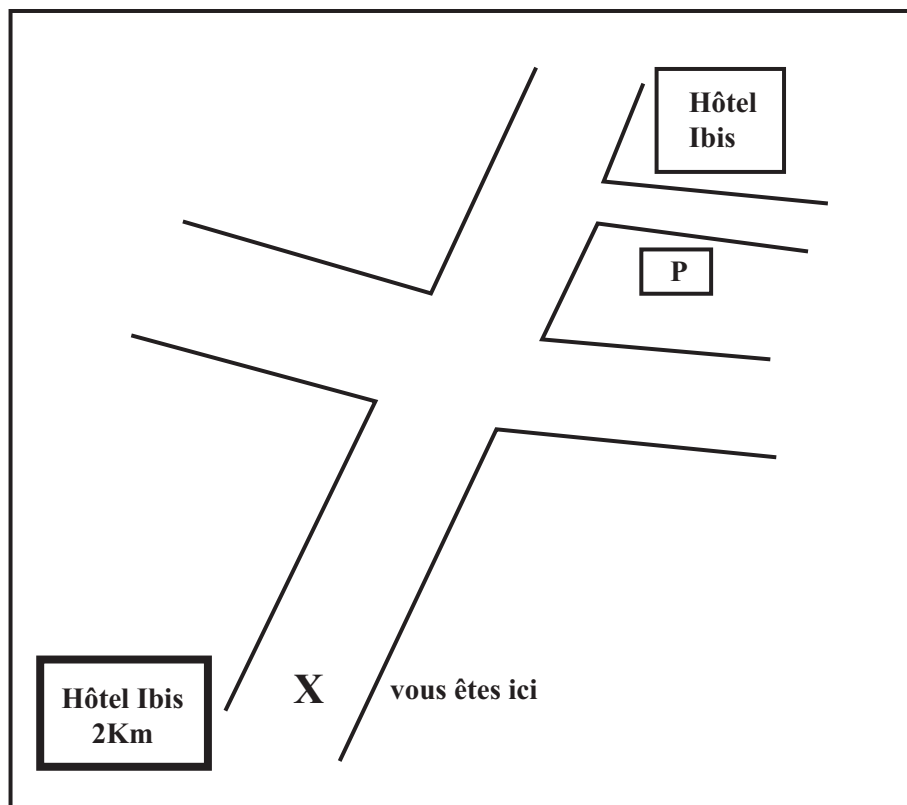
ROLE PLAY 7 (HIGHER TIER)**CANDIDATE'S ROLE**

You are in the street when a passer-by stops to ask you the way to the Ibis Hotel.

- Aider?
- Transport?
- Direction. (**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 passer-by 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 addressing the candidate.

*Nous sommes dans la rue. Moi, je suis un(e) passant(e).
Pardon, monsieur/mademoiselle.*

- 2 Allow the candidate to ask if he/she can help.
Tell the candidate you want to get to the Ibis Hotel.

Je cherche l'hôtel Ibis.

- 3 Allow the candidate to ask how you want to get there.
Tell the candidate you have a car.

Je suis en voiture.

- 4 ! Allow the candidate to give directions. Elicit **two** details.
Ask the candidate how long it will take to get there and whether you can park at the hotel.

Ça prendra combien de temps pour y aller? Il y a un parking?

- 5 Allow the candidate to say how long it will take to get there and that there is a car park opposite the hotel.
Say thank you.

Merci bien, monsieur/mademoiselle.

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

Turn over ►

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

You are talking to your French friend about your best friend and his/her qualities.

- Description physique. (**deux** détails).
- **Deux** qualités.
- **!**
- Activité ensemble.

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 for a description of the best friend.

*Tu parles avec ton/ta correspondant(e). Moi, je suis ton/ta correspondant(e).
Ton ami(e) est comment?*

- 2 Allow the candidate to give **two** details about the best friend.
Ask the candidate about the qualities of his/her best friend. Elicit **two** qualities.

Quelles sont ses qualités?

- 3 ! Allow the candidate to give **two** qualities of his/her the best friend.
! Ask the candidate how long he/she has known the friend and where they met.

*Depuis combien de temps est-ce que tu connais ton ami(e)?
Tu l'as rencontré(e) où?*

- 4 Allow the candidate to say how long he/she has known the best friend and where they met.
Ask the candidate what they do together.

Que faites-vous ensemble?

- 5 Allow the candidate to say what they do together.
End the conversation by saying that is interesting.

C'est intéressant ça.

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

Turn over ►

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

Your French friend telephones you whilst you are on holiday.

- Le temps qu'il fait. (**deux** détails).
- Hôtel. (**deux** détails).
- **Deux** activités.
- **!**

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

Your teacher will play the part of your 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 if his/her holidays are going well.

*Tu es en vacances et ton ami(e) français(e) te téléphone. Moi, je suis ton ami(e).
Alors, ça se passe bien, ces vacances?*

- 2 Allow the candidate to give **two** details about the weather.
Ask the candidate about the hotel.

Et ton hôtel?

- 3 Allow the candidate to give **two** details about the hotel.
Ask the candidate how he/she is spending his/her time.

Qu'est-ce que tu fais pour t'amuser?

- 4 ! Allow the candidate to mention **two** holiday activities.
Ask the candidate when he/she is to return.

Tu vas rentrer quel jour? Quelle date?

- 5 Allow the candidate to give the day and date of return.
End the conversation appropriately.

Alors, à bientôt.

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

Turn over ►

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

You have had an accident in your hotel and you are now at the hospital.

- Accident.
- Où et quand.
- Où vous avez mal.
- !

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

Your teacher will play the part of the doctor 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 what has happened.

*Nous sommes dans un hôpital en France. Moi, je suis le/la docteur.
Qu'est-ce qui s'est passé?*

- 2 Allow the candidate to say he/she has had an accident.
Ask the candidate where and when the accident took place.

Où? Quand?

- 3 Allow the candidate to say where and when the accident took place.
Ask the candidate where he/she has a pain.

Où avez-vous mal?

- 4 ! Allow the candidate to say where he/she has a pain.
Ask the candidate's name, age and who can be contacted.

Votre nom de famille? Votre âge? On peut contacter qui?

- 5 Allow the candidate to state his/her name, age, and who can be contacted.
End the conversation by saying that you will look after the candidate.

Merci. On va s'occuper de vous.

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

Turn over ►

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

You are discussing your school with your French friend.

- Description. (**deux** détails).
- Heures.
- 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 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 to describe his/her school.


*Tu parles de ton collègue avec ton ami(e) français(e). Moi, je suis ton ami(e).
Alors, ton collègue est comment?*

- 2 Allow the candidate to give **two** details about his/her school.
Ask the candidate to give school times. Elicit both start and finish times.

Quelles sont les heures?

- 3 Allow the candidate to give school start and finish times.
Ask the candidate what he/she wears for school.

Tu portes quels vêtements au collège?

- 4  Allow the candidate to say what he/she wears for school. Elicit **three** details.
Ask the candidate about homework.

Que penses-tu des devoirs?

- 5 Allow the candidate to say something about homework.
End the conversation appropriately.

D'accord.

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

Turn over ►

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

You are in France and have seen an advert for work. You go along to find out if you can get a job.

- Travail?
- Expérience.
- !
- Heures? Salaire?

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

Your teacher will play the part of the employer 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 if you can help.

*Vous êtes en France et vous cherchez du travail chez moi.
Je peux vous aider, monsieur/mademoiselle?*

- 2 Allow the candidate to ask if there is a job.
Ask the candidate if he/she has worked before.

Vous avez déjà travaillé?

- 3 ! Allow the candidate to say what work he/she has done before **or** currently does.
Ask the candidate when and for how long.

Quand? Pendant/depuis combien de temps?

- 4 Allow the candidate to say when and for how long he/she worked.
Ask the candidate if he/she has any questions.

Vous avez des questions à me poser?

- 5 Allow the candidate to ask about hours and pay.
End the conversation by saying for 8 hours a day at 7 euros an hour.

8 heures par jour à 7 euros l'heure.

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

Turn over ►

**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**.
-

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?

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**.
-

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.

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**.
-

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?

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**.
-

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.

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**.
-

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.

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**.
-

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?