

General Certificate of Secondary Education
June 2006



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

Monday 27 March to Friday 12 May 2006

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AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE _____ Examination, 2006. 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 – 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 2006 Examinations*, which is issued to all centres in the Spring Term.

Turn over ►

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

You have just met your French exchange partner.

- Say hello and ask how he/she is.
- Introduce a member of your family.
- Say your father is at work.
- Say what time he gets home.

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

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

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

- 1 Salut. Je suis Dominique.
- 2 Ça va bien, merci.
- 3 Enchanté(e).
- 4 Il rentre à quelle heure?
- 5 D'accord.

Turn over ►

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

You are talking to your French friend about your house.

- Say what size it is.
- Say how many bedrooms there are.
- Mention something you have in your bedroom.
- Ask if he/she likes his/her bedroom.

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 Comment est ta maison?
- 2 Il y a combien de chambres?
- 3 Et ta chambre?
- 4 C'est bien, ça.
- 5 Oui, beaucoup.

Turn over ►

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

You are at a hotel in France.

- Say you would like a room.
- Say for how long.
- Say what time you would like breakfast.
- Ask where the dining room is.

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

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

Vous êtes à un hôtel en France. Moi, je suis le/la réceptionniste.

- 1 Oui, monsieur/mademoiselle?
- 2 Pour combien de nuits?
- 3 Vous prenez le petit déjeuner à quelle heure?
- 4 D'accord.
- 5 Là-bas, à gauche.

Turn over ►

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

You are discussing school with your French friend.

- Say what your favourite subject is.
- Say why.
- Say what homework you get.
- Ask if he/she likes school.

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

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

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

- 1 Quelle matière préfères-tu?
- 2 Pourquoi?
- 3 Tu as des devoirs?
- 4 Ah bon.
- 5 Ça dépend.

Turn over ►

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

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

- Say what you do at home in the evening.
- Say what time you go to bed.
- Say what you have for breakfast.
- Ask your friend if he/she likes croissants.

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 que tu fais à la maison le soir?
- 2 Et tu te couches à quelle heure?
- 3 Qu'est-ce que tu prends pour le petit déjeuner?
- 4 Moi, aussi.
- 5 Oui.

Turn over ►

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

You are at a market stall in France.

- Say what fruit you would like.
- Say how many you want.
- Say that's all.
- Ask how much it costs.

Your teacher will play the part of the stall holder and will speak first.

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

Tu es au marché en France. Moi, je suis le/la marchand(e).

- 1 Oui, monsieur/mademoiselle?
- 2 Combien en voulez-vous?
- 3 Vous voulez autre chose?
- 4 D'accord.
- 5 4 euros.

Turn over ►

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

The weather forecast is good so you suggest going on a picnic with your French friend.

- Suggestion.
- Météo (**deux** détails).
- !
- Où. Comment.

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

Your teacher will play the part of your 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 then asking the candidate what you are doing today.

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

- 2 Allow the candidate to suggest going on a picnic.
Ask him/her about the weather. Elicit **two** details.

Bonne idée! Et le temps?

- 3 Allow the candidate to say what the weather will be like. Elicit **two** details.
! Ask the candidate what you are going to eat. Elicit **three** items of food.

Qu'est-ce qu'on va manger?

- 4 Allow the candidate to give **three** items of food.
Ask the candidate where you are going and how you will get there.

Où est-ce qu'on va aller? Comment?

- 5 Allow the candidate to say where you are going and how you will get there.
End the conversation by telling the candidate you will see him/her later.

A tout à l'heure.

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 babysitting job.

- Job. Pour qui.
- !
- Soir et heures de travail.
- Opinion. Pourquoi.

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 then asking the candidate what's new.

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

- 2 Allow the candidate to say he/she has a babysitting job and for whom.
! Ask how many children there are and what their ages are.

Il y a combien d'enfants? De quel âge?

- 3 Allow the candidate to say how many children there are and how old they are.
Ask which evening he/she works and for how many hours.

Tu travailles quel soir? Et pendant combien d'heures?

- 4 Allow the candidate to say which evenings he/she works and for how long.
Ask the candidate what he/she thinks of the job and why.

Qu'est-ce que tu penses du travail? Pourquoi?

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

C'est bien ça/C'est dommage.

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 healthy lifestyles.

- Ce que tu manges de sain (**deux** détails).
- Fast-food. Pourquoi/Pourquoi pas.
- !
- Pour être en forme (**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 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 then asking the candidate what healthy things he/she eats. Elicit **two** items.

*Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).
Qu'est-ce que tu manges de sain?*

- 2 Allow the candidate to give **two** healthy things he/she eats.
Ask the candidate whether he/she eats fast food and why/why not.

Tu manges du fast-food? Pourquoi/Pourquoi pas?

- 3 Allow the candidate to say whether he/she eats fast food and why/why not.
! Ask the candidate what he/she thinks of cigarettes and why.

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

- 4 Allow the candidate to give an opinion about cigarettes and the reason.
Ask the candidate what he/she does to keep fit.

Qu'est-ce que tu fais pour être en forme?

- 5 Allow the candidate to say what he/she does to keep fit.
End the conversation appropriately.

C'est bien, ça.

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 television with your French friend.

- Sorte d'émission préférée. Pourquoi.
- !
- Emission hier soir. Opinion.
- Préférence – télévision ou cinéma. Pourquoi.

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 then asking the candidate what sort of television programme he/she prefers and why.

*Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).
Quelle sorte d'émission préfères-tu à la télévision? Pourquoi?*

- 2 ! Allow the candidate to say what sort of television programme he/she prefers and why.
! Ask the candidate where he/she watches television and for how long.

Où est-ce que tu regardes la télévision? Et pendant combien de temps?

- 3 Allow the candidate to say where he/she watches television and for how long.
Ask the candidate what he/she watched last night and what he/she thought of it.

Et hier soir? C'était comment?

- 4 Allow the candidate to say what he/she watched last night and what he/she thought of it.
Ask the candidate whether he/she prefers television or cinema and why.

Tu préfères le cinéma ou la télévision? Pourquoi?

- 5 Allow the candidate to say whether he/she prefers television or cinema and why.
End the conversation by saying you prefer the cinema.

Moi, (aussi) je préfère le cinéma.

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

Turn over ►

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

You telephone your French friend to tell him/her about your **recent** holiday.

- Où. Combien de temps.
- Description de l'hôtel (**trois** détails).
- Le temps qu'il a fait (**deux** détails).
- !

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

Your teacher will play the part of your 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 then asking the candidate about his/her holidays.

*Tu téléphones à ton ami(e) français(e). Moi, je suis ton ami(e).
Alors, ces vacances?*

- 2 Allow the candidate to say where he/she went and for how long.
Ask the candidate what the hotel was like. Elicit **three** details.

C'est bien, ça. Comment était l'hôtel?

- 3 Allow the candidate to give **three** details about the hotel.
Ask the candidate what the weather was like. Elicit **two** details.

Quel temps a-t-il fait?

- 4 ! Allow the candidate to give **two** details about the weather.
Ask the candidate what he/she did on holiday. Elicit **two** activities.

Tu as fait quelles activités?

- 5 Allow the candidate to give **two** activities.
End the conversation by saying you are going on holiday soon.

Moi, je vais partir en vacances bientôt.

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

Turn over ►

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

You are discussing with your French friend your plans to travel **abroad** to celebrate the end of the exams.

- Destination.
- **Deux** raisons.
- **!**
- Après les vacances.

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 then asking the candidate how he/she is going to celebrate the end of the exams.

*Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).
Alors, qu'est-ce que tu vas faire pour célébrer la fin des examens?*

- 2 Allow the candidate to say where he/she is going **abroad**.
Ask the candidate why he/she has chosen this destination. Elicit **two** reasons.

Pourquoi tu as choisi ce pays?

- 3 Allow the candidate to give **two** reasons why he/she has chosen this destination.
! Ask the candidate who he/she is going with and for how long.

Tu vas y aller avec qui? Et pour combien de temps?

- 4 Allow the candidate to say who he/she is going with and for how long.
Ask the candidate what he/she intends to do after the holiday.

Qu'est-ce que tu vas faire après ton voyage?

- 5 Allow the candidate to say what he/she is going to do after the holiday.
End the conversation appropriately.

Ah, bon.

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

Turn over ►

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

Turn over ►

TOPICS – SET A**GENERAL CONVERSATION**

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

Home 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?

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 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.

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?

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?

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**.
-

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?

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**.
-

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?

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 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**.
-

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?

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?

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?

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