

General Certificate of Secondary Education
June 2007



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

Monday 26 March to Friday 11 May 2007

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FRENCH (SPECIFICATION A)
Speaking Test
Role Play 1
Foundation Tier
Candidate's Instructions

Monday 26 March to Friday 11 May 2007



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H/Jun07/3651/S

3651/S/RP1

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FRENCH (SPECIFICATION A)
Speaking Test
Role Play 1
Foundation Tier
Candidate's Instructions

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3651/S/RP1

Role Play 1

You are talking to your French friend about your pet.

- Say what pet you have.
- Say how old it is.
- Describe it (**one** detail).
- Ask your French friend if he/she likes animals.

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

H/Jun07/3651/S

Role Play 1

You are talking to your French friend about your pet.

- Say what pet you have.
- Say how old it is.
- Describe it (**one** detail).
- Ask your French friend if he/she likes animals.

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

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Role Play 2
Foundation Tier
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FRENCH (SPECIFICATION A)
Speaking Test
Role Play 2
Foundation Tier
Candidate's Instructions

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Role Play 2

You are at the butcher's in France.

- Say what meat you want.
- Say how much you want.
- Say that's all.
- Ask how much it costs.

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

H/Jun07/3651/S

Role Play 2

You are at the butcher's in France.

- Say what meat you want.
- Say how much you want.
- Say that's all.
- Ask how much it costs.

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

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FRENCH (SPECIFICATION A)
Speaking Test
Role Play 3
Foundation Tier
Candidate's Instructions

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FRENCH (SPECIFICATION A)
Speaking Test
Role Play 3
Foundation Tier
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Role Play 3

You are talking to your French friend about your sister.

- Say what her job is.
- Say she is divorced.
- Say how many children she has.
- Ask your friend if he/she has any brothers or sisters.

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

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Role Play 3

You are talking to your French friend about your sister.

- Say what her job is.
- Say she is divorced.
- Say how many children she has.
- Ask your friend if he/she has any brothers or sisters.

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

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Role Play 4
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FRENCH (SPECIFICATION A)
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Role Play 4
Foundation Tier
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3651/S/RP4

Role Play 4

You are talking to your French friend about a party you have organised for your birthday.

- Say what time it starts.
- Say what there is to eat.
- Say what present you would like.
- Ask your French friend if he/she likes parties.

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

H/Jun07/3651/S

Role Play 4

You are talking to your French friend about a party you have organised for your birthday.

- Say what time it starts.
- Say what there is to eat.
- Say what present you would like.
- Ask your French friend if he/she likes parties.

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

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FRENCH (SPECIFICATION A)
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Role Play 5
Foundation Tier
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FRENCH (SPECIFICATION A)
Speaking Test
Role Play 5
Foundation Tier
Candidate's Instructions

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3651/S/RP5

Role Play 5

You are at the swimming pool in France.

- Say you would like to swim.
- Say how many you are.
- Say how old you are.
- Ask how much it costs.

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

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Role Play 5

You are at the swimming pool in France.

- Say you would like to swim.
- Say how many you are.
- Say how old you are.
- Ask how much it costs.

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

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Speaking Test
Role Play 6
Foundation Tier
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FRENCH (SPECIFICATION A)
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Role Play 6
Foundation Tier
Candidate's Instructions

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3651/S/RP6

Role Play 6

You are talking to your French friend about yourself.

- Say how old you are.
- Say when your birthday is.
- Say what you do on your birthday.
- Ask your friend if he/she likes parties.

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

H/Jun07/3651/S

Role Play 6

You are talking to your French friend about yourself.

- Say how old you are.
- Say when your birthday is.
- Say what you do on your birthday.
- Ask your friend if he/she likes parties.

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

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FRENCH (SPECIFICATION A)
Speaking Test
Role Play 7
Higher Tier
Candidate's Instructions

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FRENCH (SPECIFICATION A)
Speaking Test
Role Play 7
Higher Tier
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Role Play 7

You are talking to your French friend about school and what needs changing.

- Opinion du collège et raison.
- Ce qui est stressant au collège et pourquoi.
- Ce que tu voudrais changer au collège.
- !

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.

H/Jun07/3651/S

Role Play 7

You are talking to your French friend about school and what needs changing.

- Opinion du collège et raison.
- Ce qui est stressant au collège et pourquoi.
- Ce que tu voudrais changer au collège.
- !

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.

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Speaking Test
Role Play 8
Higher Tier
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Speaking Test
Role Play 8
Higher Tier
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Role Play 8

You are talking to your French friend about working abroad and your future career.

- Opinion sur le travail à l'étranger. Raison.
- !
- Travail à l'avenir. Raison.
- Ce que tu dois faire pour avoir ce 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 friend and will speak first.

H/Jun07/3651/S

Role Play 8

You are talking to your French friend about working abroad and your future career.

- Opinion sur le travail à l'étranger. Raison.
- !
- Travail à l'avenir. Raison.
- Ce que tu dois faire pour avoir ce 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 friend and will speak first.

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Speaking Test
Role Play 9
Higher Tier
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Speaking Test
Role Play 9
Higher Tier
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Role Play 9

You are talking to your French friend about leisure activities and parental attitudes.

- **Deux** activités de loisir.
- Opinion des parents sur ces activités.
- **!**
- **Une** qualité d'un bon parent.

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.

H/Jun07/3651/S

Role Play 9

You are talking to your French friend about leisure activities and parental attitudes.

- **Deux** activités de loisir.
- Opinion des parents sur ces activités.
- **!**
- **Une** qualité d'un bon parent.

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.

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Role Play 10
Higher Tier
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Role Play 10
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Role Play 10

You are talking to your French friend about a **recent camping** holiday and holidays in general.

- Où et pour combien de temps.
- Description du terrain de camping. **Deux** détails.
- **Deux** activités de 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 friend and will speak first.

H/Jun07/3651/S

Role Play 10

You are talking to your French friend about a **recent camping** holiday and holidays in general.

- Où et pour combien de temps.
- Description du terrain de camping. **Deux** détails.
- **Deux** activités de 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 friend and will speak first.

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Role Play 11
Higher Tier
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Role Play 11
Higher Tier
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Role Play 11

You are talking to your French friend about shopping in your town.

- Opinion des magasins. Raison.
- Ce que tu aimes acheter. **Deux** détails.
- Argent de poche. **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 friend and will speak first.

H/Jun07/3651/S

Role Play 11

You are talking to your French friend about shopping in your town.

- Opinion des magasins. Raison.
- Ce que tu aimes acheter. **Deux** détails.
- Argent de poche. **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 friend and will speak first.

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FRENCH (SPECIFICATION A)
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Role Play 12
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Role Play 12
Higher Tier
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3651/S/RP12

Role Play 12

You are talking to your French friend about a **recent** weekend trip.

- Destination. Avec qui.
- !
- Manger où et quoi.
- Rentrer comment 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 friend and will speak first.

H/Jun07/3651/S

Role Play 12

You are talking to your French friend about a **recent** weekend trip.

- Destination. Avec qui.
- !
- Manger où et quoi.
- Rentrer comment 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 friend and will speak first.

H/Jun07/3651/S

AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE _____ Examination, 2007. 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 2007 Examinations*, which is issued to all centres in the Spring Term.

Turn over ►

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

You are talking to your French friend about your pet.

- Say what pet you have.
- Say how old it is.
- Describe it (**one** detail).
- Ask your French friend if he/she likes animals.

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

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

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

- 1 Tu as un animal à la maison?
- 2 Quel âge a-t-il?
- 3 Comment est-il?
- 4 Ah oui.
- 5 Non, malheureusement.

Turn over ►

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

You are at the butcher's in France.

- Say what meat you want.
- Say how much you want.
- Say that's all.
- Ask how much it costs.

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

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

Vous êtes à une boucherie/charcuterie en France. Moi, je suis le vendeur/la vendeuse.

- 1 Oui, monsieur/mademoiselle?
- 2 Vous en voulez combien?
- 3 Et avec ça?
- 4 D'accord.
- 5 Ça fait 15 euros.

Turn over ►

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

You are talking to your French friend about your sister.

- Say what her job is.
- Say she is divorced.
- Say how many children she has.
- Ask your friend if he/she has any brothers or sisters.

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

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

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

- 1 Ta sœur travaille?
- 2 Elle est mariée?
- 3 Elle a des enfants?
- 4 Ah bon.
- 5 Oui. Une sœur et deux frères.

Turn over ►

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

You are talking to your French friend about a party you have organised for your birthday.

- Say what time it starts.
- Say what there is to eat.
- Say what present you would like.
- Ask your French friend if he/she likes parties.

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 La boum commence à quelle heure?
- 2 Qu'est-ce qu'on mange?
- 3 Qu'est-ce que tu voudrais comme cadeau?
- 4 Ça, c'est formidable.
- 5 Oui, bien sûr.

Turn over ►

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

You are at the swimming pool in France.

- Say you would like to swim.
- Say how many you are.
- Say how old you are.
- Ask how much it costs.

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

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

Vous êtes à une piscine en France. Moi, je suis le caissier/la caissière.

- 1 Oui, monsieur/mademoiselle?
- 2 Vous êtes combien?
- 3 Vous avez quel âge?
- 4 D'accord. Il y a une réduction.
- 5 5 euros par personne.

Turn over ►

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

You are talking to your French friend about yourself.

- Say how old you are.
- Say when your birthday is.
- Say what you do on your birthday.
- Ask your friend if he/she likes parties.

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 quel âge?
- 2 C'est quand, ton anniversaire?
- 3 Qu'est-ce que tu fais le jour de ton anniversaire?
- 4 C'est bien, ça.
- 5 Oui, bien sûr.

Turn over ►

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

You are talking to your French friend about school and what needs changing.

- Opinion du collègue et raison.
- Ce qui est stressant au collège et pourquoi.
- Ce que tu voudrais changer au collège.
- !

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 what he/she thinks of school and why.

*Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).
Que penses-tu du collège? Pourquoi?*

- 2 Allow the candidate to say what he/she thinks of school and why.
Ask the candidate what he/she finds stressful and why.

Qu'est-ce que tu trouves stressant? Pourquoi?

- 3 Allow the candidate to say what he/she finds stressful and why.
Ask the candidate what he/she would like to change about school life.

Qu'est-ce que tu voudrais changer au collège?

- 4 ! Allow the candidate to say what he/she would change about school life.
Ask the candidate if he/she is going to stay on at school and why/why not.

Tu vas continuer les études? Pourquoi/Pourquoi pas?

- 5 Allow the candidate to say whether he/she is going to stay on at school and the reason.
End the conversation by saying that's good.

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 working abroad and your future career.

- Opinion sur le travail à l'étranger. Raison.
- !
- Travail à l'avenir. Raison.
- Ce que tu dois faire pour avoir ce 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 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 thinks about working abroad and the reason for his/her opinion.

*Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).
Que penses-tu de travailler à l'étranger? Pourquoi?*

- 2 Allow the candidate to give an opinion about working abroad **and** the reason.
! Ask the candidate what experience of work he/she has.

Qu'est-ce que tu as comme expérience de travail?

- 3 Allow the candidate to say what experience he/she has of work.
Ask the candidate what job he/she would like in the future and why.

Qu'est-ce que tu voudrais faire dans la vie? Pourquoi?

- 4 Allow the candidate to say what job he/she would like and why.
Ask the candidate what he/she needs to do to get this job.

Et pour faire ça?

- 5 Allow the candidate to say what he/she needs to do to get the job.
End the conversation appropriately.

D'accord.

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 leisure activities and parental attitudes.

- **Deux** activités de loisir.
- Opinion des parents sur ces activités.
- **!**
- **Une** qualité d'un bon parent.

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 what he/she does for leisure. Elicit **two** activities.

*Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).
Que fais-tu pendant tes heures de loisir?*

- 2 Allow the candidate to give **two** leisure activities.
Ask the candidate what his/her parents think of these activities.

Qu'en pensent tes parents?

- 3 Allow the candidate to say what his/her parents think of his/her leisure activities.
! Ask the candidate if he/she gets on well with his/her parents and why/why not.

Tu t'entends bien avec tes parents? Pourquoi/Pourquoi pas?

- 4 Allow the candidate to say whether he/she gets on well with his/her parents and the reason.
Ask the candidate what he/she thinks is a good parent. Elicit **one** quality.

A ton avis, qu'est-ce que c'est, un bon parent?

- 5 Allow the candidate to say what a good parent is.
End the conversation appropriately.

D'accord.

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

Turn over ►

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

You are talking to your French friend about a **recent camping** holiday and holidays in general.

- Où et pour combien de temps.
- Description du terrain de camping. **Deux** détails.
- **Deux** activités de 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 friend and will speak first.

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

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

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

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

- 2 Allow the candidate to say where he/she stayed and for how long.
Ask the candidate to describe the campsite. Elicit **two** details.

Comment était le camping?

- 3 Allow the candidate to give **two** details about the campsite.
Ask the candidate what he/she did during the holidays. Elicit **two** activities.

Qu'est-ce que tu as fait pendant les vacances?

- 4 ! Allow the candidate to mention **two** holiday activities.
• Ask the candidate whether he/she prefers the seaside or the mountains and why.

Pour les vacances, tu préfères la mer ou la montagne? Pourquoi?

- 5 Allow the candidate say whether he/she prefers the seaside or the mountains and why.
End the conversation by agreeing with the candidate.

Moi aussi.

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

Turn over ►

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

You are talking to your French friend about shopping in your town.

- Opinion des magasins. Raison.
- Ce que tu aimes acheter. **Deux** détails.
- Argent de poche. **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 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 he/she thinks of the shops in his/her town and why.

*Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).
Que penses-tu des magasins dans ta ville? Pourquoi?*

- 2 Allow the candidate to say what he/she thinks of the shops in his/her town and why. Ask the candidate what he/she likes buying. Elicit **two** items.

Qu'est-ce que tu aimes acheter?

- 3 Allow the candidate to mention **two** things he/she likes to buy. Ask the candidate about his/her pocket money. Elicit **two** details.

Et ton argent de poche?

- 4 Allow the candidate to give **two** details about pocket money.
! Ask the candidate what he/she thinks of shopping with parents and the reason for this opinion.

Que penses-tu de faire les courses avec tes parents? Pourquoi?

- 5 Allow the candidate to say what he/she thinks of shopping with parents and the reason. 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 talking to your French friend about a **recent** weekend trip.

- Destination. Avec qui.
- !
- Manger où et quoi.
- Rentrer comment 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 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 he/she did last weekend.

*Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).
Qu'est-ce que tu as fait le week-end dernier?*

- 2 ! Allow the candidate to say where he/she went and who with.
• Ask the candidate what he/she did there. Elicit **two** activities.

Qu'est-ce que tu as fait là?

- 3 Allow the candidate to mention **two** activities.
Ask the candidate what he/she did about eating. Elicit where and what he/she ate.

Qu'est-ce que tu as fait pour manger?

- 4 Allow the candidate to say where and what he/she ate.
Ask the candidate how he/she got home and at what time.

Tu es rentré(e) comment? A quelle heure?

- 5 Allow the candidate to say how he/she got home and at what time.
End the conversation appropriately.

C'est bien, ça.

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**.
-

Education / Work

Qu'est-ce que tu fais pendant la récréation?
Tu voudrais continuer les études? Pourquoi/Pourquoi pas?
Qu'est-ce que tu voudrais faire comme métier?
Tu as fait un stage? Où et quand?
Qu'est-ce que tu penses des devoirs?

Leisure

Qu'est-ce que tu fais quand tu sors avec tes ami(e)s?
Qu'est-ce que tu as fait récemment pour t'amuser?
Tu préfères le cinéma ou la télé? Pourquoi?
Quels sont tes projets pour le week-end prochain?
Qu'est-ce que tu fais comme passe-temps?

Tourism

Qu'est-ce que tu fais d'habitude en vacances?
Parle-moi de tes vacances de l'année dernière?
Quelle sorte de vacances préfères-tu? Et pourquoi?
Tu préfères passer les vacances en famille ou avec tes copains? Pourquoi?
Où est-ce que tu voudrais aller en vacances l'année prochaine?

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**.
-

Home life

Qu'est-ce que tu fais pour aider à la maison?
Qui fait la cuisine chez toi?
Tu aimes le fast-food? Pourquoi/Pourquoi pas?
Qu'est-ce que tu as fait à la maison hier soir?
Tu vas te lever à quelle heure demain matin?

Leisure

Qu'est-ce que tu fais quand tu sors avec tes ami(e)s?
Qu'est-ce que tu as fait récemment pour t'amuser?
Tu préfères le cinéma ou la télé? Pourquoi?
Quels sont tes projets pour le week-end prochain?
Qu'est-ce que tu fais comme passe-temps?

Tourism

Qu'est-ce que tu fais d'habitude en vacances?
Parle-moi de tes vacances de l'année dernière?
Quelle sorte de vacances préfères-tu? Et pourquoi?
Tu préfères passer les vacances en famille ou avec tes copains? Pourquoi?
Où est-ce que tu voudrais aller en vacances l'année prochaine?

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

Décris ton/ta meilleur(e) ami(e).

Est-ce que tu t'es disputé(e) récemment avec ta famille? Pourquoi?

Tu voudrais te marier un jour? Pourquoi?/Pourquoi pas?

Tu as un animal à la maison? Lequel?

Quelles sont les qualités d'un copain/d'une copine idéal(e)?

Education / Work

Qu'est-ce que tu fais pendant la récréation?

Tu voudrais continuer les études? Pourquoi/Pourquoi pas?

Qu'est-ce que tu voudrais faire comme métier?

Tu as fait un stage? Où et quand?

Qu'est-ce que tu penses des devoirs?

The Environment

Quels sont les problèmes dans ta région?

Qu'est-ce que tu as fait récemment pour protéger l'environnement?

Qu'est-ce que tu vas faire en ville le week-end prochain?

Tu aimes habiter à...? Pourquoi/Pourquoi pas?

Qu'est-ce qu'il y a pour les touristes dans ta région?

TOPICS – SET D**GENERAL CONVERSATION**

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

Leisure

Qu'est-ce que tu fais quand tu sors avec tes ami(e)s?
Qu'est-ce que tu as fait récemment pour t'amuser?
Tu préfères le cinéma ou la télé? Pourquoi?
Quels sont tes projets pour le week-end prochain?
Qu'est-ce que tu fais comme passe-temps?

Home life

Qu'est-ce que tu fais pour aider à la maison?
Qui fait la cuisine chez toi?
Tu aimes le fast-food? Pourquoi/Pourquoi pas?
Qu'est-ce que tu as fait à la maison hier soir?
Tu vas te lever à quelle heure demain matin?

The Environment

Quels sont les problèmes dans ta région?
Qu'est-ce que tu as fait récemment pour protéger l'environnement?
Qu'est-ce que tu vas faire en ville le week-end prochain?
Tu aimes habiter à...? Pourquoi/Pourquoi pas?
Qu'est-ce qu'il y a pour les touristes dans ta région?

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**.
-

Personal Relationships

Décris ton/ta meilleur(e) ami(e).

Est-ce que tu t'es disputé(e) récemment avec ta famille? Pourquoi?

Tu voudrais te marier un jour? Pourquoi?/Pourquoi pas?

Tu as un animal à la maison? Lequel?

Quelles sont les qualités d'un copain/d'une copine idéal(e)?

Home life

Qu'est-ce que tu fais pour aider à la maison?

Qui fait la cuisine chez toi?

Tu aimes le fast-food? Pourquoi/Pourquoi pas?

Qu'est-ce que tu as fait à la maison hier soir?

Tu vas te lever à quelle heure demain matin?

The Environment

Quels sont les problèmes dans ta région?

Qu'est-ce que tu as fait récemment pour protéger l'environnement?

Qu'est-ce que tu vas faire en ville le week-end prochain?

Tu aimes habiter à...? Pourquoi/Pourquoi pas?

Qu'est-ce qu'il y a pour les touristes dans ta région?

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 pendant la récréation?
Tu voudrais continuer les études? Pourquoi/Pourquoi pas?
Qu'est-ce que tu voudrais faire comme métier?
Tu as fait un stage? Où et quand?
Qu'est-ce que tu penses des devoirs?

Personal Relationships

Décris ton/ta meilleur(e) ami(e).
Est-ce que tu t'es disputé(e) récemment avec ta famille? Pourquoi?
Tu voudrais te marier un jour? Pourquoi?/Pourquoi pas?
Tu as un animal à la maison? Lequel?
Quelles sont les qualités d'un copain/d'une copine idéal(e)?

Tourism

Qu'est-ce que tu fais d'habitude en vacances?
Parle-moi de tes vacances de l'année dernière?
Quelle sorte de vacances préfères-tu? Et pourquoi?
Tu préfères passer les vacances en famille ou avec tes copains? Pourquoi?
Où est-ce que tu voudrais aller en vacances l'année prochaine?

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