

General Certificate of Secondary Education
June 2007



**FRENCH (SPECIFICATION B)
(MODULAR)
Module 4 Speaking Test
Teacher's Booklet**

Monday 26 March to Friday 11 May 2007

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CONFIDENTIAL

INSTRUCTIONS FOR TEACHERS

This booklet is for the use of the teacher who will conduct the Speaking Tests in French. In order that teachers have time to prepare for the tests, the examination material may be opened, if the teacher so wishes, up to three working days before the period in which tests for each language are to be conducted. For the 2007 examination, therefore, teachers may have access to the material from **Wednesday 21 March 2007** onwards. However, the conduct of the tests must **not** take place until **Monday 26 March 2007**.

GENERAL

The Head of Centre is responsible for appointing the examiners to conduct the Speaking Tests. Normally this will be the candidates' own teacher; however, if this is not possible, another teacher should be appointed.

The Speaking Tests may be conducted at any time between **Monday 26 March and Friday 11 May 2007**. They are recorded on cassette tapes supplied by AQA. As soon as all the tests for each language are completed, the tapes must be despatched **immediately**, together with the Attendance/Mark Lists, to the appropriate examiner using the label(s) supplied.

The Speaking Test consists of one role play and a conversation. Foundation Tier tests will last up to 5 minutes and Higher Tier tests will last up to 8 minutes.

Candidates should be allowed a preparation time of 5 minutes (Foundation Tier) or 8 minutes (Higher Tier). Normally, this will be during the previous candidate's test. Candidates must be supervised during their preparation time.

As the time allowances for the Foundation and Higher Tests are different, groups of candidates doing the Foundation Test should be examined separately, and on a different cassette, from those taking the Higher Test.

Candidates are not allowed to use a dictionary at any time during their preparation period or test. They may make notes during their preparation period and these may be taken into the test. Any notes used must be handed to the teacher at the end of the test.

ALLOCATION OF CARDS TO CANDIDATES

There are 6 Foundation Role Play cards, numbered 1 to 6, 6 Higher Role Play cards numbered 7 to 12 and 6 Conversation cards, labelled Card A to Card F. Cards must be allocated to candidates according to the table on page 3.

Foundation Tier candidates must have only the Foundation Tier Role Play and Conversation Cards; Higher Tier candidates must have only the Higher Tier Role Play and Conversation Cards.

The cards are changed after every third candidate. If a break in testing occurs (e.g. overnight, lunch etc.) in the sequence of three, **the teacher must start again after the break at the beginning of the next series of three in order to maintain security**. In other words, the candidate whose test is after the break should not have the same cards as the candidate who was examined before the break.

In the table below *Candidate Order* refers to the sequence in which candidates are examined by each teacher (not for the centre as a whole).

Candidate Order	Foundation Role Play Cards 1 – 6	Higher Role Play Cards 7 – 12	Conversation Cards A – F
1, 2, 3	1	10	F
4, 5, 6	2	9	B
7, 8, 9	3	11	E
10, 11, 12	4	12	C
13, 14, 15	5	8	D
16, 17, 18	6	7	F
19, 20, 21	1	11	A
22, 23, 24	5	9	F
25, 26, 27	4	7	B
28, 29, 30	3	12	A
31, 32, 33	2	10	C
34, 35, 36	6	8	E
37, 38, 39	1	11	D
40, 41, 42	4	10	F
43, 44, 45	5	9	D
46, 47, 48	2	8	A
49, 50, 51	3	7	C
52, 53, 54	6	12	E
55, 56, 57	2	11	B
58, 59, 60	5	7	A
61, 62, 63	6	10	B
64, 65, 66	4	12	E
67, 68, 69	3	9	D
70, 71, 72	1	8	C

If there are more candidates than this table allows for, the teacher should begin again with Number 1.

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GUIDANCE FOR TEACHERS

Role Plays

General

Six Role Play Cards are provided at each tier. Candidates' instructions on the Role Play Cards are in English at Foundation Tier and French at Higher Tier.

Each candidate completes one role play and cards must be allocated to candidates in the sequence prescribed on page 3.

Foundation Tier Role Play

The **teacher's script** is brief and **prescriptive**. Teachers should not alter it other than to help the role along when a candidate is unable to cope with a particular task. If a candidate is unable to cope, the teacher should move the role on with an appropriate phrase, without providing the vocabulary needed for the next task. The candidate will not receive credit for saying something which has been provided by the teacher in the form of a prompt. The prompt should be clear and present no hurdles of understanding to the candidate.

Higher Tier Role Play

In each role play there are **two teacher interventions**, i.e. two questions from the teacher to which the candidate has to respond without the opportunity for preparation. These are printed in bold in this booklet. Each teacher intervention is worth two marks and requires **one detail** from the candidate. A large exclamation mark on the candidate's card indicates where in the role play the candidate can expect the teacher intervention.

The **teacher interventions may not be altered in any way**. Each intervention may be repeated once if the candidate has failed to understand it but may not be re-worded.

Conversation

Six different Conversation Cards are provided at each tier. Each candidate has one card which should be allocated according to the sequence prescribed on page 3.

There are **two topics** on each card, one from Group A and one from Group B, as follows:

Group A	Group B
Self, Family and Friends	The Environment
Education	Health
Career and Future Plans	Youth Culture

Candidates must cover both topics.

Suggested questions are provided for teachers, showing a range of the type of questions which could be asked on each topic, but these are not prescriptive and teachers are free to develop the Conversation in their own way as long as they stay within the two topic areas. Teachers should provide opportunities for candidates to use a variety of tenses where appropriate.

In the Conversation teachers are free to use whichever form of address they normally use with their candidates, informal or formal.

At Foundation Tier the Conversation should last between 2 and 4 minutes and at Higher Tier 5 to 7 minutes. On occasion, with candidates of the lowest ability, it may not be appropriate to take the full amount of time. However, the maximum time limit should not be exceeded. **Any material beyond the time limit will not be assessed.**

The topics on the Conversation Cards are the same for both tiers but the questions should be pitched according to tier. The Foundation Tier topics are printed in English and the Higher Tier topics are printed in French. The suggested questions provided give examples of three types of questions:

- those most appropriate to the beginning of a conversation at Foundation Tier
- those which should be asked of a Foundation Tier candidate in the latter part of the Conversation, or a Higher Tier candidate at the start of the Conversation
- those appropriate only for Higher Tier candidates.

Candidates should be given roughly equal opportunity and time on both topics on the card since Communication marks are awarded for each topic separately. If only one topic is covered, therefore, the candidate will not have access to the full range of marks. While examiners will be generous in interpreting the relevance to the specified topics of what a candidate says, **if a candidate clearly addresses neither topic, no marks can be awarded.**

As far as possible a conversation should be an interchange between teacher and candidate, and not a monologue. There should be an appropriate balance between pre-learnt material and spontaneous conversation, between too few and too many questions.

Checklist

The instructions on the next page are just a checklist. For the complete instructions, refer to the booklet *Instructions for the Specification B AQA Examinations for Certification in 2007*, which is issued to all centres in the Spring Term.

Turn over ►

CHECKLIST

As the time allowances for the Foundation and Higher Tests are different, groups of candidates doing the Foundation Test should be examined separately, and on a different cassette, from those taking the Higher Test.

AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	'GCSE French Examination, 2007 Module 4. 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) Complete the Attendance Mark List as instructed on the form. (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.

ROLE-PLAYING SITUATIONS
FOUNDATION TIER

Turn over ►

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

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**

Candidate's Instructions	Teacher's Script
<p>You are talking to your French friend about holidays. Your teacher will play the part of your friend. Your teacher will introduce the role play. Then you begin.</p>	<p>The teacher will invite the candidate to start by saying the following: <i>Tu parles à ton ami(e) français(e). Moi, je suis ton ami(e).</i> <i>Commence!</i></p>
<p>1 Say when you are going on holiday.</p>	<p>1 <i>Bon.</i></p>
<p>2 Say who you are going with.</p>	<p>2 <i>Ah oui.</i></p>
<p>3 Say how you are travelling.</p>	<p>3 <i>Bon.</i></p>
<p>4 Ask your friend if he / she is going on holiday.</p>	<p>4 <i>Moi, je vais au bord de la mer.</i></p>

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

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**

Candidate's Instructions	Teacher's Script
<p>You are at a tourist office in France. You speak to the assistant. Your teacher will play the part of the assistant. Your teacher will introduce the role play. Then you begin.</p>	<p>The teacher will invite the candidate to start by saying the following: <i>Vous êtes dans un office de tourisme en France. Vous parlez à l'employé(e). Moi, je suis l'employé(e). Commencez!</i></p>
<p>1 Say you would like a map of the town.</p>	<p>1 <i>Voilà, monsieur / mademoiselle.</i></p>
<p>2 Say what tourist attraction you would like to visit.</p>	<p>2 <i>Oui.</i></p>
<p>3 Say when you want to visit the attraction.</p>	<p>3 <i>C'est possible.</i></p>
<p>4 Ask where it is.</p>	<p>4 <i>C'est tout près d'ici, monsieur / mademoiselle.</i></p>

Turn over ►

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

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**

Candidate's Instructions	Teacher's Script
<p>You are telephoning a restaurant to book a table. Your teacher will play the part of the waiter. Your teacher will introduce the role play. Then you begin.</p>	<p>The teacher will invite the candidate to start by saying the following: <i>Vous téléphonez à un restaurant. Moi, je suis le garçon/la serveuse.</i> <i>Commencez!</i></p>
<p>1 Say you would like to book a table.</p>	<p>1 <i>Oui, monsieur/mademoiselle.</i></p>
<p>2 Say for what time.</p>	<p>2 <i>Bon. Ça va.</i></p>
<p>3 Say for how many people.</p>	<p>3 <i>Bon.</i></p>
<p>4 Ask if there is a car park.</p>	<p>4 <i>Juste à côté, monsieur/mademoiselle.</i></p>

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

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**

Candidate's Instructions	Teacher's Script
<p>You are buying food for a picnic. Your teacher will play the part of the assistant. Your teacher will introduce the role play. Then you begin.</p>	<p>The teacher will invite the candidate to start by saying the following: <i>Vous achetez des choses pour un pique-nique. Moi, je suis l'employé(e). Commencez!</i></p>
<p>1 Say what fruit you would like.</p>	<p>1 <i>Voilà, monsieur/mademoiselle.</i></p>
<p>2 Say what else you would like to buy to eat.</p>	<p>2 <i>Certainement, monsieur/mademoiselle.</i></p>
<p>3 Say what you would like to buy to drink.</p>	<p>3 <i>Voilà, monsieur/mademoiselle.</i></p>
<p>4 Ask how much it is.</p>	<p>4 <i>Answer appropriately.</i></p>

Turn over ►

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

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**

Candidate's Instructions	Teacher's Script
<p>You are talking to your French friend about shopping. Your teacher will play the part of your friend. Your teacher will introduce the role play. Then you begin.</p>	<p>The teacher will invite the candidate to start by saying the following: <i>Tu parles à ton ami(e) français(e). Tu veux faire des courses. Moi, je suis ton ami(e). Commence!</i></p>
<p>1 Say you want to go to a shop.</p>	<p>1 <i>Bon.</i></p>
<p>2 Say when you want to go.</p>	<p>2 <i>Je viens avec toi.</i></p>
<p>3 Say what you want to buy.</p>	<p>3 <i>D'accord.</i></p>
<p>4 Ask where the shop is.</p>	<p>4 <i>Au centre-ville.</i></p>

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

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**

Candidate's Instructions	Teacher's Script
<p>You are discussing hobbies with your French friend. Your teacher will play the part of your friend. Your teacher will introduce the role play. Then you begin.</p>	<p>The teacher will invite the candidate to start by saying the following: <i>Tu parles à ton ami(e) français(e) au sujet des passe-temps. Moi, je suis ton ami(e). Commence!</i></p>
<p>1 Say what your favourite sport is.</p>	<p>1 <i>Moi aussi.</i></p>
<p>2 Say who you play with.</p>	<p>2 <i>Bon.</i></p>
<p>3 Say you like watching television.</p>	<p>3 <i>Oh, je n'aime pas la télé.</i></p>
<p>4 Ask what he/she does at the weekend.</p>	<p>4 <i>Answer appropriately.</i></p>

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ROLE-PLAYING SITUATIONS

HIGHER TIER

Turn over ►

HIGHER TIER
ROLE PLAY 7
TEACHER'S ROLE

- It is essential that you are clear about the tasks which the candidate must accomplish.
 - The teacher's interventions may not be altered in any way.
 - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

Candidate's Instructions	Teacher's Script
<p>You are at a lost property office in France. Your teacher will play the part of the official. Your teacher will introduce the role play. Then you begin.</p>	<p>The teacher will invite the candidate to start by saying the following: <i>Vous êtes au bureau des objets trouvés en France. Vous parlez à l'employé(e). Moi, je suis l'employé(e). Commencez!</i></p>
<p>1 Décrivez exactement l'objet que vous avez perdu.</p>	<p>1 <i>Bon. J'ai noté ça.</i></p>
<p>2 Dites où vous étiez quand vous avez perdu l'objet.</p>	<p>2 <i>Je comprends. Vous étiez avec qui?</i></p>
<p>3 !</p>	<p>3 <i>D'accord.</i></p>
<p>4 Expliquez pourquoi cet objet est très important pour vous.</p>	<p>4 <i>Ah oui, monsieur / mademoiselle. C'était à quelle heure que vous l'avez perdu?</i></p>
<p>5 !</p>	<p>5 <i>Oui.</i></p>
<p>6 Posez une question sur les heures d'ouverture du bureau.</p>	<p>6 <i>De neuf heures à cinq heures, monsieur / mademoiselle.</i></p>

HIGHER TIER
ROLE PLAY 8**TEACHER'S ROLE**

- It is essential that you are clear about the tasks which the candidate must accomplish.
 - The teacher's interventions may not be altered in any way.
 - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

Candidate's Instructions	Teacher's Script
<p>You are discussing hobbies with your French friend. Your teacher will play the part of your friend. Your teacher will introduce the role play. Then you begin.</p>	<p>The teacher will invite the candidate to start by saying the following: <i>Tu parles à ton ami(e) français(e) au sujet des passe-temps. Moi, je suis ton ami(e). Commence!</i></p>
<p>1 Dis ce que tu aimes faire comme passe-temps à la maison.</p>	<p>1 <i>Moi aussi.</i></p>
<p>2 Explique pourquoi.</p>	<p>2 <i>Ah oui. Qu'est-ce que tu aimes faire quand tu sors avec tes ami(e)s?</i></p>
<p>3 !</p>	<p>3 <i>Bon.</i></p>
<p>4 Dis ce que tu aimes faire comme sport au collège.</p>	<p>4 <i>D'accord. Quand tu auras quitté le collège, qu'est-ce que tu voudrais faire comme passe-temps?</i></p>
<p>5 !</p>	<p>5 <i>C'est intéressant.</i></p>
<p>6 Pose une question sur les passe-temps préférés de ton ami(e) le week-end.</p>	<p>6 <i>Answer appropriately.</i></p>

Turn over ►

HIGHER TIER
ROLE PLAY 9**TEACHER'S ROLE**

- It is essential that you are clear about the tasks which the candidate must accomplish.
 - The teacher's interventions may not be altered in any way.
 - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

Candidate's Instructions	Teacher's Script
<p>You are discussing holidays with your French friend. Your teacher will play the part of your friend. Your teacher will introduce the role play. Then you begin.</p>	<p>The teacher will invite the candidate to start by saying the following: <i>Tu parles à ton ami(e) au sujet des vacances. Moi, je suis ton ami(e). Commence!</i></p>
<p>1 Dis où tu es allé(e) en vacances l'année dernière.</p>	<p>1 <i>Quel temps a-t-il fait?</i></p>
<p>2 !</p>	<p>2 <i>Bon.</i></p>
<p>3 Dis ce que tu as fait le soir.</p>	<p>3 <i>Super.</i></p>
<p>4 Décris ce que tu aimes manger en vacances.</p>	<p>4 <i>Bon. Tu préfères aller en vacances avec qui?</i></p>
<p>5 !</p>	<p>5 <i>Moi aussi.</i></p>
<p>6 Pose une question sur les vacances de ton ami(e) l'été dernier.</p>	<p>6 <i>Answer appropriately.</i></p>

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

- It is essential that you are clear about the tasks which the candidate must accomplish.
 - The teacher's interventions may not be altered in any way.
 - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

Candidate's Instructions	Teacher's Script
You are telephoning your French friend from hospital after an accident. Your teacher will play the part of your friend. Your teacher will introduce the role play. Then you begin.	The teacher will invite the candidate to start by saying the following: <i>Tu parles à ton ami(e) français(e). Tu es à l'hôpital. Moi, je suis ton ami(e). Commence!</i>
1 Décris comment l'accident s'est passé.	1 <i>Ça, c'est terrible! C'était à quelle heure?</i>
2 !	2 <i>Ah oui.</i>
3 Dis comment tu es arrivé(e) à l'hôpital.	3 <i>Je comprends.</i>
4 Explique le problème.	4 <i>D'accord. Quand est-ce que tu peux retourner à la maison?</i>
5 !	5 <i>Ah bon.</i>
6 Pose une question sur le transport pour retourner à la maison.	6 <i>Answer appropriately.</i>

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

- It is essential that you are clear about the tasks which the candidate must accomplish.
 - The teacher's interventions may not be altered in any way.
 - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

Candidate's Instructions	Teacher's Script
<p>You are talking to your French friend about buying souvenirs. Your teacher will play the part of your friend. Your teacher will introduce the role play. Then you begin.</p>	<p>The teacher will invite the candidate to start by saying the following: <i>Tu parles à ton ami(e) français(e) au sujet des souvenirs. Moi, je suis ton ami(e). Commence!</i></p>
<p>1 Dis ce que tu veux faire.</p>	<p>1 <i>Bon.</i></p>
<p>2 Dis pour quelle personne.</p>	<p>2 <i>D'accord. Quand veux-tu aller aux magasins?</i></p>
<p>3 !</p>	<p>3 <i>Bon.</i></p>
<p>4 Dis deux choses que tu veux acheter.</p>	<p>4 <i>Bon. Alors, comment vas-tu aller en ville?</i></p>
<p>5 !</p>	<p>5 <i>Bon.</i></p>
<p>6 Pose une question sur les banques dans la ville.</p>	<p>6 <i>Answer appropriately.</i></p>

HIGHER TIER
ROLE PLAY 12
TEACHER'S ROLE

- It is essential that you are clear about the tasks which the candidate must accomplish.
 - The teacher's interventions may not be altered in any way.
 - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

Candidate's Instructions	Teacher's Script
<p>You are on holiday in France but feel ill and have gone to the doctor. Your teacher will play the part of the doctor. Your teacher will introduce the role play. Then you begin.</p>	<p>The teacher will invite the candidate to start by saying the following: <i>Vous êtes chez le médecin en France. Moi, je suis le médecin. Commencez!</i></p>
<p>1 Dites pourquoi vous êtes en France.</p>	<p>1 <i>Bon. Vous restez encore combien de temps en France?</i></p>
<p>2 !</p>	<p>2 <i>Bon.</i></p>
<p>3 Expliquez le problème.</p>	<p>3 <i>Je comprends. Vous êtes malade depuis quand?</i></p>
<p>4 !</p>	<p>4 <i>Ah oui.</i></p>
<p>5 Dites ce que vous avez mangé et bu récemment.</p>	<p>5 <i>Je comprends. Je vais vous donner un ordonnance.</i></p>
<p>6 Posez une question sur les pharmacies.</p>	<p>6 <i>Answer appropriately.</i></p>

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**SUGGESTED QUESTIONS FOR
CONVERSATION**

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SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
 - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
 - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
 - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
-

CONVERSATION CARD A

TOPIC A

Career and Future plans / La carrière et l'avenir

Foundation Tier:

- 1 Quel emploi veux-tu faire plus tard dans la vie?
- 2 Tu as un petit boulot maintenant? Où travailles-tu?
- 3 A quel âge vas-tu quitter le collège?
- 4 Où veux-tu habiter plus tard dans la vie?
- 5 Où vas-tu en vacances cet été?
- 6 Qu'est-ce que tu vas faire l'année prochaine?

Foundation and Higher Tier:

- 7 Tu veux continuer tes études l'année prochaine? Pourquoi/pourquoi pas?
- 8 Tu voudrais travailler à l'étranger? Pourquoi/pourquoi pas?
- 9 Tu as aimé ton stage? Qu'est-ce que tu as fait?
- 10 Tu veux te marier et avoir des enfants? Quand?

Higher Tier:

- 11 Quelle serait la carrière idéale pour toi? Pourquoi?
- 12 Tu vas voyager à l'étranger plus tard dans la vie? Où et pourquoi?
- 13 Qu'est-ce que tu voudrais faire comme passe-temps plus tard dans la vie? Pourquoi?
- 14 Où préférerais-tu habiter plus tard dans la vie et pourquoi?
- 15 Quelle sorte de maison est-ce que tu achèterais si tu avais beaucoup d'argent? Pourquoi?
- 16 Quelles sont tes ambitions pour plus tard dans la vie?

SUGGESTED QUESTIONS FOR CONVERSATION

CONVERSATION CARD A**TOPIC B****Health / La santé****Foundation Tier:**

- 1 Qu'est-ce que tu aimes manger et boire?
- 2 C'est bon pour la santé?
- 3 Qu'est-ce que tu aimes manger quand tu sors?
- 4 A quelle heure tu te lèves / tu te couches d'habitude pendant la semaine?
- 5 Qu'est-ce que tu aimes faire pour te relaxer un peu?
- 6 Tu bois de l'alcool? Tu fumes? Quand?

Foundation and Higher Tier:

- 7 Qu'est-ce que tu penses de l'alcool? C'est dangereux à ton avis?
- 8 Qu'est-ce que tu as fait comme sport récemment? Avec qui?
- 9 Qu'est-ce que tu vas faire à l'avenir pour te tenir en forme?
- 10 Qu'est-ce que tu as mangé hier soir? C'était bon pour la santé? Pourquoi/pourquoi pas?

Higher Tier:

- 11 Qu'est-ce que tu préfères manger et boire et pourquoi?
- 12 Tu as des ami(e)s qui fument et boivent de l'alcool? Qu'en penses-tu?
- 13 Est-ce que les drogues sont un problème dans ta ville? Qu'en penses-tu?
- 14 Tu as été malade / tu as eu un accident récemment? Qu'est-ce qui s'est passé?
- 15 Tu préfères manger au restaurant ou à la maison? Pourquoi?
- 16 Qu'est-ce que tu feras à l'avenir pour te tenir en forme? Pourquoi?

Turn over ►

SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
 - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
 - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
 - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
-

CONVERSATION CARD B

TOPIC A

Self, Family and Friends / Toi, ta famille et tes amis

Foundation Tier:

- 1 Il y a combien de personnes dans ta famille?
- 2 Tu as quel âge?
- 3 Comment s'appellent tes frères et tes sœurs?
- 4 Tu as un animal domestique? Lequel?
- 5 Fais-moi une description d'un(e) de tes ami(e)s.
- 6 Qu'est-ce que tu fais avec tes ami(e)s après le collège?

Foundation and Higher Tier:

- 7 Qu'est-ce que tu as fait avec tes ami(e)s le week-end dernier?
- 8 Qu'est-ce que tu aimes faire comme sport avec tes ami(e)s?
- 9 Qu'est-ce que tu feras samedi prochain? Pourquoi?
- 10 Tu sors souvent avec tes ami(e)s? Où vas-tu et pourquoi?

Higher Tier:

- 11 Décris le caractère de quelqu'un(e) dans ta famille.
- 12 Tu t'entends bien avec tes ami(e)s? Est-ce qu'il y a quelquefois des problèmes?
- 13 Quels films est-ce que tu préfères? Pourquoi?
- 14 Qu'est-ce que tu aimes faire quand tu sors? Pourquoi?
- 15 Tu préfères aller en vacances avec ta famille ou avec tes ami(e)s? Pourquoi?
- 16 Ton père/ta mère/ton frère/ta sœur aime son emploi? Pourquoi/pourquoi pas?

SUGGESTED QUESTIONS FOR CONVERSATION

CONVERSATION CARD B**TOPIC B****The Environment / L'environnement****Foundation Tier:**

- 1 Où habites-tu exactement?
- 2 Décris ton village/ta ville.
- 3 Tu habites ton village/ta ville depuis quand?
- 4 Comment vas-tu au collège?
- 5 Ta maison se trouve à quelle distance du collège?
- 6 Quels sont les problèmes de l'environnement dans la ville/dans la région où tu habites?

Foundation and Higher Tier:

- 7 Qu'est-ce que tu as fait pour protéger l'environnement?
- 8 Qu'est-ce que tu feras à l'avenir pour aider avec les problèmes de l'environnement?
- 9 Est-ce qu'il y a des problèmes de circulation/de bruit dans ta ville? Lesquels?
- 10 Quel est ton moyen de transport préféré? Pourquoi?

Higher Tier:

- 11 Quels sont les plus grands problèmes de l'environnement aujourd'hui à ton avis?
- 12 Qu'est-ce que tu as appris au collège au sujet de l'environnement?
- 13 Quel sera le plus grand problème avec l'environnement à l'avenir? Pourquoi?
- 14 Les autos sont un grand problème pour l'environnement aujourd'hui? Qu'en penses-tu?
- 15 Quelle est ton opinion sur les transports en commun dans ta région?
- 16 L'environnement est un problème pour le gouvernement mais pas pour nous? Qu'en penses-tu?

Turn over ►

SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
 - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
 - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
 - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
-

CONVERSATION CARD C

TOPIC A

Education / L'éducation

Foundation Tier:

- 1 Où se trouve ton collège?
- 2 Le collège commence et finit à quelle heure?
- 3 Il y a combien de professeurs à ton collège?
- 4 Décris ton uniforme scolaire.
- 5 Qu'est-ce que tu fais pendant l'heure du déjeuner au collège?
- 6 Tu fais quels sports au collège?

Foundation and Higher Tier:

- 7 Il y a des matières que tu n'aimes pas au collège? Pourquoi?
- 8 Qu'est-ce que tu feras l'année prochaine?
- 9 Comment es-tu venu(e) au collège ce matin?
- 10 Tu as fait quels devoirs hier soir? Tu as aimé ces devoirs? Pourquoi/pourquoi pas?

Higher Tier:

- 11 Est-ce que tu t'entends bien avec tous les profs au collège? Pourquoi/pourquoi pas?
- 12 Qu'est-ce que tu as aimé le mieux et le moins au collège?
- 13 Tu as fait des visites scolaires? Où et pourquoi?
- 14 Tu as aimé ton uniforme scolaire? Pourquoi/pourquoi pas?
- 15 Quels cours préférerais-tu faire au collège si tu pouvais choisir? Pourquoi?
- 16 Qu'est-ce que tu aimerais changer dans le règlement du collège? Pourquoi?

SUGGESTED QUESTIONS FOR CONVERSATION

CONVERSATION CARD C**TOPIC B****Youth Culture / La vie des jeunes****Foundation Tier:**

- 1 Qu'est-ce que tu aimes comme musique?
- 2 Quels sports est-ce que tu aimes faire?
- 3 Qu'est-ce que tu aimes porter comme vêtements?
- 4 Qu'est-ce que tu aimes faire quand tu sors?
- 5 Qu'est-ce que tu fais pour gagner de l'argent?
- 6 Quel est ton passe-temps préféré?

Foundation and Higher Tier:

- 7 Qu'est-ce que tu aimais comme passe-temps quand tu étais plus jeune?
- 8 Qu'est-ce que tu as acheté récemment? Pourquoi?
- 9 Tu as fait des projets pour les vacances l'année prochaine?
- 10 Tu aimes sortir avec des ami(e)s le soir? Où est-ce que tu vas d'habitude?

Higher Tier:

- 11 Que penses-tu des publicités à la télévision?
- 12 Tu crois que les drogues sont un grand problème pour les jeunes d'aujourd'hui? Pourquoi/pourquoi pas?
- 13 Que fais-tu pour aider les gens?
- 14 Qu'est-ce que tu voudrais changer dans ta vie?
- 15 Qu'est-ce que tu fais comme petit boulot? Pourquoi?
- 16 Tu crois qu'il sera difficile de trouver un emploi à l'avenir? Pourquoi/pourquoi pas?

Turn over ►

SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
 - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
 - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
 - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
-

CONVERSATION CARD D

TOPIC A

Career and Future plans / La carrière et l'avenir

Foundation Tier:

- 1 Quel emploi veux-tu faire plus tard dans la vie?
- 2 Tu as un petit boulot maintenant? Où travailles-tu?
- 3 A quel âge vas-tu quitter le collège?
- 4 Où veux-tu habiter plus tard dans la vie?
- 5 Où vas-tu en vacances cet été?
- 6 Qu'est-ce que tu vas faire l'année prochaine?

Foundation and Higher Tier:

- 7 Tu veux continuer tes études l'année prochaine? Pourquoi/pourquoi pas?
- 8 Tu voudrais travailler à l'étranger? Pourquoi/pourquoi pas?
- 9 Tu as aimé ton stage? Qu'est-ce que tu as fait?
- 10 Tu veux te marier et avoir des enfants? Quand?

Higher Tier:

- 11 Quelle serait la carrière idéale pour toi? Pourquoi?
- 12 Tu vas voyager à l'étranger plus tard dans la vie? Où et pourquoi?
- 13 Qu'est-ce que tu voudrais faire comme passe-temps plus tard dans la vie? Pourquoi?
- 14 Où préférerais-tu habiter plus tard dans la vie et pourquoi?
- 15 Quelle sorte de maison est-ce que tu achèterais si tu avais beaucoup d'argent? Pourquoi?
- 16 Quelles sont tes ambitions pour plus tard dans la vie?

SUGGESTED QUESTIONS FOR CONVERSATION

CONVERSATION CARD D**TOPIC B****Youth Culture / La vie des jeunes****Foundation Tier:**

- 1 Qu'est-ce que tu aimes comme musique?
- 2 Quels sports est-ce que tu aimes faire?
- 3 Qu'est-ce que tu aimes porter comme vêtements?
- 4 Qu'est-ce que tu aimes faire quand tu sors?
- 5 Qu'est-ce que tu fais pour gagner de l'argent?
- 6 Quel est ton passe-temps préféré?

Foundation and Higher Tier:

- 7 Qu'est-ce que tu aimais comme passe-temps quand tu étais plus jeune?
- 8 Qu'est-ce que tu as acheté récemment? Pourquoi?
- 9 Tu as fait des projets pour les vacances l'année prochaine?
- 10 Tu aimes sortir avec des ami(e)s le soir? Où est-ce que tu vas d'habitude?

Higher Tier:

- 11 Que penses-tu des publicités à la télévision?
- 12 Tu crois que les drogues sont un grand problème pour les jeunes d'aujourd'hui? Pourquoi/pourquoi pas?
- 13 Que fais-tu pour aider les gens?
- 14 Qu'est-ce que tu voudrais changer dans ta vie?
- 15 Qu'est-ce que tu fais comme petit boulot? Pourquoi?
- 16 Tu crois qu'il sera difficile de trouver un emploi à l'avenir? Pourquoi/pourquoi pas?

Turn over ►

SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
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 - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
-

CONVERSATION CARD E

TOPIC A

Self, Family and Friends / Toi, ta famille et tes amis

Foundation Tier:

- 1 Il y a combien de personnes dans ta famille?
- 2 Tu as quel âge?
- 3 Comment s'appellent tes frères et tes sœurs?
- 4 Tu as un animal domestique? Lequel?
- 5 Fais-moi une description d'un(e) de tes ami(e)s.
- 6 Qu'est-ce que tu fais avec tes ami(e)s après le collège?

Foundation and Higher Tier:

- 7 Qu'est-ce que tu as fait avec tes ami(e)s le week-end dernier?
- 8 Qu'est-ce que tu aimes faire comme sport avec tes ami(e)s?
- 9 Qu'est-ce que tu feras samedi prochain? Pourquoi?
- 10 Tu sors souvent avec tes ami(e)s? Où vas-tu et pourquoi?

Higher Tier:

- 11 Décris le caractère de quelqu'un(e) dans ta famille.
- 12 Tu t'entends bien avec tes ami(e)s? Est-ce qu'il y a quelquefois des problèmes?
- 13 Quels films est-ce que tu préfères? Pourquoi?
- 14 Qu'est-ce que tu aimes faire quand tu sors? Pourquoi?
- 15 Tu préfères aller en vacances avec ta famille ou avec tes ami(e)s? Pourquoi?
- 16 Ton père/ta mère/ton frère/ta sœur aime son emploi? Pourquoi/pourquoi pas?

SUGGESTED QUESTIONS FOR CONVERSATION

CONVERSATION CARD E**TOPIC B****Health / La santé****Foundation Tier:**

- 1 Qu'est-ce que tu aimes manger et boire?
- 2 C'est bon pour la santé?
- 3 Qu'est-ce que tu aimes manger quand tu sors?
- 4 A quelle heure tu te lèves / tu te couches d'habitude pendant la semaine?
- 5 Qu'est-ce que tu aimes faire pour te relaxer un peu?
- 6 Tu bois de l'alcool? Tu fumes? Quand?

Foundation and Higher Tier:

- 7 Qu'est-ce que tu penses de l'alcool? C'est dangereux à ton avis?
- 8 Qu'est-ce que tu as fait comme sport récemment? Avec qui?
- 9 Qu'est-ce que tu vas faire à l'avenir pour te tenir en forme?
- 10 Qu'est-ce que tu as mangé hier soir? C'était bon pour la santé? Pourquoi/pourquoi pas?

Higher Tier:

- 11 Qu'est-ce que tu préfères manger et boire et pourquoi?
- 12 Tu as des ami(e)s qui fument et boivent de l'alcool? Qu'en penses-tu?
- 13 Est-ce que les drogues sont un problème dans ta ville? Qu'en penses-tu?
- 14 Tu as été malade / tu as eu un accident récemment? Qu'est-ce qui s'est passé?
- 15 Tu préfères manger au restaurant ou à la maison? Pourquoi?
- 16 Qu'est-ce que tu feras à l'avenir pour te tenir en forme? Pourquoi?

Turn over ►

SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
 - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
 - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
 - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
-

CONVERSATION CARD F

TOPIC A

Education / L'éducation

Foundation Tier:

- 1 Où se trouve ton collège?
- 2 Le collège commence et finit à quelle heure?
- 3 Il y a combien de professeurs à ton collège?
- 4 Décris ton uniforme scolaire.
- 5 Qu'est-ce que tu fais pendant l'heure du déjeuner au collège?
- 6 Tu fais quels sports au collège?

Foundation and Higher Tier:

- 7 Il y a des matières que tu n'aimes pas au collège? Pourquoi?
- 8 Qu'est-ce que tu feras l'année prochaine?
- 9 Comment es-tu venu(e) au collège ce matin?
- 10 Tu as fait quels devoirs hier soir? Tu as aimé ces devoirs? Pourquoi/pourquoi pas?

Higher Tier:

- 11 Est-ce que tu t'entends bien avec tous les profs au collège? Pourquoi/pourquoi pas?
- 12 Qu'est-ce que tu as aimé le mieux et le moins au collège?
- 13 Tu as fait des visites scolaires? Où et pourquoi?
- 14 Tu as aimé ton uniforme scolaire? Pourquoi/pourquoi pas?
- 15 Quels cours préférerais-tu faire au collège si tu pouvais choisir? Pourquoi?
- 16 Qu'est-ce que tu aimerais changer dans le règlement du collège? Pourquoi?

SUGGESTED QUESTIONS FOR CONVERSATION

CONVERSATION CARD F**TOPIC B****The Environment / L'environnement****Foundation Tier:**

- 1 Où habites-tu exactement?
- 2 Décris ton village/ta ville.
- 3 Tu habites ton village/ta ville depuis quand?
- 4 Comment vas-tu au collège?
- 5 Ta maison se trouve à quelle distance du collège?
- 6 Quels sont les problèmes de l'environnement dans la ville/dans la région où tu habites?

Foundation and Higher Tier:

- 7 Qu'est-ce que tu as fait pour protéger l'environnement?
- 8 Qu'est-ce que tu feras à l'avenir pour aider avec les problèmes de l'environnement?
- 9 Est-ce qu'il y a des problèmes de circulation/de bruit dans ta ville? Lesquels?
- 10 Quel est ton moyen de transport préféré? Pourquoi?

Higher Tier:

- 11 Quels sont les plus grands problèmes de l'environnement aujourd'hui à ton avis?
- 12 Qu'est-ce que tu as appris au collège au sujet de l'environnement?
- 13 Quel sera le plus grand problème avec l'environnement à l'avenir? Pourquoi?
- 14 Les autos sont un grand problème pour l'environnement aujourd'hui? Qu'en penses-tu?
- 15 Quelle est ton opinion sur les transports en commun dans ta région?
- 16 L'environnement est un problème pour le gouvernement mais pas pour nous? Qu'en penses-tu?

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**FRENCH (SPECIFICATION B)
(MODULAR)
Module 4 Speaking Test
Role Play 1
Foundation Tier
Candidate's Instructions**

Monday 26 March to Friday 11 May 2007



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(MODULAR)
Module 4 Speaking Test
Role Play 1
Foundation Tier
Candidate's Instructions**

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Role Play 1

You are talking to your French friend about holidays.

Your teacher will play the part of your friend.

Your teacher will introduce the role play. Then you begin.

- Say when you are going on holiday.
- Say who you are going with.
- Say how you are travelling.
- Ask your friend if he/she is going on holiday.

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Role Play 1

You are talking to your French friend about holidays.

Your teacher will play the part of your friend.

Your teacher will introduce the role play. Then you begin.

- Say when you are going on holiday.
- Say who you are going with.
- Say how you are travelling.
- Ask your friend if he/she is going on holiday.

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Role Play 2
Foundation Tier
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Module 4 Speaking Test
Role Play 2
Foundation Tier
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Role Play 2

You are at a tourist office in France. You speak to the assistant.
Your teacher will play the part of the assistant.

Your teacher will introduce the role play. Then you begin.

- Say you would like a map of the town.
- Say what tourist attraction you would like to visit.
- Say when you want to visit the attraction.
- Ask where it is.

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Role Play 2

You are at a tourist office in France. You speak to the assistant.
Your teacher will play the part of the assistant.

Your teacher will introduce the role play. Then you begin.

- Say you would like a map of the town.
- Say what tourist attraction you would like to visit.
- Say when you want to visit the attraction.
- Ask where it is.

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Module 4 Speaking Test
Role Play 3
Foundation Tier
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Role Play 3
Foundation Tier
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Role Play 3

You are telephoning a restaurant to book a table.

Your teacher will play the part of the waiter.

Your teacher will introduce the role play. Then you begin.

- Say you would like to book a table.
- Say for what time.
- Say for how many people.
- Ask if there is a car park.

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Role Play 3

You are telephoning a restaurant to book a table.

Your teacher will play the part of the waiter.

Your teacher will introduce the role play. Then you begin.

- Say you would like to book a table.
- Say for what time.
- Say for how many people.
- Ask if there is a car park.

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Module 4 Speaking Test
Role Play 4
Foundation Tier
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Role Play 4
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Role Play 4

You are buying food for a picnic.

Your teacher will play the part of the assistant.

Your teacher will introduce the role play. Then you begin.

- Say what fruit you would like.
- Say what else you would like to buy to eat.
- Say what you would like to buy to drink.
- Ask how much it is.

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Role Play 4

You are buying food for a picnic.

Your teacher will play the part of the assistant.

Your teacher will introduce the role play. Then you begin.

- Say what fruit you would like.
- Say what else you would like to buy to eat.
- Say what you would like to buy to drink.
- Ask how much it is.

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Role Play 5
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Role Play 5
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Role Play 5

You are talking to your French friend about shopping.

Your teacher will play the part of your friend.

Your teacher will introduce the role play. Then you begin.

- Say you want to go to a shop.
- Say when you want to go.
- Say what you want to buy.
- Ask where the shop is.

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Role Play 5

You are talking to your French friend about shopping.

Your teacher will play the part of your friend.

Your teacher will introduce the role play. Then you begin.

- Say you want to go to a shop.
- Say when you want to go.
- Say what you want to buy.
- Ask where the shop is.

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Module 4 Speaking Test
Role Play 6
Foundation Tier
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Role Play 6
Foundation Tier
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Role Play 6

You are discussing hobbies with your French friend.

Your teacher will play the part of your friend.

Your teacher will introduce the role play. Then you begin.

- Say what your favourite sport is.
- Say who you play with.
- Say you like watching television.
- Ask what he/she does at the weekend.

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Role Play 6

You are discussing hobbies with your French friend.

Your teacher will play the part of your friend.

Your teacher will introduce the role play. Then you begin.

- Say what your favourite sport is.
- Say who you play with.
- Say you like watching television.
- Ask what he/she does at the weekend.

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Module 4 Speaking Test
Role Play 7
Higher Tier
Candidate's Instructions**

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Role Play 7
Higher Tier
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Role Play 7

You are at a lost property office in France.

Your teacher will play the part of the official.

Your teacher will introduce the role play. Then you begin.

- Décrivez exactement l'objet que vous avez perdu.
- Dites où vous étiez quand vous avez perdu l'objet.
- !
- Expliquez pourquoi cet objet est très important pour vous.
- !
- Posez une question sur les heures d'ouverture du bureau.

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

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Role Play 7

You are at a lost property office in France.

Your teacher will play the part of the official.

Your teacher will introduce the role play. Then you begin.

- Décrivez exactement l'objet que vous avez perdu.
- Dites où vous étiez quand vous avez perdu l'objet.
- !
- Expliquez pourquoi cet objet est très important pour vous.
- !
- Posez une question sur les heures d'ouverture du bureau.

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

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Role Play 8

You are discussing hobbies with your French friend.

Your teacher will play the part of your friend.

Your teacher will introduce the role play. Then you begin.

- Dis ce que tu aimes faire comme passe-temps à la maison.
- Explique pourquoi.
- !
- Dis ce que tu aimes faire comme sport au collège.
- !
- Pose une question sur les passe-temps préférés de ton ami(e) le week-end.

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

H/Jun07/46504/S

Role Play 8

You are discussing hobbies with your French friend.

Your teacher will play the part of your friend.

Your teacher will introduce the role play. Then you begin.

- Dis ce que tu aimes faire comme passe-temps à la maison.
- Explique pourquoi.
- !
- Dis ce que tu aimes faire comme sport au collège.
- !
- Pose une question sur les passe-temps préférés de ton ami(e) le week-end.

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

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Role Play 9

You are discussing holidays with your French friend.

Your teacher will play the part of your friend.

Your teacher will introduce the role play. Then you begin.

- Dis où tu es allé(e) en vacances l'année dernière.
- !
- Dis ce que tu as fait le soir.
- Décris ce que tu aimes manger en vacances.
- !
- Pose une question sur les vacances de ton ami(e) l'été dernier.

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

H/Jun07/46504/S

Role Play 9

You are discussing holidays with your French friend.

Your teacher will play the part of your friend.

Your teacher will introduce the role play. Then you begin.

- Dis où tu es allé(e) en vacances l'année dernière.
- !
- Dis ce que tu as fait le soir.
- Décris ce que tu aimes manger en vacances.
- !
- Pose une question sur les vacances de ton ami(e) l'été dernier.

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

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Role Play 10
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Role Play 10

You are telephoning your French friend from hospital after an accident.

Your teacher will play the part of your friend.

Your teacher will introduce the role play. Then you begin.

- Décris comment l'accident s'est passé.
- !
- Dis comment tu es arrivé(e) à l'hôpital.
- Explique le problème.
- !
- Pose une question sur le transport pour retourner à la maison.

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

H/Jun07/46504/S

Role Play 10

You are telephoning your French friend from hospital after an accident.

Your teacher will play the part of your friend.

Your teacher will introduce the role play. Then you begin.

- Décris comment l'accident s'est passé.
- !
- Dis comment tu es arrivé(e) à l'hôpital.
- Explique le problème.
- !
- Pose une question sur le transport pour retourner à la maison.

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

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Role Play 11

You are talking to your French friend about buying souvenirs.

Your teacher will play the part of your friend.

Your teacher will introduce the role play. Then you begin.

- Dis ce que tu veux faire.
- Dis pour quelle personne.
- !
- Dis deux choses que tu veux acheter.
- !
- Pose une question sur les banques dans la ville.

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

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Role Play 11

You are talking to your French friend about buying souvenirs.

Your teacher will play the part of your friend.

Your teacher will introduce the role play. Then you begin.

- Dis ce que tu veux faire.
- Dis pour quelle personne.
- !
- Dis deux choses que tu veux acheter.
- !
- Pose une question sur les banques dans la ville.

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

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Role Play 12
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Role Play 12

You are on holiday in France but feel ill and have gone to the doctor.

Your teacher will play the part of the doctor.

Your teacher will introduce the role play. Then you begin.

- Dites pourquoi vous êtes en France.
- !
- Expliquez le problème.
- !
- Dites ce que vous avez mangé et bu récemment.
- Posez une question sur les pharmacies.

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

H/Jun07/46504/S

Role Play 12

You are on holiday in France but feel ill and have gone to the doctor.

Your teacher will play the part of the doctor.

Your teacher will introduce the role play. Then you begin.

- Dites pourquoi vous êtes en France.
- !
- Expliquez le problème.
- !
- Dites ce que vous avez mangé et bu récemment.
- Posez une question sur les pharmacies.

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

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Conversation Card A

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Card A

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Career and Future Plans

TOPIC B: Health

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Card A

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Career and Future Plans

TOPIC B: Health

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Card B

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Self, Family and Friends

TOPIC B: The Environment

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Card B

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Self, Family and Friends

TOPIC B: The Environment

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Card C

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Education

TOPIC B: Youth Culture

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Card C

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Education

TOPIC B: Youth Culture

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Card D

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Career and Future Plans

TOPIC B: Youth Culture

H/Jun07/46504/S/ConvD

Card D

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Career and Future Plans

TOPIC B: Youth Culture

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Card E

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Self, Family and Friends

TOPIC B: Health

H/Jun07/46504/S/ConvE

Card E

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Self, Family and Friends

TOPIC B: Health

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Card F

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Education

TOPIC B: The Environment

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Card F

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Education

TOPIC B: The Environment

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Card A

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THÈME A: La carrière et l'avenir

THÈME B: La santé

H/Jun07/46504/S/ConvA

Card A

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THÈME A: La carrière et l'avenir

THÈME B: La santé

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Card B

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THÈME A: Toi, ta famille et tes amis

THÈME B: L'environnement

H/Jun07/46504/S/ConvB

Card B

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THÈME A: Toi, ta famille et tes amis

THÈME B: L'environnement

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Card C

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THÈME A: L'éducation

THÈME B: La vie des jeunes

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Card C

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THÈME A: L'éducation

THÈME B: La vie des jeunes

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Card D

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THÈME A: La carrière et l'avenir

THÈME B: La vie des jeunes

H/Jun07/46504/S/ConvD

Card D

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THÈME A: La carrière et l'avenir

THÈME B: La vie des jeunes

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Card E

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THÈME A: Toi, ta famille et tes amis

THÈME B: La santé

H/Jun07/46504/S/ConvE

Card E

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THÈME A: Toi, ta famille et tes amis

THÈME B: La santé

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Card F

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THÈME A: L'éducation

THÈME B: L'environnement

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Card F

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THÈME A: L'éducation

THÈME B: L'environnement

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