

Paper Reference(s)

1226 3226

Edexcel GCSE

French

Paper 2F – Foundation Oral and 2H – Higher Oral

Teacher-Examiner's Handbook

Summer 2009

Time per candidate:

Foundation Oral: 8-9 minutes 1226, or 6-7 minutes 3226

Higher Oral: 11-12 minutes 1226, or 8-9 minutes 3226

This packet contains:

- (1) one Teacher-Examiner's Handbook
- (2) two sets of Candidate's Role-play Cards.

This packet may be opened **3 WORKING DAYS** before the examination by the person officially entrusted with the conduct of the examination. Security and confidentiality of the material must be maintained and **UNDER NO CIRCUMSTANCES** may the material be removed from the premises.

Foundation Tier candidates must be allowed 10 minutes preparation time and Higher Tier candidates must be allowed 12 minutes preparation time. Candidates may **NOT** use a dictionary during the preparation time. **They must not write on the cards.** They may make notes on paper for the role-plays during the preparation time, but these notes must be handed in to the teacher before the examination begins and must be kept by the centre until December 2009. Candidates may take notes (up to half a side of A4) on their first conversation topic into the examination room.

*The enclosed information and instructions are for the use of Teacher-Examiners only.
The contents of the Handbook may under no circumstances be revealed to candidates.*

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Teacher-Examiner Instructions

The format of the test is the same for Foundation and Higher Tiers as all candidates will carry out two role-play tasks and take part in two conversations, each on a different topic. Speaking tests must last between **8-9 minutes (Foundation)** and **11-12 minutes (Higher)**.

Role-plays

The role-play tasks will be presented in the form of instructions in English together with visual stimuli or short prompts. All role-plays will be marked for communication and content only. Candidates will be allocated preparation time (without dictionary access) immediately in advance of the test.

Role-play A is a simple transaction requiring the student to convey four basic pieces of information. It will usually be a task related to shopping, tourist requirements, café/restaurant or accommodation situations that will involve a limited range of vocabulary and structure. (Foundation Tier only)

Role-play B is a transaction that will involve a limited amount of unpredictability (one element) and will occur in a wider range of settings. (Foundation and Higher Tiers)

Role-play C will involve two unpredictable elements and will cover a different topic area. (Higher Tier only)

Conversations

Candidates must undertake two conversations and will be assessed globally on the basis of their overall performance across both topics.

Conversation 1:

- Candidates will have a free choice of first conversation topic.
- This will be agreed with the teacher in advance of the speaking test and must relate to **one** of the five main topic areas prescribed in the specification.

Conversation 2:

- The second conversation topic must relate to a different main topic area prescribed in the specification.
- Teacher-Examiners will choose the second conversation topic from two alternatives prescribed by Edexcel.
- These alternatives will be printed at the foot of the right hand column for each Role-play B in the Teacher-Examiner's Handbook. These alternatives are for the eyes of the Teacher-Examiner only and are confidential. They must not be communicated to the candidate prior to completion of Conversation 1. They will therefore appear in the Handbook only and **not** on the candidate's role-play card.
- Teacher-Examiners may choose **either** of these alternatives, **unless the candidate has already used one of them for Conversation 1**.
- If the candidate has already used one of the alternatives for Conversation 1, it is not permissible for the Teacher-Examiner to choose the same main topic area and to focus on a different sub-topic.
- The Teacher-Examiner will announce either in English or in the target language the chosen topic for Conversation 1 and for Conversation 2 at the beginning of each conversation. The candidate will not know the topic for Conversation 2 until this announcement.

This form is for Teacher-Examiners' reference only. It does not need to be returned to Edexcel. Candidates should not be aware of the title of their second conversation topic in advance of the examination. For the second topic conversation, Teacher-Examiners should choose from the two conversation topics printed on the relevant B role-play card in the oral handbook.

French Short Course candidates are required to speak only on their one chosen conversation topic.

Centre Name		Centre N°	
Teacher-Examiner name		Language	

Candidate Name	Candidate Number	Candidate's chosen conversation topic	Second conversation topic chosen by Teacher-Examiner from choice of two on B role-play card

Candidate Name				Candidate N°		
Centre Name				Centre N°		
Language		Spec. N°		Tape N°		Side (A/B)
Teacher-Examiner's name (Block capitals please)						

FOUNDATION TIER			
Paper Number 2F	A/B <input type="text"/>	← Teachers please write A or B (2FA = Centre/Teacher marked, 2FB = Edexcel examiner marked)	
Role Play A Card No <input type="text"/>	Conversation 1 Topic		
Role Play B Card No <input type="text"/>	Conversation 2 Topic		
	Teacher-Examiner Marks	For Edexcel AA Use Only	
	↓	Examiner/Moderator Marks	Senior Exam./Mod. Marks
Role Plays			
Role Play A (max 10)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Role Play B (max 10)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Role Play A+B Total (max 20)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Conversation			
Comm. + Content (max 10)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Application of Lang. (max 10)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Accuracy (max 10)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Conversation total (max 30)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total marks for paper (max 50)	<input type="text"/>	<input type="text"/>	<input type="text"/>

HIGHER TIER			
Paper Number 2H	A/B <input type="text"/>	← Teachers please write A or B (2HA = Centre/Teacher marked, 2HB = Edexcel examiner marked)	
Role Play B Card No <input type="text"/>	Conversation 1 Topic		
Role Play C Card No <input type="text"/>	Conversation 2 Topic		
	Teacher-Examiner Marks	For Edexcel AA Use Only	
	↓	Examiner/Moderator Marks	Senior Exam./Mod. Marks
Role Plays			
Role Play B (max 10)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Role Play C (max 10)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Role Play B+C Total (max 20)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Conversation			
Comm. + Content (max 10)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Application of Lang. (max 10)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Accuracy (max 10)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Conversation total (max 30)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total marks for paper (min 100, max 150)	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>

NB: For administrative reasons 100 is added to all Higher Tier marks.

Moderator's / Examiner's Name (Block capitals please)		AA N°	
Senior Moderator's / Examiner's Name (Block capitals please)		AA N°	

CASSETTE INSERTS

* delete as appropriate

GCSE FRENCH 1226/3226* ORAL EXAM SUMMER 2009		
Centre Name.....		
Centre No..... Teacher-Examiner Name.....		
Foundation / Higher* Tape No. Side A / B*		
	Candidate Name	Cand. No.
1.		
2.		
3.		
4.		
5.		
6.		

GCSE FRENCH 1226/3226* ORAL EXAM SUMMER 2009		
Centre Name.....		
Centre No..... Teacher-Examiner Name.....		
Foundation / Higher* Tape No. Side A / B*		
	Candidate Name	Cand. No.
1.		
2.		
3.		
4.		
5.		
6.		

GCSE FRENCH 1226/3226* ORAL EXAM SUMMER 2009		
Centre Name.....		
Centre No..... Teacher-Examiner Name.....		
Foundation / Higher* Tape No. Side A / B*		
	Candidate Name	Cand. No.
1.		
2.		
3.		
4.		
5.		
6.		

STRUCTURE AND TIMING OF TESTS – FOUNDATION TIER

ELEMENT	DURATION	NOTES
Role-play A	2 mins	Printed on numbered cards.
Role-play B	2 mins	Printed on numbered cards. Four utterances with prompts in English and symbols. One unpredictable element.
Conversation (Full Course)	4-5 mins	First topic chosen and introduced by candidate. Second topic chosen by Teacher-Examiner from a choice of two, printed on the teacher's notes for each B role play card. The 4-5 minute conversation should be evenly split between the two topics. Teacher-Examiner to provide questions. Sample questions are provided in the oral handbook.
Total: Full Course Role-plays A+B + Conversation	8-9 mins	Do not increase conversation time if candidate completes role-plays quickly.
Conversation (French Short Course)	2-3 mins	One topic chosen and introduced by candidate. Teacher-Examiner to provide questions. Questions for guidance are given in this handbook.
Total: (French Short Course) Role-plays A+B + Conversation	6-7 mins	Do not increase conversation time if candidate completes role-plays quickly.

NB

- The timings given for the role-plays are only approximate. Many candidates will complete the tasks in considerably less time. The Teacher-Examiner should not increase the conversation time if the candidate completes the role-plays quickly.
- The timing of the conversation elements of the oral tests must be respected and a stop-watch is useful for this. **Excessively long or short tests may adversely affect the marks awarded.**
- Teacher-Examiners should not slavishly follow the conversation questions given in this handbook but should respond appropriately to candidates' responses.

STRUCTURE AND TIMING OF TESTS – HIGHER TIER

ELEMENT	DURATION	NOTES
Role-play B	2 mins	Printed on numbered cards. Four utterances with prompts in English and symbols. One unpredictable element.
Role-play C	3 mins	Printed on numbered cards. Five utterances prompted in the target language. Two unpredictable elements.
Conversation (Full Course)	6-7 mins	First topic chosen and introduced by candidate. Second topic chosen by Teacher-Examiner from a choice of two, printed on the teacher's notes on the B role play card. The 6-7 minute conversation should be evenly split between the two topics. Teacher-Examiner to provide questions. Questions for guidance are given in handbook.
Total: Full Course (Role-plays B+C + Conversation)	11-12 mins	Do not increase conversation time if candidate completes role-plays quickly.
Conversation (French Short Course)	3-4 mins	One topic chosen and introduced by candidate. Teacher-Examiner to provide questions. Questions for guidance are given in this handbook.
Total: (French Short Course) Role-plays B+C + Conversation	8-9 mins	Do not increase conversation time if candidate completes role-plays quickly.

NB

- The timings given for the role-plays are only approximate. Many candidates will complete the tasks in considerably less time. The Teacher-Examiner should not increase the conversation time if the candidate completes the role-plays quickly.
- The timing of the conversation elements of the oral tests must be respected and a stop-watch is useful for this. **Excessively long or short tests may adversely affect the marks awarded.**
- Teacher-Examiners should not slavishly follow the conversation questions given in this handbook but should respond appropriately to candidates' responses.

CHECKLIST FOR CONDUCT

WHEN CONDUCTING ORAL EXAMINATIONS:

AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape	“GCSE Examination in French, 2009. Teacher-Examiner _____ Centre Name _____ Centre Number _____ Paper 2F / 2H”	<ul style="list-style-type: none"> On the cassette label, write your centre name and number, the language and specification number, and the tier of examination (F/H).
At the start of each candidate’s test At the start of each conversation topic	“Candidate Number _____, _____ (Name of candidate). Role-plays _____ and _____”. “ Conversation 1 / 2 _____ (Topic title in English or the target language)”.	<ul style="list-style-type: none"> On the photocopyable cassette insert, write the candidate’s name and number. Make sure L3 form is complete with relevant details. Start the test. Do not stop or pause the tape during the recording.
At the end of each candidate’s test	“End of test”	<ul style="list-style-type: none"> Check that the test has been recorded clearly and audibly.
After the last candidate on side A	“End of Side A”	<ul style="list-style-type: none"> Reset the controls ready to record the next candidate.
After the last candidate on side B of each cassette.	“End of Side B. The tests continue on cassette number _____”.	<ul style="list-style-type: none"> Wind to the start of side A. Check that all the details on the cassette label are filled in. Place the tape back in the tape-box before you get the next tape out of its box.

EDEXCEL

GCSE French

Role-play Examining Sequences

Summer 2009

To avoid duplication of Topic Areas, candidates must be given role-plays in the sequence and combination prescribed in this booklet.

1226 / 2F – GCSE French Foundation Role-play Sequence – Summer 2009

Candidate	1 st role-play	2 nd role-play	Candidate	1 st role-play	2 nd role-play	Candidate	1 st role-play	2 nd role-play
1	A 1	B 7	18	A 6	B 11	35	A 11	B 7
2	A 10	B 12	19	A 7	B 7	36	A 4	B 5
3	A 9	B 8	20	A 4	B 2	37	A 3	B 6
4	A 8	B 2	21	A 5	B 12	38	A 11	B 9
5	A 7	B 9	22	A 10	B 7	39	A 4	B 8
6	A 2	B 11	23	A 3	B 10	40	A 6	B 4
7	A 5	B 10	24	A 12	B 8	41	A 10	B 12
8	A 4	B 6	25	A 8	B 2	42	A 9	B 8
9	A 12	B 11	26	A 11	B 2	43	A 2	B 7
10	A 8	B 3	27	A 2	B 4	44	A 10	B 3
11	A 3	B 9	28	A 4	B 1	45	A 1	B 5
12	A 4	B 6	29	A 1	B 5	46	A 9	B 4
13	A 9	B 1	30	A 10	B 1	47	A 7	B 6
14	A 1	B 3	31	A 6	B 12	48	A 12	B 7
15	A 2	B 10	32	A 9	B 4	49	A 2	B 5
16	A 11	B 5	33	A 2	B 8	50	A 5	B 11
17	A 5	B 9	34	A 11	B 6			

1226 / 2H – GCSE French Higher Role-play Sequence – Summer 2009

Candidate	1 st role-play	2 nd role-play	Candidate	1 st role-play	2 nd role-play	Candidate	1 st role-play	2 nd role-play
1	B 12	C 3	18	B 2	C 10	35	B 7	C 11
2	B 3	C 1	19	B 1	C 4	36	B 10	C 12
3	B 8	C 2	20	B 9	C 1	37	B 4	C 7
4	B 7	C 7	21	B 2	C 12	38	B 3	C 6
5	B 11	C 5	22	B 4	C 9	39	B 5	C 4
6	B 6	C 4	23	B 11	C 2	40	B 4	C 1
7	B 9	C 7	24	B 5	C 6	41	B 8	C 2
8	B 12	C 9	25	B 1	C 5	42	B 10	C 9
9	B 11	C 10	26	B 1	C 10	43	B 7	C 8
10	B 1	C 8	27	B 6	C 11	44	B 11	C 10
11	B 2	C 6	28	B 10	C 7	45	B 8	C 5
12	B 6	C 2	29	B 5	C 1	46	B 12	C 4
13	B 5	C 11	30	B 11	C 5	47	B 9	C 3
14	B 8	C 12	31	B 7	C 6	48	B 2	C 6
15	B 10	C 11	32	B 12	C 8	49	B 5	C 2
16	B 4	C 8	33	B 3	C 3	50	B 1	C 7
17	B 7	C 12	34	B 8	C 7			

3226 / 2F & 2H GCSE French Role-play Sequence – Summer 2009

2F FOUNDATION

Candidate	1 st role-play	2 nd role-play
1	A 11	B 3
2	A 5	B 5
3	A 9	B 7
4	A 6	B 4
5	A 2	B 12
6	A 3	B 1
7	A 5	B 7
8	A 11	B 5
9	A 5	B 12
10	A 9	B 1
11	A 3	B 4
12	A 2	B 3
13	A 6	B 7
14	A 11	B 5
15	A 2	B 3
16	A 6	B 4
17	A 9	B 7
18	A 3	B 1
19	A 5	B 5
20	A 11	B 12

2H HIGHER

Candidate	1 st role-play	2 nd role-play
1	B 12	C 4
2	B 5	C 8
3	B 1	C 2
4	B 7	C 1
5	B 4	C 5
6	B 3	C 3
7	B 5	C 8
8	B 7	C 3
9	B 3	C 1
10	B 4	C 8
11	B 3	C 4
12	B 12	C 5
13	B 5	C 2
14	B 7	C 8
15	B 1	C 5
16	B 12	C 1
17	B 4	C 2
18	B 6	C 3
19	B 5	C 8
20	B 3	C 4

Foundation Speaking

Role-play A – Teacher-Examiner Instructions

Role-play A is the first role-play for the Foundation Tier. The role-play assesses a simple transaction and the candidate's ability to interact with a speaker of the target language. Each role-play involves four tasks, eg a greeting, asking for one (or two) items, stating the colour, size or quantity needed, asking the price, saying thank you or goodbye. Teacher-Examiners must select a role-play card for role-play A according to the correct role-play examining sequence.

Candidate's role-play card

The role-play card includes a brief context in English and visuals to indicate what the candidate should say. Where there is a choice of two or three visuals, the candidate must choose **one** of the items shown.

Teacher-Examiner's guidelines

Teacher-Examiners are reminded that they must read out the target-language introduction. The suggested scenario should be followed as closely as possible as any tasks or key vocabulary supplied by the Teacher-Examiner cannot be credited.

The candidate should be given the opportunity to attempt every task.

The Teacher-Examiner must not rephrase any of the questions.

Marking

Any vocabulary in **square brackets** is not essential for the candidate to say in order to gain full marks. **Round brackets** are used to indicate an example of a candidate's response when the question invites a range of different possible answers.

An example on an A role-play card might be: **I'd like a (coffee) [please].**

Assessment Criteria – *Role-play A*

Marks for role-play performances are awarded positively on a scale of 1-10 using the assessment grid below. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box which best describes the performance, it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

Role-play A	Communication and Content
9-10	Conveys all information required Interacts extremely well No prompting necessary.
7-8	Conveys most information required (At least 3 significant items) Little or no prompting necessary.
5-6	Conveys half the required information (At least two significant items) Little prompting necessary.
3-4	Conveys less than half of the required information (At least one significant item) Some prompting necessary.
1-2	One significant item conveyed Extremely hesitant, reliant on prompting.
0	No effective communication.

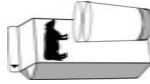
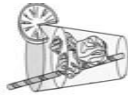
A 1 Chez un(e) correspondant(e)

You are at your penfriend's house in France. Say what you would like to eat, what you want to drink, ask where the toilet is and say thank you.

1. Say what you would like to eat



2. Say what you would like to drink



3. Ask where the toilet is



4.



A 1 Chez un(e) correspondant(e)

Tu es chez ton/ta correspondant(e).

Exam : Qu'est-ce que tu veux manger ?

Cand : Je voudrais (un sandwich).

Exam : D'accord. Qu'est-ce que tu veux comme boisson ?

Cand : (Une limonade).

Exam : Très bien.

Cand : Où sont les toilettes ?

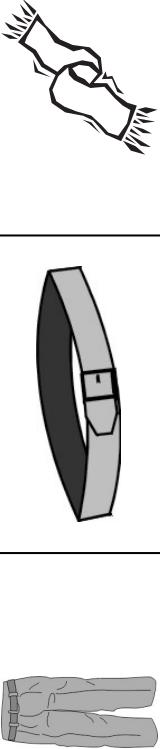
Exam : À droite de la salle de bain.

Cand : Merci.

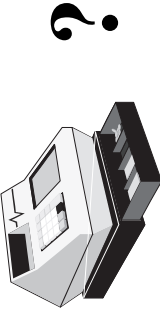
Exam : De rien.


A 2 Au magasin de vêtements

You are in a clothes shop in France. Say that you would like **one** of the items below, say what colour, ask where the cash desk is and say thank you.

1. Say you would like one of the items below	
---	---

2. Say what colour	<h1>Colour</h1>
--------------------	-----------------

3. Ask where the cash desk is	
-------------------------------	--

4.	
----	---

A 2 Au magasin de vêtements

Vous êtes au magasin de vêtements où je travaille.

Exam : Bonjour, qu'y a-t-il pour votre service / vous désirez ?
Cand : Je voudrais (un pantalon).


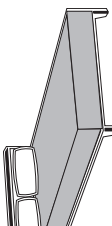

Exam : De quelle couleur ?
Cand : (Rouge).

Exam : Voilà.
Cand : Où est la caisse ?

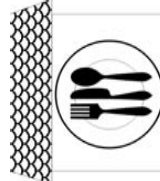
Exam : Au fond du magasin.
Cand : Merci.
Exam : De rien.


A 3 À l'hôtel

You are in a hotel in France. Say that you would like **one** of these rooms, say what you would like in the room, ask where the restaurant is and say thank you.

<p>1. Say you would like one of these rooms</p>			
--	---	---	---

<p>2. Say what you would like in the room</p>			
---	---	---	---

<p>3. Ask where the restaurant is</p>	
---------------------------------------	--

<p>4.</p>	
-----------	---

A 3 À l'hôtel

Vous êtes dans l'hôtel où je travaille.

Exam : **Bonjour, je peux vous aider ?**
Cand : Je voudrais (une chambre à un lit).

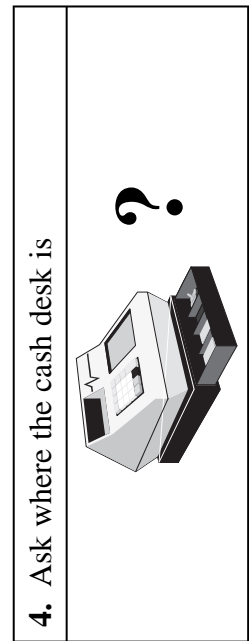
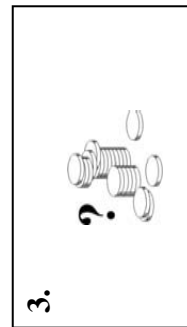
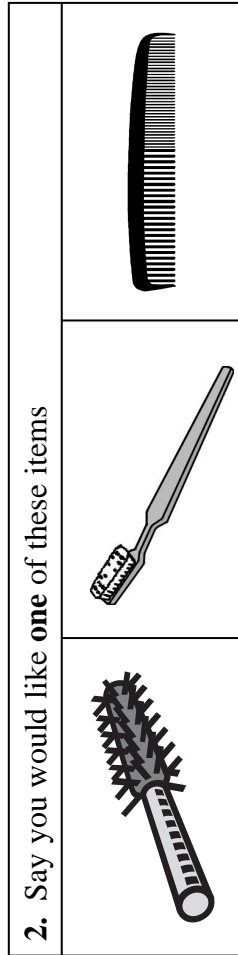
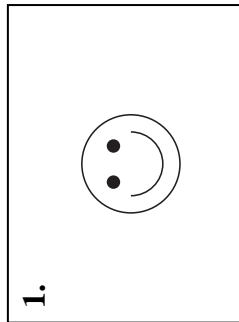
Exam : **D'accord.**
Cand : Je voudrais (un téléphone) [dans la chambre].

Exam : **Pas de problème.**
Cand : Où est le restaurant ?

Exam : **À gauche de l'ascenseur.**
Cand : Merci.
Exam : **De rien.**

A 4 À la pharmacie

You are at a chemist's in France. Greet the shop assistant. Say you would like **one** of the items, ask how much it costs, and then ask where the cash desk is.



A 4 À la pharmacie

Vous êtes à la pharmacie où je travaille.

Exam : Oui, monsieur / mademoiselle ?
Cand : Bonjour.

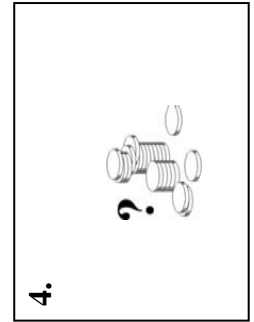
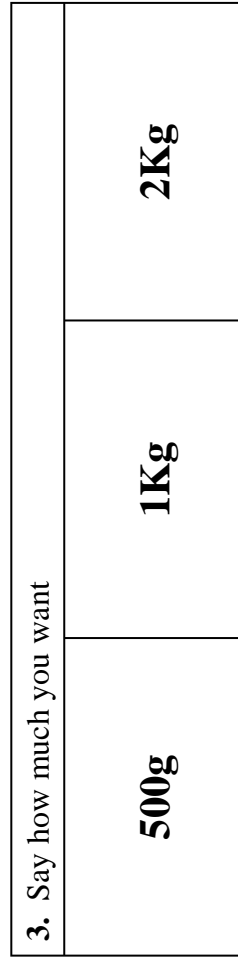
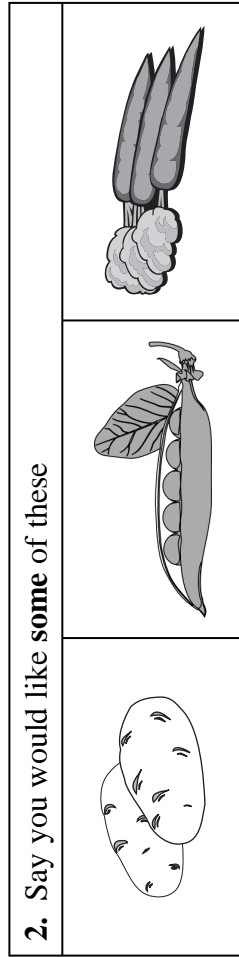
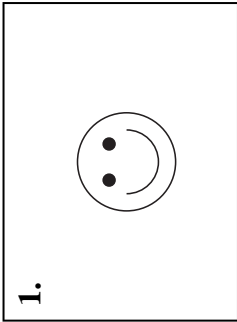
Exam : Bonjour, je peux vous aider ?
Cand : Je voudrais (une brosse).

Exam : Voilà.
Cand : C'est combien ?

Exam : 3 euros.
Cand : Où est la caisse ?
Exam : Ici, à droite.

A 5 Au marché

You are at a market in France. Greet the stall holder, say you would like some of these, say how much you want, and then ask how much it costs.



A 5 Au marché

Vous êtes au marché où je travaille.

Exam : Oui, monsieur / mademoiselle ?
Cand : Bonjour.

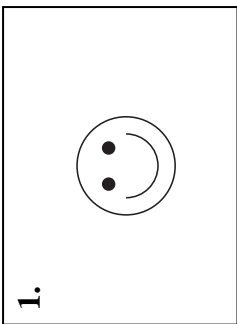
Exam : Bonjour, je peux vous aider ?
Cand : Je voudrais (des pommes de terre).

Exam: Vous en voulez combien ?
Cand : (500g).

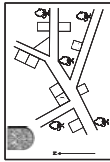
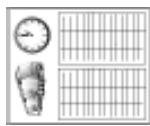
Exam : Voilà.
Cand : C'est combien ?
Exam : 4 euros.

A 6 Au syndicat d'initiative

You are at a tourist office in France. Greet the assistant. Say you would like **one** of the items, ask how much it costs, and then ask where the swimming pool is.



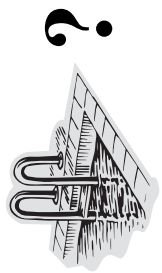
2. Say you would like **one** of these items



3.



4. Ask where the swimming pool is



A 6 Au syndicat d'initiative

Vous êtes au syndicat d'initiative où je travaille.

Exam : Oui, monsieur / mademoiselle ?

Cand : Bonjour.

Exam : Bonjour, je peux vous aider ?

Cand : Je voudrais (un horaire).

Exam : Voilà.

Cand : C'est combien ?

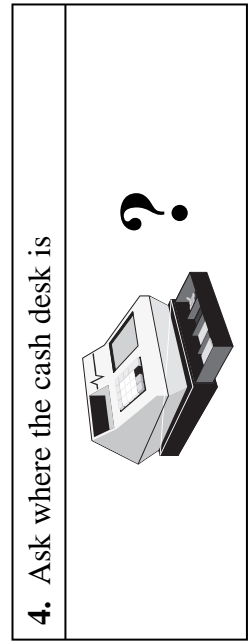
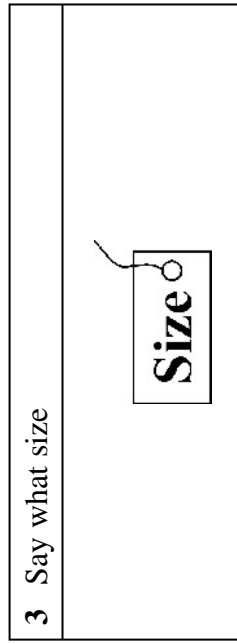
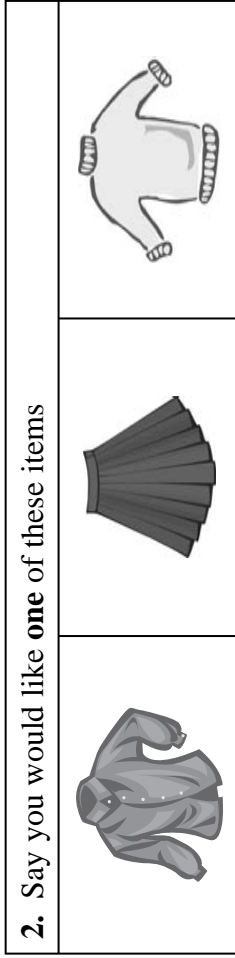
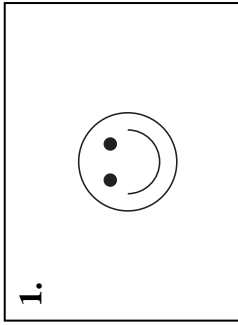
Exam : 2 euros.

Cand : Où est la piscine ?

Exam : Vous tournez à gauche et c'est tout droit.

A 7 Au magasin de vêtements

You are in a clothes shop in France. Greet the assistant. Say you would like **one** of the items, say what size, and then ask where the cash desk is.



A 7 Au magasin de vêtements

Vous êtes au magasin de vêtements où je travaille.

Exam : Oui, monsieur / mademoiselle ?
Cand : Bonjour.

Exam : Bonjour, qu'y a-t-il pour votre service / vous désirez ?
Cand : Je voudrais (une chemise).



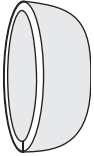
Exam : De quelle taille ?
Cand : (Petit(e)).

Exam : Voilà.
Cand : Où est la caisse ?
Exam : Là-bas, à gauche.

A 8 Au grand magasin

You are at a department store in France. You would like **one** of the items in the box below. Say what colour, ask how much it costs and say thank you.


1. Say you want **one** of the items below

		
---	---	---


2. Say what colour

Colour

3.



4.



A 8 Au grand magasin

Vous êtes au grand magasin où je travaille.

Exam : Bonjour, qu'y a-t-il pour votre service / vous désirez ?
Cand : Je voudrais (une tasse).

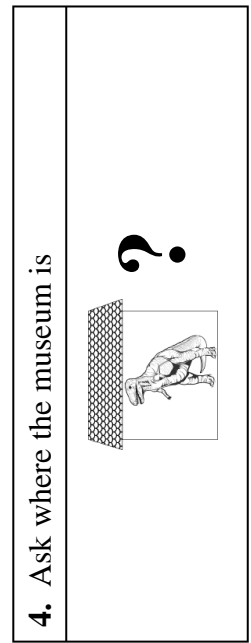
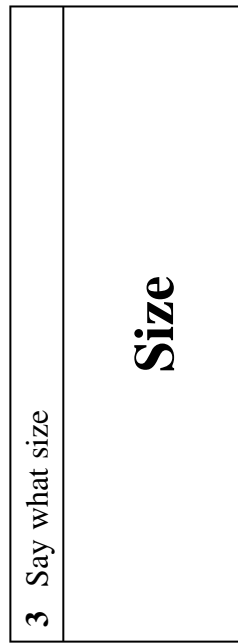
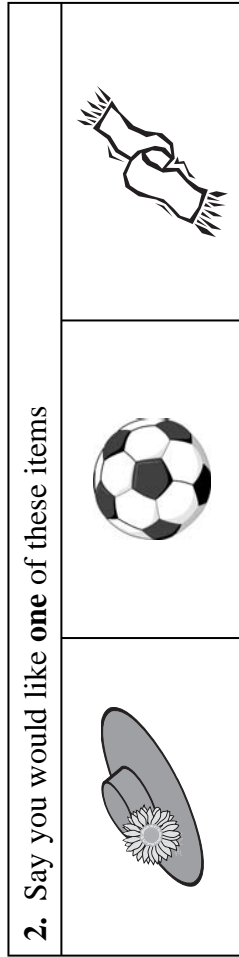
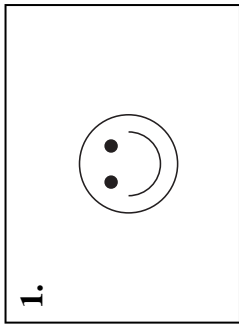
Exam : De quelle couleur ?
Cand : (Noir(e)).

Exam : Voilà.
Cand : C'est combien?

Exam : 5 euros.
Cand : Merci.
Exam : De rien.

A 9 Au magasin de souvenirs

You are in a souvenir shop in France. Greet the assistant. Say you would like **one** of the items, say what size, and then ask where the museum is.



A 9 Au magasin de souvenirs

Vous êtes au magasin de souvenirs où je travaille.

Exam : Oui, monsieur / mademoiselle ?
Cand : Bonjour.

Exam : Bonjour, qu'y a-t-il pour votre service / vous désirez ?
Cand : Je voudrais (un chapeau).




Exam : De quelle taille ?
Cand : (Petit(e)).

Exam : Voilà.
Cand : Où est le musée ?
Exam : C'est dans la première rue à gauche.

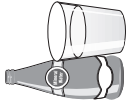
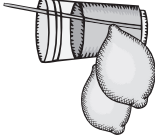
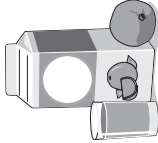
A 10 Au restaurant

You are at a restaurant in France. You would like **one** of the items in the box below. Say what you would like to drink, ask where the telephone is and say thank you.

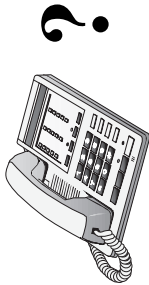
1. Say you want **one** of the items below

		
---	---	---


2. Say you would like **one** of these items

		
---	---	---

3. Ask where the telephone is



4.



A 10 Au restaurant

Vous êtes au restaurant où je travaille.

Exam : **Bonjour, vous désirez ?**
Cand : Je voudrais (le potage).

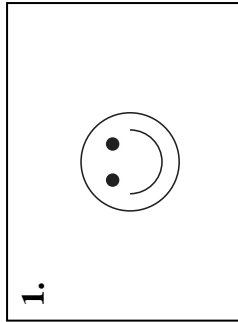
Exam : **Et comme boisson ?**
Cand : (De l'eau).

Exam : **D'accord.**
Cand : Où est le téléphone ?

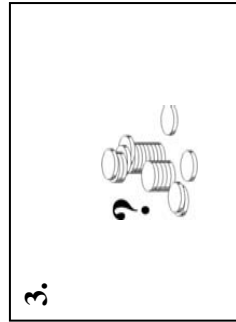
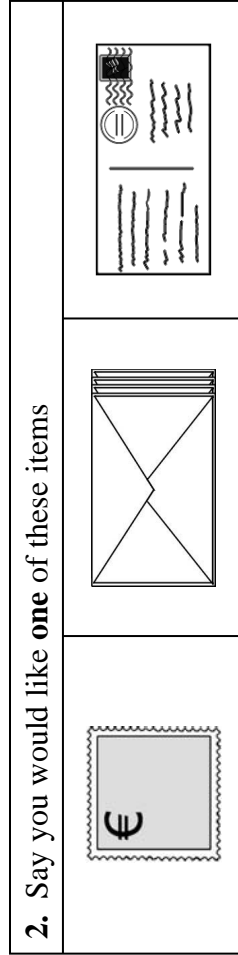
Exam : **À côté de la cuisine, à droite.**
Cand : Merci.
Exam : **De rien.**

A 11 À la poste

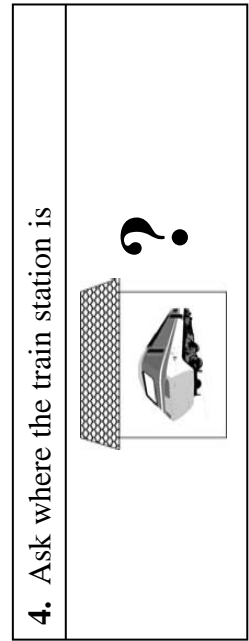
You are at a post office in France. Greet the assistant. Say you would like **one** of the items, ask how much it costs, and then ask where the train station is.



2. Say you would like **one** of these items



4. Ask where the train station is



A 11 À la poste

Vous êtes à la poste où je travaille.

Exam : Oui, monsieur / mademoiselle ?

Cand : Bonjour.

Exam : Bonjour, je peux vous aider ?

Cand : Je voudrais (un timbre).

Exam : Voilà.

Cand : C'est combien ?

Exam : 2 euros.


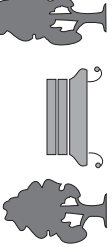

Cand : Où est la gare ?

Exam : Vous tournez à gauche et c'est tout droit.



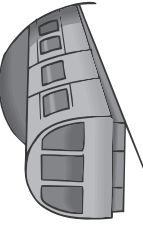
A 12 Au syndicat d'initiative

You are in a tourist office in France. Say where you want to go, how you want to travel, ask how much the ticket costs and say thank you.

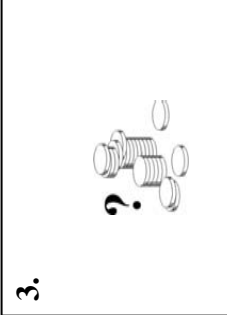
1. Say where you are going

		
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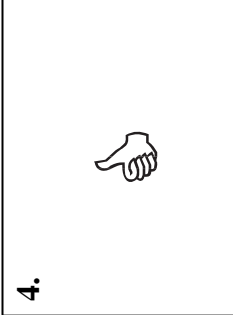
2. Say what kind of transport

		
---	---	---

3.



4.



A 12 Au syndicat d'initiative

Vous êtes au syndicat d'initiative où je travaille.

Exam : Je peux vous aider ?

Cand : Je vais (au cinéma).

Exam : D'accord. Comment voyagez-vous ?

Cand : (En bus).

Exam : Très bien.

Cand : C'est combien [le ticket] ?

Exam : 5 euros par personne.

Cand : Merci.

Exam : De rien.

Foundation/Higher Speaking

Role-play B – Teacher-Examiner Instructions

Role-play B is the second role-play for the Foundation tier and the first role-play for the Higher tier.

The candidate must undertake four tasks, each of which is indicated by an English introduction and a visual.

In some cases the candidate will have a choice, which is indicated by the visual.

Either the second or third task is an unpredictable element which takes the form of a question put by the Teacher-Examiner.

Teacher-Examiners must select a role-play card for role-play B according to the correct role-play examining sequence.

Candidate's role-play card

The role-play card includes a context in English, followed by four visuals with instructions in English to indicate the tasks. The unpredictable element is indicated to the candidate by an exclamation mark. Where candidates are given a choice of item, they should choose only one. More than one item cannot be credited and only the first will be assessed.

The front of the card includes the following information for candidates:

A question mark ? means you are expected to ask a question.

An exclamation mark ! means that you should expect a question from the Teacher-Examiner.

Oblique lines / / / mean that you have a choice.

Teacher-Examiner's guidelines

Teacher-Examiners are reminded that they must read out the target-language introduction.

Teacher-Examiners should follow the suggested scenario as closely as possible as any structures or key vocabulary supplied by the Teacher-Examiner cannot be credited.

Teacher-Examiners are reminded that not all the tasks are vocabulary-specific and candidates' responses might vary from those indicated.

The unpredictable element is indicated in the suggested scenario in italics. **The Teacher-Examiner's question for the unpredictable element must not be rephrased.** However, the candidate's response to the unpredictable element is a suggestion only and any appropriate response is acceptable.

Marking

Any vocabulary in **square brackets** is not essential for the candidate to say in order to gain full marks. **Round brackets** are used to indicate an example of a candidate's response when the question invites a range of different possible answers, eg: **I'd like a (coffee) [please].**

Assessment Criteria – Role-play B

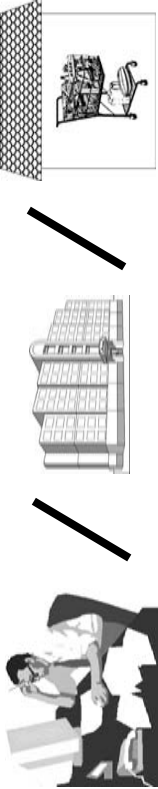
Marks for role-play performances are awarded positively on a scale of 1-10 using the assessment grid below. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box which best describes the performance, it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

Role-play B	Communication and Content
9-10	Conveys all information required Deals with unpredictable element with success Interacts well No prompting necessary (takes the initiative).
7-8	Conveys most of the information required One element with partial success Little hesitation Little or no prompting necessary.
5-6	Conveys most essential information One element omitted or unsuccessful A degree of hesitation.
3-4	Conveys some information Does not attempt some of the tasks Some prompting necessary.
2-1	Conveys only one relevant piece of information Extremely hesitant Reliant on prompting.
0	No effective communication.

B 1 Au téléphone

You are telephoning an agency about a work experience placement in Paris. The examiner will play the part of the manager and will begin the conversation. Mention the following:

1. Say where you would like to work



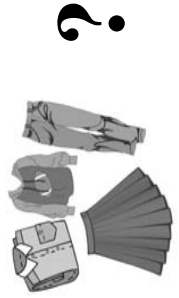
2. Answer the question



3. Say how you are travelling to Paris



4. Ask what you have to wear



B 1 Au téléphone

Vous parlez au directeur / à la directrice d'une agence.

Exam : Allô. Agence Moulin, je vous écoute.

Cand : Je voudrais travailler dans (un bureau).

Exam : D'accord.

Exam : Vous voulez commencer quand ?

Cand : (La semaine prochaine).

Exam : Pas de problème.

Cand : J'arrive à Paris (en avion).

Exam : Ah bon !

Cand : Qu'est-ce qu'il faut porter ?

Exam : On vous donne un uniforme.

For second conversation topic choose between:
MEDIA, ENTERTAINMENT AND YOUTH CULTURE;
SOCIAL ACTIVITIES, FITNESS AND HEALTH.

B 2 Chez un(e) correspondant(e)

You are talking to your penfriend.
The examiner will play the part of your penfriend and will begin the conversation. Mention the following:

1. Say you are thirsty

Thirsty

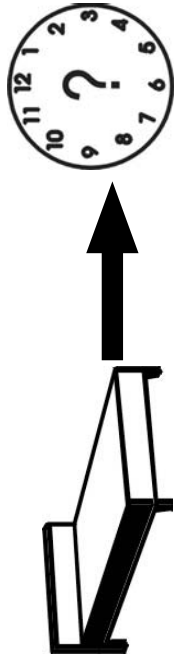
2. Say what you would like to drink



3. Answer the question



4. Ask what time you have to get up tomorrow



B 2 Chez un(e) correspondant(e)

Tu parles à ton/ta correspondant(e). Je suis le/la correspondant(e).

Exam : On s'est bien amusé(e) aujourd'hui.

Cand : J'ai soif.

Exam : Ah, bon.

Cand : Je voudrais [boire] (une limonade).

Exam : Moi aussi.

Exam : *Qu'est-ce que tu veux manger ?*

Cand : (Un sandwich).

Exam : D'accord.

Cand : Je me lève à quelle heure demain?

Exam : À 8 heures, si tu veux.

For second conversation topic choose between:
**AT HOME AND ABROAD;
EDUCATION, TRAINING AND EMPLOYMENT.**

B 3 Chez un(e) correspondant(e)

You are discussing plans for a day out with your penfriend. The examiner will play the part of your penfriend and will begin the conversation. Mention the following:

1. Say where you would like to go

2. Ask if it is far

3. Answer the question

4. Ask what time you will leave

B 3 Chez un(e) correspondant(e)

Tu parles avec ton/ta correspondant(e). Je suis le/la correspondant(e).

Exam : Qu'est-ce qu'on va faire aujourd'hui ?

Cand : Je voudrais aller (à la piscine).

Exam : Bonne idée.

Cand : C'est loin ?

Exam : C'est à deux kilomètres.

Exam : Comment veux-tu y aller ?

Cand : (En bus).

Exam : D'accord.

Cand : On part à quelle heure ?

Exam : À 9 heures, je crois.

For second conversation topic choose between:
**AT HOME AND ABROAD;
 EDUCATION, TRAINING AND EMPLOYMENT.**

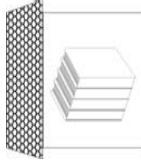
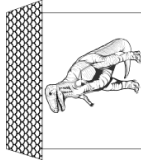
B 4 Dans la rue

You are talking to a passer-by in a town in France. The examiner will play the part of the passer-by and will begin the conversation. Mention the following:

1. Say you are lost

Lost

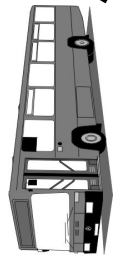
2. Ask where **one** of these is



3. Answer the question



4. Ask if you can go by one of these



B 4 Dans la rue

Vous parlez à un(e) passant(e). Je suis le/la passant(e).

Exam : Oui, monsieur / mademoiselle ?

Cand : Je suis perdu(e).

Exam : Ah, bon.

Cand : Où est (le musée) ?

Exam : C'est dans la rue de Paris, à 3 kilomètres.

Exam : Vous n'êtes pas d'ici, vous êtes de quelle nationalité ?

Cand : (Britannique).

Exam : D'accord.

Cand : On peut [y] aller (en bus) ?

Exam : Bien sûr, monsieur/mademoiselle.

For second conversation topic choose between:
**MEDIA, ENTERTAINMENT AND YOUTH CULTURE;
 HOUSE, HOME AND DAILY ROUTINE.**

B 5 Chez un(e) correspondant(e)

You are talking to your penfriend about your weekend job. The examiner will play the part of your penfriend and will begin the conversation. Mention the following:

1. Say where you work on Saturday



2. Say what time you start work

8.15 / 8.30 / 8.45

3. Answer the question

!

4. Ask if your penfriend has a job

Job ?

B 5 Chez un(e) correspondant(e)

Tu parles à ton/ta correspondant(e). Je suis le/la correspondant(e).

Exam : Qu'est-ce que tu fais le week-end ?

Cand : Le samedi, je travaille (dans un magasin).

Exam : Ah, bon.

Cand : Je commence [le travail] à (08h15).

Exam : C'est un peu tôt.

Exam : Tu gagnes combien ?

Cand : (Cinq livres [de l'heure]).

Exam : C'est bon, ça.

Cand : As-tu un job ?

Exam : Malheureusement, non.

For second conversation topic choose between:
**AT HOME AND ABROAD;
SOCIAL ACTIVITIES, FITNESS AND HEALTH.**

B 6 Chez un(e) correspondant(e)

You are talking to your penfriend.
The examiner will play the part of your penfriend and will begin the conversation. Mention the following:

1. Say when you would like to go to the cinema



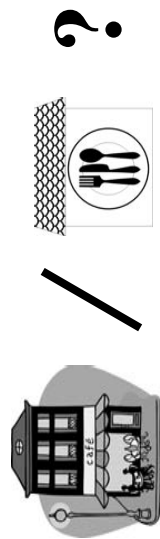
2. Say how you are going there



3. Answer the question



4. Ask if there is one of these near the cinema



B 6 Chez un(e) correspondant(e)

Tu parles à ton/ta correspondant(e). Je suis le/la correspondant(e).

Exam : Il y a beaucoup à faire cette semaine.

Cand : Je voudrais aller au cinéma jeudi.

Exam : Bonne idée.

Cand : Je vais [y aller] (en métro).

Exam : D'accord.

Exam : *Qu'est-ce que tu aimes comme films ?*

Cand : (Les comédies).

Exam : Moi aussi.

Cand : Est-ce qu'il y a (un café) près [du cinéma] ?

Exam : Ah, oui, juste à côté.

For second conversation topic choose between:
**HOUSE, HOME AND DAILY ROUTINE;
EDUCATION, TRAINING AND EMPLOYMENT.**

B 7 Chez un(e) correspondant(e)

You are talking to your penfriend about your holiday plans. The examiner will play the part of your penfriend and will begin the conversation. Mention the following:

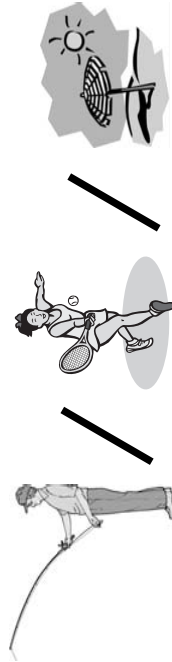
1. Say where you are going on holiday

Spain / Portugal / Italy

2. Answer the question

!

3. Say what you like doing



4. Ask where your penfriend prefers to go



B 7 Chez un(e) correspondant(e)

Tu parles à ton/ta correspondant(e). Je suis le/la correspondant(e).

Exam : Qu'est-ce que tu fais cet été ?

Cand : Je vais en vacances (en Espagne).

Exam : D'accord.

Exam : Où restes-tu ?

Cand : (Dans une villa).

Exam : Ah, bon.

Cand : J'aime (aller à la pêche).

Exam : Moi aussi.

Cand : Où préfères-tu aller [en vacances] ?

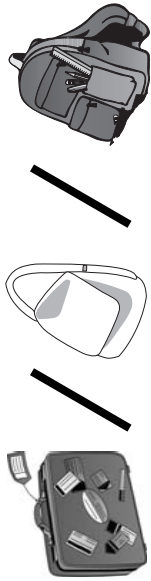
Exam : Moi, je préfère la Grèce.

For second conversation topic choose between:
**AT HOME AND ABROAD;
EDUCATION, TRAINING AND EMPLOYMENT.**

B 8 Au bureau des objets trouvés

You are in a lost property office in France.
The examiner will play the part of the clerk and will begin the conversation.
Mention the following:

1. Say you have lost one of these



2. Answer the question



3. Say what is in it



4. Ask what time the office closes



B 8 Au bureau des objets trouvés

Vous êtes dans un bureau des objets trouvés. Je suis l'employé(e).

Exam : Je peux vous aider ?

Cand : J'ai perdu (ma valise).

Exam : Ah, oui.

Exam : Où l'avez-vous perdu(e) ?

Cand : (À la gare).

Exam : J'ai noté ça.

Cand : Il y a (des vêtements) dedans.

Exam : D'accord.

Cand : À quelle heure ferme le bureau ?

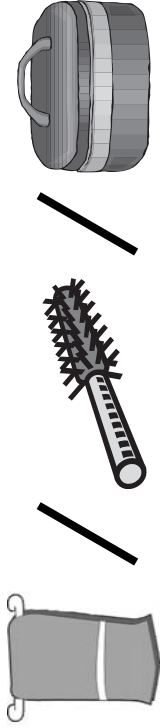
Exam : À 20 heures.

For second conversation topic choose between:
**SOCIAL ACTIVITIES, FITNESS AND HEALTH;
AT HOME AND ABROAD.**

B 9 Chez un(e) correspondant(e)

You are talking to your penfriend.
The examiner will play the part of your penfriend and will begin the conversation. Mention the following:

1. Say you have forgotten one of these



2. Say you are tired

Tired

3. Answer the question

!

4. Ask what you are going to do tomorrow

Tomorrow ?

B 9 Chez un(e) correspondant(e)

Tu parles à ton/ta correspondant(e). Je suis le/la correspondant(e).

Exam : Alors, ça va ?

Cand : J'ai oublié (ma serviette).

Exam : Je t'en chercherai une.

Cand : Je suis fatigué(e).

Exam : Moi, aussi.

Exam : À quelle heure tu te couches normalement ?

Cand : (10h).

Exam : D'accord.

Cand : Qu'est-ce qu'on va faire demain ?

Exam : Je vais demander à maman.

For second conversation topic choose between:
**HOUSE, HOME AND DAILY ROUTINE;
MEDIA, ENTERTAINMENT AND YOUTH CULTURE.**

B 10 À la pharmacie

You are in a chemist's in France. The examiner will play the part of the chemist and will begin the conversation. Mention the following:

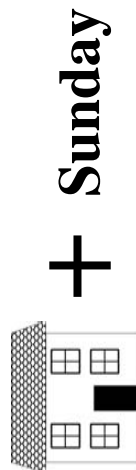
1. Say what hurts



2. Answer the question



3. Say you are returning home on Sunday



4. Ask if you have to see a doctor



B 10 À la pharmacie

Vous êtes à la pharmacie où je travaille. Je suis le/la pharmacien(ne).

Exam : Je peux vous aider ?

Cand : J'ai mal (à la jambe).

Exam : Ah oui, je vois.

Exam : Cela a commencé quand ?

Cand : (Hier).

Exam : J'ai noté ça.

Cand : Je rentre [chez moi] dimanche.

Exam : D'accord.

Cand : Il faut voir un médecin ?

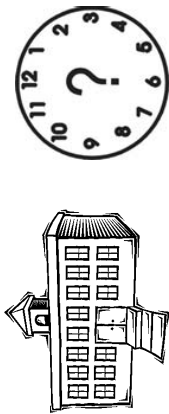
Exam : Non, ce n'est pas grave.

For second conversation topic choose between:
EDUCATION, TRAINING AND EMPLOYMENT;
HOUSE, HOME AND DAILY ROUTINE.

B 11 Chez un(e) correspondant(e)

You are talking to your penfriend about school life. The examiner will play the part of your penfriend and will begin the conversation. Mention the following:

1. Ask what time lessons start



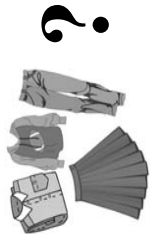
2. Say how you get to school



3. Answer the question



4. Ask if your penfriend wears a uniform



B 11 Chez un(e) correspondant(e)

Tu parles à ton/ta correspondant(e). Je suis le/la correspondant(e).

Exam : On va au collège cette semaine.

Cand : À quelle heure commencent les cours ?

Exam : À 8h30.

Cand : Je vais au collège (à pied).

Exam : Nous y allons par le train.

Exam : *Quelle est ta matière préférée ?*

Cand : (Les maths).

Exam : Moi, j'aime la physique.

Cand : Est-ce que tu portes un uniforme ?

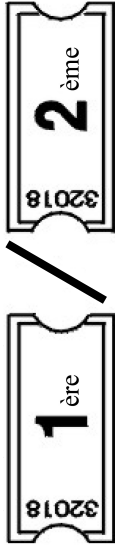
Exam : Non, pas en France.

For second conversation topic choose between:
**SOCIAL ACTIVITIES, FITNESS AND HEALTH;
MEDIA, ENTERTAINMENT AND YOUTH CULTURE.**

B 12 À la gare

You are in a train station in France buying a ticket to Paris. The examiner will play the part of the station clerk and will begin the conversation. Mention the following:

1. Say what type of ticket you want for Paris



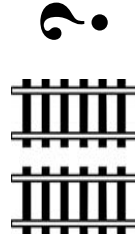
2. Say how long you are staying in Paris

4 days / 7 days / 10 days

3. Answer the question

!

4. Ask which platform it is



B 12 À la gare

Vous êtes dans une gare. Je suis l'employé(e).

Exam : Je peux vous aider ?

Cand : Je voudrais un billet (première classe) pour Paris.

Exam : D'accord.

Cand : Je passe (4 jours) [à Paris].

Exam : Un aller et retour, alors.

Exam : Vous voulez partir à quelle heure ?

Cand : (10h).

Exam : Merci.

Cand : C'est quel quai ?

Exam : Quai 3.

**For second conversation topic choose between:
EDUCATION, TRAINING AND EMPLOYMENT;
SOCIAL ACTIVITIES, FITNESS AND HEALTH.**

Foundation/Higher Speaking

Role-Play C – Teacher-Examiner Instructions

Role-play C is the second role-play for the Higher tier.

Information is given to the candidates in the English context and in the target-language stimulus.

The elements to be covered are indicated by numbered bullet points in the target language.

There are **two** unpredictable elements, indicated to the candidate by an exclamation mark **!**.

Teacher-Examiners must select a role-play card for role-play C according to the correct role-play examining sequence.

Candidate's role-play card

The role-play card includes a brief context in English and a target-language stimulus.

These are followed by numbered points in the target language to indicate the elements to be covered. A question mark means the candidate is expected to ask a question and candidates are reminded of this on the front of the card:

The order of the role-play is indicated by numbers 1-5 overleaf.

A question mark **?** means you are expected to ask a question.

An exclamation mark **!** means that you should expect a question from the examiner.

Teacher-Examiner guidelines

The introduction must be read at the beginning of the role-play.

Two unpredictable elements are supplied. The Teacher-Examiner must introduce these as scripted in the role-play.

The unpredictable elements must not be rephrased, but may be repeated. Each unpredictable element should be expanded by the candidate as appropriate.

Teacher-Examiners are reminded that no credit can be given to candidates for key vocabulary and/or structures supplied by the teacher.

An ending is given to help Teacher-Examiners to bring the role-play to a natural close.

Assessment Criteria – *Role-play C*

Marks for role-play performances are awarded positively on a scale of 1-10 using the assessment grid below. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box which best describes the performance, it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

Role-play C	Communication and Content
9-10	All prescribed elements conveyed without ambiguity and without prompting from the Teacher-Examiner. Takes the initiative and expands. Deals with both unpredictable elements without difficulty. Very little or no hesitation.
7-8	Conveys all predictable information required and attempts unpredictable with partial success (or) conveys both unpredictable elements and conveys most of the predictable information required. Produces extended replies. Minimal hesitation evident.
5-6	One element omitted or whole role-play attempted, but not successfully. A degree of hesitation evident but not unduly reliant on the Teacher-Examiner. Some significant language error which impedes communication to some extent. Unable to deal with unpredictable elements.
3-4	Conveys some of the prescribed elements without ambiguity. Hesitant and reliant to some extent on the Teacher-Examiner. Does not attempt some of the tasks.
1-2	Conveys only one element without ambiguity. Extremely hesitant. Communication seriously impaired through poor pronunciation and language errors.
0	No effective communication.

C1

You have seen an advertisement for summer jobs in France and telephone the shop for details.
The Examiner will play the part of the personnel officer and will begin the conversation.

Travailler en France

Galleries Leclerc

cherche

Étudiants pour l'été

Téléphoner au 02 66 44 22 10

1. Raison pour l'appel
2. !
3. Détails personnels
4. Salaire ?
5. !

Introduction to be read by the Examiner

**Vous téléphonez au grand magasin où je travaille.
On va commencer !**

Exam : Galeries Leclerc, je vous écoute ?

Cand : 1.

Exam : Oui, il y a des postes.
Vous pouvez commencer quand ?

Cand : 2.

Exam : D'accord.

Cand : 3.

Exam : C'est noté.

Cand : 4.

Exam : C'est 10 euros de l'heure.
Pourquoi voulez-vous travailler ici ?

Cand : 5.

Exam : C'est une bonne raison.

C2

You have seen an advertisement for a visit to St. Tropez and go to a tourist office to reserve places.
The Examiner will play the part of the tourist office clerk and will begin the conversation.

VOYAGES À ST-TROPEZ

Adultes 300€
Enfants 200€

Départs tous les vendredis

RÉSERVEZ VOS PLACES ICI

1. Réservation – détails
2. !
3. Détails personnels
4. Logement ?
5. !

Introduction to be read by the Examiner

**Vous êtes à l'office de tourisme où je travaille.
On va commencer !**

Exam : Oui, monsieur / mademoiselle, je peux vous aider?

Cand : 1.

Exam : Oui, il y a de la place.
C'est pour quelle date ?

Cand : 2.

Exam : D'accord.

Cand : 3.

Exam : Merci, c'est noté.

Cand : 4.

Exam : Il y a de bons hôtels et des campings.
Pourquoi voulez-vous visiter St-Tropez ?

Cand : 5.

Exam : Bon séjour alors à St-Tropez.

C3

You are discussing plans for the last weekend of your exchange visit to France with your penfriend.
The Examiner will play the part of your penfriend and will begin the conversation.

ÉCHANGE SCOLAIRE

Samedi : - matin au collège
- soir libre

Dimanche : - en famille

1. Activités au collège ?
2. Repas
3. !
4. Achats
5. !

Introduction to be read by the Examiner

**Tu parles à ton / ta correspondant(e).
On va commencer !**

Exam : Voici les détails pour la fin de l'échange.

Cand : 1.

Exam : On a les cours jusqu'à midi.

Cand : 2.

Exam : Oui, c'est une bonne idée.
Qu'est-ce que tu veux faire samedi soir ?

Cand : 3.

Exam : D'accord.

Cand : 4.

Exam : Bon. Et puis on va aller à la campagne.
Qu'est-ce que tu penses de notre région ?

Cand : 5.

Exam : Je suis tout à fait d'accord.

C4

You are on an exchange visit to your penfriend in France and are discussing plans to go shopping. The Examiner will play the part of your penfriend and will begin the conversation.

CENTRE COMMERCIAL MARSEILLAIS

Tous les jours 09h – 20h

Magasins
Alimentation
Presse

Parking Gratuit

1. Visite - quand
2. Transport ?
3. !
4. Déjeuner ?
5. !

Introduction to be read by the Examiner

**Tu parles à ton / ta correspondant(e).
On va commencer !**

Exam : On va au centre commercial ?

Cand : 1.

Exam : C'est une bonne idée.

Cand : 2.

Exam : C'est loin d'ici. Il vaut mieux y aller en voiture.
Qu'est-ce que tu veux acheter ?

Cand : 3.

Exam : Moi, j'ai besoin d'un nouveau pullover.

Cand : 4.

Exam : Il y a un bon restaurant au centre commercial.
Qu'est-ce que tu penses des grands centres ?

Cand : 5.

Exam : Je les aime beaucoup.

C5

Introduction to be read by the Examiner

You have bought some clothes at a shop. Later you discover a problem with one of them and return to the shop. The Examiner will play the part of the shop assistant and will begin the conversation.

**Vous êtes dans le magasin où je travaille.
On va commencer !**

MAGASIN DE VETEMENTS

TOULON

SOLDES

-20% à -60%

Hommes Femmes Enfants

1. Achat – détails

2. Problème

3. !

4. Solution ?

5. !

Exam : Je peux vous aider ?

Cand : 1.

Exam : Il y a un problème ?

Cand : 2.

Exam : Ah, oui. Je vois.
Comment avez-vous payé ?

Cand : 3.

Exam : Ah, bon.

Cand : 4.

Exam : Je vais parler à la gérante.
Pouvez-vous me donner vos détails personnels ?

Cand : 5.

Exam : Bon. Attendez un moment, s'il vous plaît.

C6

While on holiday in France, you lose something and go to a lost property office.

The Examiner will play the part of the clerk and will begin the conversation.

Bureau des Objets Trouvés

MENTON

Ouvert 09h30 – 20h00

Fermé le dimanche

1. Problème
2. !
3. Détails personnels
4. Retour au bureau ?
5. !

Introduction to be read by the Examiner

**Vous êtes au bureau des objets trouvés où je travaille.
On va commencer !**

Exam : Oui, monsieur / mademoiselle, je peux vous aider ?

Cand : 1.

Exam : Ah, oui.
Vous l'avez perdu(e) où ?

Cand : 2.

Exam : Et vos détails personnels ?

Cand : 3.

Exam : Il n'y a rien en ce moment.

Cand : 4.

Exam : La semaine prochaine, peut-être.
Vous êtes en vacances, que pensez-vous de notre région ?

Cand : 5.

Exam : Je suis tout à fait d'accord.

C7

You are discussing plans for an evening out with your penfriend. The Examiner will play the part of your penfriend and will begin the conversation.

« ILS ETAIENT QUATRE »

En concert

Samedi 25 juillet 2009

Place Vendôme, Rennes

Entrée 20€

1. Heure du concert ?
2. !
3. Snack ?
4. Vêtements
5. !

Introduction to be read by the Examiner

**Tu parles à ton/ta correspondant(e).
On va commencer !**

Exam : On va au concert ?

Cand : 1.

Exam : À 20 h, je crois.

C'est assez loin, comment veux-tu y aller ?

Cand : 2.

Exam : D'accord.

Cand : 3.

Exam : Il y aura de petits snacks au concert.

Cand : 4.

**Exam : Moi, je vais porter un sweat et un jean.
*Qu'est-ce que tu penses de la musique rock ?***

Cand : 5.

Exam : Moi, je préfère le jazz.

You telephone a youth hostel in France to book accommodation for yourself and your family.
The Examiner will play the part of the clerk and will begin the conversation.

Auberge de Jeunesse

NICE

27 rue des Vosges

Tout confort

Ouverte toute l'année

1. Détails de la réservation
2. !
3. Repas ?
4. Activités dans la région ?
5. !

Introduction to be read by the Examiner

**Vous téléphonez à l'auberge de jeunesse où je travaille.
On va commencer !**

Exam : Allô, je vous écoute.

Cand : 1.

Exam : Ah, oui. Il y a de la place.
Comment allez-vous voyager à Nice ?

Cand : 2.

Exam : Merci, c'est noté.

Cand : 3.

Exam : Il y a beaucoup de bons restaurants en ville.

Cand : 4.

Exam : On peut faire de tout ici.
Pouvez-vous me donner vos détails personnels ?

Cand : 5.

Exam : Merci, j'espère que vous vous amusez bien ici.

C9

You are looking at a poster for a fête with your penfriend.
The Examiner will play the part of your penfriend and will begin the conversation.

Fête Foraine de Saint Broladre

26 mai 2009

19h – 23h30

Animations Feux d'artifice

Bal dansant

1. Visite à la fête
2. Transport – comment ?
3. !
4. Vêtements ?
5. !

Introduction to be read by the Examiner

**Tu parles à ton/ta correspondant(e).
On va commencer !**

Exam : Tu as vu cette affiche ?

Cand : 1.

Exam : Oui, je veux bien y aller.

Cand : 2.

Exam : Ce n'est pas loin, on y va à pied.
Qu'est-ce que tu veux manger avant d'aller à la fête ?

Cand : 3.

Exam : Bonne idée.

Cand : 4.

Exam : Un T-shirt et un jean.
Qu'est-ce que tu fais normalement le samedi soir ?

Cand : 5.

Exam : Moi, je reste à la maison.

C10

You are telephoning a restaurant to make a reservation.
The Examiner will play the part of the restaurant owner and will begin the conversation.

Restaurant de la Gare

Biarritz

Menus à tous prix

Ouvert tous les soirs

1. Heures d'ouverture ?
2. Réservation – détails
3. !
4. Spécialités ?
5. !

Introduction to be read by the Examiner

**Vous téléphonez au restaurant où je travaille.
On va commencer !**

Exam : Allô, Restaurant de la Gare, je vous écoute.

Cand : 1.

Exam : À partir de 19h jusqu'à 23heures.

Cand : 2.

Exam : Pas de problème.
Où avez-vous vu notre publicité ?

Cand : 3.

Exam : Ah, bon.

Cand : 4.

Exam : On fait de la cuisine traditionnelle de la région.
Pourquoi avez-vous choisi notre restaurant ?

Cand : 5.

Exam : C'est une bonne raison.

C11

You have seen a minor road accident. You later see this appeal for witnesses and telephone the police.
The Examiner will play the part of the police officer and will begin the conversation.

**Ici
Accident de la Route
17 avril
Piéton blessé
Police Municipale cherche
des témoins
Téléphoner au 02 33 74 92 10**

1. Raison pour l'appel
2. !
3. Voiture - détails
4. Aller au commissariat ?
5. !

Introduction to be read by the Examiner

**Vous téléphonez au commissariat où je travaille.
On va commencer !**

Exam : Allô, je vous écoute.

Cand : 1.

Exam : Oui.
Et l'accident s'est passé à quelle heure ?

Cand : 2.

Exam : Oui, vous pouvez décrire la voiture ?

Cand : 3.

Exam : C'est noté.

Cand : 4.

Exam : Non, ce n'est pas nécessaire.
Comment est-ce que je peux vous contacter ?

Cand : 5.

Exam : Merci bien, monsieur/mademoiselle.

C12

You have just arrived at your work experience placement and are in an interview with your supervisor.
The Examiner will play the part of the supervisor and will begin the conversation.

CENTRE SPORTIF DE DAX

Programme de Stage

Lundi - Bureau
Mardi - Cuisine
Mercredi - Piscine
Jeudi - Libre
Vendredi - Bureau

1. Heures de travail ?
2. !
3. Repas ?
4. Logement en ville
5. !

Introduction to be read by the Examiner

**Vous êtes au centre sportif où je travaille.
On va commencer !**

Exam : Alors monsieur/mademoiselle. Vous avez d'autres questions ?

Cand : 1.

Exam : Vous commencez à 9h et finissez à 18h.
Pourquoi voulez-vous travailler ici ?

Cand : 2.

Exam : Ah, bon.

Cand : 3.

Exam : On mange dans la cantine à midi. Où restez-vous en ville ?

Cand : 4.

Exam : D'accord.
Jeudi, vous êtes libre, qu'est-ce que vous allez faire ?

Cand : 5.

Exam : Bon travail ici, alors.

Paper 2: Oral Suggested Conversation Questions

A selection of topic-based questions for the conversation element of the speaking test is included.

The questions are not in sequence; nor are they mandatory, and they may be rephrased or substituted by others within the same topic area. Teachers may also use their own questions or variations on the questions provided.

Closed questions may be used to introduce a new line of questioning but the candidates should be encouraged to expand on their answers.

Questions using a range of tenses and questions eliciting personal opinions should be included in the Foundation Tier conversation to ensure that candidates are given the opportunity to fulfil the grade descriptions for all the available grades at Foundation Tier.

Communication and Content		Application of language		Accuracy	
9-10	Responds very well indeed to a wide range of question types. Extremely responsive, expands and develops relevant interchange on own initiative. Clearly expresses wide range of opinions and attitudes. Frequently justifies opinions.	9-10	Deploys a very wide range of structures and lexis as appropriate to questions. Use of some more complex lexical items. Very competent use of present, past and future modes.	9-10	Very accurate indeed although isolated, usually insignificant errors, may occur. Pronunciation and intonation of a consistently good standard.
7-8	Responds well to a wide range of question types although occasional prompting required. Takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty.	7-8	Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis. Unambiguous use of tenses other than the present.	7-8	Generally accurate in straightforward language but errors made (possibly basic) in more complex language. Pronunciation and intonation generally good.
5-6	Responds well to familiar, straightforward questions but experiences problems with more complex question forms. Conveys simple opinions. Deals with open questions but rarely expands. Dependent on Teacher-Examiner's structured language.	5-6	Offers some examples of subordination. Uses tenses without ambiguity. Mostly predictable lexical items deployed.	5-6	Generally accurate in simple, basic language despite a fair number of significant errors. Less accurate in more unfamiliar language situations. Some inconsistency. Pronunciation generally accurate.
3-4	Responses restricted to very straightforward questions. Answers invariably limited, short and very hesitant. Very dependent on Teacher-Examiner's language and prompts. Opinions limited to basic likes and dislikes.	3-4	Short main clause structures predominantly used. Little or no awareness of tense concept other than the present. Inappropriate lexical items may impede communication at times. Deploys a very limited/repetitive range of structure and lexis.	3-4	Communicates main points despite high incidence of errors. Some 'pre-learned' stereotypes correct but frequent and basic inaccuracy in manipulated language. Pronunciation inconsistent.
1-2	Produces minimal responses (mainly one word replies or very short phrases). Limited comprehension of basic questions and limited response. Totally reliant on Teacher-Examiner's structured questions.	1-2	Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language.	1-2	Consistently inaccurate language. Pronunciation impedes basic communication most of the time. Offers only isolated examples of accurate language. Pronunciation very poor.
0	No rewardable communication/content.	0	No rewardable language.	0	No rewardable language.

AT HOME AND ABROAD

Où aimes-tu passer tes vacances?

Qu'est-ce que tu fais généralement pendant les vacances?

Où es-tu allé(e) en vacances l'année dernière?

Comment as-tu voyagé?

Qu'est-ce que tu as fait?

Tu es resté(e) où?

Quel temps faisait-il?

Qu'est-ce que tu as acheté comme cadeaux? Pour qui?

Où vas-tu en vacances cette année?

Quel temps fait-il aujourd'hui?

Quel temps fait-il généralement ici en hiver / au printemps, etc.?

Décris la ville / la région où tu habites.

Qu'est-ce qu'il y a pour les jeunes / pour les touristes dans la région?

Si tu veux faire du shopping, où vas-tu?

Si on est touriste, qu'est-ce qu'on peut visiter / faire / voir dans la ville / dans la région?

Qu'est-ce que tu fais chez toi à Noël / à Pâques, etc?

ADDITIONAL HIGHER

Qu'est-ce que tu penses de ta ville / ta région?

Quels sont les avantages / les inconvénients d'habiter en ville / à la campagne?

Si tu avais le choix, où voudrais-tu habiter et pourquoi?

Si tu avais beaucoup d'argent, où voudrais-tu aller en vacances? Pourquoi?

Tu préfères passer les vacances en famille ou avec des ami(e)s? Pourquoi?

Décris une visite que tu as faite à l'étranger en groupe scolaire.

Es-tu déjà allé(e) en France ou en Belgique? Où es-tu allé(e)?

Qu'est-ce que tu as vu?

As-tu déjà fait du camping?

Qu'est-ce que tu en penses?

EDUCATION, TRAINING AND EMPLOYMENT

Décris ton collègue.

Tu arrives au collège / tu quittes le collège à quelle heure?

La récréation, c'est à quelle heure?

Tu étudies combien de matières? Lesquelles?

Est-ce que tu portes un uniforme scolaire? Décris-le.

Quelle est ta matière préférée? Pourquoi?

Décris une journée typique au collège.

Décris un(e) de tes profs.

Décris un jour au collège que tu as beaucoup aimé.

Qu'est-ce que tu vas faire après le collège? Tu vas continuer tes études? Où ça?

Est-ce que tu as un job le week-end / le soir? Qu'est-ce que tu fais? Où ça?

Tu gagnes combien?

Qu'est-ce que tu fais avec l'argent que tu gagnes?

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

Qu'est-ce que tu vas faire l'année prochaine / après les examens?

Qu'est-ce que tu as fait comme stage?

Ton stage a duré combien de temps?

ADDITIONAL HIGHER

Est-ce que les devoirs sont importants? Pourquoi?

Que penses-tu de ton collègue? Il y a quelque chose que tu aimerais changer?

Parle-moi d'un professeur que tu admires. Pourquoi est-ce que tu l'aimes?

Tu vas aller à l'université? Laquelle? Pourquoi as-tu choisi cette université?

Qu'est-ce qu'il faut faire pour trouver un emploi?

Quel est ton travail idéal? Pourquoi?

Décris une journée typique pendant ton stage.

Qu'est-ce que tu as pensé de l'expérience?

HOUSE, HOME AND DAILY ROUTINE

- Tu habites une maison ou un appartement?
Décris ta maison / ton appartement.
Comment est ta chambre?
Qu'est-ce que tu fais pour aider à la maison?
Il y a combien de personnes dans ta famille?
Décris ton père / frère / ta mère / soeur.
Tu as un(e) meilleur(e) ami(e)? Décris-le / la.
Qu'est-ce que tu as fait récemment pour aider à la maison?
Qu'est-ce que tu vas faire ce week-end? Tu vas passer ce week-end en famille?
Qui fait la cuisine chez toi? Tu aides à préparer les repas?
Tu as mangé dans un restaurant / un café récemment? Décris la visite.
- À quelle heure tu te lèves le matin?
Qu'est-ce que tu prends au petit déjeuner?
Qu'est-ce que tu préfères manger / boire?
Il y a quelque chose que tu n'aimes pas manger?
Qu'as-tu fait ce matin/hier?
Que feras-tu ce soir?
Que fais-tu normalement le soir/le week-end?

ADDITIONAL HIGHER

Qu'est-ce que c'est ta famille idéale?

Tu t'entends bien avec ta famille?

Quels sont les qualités et les défauts de ton / ta meilleur(e) ami(e)?

C'est une bonne idée de partir en vacances avec des ami(e)s? Pourquoi?

Tu as une routine journalière? Tu voudrais la changer? Pourquoi?

Si tu gagnais à la loterie nationale, quelle routine journalière aurais-tu?

MEDIA, ENTERTAINMENT AND YOUTH CULTURE

Quand est-ce que tu fais du sport?

Qu'est-ce que tu portes le week-end?

Tu regardes souvent la télé / tu écoutes souvent la radio?

Quelle est ton émission préférée? Pourquoi?

Elle passe quand / à quelle heure?

Qu'est-ce que tu as acheté récemment comme vêtements?

Qu'est-ce que tu aimes comme musique?

Quel est ton groupe / ton chanteur / ta chanteuse préféré(e)? Pourquoi?

Tu aimes lire?

Qu'est-ce que tu as lu récemment?

C'était bien?

Où vas-tu aller samedi soir?

Avec qui?

Ça va coûter combien?

ADDITIONAL HIGHER

Décris quelqu'un de célèbre / une vedette que tu admires.

Tu penses que la mode c'est important pour les jeunes? Pourquoi?

Tu fais des économies? Pourquoi?

Les jeunes d'aujourd'hui regardent trop de télévision. Qu'en penses-tu?

Les actualités, pourquoi sont-elles importantes?

SOCIAL ACTIVITIES, FITNESS AND HEALTH

Quelle est la date de ton anniversaire?

Quels sont tes passe-temps?

Pourquoi est-ce que tu les aimes?

Qu'est-ce que tu fais généralement le soir?

Où est-ce que tu es allé(e) samedi dernier?

Avec qui?

Qu'est-ce que vous avez fait?

C'était bien?

Tu es rentré(e) à quelle heure?

Où vas-tu pour faire du shopping?

Quel est ton magasin préféré? Pourquoi? Qu'est-ce qu'on peut y acheter?

Tu reçois de l'argent de poche? Combien?

Qu'est-ce que tu as acheté récemment?

Tu vas faire des courses ce week-end? Où? Avec qui?

Comment est-ce que tu as fêté ton anniversaire l'année dernière?

Qu'est-ce que tu vas faire pour fêter la fin des examens?

ADDITIONAL HIGHER

Décris ton week-end idéal. Qu'est-ce que tu ferais?

Qu'est-ce qu'il faut faire pour rester en forme?

Être en forme, c'est important pour toi?

Si tu tombes malade, qu'est-ce qu'il faut faire?

Fumer, qu'en penses-tu?

Selon toi, pourquoi est-ce qu'on devient végétarien(ne)?