

Paper Reference(s)

**1226 3226**

# Edexcel GCSE

## French

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

Teacher-Examiner's Handbook

Summer 2010

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.

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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 2010. Candidates may take notes (up to half a side of A4) on their first conversation topic into the examination room.

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***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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## Contents of the Teacher-Examiner's Handbook

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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.



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

| <b>FOUNDATION TIER</b>                |   |  |   |
|---------------------------------------|---|--|---|
| <b>Paper Number</b>                   | <b>2F</b>   | A/B<br><input style="width: 30px; height: 20px;" type="text"/> | ← Teachers please write A or B<br>(2FA = Centre/Teacher marked,<br>2FB = Edexcel examiner marked) |
| Role Play A Card No                   | <input style="width: 40px; height: 20px;" type="text"/> | Conversation 1 Topic   |   |
| Role Play B Card No                   | <input style="width: 40px; height: 20px;" type="text"/> | Conversation 2 Topic   |   |
|                                       |   | <b>For Edexcel AA Use Only</b>                                 |   |
|                                       | <b>Teacher-Examiner Marks</b>                           | <b>Examiner/Moderator Marks</b>                                | <b>Senior Exam./Mod. Marks</b>  |
|                                       | ↓   | ↓  | ↓   |
| <b>Role Plays</b>                     |   |  |   |
| Role Play A (max 10)                  | <input style="width: 60px; height: 20px;" type="text"/> | <input style="width: 60px; height: 20px;" type="text"/>        | <input style="width: 60px; height: 20px;" type="text"/>   |
| Role Play B (max 10)                  | <input style="width: 60px; height: 20px;" type="text"/> | <input style="width: 60px; height: 20px;" type="text"/>        | <input style="width: 60px; height: 20px;" type="text"/>   |
| <b>Role Play A+B Total (max 20)</b>   | <input style="width: 60px; height: 20px;" type="text"/> | <input style="width: 60px; height: 20px;" type="text"/>        | <input style="width: 60px; height: 20px;" type="text"/>   |
| <b>Conversation</b>                   |   |  |   |
| Comm. + Content (max 10)              | <input style="width: 60px; height: 20px;" type="text"/> | <input style="width: 60px; height: 20px;" type="text"/>        | <input style="width: 60px; height: 20px;" type="text"/>   |
| Application of Lang. (max 10)         | <input style="width: 60px; height: 20px;" type="text"/> | <input style="width: 60px; height: 20px;" type="text"/>        | <input style="width: 60px; height: 20px;" type="text"/>   |
| Accuracy (max 10)                     | <input style="width: 60px; height: 20px;" type="text"/> | <input style="width: 60px; height: 20px;" type="text"/>        | <input style="width: 60px; height: 20px;" type="text"/>   |
| <b>Conversation total (max 30)</b>    | <input style="width: 60px; height: 20px;" type="text"/> | <input style="width: 60px; height: 20px;" type="text"/>        | <input style="width: 60px; height: 20px;" type="text"/>   |
| <b>Total marks for paper (max 50)</b> | <input style="width: 60px; height: 20px;" type="text"/> | <input style="width: 60px; height: 20px;" type="text"/>        | <input style="width: 60px; height: 20px;" type="text"/>   |

| <b>HIGHER TIER</b>                              |  |  |  |
|---|--|--|--|
| <b>Paper Number</b>                             | <b>2H</b>  | A/B<br><input style="width: 30px; height: 20px;" type="text"/>   | ← Teachers please write A or B<br>(2HA = Centre/Teacher marked,<br>2HB = Edexcel examiner marked)      |
| Role Play B Card No                             | <input style="width: 40px; height: 20px;" type="text"/>  | Conversation 1 Topic   |  |
| Role Play C Card No                             | <input style="width: 40px; height: 20px;" type="text"/>  | Conversation 2 Topic   |  |
|   |  | <b>For Edexcel AA Use Only</b>   |  |
|   | <b>Teacher-Examiner Marks</b>  | <b>Examiner/Moderator Marks</b>  | <b>Senior Exam./Mod. Marks</b>   |
|   | ↓  | ↓  | ↓  |
| <b>Role Plays</b>                               |  |  |  |
| Role Play B (max 10)                            | <input style="width: 60px; height: 20px;" type="text"/>  | <input style="width: 60px; height: 20px;" type="text"/>  | <input style="width: 60px; height: 20px;" type="text"/>  |
| Role Play C (max 10)                            | <input style="width: 60px; height: 20px;" type="text"/>  | <input style="width: 60px; height: 20px;" type="text"/>  | <input style="width: 60px; height: 20px;" type="text"/>  |
| <b>Role Play B+C Total (max 20)</b>             | <input style="width: 60px; height: 20px;" type="text"/>  | <input style="width: 60px; height: 20px;" type="text"/>  | <input style="width: 60px; height: 20px;" type="text"/>  |
| <b>Conversation</b>                             |  |  |  |
| Comm. + Content (max 10)                        | <input style="width: 60px; height: 20px;" type="text"/>  | <input style="width: 60px; height: 20px;" type="text"/>  | <input style="width: 60px; height: 20px;" type="text"/>  |
| Application of Lang. (max 10)                   | <input style="width: 60px; height: 20px;" type="text"/>  | <input style="width: 60px; height: 20px;" type="text"/>  | <input style="width: 60px; height: 20px;" type="text"/>  |
| Accuracy (max 10)                               | <input style="width: 60px; height: 20px;" type="text"/>  | <input style="width: 60px; height: 20px;" type="text"/>  | <input style="width: 60px; height: 20px;" type="text"/>  |
| <b>Conversation total (max 30)</b>              | <input style="width: 60px; height: 20px;" type="text"/>  | <input style="width: 60px; height: 20px;" type="text"/>  | <input style="width: 60px; height: 20px;" type="text"/>  |
| <b>Total marks for paper (min 100, max 150)</b> | <input style="width: 60px; height: 20px; text-align: center; font-size: 24px;" type="text" value="1"/> | <input style="width: 60px; height: 20px; text-align: center; font-size: 24px;" type="text" value="1"/> | <input style="width: 60px; height: 20px; text-align: center; font-size: 24px;" type="text" value="1"/> |

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

|   |  |              |  |
|---|--|--------------|--|
| <b>Moderator's / Examiner's Name (Block capitals please)</b>        |  | <b>AA N°</b> |  |
| <b>Senior Moderator's / Examiner's Name (Block capitals please)</b> |  | <b>AA N°</b> |  |

# CASSETTE INSERTS

\* delete as appropriate

| <b>GCSE FRENCH 1226/3226* ORAL EXAM SUMMER 2010</b>      |                |           |
|--|----------------|-----------|
| Centre Name.....   |                |           |
| Centre No..... Teacher-Examiner Name.....                |                |           |
| Foundation / Higher*      Tape No. ....      Side A / B* |                |           |
|  | Candidate Name | Cand. No. |
| 1.   |                |           |
| 2.   |                |           |
| 3.   |                |           |
| 4.   |                |           |
| 5.   |                |           |
| 6.   |                |           |

| <b>GCSE FRENCH 1226/3226* ORAL EXAM SUMMER 2010</b>      |                |           |
|--|----------------|-----------|
| Centre Name.....   |                |           |
| Centre No..... Teacher-Examiner Name.....                |                |           |
| Foundation / Higher*      Tape No. ....      Side A / B* |                |           |
|  | Candidate Name | Cand. No. |
| 1.   |                |           |
| 2.   |                |           |
| 3.   |                |           |
| 4.   |                |           |
| 5.   |                |           |
| 6.   |                |           |

| <b>GCSE FRENCH 1226/3226* ORAL EXAM SUMMER 2010</b>      |                |           |
|--|----------------|-----------|
| 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<br>(Full Course)   | 4-5 mins        | First topic chosen and introduced by candidate.<br>Second topic chosen by Teacher-Examiner from a choice of two, printed on the teacher's notes for each B role play card.<br><b>The 4-5 minute conversation should be evenly split between the two topics.</b><br>Teacher-Examiner to provide questions.<br>Sample questions are provided in the oral handbook. |
| <b>Total: Full Course</b><br>Role-plays A+B<br>+ Conversation           | <b>8-9 mins</b> | Do not increase conversation time if candidate completes role-plays quickly.   |
| Conversation<br>(French Short Course)                                   | 2-3 mins        | One topic chosen and introduced by candidate.<br>Teacher-Examiner to provide questions.<br>Questions for guidance are given in this handbook.  |
| <b>Total: (French Short Course)</b><br>Role-plays A+B<br>+ Conversation | <b>6-7 mins</b> | 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<br>(Full Course)   | 6-7 mins          | First topic chosen and introduced by candidate.<br>Second topic chosen by Teacher-Examiner from a choice of two, printed on the teacher's notes on the B role play card.<br><b>The 6-7 minute conversation should be evenly split between the two topics.</b><br>Teacher-Examiner to provide questions.<br>Questions for guidance are given in handbook. |
| <b>Total: Full Course</b><br>(Role-plays B+C<br>+ Conversation)         | <b>11-12 mins</b> | Do not increase conversation time if candidate completes role-plays quickly.   |
| Conversation<br>(French Short Course)                                   | 3-4 mins          | One topic chosen and introduced by candidate.<br>Teacher-Examiner to provide questions.<br>Questions for guidance are given in this handbook.  |
| <b>Total: (French Short Course)</b><br>Role-plays B+C<br>+ Conversation | <b>8-9 mins</b>   | 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   | <p>“GCSE Examination in French, 2010.<br/>Teacher-Examiner _____<br/>Centre Name _____<br/>Centre Number _____<br/>Paper 2F / 2H”</p>   | <ul style="list-style-type: none"> <li>On the cassette label, write your centre name and number, the language and specification number, and the tier of examination (F/H).</li> </ul>  |
| <p>At the start of each candidate’s test</p> <p>At the start of each conversation topic</p> | <p>“Candidate Number _____, _____ (Name of candidate).<br/>Role-plays _____ and _____”.</p> <p>“ Conversation 1 / 2 _____ (Topic title in English or the target language)”.</p> | <ul style="list-style-type: none"> <li>On the photocopiable cassette insert, write the candidate’s name and number.</li> <li>Make sure L3 form is complete with relevant details.</li> <li>Start the test.</li> <li>Do not stop or pause the tape during the recording.</li> </ul> |
| At the end of each candidate’s test   | “End of test”   | <ul style="list-style-type: none"> <li>Check that the test has been recorded clearly and audibly.</li> </ul>   |
| After the last candidate on side A  | “End of Side A”   | <ul style="list-style-type: none"> <li>Reset the controls ready to record the next candidate.</li> </ul>   |
| After the last candidate on side B of each cassette.  | <p>“End of Side B.<br/>The tests continue on cassette number _____”.</p>  | <ul style="list-style-type: none"> <li>Wind to the start of side A.</li> <li>Check that all the details on the cassette label are filled in.</li> <li>Place the tape back in the tape-box <b>before you get the next tape out of its box.</b></li> </ul>                           |

# **EDEXCEL**

## **GCSE French**

### **Role-play Examining Sequences**

**Summer 2010**

*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 2010

| Candidate | 1st role-play | 2nd role-play | Candidate | 1st role-play | 2nd role-play | Candidate | 1st role-play | 2nd role-play |
|-----------|---------------|---------------|-----------|---------------|---------------|-----------|---------------|---------------|
| 1         | A 1           | B 7           | 18        | A 6           | B 11          | 35        | A 11          | B 1           |
| 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 7           | 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 1           | 44        | A 10          | B 3           |
| 11        | A 3           | B 9           | 28        | A 4           | B 1           | 45        | A 1           | B 5           |
| 12        | A 4           | B 11          | 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 2010**

| Candidate | 1st role-play | 2nd role-play | Candidate | 1st role-play | 2nd role-play | Candidate | 1st role-play | 2nd 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 4           | 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 9           | 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 2           | 50        | B 1           | C 7           |
| 17        | B 7           | C 12          | 34        | B 8           | C 7           |           |               |               |

## 3226 / 2F & 2H GCSE French Role-play Sequence – Summer 2010

### 2F FOUNDATION

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

### 2H HIGHER

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



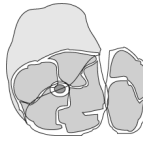
| <b>Role-play A</b> | <b>Communication and Content</b>   |
|--------------------|--|
| 9-10               | Conveys all information required<br>Interacts extremely well<br>No prompting necessary.                            |
| 7-8                | Conveys most information required<br>(At least 3 significant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





## A 1 Au restaurant

You are in a restaurant in France. Say which menu you would like, say what you would like to eat, ask where the toilets are and say thank you.

|                                  |     |     |
|----------------------------------|-----|-----|
| 1. Say which menu you would like |     |     |
| 10€                              | 15€ | 20€ |

|   |   |   |
|---|---|---|
| 2. Say what you would like to eat   |   |   |
|  |  |  |

|  |   |
|--|---|
| 3. Ask where the toilets are   |   |
|  | ? |

|    |   |
|----|---|
| 4. |  |
|----|---|

## A 1 Au restaurant

Vous êtes au restaurant où je travaille.

**Exam :** Bonjour, vous désirez quel menu ?  
**Cand :** [Le menu à] (10) euros.


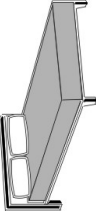

**Exam :** Qu'est-ce que vous voulez manger ?  
**Cand :** [Je voudrais] (du poulet).

**Exam :** D'accord.  
**Cand :** Où sont les toilettes ?

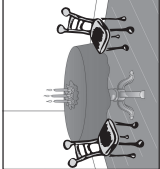
**Exam :** Au fond du restaurant.  
**Cand :** Merci.  
**Exam :** De rien.


## A 2 À l'hôtel

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

|  |   |   |   |
|--|---|---|---|
| 1. Say that you would like <b>one</b> of these rooms |  |  |  |
|--|---|---|---|

|                            |   |   |    |
|----------------------------|---|---|----|
| 2. Say for how many nights | 5 | 7 | 10 |
|----------------------------|---|---|----|

|                                |  |
|--------------------------------|--|
| 3. Ask where the restaurant is |  |
|--------------------------------|--|

|    |   |
|----|---|
| 4. |  |
|----|---|

## A 2 À l'hôtel

Vous êtes à l'hôtel où je travaille.

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

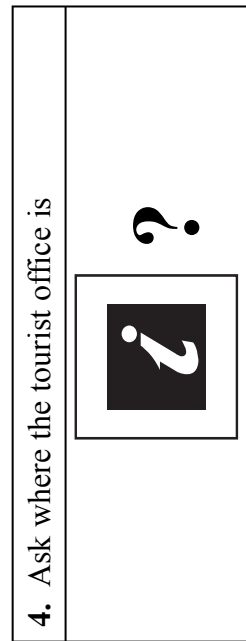
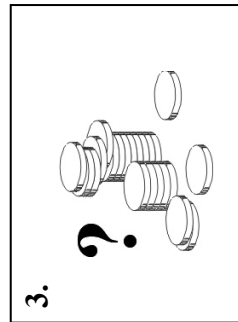
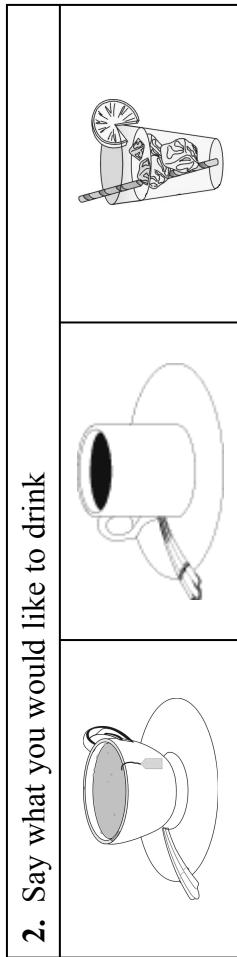
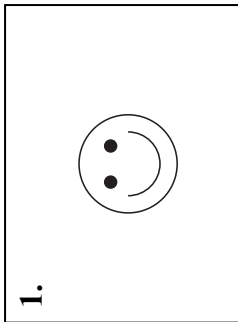
**Exam :** D'accord. C'est pour combien de nuits ?  
**Cand :** (Cinq).

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

**Exam :** À gauche de la réception.  
**Cand :** Merci.  
**Exam :** De rien.

### A 3 Au café

You are at a café in France. Greet the waiter/waitress. Say what you would like to drink, ask how much it costs, and then ask where the tourist office is.



### A 3 Au café

Vous êtes au café où je travaille.

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

**Exam :** Bonjour, vous désirez ?  
**Cand :** Je voudrais (un thé).




**Exam :** Voilà.  
**Cand :** C'est combien ?

**Exam :** 4 euros.  
**Cand :** Où est le syndicat d'initiative ?  
**Exam :** Dans la rue de Paris.

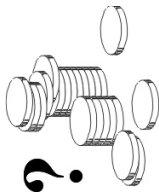
## A 4 À la pharmacie

You are in a chemist's in France. Say you would like **one** of the items below, ask how much it costs, ask where the cash desk is and say thank you.

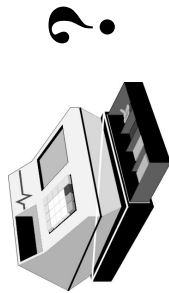
1. Say you would like **one** of the items below

|   |   |   |
|---|---|---|
|  |  |  |
|---|---|---|


2.



3. Ask where the cash desk is



4.



## A 4 À la pharmacie

**Vous êtes à la pharmacie où je travaille.**

**Exam :** Bonjour, qu'y a-t-il pour votre service / vous désirez ?

**Cand :** Je voudrais (du dentifrice).

**Exam :** Voilà.

**Cand :** C'est combien ?

**Exam :** Trois euros.

**Cand :** Où est la caisse ?

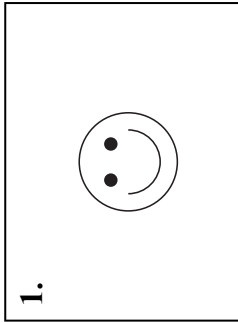
**Exam :** Au fond du magasin.

**Cand :** Merci.

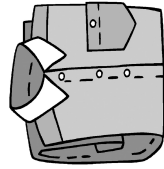
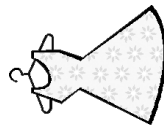
**Exam :** De rien.

## A 5 Au magasin de vêtements

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



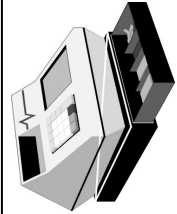
2. Say you would like **one** of the items below



3. Say what colour

**Colour**

4. Ask where the cash desk is



## A 5 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 robe).

**Exam :** De quelle couleur ?

**Cand :** (Rouge).


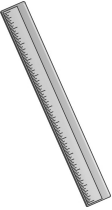

**Exam :** Voilà.

**Cand :** Où est la caisse ?

**Exam :** Là-bas, à droite.

## A 6 À la librairie-papeterie

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

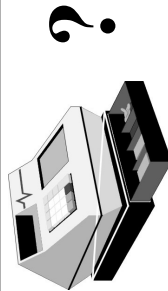
|   |   |   |
|---|---|---|
|  |  |  |
|---|---|---|

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

2. Say what colour

**Colour**

3. Ask where the cash desk is



4.



## A 6 À la librairie-papeterie

Vous êtes à la librairie-papeterie où je travaille.

**Exam :** Bonjour, qu'y a-t-il pour votre service / vous désirez ?

**Cand :** Je voudrais (une gomme).

**Exam :** De quelle couleur ?

**Cand :** (Rouge).

**Exam :** Voilà.

**Cand :** Où est la caisse ?

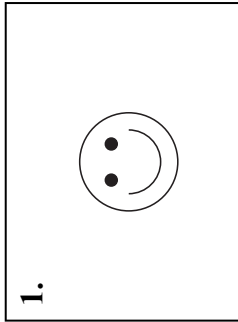
**Exam :** À droite de l'entrée.

**Cand :** Merci.

**Exam :** De rien.

## A 7 Au kiosque

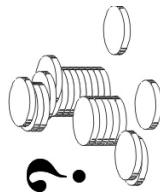
You are at a kiosk in France. Greet the assistant. Say you would like **one** of the items below, ask how much it costs, and then ask where the market is.



2. Say you would like **one** of the items below



3.



4. Ask where the market is



## A 7 Au kiosque

**Vous êtes au kiosque où je travaille.**

**Exam :** Oui, monsieur / mademoiselle ?

**Cand :** Bonjour.

**Exam :** Bonjour, je peux vous aider ?

**Cand :** Je voudrais (un journal).

**Exam :** Voilà.

**Cand :** C'est combien ?

**Exam :** 2 euros.


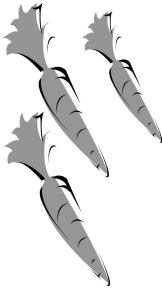
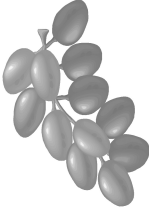
**Cand :** Où est le marché ?

**Exam :** Prenez la première rue à droite.

## A 8 Au marché

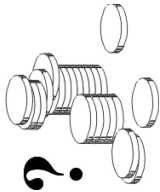
You are at a market in France. You would like **one** of the items below. Say how much you want, ask what the cost is and say thank you.


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

|   |   |   |
|---|---|---|
|  |  |  |
|---|---|---|

2. Say how much you want

|            |            |             |
|------------|------------|-------------|
| <b>1kg</b> | <b>2kg</b> | <b>500g</b> |
|------------|------------|-------------|

3. 

4. 

## A 8 Au marché

Vous êtes au marché où je travaille.

**Exam :** **Bonjour, je peux vous aider ?**  
**Cand :** Je voudrais (des haricots [verts]).

**Exam :** **Vous en voulez combien ?**  
**Cand :** (Un kilo).

**Exam :** **D'accord.**  
**Cand :** C'est combien ?

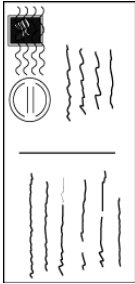
**Exam :** **2 euros.**  
**Cand :** Merci.  
**Exam :** **De rien.**



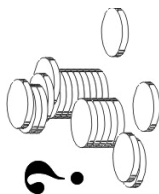
## A 9 Au magasin de souvenirs

You are in a souvenir shop in France. Say you would like **one** of the items below, ask how much it costs, ask where the beach is and say thank you.

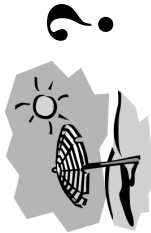
1. Say you would like **one** of the items below



2.



3. Ask where the beach is



4.



## A 9 Au magasin de souvenirs

Vous êtes au magasin de souvenirs où je travaille.

**Exam :** Bonjour, qu'y a-t-il pour votre service / vous désirez ?

**Cand :** Je voudrais (un ballon).

**Exam :** Voilà.

**Cand :** C'est combien ?

**Exam :** 3 euros.

**Cand :** Où est la plage ?

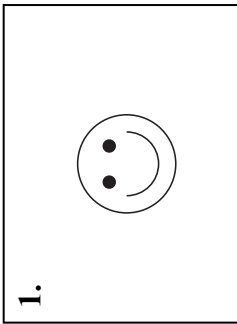
**Exam :** Allez tout droit.

**Cand :** Merci.

**Exam :** De rien.

## A 10 Au marché

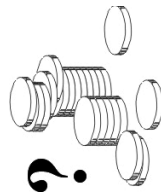
You are at a market in France. Greet the stallholder. Say you would like **one** of the items, ask how much it costs, and then ask where the swimming pool is.



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



3.



4. Ask where the swimming pool is



## A 10 Au marché

**Vous êtes au marché où je travaille.**

**Exam :** Oui, monsieur / mademoiselle ?

**Cand :** Bonjour.

**Exam :** Bonjour, je peux vous aider ?

**Cand :** Je voudrais (un melon).

**Exam :** Voilà.

**Cand :** C'est combien ?

**Exam :** 2 euros.

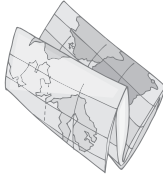


**Cand :** Où est la piscine ?

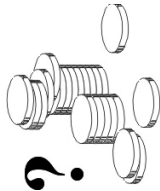
**Exam :** Prenez la première rue à gauche.

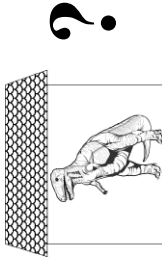
## A 11 Au syndicat d'initiative


You are in a tourist office in France. Say you would like **one** of the items below, ask how much it is, ask where the museum is and say thank you.

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

|   |   |   |
|---|---|---|
|  |  |  |
|---|---|---|

2. 

3. Ask where the museum is 

4. 

## A 11 Au syndicat d'initiative

Vous êtes au syndicat d'initiative où je travaille.

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




**Exam :** Voilà.  
**Cand :** C'est combien ?

**Exam :** 2 euros.  
**Cand :** Où est le musée ?


**Exam :** À 300 mètres, à gauche.  
**Cand :** Merci.  
**Exam :** De rien.


## A 12 Chez un(e) correspondant(e)

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

|                             |   |   |   |
|-----------------------------|---|---|---|
| 1. Say what you want to eat |  |  |  |
|-----------------------------|---|---|---|

|                                    |      |      |      |
|------------------------------------|------|------|------|
| 2. Say what time you eat breakfast | 6:00 | 7:00 | 8:00 |
|------------------------------------|------|------|------|

|                            |  |   |
|----------------------------|--|---|
| 3. Ask where the toilet is |  | ? |
|----------------------------|--|---|

|    |   |
|----|---|
| 4. |  |
|----|---|

## A 12 Chez un(e) correspondant(e)

Tu es chez un(e) correspondant(e).

**Exam :** Qu'est-ce que tu veux manger demain matin ?  
**Cand :** (Un croissant).

**Exam :** D'accord. À quelle heure prends-tu normalement le petit déjeuner ?  
**Cand :** (À 6 heures).

**Exam :** Ah, bon.  
**Cand :** Où sont les toilettes ?

**Exam :** En haut, en face de ta chambre.  
**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.

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

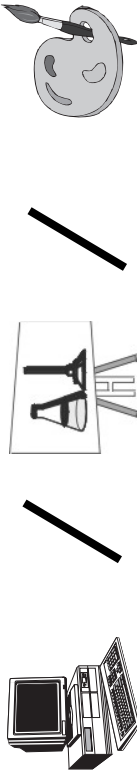
## B 1 Chez un(e) correspondant(e)

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

1. Ask what time lessons begin



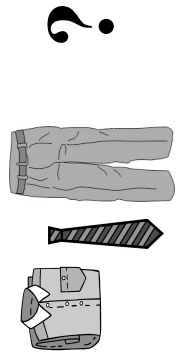
2. Say what your favourite lesson is



3. Answer the question



4. Ask if your penfriend wears a uniform



## B 1 Chez un(e) correspondant(e)

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

**Exam :** Demain, on va au collège en bus.

**Cand :** Les cours commencent à quelle heure ?

**Exam :** Chez nous, à 8 heures.

**Cand :** Ma matière préférée est (l'informatique).

**Exam :** Moi aussi.

**Exam :** Il y a combien d'élèves dans ta classe ?

**Cand :** (30).

**Exam :** Ah, bon.

**Cand :** Est-ce que tu portes un uniforme ?

**Exam :** Heureusement, non.

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

## 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 where you work on Saturdays



2. Say whether you like the job



3. Answer the question



4. Ask how much your penfriend earns



## B 2 Chez un(e) correspondant(e)

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

**Exam :** Que fais-tu le week-end ?

**Cand :** Je travaille dans (un café) le samedi.

**Exam :** Moi aussi, je travaille le samedi.

**Cand :** (J'aime) mon job.

**Exam :** Mon travail est ennuyeux.

**Exam :** Tu commences le travail à quelle heure ?

**Cand :** À (9 heures).

**Exam :** Ah, bon.

**Cand :** Combien gagnes-tu ?

**Exam :** 6 euros de l'heure.

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




### B 3 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:

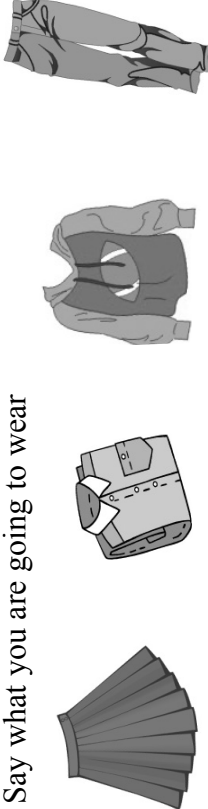
1. Say what you would like to do



2. Answer the question



3. Say what you are going to wear



4. Ask if you can go by one of these



### B 3 Chez un(e) correspondant(e)

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

**Exam :** C'est bientôt le week-end.  
**Cand :** Je voudrais (aller à la pêche).  
**Exam :** Bonne idée.

**Exam :** À quelle heure veux-tu partir ?  
**Cand :** À (9 heures).  
**Exam :** Pas de problème.

**Cand :** Je vais porter (un jean).  
**Exam :** D'accord !

**Cand :** On peut (prendre le bus) ?  
**Exam :** Si tu veux.

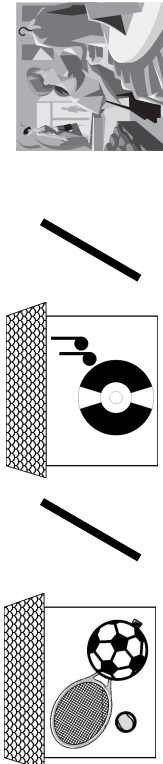
For second conversation topic choose between:  
**AT HOME AND ABROAD;  
SOCIAL ACTIVITIES, FITNESS AND HEALTH.**




## B5 Au stage

You are talking to the personnel manager of your work experience placement in Limousin. The examiner will play the part of the manager and will begin the conversation. Mention the following:


1. Say which shop you would like to work in



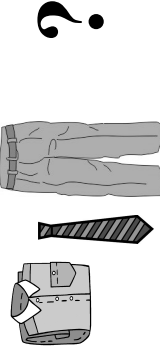
2. Ask what time you start work



3. Answer the question



4. Ask what you have to wear



## B5 Au stage

Vous parlez au directeur / à la directrice d'un centre commercial.

**Exam :** **Bienvenue au Centre Limousin !**  
**Cand :** Je voudrais travailler dans (le magasin de sports).  
**Exam :** **D'accord.**

**Cand :** Je commence [le travail] à quelle heure ?  
**Exam :** **À huit heures.**

**Exam :** **Comment allez-vous au travail ?**  
**Cand :** ([En] bus).  
**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 6 Chez le médecin

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

1. Say what hurts



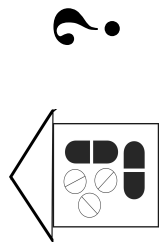
2. Say when it started

**Yesterday / This morning**

3. Answer the question



4. Ask if there is a chemist's nearby



## B 6 Chez le médecin

Vous êtes chez le médecin. Je suis le médecin.

**Exam :** Qu'est-ce qu'il y a, monsieur / mademoiselle ?

**Cand :** J'ai mal (à la jambe).

**Exam :** Ah, je vois.

**Cand :** Cela a commencé (hier).

**Exam :** D'accord.

**Exam :** Vous restez où en ville ?

**Cand :** ([À] L'hôtel de la gare).

**Exam :** C'est noté.

**Cand :** Est-ce qu'il y a une pharmacie près [d'ici] ?

**Exam :** Oui, en face.

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

## B 7 Dans la ville

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 on holiday



2. Answer the question



3. Ask if there is a bank in the town



4. Ask what time it closes



## B 7 Dans la ville

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

**Exam :** Vous n'êtes pas d'ici.

**Cand :** Je suis en vacances.

**Exam :** Ah, oui.

**Exam :** Vous restez ici pour combien de temps ?

**Cand :** (Deux semaines).

**Exam :** Ah bon.

**Cand :** Est-ce qu'il y a une banque en ville ?

**Exam :** Certainement, sur la place principale.

**Cand :** [La banque] ferme à quelle heure ?

**Exam :** À 18 heures.

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

## B 8 Au téléphone

You are telephoning a restaurant in a town in France. The examiner will play the part of the restaurant owner and will begin the conversation. Mention the following:

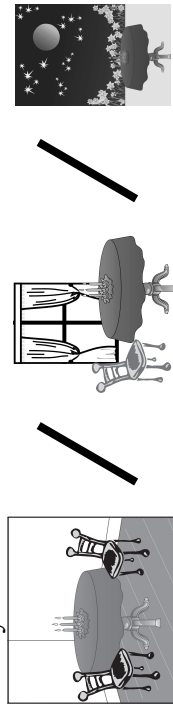
1. Say you would like to reserve a table for ..... people



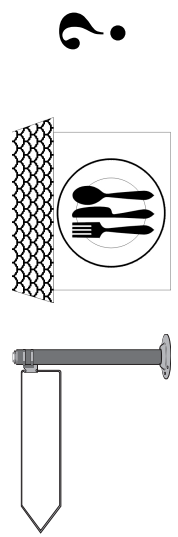
2. Answer the question



3. Say where you would like to sit in the restaurant



4. Ask how to get to the restaurant



## B 8 Au téléphone

Vous téléphonez à un restaurant. Je suis le/la patron(ne).

**Exam :** Allô, Restaurant de la Baie.  
**Cand :** Je voudrais [réserver] une table pour (3) personnes.  
**Exam :** D'accord.

**Exam :** Vous voulez réserver pour quel jour ?  
**Cand :** (Aujourd'hui).  
**Exam :** Oui.

**Cand :** Je voudrais une table (dans le coin).  
**Exam :** Pas de problème.

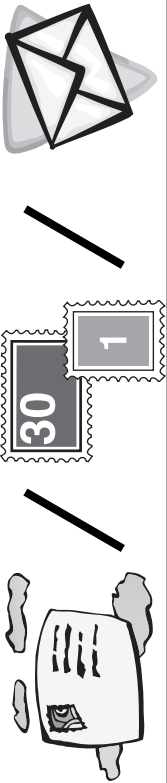
**Cand :** Pour aller au restaurant ?  
**Exam :** C'est dans la rue de Paris, il y a des bus toutes les 20 minutes.

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

## B 9 À la poste

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

1. Say what you would like to buy



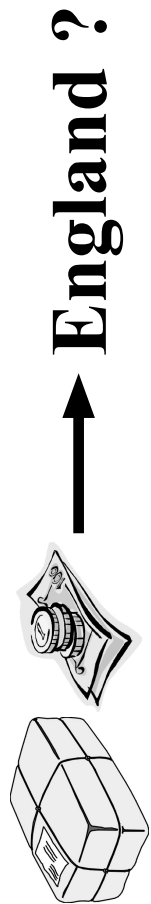
2. Ask if there is a telephone nearby



3. Answer the question



4. Ask the price of a parcel to England



## B 9 À la poste

Vous êtes dans un bureau de poste en France. Je suis l'employé(e).

**Exam :** Je peux vous aider ?

**Cand :** Je voudrais acheter (une carte postale).

**Exam :** 50 centimes s'il vous plaît.

**Cand :** Est-ce qu'il y a un téléphone près [d'ici] ?

**Exam :** Il y a une cabine devant l'entrée.

**Exam :** Vous restez ici pour combien de temps ?

**Cand :** (Une semaine).

**Exam :** Ah, bon.

**Cand :** C'est combien un paquet pour l'Angleterre ?

**Exam :** 3 euros.

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

## B 10 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 tired

# Tired

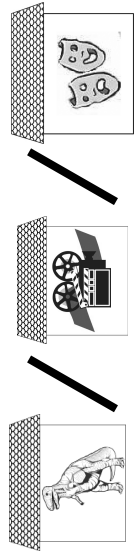
2. Say what you have forgotten



3. Answer the question



4. Ask if you can go to one of these places tomorrow



+ **Tomorrow?**

## B 10 Chez un(e) correspondant(e)

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

**Exam :** Ça va ?

**Cand :** Je suis fatigué(e).

**Exam :** Ah, bon.

**Cand :** J'ai oublié (ma serviette).

**Exam :** Je vais t'en donner une.

**Exam :** À quelle heure tu te couches normalement ?

**Cand :** [À] (10 heures).

**Exam :** C'est assez tard.

**Cand :** Est-ce qu'on peut aller au (musée) demain ?

**Exam :** Je vais en parler à papa.

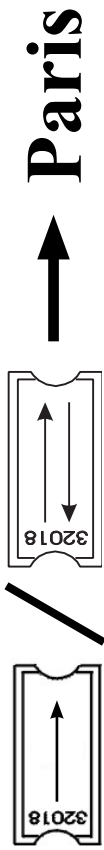
For second conversation topic choose between:  
**HOUSE, HOME AND DAILY ROUTINE;  
MEDIA, ENTERTAINMENT AND YOUTH CULTURE.**



## B 11 À la gare routière

You are at a bus station in France. The examiner will play the part of the station employee and will begin the conversation. Mention the following:

1. Say what type of ticket you want for Paris



2. Say for what date

**16 May / 17 June / 18 July**

3. Answer the question

**!**

4. Ask if there is a reduction for students



**Reduction +**

## B 11 À la gare routière

Vous parlez à l'employé(e). Je suis l'employé(e).

**Exam :** Je peux vous aider ?

**Cand :** Je voudrais (un aller simple) pour Paris.

**Exam :** Ah, bon.

**Cand :** [C'est] pour (le 16 mai).

**Exam :** D'accord.

**Exam :** À quelle heure voulez-vous partir ?

**Cand :** [À] (10 heures).

**Exam :** C'est réservé.

**Cand :** Est-ce qu'il y a une réduction pour les étudiants ?

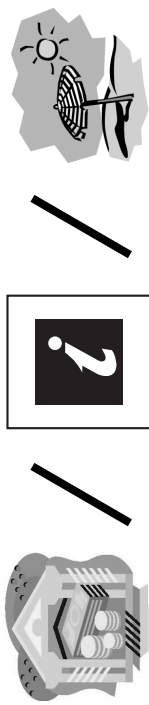
**Exam :** Certainement.

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

## B 12 Dans la rue

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

1. Say what you are looking for

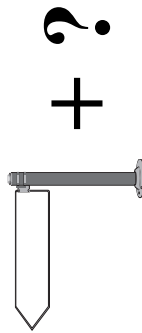


**Exam :** Je peux vous aider ?

**Cand :** Je cherche (une banque).

**Exam :** Ah, bon.

2. Ask if it is far



**Cand :** C'est loin ?

**Exam :** Oui, c'est à 5 km.

3. Answer the question

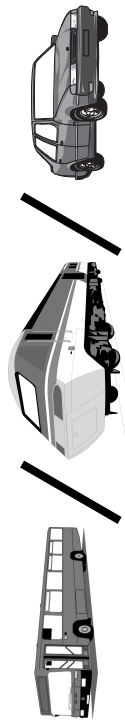


**Exam :** Vous n'êtes pas d'ici, vous êtes de quelle nationalité ?

**Cand :** (Britannique).

**Exam :** D'accord.

4. Ask if you can get there by one of these



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

**Exam :** Bien sûr.

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

## **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.

| <b>Role-play C</b> | <b>Communication and Content</b>   |
|--------------------|--|
| 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.  |

## C 1

You arrive at your work experience placement in a supermarket in France.

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

### Supermarché Champion

#### Versailles

#### Bienvenue aux stagiaires 2010

1. Détails personnels

2. !

3. Heures de travail ?

4. Repas ?

5. !

*Introduction to be read by the Examiner*

**Vous faites un stage où je travaille.  
On va commencer !**

**Exam :** **Bienvenue au Supermarché Champion. Je peux vérifier vos détails s'il vous plaît ?**

**Cand :** 1.

**Exam :** **Merci.  
Où logez-vous en ville ?**

**Cand :** 2.

**Exam :** **D'accord.**

**Cand :** 3.

**Exam :** **Vous allez travailler de 9 heures à 18 heures.**

**Cand :** 4.

**Exam :** **Il y a de bons snacks en ville.  
Pourquoi voulez-vous travailler ici ?**

**Cand :** 5.

**Exam :** **Je vous souhaite bonne chance alors.**

## C 2

You telephone a tourist office in France for information about Rouen. The Examiner will play the part of the assistant and will begin the conversation.

**VILLE DE ROUEN**  
**NORMANDIE**  
**Office de Tourisme**  
**Avenue Leclerc**

1. Raison pour l'appel
2. !
3. Logement ?
4. Distractions ?
5. !

*Introduction to be read by the Examiner*

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

**Exam :** Allô, je vous écoute !

**Cand :** 1.

**Exam :** Ah, oui.  
*Vous pouvez me donner vos détails personnels ?*

**Cand :** 2.

**Exam :** Merci.

**Cand :** 3.

**Exam :** Il y a de bons hôtels dans la région.

**Cand :** 4.

**Exam :** On peut faire de tout ici. Je vais vous envoyer des dépliants.  
*Pourquoi avez-vous choisi notre région ?*

**Cand :** 5.

**Exam :** J'espère que vous vous amusez bien ici.

### C 3

You have seen an advertisement for a weekend in Paris and go to the local tourist office. The Examiner will play the part of the assistant and will begin the conversation.

## WEEK-END à PARIS

### Départs tous les vendredis

Cars de Luxe

Adultes 130€ Enfants 70€

Réservez vos places ici

1. Réservation – détails
2. Heures de départ ?
3. !
4. Logement ?
5. !

*Introduction to be read by the Examiner*

**Vous êtes au syndicat d'initiative où je travaille.  
On va commencer !**

**Exam :** Je peux vous aider ?

**Cand :** 1.

**Exam :** Oui, il y a de la place.

**Cand :** 2.

**Exam :** Il y a des départs à 9 heures et à 15 heures.  
*Comment voulez-vous payer ?*

**Cand :** 3.

**Exam :** Pas de problème.

**Cand :** 4.

**Exam :** Il y a beaucoup de bons hôtels dans le centre de Paris.  
*Qu'est-ce que vous allez faire pendant le weekend ?*

**Cand :** 5.

**Exam :** Bon voyage, alors !

## C 4

You have bought an item in a shop. Later you discover a problem with it and return to the shop.  
The Examiner will play the part of the shop assistant and will begin the conversation.

**Galleries Lemoulin**  
**Avenue de Caen**  
**LISIEUX**

**SOLDES**  
**de -25% à -75%**

1. **Votre achat – détails**
2. **Problème**
3. **!**
4. **Description du vendeur/ de la vendeuse**
5. **!**

*Introduction to be read by the Examiner*

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

**Exam :** **Oui, madame/monsieur ?**

**Cand :** 1.

**Exam :** **Il y a un problème ?**

**Cand :** 2.

**Exam :** **Je suis désolé(e).  
Quand avez-vous découvert le problème ?**

**Cand :** 3.

**Exam :** **Vous pouvez me décrire le vendeur / la vendeuse ?**

**Cand :** 4.

**Exam :** **Merci, je le/la connais.  
Alors, comment est-ce que je peux vous aider ?**

**Cand :** 5.

**Exam :** **Je vais parler à la gérante !**



## C 5

You are discussing a shopping trip to the hypermarket with your penfriend.  
The Examiner will play the part of your penfriend and will begin the conversation.

### HYPERMARCHÉ DE LYON

#### Parking Gratuit

Ouvert tous les jours  
à partir de 9 heures

1. Heure de la visite ?
2. !
3. Achats
4. Activités plus tard ?
5. !

*Introduction to be read by the Examiner*

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

**Exam :** On va à l'hypermarché ce matin ?

**Cand :** 1.

**Exam :** À 10 heures je crois.

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

**Cand :** 2.

**Exam :** D'accord.

**Cand :** 3.

**Exam :** J'ai besoin d'un nouveau sweat.

**Cand :** 4.

**Exam :** Peut-être aller au cinéma.

*Qu'est-ce que tu penses des hypermarchés ?*

**Cand :** 5.

**Exam :** Je suis tout à fait d'accord.

## C 6

You have a problem with a tooth and telephone a dentist. The Examiner will play the part of the dentist and will begin the conversation.

### DENTISTE DE GARDE

#### LENS

Duval Annie

Tél : 03.68.23.28.33

1. Problème
2. !
3. Rendez-vous ?
4. Paiement ?
5. !

*Introduction to be read by the Examiner*

**Vous parlez à la dentiste.  
On va commencer !**

**Exam :** Allô, je vous écoute !

**Cand :** 1.

**Exam :** Ah, oui.  
*Vous pouvez me donner vos détails personnels ?*

**Cand :** 2.

**Exam :** Merci, c'est noté.

**Cand :** 3.

**Exam :** Oui, cet après-midi à 15 heures.

**Cand :** 4.

**Exam :** La consultation coûte 20 euros. On peut payer par carte.

*Quand est-ce que vous rentrez chez vous ?*

**Cand :** 5.

**Exam :** D'accord. Je vous verrai cet après-midi.

## C 7

You have seen an advertisement for a play at a theatre in France and telephone to book tickets.

The Examiner will play the part of the box office employee and will begin the conversation.

**THÉÂTRE ROYAL  
SAINT-MALO**

présente

**L'Avare de Molière**

Du 26 JUIN au 3 JUILLET 2010

**Adultes 20€    Enfants 12€**

**Tél : 02.99.46.32.80**

1. Billets – quand

2. Heure ?

3. !

4. Repas ?

5. !

*Introduction to be read by the Examiner*

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

**Exam :** Allô, Théâtre Royal !

**Cand :** 1.

**Exam :** D'accord.

**Cand :** 2.

**Exam :** La pièce commence à 20h30.  
*Comment voulez-vous payer ?*

**Cand :** 3.

**Exam :** Pas de problème.

**Cand :** 4.

**Exam :** Il y a un bon restaurant près du théâtre où l'on peut  
manger avant 19h30.  
*Pouvez-vous me donner vos détails personnels ?*

**Cand :** 5.

**Exam :** J'espère que vous vous amusez bien !

## C 8

*Introduction to be read by the Examiner*

You have seen an advertisement for a fête in France and go to the local tourist office to book.

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

### **FÊTE FORAINE SAINT SERVEUR**

Place du Marché

**le 30 juin**

**Entrée + Repas 20€  
Réservation obligatoire**

1. **Heure de la fête ?**
2. **Réservation – détails**
3. **!**
4. **Activités à la fête ?**
5. **!**

**Vous êtes au syndicat d’initiative où je travaille.  
On va commencer !**

**Exam :** Je peux vous aider ?

**Cand :** 1.

**Exam :** Ça commence à partir de 19h30.

**Cand :** 2.

**Exam :** Bon, c’est réservé.  
*Où avez-vous vu notre publicité ?*

**Cand :** 3.

**Exam :** Ah, bon.

**Cand :** 4.

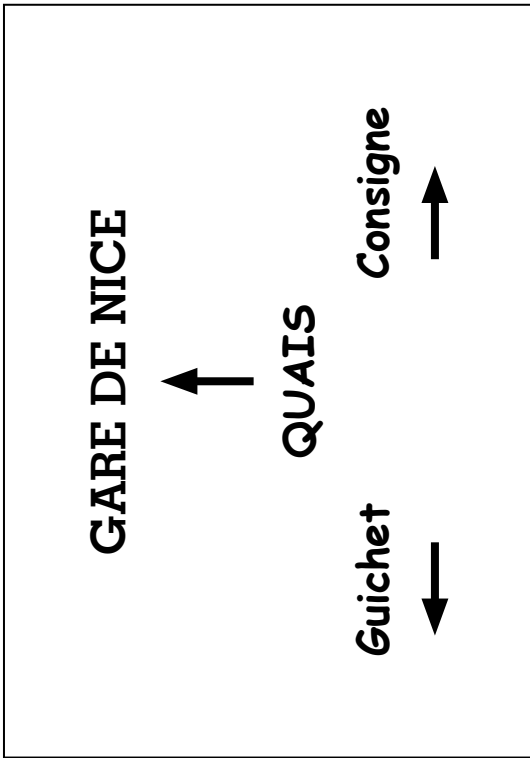
**Exam :** Il y a un bal dansant et des manèges pour les enfants.  
*Qu’est-ce que vous pensez de notre région ?*

**Cand :** 5.

**Exam :** Je suis d’accord !

## C 9

You arrive at the railway station in Nice and find that you have missed your train.  
The Examiner will play the part of the railway employee and will begin the conversation.



1. Train manqué – raison
2. Téléphone ?
3. !
4. Prochain train ?
5. !

*Introduction to be read by the Examiner*

**Vous êtes à la gare où je travaille.  
On va commencer !**

**Exam :** Je peux vous aider ?

**Cand :** 1.

**Exam :** Je suis désolé(e).

**Cand :** 2.

**Exam :** Les cabines sont à côté du quai 3.  
*Qu'est-ce que vous avez fait dans la région ?*

**Cand :** 3.

**Exam :** Ah, bon.

**Cand :** 4.

**Exam :** Le prochain train part dans une heure.  
*Comment allez-vous passer le temps ?*

**Cand :** 5.

**Exam :** Très bien !

## C 10

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

### CINÉMA HOLLYWOOD

Avenue de Paris

NICE

3 salles

Tél : 04.99.26.85.09

1. Heure ?
2. Transport – comment ?
3. !
4. Repas
5. !

*Introduction to be read by the Examiner*

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

- Exam :** On va au cinéma cet après-midi ?
- Cand :** 1.
- Exam :** Le film commence à 14 heures.
- Cand :** 2.
- Exam :** On peut y aller en bus.  
*Qu'est-ce que tu préfères comme films ?*
- Cand :** 3.
- Exam :** Moi aussi.
- Cand :** 4.
- Exam :** On peut aller chez McDo si tu veux.  
*Qu'est-ce que tu veux faire ce soir ?*
- Cand :** 5.
- Exam :** Je vais en parler à maman.

## C 11

You have reserved accommodation at a campsite and arrive there with your family.  
The Examiner will play the part of the campsite owner and will begin the conversation.

### CAMPING MUNICIPAL

#### ST. BROLADRE

TENTES CARAVANES  
MOBILE HOMES

**Tél : 02.99.23.28.33**

#### 1. Réservation – détails

2. !

#### 3. Distractions ?

4. Repas ?

5. !

*Introduction to be read by the Examiner*

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

**Exam :** Je peux vous aider ?

**Cand :** 1.

**Exam :** Ah oui, je l'ai trouvée.  
*Comment voulez-vous payer ?*

**Cand :** 2.

**Exam :** D'accord.

**Cand :** 3.

**Exam :** Il y a de tout dans la région.

**Cand :** 4.

**Exam :** Il y a un café au camping mais il y a de bons restaurants tout près.  
*Qu'est-ce que vous allez faire dans la région ?*

**Cand :** 5.

**Exam :** Bon séjour au camping de St. Broladre !

## C 12

You are looking for a summer job in a hotel in France. You see this advertisement and telephone the hotel.  
The Examiner will play the part of the hotel owner and will begin the conversation.

**HÔTEL DU TRIANON**

**LA BAULE**  
cherche

**PERSONNEL TEMPORAIRE**  
ÉTÉ 2010

**Tél : 02.95.73.88.13**

1. Raison pour l'appel
2. !
3. Dates ?
4. Logement ?
5. !

*Introduction to be read by the Examiner*

**Vous téléphonez à l'hôtel où je travaille.  
On va commencer !**

**Exam :** Allô, Hôtel du Trianon !

**Cand :** 1.

**Exam :** On a besoin de personnel pour cet été.  
*Pouvez-vous me donner vos détails personnels ?*

**Cand :** 2.

**Exam :** Merci.

**Cand :** 3.

**Exam :** Du premier mai jusqu'au trente septembre.

**Cand :** 4.

**Exam :** Il y a une chambre au troisième étage de l'hôtel.  
*Pourquoi voulez-vous travailler en France ?*

**Cand :** 5.

**Exam :** Je vous contacterai la semaine prochaine.



## **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. Teacher-Examiners 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.

| <b>Communication and Content</b> |   | <b>Application of language</b> |   | <b>Accuracy</b> |   |
|----------------------------------|---|--------------------------------|---|-----------------|---|
| <b>9-10</b>                      | 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.      | <b>9-10</b>                    | 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.  | <b>9-10</b>     | Very accurate indeed although isolated, usually insignificant errors, may occur. Pronunciation and intonation of a consistently good standard.  |
| <b>7-8</b>                       | Responds well to a wide range of question types although occasional prompting required. Takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty.  | <b>7-8</b>                     | Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis. Unambiguous use of tenses other than the present.   | <b>7-8</b>      | Generally accurate in straightforward language but errors made (possibly basic) in more complex language. Pronunciation and intonation generally good.  |
| <b>5-6</b>                       | 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. | <b>5-6</b>                     | Offers some examples of subordination. Uses tenses without ambiguity. Mostly predictable lexical items deployed.  | <b>5-6</b>      | 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. |
| <b>3-4</b>                       | 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.                       | <b>3-4</b>                     | 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. | <b>3-4</b>      | Communicates main points despite high incidence of errors. Some 'pre-learned' stereotypes correct but frequent and basic inaccuracy in manipulated language. Pronunciation inconsistent.              |
| <b>1-2</b>                       | 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.                                      | <b>1-2</b>                     | Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language.  | <b>1-2</b>      | Consistently inaccurate language. Pronunciation impedes basic communication most of the time. Offers only isolated examples of accurate language. Pronunciation very poor.                            |
| <b>0</b>                         | No rewardable communication/content.  | <b>0</b>                       | No rewardable language.   | <b>0</b>        | 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 collège.

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) ?