

**GENERAL CERTIFICATE OF SECONDARY EDUCATION 2352 & 2355**  
**FRENCH**

Speaking Higher Tier

Teacher/Examiner Booklet

**7 MARCH – 15 MAY 2007**

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- Four working days before the first day of Speaking tests at the Centre, the Examinations Officer should make available the confidential Teacher/Examiner Booklet to the Head of Languages or appropriate specialist teacher.
- Teacher/examiners must ensure sufficient time to familiarise themselves with the materials and procedures. Materials must not be removed from the Centre.
- Great care should be taken that the confidential information given to teacher/examiners in this booklet does not reach any candidates directly or indirectly.

This document consists of **49** printed pages and **3** blank pages.

**RANDOM ORDER SHEET**

Candidates should be examined in accordance with the random order below. The card is changed after every candidate. If a break occurs (e.g. overnight, lunch etc.) during the sequence, start again after the break with the next card in order to maintain security.

Candidate Order	Booklet Number
1	5
2	6
3	1
4	9
5	12
6	7
7	16
8	10
9	4
10	8
11	13
12	15
13	2
14	14
15	11
16	1
17	12
18	4
19	10
20	9
21	3
22	8
23	14
24	6
25	16
26	5
27	11
28	7
29	2
30	15
31	3
32	13
(if 32+ candidates, start the sequence again)	

PLEASE READ THE FOLLOWING INFORMATION IN CONJUNCTION WITH THE SPECIFICATION FOR FRENCH, GERMAN, GUJARATI AND SPANISH AND ANY COMMENTS IN THE EXAMINER'S/MODERATOR'S CENTRE REPORT FOR LAST YEAR'S SPEAKING TESTS.

**Please note that you must examine your candidates in accordance with the Random Order Sheet on the inside front cover opposite.**

### **Security of Test Material**

The test material is confidential until the end of the period specified on the OCR timetable. It must be securely locked away when not being used for teacher preparation or testing. At the end of each session all items must be accounted for.

### **Quiet conditions**

These are essential. The examination room should be free from any noise and disturbances from outside the building (e.g. lawn-mowers). It should not be close to corridors used by large numbers of students between lessons, but if movement within the building is unavoidable, steps should be taken to keep that noise to a minimum. Notices must be displayed to prevent interruptions from people entering the room unaware that an examination is in progress.

### **Separate preparation room**

This is essential. It should be near the examination room, and must not be part of a corridor. Other students should not have access to the area. The room should be equipped with a table where the candidate can prepare the role-play tasks.

The candidate is not allowed to make written notes during the preparation period.

There should be no immediate contact between candidates preparing and those who have finished the test.

### **Invigilation**

OCR recommends that an invigilator supervise the candidates while they are preparing for the test.

### **Dictionaries**

No access to dictionaries is allowed during the preparation time or during the examination.

### **Supporting material**

For the Presentation candidates may take into the preparation room and examination a cue card with up to five **short** headings (not full sentences) in the target language. No other written notes are allowed and candidates must not make any notes during the preparation time. Illustrations may be used to support the Presentation (e.g. a family photograph). However, no hieroglyphics are allowed.

## The Conduct of the Speaking Test

The Higher Tier test will last 12–15 minutes.

The first candidate at each session should be given a maximum of 15 minutes to prepare. Each subsequent candidate should be given the same amount of time to prepare while the previous candidate is being examined.

### Unit 2352H (Externally Assessed Speaking)

Centres which have opted for external assessment (Unit 2352) must record all candidates and send all the recordings to the external Examiner.

### Unit 2355H (Internally Assessed Speaking)

Centres which have chosen to assess their own candidates (Unit 2355) must record all candidates and compile a sample to send to the Moderator. The remaining recordings should be retained in case any samples go missing or the Moderator needs a further sample.

### Sample size for Unit 2355H

Centres should send a sample of **8** candidates covering the mark range **17–47**. The sample should include recordings of candidates examined by each of the teacher/examiners involved, if possible. The marks of candidates in the sample should be representative of the whole entry and should be evenly spread. The whole of a candidate's test should be sent, i.e. Role Play for Section 2 and Narrative Role play for Section 3, Presentation, Discussion and General Conversation.

### Recording the Tests

Recording should start on Side 1 and continue on Side 2. At the beginning of each side teacher/examiners should identify the name of the teacher and Centre number. The name of each candidate should be identified by the **teacher/examiner** at the start of the test – this should **not** be left to the candidates themselves. After the last recording on each side, teacher/examiners should say '**no more recordings on this side**'.

Centres **must not** record Foundation and Higher Tier candidates on the same cassette; please use separate cassettes for each of the two Tiers. Foundation and Higher Tier cassettes **must** be packed and sent in separate envelopes.

Both the candidate and the teacher/examiner should be clearly audible. Teachers' voices tend to be louder than those of most candidates. The microphone should therefore be placed facing the candidate, approximately 60cm from his/her face. Small, portable cassette recorders with integral microphones should be avoided, unless an external microphone can be used.

**Please note the pause button should not be used during a test.**

Teachers are asked to check that each test has been recorded properly by reviewing the last few seconds of the test.

Before submitting cassettes to the Moderator or Examiner, teacher/examiners are asked to ensure that cassettes are rewound to the beginning of Side A and that the cassette labels provided are completed. Cassettes should also be clearly identified.



## Completion of Mark Sheets

### (a) Assessment by External Examiner (Unit 2352H)

The teacher/examiner must complete an individual mark sheet for **each** candidate with:

- candidate number and name
- Centre number
- name of teacher/examiner
- date of test
- number of card used
- Presentation topic
- titles of topics for General Conversation

When the tests are complete, you must send the following to the Examiner:

- all Attendance Registers for Unit 2352H
- all individual mark-sheets
- the clearly labelled recordings of all candidates' tests

**NB** Please ensure that all cassettes are enclosed when sending them to the Examiner and that **all** candidates have been recorded.

It is essential that cassettes be packed securely to ensure safe delivery.

The Examinations Officer at your Centre will receive the name and address of the Examiner. If you have carried out the tests before this arrives, please keep the cassettes secure in the meantime. **All materials must be received by the Examiner no later than May 15.**

### (b) Internal assessment by teacher/examiner with moderation by OCR (Unit 2355H)

The teacher/examiner must complete an individual mark sheet for **each** candidate in accordance with the instructions provided. The mark must be transferred to the appropriate summary computer mark sheet (MS1/EDI), in accordance with the 'Instructions Relating to the Moderation of Marks'.

When the tests are complete:

- Send the marks to OCR.
- Send to the Moderator:
  - the sample of recordings clearly labelled and re-wound to the beginning (it is essential that cassettes should be packed securely to ensure their safe delivery)
  - the individual mark sheets for **all** candidates entered for Unit 2355H
  - the completed Moderator copy of the MS1/EDI form
  - copies of any correspondence with OCR relating to requests for special consideration
- The Centre copy of the MS1/EDI form should be retained in the Centre.

The Examinations Officer at your Centre will receive the name and address of the Moderator.

If you have carried out the tests before this arrives, please keep the cassettes secure in the meantime. **All materials must be received by the Moderator no later than May 15.** Any subsequent requests from the Moderator (e.g. to reconsider the Centre's order of merit or to supply further samples of work) should be acted upon with the minimum of delay.

### **Absent Candidates**

If any candidates are absent on the day(s) set aside by the Centre for the Speaking tests, they may be tested at another time **within the specified period** and the following items must be despatched immediately with a covering letter:

- either** to the Moderator – the candidate's completed individual mark sheet
- or** to the external Examiner – the candidate's mark sheet and the recording of the test

If a candidate remains ill beyond the specified period, they must be tested later and the recording of the test must be sent with the documents listed above to OCR along with a request for special consideration.

### **Elements of the Test (12–15 minutes approx)**

It is essential that candidates do all parts of the test as set out below. Candidates cannot be compensated for any part that is omitted.

- Section 2 Role Play
- Section 3 Narrative Role Play (3 minutes)
- Presentation (1 minute)
- Discussion of candidate's presentation (2 minutes)
- General Conversation on 2 topics (4–5 minutes)

**SPEAKING MARK SCHEME****Higher Tier**

Section 2 Role Play	Communication	8 marks
Section 3 Narrative Role Play	Communication	8 marks
Presentation	Communication	4 marks
Discussion and conversation	Communication	10 marks
Overall linguistic quality	Accuracy	20 marks
<b>Total</b>		<b>50 marks</b>

**Section 2 Role Play** 4 items, marked 2, 1, 0

<b>2</b>	Candidate successfully communicates the message without ambiguity and with little assistance from the examiner, using the appropriate tense. Inappropriate use of the 'you' form qualifies for a maximum of 1 mark on the first occurrence only.
<b>1</b>	Candidate partially communicates the message. OR Candidate eventually communicates the message after considerable assistance from the examiner, without being fed the answer.
<b>0</b>	Candidate fails to communicate the message or is fed the answer by the examiner.

**Section 3 Narrative Role Play**

<b>8</b>	All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace.
<b>7/6</b>	Conveys all the main points with little ambiguity. Little guidance needed. Easy interchanges with examiner. Gives opinions and justifications. Quite fluent. Maintains reasonably good pace.
<b>5/4</b>	Communicates most of the main points. Some guidance needed from the examiner. Responds to queries from the examiner about ambiguities. Gives limited range of opinions and justifications when prompted. Pace varies somewhat. Reasonably fluent.
<b>3/2</b>	Communicates some of the main points, but the overall picture is somewhat unclear. Needs much guidance from the examiner, and responds hesitantly. Pace slow. Lacks fluency.
<b>1/0</b>	Communicates isolated points only. No overall picture communicated. Has difficulty in responding to examiner. Pace very slow. Little fluency.

This is a "best fit" exercise. Where some qualities are lacking, the lower of two marks in the mark band will be appropriate.

**Presentation – Communication 4 marks**

<b>4</b>	Excellent, well-organised preparation and delivery of material. All main points communicated very clearly. A range of opinions and justifications expressed with ease.
<b>3</b>	Good preparation and delivery of material. All main points communicated without ambiguity. Straightforward opinions routinely expressed with some justifications.
<b>2</b>	Fairly good preparation and delivery of material. All main points communicated with little ambiguity. Straightforward opinions expressed.
<b>1</b>	Performance needs considerable examiner assistance to elicit material.
<b>0</b>	Absolutely nothing of merit.

**Discussion of Presentation and Conversation – Communication 10 marks**

<b>10</b>	Mature Discussion of the Presentation. Both Conversation topics handled very impressively. Spontaneous interchange with examiner, shows initiative. A wide range of opinions and justifications expressed with ease. Takes the initiative in conversation. Outstanding.
<b>9/8</b>	Discussion of the Presentation and both Conversation topics handled well. Examiner has little need to rephrase. A range of opinions and justifications expressed with ease. Can take the initiative in conversation.
<b>7/6</b>	Discusses the Presentation reasonably well. Develops both Conversation topics reasonably well OR has one strong and one weak topic. Expresses opinions. Communicates clearly, despite errors.
<b>5/4</b>	Discussion of the Presentation pedestrian, with the examiner leading questioning a good deal. Conversation topics dealt with in a straightforward but limited way. Examiner may need to rephrase questions before they are understood. Communicates obvious points, despite a good number of errors.
<b>3/2</b>	Discussion of the Presentation laboured, with the examiner doing most of the work. Conversation topics only work with considerable input from the examiner, and generally only understands simple questions when they are rephrased. Only some points clearly communicated, and many errors.
<b>1/0</b>	Little or nothing of merit.

**Linguistic Quality – 20 marks – covers the whole examination except the Presentation**

<b>20/19</b>	Confident and very accurate use of a variety of tenses appropriate to subject matter. Wide range of structures and vocabulary with occasional isolated errors in more complex language. Responds at considerable length to open questions. Pronunciation and intonation extremely accurate for a non-native speaker.
<b>18/17/16</b>	Very good and consistent use of a variety of tenses appropriate to subject matter. Very good range of structures and vocabulary. Consistent use of more complex language features. Pronunciation and intonation very accurate for a non-native speaker.
<b>15/14</b>	Good consistent use of tense appropriate to subject matter with only occasional errors. Good range of structures and vocabulary. Some errors in more complex language. Pronunciation and intonation mostly accurate with only occasional slips.
<b>13/12/11</b>	Use of past, present and future tenses appropriate, but with some inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate with occasional hesitation.
<b>10/9</b>	General awareness and some use of tenses appropriate to subject matter, but many inaccuracies. Adequate range of structures and vocabulary. Pronunciation and intonation generally accurate, but some errors. Hesitant at times.
<b>8/7</b>	Some awareness and limited use of different tenses. Generally appropriate attempts at subject/verb accord. Fairly limited range of structures and vocabulary. Pronunciation and intonation fair, but inconsistent. Some hesitation.
<b>6/5/4</b>	Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.
<b>3/2</b>	Very occasional awareness and success at subject/verb accord. Very limited range of vocabulary. Answers brief and often monosyllabic. Pronunciation very approximate and delivery very hesitant.
<b>1/0</b>	Little or nothing of merit.

**General Notes (Role Play Section 2)****General marking principles**

The basic principle is that marks are to be awarded when the candidate's utterance would communicate a correct, relevant meaning to a sympathetic native speaker of the target language who does not speak English. A short utterance that conveys **the full message of the task** may be awarded the full marks available for that particular task. Examples given in this booklet for Section 2 Role Plays are not exhaustive and teacher/examiners should use their professional judgement when the candidate provides an alternative, acceptable answer.

## Pronunciation

English pronunciations of words like *lemonade* for *limonade* or *timber* for *timbre* are to be regarded as errors of communication and should not be rewarded. Additionally pronunciations like *pièdde* for *piéd*, *marche* for *marché* or *vin* rhyming with the English *bin* should not be rewarded. Teacher/examiners should always query dubious pronunciation with a gentle *Comment?* A correction by the candidate can still earn credit.

## Prompting or “nudging”

However, if a teacher/examiner “feeds” a lexical item to the candidate, the candidate cannot receive any credit for that task. Example of a “nudge” and a “feed” in Section 2: Nudge: “*Tu es malade depuis longtemps?*” Candidate answers: “*Deux heures,*” and earns the marks. Feed: “*Tu es malade depuis combien d’heures?*” Candidate answers: “*Deux heures,*” gets only one mark, as the teacher/examiner provided the lexical item, “*heure*”.

Note that the teacher/examiner may ask for further clarification if the candidate’s initial utterance is ambiguous, incomplete or too inaccurate. However, this is likely to be worth only one mark out of the two available in the Section 2 Role Plays, if more than one query or paraphrase is needed from the teacher/examiner.

## Time frames

In a task which requires a verb, or in a task where the candidate offers a verb, the time frame must be correct for the award of two marks in Section 2 Role Plays.

## Reminder about the General Conversation Section

Candidates must be given the opportunity to use past, present and future time references in order to access the full range of marks in the Linguistic Quality assessment grid.

## On the following pages you will find:

Left hand page: Section 2 Role Play, with a copy of the candidate’s instructions at the top. Below, in *italics*, suitable introductory remarks, questions and responses for use by the teacher/examiner. These are to be regarded as mandatory in substance. Teacher/examiners should be wary of rephrasing as this may give an unfair advantage by, for example, providing a key item of vocabulary. Some possible responses by candidates, with examples **in bold** of answers that would gain the full marks for communication.

At the bottom of the page, topics to be used for the General Conversation.

Right hand page: a copy of the candidate’s Section 3 Narrative Role Play.

After the Role Plays there are some suggested questions for the General Conversation and then a copy of the working mark sheet.



## Higher Tier Booklet 1

## Section 2

**Situation** You have made a telephone booking in a restaurant in France for yourself and a friend called **LEBLANC**.

Your teacher will play the part of the waiter / waitress and will start the conversation.

You will have to:

- 1 say you have telephoned and say when (eg. yesterday / Monday / at 7 o'clock)
- 2 say it's for your friend and spell the name **LEBLANC**
- 3 answer the question
- 4 ask for the 26-euro menu



## Section 2

Words in **bold** are examples of answers which will gain the full two marks for successful communication.

**NOUS SOMMES DANS UN RESTAURANT EN FRANCE.**

*Vous avez réservé, Monsieur / Mademoiselle?*

- 1 **J'ai téléphoné hier / lundi / à sept heures** etc.

*C'est à quel nom?*

- 2 (C'est pour) **mon ami(e) M / Mme LEBLANC. L – E – B – L – A – N – C**  
**NB Each letter must be spelled according to the French system.**

*Suivez-moi, s'il vous plaît. Qu'est-ce que vous voulez boire?*

- 3 (Je voudrais / Nous voudrions un / une / du / de la) **bière / limonade / vin / coca** etc. (s'il vous plaît).

*Vous avez choisi?*

- 4 (Je voudrais / Nous voudrions le) **menu (à) vingt-six euros** (s'il vous plaît).

*Tout de suite, Messieurs / Mesdemoiselles.*

**General Conversation Topics** (Teacher/examiner to select two topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time frames in this section of the examination.

Home life  
 School life  
 Self, family and friends  
 Your local area



## Higher Tier Booklet 1

## Section 3 (Narrative)

**Situation** The notes and pictures below give an outline of New Year celebrations during your stay in France with a French family last year.

**LES PRÉPARATIFS**



aller au supermarché  
avec qui?



beaucoup de monde



faire des courses  
quoi?

**LE REPAS DU SOIR A LA MAISON**



recevoir des amis




des fruits de mer?  
du champagne?




votre opinion du repas?  
pourquoi?


**PLUS TARD**



finir le repas à quelle heure?



prendre des photos



sortir de la maison  
aller chez les voisins

**CHEZ LES VOISINS**



arriver juste avant minuit



souhaiter la Bonne Année  
rester quelques heures



danser?  
discuter?

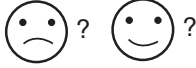
**LE MATIN DU JOUR DE L'AN**



rentrer  
vers quelle heure?



se coucher – à quelle heure?



vos impressions?  
pourquoi?

## Higher Tier Booklet 2

## Section 2

**Situation** You are phoning a hotel in Switzerland.

Your teacher will play the part of the receptionist and will start the conversation.

You will have to:

- 1 say that you are late
- 2 answer the question
- 3 say the road was closed
- 4 ask a question about the hotel (eg. where is the car park / is there a restaurant / what time does the hotel close?)



## Section 2

Words in **bold** are examples of answers which will gain the full two marks for successful communication.

## VOUS TÉLÉPHONEZ À UN HÔTEL EN SUISSE.

*Allô, je peux vous aider, Monsieur / Mademoiselle?*

- 1 **Je suis / Nous sommes en retard.**

*Vous allez arriver à quelle heure?*

- 2 (Je vais / Nous allons arriver vers / à) **six heures / dix-neuf heures** etc.

*Pas de problème. Qu'est-ce qui s'est passé, Monsieur / Mademoiselle?*

- 3 (La / L') **route / rue / autoroute était fermée / barrée** etc.

*Je suis désolé(e).*

- 4 **Où est le parking? / Il y a un parking? / un restaurant? / À quelle heure ferme l'hôtel?** etc.

*Il y a un restaurant / parking à côté / à minuit etc.*

**General Conversation Topics** (Teacher/examiner to select two topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time frames in this section of the examination.

Home life  
Your local area  
Careers, work, work experience  
Holidays

Higher Tier Booklet 2

Section 3 (Narrative)

**Situation** The notes and pictures below give an outline of a hot day last summer when you were staying at a friend's house in Switzerland last year.

**LE MATIN**



se lever à quelle heure?



préparer du café



le petit déjeuner – quoi?

**DANS LE JARDIN**



aider le père – comment?  
travailler dur?




arroser – quoi?



se reposer

**UN ACCIDENT DANS LA RUE**



entendre un bruit  
deux voitures en collision



sortir du jardin  
aller voir l'accident



vos réactions?  
pourquoi?

**DANS LA RUE**



pas de blessés



aider les conducteurs  
pousser les deux voitures



rentrer à la maison  
avec les conducteurs


**APRÈS L'ACCIDENT**



téléphoner au garage  
qui?



boire quelque chose?



vos impressions?  
pourquoi?

## Higher Tier Booklet 3

## Section 2

**Situation** You are at a friend's house in France.

Your teacher will play the part of the friend and will start the conversation.

You will have to:

- 1 say you do not feel well
- 2 explain what you have eaten (e.g. chocolate / cake / strawberries)
- 3 answer the question
- 4 say you want to stay in bed



## Section 2

Words in **bold** are examples of answers which will gain the full two marks for successful communication.

**NOUS SOMMES CHEZ DES AMIS EN FRANCE.**

*Alors, qu'est-ce qui ne va pas?*

- 1 **Je me sens / Je suis malade / J'ai vomì.**

*Ah, dommage !*

- 2 **J'ai mangé** (du / des) **chocolat / gâteau / fraises** etc.

*Tu es malade depuis combien de temps?*

- 3 (Depuis) **deux heures / trente minutes** etc.  
**NB pour + time = 1 mark maximum**

*Qu'est-ce que tu veux faire?*

- 4 (Je veux / Je voudrais) **rester au / dans le lit / rester couché(e).**

*D'accord, et on verra plus tard si tu vas mieux.*

**General Conversation Topics** (Teacher/examiner to select two topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time frames in this section of the examination.


Home life  
 Free time  
 Your local area  
 Holidays

## Higher Tier Booklet 3

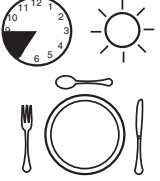
## Section 3 (Narrative)

**Situation** The notes and pictures below give an outline of a delayed start to a family holiday in Belgium last year.

**LE MATIN**



se lever à quelle heure?



prendre le petit déjeuner



quel temps?

**LES PRÉPARATIFS**



préparer un pique-nique  
– quoi?




vérifier l'eau et l'huile – qui?

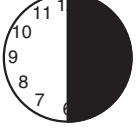


mettre les valises  
dans la voiture


**UN PROBLÈME**



passport perdu!  
chercher partout



retrouver le passeport – où?  
après combien de temps?



vos réactions?  
pourquoi?

**PLUS TARD**



prendre l'autoroute




manger dans la voiture

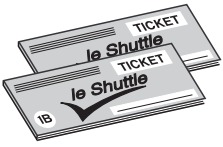


arriver au port trop tard!

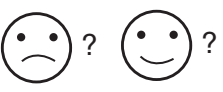
**EN ROUTE**



décider de passer  
par le Tunnel



acheter les billets  
– très chers?



vos impressions?  
pourquoi?

## Higher Tier Booklet 4

## Section 2

**Situation** You are in a clothes shop in France.

Your teacher will play the part of the employee and will start the conversation.

You will have to:

- 1 say you have bought a shirt
- 2 explain that it is too small
- 3 answer the question
- 4 explain what you want to do  
(e.g. change the shirt / buy a T-shirt / have a refund)



## Section 2

Words in **bold** are examples of answers which will gain the full two marks for successful communication.

**NOUS SOMMES DANS UN MAGASIN DE VÊTEMENTS EN FRANCE.**

*Je peux vous aider, Monsieur / Mademoiselle?*

- 1 **J'ai acheté une chemise.**

*Oui, Monsieur / Mademoiselle?*

- 2 **C'est trop petit / Elle est trop petite.**

*Vous l'avez achetée quand?*

- 3 (Je (l') ai acheté(e) la chemise) **Hier / Il y a deux jours / Mercredi** (dernier) etc.

*D'accord: qu'est-ce que vous voulez faire?*

- 4 (Je veux / Je voudrais) **changer la chemise / acheter un T-shirt / être remboursé(e)** etc.

*Tout à fait possible, Monsieur / Mademoiselle.*

**General Conversation Topics** (Teacher/examiner to select two topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time frames in this section of the examination.

Self, family and friends

Free time

Your local area


Career, work, work experience

Higher Tier Booklet 4

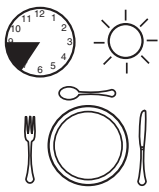
Section 3 (Narrative)

**Situation** The notes and pictures below give an outline of an excursion to the nearby town of Saumur during a family holiday in France last year.

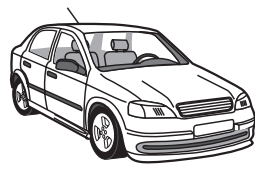
**LE DÉPART**



se lever – à quelle heure?



le petit déjeuner – quoi?



monter dans la voiture  
se mettre en route

**EN ROUTE POUR SAUMUR**



admirer le beau paysage



quelles activités?  
avec qui?



manger? boire?

**À SAUMUR**



arriver à Saumur  
trouver un parking

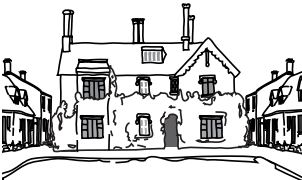


visiter le château




votre opinion?  
pourquoi?

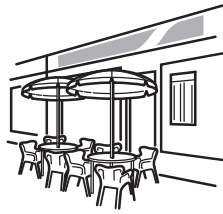
**PLUS TARD**



admirer les grandes maisons




promenade en bateau




trouver un restaurant  
manger? boire?

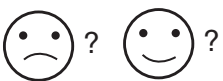
**LE SOIR**



rentrer à quelle heure?



se coucher



vos impressions?  
pourquoi?

## Higher Tier Booklet 5

## Section 2

**Situation** You are in a chemist's in France.

Your teacher will play the part of the employee and will start the conversation.

You will have to:

- 1 say what is wrong (e.g. you have fallen / you have hurt your leg / you have cut your arm)
- 2 ask for some antiseptic cream
- 3 answer the question
- 4 say that you have 50 euros



## Section 2

Words in **bold** are examples of answers which will gain the full two marks for successful communication.

**NOUS SOMMES DANS UNE PHARMACIE EN FRANCE.**

*Je peux vous aider, Monsieur / Mademoiselle?*

- 1 **Je suis tombé(e) / Je me suis fait mal / Je me suis coupé(e)** (à la jambe / au bras) etc.  
**NB The incorrect auxiliary is not to be penalised here.**

*Oui, Monsieur / Mademoiselle?*

- 2 **Vous avez / Je voudrais** (de la) **crème antiseptique** (?)

*Vous restez en France combien de temps?*

- 3 (Je reste) **Deux jours / Trois semaines / Un mois** etc.

*D'accord: je vais vous en donner assez.*

- 4 **J'ai cinquante euros.**

*Cela ne pose pas de problème, Monsieur / Mademoiselle.*

**General Conversation Topics** (Teacher/examiner to select two topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time frames in this section of the examination.

School life  
 Self, family and friends  
 Free time  
 Your local area



## Higher Tier Booklet 5

## Section 3 (Narrative)

**Situation** The notes and pictures below give an outline of a cycling holiday in the north of France last year.

**LE PREMIER JOUR**



se lever  
à quelle heure?



quel temps?



monter dans le bateau

**ARRIVÉE À CALAIS**



louer des vélos



trouver un camping  
monter la tente



préparer à manger  
quoi?

**LE LENDEMAIN MATIN**



aller à la plage  
quelles activités?

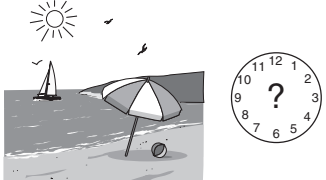


faire un pique-nique




vos réactions?  
pourquoi?


**L'APRÈS-MIDI**



quitter la plage  
à quelle heure?



trouver un joli village  
manger le fromage régional



prendre des photos

**LE SOIR**



rentrer au camping  
manger – quoi?



quelles activités?  
se coucher



vos impressions?  
pourquoi?

## Higher Tier Booklet 6

## Section 2

**Situation** You are at the lost property desk at a swimming pool in France.

Your teacher will play the part of the employee and will start the conversation.

You will have to:

- 1 say you have lost your coat
- 2 give **two** details about the coat
- 3 answer the question
- 4 say where you are staying  
(e.g. with friends / on a campsite / in a hotel)



## Section 2

Words in **bold** are examples of answers which will gain the full two marks for successful communication.

**NOUS SOMMES AU BUREAU DES OBJETS TROUVÉS DANS UNE PISCINE EN FRANCE.**

*Je peux vous aider, Monsieur / Mademoiselle?*

- 1 **J'ai perdu** mon / ma **manteau / imperméable / veste** etc.

*Vous pouvez le / la décrire, Monsieur / Mademoiselle?*

- 2 (C'est / Il est) **noir / petit / en cuir** etc.

*Vous l'avez laissé(e) où?*

- 3 **Dans le restaurant / dans les toilettes** etc.

*On ne l'a pas pour le moment: où logez-vous?*

- 4 (Je loge / Je reste) **chez des amis / au camping / à / dans l' / un hôtel** etc.

*On va vous contacter si on le / la trouve, Monsieur / Mademoiselle.*

**General Conversation Topics** (Teacher/examiner to select two topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time frames in this section of the examination.

Home life  
School life  
Self, family and friends  
Free time

## Higher Tier Booklet 6

## Section 3 (Narrative)

**Situation** The notes and pictures below give an outline of the beginning of a visit to a friend's farm in France last year.

**L'ARRIVÉE À LA GARE DE LAVAL**



arriver  
à quelle heure?





rencontrer la famille  
description?



aller à la ferme

**EN FAMILLE**



faire le tour de la maison



dîner en famille  
manger et boire – quoi?



vos réactions?  
pourquoi?

**LE LENDEMAIN**



explorer la ferme



aller dans le jardin  
quels fruits?



aller voir les animaux  
lesquels?

**LA VISITE AU MARCHÉ**



partir avec la famille  
comment?



transporter les produits  
vendre – quoi?



acheter à manger

**PLUS TARD**



aller à la pêche – avec qui?



rentrer à la maison  
– avec des poissons?



vos impressions?  
pourquoi?

## Higher Tier Booklet 7

## Section 2

**Situation** You are in France on an exchange visit talking to your friend's parents.

Your teacher will play the part of the French parent and will start the conversation.

You will have to:

- 1 say you ate at school
- 2 answer the question
- 3 give your opinion of the food
- 4 say what you want to do  
(e.g. go swimming / go to the cinema / watch a football match)



## Section 2

Words in **bold** are examples of answers which will gain the full two marks for successful communication.

**NOUS SOMMES À LA MAISON D'AMIS EN FRANCE.**

*Alors, tu veux prendre quelque chose?*

- 1 **J'ai mangé à l'école / au collège / à la cantine.**

*Et qu'est-ce que tu as mangé?*

- 2 (J'ai mangé le / la / du / de la / les / des) **poulet / frites / spaghettis** etc.

*Et le repas était comment?*

- 3 (C'était / Il était) **très bien / délicieux / pas mal** etc.

*Qu'est-ce que tu veux faire ce soir?*

- 4 (Je voudrais) **nager / faire de la natation / aller au cinéma / regarder un match de foot** etc.

*Il y a un bon film en anglais au cinéma.*

**General Conversation Topics** (Teacher/examiner to select two topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time frames in this section of the examination.

School life  
Self, family and friends  
Your local area  
Careers, work, work experience

Higher Tier Booklet 7

Section 3 (Narrative)

**Situation** The notes and pictures below give an outline of the beginning of a holiday to Paris last year.

**LE VOYAGE**



se lever – à quelle heure?  
prendre le petit déjeuner



partir pour Folkestone  
comment?



monter dans le train  
passer par le Tunnel

**L'ARRIVÉE EN FRANCE**



continuer le voyage



arriver à l'hôtel  
description



se coucher

**LE PREMIER JOUR**



aller à Disneyland  
admirer les attractions



quel temps faisait-il?



vos réactions?  
pourquoi?

**LE LENDEMAIN**



passer la journée à Paris  
aller aux grands magasins

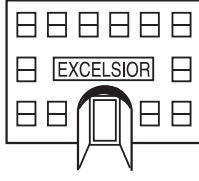


acheter des souvenirs  
quoi? pour qui?



se promener  
visiter un monument

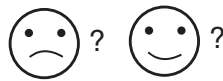
**PLUS TARD**



rentrer à l'hôtel  
à quelle heure?



manger au restaurant  
quoi?



vos impressions?  
pourquoi?

## Higher Tier Booklet 8

## Section 2

**Situation** You are in a tourist information office in France.

Your teacher will play the part of the employee and will start the conversation.

You will have to:

- 1 say you would like to visit a castle
- 2 ask if it is open today
- 3 answer the question
- 4 ask for some more information about the area  
(e.g. is there a swimming pool / where is the town hall / when is the market?)



## Section 2

Words in **bold** are examples of answers which will gain the full two marks for successful communication.

**NOUS SOMMES DANS UN OFFICE DE TOURISME EN FRANCE.**

*Je peux vous aider, Monsieur / Mademoiselle?*

- 1 **Je voudrais / veux visiter un château / faire la visite d'un château.**

*Il y a un château intéressant à Chinon.*

- 2 **C'est / Il est ouvert aujourd'hui?**

*Il est ouvert tous les jours. Vous restez en France combien de temps?*

- 3 (Je reste) **deux jours / une semaine / un mois** etc.

*Il y a aussi un château magnifique à Tours, mais c'est loin.*

- 4 **Il y a / Est-ce qu'il y a une piscine / où est la mairie / le marché c'est quand?** etc.

*Oui, Monsieur / Mademoiselle, voici une brochure.*

**General Conversation Topics** (Teacher/examiner to select two topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time frames in this section of the examination.

School life  
Self, family and friends  
Free time  
Careers, work, work experience

Higher Tier Booklet 8

Section 3 (Narrative)

**Situation** The notes and pictures below give an outline of a day last year when you helped organise a party for the members of the French Exchange group.

**LES PRÉPARATIFS**



organiser la soirée



trouver une salle où?



employer des musiciens

**LE MATIN DE LA FÊTE**



se lever de bonne heure?



prendre le petit déjeuner quoi?



rencontrer des amis

**AVANT LA FÊTE**



décorer la salle comment?




acheter des provisions quoi?

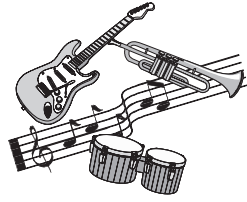


impressions? pourquoi?

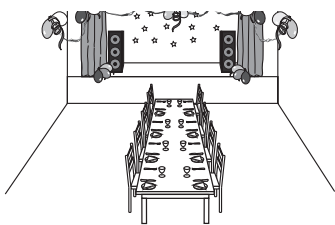
**LA FÊTE**



commencer à quelle heure?




comment était la musique?



et le repas? boire et manger – quoi?

**APRÈS LA FÊTE**



nettoyer la salle avec qui?



rentrer à la maison à quelle heure?



réactions? pourquoi?

## Higher Tier Booklet 9

## Section 2

**Situation** You are in France on an exchange visit talking to your friend's parents.

Your teacher will play the part of the French parent and will start the conversation.

You will have to:

- 1 say you ate at school
- 2 answer the question
- 3 give your opinion of the food
- 4 say what you want to do  
(e.g. go swimming / go to the cinema / watch a football match)



## Section 2

Words in **bold** are examples of answers which will gain the full two marks for successful communication.

**NOUS SOMMES À LA MAISON D'AMIS EN FRANCE.**

*Alors, tu veux prendre quelque chose?*

- 1 **J'ai mangé à l'école / au collège / à la cantine.**

*Et qu'est-ce que tu as mangé?*

- 2 (J'ai mangé le / la / du / de la / les / des) **poulet / frites / spaghettis** etc.

*Et le repas était comment?*

- 3 (C'était / Il était) **très bien / délicieux / pas mal** etc.

*Qu'est-ce que tu veux faire ce soir?*

- 4 (Je voudrais) **nager / faire de la natation / aller au cinéma / regarder un match de foot** etc.

*Il y a un bon film en anglais au cinéma.*

**General Conversation Topics** (Teacher/examiner to select two topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time frames in this section of the examination.

Home life  
School life  
Free time  
Holidays



Higher Tier Booklet 9

Section 3 (Narrative)

**Situation** The notes and pictures below give an outline of a day last year when you helped organise a party for the members of the French Exchange group.

**LES PRÉPARATIFS**



organiser la soirée



trouver une salle où?



employer des musiciens

**LE MATIN DE LA FÊTE**



se lever de bonne heure?



prendre le petit déjeuner quoi?



rencontrer des amis

**AVANT LA FÊTE**



décorer la salle comment?




acheter des provisions quoi?

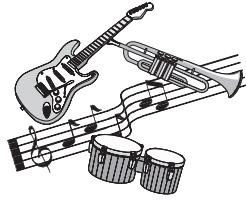


impressions? pourquoi?

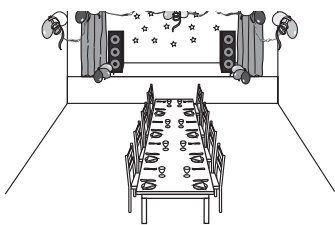
**LA FÊTE**



commencer à quelle heure?




comment était la musique?




et le repas? boire et manger – quoi?


**APRÈS LA FÊTE**



nettoyer la salle avec qui?



rentrer à la maison à quelle heure?



réactions? pourquoi?

## Higher Tier Booklet 10

## Section 2

**Situation** You are in a tourist information office in France.

Your teacher will play the part of the employee and will start the conversation.

You will have to:

- 1 say you would like to visit a castle
- 2 ask if it is open today
- 3 answer the question
- 4 ask for some more information about the area  
(e.g. is there a swimming pool / where is the town hall / when is the market?)



## Section 2

Words in **bold** are examples of answers which will gain the full two marks for successful communication.

**NOUS SOMMES DANS UN OFFICE DE TOURISME EN FRANCE.**

*Je peux vous aider, Monsieur / Mademoiselle?*

- 1 **Je voudrais / veux visiter un château / faire la visite d'un château.**

*Il y a un château intéressant à Chinon.*

- 2 **C'est / Il est ouvert aujourd'hui?**

*Il est ouvert tous les jours. Vous restez en France combien de temps?*

- 3 (Je reste) **deux jours / une semaine / un mois** etc.

*Il y a aussi un château magnifique à Tours, mais c'est loin.*

- 4 **Il y a / Est-ce qu'il y a une piscine / où est la mairie / le marché c'est quand?** etc.

*Oui, Monsieur / Mademoiselle, voici une brochure.*

**General Conversation Topics** (Teacher/examiner to select two topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time frames in this section of the examination.

Home life  
Self, family and friends  
Your local area  
Careers, work, work experience

## Higher Tier Booklet 10

## Section 3 (Narrative)

**Situation** The notes and pictures below give an outline of the beginning of a holiday to Paris last year.

**LE VOYAGE**



se lever – à quelle heure?  
prendre le petit déjeuner



partir pour Folkestone  
comment?



monter dans le train  
passer par le Tunnel

**L'ARRIVÉE EN FRANCE**



continuer le voyage



arriver à l'hôtel  
description



se coucher

**LE PREMIER JOUR**



aller à Disneyland  
admirer les attractions



quel temps faisait-il?



vos réactions?  
pourquoi?

**LE LENDEMAIN**



passer la journée à Paris  
aller aux grands magasins

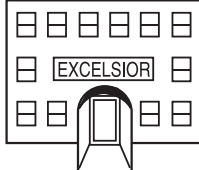


acheter des souvenirs  
quoi? pour qui?

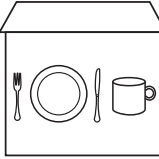


se promener  
visiter un monument

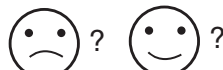
**PLUS TARD**



rentrer à l'hôtel  
à quelle heure?



manger au restaurant  
quoi?



vos impressions?  
pourquoi?

## Higher Tier Booklet 11

## Section 2

**Situation** You have made a telephone booking in a restaurant in France for yourself and a friend called **LEBLANC**.

Your teacher will play the part of the waiter / waitress and will start the conversation.

You will have to:

- 1 say you have telephoned and say when (eg. yesterday / Monday / at 7 o'clock)
- 2 say it's for your friend and spell the name **LEBLANC**
- 3 answer the question
- 4 ask for the 26-euro menu



## Section 2

Words in **bold** are examples of answers which will gain the full two marks for successful communication.

**NOUS SOMMES DANS UN RESTAURANT EN FRANCE.**

*Vous avez réservé, Monsieur / Mademoiselle?*

- 1 **J'ai téléphoné hier / lundi / à sept heures** etc.

*C'est à quel nom?*

- 2 (C'est pour) **mon ami(e) M / Mme LEBLANC. L – E – B – L – A – N – C**  
**NB Each letter must be spelled according to the French system.**

*Suivez-moi, s'il vous plaît. Qu'est-ce que vous voulez boire?*

- 3 (Je voudrais / Nous voudrions un / une / du / de la) **bière / limonade / vin / coca** etc. (s'il vous plaît).

*Vous avez choisi?*

- 4 (Je voudrais / Nous voudrions le) **menu (à) vingt-six euros** (s'il vous plaît).

*Tout de suite, Messieurs / Mesdemoiselles.*

**General Conversation Topics** (Teacher/examiner to select two topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time frames in this section of the examination.

Home life  
 Self, family and friends  
 Free time  
 Holidays

## Higher Tier Booklet 11

## Section 3 (Narrative)

**Situation** The notes and pictures below give an outline of the beginning of a visit to a friend's farm in France last year.

**L'ARRIVÉE À LA GARE DE LAVAL**



arriver  
à quelle heure?





rencontrer la famille  
description?



aller à la ferme

**EN FAMILLE**



faire le tour de la maison



dîner en famille  
manger et boire – quoi?



vos réactions?  
pourquoi?

**LE LENDEMAIN**



explorer la ferme



aller dans le jardin  
quels fruits?



aller voir les animaux  
lesquels?

**LA VISITE AU MARCHÉ**



partir avec la famille  
comment?

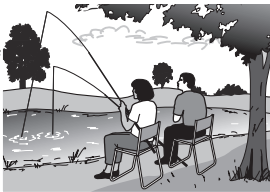


transporter les produits  
vendre – quoi?

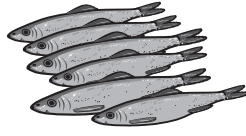


acheter à manger

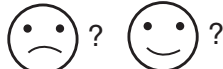
**PLUS TARD**



aller à la pêche – avec qui?



rentrer à la maison  
– avec des poissons?



vos impressions?  
pourquoi?

## Higher Tier Booklet 12

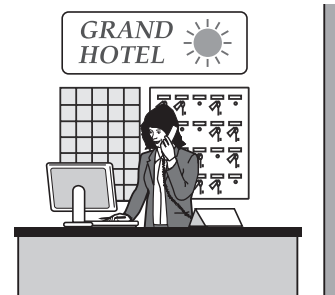
## Section 2

**Situation** You are phoning a hotel in Switzerland.

Your teacher will play the part of the receptionist and will start the conversation.

You will have to:

- 1 say that you are late
- 2 answer the question
- 3 say the road was closed
- 4 ask a question about the hotel (eg. where is the car park / is there a restaurant / what time does the hotel close?)



## Section 2

Words in **bold** are examples of answers which will gain the full two marks for successful communication.

## VOUS TÉLÉPHONEZ À UN HÔTEL EN SUISSE.

*Allô, je peux vous aider, Monsieur / Mademoiselle?*

- 1 **Je suis / Nous sommes en retard.**

*Vous allez arriver à quelle heure?*

- 2 (Je vais / Nous allons arriver vers / à) **six heures / dix-neuf heures** etc.

*Pas de problème. Qu'est-ce qui s'est passé, Monsieur / Mademoiselle?*

- 3 (La / L') **route / rue / autoroute était fermée / barrée** etc.

*Je suis désolé(e).*

- 4 **Où est le parking? / Il y a un parking? / un restaurant? / À quelle heure ferme l'hôtel?** etc.

*Il y a un restaurant / parking à côté / à minuit etc.*

**General Conversation Topics** (Teacher/examiner to select two topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time frames in this section of the examination.

School life

Self, family and friends

Your local area

Careers, work, work experience

Higher Tier Booklet 12

Section 3 (Narrative)

**Situation** The notes and pictures below give an outline of a cycling holiday in the north of France last year.

**LE PREMIER JOUR**



se lever  
à quelle heure?



quel temps?



monter dans le bateau

**ARRIVÉE À CALAIS**



louer des vélos



trouver un camping  
monter la tente



préparer à manger  
quoi?

**LE LENDEMAIN MATIN**



aller à la plage  
quelles activités?

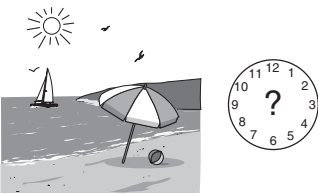


faire un pique-nique




vos réactions?  
pourquoi?


**L'APRÈS-MIDI**



quitter la plage  
à quelle heure?



trouver un joli village  
manger le fromage régional



prendre des photos

**LE SOIR**



rentrer au camping  
manger – quoi?



quelles activités?  
se coucher



vos impressions?  
pourquoi?

## Higher Tier Booklet 13

## Section 2

**Situation** You are at a friend's house in France.

Your teacher will play the part of the friend and will start the conversation.

You will have to:

- 1 say you do not feel well
- 2 explain what you have eaten (e.g. chocolate / cake / strawberries)
- 3 answer the question
- 4 say you want to stay in bed



## Section 2

Words in **bold** are examples of answers which will gain the full two marks for successful communication.

**NOUS SOMMES CHEZ DES AMIS EN FRANCE.**

*Alors, qu'est-ce qui ne va pas?*

- 1 **Je me sens / Je suis malade / J'ai vomi.**

*Ah, dommage !*

- 2 **J'ai mangé** (du / des) **chocolat / gâteau / fraises** etc.

*Tu es malade depuis combien de temps?*

- 3 (Depuis) **deux heures / trente minutes** etc.  
**NB pour + time = 1 mark maximum**

*Qu'est-ce que tu veux faire?*

- 4 (Je veux / Je voudrais) **rester au / dans le lit / rester couché(e).**

*D'accord, et on verra plus tard si tu vas mieux.*

**General Conversation Topics** (Teacher/examiner to select two topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time frames in this section of the examination.

School life  
 Self, family and friends  
 Careers, work, work experience  
 Holidays




## Higher Tier Booklet 13

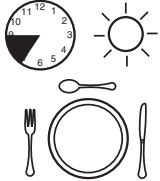
## Section 3 (Narrative)

**Situation** The notes and pictures below give an outline of an excursion to the nearby town of Saumur during a family holiday in France last year.

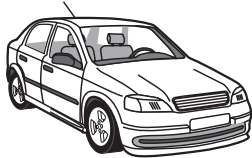
**LE DÉPART**



se lever – à quelle heure?



le petit déjeuner – quoi?




monter dans la voiture  
se mettre en route

**EN ROUTE POUR SAUMUR**



admirer le beau paysage



quelles activités?  
avec qui?



manger? boire?

**À SAUMUR**



arriver à Saumur  
trouver un parking




visiter le château




votre opinion?  
pourquoi?

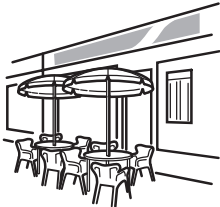
**PLUS TARD**



admirer les grandes maisons




promenade en bateau




trouver un restaurant  
manger? boire?


**LE SOIR**



rentrer à quelle heure?



se coucher



vos impressions?  
pourquoi?

## Higher Tier Booklet 14

## Section 2

**Situation** You are in a clothes shop in France.

Your teacher will play the part of the employee and will start the conversation.

You will have to:

- 1 say you have bought a shirt
- 2 explain that it is too small
- 3 answer the question
- 4 explain what you want to do  
(e.g. change the shirt / buy a T-shirt / have a refund)



## Section 2

Words in **bold** are examples of answers which will gain the full two marks for successful communication.

**NOUS SOMMES DANS UN MAGASIN DE VÊTEMENTS EN FRANCE.**

*Je peux vous aider, Monsieur / Mademoiselle?*

- 1 **J'ai acheté une chemise.**

*Oui, Monsieur / Mademoiselle?*

- 2 **C'est trop petit / Elle est trop petite.**

*Vous l'avez achetée quand?*

- 3 (Je (l') ai acheté(e) la chemise) **Hier / Il y a deux jours / Mercredi** (dernier) etc.

*D'accord: qu'est-ce que vous voulez faire?*

- 4 (Je veux / Je voudrais) **changer la chemise / acheter un T-shirt / être remboursé(e)** etc.

*Tout à fait possible, Monsieur / Mademoiselle.*

**General Conversation Topics** (Teacher/examiner to select two topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time frames in this section of the examination.

Self, family and friends

Free time

Your local area


Career, work, work experience

## Higher Tier Booklet 14


## Section 3 (Narrative)

**Situation** The notes and pictures below give an outline of a delayed start to a family holiday in Belgium last year.


**LE MATIN**



se lever à quelle heure?



prendre le petit déjeuner



quel temps?

**LES PRÉPARATIFS**



préparer un pique-nique  
– quoi?




vérifier l'eau et l'huile – qui?




mettre les valises  
dans la voiture

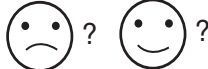
**UN PROBLÈME**



passport perdu!  
chercher partout



retrouver le passeport – où?  
après combien de temps?



vos réactions?  
pourquoi?

**PLUS TARD**



prendre l'autoroute




manger dans la voiture

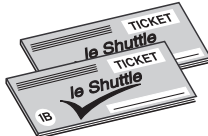


arriver au port trop tard!

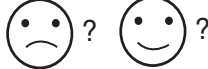
**EN ROUTE**



décider de passer  
par le Tunnel



acheter les billets  
– très chers?



vos impressions?  
pourquoi?

## Higher Tier Booklet 15

## Section 2

**Situation** You are in a chemist's in France.

Your teacher will play the part of the employee and will start the conversation.

You will have to:

- 1 say what is wrong (e.g. you have fallen / you have hurt your leg / you have cut your arm)
- 2 ask for some antiseptic cream
- 3 answer the question
- 4 say that you have 50 euros



## Section 2

Words in **bold** are examples of answers which will gain the full two marks for successful communication.

**NOUS SOMMES DANS UNE PHARMACIE EN FRANCE.**

*Je peux vous aider, Monsieur / Mademoiselle?*

- 1 **Je suis tombé(e) / Je me suis fait mal / Je me suis coupé(e)** (à la jambe / au bras) etc.  
**NB The incorrect auxiliary is not to be penalised here.**

*Oui, Monsieur / Mademoiselle?*

- 2 **Vous avez / Je voudrais** (de la) **crème antiseptique** (?)

*Vous restez en France combien de temps?*

- 3 (Je reste) **Deux jours / Trois semaines / Un mois** etc.

*D'accord: je vais vous en donner assez.*

- 4 **J'ai cinquante euros.**

*Cela ne pose pas de problème, Monsieur / Mademoiselle.*

**General Conversation Topics** (Teacher/examiner to select two topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time frames in this section of the examination.

Home life  
 Self, family and friends  
 Free time  
 Careers, work, work experience

## Higher Tier Booklet 15

## Section 3 (Narrative)

**Situation** The notes and pictures below give an outline of a hot day last summer when you were staying at a friend's house in Switzerland last year.

**LE MATIN**



se lever à quelle heure?



préparer du café



le petit déjeuner – quoi?

**DANS LE JARDIN**



aider le père – comment?  
travailler dur?




arroser – quoi?




se reposer

**UN ACCIDENT DANS LA RUE**



entendre un bruit  
deux voitures en collision



sortir du jardin  
aller voir l'accident



vos réactions?  
pourquoi?

**DANS LA RUE**



pas de blessés



aider les conducteurs  
pousser les deux voitures



rentrer à la maison  
avec les conducteurs

**APRÈS L'ACCIDENT**



téléphoner au garage  
qui?



boire quelque chose?



vos impressions?  
pourquoi?

## Higher Tier Booklet 16

## Section 2

**Situation** You are at the lost property desk at a swimming pool in France.

Your teacher will play the part of the employee and will start the conversation.

You will have to:

- 1 say you have lost your coat
- 2 give **two** details about the coat
- 3 answer the question
- 4 say where you are staying  
(e.g. with friends / on a campsite / in a hotel)



## Section 2

Words in **bold** are examples of answers which will gain the full two marks for successful communication.

**NOUS SOMMES AU BUREAU DES OBJETS TROUVÉS DANS UNE PISCINE EN FRANCE.**

*Je peux vous aider, Monsieur / Mademoiselle?*

- 1 **J'ai perdu** mon / ma **manteau / imperméable / veste** etc.

*Vous pouvez le / la décrire, Monsieur / Mademoiselle?*

- 2 (C'est / Il est) **noir / petit / en cuir** etc.

*Vous l'avez laissé(e) où?*

- 3 **Dans le restaurant / dans les toilettes** etc.

*On ne l'a pas pour le moment: où logez-vous?*

- 4 (Je loge / Je reste) **chez des amis / au camping / à / dans l' / un hôtel** etc.

*On va vous contacter si on le / la trouve, Monsieur / Mademoiselle.*

**General Conversation Topics** (Teacher/examiner to select two topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time frames in this section of the examination.

Home life  
School life  
Self, family and friends  
Free time

Higher Tier Booklet 16

Section 3 (Narrative)

**Situation** The notes and pictures below give an outline of New Year celebrations during your stay in France with a French family last year.

**LES PRÉPARATIFS**



aller au supermarché  
avec qui?



beaucoup de monde



faire des courses  
quoi?

**LE REPAS DU SOIR A LA MAISON**



recevoir des amis




des fruits de mer?  
du champagne?




vos opinions du repas?  
pourquoi?


**PLUS TARD**



finir le repas à quelle heure?



prendre des photos



sortir de la maison  
aller chez les voisins

**CHEZ LES VOISINS**



arriver juste avant minuit



souhaiter la Bonne Année  
rester quelques heures



danser?  
discuter?

**LE MATIN DU JOUR DE L'AN**



rentrer  
vers quelle heure?



se coucher – à quelle heure?



vos impressions?  
pourquoi?

## INTRODUCTION TO THE TOPIC-BASED QUESTIONS

A selection of questions now follows. These are for use in the General Conversation section of the Speaking Test, although they may also prove fruitful in discussing the candidate's Presentation.

Each bank of questions contains ideas for topic-based conversations. These questions are not in any mandatory sequence. They may be re-phrased or varied as appropriate to each candidate. These lists do not preclude other appropriate questions which the teacher/examiner may choose to introduce on a particular topic.

These are suggestions of areas to be explored in the course of a natural conversation between teacher/examiner and candidate. **On no account should any conversation be a mere recitation of these lists of questions.**

These banks of questions have been drawn up to serve as a reminder that it is advisable to offer candidates opportunities to use a variety of opinions, tenses and justifications in their responses, because higher marks can only be awarded for the inclusion of such features.

The suggestions start with very "open" questions, which should encourage candidates to expand on their responses. However, on the next line there are more specific questions (*in italics*), which may be more suitable as lead-in questions to the more "open" questions for less confident candidates. For instance, a topic could be introduced with two or three "closed" questions, which require a short response, leading to more "open" questioning which allows the candidate to show initiative and develop the subject matter.



## SOME IDEAS AND SUGGESTIONS

### 1 (a) Home life

Tell me about your house/home/flat.

*(How many rooms are there? Tell me about the ...)*

Describe your bedroom/garden/living room. (Colours/size/plants/furniture)

*(Do you have a garden? What is in your bedroom?)*

What do you do (to help) at home? And yesterday? And next weekend?

*(Do you do the hoovering/the washing up/help grandparents?)*

Describe your daily routine at home. (Morning/evening/weekend)

*(What time do you get up/get home/have lunch?)*

What do you like/dislike about your home/bedroom? Why?

*(What colour are the walls? Do you like them? Why (not)?)*

Who does the cooking at home? Opinions about food/meals/kitchen.

*(Does your mother/father cook the dinner? What do you like cooking?)*

What would you change about your home/bedroom? Why?

*(Do you like your bedroom? Why (not)?)*

### 1 (b) School life

Tell me about your school/college.

*(How many pupils/teachers at your school?)*

Describe your classroom/school buildings/grounds.

*(Do you have a big classroom? What is in your classroom?)*

What is your favourite lesson? Why? And least favourite? Why?

*(Do you like maths? What lesson will you have next/tomorrow/after this?)*

Describe your daily routine at school/break/morning/afternoon routine.

*(What time do/did you arrive at school/have lunch/go home?)*

What do you like/dislike about school/lessons/sports? Why?

*(What do you do at break/lunchtime? Who with?)*

What do you think of school rules? Opinions about uniform/homework.

*(Are the teachers strict? What do you think about homework?)*

What would you change about your school? How would that be better?

*(Do you like your school (uniform)? Why (not)?)*

## SOME IDEAS AND SUGGESTIONS

### 2 (a) Self, family and friends

Tell me about your family/best friend/brother/grandmother.  
*(How many sisters do you have? Tell me about your sister, Fiona.)*  
 Describe your mother/father/dog. Occupation/temperament/hair/size.  
*(Do you have a pet? What does your father/brother do?)*  
 What do you like to do with your friends? Last weekend? Next weekend?  
*(Do you go to the cinema/go to worship/play football with your friends?)*  
 What kind of person are you? Temperament/(dis)likes.  
*(Are you intelligent/friendly/obedient/sporty/hard-working?)*  
 What do you (not) like about your friends/classmates? Why?  
*(Who is your best friend? Describe him/her. Character/(dis)likes.)*  
 Do you get on well with your family/classmates/boys/girls? Opinions.  
*(Do you like your brother? Is your mum/dad nice/strict? In what way?)*  
 What would you change in your (family) life? How would that be better?  
*(What do you do: weekend/evening? What else would you like to do?)*

### 2 (b) Free time

Tell me about your hobbies. What you do at the weekend/in the evenings?  
*(Do you play sport? Do you like music? What sort? When? Who with?)*  
 Do you like television/reading/going to concerts? Tell me about that.  
*(Do you go clubbing? What is your favourite TV programme?)*  
 What do you do in your free time? Last weekend? And next weekend?  
*(Do you go shopping/watch football/go to worship at the weekend?)*  
 Describe what you like to do in your leisure time/evening/weekend routine.  
*(What time do you get home/get up on Saturday? What do you do then?)*  
 What do you (not) like about the weekend? Why?  
*(What do you do on Saturday/Sunday am/pm/evening? Tell me about that.)*  
 Who do you spend free time with? Opinions about friends/family.  
*(Do you watch TV with your family? Do you go out with your friends?)*  
 What would you do if you didn't have to go to school or work? Why?  
*(How do you spend your money? Clothes/fashion/music/sport?)*

## SOME IDEAS AND SUGGESTIONS

### 3 (a) Your local area

Tell me about your home town/village/region. Industrial? Touristy?  
*(Where do you live? Do you like living in Xtown?)*  
 What is there in the area for young people (to do)?  
*(Is there a cinema? Are there lots of clubs nearby?)*  
 What is there in the area for tourists (to do)?  
*(Have you visited Xburgh Castle/Museum/Park? Tell me about it.)*  
 What is the area like for shopping? Did you go shopping last weekend?  
*(Do you go shopping in Xtown? Where else? When? Who with?)*  
 What do you think about your town/village/region? Why?  
*(What do you not like about Xtown? Transport/entertainment?)*  
 What are the (dis)advantages of living in the town or the country?  
*(Do you like living in Xtown? Why (not)? Would you rather live elsewhere?)*  
 If you had the choice, where would you like to live? Abroad? Why?  
*(Would you like to live in Spain? What is the weather like here/there?)*

### 4 Careers, work, work experience

Tell me about your work experience. How long? What sort of business?  
*(Did you like working at X Ltd? Why (not)? Tell me about it.)*  
 Do you work at the weekend/in the evenings? Opinions about this work.  
*(Do you work in a supermarket? Where/when do you work on Saturdays?)*  
 What do you want to do after you leave school? College/uni/work/study?  
*(Are you going to college in September? What will you study?)*  
 Describe your routine while on work experience. Am/pm. Transport/meals.  
*(What time did you arrive at X Ltd? Morning/lunchtime/afternoon?)*  
 What sort of job/profession would you like in the future? Why?  
*(After college? Do you want to work in a shop/office/garage? Why?)*  
 What does your father/brother/sister do? Would you like to do that job?  
*(What work does your mother/father do? Do you want to be an xxxx?)*  
 (Dis)advantages of different jobs/careers/study or work opportunities.  
*(What money do you earn/receive? How do you spend it?)*

**SOME IDEAS AND SUGGESTIONS****5 (c) Holidays**

Tell me about your summer holidays. Last year? This summer?

*(Where are you going this year (did you go last year) for your holidays?)*

Describe your holidays (weather/transport/accommodation/activities).

*(Where do you like to go on holiday? Do you stay in a caravan? Who with?)*

If you had lots of money, where would you go on holiday? Who with?

*(What do you like to do on holiday? Who with? If weather is bad?)*

Describe the Xmas/Eid/Diwali holidays. Celebrations/parties/visits/meals.

*(What do you do at Diwali/Xmas/Eid? With family? Eat/drink/go out/visit?)*

What do you (dis)like about holidays? Why? Do you go away/stay at home?

*(What do you do at home in the holidays? Do you like it? Why (not)?)*

Do you prefer holidays with family or with friends? What differences?

*(Do you go on holiday with your family? Do you like that? Why (not)?)*

(Dis)advantages of different sorts of holidays. Cost/travel/accommodation.

*(Do you like going to Spain on holiday? Why (not)?)*

Candidate Name	Centre Number	
	Candidate Number	

- Foundation Tier: Section 1 RP and Section 2 RP.
- Higher Tier: Section 2 RP and Section 3 RP.
- 2355 only: Please circle the correct mark in the boxes below.

Card Number

SECTION 1 ROLE PLAY					SECTION 2 ROLE PLAY					SECTION 3 ROLE PLAY		
TASK	1	2	3	4	TASK	1	2	3	4	8		
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PRESENTATION TOPIC:	DISCUSSION AND CONVERSATION	LINGUISTIC QUALITY																																						
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<i>For Examiner's/Moderator's use</i>		Past Present Future
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Section 1 Role Play (max 8)		<b>TOTAL (max. 50)</b>	Name of Teacher conducting Test:
Section 2 Role Play (max 8)			Date of Test:
Section 3 Role Play (max 8)			Name of OCR Moderator/Examiner
Presentation (max 4)			
Discussion and Conversation (max 10)			
Linguistic Quality (max 20)			





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