

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
FRENCH**

2352 & 2355

Speaking (Higher Tier)

TEACHER/EXAMINER BOOKLET

7 MARCH – 15 MAY 2008

**To be opened four working days before the first day of the Speaking test.
To be completed between 7 March and 15 May 2008**



- Materials must **not** be removed from the Centre.
- 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 that they have sufficient time to familiarise themselves with the materials and procedures.
- Teacher/Examiners must take great care to ensure that the confidential information 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	3
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	1
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 on to cassette

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.

Recording the Tests on to CD

- Record the candidates in the order of the attendance register.
- If that is not possible, complete the CD insert with candidate details in recording order.
- Each recording should indicate candidate number and name.
- Each recorded **file** on the CD must be clearly named using the following convention: Centre number – candidate number – unit number – component number.
- Each CD should be labelled with the centre number and unit number.
- To label CDs use CD friendly marker pens. The use of biro, for example, may make the contents of the CD unreadable.
- Centres should complete each CD insert.

For more technical information go to the OCR website and the document
Digital Audio Technology: Guidance to Centres and Assessment Personnel

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/CDs are enclosed when sending them to the Examiner and that **all** candidates have been recorded.

It is essential that cassettes/CDs 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/CDs 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 any tapes re-wound to the beginning (it is essential that cassettes/CDs 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/CDs 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
Total		50 marks

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

2	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.
1	Candidate partially communicates the message. OR Candidate eventually communicates the message after considerable assistance from the examiner, without being fed the answer.
0	Candidate fails to communicate the message or is fed the answer by the examiner.

Section 3 Narrative Role Play

8	All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace.
7/6	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.
5/4	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.
3/2	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.
1/0	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

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

Discussion of Presentation and Conversation – Communication 10 marks

10	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.
9/8	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.
7/6	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.
5/4	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.
3/2	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.
1/0	Little or nothing of merit.

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

20/19	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.
18/17/16	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.
15/14	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.
13/12/11	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.
10/9	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.
8/7	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.
6/5/4	Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.
3/2	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.
1/0	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 *piedde* for *pied*, *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.

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Higher Tier Booklet 1

Section 2

Situation You are talking to a French friend about what job you would like to do.
Your teacher will play the part of the friend and will start the conversation.

You will have to:

- 1 say you would like to be a doctor
- 2 say you like to help other people
- 3 say what kind of people you want to work with
(e.g. children / adults / old people)
- 4 answer the question



Section 2

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

NOUS SOMMES EN FRANCE ET NOUS PARLONS DE L'AVENIR.

Tu as des projets?

- 1 **Je voudrais / veux / vais être / devenir (un) docteur / médecin.**

Et pourquoi veux-tu faire ce métier?

- 2 **J'aime / Pour aider les gens / les personnes / les autres.**

Ah oui – quelle sorte de personnes?

- 3 (Je voudrais / Je veux travailler avec les) **enfants / adultes / vieilles personnes / vieux / vieilles.**

Tu vas commencer tes études à l'université quand?

- 4 **Octobre prochain / en janvier / en 2009 / dans deux mois.**
NB any unrealistic response (e.g. hours) needs to be “nudged” or else = 0

Continuer les études, ce n'est pas pour moi!

General Conversation Topics: (Select **two** of the following)

School life
Self, family and friends
Your local area
Holidays


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

Higher Tier Booklet 1


Section 3 (Narrative)

Situation The notes and pictures below give an outline of a day trip to France last year.

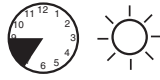
LE MATIN




se réveiller
– à quelle heure?



se laver - où?




prendre le petit déjeuner




monter dans la voiture


LE VOYAGE



dans la voiture
– quelles activités?



combien de temps?



arriver au Tunnel

L'ARRIVÉE EN FRANCE



35 minutes plus tard




aller au Centre Commercial
acheter – quoi?




vos impressions?
pourquoi?


PLUS TARD



aller au bord de la mer
s'installer sur la plage




regarder les bateaux

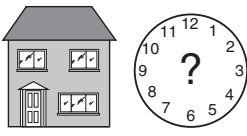


trouver un restaurant
manger / boire – quoi?

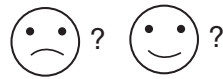
LE RETOUR



passer par le Tunnel



rentre
– à quelle heure?
– sans incident?



vos impressions?
pourquoi?

Higher Tier Booklet 2

Section 2

Situation You are at the chemist's in Belgium, as you do not feel well.
Your teacher will play the part of the chemist and will start the conversation.

You will have to:

- 1 say what is wrong (e.g. headache / toothache / cold)
- 2 answer the question
- 3 say you arrived yesterday
- 4 ask if you have to see a doctor



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 BELGIQUE.

Je peux vous aider, Monsieur / Mademoiselle?

- 1 **J'ai mal à la tête / aux dents / Je suis enrhumé(e) / J'ai un rhume** etc.

Et vous êtes malade depuis combien de temps?

- 2 (Depuis) **Hier / cinq heures / deux jours** etc.
NB "pour" plus an expression of time = max 1 mark

Vous êtes en vacances?

- 3 **Je suis arrivé(e) hier.**

Vous n'avez pas de chance d'être malade en vacances!

- 4 **Je dois / Il (me) faut aller** chez / au / **voir / le médecin / docteur?**

Non, ce n'est pas nécessaire.

General Conversation Topics: (Select **two** of the following)

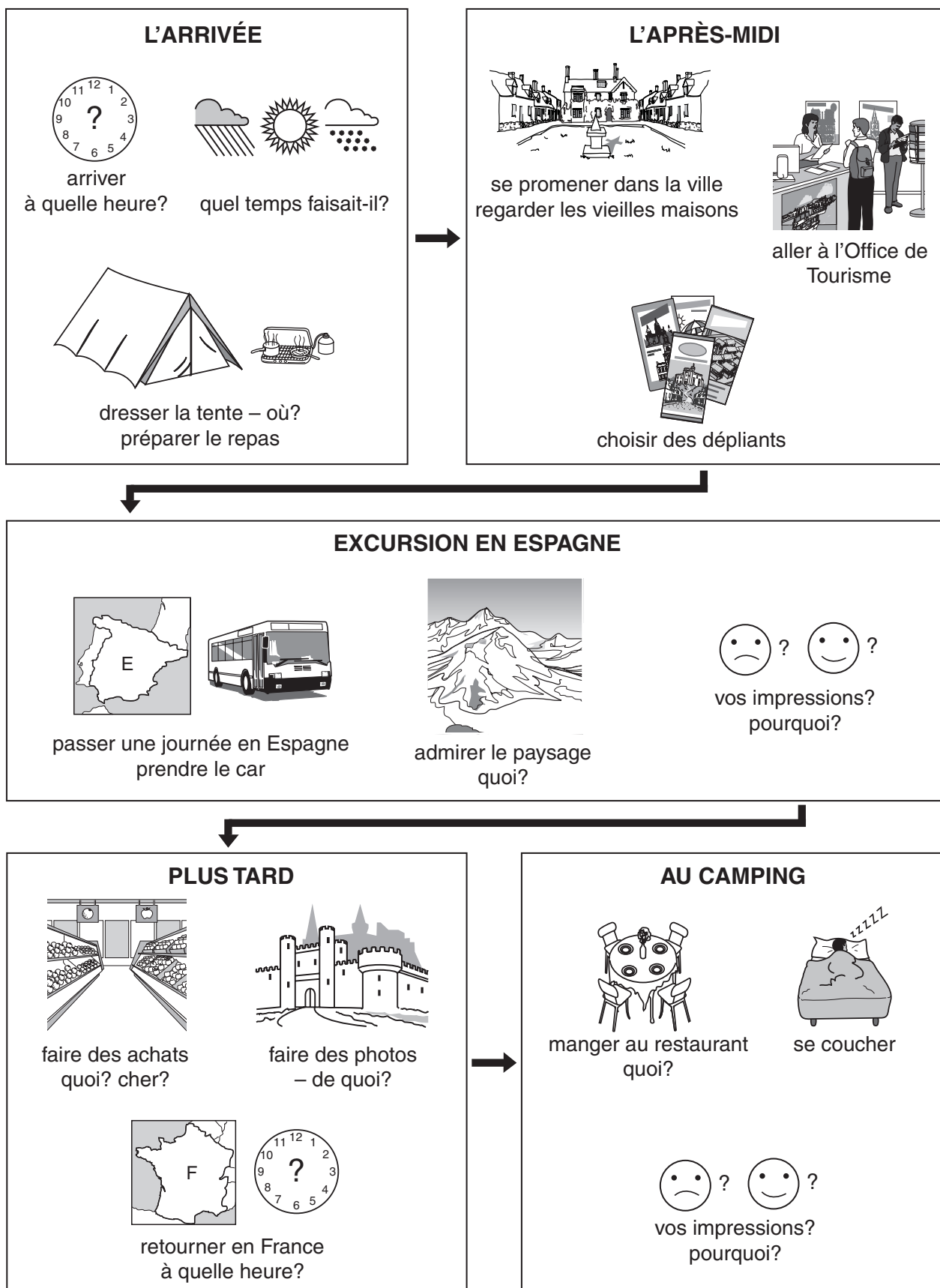
School life
Self, family and friends
Free time
Careers, work, work experience

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

Higher Tier Booklet 2

Section 3 (Narrative)

Situation The notes and pictures below give an outline of the beginning of a camping holiday last year in the south of France, close to the Spanish border.



Higher Tier Booklet 3

Section 2

Situation You are in a bank in France, as you want to change some money.
Your teacher will play the part of the employee and will start the conversation.

You will have to:

- 1 say you want to change some money
- 2 say how much you want to change
(e.g. twenty pounds / thirty dollars / a hundred euros)
- 3 say you have forgotten your passport
- 4 answer the question



Section 2

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

NOUS SOMMES DANS UNE BANQUE EN FRANCE.

Je peux vous aider, Monsieur / Mademoiselle?

- 1 **Je voudrais / Je veux changer de l'argent** (s'il vous plaît).

Vous voulez en changer combien?

- 2 (Je voudrais / veux changer) **vingt livres / trente dollars / cent euros** etc.

D'accord, Monsieur / Mademoiselle.

- 3 **J'ai oublié mon passeport / J'ai laissé mon passeport à la maison / à l'hôtel.**

Vous n'en avez pas besoin. Vous restez combien de temps en France?

- 4 (Je reste / Je vais rester) **dix jours / deux semaines / un mois** etc.

Alors, je vous souhaite un agréable séjour.

General Conversation Topics: (Select **two** of the following)

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

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

Higher Tier Booklet 3

Section 3 (Narrative)

Situation The notes and pictures below give an outline of how you earned enough money throughout last year to pay for a holiday in France.

UNE SEMAINE AU SUPERMARCHÉ



commencer – à quelle heure?
finir à quelle heure?




travailler à la caisse

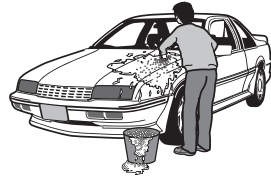


les clients – sympa?

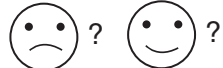
AIDER LES VOISINS



faire du babysitting
description des enfants



laver la voiture



vos réactions?
pourquoi?

PENDANT LES VACANCES DE PÂQUES



travailler à la piscine
s'amuser / s'ennuyer?



promener le chien



faire du jardinage
travail dur


AU MOIS DE JUIN



compter tout l'argent
assez?




aller à l'agence de voyages




acheter un billet

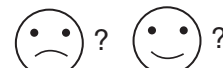
ENFIN EN VACANCES!



monter dans le bateau
avec qui?



manger dans le restaurant



vos impressions?
pourquoi?

Higher Tier Booklet 4

Section 2

Situation In France you are telephoning a car hire firm to report the loss of the car keys.
Your teacher will play the part of the member of the firm and will start the conversation.

You will have to:

- 1 say that you have lost your keys
- 2 answer the question
- 3 say where the car is (e.g. in the town centre / in the car park / opposite the supermarket)
- 4 ask how long you have to wait



Section 2

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

VOUS TELEPHONEZ A UNE AGENCE DE LOCATION DE VOITURES EN FRANCE.

Je peux vous aider, Monsieur / Mademoiselle?

- 1 **J'ai perdu / Je ne trouve pas les / mes clés.**

Vous avez la voiture depuis combien de temps?

- 2 (Depuis) **un jour / ce matin / hier / trois heures / le cinq juillet.**
NB "pour" plus an expression of time = max 1 mark

D'accord, Monsieur / Mademoiselle. Où est la voiture en ce moment?

- 3 (Elle / La voiture / C'est) **au centre-ville / en face du cinéma / au parking** etc.

Très bien, Monsieur / Mademoiselle. Je vais vous envoyer un de mes employés.

- 4 **Il (me) faut / Je dois attendre combien de temps?**

On sera avec vous dans trente minutes.

General Conversation Topics: (Select **two** of the following)

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

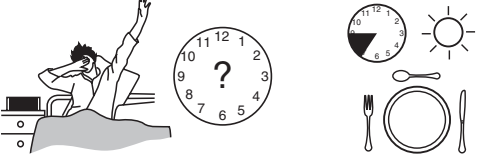
Please ensure that candidates are given the opportunity to use past, present and future time frames in this section of the examination.

Higher Tier Booklet 4

Section 3 (Narrative)


Situation The notes and pictures below give an outline of a day during an exchange visit to France last year.

À LA MAISON



se lever
– à quelle heure?

prendre le petit déjeuner
quoi?



décider d'aller en ville
avec qui?

UNE PROMENADE



quel temps faisait-il?

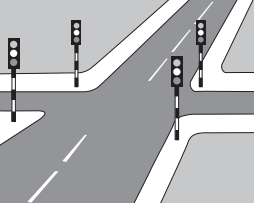
marcher lentement
discuter – de quoi?

MAGASIN




faire des achats

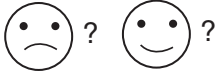
L'ACCIDENT



arriver au carrefour




voir une collision
quels véhicules?

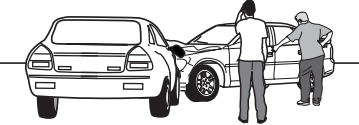


vos réactions?
pourquoi?


APRÈS L'ACCIDENT



téléphoner à
la police




aider les chauffeurs
blessés?




plus tard
pousser les véhicules


PLUS TARD



rentrer
à quelle heure?



manger en famille
quoi?



vos impressions?
pourquoi?

Higher Tier Booklet 5

Section 2

Situation You have arrived at a restaurant in Belgium.
Your teacher will play the part of the waiter/waitress and will start the conversation.

You will have to:

- 1 say you phoned yesterday
- 2 answer the question
- 3 say where you want to sit
(e.g. near the window / in the garden / next to the bar)
- 4 say you do not have a glass



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 BELGIQUE.

Je peux vous aider, Monsieur / Mademoiselle?

- 1 **J'ai / Nous avons téléphoné hier / lundi** etc.

D'accord, Monsieur / Mademoiselle. C'est pour combien de personnes?

- 2 (Il y a / Nous sommes / C'est pour) **deux / quatre / dix** etc. (personnes).

D'accord. Où voulez-vous vous asseoir?

- 3 (Je vais / voudrais / veux m'asseoir) **près de la fenêtre / dans le jardin / à côté du bar** etc.

Voilà, Monsieur / Mademoiselle. Tout va bien?

- 4 **Je n'ai pas de / Il me manque un verre.**

Je vais vous en chercher un, Monsieur / Mademoiselle.

General Conversation Topics: (Select **two** of the following)

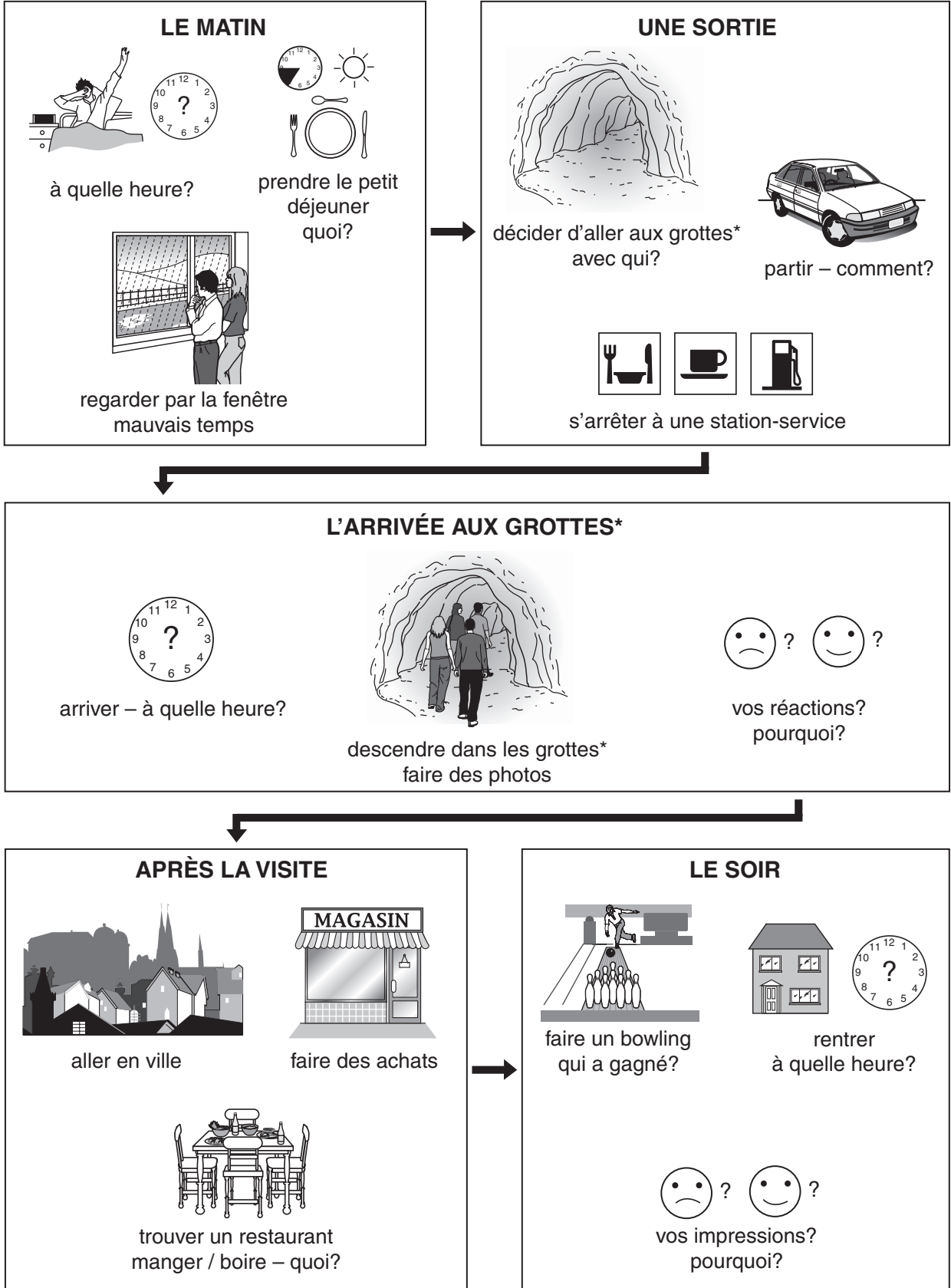
Home life
Self, family and friends
Free time
Careers, work, work experience

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

Higher Tier Booklet 5

Section 3 (Narrative)

Situation The notes and pictures below give an outline of a wet day during a family holiday in France last year when you visited some caves (*les grottes*).



*grottes = caves

Higher Tier Booklet 6

Section 2

Situation You are booking in at a hotel in France.
Your teacher will play the part of the receptionist and will start the conversation.

You will have to:

- 1 say you have made a reservation
- 2 ask for a detail about the room
(e.g shower? / television? / view of the sea?)
- 3 answer the question
- 4 ask what time the restaurant opens



Section 2

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

NOUS SOMMES DANS UN HOTEL EN FRANCE.

Je peux vous aider, Monsieur / Mademoiselle?

- 1 **J'ai / Nous avons réservé / (fait) une réservation.**

D'accord, Monsieur / Mademoiselle.

- 2 **Il y a une douche / télévision / vue de la mer** etc?

Oui, Monsieur / Mademoiselle. Vous allez payer comment?

- 3 (Je vais / voudrais / veux payer par / avec / en) **carte de crédit / chèque / liquide / cash** etc.

D'accord, Monsieur / Mademoiselle; vous voulez d'autres renseignements?

- 4 **A quelle heure ouvre le restaurant? / On peut manger au restaurant à partir de quelle heure** etc?

Le restaurant est ouvert à partir de six heures.

General Conversation Topics: (Select **two** of the following)

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

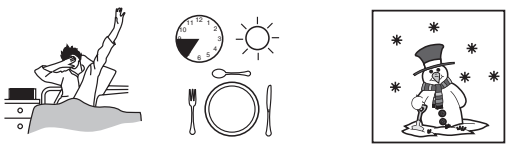
Please ensure that candidates are given the opportunity to use past, present and future time frames in this section of the examination.

Higher Tier Booklet 6

Section 3 (Narrative)


Situation The notes and pictures below give an outline of a winter's day during a visit to Belgium last year, when you stayed with friends.

LES CONDITIONS





se lever – à quelle heure?
prendre le petit déjeuner

quels temps?



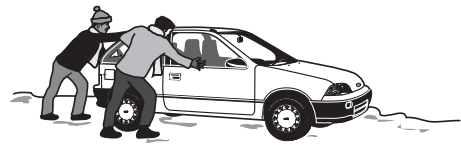
mettre des vêtements chauds

DANS LA RUE

sortir dans la rue
conditions dangereuses

décider d'aider
les voisins



pousser leur voiture

DEVANT L'ÉCOLE




passer devant l'école

jouer dans la neige
avec qui?



vos réactions?
pourquoi?

AUX MAGASINS






arriver aux magasins

un homme – tomber
sur le trottoir



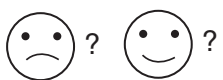
aider l'homme – porter ses achats

CHEZ LA VOISINE

nettoyer
devant la maison

boire une boisson
chaude
manger?



vos impressions?
pourquoi?

Higher Tier Booklet 7

Section 2

Situation You have arrived at a shop in France for a job interview.
Your teacher will play the part of the employer and will start the conversation.

You will have to:

- 1 give your age and nationality
- 2 say where you have worked
(e.g. farm / petrol station / supermarket)
- 3 answer the question
- 4 ask how much the salary is



Section 2

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

NOUS SOMMES DANS UN MAGASIN EN FRANCE.

J'ai besoin de quelques détails personnels, Monsieur / Mademoiselle.

- 1 **J'ai seize ans (etc)** (et) **je suis Britannique (etc).**

Et vous avez de l'expérience?

- 2 **J'ai travaillé dans une ferme / dans une station-service / dans un supermarché** etc.

D'accord. Et vous voulez travailler en France pour combien de temps?

- 3 (Je voudrais / veux travailler) **un mois / six semaines / un an** etc.
NB any length of time expressed in hours should be "nudged" or else = 0

D'accord, Monsieur / Mademoiselle; vous avez des questions?

- 4 **Vous allez me payer / On me paie combien? / C'est combien le salaire / Je vais gagner / recevoir combien?**

On va vous payer dix euros de l'heure.

General Conversation Topics: (Select **two** of the following)

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


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

Higher Tier Booklet 7

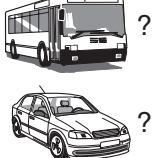
Section 3 (Narrative)

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

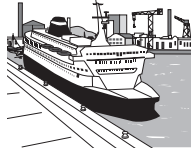
LE DÉPART



se lever – se laver
à quelle heure?

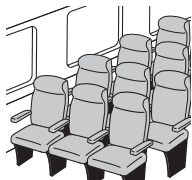


partir – comment?




arriver au port

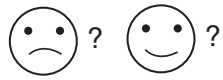
DANS LE BATEAU



trouver des sièges



quelles activités?
manger / boire – quoi?



vos réactions?
pourquoi?

L'ARRIVÉE EN BELGIQUE



débarquer à Ostende
conduire à droite

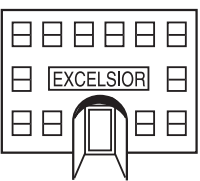


prendre l'autoroute




arriver à Bruxelles
à quelle heure?


À L'HÔTEL



trouver l'hôtel
confortable?




manger au restaurant
quoi?




décider d'aller en ville

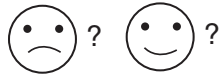
PLUS TARD



admirer les vieilles maisons
acheter des chocolats



se coucher



vos impressions?
pourquoi?

Higher Tier Booklet 8

Section 2

Situation You are at the airline desk in an airport at the beginning of a holiday in France, to report some missing luggage.
Your teacher will play the part of the employee and will start the conversation.

You will have to:

- 1 say what you have lost
(e.g. bag / suitcase / rucksack)
- 2 give **two details** of the item
- 3 answer the question
- 4 say when you can return



Section 2

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

NOUS SOMMES DANS UN AEROPORT EN FRANCE.

Je peux vous aider, Monsieur / Mademoiselle?

- 1 **J'ai perdu / Je n'ai pas / Il me manque / Je ne trouve pas mon / un sac / sac à dos / ma / une valise.**

Pouvez-vous m'en donner une description, s'il vous plaît?

- 2 (C'est) **grand / petit / bleu / vert / en cuir** etc.

D'accord – et vous restez en France combien de temps?

- 3 (Je reste / Je vais rester) **dix jours / deux semaines / un mois** etc.
NB any length of time expressed in hours should be “nudged” or else = 0

On va faire des recherches. Quand pouvez-vous revenir?

- 4 (Je peux revenir) à **deux heures / demain / dans deux jours** etc.

Voici notre numéro de téléphone.

General Conversation Topics: (Select **two** of the following)

School life
Free time
Your local area
Careers, work, work experience

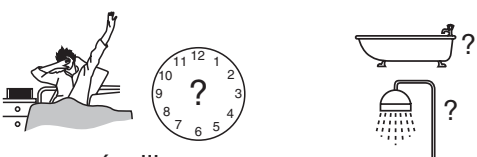
Please ensure that candidates are given the opportunity to use past, present and future time frames in this section of the examination.

Higher Tier Booklet 8

Section 3 (Narrative)


Situation The notes and pictures below give an outline of a day during a family holiday in France last year.

LE MATIN



se réveiller
à quelle heure?

se laver – où?



prendre le petit déjeuner

DÉCIDER DE SORTIR



partir – comment?
avec qui?

arriver au centre-ville



aller au marché

AU MARCHÉ



manger des crêpes

acheter de la nourriture
quoi?



vos réactions?
pourquoi?

DANS LE PARC




faire un pique-nique

jouer – à quoi?


voir le petit zoo
quels animaux?

PLUS TARD



rentre – à quelle heure?

se coucher
fatigué(e)?



vos impressions?
pourquoi?

Higher Tier Booklet 9

Section 2

Situation You are talking to a French friend about what job you would like to do.
Your teacher will play the part of the friend and will start the conversation.

You will have to:

- 1 say you would like to be a doctor
- 2 say you like to help other people
- 3 say what kind of people you want to work with
(e.g. children / adults / old people)
- 4 answer the question



Section 2

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

NOUS SOMMES EN FRANCE ET NOUS PARLONS DE L'AVENIR.

Tu as des projets?

- 1 **Je voudrais / veux / vais être / devenir (un) docteur / médecin.**

Et pourquoi veux-tu faire ce métier?

- 2 **J'aime / Pour aider les gens / les personnes / les autres.**

Ah oui – quelle sorte de personnes?

- 3 (Je voudrais / Je veux travailler avec les) **enfants / adultes / vieilles personnes / vieux / vieilles.**

Tu vas commencer tes études à l'université quand?

- 4 **Octobre prochain / en janvier / en 2009 / dans deux mois.**
NB any unrealistic response (e.g. hours) needs to be “nudged” or else = 0

Continuer les études, ce n'est pas pour moi!

General Conversation Topics: (Select **two** of the following)

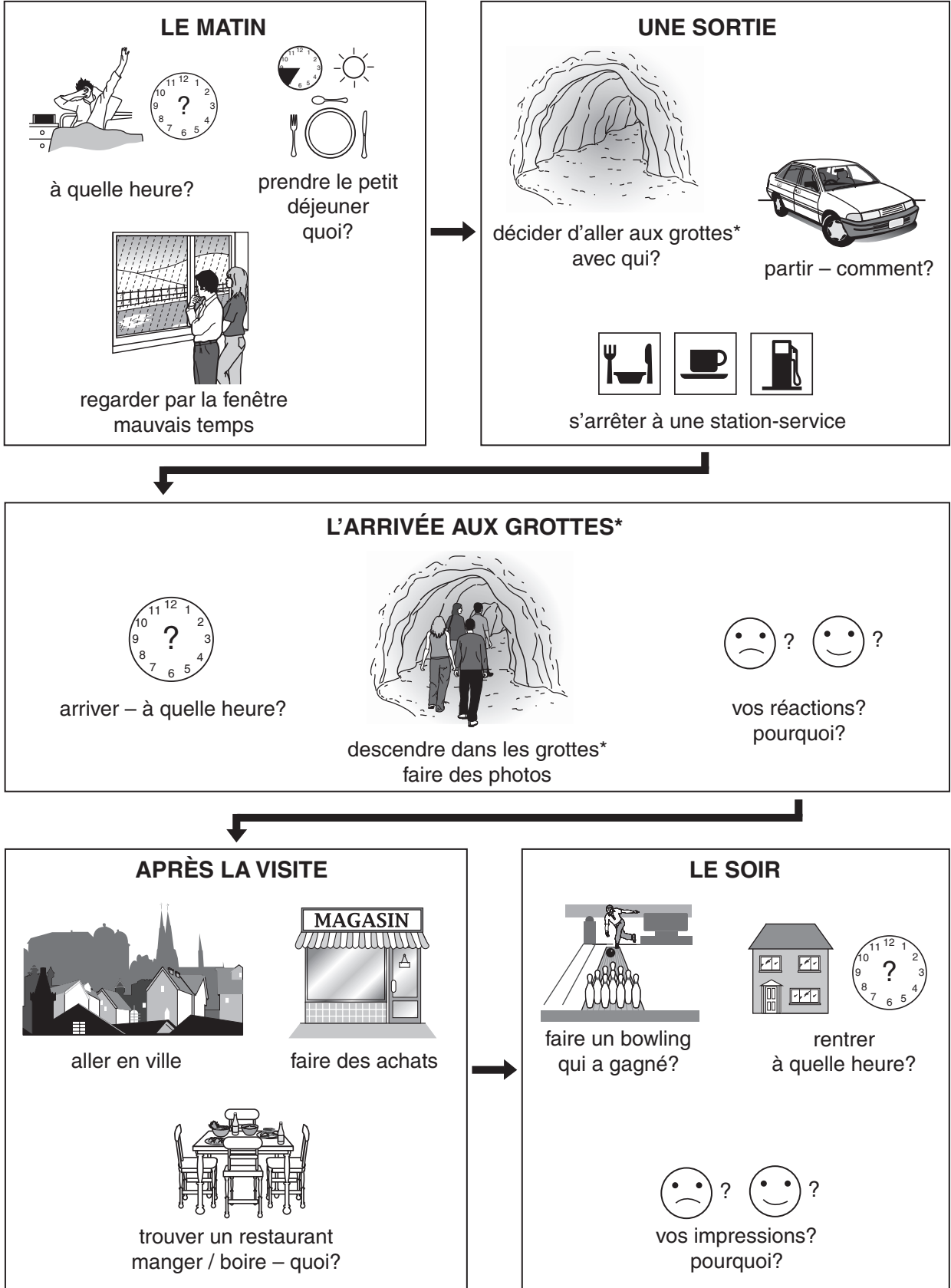
School life
Free time
Self, family and friends
Your local area

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

Higher Tier Booklet 9

Section 3 (Narrative)

Situation The notes and pictures below give an outline of a wet day during a family holiday in France last year when you visited some caves (*les grottes*).



*grottes = caves

Higher Tier Booklet 10

Section 2

Situation You are at the chemist's in Belgium, as you do not feel well.
Your teacher will play the part of the chemist and will start the conversation.

You will have to:

- 1 say what is wrong (e.g. headache / toothache / cold)
- 2 answer the question
- 3 say you arrived yesterday
- 4 ask if you have to see a doctor



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 BELGIQUE.

Je peux vous aider, Monsieur / Mademoiselle?

- 1 **J'ai mal à la tête / aux dents / Je suis enrhumé(e) / J'ai un rhume** etc.

Et vous êtes malade depuis combien de temps?

- 2 (Depuis) **Hier / cinq heures / deux jours** etc.
NB "pour" plus an expression of time = max 1 mark

Vous êtes en vacances?

- 3 **Je suis arrivé(e) hier.**

Vous n'avez pas de chance d'être malade en vacances!

- 4 **Je dois / Il (me) faut aller** chez / au / **voir / le médecin / docteur?**

Non, ce n'est pas nécessaire.

General Conversation Topics: (Select **two** of the following)

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

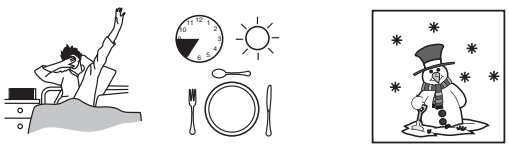
Please ensure that candidates are given the opportunity to use past, present and future time frames in this section of the examination.

Higher Tier Booklet 10

Section 3 (Narrative)


Situation The notes and pictures below give an outline of a winter's day during a visit to Belgium last year, when you stayed with friends.

LES CONDITIONS





se lever – à quelle heure?
prendre le petit déjeuner

quels temps?



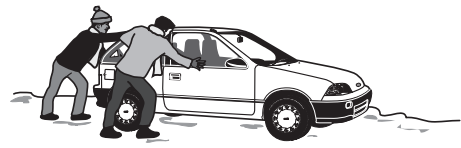
mettre des vêtements chauds

DANS LA RUE

sortir dans la rue
conditions dangereuses

décider d'aider
les voisins



pousser leur voiture

DEVANT L'ÉCOLE




passer devant l'école

jouer dans la neige
avec qui?



vos réactions?
pourquoi?

AUX MAGASINS






arriver aux magasins

un homme – tomber
sur le trottoir



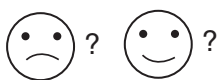
aider l'homme – porter ses achats

CHEZ LA VOISINE

nettoyer
devant la maison

boire une boisson
chaude
manger?



vos impressions?
pourquoi?

Higher Tier Booklet 11

Section 2

Situation You are in a bank in France, as you want to change some money.
Your teacher will play the part of the employee and will start the conversation.

You will have to:

- 1 say you want to change some money
- 2 say how much you want to change
(e.g. twenty pounds / thirty dollars / a hundred euros)
- 3 say you have forgotten your passport
- 4 answer the question



Section 2

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

NOUS SOMMES DANS UNE BANQUE EN FRANCE.

Je peux vous aider, Monsieur / Mademoiselle?

- 1 **Je voudrais / Je veux changer de l'argent** (s'il vous plaît).

Vous voulez en changer combien?

- 2 (Je voudrais / veux changer) **vingt livres / trente dollars / cent euros** etc.

D'accord, Monsieur / Mademoiselle.

- 3 **J'ai oublié mon passeport / J'ai laissé mon passeport à la maison / à l'hôtel.**

Vous n'en avez pas besoin. Vous restez combien de temps en France?

- 4 (Je reste / Je vais rester) **dix jours / deux semaines / un mois** etc.

Alors, je vous souhaite un agréable séjour.

General Conversation Topics: (Select **two** of the following)

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

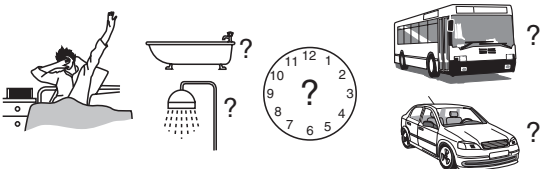
Please ensure that candidates are given the opportunity to use past, present and future time frames in this section of the examination.

Higher Tier Booklet 11

Section 3 (Narrative)

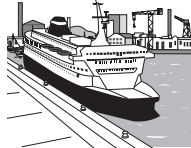
Situation The notes and pictures below give an outline of the beginning of a family holiday to Belgium last year.

LE DÉPART



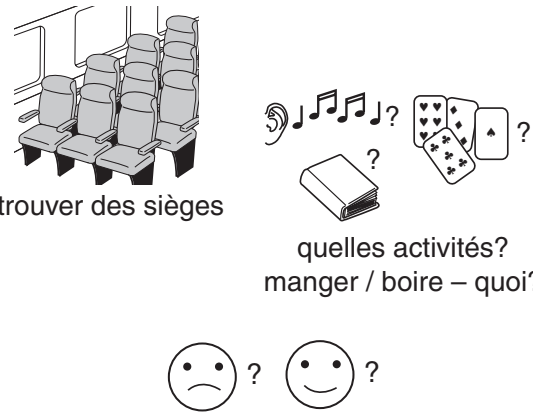
se lever – se laver
à quelle heure?

partir – comment?



arriver au port

DANS LE BATEAU



trouver des sièges

quelles activités?
manger / boire – quoi?

vos réactions?
pourquoi?

L'ARRIVÉE EN BELGIQUE

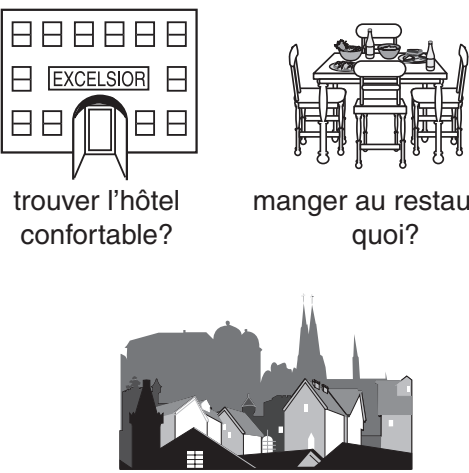


débarquer à Ostende
conduire à droite

prendre l'autoroute

arriver à Bruxelles
à quelle heure?

À L'HÔTEL

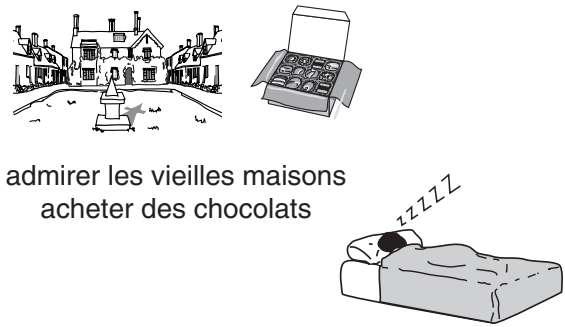


trouver l'hôtel
confortable?

manger au restaurant
quoi?

décider d'aller en ville

PLUS TARD



admirer les vieilles maisons
acheter des chocolats

se coucher

vos impressions?
pourquoi?

Higher Tier Booklet 12

Section 2

Situation In France you are telephoning a car hire firm to report the loss of the car keys.
Your teacher will play the part of the member of the firm and will start the conversation.

You will have to:

- 1 say that you have lost your keys
- 2 answer the question
- 3 say where the car is (e.g. in the town centre / in the car park / opposite the supermarket)
- 4 ask how long you have to wait



Section 2

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

VOUS TELEPHONEZ A UNE AGENCE DE LOCATION DE VOITURES EN FRANCE.

Je peux vous aider, Monsieur / Mademoiselle?

- 1 **J'ai perdu / Je ne trouve pas les / mes clés.**

Vous avez la voiture depuis combien de temps?

- 2 (Depuis) **un jour / ce matin / hier / trois heures / le cinq juillet.**
NB "pour" plus an expression of time = max 1 mark

D'accord, Monsieur / Mademoiselle. Où est la voiture en ce moment?

- 3 (Elle / La voiture / C'est) **au centre-ville / en face du cinéma / au parking** etc.

Très bien, Monsieur / Mademoiselle. Je vais vous envoyer un de mes employés.

- 4 **Il (me) faut / Je dois attendre combien de temps?**

On sera avec vous dans trente minutes.

General Conversation Topics: (Select **two** of the following)

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

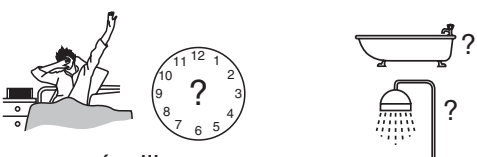
Please ensure that candidates are given the opportunity to use past, present and future time frames in this section of the examination.

Higher Tier Booklet 12

Section 3 (Narrative)


Situation The notes and pictures below give an outline of a day during a family holiday in France last year.

LE MATIN



se réveiller
à quelle heure?

se laver – où?




prendre le petit déjeuner

DÉCIDER DE SORTIR



partir – comment?
avec qui?

arriver au centre-ville



aller au marché

AU MARCHÉ



manger des crêpes



acheter de la nourriture
quoi?



vos réactions?
pourquoi?

DANS LE PARC



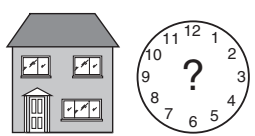
faire un pique-nique

jouer – à quoi?




voir le petit zoo
quels animaux?


PLUS TARD



rentre – à quelle heure?



se coucher
fatigué(e)?



vos impressions?
pourquoi?

Higher Tier Booklet 13

Section 2

Situation You have arrived at a restaurant in Belgium.
Your teacher will play the part of the waiter/waitress and will start the conversation.

You will have to:

- 1 say you phoned yesterday
- 2 answer the question
- 3 say where you want to sit
(e.g. near the window / in the garden / next to the bar)
- 4 say you do not have a glass



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 BELGIQUE.

Je peux vous aider, Monsieur / Mademoiselle?

- 1 **J'ai / Nous avons téléphoné hier / lundi** etc.

D'accord, Monsieur / Mademoiselle. C'est pour combien de personnes?

- 2 (Il y a / Nous sommes / C'est pour) **deux / quatre / dix** etc. (personnes).

D'accord. Où voulez-vous vous asseoir?

- 3 (Je vais / voudrais / veux m'asseoir) **près de la fenêtre / dans le jardin / à côté du bar** etc.

Voilà, Monsieur / Mademoiselle. Tout va bien?

- 4 **Je n'ai pas de / Il me manque un verre.**

Je vais vous en chercher un, Monsieur / Mademoiselle.

General Conversation Topics: (Select **two** of the following)

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

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

Higher Tier Booklet 13

Section 3 (Narrative)

Situation The notes and pictures below give an outline of how you earned enough money throughout last year to pay for a holiday in France.

UNE SEMAINE AU SUPERMARCHÉ



commencer – à quelle heure?
finir à quelle heure?

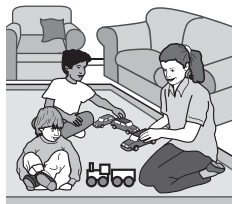


travailler à la caisse




les clients – sympa?

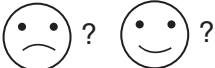
AIDER LES VOISINS



faire du babysitting
description des enfants




laver la voiture



vos réactions?
pourquoi?

PENDANT LES VACANCES DE PÂQUES



travailler à la piscine
s'amuser / s'ennuyer?




promener le chien




faire du jardinage
travail dur


AU MOIS DE JUIN



compter tout l'argent
assez?

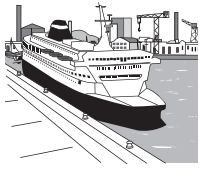


aller à l'agence de voyages




acheter un billet

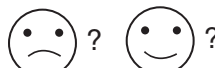
ENFIN EN VACANCES!



monter dans le bateau
avec qui?



manger dans le restaurant



vos impressions?
pourquoi?

Higher Tier Booklet 14

Section 2

Situation You are booking in at a hotel in France.
Your teacher will play the part of the receptionist and will start the conversation.

You will have to:

- 1 say you have made a reservation
- 2 ask for a detail about the room
(e.g shower? / television? / view of the sea?)
- 3 answer the question
- 4 ask what time the restaurant opens



Section 2

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

NOUS SOMMES DANS UN HOTEL EN FRANCE.

Je peux vous aider, Monsieur / Mademoiselle?

- 1 **J'ai / Nous avons réservé / (fait) une réservation.**

D'accord, Monsieur / Mademoiselle.

- 2 **Il y a une douche / télévision / vue de la mer** etc?

Oui, Monsieur / Mademoiselle. Vous allez payer comment?

- 3 (Je vais / voudrais / veux payer par / avec / en) **carte de crédit / chèque / liquide / cash** etc.

D'accord, Monsieur / Mademoiselle; vous voulez d'autres renseignements?

- 4 **A quelle heure ouvre le restaurant? / On peut manger au restaurant à partir de quelle heure** etc?

Le restaurant est ouvert à partir de six heures.

General Conversation Topics: (Select **two** of the following)

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


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

Higher Tier Booklet 14


Section 3 (Narrative)

Situation The notes and pictures below give an outline of a day trip to France last year.

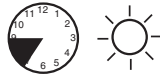
LE MATIN




se réveiller
– à quelle heure?



se laver - où?




prendre le petit déjeuner




monter dans la voiture


LE VOYAGE



dans la voiture
– quelles activités?



combien de temps?



arriver au Tunnel

L'ARRIVÉE EN FRANCE



35 minutes plus tard




aller au Centre Commercial
acheter – quoi?




vos impressions?
pourquoi?


PLUS TARD



aller au bord de la mer
s'installer sur la plage




regarder les bateaux

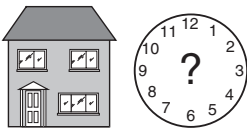


trouver un restaurant
manger / boire – quoi?

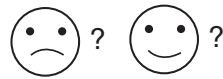
LE RETOUR



passer par le Tunnel



rentrer
– à quelle heure?
– sans incident?



vos impressions?
pourquoi?

Higher Tier Booklet 15

Section 2

Situation You have arrived at a shop in France for a job interview.
Your teacher will play the part of the employer and will start the conversation.

You will have to:

- 1 give your age and nationality
- 2 say where you have worked
(e.g. farm / petrol station / supermarket)
- 3 answer the question
- 4 ask how much the salary is



Section 2

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

NOUS SOMMES DANS UN MAGASIN EN FRANCE.

J'ai besoin de quelques détails personnels, Monsieur / Mademoiselle.

- 1 **J'ai seize ans (etc)** (et) **je suis Britannique (etc).**

Et vous avez de l'expérience?

- 2 **J'ai travaillé dans une ferme / dans une station-service / dans un supermarché** etc.

D'accord. Et vous voulez travailler en France pour combien de temps?

- 3 (Je voudrais / veux travailler) **un mois / six semaines / un an** etc.
NB any length of time expressed in hours should be "nudged" or else = 0

D'accord, Monsieur / Mademoiselle; vous avez des questions?

- 4 **Vous allez me payer / On me paie combien? / C'est combien le salaire / Je vais gagner / recevoir combien?**

On va vous payer dix euros de l'heure.

General Conversation Topics: (Select **two** of the following)

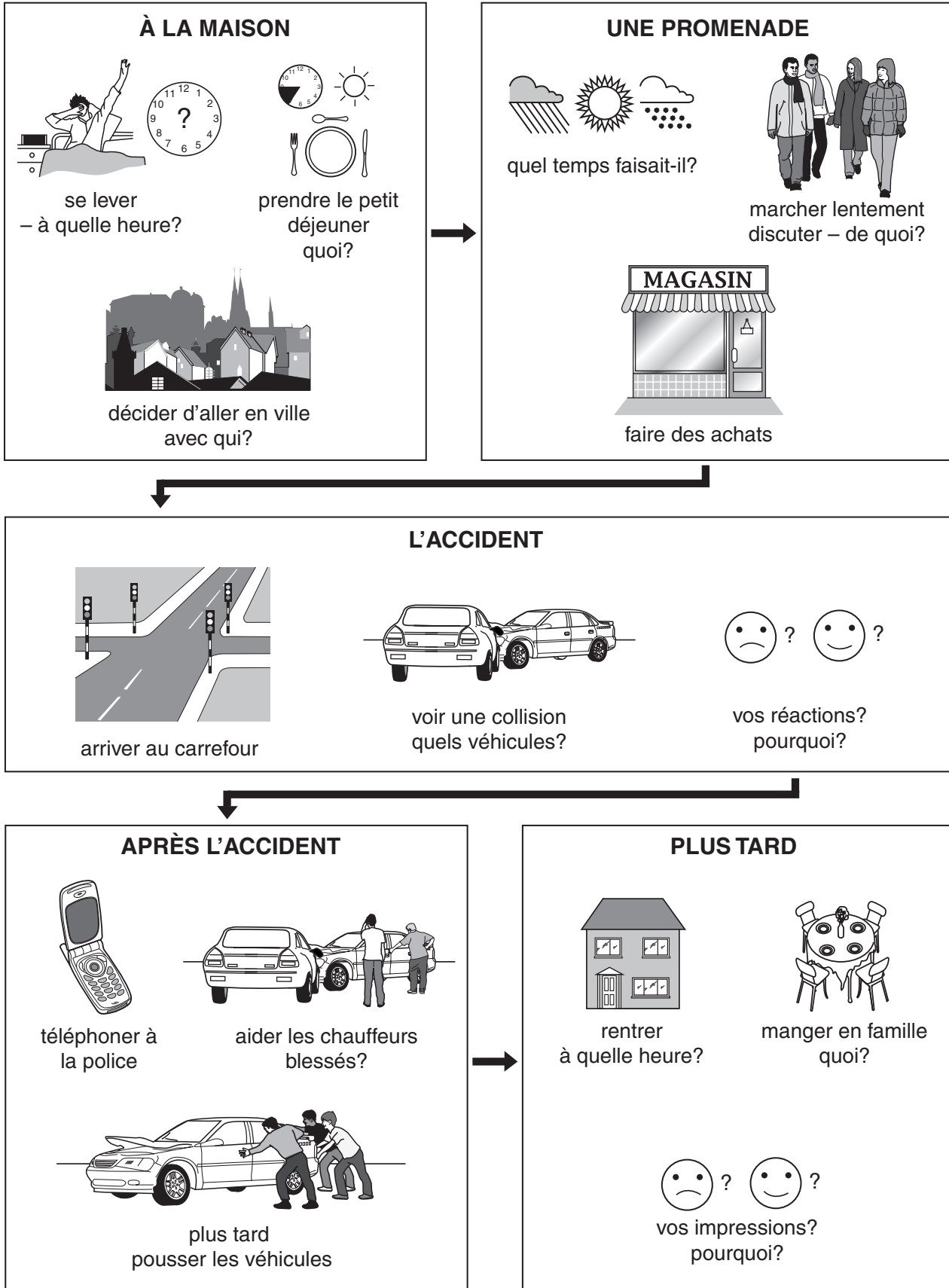
School life
Self, family and friends
Your local area
Holidays

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

Higher Tier Booklet 15

Section 3 (Narrative)

Situation The notes and pictures below give an outline of a day during an exchange visit to France last year.



Higher Tier Booklet 16

Section 2

Situation You are at the airline desk in an airport at the beginning of a holiday in France, to report some missing luggage.
Your teacher will play the part of the employee and will start the conversation.

You will have to:

- 1 say what you have lost
(e.g. bag / suitcase / rucksack)
- 2 give **two details** of the item
- 3 answer the question
- 4 say when you can return



Section 2

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

NOUS SOMMES DANS UN AEROPORT EN FRANCE.

Je peux vous aider, Monsieur / Mademoiselle?

- 1 **J'ai perdu / Je n'ai pas / Il me manque / Je ne trouve pas mon / un sac / sac à dos / ma / une valise.**

Pouvez-vous m'en donner une description, s'il vous plaît?

- 2 (C'est) **grand / petit / bleu / vert / en cuir** etc.

D'accord – et vous restez en France combien de temps?

- 3 (Je reste / Je vais rester) **dix jours / deux semaines / un mois** etc.
NB any length of time expressed in hours should be “nudged” or else = 0

On va faire des recherches. Quand pouvez-vous revenir?

- 4 (Je peux revenir) **à deux heures / demain / dans deux jours** etc.

Voici notre numéro de téléphone.

General Conversation Topics: (Select **two** of the following)

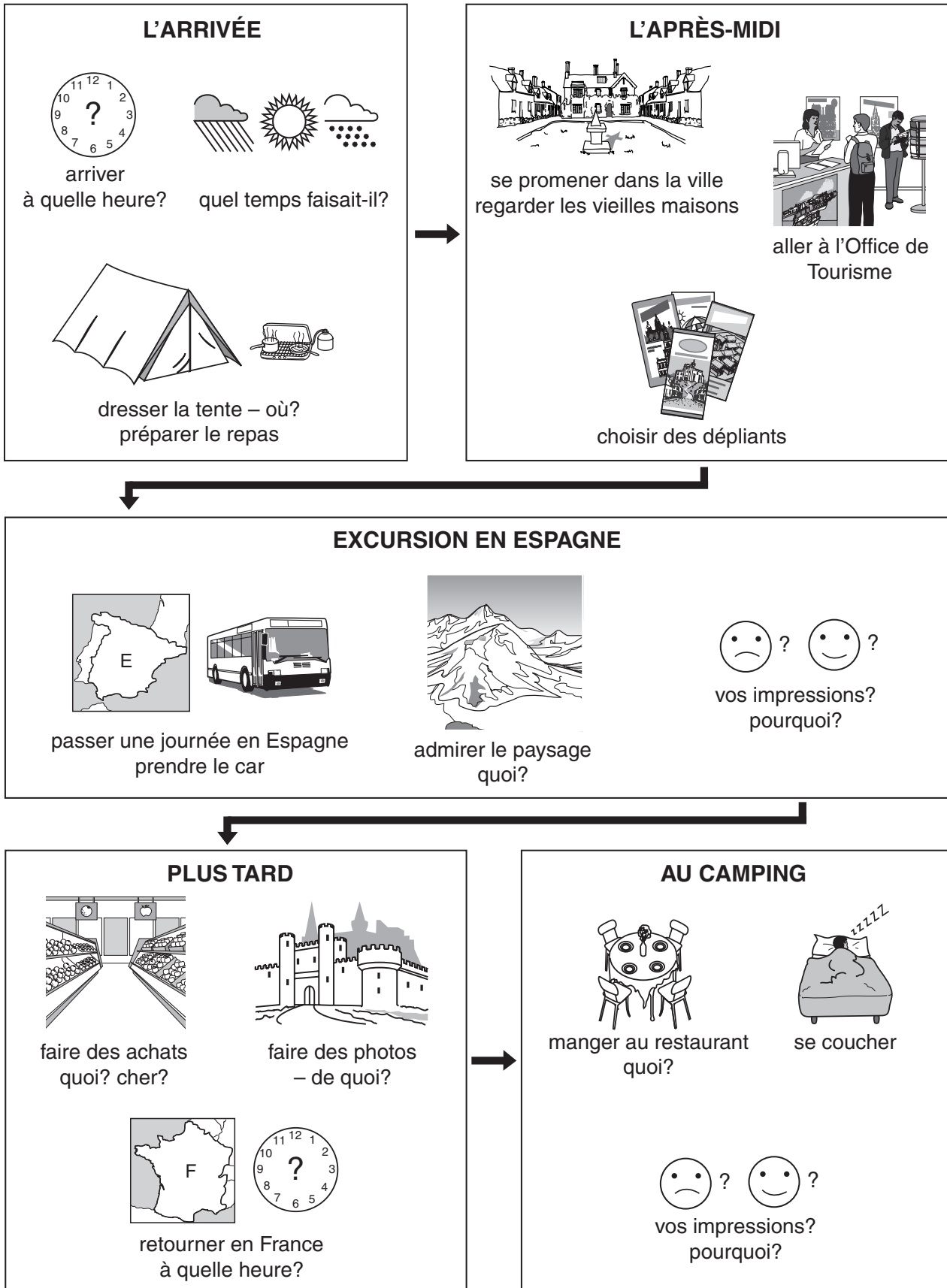
School life
Free time
Your local area
Careers, work, work experience

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

Higher Tier Booklet 16

Section 3 (Narrative)

Situation The notes and pictures below give an outline of the beginning of a camping holiday last year in the south of France, close to the Spanish border.



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)?)



RECOGNISING ACHIEVEMENT

GCSE

French

OCR GCSE 1925 Units 2352 and 2355

Speaking Mark Sheet

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		
	2	2	2	2		2	2	2	2	6	7	
	1	1	1	1		1	1	1	1	4	5	
	0	0	0	0		0	0	0	0	2	3	
										0	1	
TOTAL /8					TOTAL /8					TOTAL /8		

PRESENTATION TOPIC:	DISCUSSION AND CONVERSATION	LINGUISTIC QUALITY																																						
	TOPIC 1:																																							
	TOPIC 2:																																							
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<i>For Examiner's/Moderator's use</i>		Past Present Future
Ops Just	Ops Just	

Section 1 Role Play (max 8)	TOTAL (max. 50)	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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