

GENERAL CERTIFICATE OF SECONDARY EDUCATION 2372 & 2375
GUJARATI

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 this 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.
- Before beginning these speaking tests, you may wish to review any comments on the conduct of the June 2006 speaking tests at your Centre made in the reports by OCR Moderators on Form CW/MOD/REP for Unit 2375, or by OCR Examiners on Form ML/REP/1925 for Unit 2372.

This document consists of **37** printed pages and **3** blank pages.

Random Order Sheet

Candidates should be examined in accordance with the Random Order Sheet below.

Candidate Order	Card Number
1	1
2	3
3	5
4	7
5	9
6	10
7	8
8	6
9	4
10	2
11	2
12	8
13	7
14	3
15	4
16	6
17	9
18	5
19	1
20	10
	(if 20+ candidates, start the sequence again)

Please read the following information in conjunction with the Specification for 1927 Gujarati and any comments in the Examiner's/Moderator's centre reports for last year's speaking tests.

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 disturbance 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 that have finished the test.

Invigilation

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

Dictionary

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 2372H (Externally Assessed Speaking)

Centres which have opted for external assessment (Unit 2372) must record all candidates and send all the recordings to the external Examiner.

Unit 2375H (Internally Assessed Speaking)

Centres which have opted to assess their own candidates (Unit 2375) 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 2375H

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, ie Role Plays for both Section 2 and Narrative Role Play for Section 3, Presentation, and Discussion and General Conversation.

Recording the Tests

Recording should start on Side A and continue on Side B. 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 each 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 2372H)

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 2372H
- 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 your 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 2375H)

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 recordings clearly labelled and rewound to the beginning (it is essential that cassettes be packed securely to ensure their safe delivery)
 - the individual mark sheets for **all** candidates entered for Unit 2375H
 - 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 your 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 (eg 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, she/he must be tested later and the recording of the test must be sent with the documents listed above to OCR along with an appeal 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, particularly 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

Transliteration of English words should not always be rewarded. Teacher/examiners should always query dubious pronunciation. 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.

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 paraphrasing 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 to the full range of marks in the Linguistic Quality assessment grid.

On the following pages you will find the following:

Left hand page: Section 2 Role play, with a copy of the candidate’s card 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, 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.

CARD 1

Section 2

Situation: You are checking in at Ahmedabad airport.

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

You will have to:

- 1 say that you have lost your ticket.
- 2 say when you are travelling.
(e.g. 3.00 / 4.00 / 5.00).
- 3 answer the question.
- 4 ask if you can get another ticket.



Section 2

Situation: તમે અમદાવાદના વિમાન મથક પર છો.
હું કારકુન છું અને વાતચીતની શરૂઆત કરીશ.
નમસ્તે. શું મદદ કરું?

- 1 મારી ટિકિટ ખોવાઈ ગઈ છે.
તમે ક્યારે જવાના છો?
- 2 હું (દા.ત. ૩.૦૦/૪.૦૦/૫.૦૦) વાગે જવાનો છું.
ઓળખાણ માટે તમારી પાસે શું છે?
- 3 મારી પાસે (દા.ત. પાસપોર્ટ) છે.
હા. બરાબર, તમારું નામ યાદીમાં છે.
- 4 તો મને નવી ટિકિટ મળશે?
હું સગવડ કરું છું.

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 references in this section of the examination.

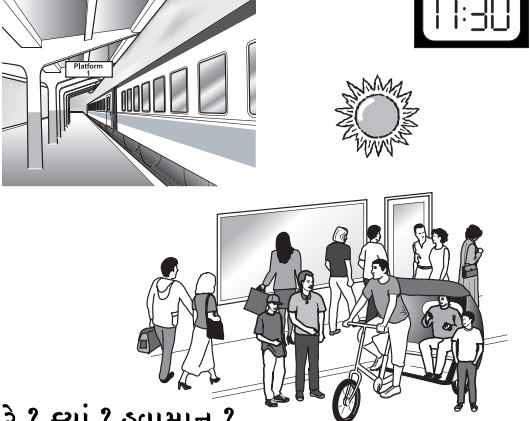
Home life
Careers, work, work experience
Your local area
Holidays

CARD 1

Section 3 (Narrative)


Situation: The notes and pictures below give an outline of the day the candidate visited an uncle and two cousins in a Gujarat town last year. This is not intended to be a monologue. Teacher/examiners should ask questions at various points.

સવારના




ક્યારે ? ક્યાં ? હવામાન ?
કોને મળ્યા ? ક્યાં ગયા ?

બપોરના કાકાના ઘરે




શું શું જમ્યા ? ઊંઘ ? શા માટે ?
કેવો ઘોંઘાટ ?

સાંજે



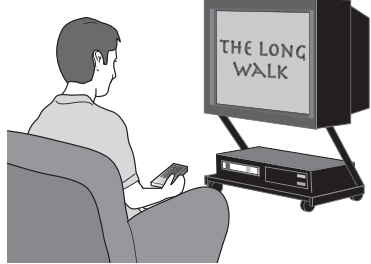
ક્યાં ? કેવી રીતે ? કોની સાથે ? શું ખાધું ?

રાતે સગાને ઘરે



કોને ઘરે ગયા ? ક્યાં ? શું ભેટ ?
લાગણીઓ ?

રાતે કાકાના ઘરે



કઈ ફિલ્મ ? શા માટે ગમી ?
કેમ ન ગમી ? વિચારો ?

CARD 2

Section 2

Situation: In a police station you are reporting the theft of your mobile phone.

Your teacher will play the part of the policeman / woman and start the conversation.

You will have to:

- 1 say where it was stolen.
(e.g. in school / on the street / in the playground).
- 2 say / give the time it was stolen.
- 3 say what colour.
(e.g. red, blue, silver).
- 4 say it was a gift from.
(e.g. your mother / your brother / your sister).



Section 2

Situation: તમે તમારા મોબાઈલ ફોનની ચોરી વિશે ફરીયાદ કરો છો.
હું પોલીસ છું અને વાતચીતની શરૂઆત કરીશ.
નમસ્તે. તો મોબાઈલ ફોન ક્યાંથી ચોરાઈ ગયો?

- 1 તે (દા.ત. નિશાળમાંથી/રસ્તા પરથી/રમવાના મેદાનમાંથી) ચોરાઈ ગયો હતો.
કેટલા વાગે?
- 2 લગભગ (દા.ત. ૩ વાગે/ પાંચ વાગે/૭ વાગે).
ફોન કેવા રંગનો હતો?
- 3 તે (દા.ત. લાલ/ભૂરા/રૂપેરી) રંગનો હતો.
ફોન ક્યાંથી લીધો હતો?
- 4 તે (દા.ત. માતાએ/ભાઈએ/બહેને) ભેટ આપ્યો હતો.
અમે તપાસ કરશું.

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 references in this section of the examination.

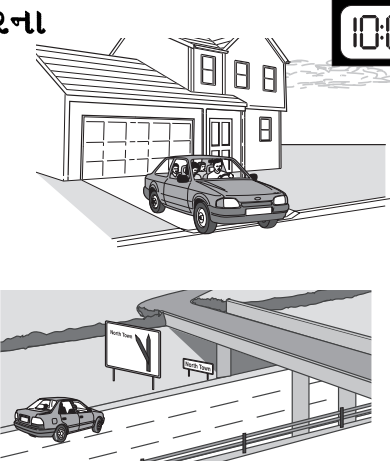
School life
Holidays
Your local area
Careers, work, work experience

CARD 2

Section 3 (Narrative)

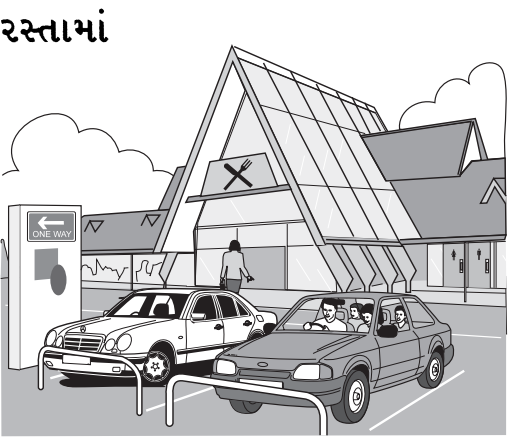
Situation: The notes and pictures below give an outline of the day the candidate went to a celebration in a different city/town with his/her uncle's family. This is not intended to be a monologue. Teacher/examiners should ask questions at various points.

સવારના



કોની સાથે ? કેવી રીતે ?
કેટલા વાગે ? ક્યાં ?
શેની ઉજવણી ?

રસ્તામાં



માતાપિતાએ શું કયું ? તમે શું
કયું ? કેટલો સમય ? શું ખરીદી
કરી ?

બપોરે



કેવો દિવસ ? ક્યાં ? કોણ કોણ ? શું શું જમ્યા ? કોની સાથે શું કયું ?
કેવા વિચારો ?

સાંજે



ક્યાં ? ઘણાં માણસો ?
શું કયું ? વિચારો ? શા માટે ?

ઘરે



ક્યારે ઘરે પહોંચ્યા ? થાક ?
શા માટે ?

☹️ 😊 ☹️

CARD 3

Section 2

Situation: You are at a book-stall in the market in Rajkot.

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

You will have to:

- 1 say what kind of books you like.
(e.g. novel / poetry / adventure books).
- 2 say you have read it.
- 3 ask where the shop is.
- 4 answer the question.



Section 2

Situation: તમે રાજકોટની બજારમાં એક નાનકડી દુકાનમાં છો.
હું દુકાનદાર છું અને વાતચીતની શરૂઆત કરીશ.
નમસ્તે. તમને કેવા પુસ્તકો ગમે છે?

- 1 મને (દા.ત. નવલકથા/કવિતા/સાહસના પુસ્તકો) ગમે છે.
લો. આ ચોપડી સરસ છે.
- 2 આ મેં વાંચી લીધી છે.
અમારી મોટી દુકાનમાં વધારે પુસ્તકો છે.
- 3 દુકાન ક્યાં છે?
નટરાજ હોટલની બાજુમાં - તમે ક્યારે આવી શકો?
- 4 હું (દા.ત. શનિવારે/આજે સાંજે/ ૪ વાગે) આવી શકું.
હા, જરૂર આવજો.

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 references in this section of the examination.

Home life
School life
Holidays
Careers, work, work experience

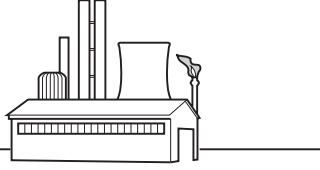
Section 3 (Narrative)

Situation: The notes and pictures below give an outline of the day you visited a factory to gain work experience. This is not intended to be a monologue. Teacher/examiners should ask questions at various points.

કારખાનાની મુલાકાત


SUNDAY
15

9:00




ક્યાં ? કેવી રીતે ?
કેટલા વાગે ? ક્યા દિવસે ?

કારખાનામાં પહોંચ્યા પછી




રેસપીશન

કોને મળ્યા ? તેનું વર્ણન ?
વિચારો ?




કારખાનાની ઓફિસમાં




કેવું કેવું કામ ? કેટલો વખત ? અને તમે શું શું કર્યું ?

કામદારો સાથે શી વાતચીત ?




ક્યાં ? કોની સાથે ?
શું શું ખાધું ? મજા આવી ?

સાંજે ઘરે



કામ ગમ્યું ? શા માટે ?
વિચારો ? લાગણીઓ ?



CARD 4

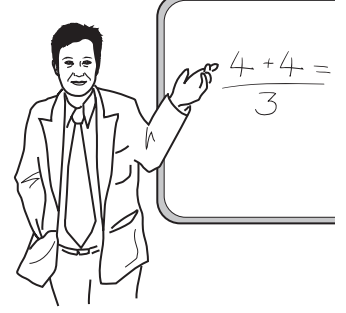
Section 2

Situation: You are visiting a school in Surat.

Your teacher will play the part of a teacher in Surat and start the conversation.

You will have to:

- 1 say what subjects you like. Give **two**.
(e.g. science / mathematics / geography).
- 2 ask if they have computers.
- 3 say you have been to England.
- 4 answer the question.



Section 2

Situation: તમે સુરતની એક નિશાળમાં છો.

હું તે નિશાળનો શિક્ષક છું અને વાતચીતની શરૂઆત કરીશ.

નમસ્તે. તમને કયા વિષયો ગમે છે?

- 1 મને (દા.ત. વિજ્ઞાન/ગણિત/ભૂગોળ) ગમે છે.
ચાલો હું તમને નિશાળ દેખાડું.
- 2 તમારી પાસે કમ્પ્યુટરો છે?
હા. અમે તેનો ઉપયોગ ભાષા ભણાવવામાં કરીએ છીએ.
તમે અંગ્રેજી સરસ બોલો છો.
- 3 હા, હું ઈંગ્લેન્ડ જઈ આવ્યો છું.
તમે અંગ્રેજી સિવાય કઈ ભાષા ભણો છો?
- 4 કોઈ પણ એક (દા.ત. ગુજરાતી/જર્મન/ફ્રેંચ).
એ તો સરસ કહેવાય.

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 references in this section of the examination.

Self, family and friends

Your local area

Free time


Careers, work, work experience

CARD 4

Section 3 (Narrative)

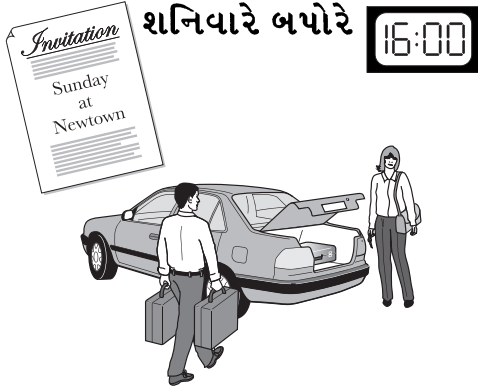
Situation: The notes and pictures below give an outline of the weekend last year when the candidate's parents had to go away for a night and his/her aunt came to stay with him/her for a night. This is not intended to be a monologue. Teacher/examiners should ask questions at various points.

શનિવારે સવારે 08:00





કોણ આવ્યું? કાકીને મદદ?
રસોડામાં શું શું કર્યું?
શું શું બનાવ્યું?

શનિવારે બપોરે 16:00





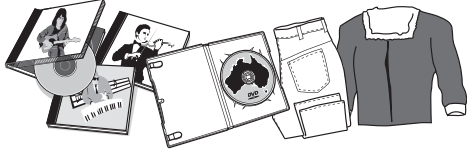
માતાપિતા ક્યાં ગયા? શા માટે?
કેવી રીતે?

8:00

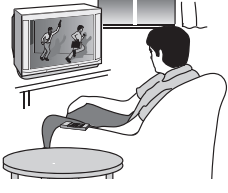


રવિવારે દિવસે




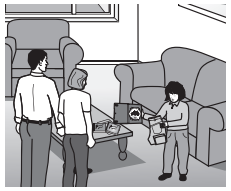

ક્યારે ઊઠ્યા? શું શું કર્યું? ક્યાં ગયા? કેવો દિવસ? શું શું લીધું? 😊 હા? ના?

રવિવારે સાંજે 19:30

સાંજે શું કર્યું? શું ખાધું?
કેટલા વાગે?

માતાપિતા ઘરે આવ્યા

માતાપિતાએ શું કર્યું?
તમે શું શું કર્યું?
સારો દિવસ?

CARD 5

Section 2

Situation: You are checking in at Ahmedabad airport.

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

You will have to:

- 1 say that you have lost your ticket.
- 2 say when you are travelling.
(e.g. 3.00 / 4.00 / 5.00).
- 3 answer the question.
- 4 ask if you can get another ticket.



Section 2

Situation: તમે અમદાવાદના વિમાન મથક પર છો.
હું કારકુન છું અને વાતચીતની શરૂઆત કરીશ.
નમસ્તે. શું મદદ કરું?

- 1 મારી ટિકિટ ખોવાઈ ગઈ છે.
તમે ક્યારે જવાના છો?
- 2 હું (દા.ત. ૩.૦૦/૪.૦૦/૫.૦૦) વાગે જવાનો છું.
ઓળખાણ માટે તમારી પાસે શું છે?
- 3 મારી પાસે (દા.ત. પાસપોર્ટ) છે.
હા. બરાબર, તમારું નામ યાદીમાં છે.
- 4 તો મને નવી ટિકિટ મળશે?
હું સગવડ કરું છું.

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 references in this section of the examination.

Home life

Careers, work, work experience

Your local area

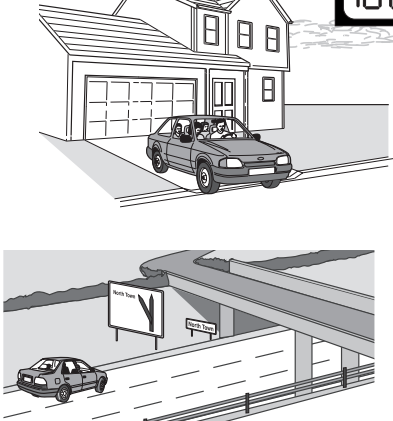
Holidays

CARD 5

Section 3 (Narrative)

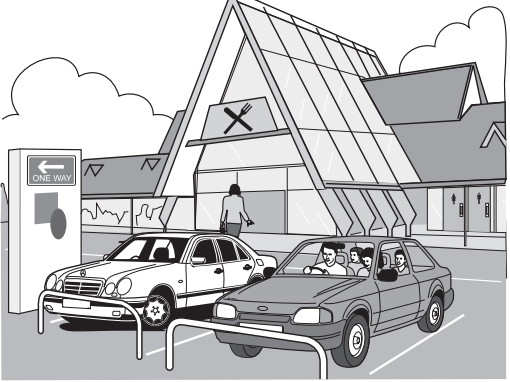
Situation: The notes and pictures below give an outline of the day the candidate went to a celebration in a different city/town with his/her uncle's family. This is not intended to be a monologue. Teacher/examiners should ask questions at various points.

સવારના 10:00



કોની સાથે ? કેવી રીતે ?
કેટલા વાગે ? ક્યાં ?
શેની ઉજવણી ?

રસ્તામાં



માતાપિતાએ શું કયું ? તમે શું
કયું ? કેટલો સમય ? શું ખરીદી
કરી ?

બપોરે 12:30



કેવો દિવસ ? ક્યાં ? કોણ કોણ ? શું શું જમ્યા ? કોની સાથે શું કયું ?
કેવા વિચારો ?

સાંજે



ક્યાં ? ઘણાં માણસો ?
શું કયું ? વિચારો ? શા માટે ?

ઘરે 01:30



ક્યારે ઘરે પહોંચ્યા ? થાક ?
શા માટે ?
☹️ 😊 ☹️

CARD 6

Section 2

Situation: In a police station you are reporting the theft of your mobile phone.

Your teacher will play the part of the policeman / woman and start the conversation.

You will have to:

- 1 say where it was stolen.
(e.g. in school / on the street / in the playground).
- 2 say / give the time it was stolen.
- 3 say what colour.
(e.g. red, blue, silver).
- 4 say it was a gift from.
(e.g. your mother / your brother / your sister).



Section 2

Situation: તમે તમારા મોબાઈલ ફોનની ચોરી વિશે ફરીયાદ કરો છો.
હું પોલીસ છું અને વાતચીતની શરૂઆત કરીશ.
નમસ્તે. તો મોબાઈલ ફોન ક્યાંથી ચોરાઈ ગયો?

- 1 તે (દા.ત. નિશાળમાંથી/રસ્તા પરથી/રમવાના મેદાનમાંથી) ચોરાઈ ગયો હતો.
કેટલા વાગે?
- 2 લગભગ (દા.ત. ૩ વાગે/ પાંચ વાગે/૭ વાગે).
ફોન કેવા રંગનો હતો?
- 3 તે (દા.ત. લાલ/ભૂરા/રૂપેરી) રંગનો હતો.
ફોન ક્યાંથી લીધો હતો?
- 4 તે (દા.ત. માતાએ/ભાઈએ/બહેને) ભેટ આપ્યો હતો.
અમે તપાસ કરશું.

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 references in this section of the examination.

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

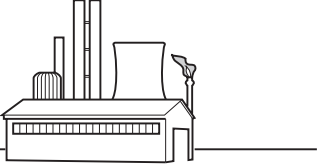
Section 3 (Narrative)

Situation: The notes and pictures below give an outline of the day you visited a factory to gain work experience. This is not intended to be a monologue. Teacher/examiners should ask questions at various points.

કારખાનાની મુલાકાત

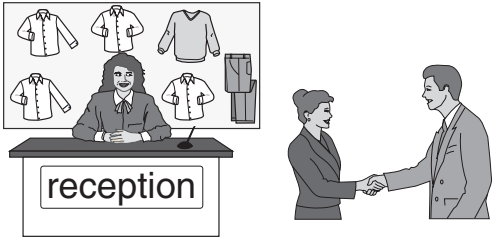
SUNDAY
15

9:00




ક્યાં ? કેવી રીતે ?
કેટલા વાગે ? ક્યા દિવસે ?

કારખાનામાં પહોંચ્યા પછી




રેસપીશન

કોને મળ્યા ? તેનું વર્ણન ?
વિચારો ?




કારખાનાની ઓફિસમાં




કેવું કેવું કામ ? કેટલો વખત ? અને તમે શું શું કર્યું ?

કામદારો સાથે શી વાતચીત ?




ક્યાં ? કોની સાથે ?
શું શું ખાધું ? મજા આવી ?

સાંજે ઘરે



કામ ગમ્યું ? શા માટે ?
વિચારો ? લાગણીઓ ?



CARD 7

Section 2

Situation: You are at a book-stall in the market in Rajkot.

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

You will have to:

- 1 say what kind of books you like.
(e.g. novel / poetry / adventure books).
- 2 say you have read it.
- 3 ask where the shop is.
- 4 answer the question.



Section 2

Situation: તમે રાજકોટની બજારમાં એક નાનકડી દુકાનમાં છો.
હું દુકાનદાર છું અને વાતચીતની શરૂઆત કરીશ.
નમસ્તે. તમને કેવા પુસ્તકો ગમે છે?

- 1 મને (દા.ત. નવલકથા/કવિતા/સાહસના પુસ્તકો) ગમે છે.
લો. આ ચોપડી સરસ છે.
- 2 આ મેં વાંચી લીધી છે.
અમારી મોટી દુકાનમાં વધારે પુસ્તકો છે.
- 3 દુકાન ક્યાં છે?
નટરાજ હોટલની બાજુમાં - તમે ક્યારે આવી શકો?
- 4 હું (દા.ત. શનિવારે/આજે સાંજે/ ૪ વાગે) આવી શકું.
હા, જરૂર આવજો.

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 references in this section of the examination.


Home life
School life
Holidays
Careers, work, work experience

CARD 7

Section 3 (Narrative)

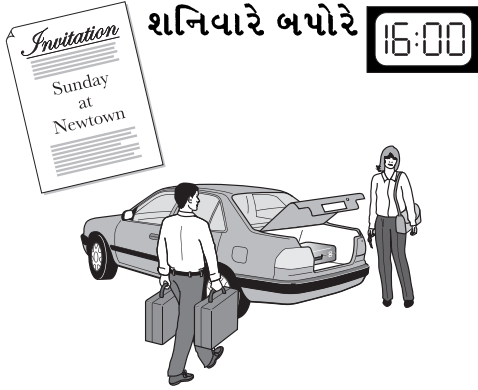
Situation: The notes and pictures below give an outline of the weekend last year when the candidate's parents had to go away for a night and his/her aunt came to stay with him/her for a night. This is not intended to be a monologue. Teacher/examiners should ask questions at various points.

शनिवारे सवारे 08:00





कोण आव्युं? काकीने मड्ड?
रसोडांमां शुं शुं कुयुं?
शुं शुं बनाव्युं?

शनिवारे अपोरे 16:00






मातापिता क्थां गया? शा माटे?
केवी रीते?

8:00

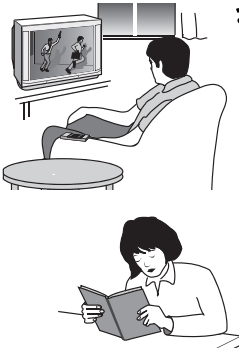

रविवारे द्दिवसे





क्यारे ठीठ्या? शुं शुं कुयुं? क्थां गया? केवो द्दिवस? शुं शुं लीधुं? 😊 हा? ना?

रविवारे सांजे 19:30

सांजे शुं कुयुं? शुं भाधुं?
केटला वागे?

मातापिता घरे आव्या

मातापिताअे शुं कुयुं?
तमे शुं शुं कुयुं?
सारो द्दिवस?

CARD 8

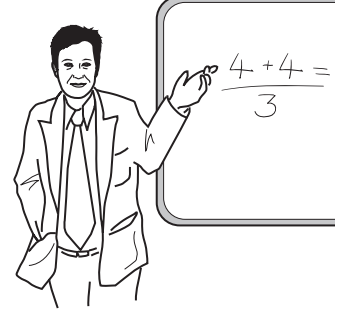
Section 2

Situation: You are visiting a school in Surat.

Your teacher will play the part of a teacher in Surat and start the conversation.

You will have to:

- 1 say what subjects you like. Give **two**.
(e.g. science / mathematics / geography).
- 2 ask if they have computers.
- 3 say you have been to England.
- 4 answer the question.



Section 2

Situation: તમે સુરતની એક નિશાળમાં છો.
હું તે નિશાળનો શિક્ષક છું અને વાતચીતની શરૂઆત કરીશ.

નમસ્તે. તમને કયા વિષયો ગમે છે?

- 1 મને (દા.ત. વિજ્ઞાન/ગણિત/ભૂગોળ) ગમે છે.
ચાલો હું તમને નિશાળ દેખાડું.
- 2 તમારી પાસે કમ્પ્યુટરો છે?
હા. અમે તેનો ઉપયોગ ભાષા ભણાવવામાં કરીએ છીએ.
તમે અંગ્રેજી સરસ બોલો છો.
- 3 હા, હું ઈંગ્લેન્ડ જઈ આવ્યો છું.
તમે અંગ્રેજી સિવાય કઈ ભાષા ભણો છો?
- 4 કોઈ પણ એક (દા.ત. ગુજરાતી/જર્મન/ફ્રેંચ).
એ તો સરસ કહેવાય.

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 references in this section of the examination.

Self, family and friends

Your local area

Free time

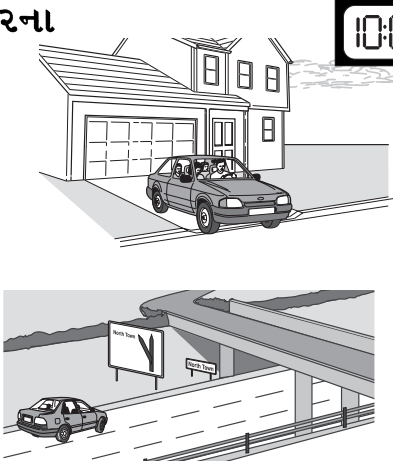
Careers, work, work experience

CARD 8

Section 3 (Narrative)

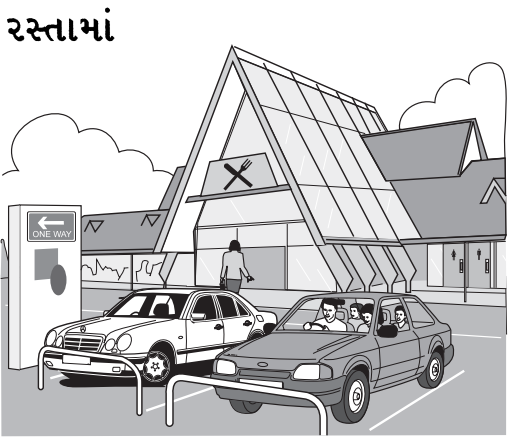
Situation: The notes and pictures below give an outline of the day the candidate went to a celebration in a different city/town with his/her uncle's family. This is not intended to be a monologue. Teacher/examiners should ask questions at various points.

સવારના



કોની સાથે ? કેવી રીતે ?
કેટલા વાગે ? ક્યાં ?
શેની ઉજવણી ?

રસ્તામાં



માતાપિતાએ શું ક્યું ? તમે શું
ક્યું ? કેટલો સમય ? શું ખરીદી
કરી ?

બપોરે



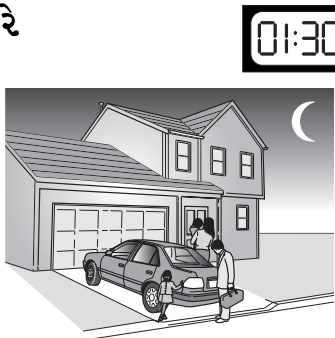
કેવો દિવસ ? ક્યાં ? કોણ કોણ ? શું શું જમ્યા ? કોની સાથે શું ક્યું ?
કેવા વિચારો ?

સાંજે



ક્યાં ? ઘણાં માણસો ?
શું ક્યું ? વિચારો ? શા માટે ?

ઘરે



ક્યારે ઘરે પહોંચ્યા ? થાક ?
શા માટે ?

☹️ 😊 ☹️

CARD 9

Section 2

Situation: You are checking in at Ahmedabad airport.

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

You will have to:

- 1 say that you have lost your ticket.
- 2 say when you are travelling.
(e.g. 3.00 / 4.00 / 5.00).
- 3 answer the question.
- 4 ask if you can get another ticket.



Section 2

Situation: તમે અમદાવાદના વિમાન મથક પર છો.
હું કારકુન છું અને વાતચીતની શરૂઆત કરીશ.
નમસ્તે. શું મદદ કરું?

- 1 મારી ટિકિટ ખોવાઈ ગઈ છે.
તમે ક્યારે જવાના છો?
- 2 હું (દા.ત. ૩.૦૦/૪.૦૦/૫.૦૦) વાગે જવાનો છું.
ઓળખાણ માટે તમારી પાસે શું છે?
- 3 મારી પાસે (દા.ત. પાસપોર્ટ) છે.
હા. બરાબર, તમારું નામ યાદીમાં છે.
- 4 તો મને નવી ટિકિટ મળશે?
હું સગવડ કરું છું.

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 references in this section of the examination.

Home life

Careers, work, work experience

Your local area


Holidays

CARD 9

Section 3 (Narrative)

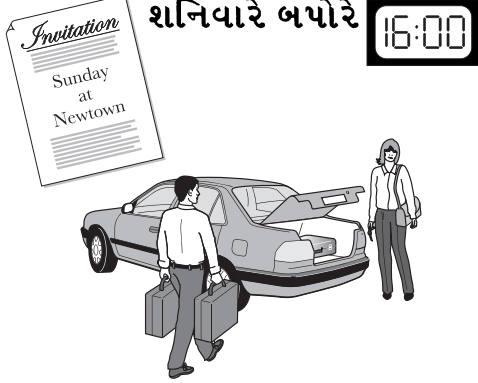
Situation: The notes and pictures below give an outline of the weekend last year when the candidate's parents had to go away for a night and his/her aunt came to stay with him/her for a night. This is not intended to be a monologue. Teacher/examiners should ask questions at various points.

શનિવારે સવારે 08:00




કોણ આવ્યું? કાકીને મદદ?
રસોડામાં શું શું કયું?
શું શું બનાવ્યું?

શનિવારે બપોરે 16:00





માતાપિતા ક્યાં ગયા? શા માટે?
કેવી રીતે?

8:00

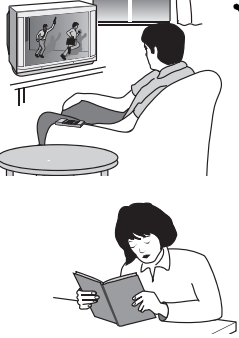




રવિવારે દિવસે

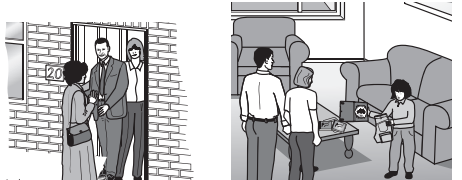

ક્યારે ઊઠ્યા? શું શું કયું? ક્યાં ગયા? કેવો દિવસ? શું શું લીધું? 😊 હા? ના?

રવિવારે સાંજે 19:30

સાંજે શું કયું? શું ખાધું?
કેટલા વાગે?

માતાપિતા ઘરે આવ્યા

માતાપિતાએ શું કયું?
તમે શું શું કયું?
સારો દિવસ?

CARD 10

Section 2

Situation: In a police station you are reporting the theft of your mobile phone.

Your teacher will play the part of the policeman / woman and start the conversation.

You will have to:

- 1 say where it was stolen.
(e.g. in school / on the street / in the playground).
- 2 say / give the time it was stolen.
- 3 say what colour.
(e.g. red, blue, silver).
- 4 say it was a gift from.
(e.g. your mother / your brother / your sister).



Section 2

Situation: તમે તમારા મોબાઈલ ફોનની ચોરી વિશે ફરીયાદ કરો છો.
હું પોલીસ છું અને વાતચીતની શરૂઆત કરીશ.
નમસ્તે. તો મોબાઈલ ફોન ક્યાંથી ચોરાઈ ગયો?

- 1 તે (દા.ત. નિશાળમાંથી/રસ્તા પરથી/રમવાના મેદાનમાંથી) ચોરાઈ ગયો હતો.
કેટલા વાગે?
- 2 લગભગ (દા.ત. ૩ વાગે/ પાંચ વાગે/૭ વાગે).
ફોન કેવા રંગનો હતો?
- 3 તે (દા.ત. લાલ/ભૂરા/રૂપેરી) રંગનો હતો.
ફોન ક્યાંથી લીધો હતો?
- 4 તે (દા.ત. માતાએ/ભાઈએ/બહેને) ભેટ આપ્યો હતો.
અમે તપાસ કરશું.

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

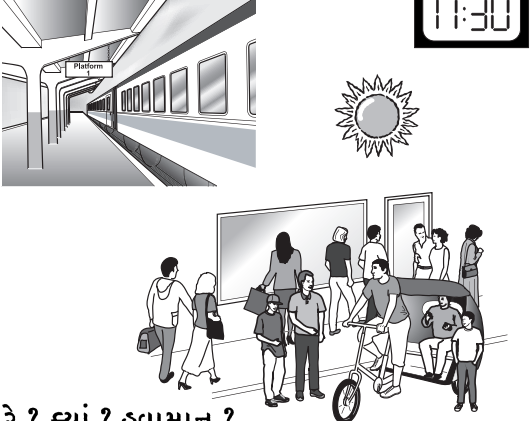
Please ensure that candidates are given the opportunity to use correct past, present and future time references in this section of the examination.

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

Section 3 (Narrative)


Situation: The notes and pictures below give an outline of the day the candidate visited an uncle and two cousins in a Gujarat town last year. This is not intended to be a monologue. Teacher/examiners should ask questions at various points.

સવારના




ક્યારે ? ક્યાં ? હવામાન ?
કોને મળ્યા ? ક્યાં ગયા ?

બપોરના કાકાના ઘરે



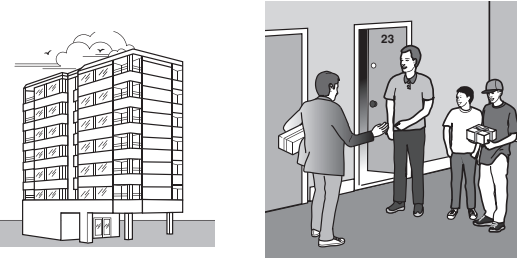
શું શું જમ્યા ? ઊંઘ ? શા માટે ?
કેવો ઘોંઘાટ ?

સાંજે



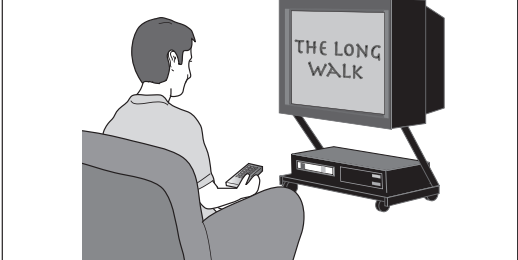
ક્યાં ? કેવી રીતે ? કોની સાથે ? શું ખાધું ?

રાતે સગાને ઘરે



કોને ઘરે ગયા ? ક્યાં ? શું ભેટ ?
લાગણીઓ ?

રાતે કાકાના ઘરે



કઈ ફિલ્મ ? શા માટે ગમી ?
કેમ ન ગમી ? વિચારો ?

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.

SOME IDEAS AND SUGGESTIONS**1 (a) Home life**

Tell me about your home. Do you live in a house/caravan/flat?
 How many rooms are there? What is in the dining room?
 Do you have a garden? Size? Plants? Flowers? Trees?
 Do you help at home? What did you do yesterday to help at home?
 Do you do the hoovering/the washing up/help grandparents?
 What time do you get up/get home/have lunch?
 What is your daily routine at home? (Morning/evening/weekend)?
 What do you like about your home/bedroom? Why?
 What colour are the walls? Do you like them? Why (not)?
 Who will cook dinner tonight? Your mother? Father? You?
 What do you like to eat? Opinions about food/meals.
 What would you change about your home? Why?

1 (b) School life

What is your school called? How many pupils in your class?
 How many teachers at your school?
 Describe your classroom/school buildings/grounds.
 Is it a big classroom? What is in your classroom?
 What is your favourite lesson? Why? Which lesson do you not like? Why?
 Do you like maths? What lesson will you have after break/lunchtime?
 What time did you arrive at school this morning?
 When will you have lunch/go home (this afternoon)?
 Describe your daily routine at school (morning/lunchtime).
 What do you do at break/lunchtime? Who with?
 What do you (not) like about school/lessons/sports? Why?
 Describe your school uniform. What do you think of school rules? Opinions about uniform/
 homework.
 Do you like your school (uniform)? Why (not)?
 What would you change about your school?

SOME IDEAS AND SUGGESTIONS

2 (a) Self, family and friends

How many sisters do you have? Tell me about your sister, Sunita.
 Tell me about your best friend/grandmother.
 Have you a cat or a dog? Describe your dog/cat/horse/fish.
 Tell me about your father/brother. Job/temperament/hair/size.
 Do you go to the cinema/go to church/play football with your friends?
 What do you like to do with your friends? Last weekend? Next weekend?
 What kind of person are you? Intelligent/friendly/sporty/hard-working?
 What do you (not) like about your friends/classmates? Why?
 Who is your best friend? Describe him/her. Likes/dislikes.
 Do you like your brother? Are your parents nice/strict?
 When is your birthday? How do you celebrate it?
 What do you do at the weekend/in the evening?
 What did you do last weekend? And next weekend?

2 (b) Free time

What you do at the weekend/in the evenings? What are your hobbies?
 Do you play sport? Do you like listening to music? What sort? Who with?
 Do you go clubbing? What is your favourite TV programme?
 Do you like reading/skateboarding/riding? What books? When?
 Do you go shopping/watch football/go to church at the weekend?
 What do you do in your free time? Last weekend? And next weekend?
 What time do you get up on Saturday/Sunday? What do you usually do?
 What do you like to do in the evening/at the weekend?
 What do you do on Saturday/Sunday? (Morning/afternoon/evening?)
 What do you (not) like about the weekend? Why?
 Do you watch TV with your family? Do you go out with your friends?
 Opinions about friends/family.
 How much pocket money do you get? Do you have a Saturday job?
 What do you buy with your (pocket) money? Clothes/fashion/music/sport?

SOME IDEAS AND SUGGESTIONS

3 (a) Your local area

Where do you live? Do you like living in Xtown/Xthorpe?
 Is it a big town? Industrial? Is it a small town? Touristy?
 Is there a cinema (nearby)? Are there lots of clubs (nearby)?
 What (else) is there in the area for young people (to do)?
 Have you visited Xburgh Castle/Museum/Park? What did you see/do?
 What (else) is there in the area for tourists (to do)?
 Where do you go shopping? In Xtown? When?
 What will you do next weekend? Shopping? Who with?
 What do you think about your town/village/region? Why?
 Do you like living in Xtown? Why? Transport/entertainment?
 Do you prefer living in the town or the country?
 Would you like to live in India? What is the weather like here/there?
 If you had the choice, where would you like to live? Abroad? Why?

4 Careers, work, work experience

Will you go to college in September? What will you study there?
 What job do you want to do after you leave school (in September)?
 Do you have a job in a supermarket? Where do you work on Saturdays?
 Do you work at the weekend/in the evenings? Opinions about this work.
 Have you been on your work experience? Where?
 What is the company called? Did you like working at X Ltd? Why (not)?
 What did you do there? Am/pm. Meals.
 How did you travel there? What time did you arrive at X Ltd?
 What sort of job would you like in the future? Why?
 After college/school? Do you want to work in a shop/office/garage?
 What does your father/sister do? Would you like to do that job?
 What work does your mother/brother do? Do you want to be an xxxx?
 What money do you earn/receive? What do you buy with it?

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

Where do you go on holiday? Blackpool? Spain? Camping? Visit family?
Where are you going this year (did you go last year) for your holidays?
Where do you like to go on holiday? Do you stay in a caravan/hotel/tent?
Who do you go on holiday with? Friends? Family?
How do you travel when you go on holiday? Plane? Train? Car?
Describe your holidays (weather/accommodation/activities).
What do you like to do on holiday? Who with? If weather is bad?
What did you do in the Xmas/Easter holidays? Celebrations/visit/meals?
At Xmas what do you do? With family? With friends? Eat/drink/go out?
What do you like about holidays? Why? Do you go away/stay at home?
What do you do on holidays? What did you do last year on holiday?
What do you do at home in the holidays? Do you like that? Why (not)?
Do you prefer holidays with family or with friends?
Will you go on holiday with your family this year? Where will you go?
If you had lots of money, where would you go on holiday? Who with?

GUJARATI (1927)

UNIT 2372

UNIT 2375

GCSE IN MODERN FOREIGN LANGUAGES

	Centre Number	
Candidate Name	Candidate Number	

- Foundation Tier: Section 1 RP and Section 2 RP.
- Higher Tier: Section 2 RP and Section 3 RP.
- 2375 ONLY: Teachers, 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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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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