

General Certificate of Secondary Education
June 2008



**FRENCH (SPECIFICATION A)
Speaking Test
Teacher's Booklet**

Friday 7 March to Thursday 15 May 2008

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AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE _____ Examination, 2008. Centre No. _____ .”	(a) On the form which is in the tape-box, write your centre number and the language being tested.
At the start of each candidate’s test.	“Candidate No. _____ , _____ (name of candidate).”	(b) On the form which is in the tape-box, write the candidate’s name and number, the number of the role-play and the letter of the conversation card. (c) On the Attendance List, write the tier (F or H)* at which the candidate is being tested. (d) Start the test. (e) Do not stop or pause the tape during the recording.
At the end of each candidate’s test.	“End of test.”	(f) Check that the test has been recorded clearly and audibly. (g) Reset the controls ready to record the next candidate.
After the last candidate on side A.	“End of recording on this side.”	(h) If you are not sure there is enough time on the tape, start the next test on side B, or on the next tape.
After the last candidate on side B of each tape.	“End of recording on this tape.”	(i) When the tape is complete <ul style="list-style-type: none"> – wind to the start of side A; – check that all the details on the form in the tape-box are filled in; – write your name on the form; – place it and the tape back in the tape-box before you get the next tape out of its box.

* F = Foundation
H = Higher

The instructions opposite are just a checklist. For the complete instructions, refer to the booklet *Modern Foreign Languages – Instructions for the 2008 Examinations*, which is issued to all centres in the Spring Term.

Turn over ►

ROLE PLAY 1 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are talking to your French friend about school.

- Say what your first lesson is.
- Say what time break is.
- Say what you do at break.
- Ask your French friend if he/she likes English.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 1 (FOUNDATION TIER)**TEACHER'S ROLE**

Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).

- 1 Alors, tu commences avec quelle leçon?
- 2 Il y a une récréation?
- 3 Qu'est-ce que tu fais pendant la récréation?
- 4 Moi aussi.
- 5 C'est pas mal.

Turn over ►

ROLE PLAY 2 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are talking to your French friend about your brother.

- Say how old he is.
- Say what he likes doing.
- Say what his personality is like.
- Ask your friend if he/she has a brother.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 2 (FOUNDATION TIER)**TEACHER'S ROLE**

Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).

- 1 Et ton frère?
- 2 Qu'est-ce qu'il aime faire?
- 3 Comment est son caractère?
- 4 D'accord.
- 5 Non, mais j'ai deux sœurs.

Turn over ►

ROLE PLAY 3 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are talking to your French friend about what you do before going to school.

- Say what time you get up.
- Say what you have for breakfast.
- Say what you do next.
- Ask your friend if he/she likes school.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 3 (FOUNDATION TIER)**TEACHER'S ROLE**

Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).

- 1 Tu te lèves à quelle heure le matin?
- 2 Qu'est-ce que tu prends pour le petit déjeuner?
- 3 Et après?
- 4 D'accord.
- 5 Ça dépend.

Turn over ►

ROLE PLAY 4 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are talking to your French friend about lunchtime at school.

- Say what time lunch begins.
- Say what you eat.
- Say what else you do.
- Ask your friend if he/she eats at school.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 4 (FOUNDATION TIER)**TEACHER'S ROLE**

Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).

1 Le déjeuner est à quelle heure?

2 Qu'est-ce que tu manges?

3 Et après?

4 Moi aussi.

5 Oui.

Turn over ►

ROLE PLAY 5 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are at a post office in France.

- Say you would like a stamp.
- Say it is for England.
- Ask how much it is.
- Say thank you and goodbye.

Your teacher will play the part of the assistant and will speak first.

ROLE PLAY 5 (FOUNDATION TIER)**TEACHER'S ROLE**

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

- 1 Oui, monsieur/mademoiselle?
- 2 C'est pour la France?
- 3 Voilà.
- 4 C'est soixante centimes.
- 5 Au revoir, monsieur/mademoiselle.

Turn over ►

ROLE PLAY 6 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are buying a present in a shop in **France**.

- Say you are looking for a present.
- Say how much money you have.
- Say who the present is for.
- Ask how much it is.

Your teacher will play the part of the shop assistant and will speak first.

ROLE PLAY 6 (FOUNDATION TIER)**TEACHER'S ROLE**

Vous êtes dans un magasin en France. Moi, je suis le vendeur/la vendeuse.

- 1 Je peux vous aider, monsieur/mademoiselle?
- 2 Vous voulez dépenser combien?
- 3 C'est pour qui?
- 4 Ceci n'est pas trop cher. Ça va?
- 5 Vous avez assez d'argent.

Turn over ►

ROLE PLAY 7 (HIGHER TIER)**CANDIDATE'S ROLE**

You are talking to your French friend about celebrating your birthday.

- Age et date d'anniversaire.
- !
- Cadeau idéal et raison.
- Où tu manges. Ce que tu manges – **deux** détails.

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your French friend and will speak first.

ROLE PLAY 7 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

1. Begin the conversation by explaining the situation then asking the candidate how old he/she is and when his/her birthday is.

*Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).
Tu as quel âge maintenant? Et c'est quand ton anniversaire?*

2. Allow the candidate to give his/her age and birthday.
! Ask the candidate what he/she does usually on his/her birthday. Elicit **two** activities.

Qu'est-ce que tu fais normalement pour ton anniversaire?

3. Allow the candidate to give **two** birthday activities.
Ask the candidate what his/her ideal present is and why.

Quel est ton cadeau idéal? Pourquoi?

4. Allow the candidate to say what his/her ideal present is and why.
Ask the candidate where he/she eats on his/her birthday and what **two** items he/she eats.

*Où est-ce que tu manges pour ton anniversaire?
Qu'est-ce que tu manges?*

5. Allow the candidate to say where and what **two** items he/she eats.
End the conversation appropriately.

C'est bien, ça.

NB You should address the candidate as 'tu' throughout this role play.

Turn over ►

ROLE PLAY 8 (HIGHER TIER)**CANDIDATE'S ROLE**

You are at a lost property office in France.

- Problème.
- Description. **Deux** détails.
- Où et quand.
- !

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of the employee and will speak first.

ROLE PLAY 8 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by explaining the situation then asking the candidate if you can help.

*Vous êtes à un bureau des objets trouvés en France. Moi, je suis l'employé(e).
Je peux vous aider, monsieur/mademoiselle?*

- 2 Allow the candidate to say what he/she has lost.
Ask the candidate to describe the object. Elicit **two** details.

Vous pouvez le/la/les décrire, s'il vous plaît?

- 3 Allow the candidate to give **two** details about the lost item.
Ask the candidate where and when he/she lost it.

Où l'/les avez-vous perdu(e)(s)? Et quand?

- 4 Allow the candidate to say where and when he/she lost the item.
! Ask the candidate his/her name, where he/she can be contacted and when he/she is leaving.

*Votre nom, s'il vous plaît? Où est-ce qu'on peut vous contacter?
Vous partez quel jour?*

- 5 Allow the candidate to give his/her name, place of contact and departure day.
End the conversation by thanking the candidate.

Merci, monsieur/mademoiselle.

NB You should address the candidate as 'vous' throughout this role play.

Turn over ►

ROLE PLAY 9 (HIGHER TIER)**CANDIDATE'S ROLE**

You are talking to your French friend about your **next** holiday.

- Destination. Raison.
- Avec qui. Quand.
- Sorte de logement et raison.
- !

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your French friend and will speak first.

ROLE PLAY 9 (HIGHER TIER)**TEACHER'S ROLE**

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by explaining the situation, then asking the candidate about his/her **next** holiday.

*Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).
Alors, tu as des projets pour les prochaines vacances?*

- 2 Allow the candidate to say where he/she is going and why.
Ask the candidate who he/she is going with and when.

Tu vas avec qui? Quand?

- 3 Allow the candidate to say who he/she is going with and when.
Ask the candidate where he/she is staying and why.

Tu restes où? Pourquoi?

- 4 ! Allow the candidate to say where he/she is staying and why.
Ask the candidate what he/she is going to do. Elicit **two** activities.

Qu'est-ce que tu vas faire?

- 5 Allow the candidate to give **two** activities.
End the conversation by saying you hope he/she will have a good time.

J'espère que tu vas passer de bonnes vacances.

NB You should address the candidate as 'tu' throughout this role play.

Turn over ►

ROLE PLAY 10 (HIGHER TIER)**CANDIDATE'S ROLE**

You telephone your French friend to suggest going to a pop concert.

- Suggestion.
- Où et quand.
- !
- Avec qui. Comment y aller.

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your French friend and will speak first.

ROLE PLAY 10 (HIGHER TIER)**TEACHER'S ROLE**

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by explaining the situation and then asking the candidate what's new.

*Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).
Alors, quoi de neuf?*

- 2 Allow the candidate to suggest going to a pop concert.
Ask the candidate where and when it is.

Où ça? Quand?

- 3 Allow the candidate to say where and when it takes place.
! Ask the candidate how much it costs and what time it begins.

Ça coûte combien? Ça commence à quelle heure?

- 4 Allow the candidate to say how much it costs and when it begins.
Ask the candidate who you are going with and how you will get there.

On va avec qui? Comment on va y aller?

- 5 Allow the candidate to say who is going and how you are getting there.
End the conversation by agreeing

D'accord.

NB You should address the candidate as 'tu' throughout this role play.

Turn over ►

ROLE PLAY 11 (HIGHER TIER)**CANDIDATE'S ROLE**

You are talking to your French friend about someone you admire.

- Personne et profession.
- Raison pour ton admiration.
- Description. **Trois** détails.
- **!**

When you see this – **!** – you will have to respond to something which you have not prepared.

Your teacher will play the part of your French friend and will speak first.

ROLE PLAY 11 (HIGHER TIER)**TEACHER'S ROLE**

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by explaining the situation and then asking your French friend who he/she admires and what he/she does.

*Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).
Il y a quelqu'un que tu admires? Qu'est-ce qu'il/elle fait dans la vie?*

- 2 Allow the candidate to say who he/she admires and what he/she does for a living. Ask the candidate why he/she admires this person.

Pourquoi tu l'admires?

- 3 Allow the candidate to say why he/she admires this person. Ask the candidate what the person is like. Elicit **three** details.

Comment est-il/comment est-elle?

- 4 Allow the candidate to give **three** details to describe the person.
! Ask the candidate if he/she would like to follow the same profession and the reason.

Tu voudrais faire la même profession? Pourquoi?

- 5 Allow the candidate to say whether he/she would like to follow the same profession and the reason. End the conversation appropriately.

D'accord.

NB You should address the candidate as 'tu' throughout this role play.

Turn over ►

ROLE PLAY 12 (HIGHER TIER)**CANDIDATE'S ROLE**

You are talking to your French friend about keeping fit.

- **Deux** activités sportives. Où.
- Avec qui. Quand.
- Pourquoi c'est important.
- **!**

When you see this – **!** – you will have to respond to something which you have not prepared.

Your teacher will play the part of your French friend and will speak first.

ROLE PLAY 12 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by explaining the situation and then asking the candidate what sports he/she does and where. Elicit **two** sports.


*Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).
Qu'est-ce que tu fais comme sports? Tu les fais où?*

- 2 Allow the candidate to give **two** sports and where he/she does them. Ask the candidate who he/she does them with and when.

Tu fais ces sports avec qui? Tu les fais quand?

- 3 Allow the candidate to say who he/she does sport with and when. Ask the candidate why it is important to do sport.

Pourquoi est-il important de faire du sport?

- 4  Allow the candidate to say why it is important to do sport. Ask the candidate if he/she does anything else apart from sport to keep fit.

Et à part le sport, qu'est-ce que tu fais pour garder la forme?

- 5 Allow the candidate to say what else he/she does to keep fit. End the conversation appropriately.

C'est bien ça/c'est dommage.

NB You should address the candidate as 'tu' throughout this role play.

Turn over ►

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**SETS OF TOPICS AND SUGGESTED QUESTIONS
FOR CONVERSATIONS**

Turn over ►

TOPICS – SET A**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Leisure

Qu'est-ce que tu fais quand tu sors avec tes ami(e)s?
Qu'est-ce que tu as fait récemment pour t'amuser?
Tu préfères le cinéma ou la télé? Pourquoi?
Quels sont tes projets pour le week-end prochain?
Qu'est-ce que tu fais comme passe-temps?

Home Life

Qu'est-ce que tu fais pour aider à la maison?
Qui fait la cuisine chez toi?
Tu aimes le fast-food? Pourquoi/Pourquoi pas?
Qu'est-ce que tu as fait à la maison hier soir?
Tu vas te lever à quelle heure demain matin?

The Environment

Quels sont les problèmes dans ta région?
Qu'est-ce que tu as fait récemment pour protéger l'environnement?
Qu'est-ce que tu vas faire en ville le week-end prochain?
Tu aimes habiter à...? Pourquoi/Pourquoi pas?
Qu'est-ce qu'il y a pour les touristes dans ta région?

TOPICS – SET B**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Personal Relationships

Décris ton/ta meilleur(e) ami(e).

Est-ce que tu t'es disputé(e) récemment avec ta famille? Pourquoi?

Tu voudrais te marier un jour? Pourquoi?/Pourquoi pas?

Tu as un animal à la maison? Lequel?

Quelles sont les qualités d'un copain/d'une copine idéal(e)?

Home Life

Qu'est-ce que tu fais pour aider à la maison?

Qui fait la cuisine chez toi?

Tu aimes le fast-food? Pourquoi/Pourquoi pas?

Qu'est-ce que tu as fait à la maison hier soir?

Tu vas te lever à quelle heure demain matin?

The Environment

Quels sont les problèmes dans ta région?

Qu'est-ce que tu as fait récemment pour protéger l'environnement?

Qu'est-ce que tu vas faire en ville le week-end prochain?

Tu aimes habiter à...? Pourquoi/Pourquoi pas?

Qu'est-ce qu'il y a pour les touristes dans ta région?

Turn over ►

TOPICS – SET C**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Education / Work

Qu'est-ce que tu fais pendant la récréation?
Tu voudrais continuer les études? Pourquoi/Pourquoi pas?
Qu'est-ce que tu voudrais faire comme métier?
Tu as fait un stage? Où et quand?
Qu'est-ce que tu penses des devoirs?

Personal Relationships

Décris ton/ta meilleur(e) ami(e).
Est-ce que tu t'es disputé(e) récemment avec ta famille? Pourquoi?
Tu voudrais te marier un jour? Pourquoi?/Pourquoi pas?
Tu as un animal à la maison? Lequel?
Quelles sont les qualités d'un copain/d'une copine idéal(e)?

Tourism

Qu'est-ce que tu fais d'habitude en vacances?
Parle-moi de tes vacances de l'année dernière.
Quelle sorte de vacances préfères-tu? Et pourquoi?
Tu préfères passer les vacances en famille ou avec tes copains? Pourquoi?
Où est-ce que tu voudrais aller en vacances l'année prochaine?

TOPICS – SET D**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Home Life

Qu'est-ce que tu fais pour aider à la maison?
Qui fait la cuisine chez toi?
Tu aimes le fast-food? Pourquoi/Pourquoi pas?
Qu'est-ce que tu as fait à la maison hier soir?
Tu vas te lever à quelle heure demain matin?

Leisure

Qu'est-ce que tu fais quand tu sors avec tes ami(e)s?
Qu'est-ce que tu as fait récemment pour t'amuser?
Tu préfères le cinéma ou la télé? Pourquoi?
Quels sont tes projets pour le week-end prochain?
Qu'est-ce que tu fais comme passe-temps?

Tourism

Qu'est-ce que tu fais d'habitude en vacances?
Parle-moi de tes vacances de l'année dernière.
Quelle sorte de vacances préfères-tu? Et pourquoi?
Tu préfères passer les vacances en famille ou avec tes copains? Pourquoi?
Où est-ce que tu voudrais aller en vacances l'année prochaine?

Turn over ►

TOPICS – SET E**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Education / Work

Qu'est-ce que tu fais pendant la récréation?
Tu voudrais continuer les études? Pourquoi/Pourquoi pas?
Qu'est-ce que tu voudrais faire comme métier?
Tu as fait un stage? Où et quand?
Qu'est-ce que tu penses des devoirs?

Leisure

Qu'est-ce que tu fais quand tu sors avec tes ami(e)s?
Qu'est-ce que tu as fait récemment pour t'amuser?
Tu préfères le cinéma ou la télé? Pourquoi?
Quels sont tes projets pour le week-end prochain?
Qu'est-ce que tu fais comme passe-temps?

Tourism

Qu'est-ce que tu fais d'habitude en vacances?
Parle-moi de tes vacances de l'année dernière.
Quelle sorte de vacances préfères-tu? Et pourquoi?
Tu préfères passer les vacances en famille ou avec tes copains? Pourquoi?
Où est-ce que tu voudrais aller en vacances l'année prochaine?

TOPICS – SET F**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Personal Relationships

Décris ton/ta meilleur(e) ami(e).

Est-ce que tu t'es disputé(e) récemment avec ta famille? Pourquoi?

Tu voudrais te marier un jour? Pourquoi?/Pourquoi pas?

Tu as un animal à la maison? Lequel?

Quelles sont les qualités d'un copain/d'une copine idéal(e)?

Education / Work

Qu'est-ce que tu fais pendant la récréation?

Tu voudrais continuer les études? Pourquoi/Pourquoi pas?

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

Tu as fait un stage? Où et quand?

Qu'est-ce que tu penses des devoirs?

The Environment

Quels sont les problèmes dans ta région?

Qu'est-ce que tu as fait récemment pour protéger l'environnement?

Qu'est-ce que tu vas faire en ville le week-end prochain?

Tu aimes habiter à...? Pourquoi/Pourquoi pas?

Qu'est-ce qu'il y a pour les touristes dans ta région?

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