

FRENCH SPEAKING TEST

EXAMINERS' INSTRUCTIONS

21 APRIL–27 APRIL 2020

MINISTRY OF EDUCATION NATIONAL EXAMINATIONS
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BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

The French teacher should read this booklet 3 teaching days before the examination. At that time (s)he should also ensure that the school has received Core and/or Extended Candidate Cards in addition to Individual and Summary Assessment Forms.

The examination should be conducted by the French teacher in the presence of another teacher.

INSTRUCTIONS FOR THE CONDUCT OF THE FRENCH SPEAKING TEST

The Speaking Test must be administered in accordance with these instructions:

1. Security of Test Material

The test material is confidential and must be securely locked away when not being used for examiner preparation or testing. At the end of each examination session, all items must be accounted for.

2. The Conduct of the Test

- (a) Examiners should examine candidates in blocks of Core **OR** Extended. (Core and Extended Level candidates must be recorded separately i.e. on different CDs.)

The duration of each test is **approximately** 15 minutes. Examiners should make every effort to manage their time efficiently and effectively.

- (b) The first candidate should be given time (up to 15 minutes) to prepare; each subsequent candidate should prepare while the previous candidate is being tested.
- (c) Candidates are **NOT** allowed to make written notes or use reference books during the preparation period.
- (d) The whole of each test must be conducted in the foreign language.

3. Recording of Tests

- (a) All candidates must be **recorded on CDs**. No examiner should use a CD on which another examiner has recorded his/her candidates.
- (b) Both the candidate and the examiner should be audible. Examiners' voices tend to be louder than those of most candidates. Examiners must test the equipment that they intend to use to ensure that it is in good working order.
- (c) The full test of each candidate, including any hesitations that may occur, must be recorded. If the examiner finds that (s)he must stop a test in progress, a written explanation must be submitted to the Examination and Assessment Division.

- (d) Each time a new CD is used, the examiner should announce:

the number and name of the centre,
the level,
the name of the examiner.

At the beginning of **EACH CANDIDATE'S TEST**, the examiner (**NOT** the candidate) should announce:

the number and name of the candidate,
the card number.

It is imperative that examiners frequently **spot-check** their **recordings** with a view to ensuring that **every candidate's test** is **audible**.

- (e) All CDs must be clearly labelled. The label prepared for each CD should indicate the name and number of the centre as well as the candidates' names and numbers.

4. Submission of CDs

The CDs on which candidates are recorded must be submitted to the Examination & Assessment Division.

NB The failure of centres to submit recordings for the Speaking Test may result in candidates not being eligible for the award of a grade.

5. Completion of Score Sheets

The examiner must complete an Individual Assessment Form for each candidate. The scores awarded to the candidate must, in turn, be transferred to the Summary Assessment Form. Examiners at the same centre should record their candidates' scores on separate Summary Assessment Forms.

CANDIDATE CARDS

Each candidate must be given **EITHER** one **BLUE** card **OR** one **YELLOW** card.

1. ROLE PLAYS

Core Level Candidates

Four numbered **BLUE** cards are provided, each featuring two role plays. Core Level candidates must be given one of these cards.

The examiner must make sure that the cards are used in a different sequence on each rotation. (e.g. 1, 2, 3, 4; then 3, 2, 4, 1) Where there are more than 18 candidates, each card should be used for 3 candidates in succession.

Extended Level Candidates

Four numbered **YELLOW** cards are provided, each featuring two role plays. Candidates entered for Extended Level must be given one of these cards.

The examiner must ensure that the cards are used in a different sequence on each rotation. Where there are more than 18 candidates, each card should be used for 3 candidates in succession.

EXAMINER'S STIMULI/RESPONSES

Role Plays A and B

The examiner is supplied with suitable introductory remarks and responses. These are to be regarded as mandatory in substance but may be rephrased provided that a different meaning or an unfair advantage is not given.

General Conversation (Core and Extended Levels)

Nudging should take place as needed:

1. Ask initial question exactly as worded.
2. Nudge by repeating or rephrasing.
3. Nudge again. (Rephrasing is usually recommended at this point.)

The Elements of the Test

N.B. It is imperative that no part of the examination be omitted. The sequence set out below is designed to help candidates by starting with those parts of the test with which they are allowed to familiarise themselves.

Core Level (10–12 minutes approximately)

Section A	Role Play	10 marks
Section B	Role Play	10 marks
Presentation and Discussion (3 minutes)		10 marks
General Conversation on 3 topics		20 marks
TOTAL		50 marks

Record the total in the range of 0–50 marks.

Extended Level (12–15 minutes approximately)

Section B	Role Play	10 marks
Section C	Role Play	10 marks
Presentation and Discussion (3 minutes)		10 marks
General Conversation on 3 topics		20 marks
TOTAL		50 marks

Record the total in the range of 0–50 marks.

At the bottom of the teacher's version of Section B of each role-play card, printed later in this booklet, 5 topics are identified. The examiner must select 3 of these topics for each candidate. No candidate should be informed of the topic on which (s)he will be tested prior to the administration of the examination. The examiner should not select a topic for the General Conversation which is the same as the candidate's choice for the Presentation and Discussion.

MARKING CRITERIA

SECTION A – ROLE PLAY (Core Level only)

One role-play situation using a verbal stimulus and requiring the accomplishment of five tasks. Examiners should act as well-disposed native speakers who know little or no English and should assess each task for successful communication only. Marks are to be recorded by circling the appropriate mark on the mark sheet.

2	Successful communication of the message. Ignore errors which do not impede understanding. Allow query for elucidation if meaning is initially unclear.
0	Candidate fails to convey message.

Total the marks and record a final mark out of 10.

SECTION B – ROLE PLAY (Core and Extended Levels)

One role-play situation using a verbal stimulus and requiring the accomplishment of five tasks, some of which involve unpredictable elements.

Assess each of the five tasks as being worth 2, 0, or 1.

Marks are to be recorded by circling the appropriate mark on the mark sheet.

2	All elements of the task clearly accomplished without ambiguity, language accurate and in an appropriate tense. Minor errors tolerated unless meaning is made ambiguous. Little need for examiner to seek clarification. Inappropriate use of the <i>you</i> form qualifies for maximum of one mark on first occurrence but is subsequently tolerated.
1	Eventual accomplishment of task after queries from the examiner to clarify meaning. Partial accomplishment of necessary elements of the task. Some error of structure and register.
0	Fails to communicate.

Total the marks and record a final mark out of 10.

SECTION C – ROLE PLAY (Extended Level only)

One role-play situation using verbal and visual stimuli and requiring the candidate to narrate an account of an experience or event in the past. The test is not expected to be a monologue, and the candidate is expected to respond to questions from the examiner.

Assess Communication and Quality of Language in bands.

COMMUNICATION

14–15	Conveys all main points, expanding on given facts with imaginative detail. Maintains good pace, responds readily to interjections by the examiner and invites response. Able to justify ideas and give explanations.
11–13	Conveys all main points of the situation with little prompting or guidance. Expands on given facts and maintains reasonable pace in interchanges with the examiner. Little ambiguity. Able to justify some ideas and give explanations of some points.
8–10	Communicates most of the necessary points and is able to respond to the examiner's queries when questioned on ambiguities. A little prompting or guidance may be needed from the examiner.
4–7	Communicates some of the main points with no overall picture. Responds to examiner with some hesitation when clarification is sought. Needs considerable help from the examiner.
0–3	Communicates isolated points. No overall picture. Has difficulty in responding to examiner's queries. Examiner has to do most of the work.

QUALITY OF LANGUAGE

5	Narrates events confidently with very good pronunciation and intonation. Wide variety of structures, vocabulary and time references, where appropriate. Occasional slight errors. Very fluent.
4	Narrates with good pronunciation and intonation. Good range of vocabulary and structures. Accurate use of tenses. Fluent.
3	Narrates in appropriate tenses but with some inaccuracy. Pronunciation and intonation generally accurate. Adequate range of structures and vocabulary. Reasonably fluent.
2	Faulty manipulation of structures and tenses. Basic range of structures and vocabulary. Some errors of intonation and pronunciation. Lacks fluency.
1	Very limited range of structures and vocabulary. Inaccurate. Frequent errors in pronunciation and intonation.

Total the marks for Communication and Quality of Language and **divide by 2** to get a **final** total out of **10 marks**. Round up any half-marks.

PRESENTATION AND DISCUSSION (Core and Extended Levels)

(approximately 3 minutes)

Presentation of a topic of the candidate's choice, selected from the topics of the five *Areas of Experience* identified in the syllabus. The candidate should be given about one minute to introduce and talk about his/her topic. **The examiner is then required to ask the candidate a number of questions** (based on the presentation)*. **The test is not intended to be a pre-learnt monologue or test of memory.** Cue cards of no more than five short headings may be brought into the examination room. **The candidate** may also make use of illustrative materials in his/her presentation but **must not read from written notes**.

Assess Communication and Quality of Language in bands. Marks should be recorded by circling the appropriate marks on the mark sheet. The criteria cover performance from Grade G to Grade A and are therefore applicable to all candidates. It should be noted, however, that **it is highly unusual for appropriately entered Core Level candidates to score beyond 10 for Communication and 3 for Quality of Language.** Likewise, appropriately entered **Extended Level candidates do not often fall below 7 for Communication and 3 for Quality of Language.**

*By failing to ask follow-up questions, examiners prevent their candidates from achieving high scores.

COMMUNICATION (Presentation and Discussion)

15	Excellent and well-organised preparation and lively presentation of material, including justification of ideas and opinions as well as factual points. No ambiguity. Initiative and imagination demonstrated at all times. Outstanding performance.
13-14	Excellent preparation and presentation of material. All main points communicated with no ambiguity. Personal opinions and ideas on subject matter expressed and routinely justified. Responds readily to unpredictable questions.
11-12	Very good preparation and presentation of material. Main points communicated without ambiguity. Expresses personal opinions and ideas on subject matter. Usually responds readily to unpredictable questions. Little need to rephrase questions.
9-10	Good preparation and presentation of material. Main points communicated without ambiguity. Expresses personal opinions on subject matter and can respond to questions, some of which may contain some unpredictable elements. Some rephrasing of questions needed.
7-8	Sound preparation and presentation of material. Most of main points communicated with little ambiguity. Responds well to predictable questions on main points of material, particularly when rephrased.
5-6	Fair preparation and presentation of material. Responds satisfactorily to predictable questions on main points of topic-but some ambiguity.
3-4	Some evidence of preparation of material. Presents some of the main points and is able to respond to some simple, predictable questions on the material.
1-2	Poor presentation of material. Little evidence of preparation of material. Frequently fails to understand and respond to simple, predictable questions on the main points.

QUALITY OF LANGUAGE (Presentation and Discussion)

5	Confident and very accurate use of tenses appropriate to subject matter. Wide range of structure and vocabulary. Some errors in more complex language and longer sequences of speech. Accurate pronunciation and intonation.
4	Consistent use of tenses appropriate to subject matter. Good range of structures and vocabulary but occasionally inaccurate. Pronunciation and intonation mostly accurate.
3	Uses tenses appropriate to subject matter but a few inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate.
2	Some attempt to use tenses appropriate to subject matter but frequent errors. Limited range of structures and vocabulary. Inconsistent pronunciation and intonation.
1	Inconsistent and faulty use of tenses. Very limited range of structures and vocabulary. Pronunciation usually intelligible.

Total the marks for Communication and Quality of Language and **divide by 2** to get a **final** total out of **10 marks**. Round up any half-marks.

GENERAL CONVERSATION (Core and Extended Levels)

(approximately 5 minutes)

Communication and Quality of Language are assessed in bands of performance. The criteria cover performance from Grade G to Grade A and are therefore applicable to all candidates. It should be noted, however, that it is **very unusual for appropriately entered Core Level candidates to score beyond 10 for Communication and 3 for Quality of language**. Likewise, appropriately entered **Extended Level candidates rarely fall below 7 for Communication and 3 for Quality of Language**.

Assess Communication and Quality of Language in bands. Marks should be recorded by circling the correct mark on the mark sheet.

Tense appears as a criterion in both the Communication and Quality of Language Grids. Use of different time references is essential at Grade C and above (i.e. for marks of 9 and 3 and upwards), and teachers should ensure that candidates are afforded the opportunity to use past, present and future tenses.

COMMUNICATION (General Conversation)

15	Candidate is able to handle mature discussion on all topics with excellent initiative and imagination. Expresses and justifies ideas in a wide range of tenses. Confident, fluent and spontaneous response to questions. Outstanding performance.
13-14	Understands and responds readily to both predictable and unpredictable questions. Expresses and justifies ideas and opinions readily in a wide range of tenses. All topics developed confidently using initiative and imagination.
11-12	Understands and responds with ease to predictable questions and usually responds well to unpredictable questions. Little need to rephrase questions. Main points, personal questions and ideas communicated using different tenses. Develops and sustains all topics well and can initiate conversation.
9-10	Understands and can respond well to predictable questions, some of which contain unpredictable elements. Occasional rephrasing and clarification needed. Covers all topics adequately. Develops points and can express personal opinions using past, present and future tenses.
7-8	Understands and responds well to predictable questions, particularly when rephrased. Some difficulty in responding to unpredictable elements. Some ambiguity. Performance fairly even across the topics. Some attempt to develop conversation using different tenses.
5-6	Understands simple, predictable questions. Some rephrasing needed. Communicates most of main points but some ambiguity. Performance satisfactory on at least two topics. Awareness of tenses but faulty use.
3-4	Usually understands simple, predictable questions. Rephrasing needed. Manages to communicate the main points at a basic level despite poor use of tenses.
1-2	Often fails to understand simple, predictable questions. Rephrasing often needed but attempts an answer and communicates some main points at a very basic level.

QUALITY OF LANGUAGE (General Conversation)

5	Confident and very accurate use of tenses appropriate to subject matter. Wide range of structures and vocabulary. Some errors in more complex language and longer sequences of speech. Accurate pronunciation and intonation.
4	Consistent use of tenses appropriate to subject matter. Good range of structures and vocabulary but occasionally inaccurate. Pronunciation and intonation mostly accurate.
3	Uses tenses appropriate to subject matter but a few inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate.
2	Some attempt to use tenses appropriate to subject matter but frequent errors. Limited range of structures and vocabulary. Inconsistent pronunciation and intonation.
1	Inconsistent and faulty use of tenses appropriate to subject matter. Very limited range of structures and vocabulary. Pronunciation generally intelligible.

Total the marks for Communication and Quality of Language and record a final mark out of 20.

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On the following pages you will find:

- the teacher's version of the Section A role-play cards
- the teacher's version of the Section B role-play cards
- the Section C role-play cards in the same form as given to the candidates

In Sections A and B of the role play-cards, printed beside the word *Candidate* is a copy of the task the candidate is required to perform. There are also suitable introductory remarks and responses for use by the examiner. These are to be regarded as mandatory in substance but may be rephrased provided that the examiner does not give a different meaning or an unfair advantage.

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MINISTRY OF EDUCATION
ASSESSMENT FORM FOR INDIVIDUAL SPEAKING TEST
BGCSE 2020

FRENCH 8031

CENTRE NAME		CENTRE NO.					
CANDIDATE NAME		CANDIDATE NO.					

CORE

CARD NO. _____

Circle marks awarded:

ROLE PLAY A

Task 1	Task 2	Task 3	Task 4	Task 5
2	2	2	2	2
0	0	0	0	0

FINAL MARK OUT OF 10 =

ROLE PLAY B

Task 1	Task 2	Task 3	Task 4	Task 5
2	2	2	2	2
1	1	1	1	1
0	0	0	0	0

FINAL MARK OUT OF 10 =

PRESENTATION AND DISCUSSION

Communication

15	
13	14
11	12
9	10
7	8
5	6
3	4
1	2

Quality of Language

4	5
2	3
1	

TOTAL MARKS =

Divide by 2 to get:

FINAL MARK OUT OF 10 =

GENERAL CONVERSATION

Communication

15	
13	14
11	12
9	10
7	8
5	6
3	4
1	2

Quality of Language

4	5
2	3
1	

FINAL MARK OUT OF 20 =

CORE TOTAL/50 =

Name of Teacher _____ Date _____

Name of Other Teacher _____ Date _____

**MINISTRY OF EDUCATION
ASSESSMENT FORM FOR INDIVIDUAL SPEAKING TEST
BGCSE 2020**

FRENCH 8031

CENTRE NAME		CENTRE NO.					
CANDIDATE NAME		CANDIDATE NO.					

EXTENDED CARD NO. _____ Circle marks awarded:

ROLE PLAY B

Task 1	Task 2	Task 3	Task 4	Task 5
2	2	2	2	2
1	1	1	1	1
0	0	0	0	0

FINAL MARK OUT OF 10 =

ROLE PLAY C

Communication

14		15	
11	12	13	
8	9	10	
4	5	6	7
0	1	2	3

Quality of Language

4	5
2	3
1	

TOTAL MARKS =

Divide by 2 to get

FINAL MARK OUT OF 10 =

PRESENTATION AND DISCUSSION

Communication

15	
13	14
11	12
9	10
7	8
5	6
3	4
1	2

Quality of Language

4	5
2	3
1	

TOTAL MARKS =

Divide by 2 to get:

FINAL MARK OUT OF 10 =

GENERAL CONVERSATION

Communication

15	
13	14
11	12
9	10
7	8
5	6
3	4
1	2

Quality of Language

4	5
2	3
1	

FINAL MARK OUT OF 20 =

EXTENDED TOTAL/50 =

Name of Teacher _____ Date _____

Name of Other Teacher _____ Date _____

[Turn over

CARD ONE

CORE LEVEL

ROLE PLAYS:

- A.** You are visiting your French friend who lives in the Alps. The examiner will play the role of your friend.

Vous êtes chez votre ami(e) français(e) qui habite dans les Alpes. Moi, je suis votre ami(e).

- | | | |
|----|-------------------|--|
| | Examiner: | Regarde cette montagne ! |
| 1. | Candidate: | Say it is beautiful. |
| | Examiner: | Oui, cette région est très belle. |
| 2. | Candidate: | Say it is cold. |
| | Examiner: | Tu veux quelque chose à boire ? |
| 3. | Candidate: | Say you want hot chocolate. |
| | Examiner: | Il y a aussi du gâteau. |
| 4. | Candidate: | Say you prefer soup. |
| | Examiner: | Et après, on regarde la télé ? |
| 5. | Candidate: | Say you like comedies. |
| | Examiner: | Super ! |

- B.** You are talking to your French-Canadian friend about your upcoming trip to New York. The examiner will play the role of your friend.

Vous parlez avec votre ami(e) canadien(ne) de votre voyage à New York. Moi, je suis votre ami(e).

- | | | |
|----|-------------------|--|
| | Examiner: | Que fais-tu la semaine prochaine ? |
| 1. | Candidate: | Say you are going to visit New York. |
| | Examiner: | Tu restes où ? |
| 2. | Candidate: | You are staying with your cousins. |
| | Examiner: | Alors, tu as organisé ton voyage à New York ? |
| 3. | Candidate: | Say you bought your ticket. |
| | Examiner: | Alors, quel jour est-ce que tu pars pour New York ? |
| 4. | Candidate: | Answer appropriately. |
| | Examiner: | À quelle heure part l'avion ? |
| 5. | Candidate: | Say it leaves at 10 o'clock. |
| | Examiner: | Bon, je t'emmène à l'aéroport. |

Presentation and Discussion (Ask follow-up questions.)

General Conversation (Select 3 topics per candidate.)

House and Home

Eating and Drinking

Free Time

Shopping

Further Education and Training

CARD TWO

CORE LEVEL

ROLE PLAYS:

- A.** You are at the market in Marseille. The examiner will play the role of the vendor.
Vous êtes au marché à Marseille. Moi, je suis le vendeur/la vendeuse.

Examiner: **Bonjour ! Est-ce que je peux vous aider ?**

1. **Candidate:** Say you want some flowers.

Examiner: **Les roses coûtent trente euros.**

2. **Candidate:** Say they are expensive.

Examiner: **J'ai des autres fleurs.**

3. **Candidate:** Say you have twenty euros.

Examiner: **Aimez-vous ces fleurs blanches ?**

4. **Candidate:** Say they are very pretty.

Examiner: **Elles coûtent dix-huit euros.**

5. **Candidate:** Say they are for your friend.

- B.** You are in a restaurant in Paris. The examiner will play the role of the waiter/waitress.
Vous êtes dans un restaurant à Paris. Moi, je suis votre serveur/serveuse.

Examiner: **Voici votre poisson.**

1. **Candidate:** Say you do not like fish.

Examiner: **Ah, je suis désolé(e), monsieur/mademoiselle.**

2. **Candidate:** Say you ordered the chicken.

Examiner: **Et que voulez-vous boire ?**

3. **Candidate:** Answer appropriately.

Examiner: **Qu'est-ce que vous désirez comme dessert ?**

4. **Candidate:** Say you would like some chocolate cake.

Examiner: **C'est tout ? Nous offrons le dessert gratuit.**

5. **Candidate:** Say you are going to have ice cream as well (also).

Presentation and Discussion (Ask follow-up questions.)

General Conversation (Select 3 topics per candidate.)

Daily Routine

Health and Fitness

Festivals and Special Occasions

Holiday Travel and Transport

Employment and Unemployment

CARD THREE

CORE LEVEL

ROLE PLAYS:

- A. While at the beach, you meet a French teenager. The examiner will play the role of the French tourist.

Pendant que vous êtes à la plage, vous rencontrez un(e) jeune français(e). Moi, je suis le/la touriste français(e).

Examiner: Que faites-vous comme métier ?

1. Candidate: Say you are a student.

Examiner: Tu parles un très bon français.

2. Candidate: Say you have a good teacher.

Examiner: J'adore les Bahamas.

3. Candidate: Ask if he/she likes the beach.

Examiner: Bien sûr. Cette plage est très belle.

4. Candidate: Say you swim a lot.

Examiner: Et le soir, qu'est-ce que tu aimes faire ?

5. Candidate: Say you watch television.

- B. You and your family are in Lyon. You are talking to your French friend. The examiner will play the role of your friend.

Vous parlez avec votre ami(e) français(e) à Lyon. Moi, je suis votre ami(e).

Examiner: Qu'est-ce que tu as envie de faire maintenant ?

1. Candidate: Say you want to go shopping.

Examiner: Il y a un match au stade plus tard.

2. Candidate: Say your brother is going to the match.

Examiner: Quelle chance !

3. Candidate: Say he bought tickets for everyone.

Examiner: Combien coûte mon billet ?

4. Candidate: Answer appropriately.

Examiner: Ah, je n'ai pas mon portefeuille !

5. Candidate: Say you are going to pay.

Examiner: Merci bien !

Presentation and Discussion (Ask follow-up questions.)

General Conversation (Select 3 topics per candidate.)

Daily Routine

Free Time

Festivals and Special Occasions

Holidays and Getting Around

Further Education and Training

CARD FOUR

CORE LEVEL

ROLE PLAYS:

- A.** You are in Strasbourg, France. You are talking to a university student. The examiner will play the role of the student.

Vous êtes à Strasbourg. Vous parlez avec un(e) étudiant(e) d'université. Moi, je suis l'étudiant(e).

Examiner: Comment est ta famille ?

1. **Candidate:** Say your family is small.

Examiner: Tu as des frères ou des sœurs ?

2. **Candidate:** Say you have two sisters.

Examiner: Tu habites avec tes parents ?

3. **Candidate:** Say your father lives in Miami.

Examiner: Qu'est-ce qu'il fait là ?

4. **Candidate:** Say he works in a shop.

Examiner: Tu visites souvent Miami ?

5. **Candidate:** Say you go every year.

- B.** You are staying with your French-Canadian friend in Montreal. He/she has just returned from work. The examiner will play the role of your friend.

Vous êtes chez un(e) ami(e) à Montréal. Moi, je suis votre ami(e).

Examiner: Salut ! Qu'est-ce que tu as fait aujourd'hui ?

1. **Candidate:** Say you went to the mall.

Examiner: Qu'est-ce qu'il y a dans ce sac ?

2. **Candidate:** Answer appropriately.

Examiner: Tu as envie de sortir cet après-midi ?

3. **Candidate:** Say you are tired.

Examiner: Et ce soir, qu'est-ce que tu vas faire ?

4. **Candidate:** Say you are going to see a film.

Examiner: À quelle heure ?

5. **Candidate:** Say it starts at eight o'clock.

Examiner: J'aimerais t'accompagner au cinéma.

Presentation and Discussion (Ask follow-up questions.)

General Conversation (Select 3 topics per candidate.)

Eating and Drinking

Health and Fitness

Personal Relationships

Hometown (Island)

Shopping

CARD ONE

EXTENDED LEVEL

ROLE PLAYS:

- B.** You are talking to your French-Canadian friend about your upcoming trip to New York. The examiner will play the role of your friend.
Vous parlez avec votre ami(e) canadien(ne) de votre voyage à New York. Moi, je suis votre ami(e).

- | | | |
|----|-------------------|--|
| | Examiner: | Que fais-tu la semaine prochaine ? |
| 1. | Candidate: | Say you are going to visit New York. |
| | Examiner: | Tu restes où ? |
| 2. | Candidate: | You are staying with your cousins. |
| | Examiner: | Alors, tu as organisé ton voyage à New York ? |
| 3. | Candidate: | Say you bought your ticket. |
| | Examiner: | Alors, quel jour est-ce que tu pars pour New York ? |
| 4. | Candidate: | Answer appropriately. |
| | Examiner: | À quelle heure part l'avion ? |
| 5. | Candidate: | Say it leaves at 10 o'clock. |
| | Examiner: | Bon, je t'emmène à l'aéroport. |

Presentation and Discussion (Ask follow-up questions.)

General Conversation (Select 3 topics per candidate.)

House and Home

Eating and Drinking

Free Time

Shopping

Further Education and Training

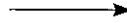
CARD ONE

- C. The notes and pictures below give an outline of **the first and last days of your visit to Belgium** last year. Tell the examiner what happened. You need not mention every detail, but you must cover all the main events.

LE PREMIER JOUR



se lever à quelle heure ?
se laver



le petit déjeuner – quoi ?
votre opinion ? pourquoi ?



PLUS TARD



partir de l'hôtel
à quelle heure ?



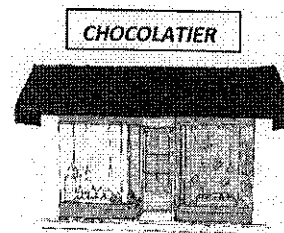
visiter le *quartier
comment ?



LE DERNIER JOUR



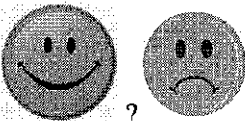
une description de la ville
vos impressions ? pourquoi ?



où ?
apprendre à faire du chocolat
combien d'heures ?



acheter des chocolats
pour qui ?



vos impressions sur l'expérience ?
pourquoi ?

**quartier*, area

[Turn over

CARD TWO

EXTENDED LEVEL

ROLE PLAYS:

- B.** You are in a restaurant in Paris. The examiner will play the role of the waiter/waitress.
Vous êtes dans un restaurant à Paris. Moi, je suis votre serveur/serveuse.

- | | | |
|----|-------------------|--|
| | Examiner: | Voici votre poisson. |
| 2. | Candidate: | Say you do not like fish. |
| | Examiner: | Ah, je suis désolé(e), monsieur/mademoiselle. |
| 3. | Candidate: | Say you ordered the chicken. |
| | Examiner: | Et que voulez-vous boire ? |
| 4. | Candidate: | Answer appropriately. |
| | Examiner: | Qu'est-ce que vous désirez comme dessert ? |
| 5. | Candidate: | Say you would like some chocolate cake. |
| | Examiner: | C'est tout ? Nous offrons le dessert gratuit. |
| 6. | Candidate: | Say you are going to have ice cream as well (also). |

Presentation and Discussion (Ask follow-up questions.)

General Conversation (Select 3 topics per candidate.)

Daily Routine

Health and Fitness

Festivals and Special Occasions

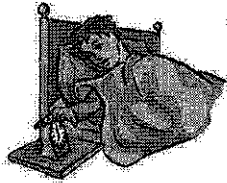
Holiday Travel and Transport

Employment and Unemployment

CARD TWO

- C. The notes and pictures below give an outline of **a day you spent with your French-Canadian friends in Quebec** last year. Tell the examiner what happened. You need not mention every detail, but you must cover all the main events.

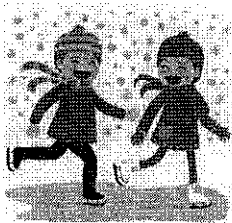
LE MATIN



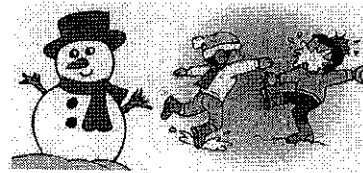
se lever à quelle heure ?
se laver



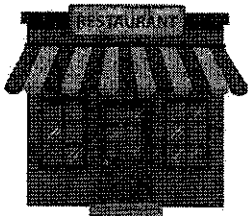
le petit déjeuner
votre opinion ? pourquoi ?
quel temps ?



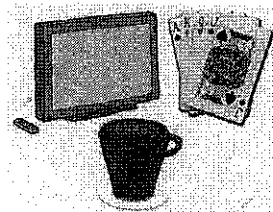
faire du patin à glace
où ?
vos impressions ? pourquoi ?



sortir avec qui ?
le bonhomme de neige
lancer des boules de neige



le déjeuner
quoi ?
une description du restaurant



qu'avez-vous fait ?



vos impressions sur la journée ?
pourquoi ?



à quelle heure ?

[Turn over

CARD THREE

EXTENDED LEVEL

ROLE PLAYS:

- B. You and your family are in Lyon. You are talking to your French friend. The examiner will play the role of your friend.

Vous parlez avec votre ami(e) français(e) à Lyon. Moi, je suis votre ami(e).

- | | | |
|----|-------------------|--|
| | Examiner: | Qu'est-ce que tu as envie de faire maintenant ? |
| 1. | Candidate: | Say you want to go shopping. |
| | Examiner: | Il y a un match au stade plus tard. |
| 2. | Candidate: | Say your brother is going to the match. |
| | Examiner: | Quelle chance ! |
| 3. | Candidate: | Say he bought tickets for everyone. |
| | Examiner: | Combien coûte mon billet ? |
| 4. | Candidate: | Answer appropriately. |
| | Examiner: | Ah, je n'ai pas mon portefeuille ! |
| 5. | Candidate: | Say you are going to pay. |
| | Examiner: | Merci bien ! |

Presentation and Discussion (Ask follow-up questions.)

General Conversation (Select 3 topics per candidate.)

Daily Routine

Free Time

Festivals and Special Occasions

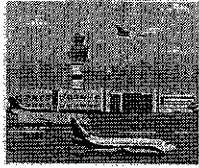
Holidays and Getting Around

Further Education and Training

CARD THREE

- C. The notes and pictures below give an outline of **your visit to Switzerland** during the Christmas holidays. Tell the examiner what happened. You need not mention every detail, but you must cover all the main events.

L'ARRIVÉE



arriver où ?
chercher les bagages



aller chez votre ami(e)
comment ?
une description de la maison



PENDANT LE SÉJOUR



vos impressions ?
pourquoi ?



apprendre à faire du ski
où ?
avec qui ?



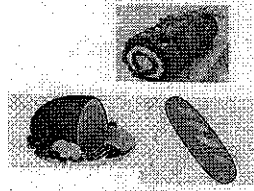
LE 24 DÉCEMBRE



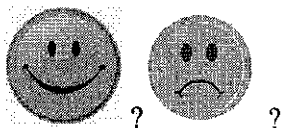
décorer l'arbre de Noël
combien de cadeaux ?
vos impressions ? pourquoi ?



LE 25 DÉCEMBRE



le repas de Noël
à quelle heure ?
quoi ?



vos impressions ? pourquoi ?



ensuite – qu'avez-vous fait ?

CARD FOUR

EXTENDED LEVEL

ROLE PLAYS:

- B.** You are staying with your French-Canadian friend in Montreal. He/she has just returned from work. The examiner will play the role of your friend.

Vous êtes chez un(e) ami(e) à Montréal. Moi, je suis votre ami(e).

- | | | |
|----|-------------------|---|
| | Examiner: | Salut ! Qu'est-ce que tu as fait aujourd'hui ? |
| 1. | Candidate: | Say you went to the mall. |
| | Examiner: | Qu'est-ce qu'il y a dans ce sac ? |
| 2. | Candidate: | Answer appropriately. |
| | Examiner: | Tu as envie de sortir cet après-midi ? |
| 3. | Candidate: | Say you are tired. |
| | Examiner: | Et ce soir, qu'est-ce que tu vas faire ? |
| 4. | Candidate: | Say you are going to see a film. |
| | Examiner: | À quelle heure ? |
| 5. | Candidate: | Say it starts at eight o'clock. |
| | Examiner: | J'aimerais t'accompagner au cinéma. |

Presentation and Discussion (Ask follow-up questions.)

General Conversation (Select 3 topics per candidate.)

Eating and Drinking

Health and Fitness

Personal Relationships

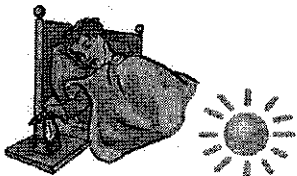
Hometown (Island)

Shopping

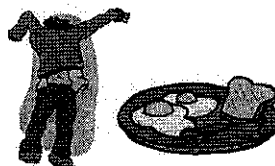
CARD FOUR

- C. The notes and pictures below give an outline of **a day you spent in Normandy** (France) last year. Tell the examiner what happened. You need not mention every detail, but you must cover all the main events.

À L'HÔTEL

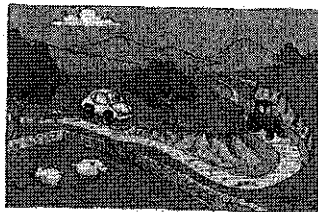


se lever à quelle heure ?
quel temps ?



s'habiller
le petit déjeuner – quoi ?
votre opinion ? pourquoi ?

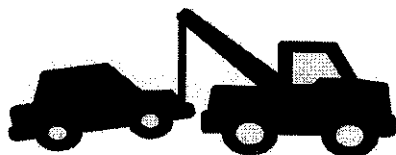
EN ROUTE



une description de la campagne
vos impressions ? pourquoi ?



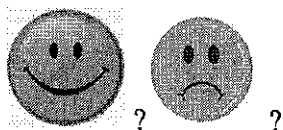
partir de l'hôtel
à quelle heure ?



votre voiture – tomber en panne
téléphoner à qui ?



trouver un logement
où ?



vos impressions sur la journée ?
pourquoi ?



passer le soir seule(e)
envoyer des messages

End]

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