

GCSE FRENCH

F+H

Foundation and Higher Paper 2 Speaking

June 2018

Teacher's Booklet

- To be conducted by the teacher-examiner between 9 April and 11 May 2018
- Time allowed: 7–9 minutes at Foundation (+12 minutes' supervised preparation time)
10–12 minutes at Higher (+12 minutes' supervised preparation time)

Instructions

- During the preparation time candidates are required to prepare **one** Role-play and **one** Photo card. The Speaking Test Sequence Charts at the end of this Booklet show you which Role-play card and Photo card to give to the candidate.
- Candidates may make notes during the preparation time for use during the test. They must hand these notes to you before the General Conversation.
- Candidates should hand both stimulus cards to you before the General Conversation.
- It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

Information

- The test will last a maximum of 9 minutes (at Foundation) or 12 minutes (at Higher) and will consist of a Role-play card (approximately 2 minutes at Foundation and Higher) and a Photo card (approximately 2 minutes at Foundation and 3 minutes at Higher), followed by a General Conversation. This General Conversation is based on two out of the three Themes listed in the Teacher's Booklet (3–5 minutes at Foundation; 5–7 minutes at Higher).
- Candidates must **not** use a dictionary at any time during this test. This includes the preparation time.

General Certificate of Secondary Education
June 2018

French
Speaking Test
Teacher's Booklet

Contents

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Role-plays (Foundation Tier) (1–9)
Role-plays (Higher Tier) (10–18)

Part 2

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Part 3

Suggested questions for General Conversation

There are no questions printed on this page

Turn over ►

Part 1**ROLE-PLAY 1****Candidate's role****Instructions to candidates**

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

You should address the employee as *vous*.

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

When you see this – **?** – you will have to ask a question.

Vous parlez avec l'employé(e) dans un restaurant en France.

- Table – quand.
- Combien de personnes.
- Réservation – **une** raison.
- **!**
- **?** Spécialité.

ROLE-PLAY 1

Teacher's role

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec l'employé(e) dans un restaurant en France. Moi, je suis l'employé(e).*

- 1 Ask if you can help the candidate.
Je peux vous aider ?

- 2 Allow the candidate to ask about a table, making reference to when.
Ask the candidate how many people there are.
Vous êtes combien ?

- 3 Allow the candidate to say how many people there are.
Ask the candidate the reason for the booking.
D'accord. Votre réservation, c'est pour quelle raison ?

- 4 Allow the candidate to give **one** reason for the booking.
! Ask the candidate how you can contact him/her.
Excellent. On peut vous contacter comment ?

- 5 Allow the candidate to say how you can contact him/her.
Très bien.

- ?** Allow the candidate to ask about the speciality.
Give an appropriate response.

Turn over ►

ROLE-PLAY 2

Candidate's role

Instructions to candidates

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

You should address the employee as *vous*.

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

When you see this – **?** – you will have to ask a question.

Vous parlez avec l'employé(e) dans un cinéma en Suisse.

- Film – heure.
- Acteur favori/actrice favorite (**deux** détails).
- Nombre de personnes.
- **!**
- **?** Fin du film – quand.

ROLE-PLAY 2

Teacher's role

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec l'employé(e) dans un cinéma en Suisse. Moi, je suis l'employé(e).*

- 1** Greet the candidate.
Bonjour Monsieur/Mademoiselle.
- 2** Allow the candidate to say when he/she wants to see a film.
Ask the candidate about his/her favourite actor.
Vous avez un acteur favori ou une actrice favorite ?
- 3** Allow the candidate to give **two** details regarding his/her favourite actor.
Ask if the candidate is alone.
Très bien. Vous êtes seul(e) ?
- 4** Allow the candidate to say how many people there are.
! Ask the candidate his/her age.
Vous avez quel âge ?
- 5** Allow the candidate to give his/her age.
Bon. Il y a une réduction pour les jeunes à cette heure-ci.
- ?** Allow the candidate to ask you about the time the film finishes.
Give an appropriate response.

Turn over ►

ROLE-PLAY 3

Candidate's role

Instructions to candidates

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

You should address your friend as *tu*.

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

When you see this – **?** – you will have to ask a question.

Tu parles avec ton ami(e) belge.

- Occasion spéciale – quoi.
- Activité cet après-midi (**un** détail).
- **!**
- **?** Fête spéciale préférée.
- Cadeau (**deux** détails).

ROLE-PLAY 3

Teacher's role

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) belge. Moi, je suis ton ami(e).*

- 1 Ask the candidate what is happening today.
Qu'est-ce qui se passe aujourd'hui ?
- 2 Allow the candidate to say what special occasion there is today.
C'est chouette ! Alors, tu as des projets ?
- 3 Allow the candidate to give **one** activity.
! Ask the candidate about special food.
Qu'est-ce que tu manges de spécial aujourd'hui ?
- 4 Allow the candidate to mention an item of food. (Elicit **one** detail.)
Génial !
- ?** Allow the candidate to ask a question about your favourite celebration.
Give an appropriate response.
- 5 Ask the candidate about gifts he/she receives for his/her birthday.
Et, pour ton anniversaire, tu reçois de bons cadeaux ?
Allow the candidate to mention a gift/gifts he/she receives. (Elicit **two** details.)
Superbe !

Turn over ►

ROLE-PLAY 4

Candidate's role

Instructions to candidates

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

You should address the shop assistant as *vous*.

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

When you see this – **?** – you will have to ask a question.

Vous parlez avec un vendeur / une vendeuse dans un magasin de vêtements en France.

- Acheter (**un** article).
- **!**
- **?** Possibilité d'essayer.
- Vacances – où (**un** détail).
- Visite aujourd'hui (**un** détail).

ROLE-PLAY 4

Teacher's role

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec un vendeur / une vendeuse dans un magasin de vêtements en France. Moi, je suis le vendeur / la vendeuse.*

- 1 Greet the candidate.
Bonjour. Je peux vous aider ?
- 2 Allow the candidate to state **one** item he/she wants to buy.
! Ask the candidate which colour he/she prefers.
Ah, oui. Vous préférez quelle couleur ?
- 3 Allow the candidate to say which colour he/she prefers. (Elicit **one** detail.)
Très bien.
- ? Allow the candidate to ask to try on the item.
Give an appropriate response.
- 4 Ask the candidate if he/she is on holiday.
Vous êtes en vacances ?
- 5 Allow the candidate to say where he/she is on holiday. (Elicit **one** detail.)
Ask the candidate what he/she is visiting today.
Qu'est-ce que vous visitez aujourd'hui ?
Allow the candidate to mention a visit today. (Elicit **one** detail.)
Super.

Turn over ►

ROLE-PLAY 5

Candidate's role

Instructions to candidates

Your teacher will play the part of a hotel receptionist and will speak first.

You should address the receptionist as *vous*.

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

When you see this – **?** – you will have to ask a question.

Vous parlez avec le/la réceptionniste d'un hôtel en France.

- Réservation – combien de nuits.
- **!**
- Repas à l'hôtel (**un** détail).
- Visite (**une** raison).
- **?** Prix de la chambre.

ROLE-PLAY 5

Teacher's role

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec le/la réceptionniste d'un hôtel en France. Moi, je suis le/la réceptionniste.*

- 1 Greet the candidate.
Bonjour Monsieur/Mademoiselle. Je peux vous aider ?
- 2 Allow the candidate to say that he/she has a booking and for how many nights.
! Ask the candidate to spell his/her name.
Bon. Votre nom, ça s'écrit comment ?
- 3 Allow the candidate to spell his/her name.
Ask the candidate about meals he/she wishes to have at the hotel.
Vous prenez des repas à l'hôtel ?
- 4 Allow the candidate to tell you which meal(s) he/she wishes to have. (Elicit **one** detail.)
Ask the candidate the reason for his/her stay.
Bon. Et, pourquoi vous passez du temps ici ?
- 5 Allow the candidate to say why he/she is there. (Elicit **one** reason.)
Très bien.
? Allow the candidate to ask a question about the price of the room.
Give an appropriate response.

Turn over ►

ROLE-PLAY 6

Candidate's role

Instructions to candidates

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

You should address your Canadian friend as *tu*.

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

When you see this – **?** – you will have to ask a question.

Tu parles avec ton ami(e) canadien(ne) de la vie saine.

- Activités pour une vie saine (**deux** détails).
- Manger – quoi (**un** détail).
- **!**
- Déjeuner à l'école – où.
- **?** Dîner – heure.

ROLE-PLAY 6

Teacher's role

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) canadien(ne) de la vie saine. Moi, je suis ton ami(e).*

- 1 Ask the candidate what he/she does to keep healthy.
Qu'est-ce que tu fais pour être en forme ?
- 2 Allow the candidate to give **two** details about what he/she does to keep healthy.
Ask the candidate what he/she eats.
Très bien. Et ton régime ?
- 3 Allow the candidate to say what he/she eats. (Elicit **one** detail.)

! Ask the candidate who does the cooking at home.
Ah bon. Qui prépare les repas à la maison ?
- 4 Allow the candidate to tell you who does the cooking at home. (Elicit **one** detail.)
Ask the candidate what he/she does at lunchtime.
C'est bien, ça. Que fais-tu à l'école à midi ?
- 5 Allow the candidate to tell you where he/she eats at school.
D'accord.
- ? Allow the candidate to ask a question about the time of dinner.
Give an appropriate response.

Turn over ►

ROLE-PLAY 7

Candidate's role

Instructions to candidates

Your teacher will play the part of a visiting French teacher and will speak first.

You should address the teacher as *vous*.

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

When you see this – **?** – you will have to ask a question.

Vous parlez de votre collègue et de vos études avec un(e) professeur français(e).

- Votre collègue – description (**un** détail).
- **!**
- Matière préférée et **une** raison.
- Sport – votre opinion.
- **?** La pause déjeuner.

ROLE-PLAY 7

Teacher's role

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez de votre collègue et de vos études avec un(e) professeur français(e).
Moi, je suis le/la professeur.*

- 1 Ask the candidate to describe his/her school. (Elicit **one** detail.)
Comment est votre collègue ?
- 2 Allow the candidate to describe his/her school.
! Ask the candidate to say how he/she gets to school.
Comment allez-vous au collège ?
- 3 Allow the candidate to say how he/she gets to school.
Ask the candidate which subject he/she prefers and why.
Vous préférez quelle matière ?... Pourquoi ?
- 4 Allow the candidate to say which subject he/she prefers and why. (Elicit **one** subject and **one** reason.)
Ask the candidate his/her views on sport. (Elicit **one** opinion.)
D'accord. Que pensez-vous du sport ?
- 5 Allow the candidate to give **one** opinion about sport.
Ah bon.
- ?** Allow the candidate to ask a question about lunchtime.
Give an appropriate response.

Turn over ►

ROLE-PLAY 8

Candidate's role

Instructions to candidates

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

You should address your partner as *tu*.

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

When you see this – **?** – you will have to ask a question.

Tu parles de ton collègue avec ton/ta partenaire français(e).

- Journée scolaire (**deux** détails).
- **!**
- Uniforme – ton opinion.
- Club scolaire – quoi (**un** détail).
- **?** Professeur idéal.

ROLE-PLAY 8

Teacher's role

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles de ton collègue avec ton/ta partenaire français(e). Moi, je suis ton/ta partenaire.*

- 1 Ask the candidate to describe his/her school day. (Elicit **two** details.)
Décris ta journée scolaire.
- 2 Allow the candidate to give **two** details about his/her school day.
! Ask the candidate what his/her favourite subject is. (Elicit **one** subject.)
Quelle est ta matière préférée ?
- 3 Allow the candidate to give his/her favourite subject.
Ask the candidate his/her views on school uniform. (Elicit **one** opinion.)
Que penses-tu de l'uniforme scolaire ?
- 4 Allow the candidate to give **one** opinion about school uniform.
Ask the candidate about school clubs.
Il y a des clubs au collège ?
- 5 Allow the candidate to give **one** detail about a school club.
Ah bon.
- ?** Allow the candidate to ask you a question about an ideal teacher.
Give an appropriate response.

Turn over ►

ROLE-PLAY 9

Candidate's role

Instructions to candidates

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

You should address your friend as *tu*.

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

When you see this – **?** – you will have to ask a question.

Tu parles de tes projets et de ta profession idéale avec ton ami(e) français(e).

- Emploi idéal et **une** raison.
- Qualité personnelle (**un** détail).
- **!**
- **?** Tes études.
- Petit job (**un** détail).

ROLE-PLAY 9

Teacher's role

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles de tes projets et de ta profession idéale avec ton ami(e) français(e). Moi, je suis ton ami(e).*

- 1 Ask the candidate to state his/her ideal job and say why. (Elicit job and **one** reason.)
Quel est ton emploi idéal ?... Pourquoi ?
- 2 Allow the candidate to state his/her ideal job and say why.
Ask the candidate about his/her personal qualities. (Elicit **one** detail.)
Tu es quelle sorte de personne ?
- 3 Allow the candidate to say something about his/her personal qualities. (Elicit **one** detail.)
! Ask the candidate where he/she wants to work.
Où veux-tu travailler ?
- 4 Allow the candidate to give **one** detail about where he/she wants to work.
Ah bon.
- ?** Allow the candidate to ask you a question about your studies.
Give an appropriate answer.
- 5 Ask the candidate about his/her part-time job. (Elicit **one** detail.)
Parle-moi de ton petit job.
Allow the candidate to give **one** detail about a part-time job.
Super/ dommage.

Turn over ►

ROLE-PLAY 10

Candidate's role

Instructions to candidates

Your teacher will play the part of the waiter/waitress and will speak first.

You should address the waiter/waitress as *vous*.

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

When you see this – **?** – you will have to ask a question.

Vous parlez avec le serveur/la serveuse dans un restaurant en Belgique.

- Problème avec le repas (**deux** détails).
- Dernière visite au restaurant – quand et avec qui.
- **!**
- Solution possible – (**un** détail).
- **?** Dessert.

ROLE-PLAY 10

Teacher's role

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec le serveur/la serveuse dans un restaurant en Belgique. Moi, je suis le serveur/la serveuse.*

- 1 Greet the candidate.
Oui, Monsieur/Mademoiselle ?
- 2 Allow the candidate to say what is wrong with the meal. (Elicit **two** details.)
Ask the candidate if he/she has eaten here before.
Je suis désolé(e). Vous avez déjà mangé ici ?
- 3 Allow the candidate to say when he/she last visited the restaurant and with whom. (Elicit **both** details.)
! Ask the candidate his/her opinion of the restaurant and why.
*Et à part ce problème, qu'est-ce que vous pensez de notre restaurant ?
... Pourquoi ?*
- 4 Allow the candidate to give his/her opinion of the restaurant and a reason. (Elicit **both** details.)
Ask the candidate what you can do.
Ah bon. Qu'est-ce que je peux faire alors ?
- 5 Allow the candidate to give a possible solution. (Elicit **one** detail.)
Très bien.
- ?** Allow the candidate to ask you a question about dessert.
Give an appropriate response.

Turn over ►

ROLE-PLAY 11

Candidate's role

Instructions to candidates

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

You should address the employee as *vous*.

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

When you see this – **?** – you will have to ask a question.

Vous parlez avec un(e) employé(e) dans un studio de télévision en Belgique.

- Achat récent du billet – où et quand.
- **?** Début de l'émission.
- Trajet au studio (**deux** détails).
- Genre d'émission préférée et **une** raison.
- **!**

ROLE-PLAY 11

Teacher's role

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec un(e) employé(e) dans un studio de télévision en Belgique. Moi, je suis l'employé(e).*

- 1 Greet the candidate.
Bonjour Monsieur/Mademoiselle. Je peux vous aider ?
- 2 Allow the candidate to say where and when he/she bought the ticket. (Elicit **both** details.)
Oui, d'accord.
- ? Allow the candidate to ask you a question about the start time of the programme.
Give an appropriate response.
- 3 Ask the candidate about his/her journey.
Vous avez bien voyagé ?
- 4 Allow the candidate to speak about his/her journey. (Elicit **two** details.)
Ask the candidate about his/her favourite type of programme and why.
Quel genre d'émission préférez-vous ? ... Pourquoi ?
- 5 Allow the candidate to say what type of programme he/she prefers and why. (Elicit **both** details.)
! Ask the candidate what he/she would like to eat and drink.
Vous avez droit à quelque chose à manger et à boire. Qu'est-ce que vous prenez à manger ? ... Et à boire ?
Allow the candidate to give one food **and** one drink.
Alors, voilà.

Turn over ►

ROLE-PLAY 12

Candidate's role

Instructions to candidates

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

You should address the receptionist as *vous*.

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

When you see this – **?** – you will have to ask a question.

Vous parlez avec un(e) réceptionniste dans un centre sportif en Belgique.

- Réservation – nom et sport.
- Dernière visite – (**deux** détails).
- Devenir membre – **une** raison.
- **!**
- **?** Horaire des cours.

ROLE-PLAY 12

Teacher's role

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec un(e)réceptionniste dans un centre sportif en Belgique. Moi, je suis le/la réceptionniste.*

1 Greet the candidate.

Bonjour Monsieur/Mademoiselle. Je peux vous aider ?

2 Allow the candidate to give his/her name and to say for which sport he/she has a booking.

Ask the candidate if he/she comes to the centre often.

Vous venez souvent ici ?

3 Allow the candidate to give **two** details about his/her last visit.

Ask if he/she is a member.

Ah bon. Vous êtes membre ici ?

4 Allow the candidate to say why he/she would like to become a member.

! Ask the candidate when he/she would like the membership to start and for how long.

Vous voulez commencer quand ? ... Et pour combien de temps ?

5 Allow the candidate to say when he/she would like the membership to start and how long it should be for.

Chouette.

? Allow the candidate to ask you a question about the schedule of classes.

Give an appropriate answer.

Turn over ►

ROLE-PLAY 13

Candidate's role

Instructions to candidates

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

You should address your friend as *tu*.

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

When you see this – **?** – you will have to ask a question.

Tu parles du travail bénévole avec ton ami(e) français(e).

- Ton travail bénévole – où et quand.
- La dernière fois – **une** activité.
- **?** Importance du travail bénévole.
- Travailler en équipe – **un** avantage.
- **!**

ROLE-PLAY 13

Teacher's role

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles du travail bénévole avec ton ami(e) français(e). Moi, je suis ton ami(e).*

- 1 Ask the candidate about his/her voluntary work.
Tu fais du travail bénévole ?
- 2 Allow the candidate to give details of where and when he/she does voluntary work.
Ask the candidate about the last time he/she volunteered.
Ah bon. Et la dernière fois ?
- 3 Allow the candidate to say what he/she did last time. (Elicit **one** activity.)
Très bien.
- ? Allow the candidate to ask you a question about the importance of volunteering.
Give an appropriate response.
- 4 Ask the candidate if he/she likes to work in a team. (Elicit **one** advantage.)
Travailler en équipe, ça te plaît ?
- 5 Allow the candidate to give **one** advantage of team working.
- ! Ask the candidate what he/she does in his/her free time.
Et, pendant ton temps libre, qu'est-ce que tu fais ?
Allow the candidate to tell you what he/she does in his/her free time. (Elicit **one** detail.)
C'est bien, ça.

Turn over ►

ROLE-PLAY 14

Candidate's role

Instructions to candidates

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

You should address the employee as *vous*.

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

When you see this – **?** – you will have to ask a question.

Vous restez dans un hôtel en France. Vous parlez avec un(e) employé(e).

- **?** Renseignements sur la région.
- La fête locale – où et quand.
- Vos activités – hier (**deux** détails).
- Le musée – **une** opinion et **une** raison.
- **!**

ROLE-PLAY 14

Teacher's role

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous restez dans un hôtel en France. Vous parlez avec un(e) employé(e). Moi, je suis l'employé(e).*

- 1 Greet the candidate.
Bonjour Monsieur/Mademoiselle.
- ? Allow the candidate to ask you a question about information on the local area.
Give an appropriate response.
- 2 Ask the candidate if he/she knows about the local celebration.
Vous savez que nous avons une fête locale ?
- 3 Allow the candidate to tell you where and when the local celebration takes place.
Ask the candidate about yesterday.
Oui, c'est ça. Vous vous êtes bien amusé(e) hier ?
- 4 Allow the candidate to give **two** details about what he/she did yesterday.
Ask the candidate if he/she likes the museum.
C'est bien. Qu'est-ce que vous pensez de notre musée ? ... Pourquoi ?
- 5 Allow the candidate to give his/her opinion of the museum and a reason.
! Ask the candidate where he/she is eating this evening and why.
Ah bon. Où dînez-vous ce soir ? ... Pourquoi ça ?
Allow the candidate to state where he/she is eating this evening and why. (Elicit **both** details.)
Bonne soirée, alors.

Turn over ►

ROLE-PLAY 15

Candidate's role

Instructions to candidates

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

You should address your Canadian friend as *tu*.

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

When you see this – **?** – you will have to ask a question.

Tu parles avec ton ami(e) canadien(ne) de la vie saine.

- Activités récentes pour rester en forme (**deux** détails).
- Conseils pour une vie saine (**deux** détails).
- Fast-food – ton opinion et **une** raison.
- **!**
- **?** Faire la cuisine.

ROLE-PLAY 15

Teacher's role

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) canadien(ne) de la vie saine. Moi, je suis ton ami(e).*

- 1 Ask the candidate what he/she has done recently to stay fit. (Elicit **two** details).
Qu'est-ce que tu as fait récemment pour rester en forme ?
- 2 Allow the candidate to give **two** details about what he/she has done recently to stay fit.
Ask the candidate for advice on a healthy lifestyle.
Tu as des conseils pour une vie saine ?
- 3 Allow the candidate to advise you on a healthy lifestyle. (Elicit **two** details.)
Ask the candidate what he/she thinks of fast food and why.
Quelle est ton opinion du fast-food ? ... Pourquoi ?
- 4 Allow the candidate to tell you what he/she thinks of fast food and why. (Elicit **one** opinion and **one** reason.)
! Ask the candidate what there is to eat and drink at lunchtime at school.
Qu'est-ce qu'il y a à manger à midi dans ton collège ?... Et à boire ?
- 5 Allow the candidate to tell you what there is to eat and drink at lunchtime at school.
Ah, d'accord.
- ?** Allow the candidate to ask you a question about cooking.
Give an appropriate response.

Turn over ►

ROLE-PLAY 16

Candidate's role

Instructions to candidates

You are at a school in France. Your teacher will play the part of a French teacher and will speak first.

You should address the teacher as *vous*.

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

When you see this – **?** – you will have to ask a question.

Vous parlez de votre collège et de vos études avec un(e) professeur français(e).

- Uniforme scolaire – **un** avantage et **un** inconvénient.
- Une règle au collège (**un** détail).
- **!**
- Visite scolaire récente (**deux** activités).
- **?** Collèges en France.

ROLE-PLAY 16

Teacher's role

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez de votre collègue et de vos études avec un(e) professeur français(e).
Moi, je suis le/la professeur.*

- 1 Ask the candidate his/her views on school uniform.
Que pensez-vous de l'uniforme scolaire ?
- 2 Allow the candidate to give **one** advantage and **one** disadvantage of school uniform.
Ask the candidate about school rules.
Bon, d'accord. Qu'est-ce qu'il y a comme règles ?
- 3 Allow the candidate to give **one** detail about school rules.
! Ask the candidate his/her opinion on school meals.
Ah, oui. Qu'est-ce que vous pensez des repas à la cantine ? ... Pourquoi ?
- 4 Allow the candidate to give his/her opinion about school meals. (Elicit **one** opinion and **one** reason.)
Ask the candidate about a recent school trip.
C'est intéressant. Parlez-moi de votre visite scolaire.
- 5 Allow the candidate to tell you about a recent school trip. (Elicit **two** activities.)
Ah bon.
? Allow the candidate to ask you a question about schools in France.
Give an appropriate response.

Turn over ►

ROLE-PLAY 17**Candidate's role****Instructions to candidates**

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

You should address your friend as *tu*.

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

When you see this – **?** – you will have to ask a question.

Tu parles de l'éducation et de ton avenir avec ton ami(e) français(e).

- Projets d'avenir (**deux** détails).
- Continuer les études – **un** avantage et **un** inconvénient.
- **!**
- Problème au collège et **une** raison.
- **?** Emploi idéal.

ROLE-PLAY 17

Teacher's role

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles de l'éducation et de ton avenir avec ton ami(e) français(e). Moi, je suis ton ami(e).*

- 1 Ask the candidate about his/her plans for the future. (Elicit **two** details.)
Quels sont tes projets d'avenir ?
- 2 Allow the candidate to give **two** details about his/her future plans.
Ask the candidate about the advantages and drawbacks of continuing to study.
Quels sont les avantages et les inconvénients de continuer les études ?
- 3 Allow the candidate to give his/her views on continuing to study. (Elicit **one** advantage and **one** drawback.)
! Ask the candidate about his/her favourite teacher at school.
Qui est ton professeur favori au collège ? ... Pourquoi ?
- 4 Allow the candidate to name his/her favourite teacher at school and say why. (Elicit **one** name/mention of the teacher of **one** subject and **one** opinion.)
Ask the candidate what the main problem is at school.
D'accord. Quel est le problème principal dans ton collège ? ... Pourquoi ?
- 5 Allow the candidate to state **one** problem at school and **one** reason.
Ah bon.
- ?** Allow the candidate to ask you a question about an ideal job.
Give an appropriate response.

Turn over ►

ROLE-PLAY 18

Candidate's role

Instructions to candidates

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

You should address your French friend as *tu*.

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

When you see this – **?** – you will have to ask a question.

Tu parles de tes ambitions avec ton ami(e) français(e).

- Emploi futur (**deux** détails).
- Un petit job – **un** avantage et **un** inconvénient.
- L'importance du salaire – **une** opinion et **une** raison.
- **!**
- **?** Université.

ROLE-PLAY 18

Teacher's role

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles de tes ambitions avec ton ami(e) français(e). Moi, je suis ton ami(e).*

- 1 Ask the candidate about his/her future job.
Qu'est-ce que tu vas faire à l'avenir ?
- 2 Allow the candidate to give details about his/her future job. (Elicit **two** details.)
Ask the candidate about the advantages and drawbacks of a part-time job.
Très bien. Quels sont les avantages et les inconvénients d'un petit job ?
- 3 Allow the candidate to give his/her views on part-time work. (Elicit **one** advantage and **one** drawback.)
Ask the candidate about the importance of his/her salary.
Pour toi, le salaire est important ? ... Pourquoi/pourquoi pas ?
- 4 Allow the candidate to give his/her opinion on the importance of his/her salary. (Elicit **one** opinion and **one** reason.)
! Ask the candidate if he/she wants to work abroad and why/why not.
Tu veux travailler à l'étranger ? ... Pourquoi/pourquoi pas ?
- 5 Allow the candidate to say if he/she wants to work abroad and why.
Ah bon.
- ?** Allow the candidate to ask you a question about university.
Give an appropriate response.

Turn over ►

Part 2

CARD A

Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **technology in everyday life**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Ton portable est important pour toi ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as acheté en ligne récemment ?

CARD A**Teacher's Notes**

Theme: Identity and culture

Topic: Technology in everyday life

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Ton portable est important pour toi ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as acheté en ligne récemment ?
- Qu'est-ce que tu fais avec ton ordinateur ?
- Tu aimes utiliser les réseaux sociaux ? ... Pourquoi/pourquoi pas ?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Local, national, international and global areas of interest**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'.

Turn over ►

CARD B

Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **free-time activities**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Qui est ton chanteur favori ou ta chanteuse favorite ?
- Tu es allé(e) récemment à un concert ? ... Pourquoi/pourquoi pas ?

CARD B
Teacher's Notes

Theme: Identity and culture

Topic: Free-time activities

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Qui est ton chanteur favori ou ta chanteuse favorite ?
- Tu es allé(e) récemment à un concert ? ... Pourquoi/pourquoi pas ?
- Tu préfères la musique ou le sport ? ... Pourquoi ?
- Qu'est-ce que tu fais pendant ton temps libre ?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Local, national, international and global areas of interest**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

Turn over ►

CARD C

Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **social issues**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce qu'on peut donner aux associations caritatives ?
- Qu'est-ce que tu as fait récemment pour aider les autres ?

CARD C
Teacher's Notes

Theme: Local, national, international and global areas of interest

Topic: Social issues

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce qu'on peut donner aux associations caritatives ?
- Qu'est-ce que tu as fait récemment pour aider les autres ?
- Tu aimes aider les gens ? ... Pourquoi/pourquoi pas ?
- A ton avis, quel est le problème principal pour les jeunes aujourd'hui ?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

Turn over ►

CARD D

Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **global issues**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Tu aimes utiliser les transports en commun ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait pour économiser de l'énergie la semaine dernière ?

CARD D**Teacher's Notes**

Theme: Local, national, international and global areas of interest

Topic: Global issues

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Tu aimes utiliser les transports en commun ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait pour économiser de l'énergie la semaine dernière ?
- Qu'est-ce que tu recycles ?
- La pollution est un problème dans ta ville ?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

Turn over ►

CARD E

Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **my studies**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Tu préfères les langues ou les maths ? ... Pourquoi ?
- Quel(s) sport(s) as-tu fait(s) au collège la semaine dernière ?

CARD E**Teacher's Notes**

Theme: Current and future study and employment

Topic: My studies

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Tu préfères les langues ou les maths ? ... Pourquoi ?
- Quel(s) sport(s) as-tu fait(s) au collège la semaine dernière ?
- Il est comment ton prof favori ?
- Qu'est-ce que tu penses des devoirs ? ... Pourquoi ?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Local, national, international and global areas of interest**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

Turn over ►

CARD F

Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **life at school/college**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Préfères-tu travailler en groupe ou individuellement ? ... Pourquoi ?
- Quelles matières as-tu étudiées au collège hier ?

CARD F**Teacher's Notes**

Theme: Current and future study and employment

Topic: Life at school/college

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Préfères-tu travailler en groupe ou individuellement ? ... Pourquoi ?
- Quelles matières as-tu étudiées au collège hier ?
- Comment est ton uniforme scolaire ?
- Qu'est-ce que tu aimes faire pendant la pause déjeuner ? ... Pourquoi ?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Local, national, international and global areas of interest**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

Turn over ►

CARD G**Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **customs and festivals**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu vas faire pour fêter ton anniversaire cette année ?
- Que fait ta famille normalement pendant les vacances de Noël ?

CARD G
Teacher's Notes

Theme: Identity and culture

Topic: Customs and festivals

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu vas faire pour fêter ton anniversaire cette année ?
- Que fait ta famille normalement pendant les vacances de Noël ?
- Tu préfères fêter les occasions spéciales avec tes ami(e)s ou ta famille ? ... Pourquoi ?
- Qu'est-ce que tu aimes recevoir comme cadeaux ? ... Pourquoi ?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Local, national, international and global areas of interest**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

Turn over ►

CARD H

Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **home, town, neighbourhood and region.**



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce qu'on peut visiter dans ta ville ?
- Tu voudrais habiter un appartement en ville ou une maison à la campagne ? ... Pourquoi ?

CARD H
Teacher's Notes

Theme: Local, national, international and global areas of interest

Topic: Home, town, neighbourhood and region

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce qu'on peut visiter dans ta ville ?
- Tu voudrais habiter un appartement en ville ou une maison à la campagne ? ... Pourquoi ?
- Tu aimes ta maison ? ... Pourquoi/pourquoi pas ?
- Quel moyen de transport est-ce que tu utilises normalement ? ... Pourquoi ?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

Turn over ►

CARD I

Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **jobs, career choices and ambitions**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Quelles sont les qualités personnelles d'un bon employé ?
- Qu'est-ce que tu voudrais faire à l'âge de 18 ans ? ... Pourquoi ?

CARD I
Teacher's Notes

Theme: Current and future study and employment

Topic: Jobs, career choices and ambitions

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Quelles sont les qualités personnelles d'un bon employé ?
- Qu'est-ce que tu voudrais faire à l'âge de 18 ans ? ... Pourquoi ?
- Décris ton job idéal.
- Tu as un petit job ? ... Pourquoi/pourquoi pas ?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Local, national, international and global areas of interest**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

Turn over ►

CARD J

Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **technology in everyday life**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Comment as-tu utilisé ton portable récemment ?
- A ton avis, l'Internet peut être dangereux ? ... Pourquoi/pourquoi pas ?

CARD J
Teacher's Notes

Theme: Identity and culture

Topic: Technology in everyday life

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Comment as-tu utilisé ton portable récemment ?
- A ton avis, l'Internet peut être dangereux ? ... Pourquoi/pourquoi pas ?
- Quels sont les avantages des réseaux sociaux ?
- Est-ce que tu vas utiliser la technologie ce soir ? ... Pourquoi/pourquoi pas ?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Local, national, international and global areas of interest**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

Turn over ►

CARD K

Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **free-time activities**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu penses des émissions musicales à la télé ?
- Tu voudrais aller à un concert ? ... Pourquoi/pourquoi pas ?

CARD K
Teacher's Notes

Theme: Identity and culture

Topic: Free-time activities

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu penses des émissions musicales à la télé ?
- Tu voudrais aller à un concert ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait le week-end dernier avec tes copains ?
- A ton avis, le temps libre est important ? ... Pourquoi/pourquoi pas ?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Local, national, international and global areas of interest**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

Turn over ►

CARD L

Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **social issues**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu penses des associations caritatives ? ... Pourquoi ?
- Tu as déjà participé à des actions caritatives ? ... Pourquoi/pourquoi pas ?

CARD L
Teacher's Notes

Theme: Local, national, international and global areas of interest

Topic: Social issues

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu penses des associations caritatives ? ... Pourquoi ?
- Tu as déjà participé à des actions caritatives ? ... Pourquoi/pourquoi pas ?
- A ton avis, ta ville a des problèmes sociaux ?
- A l'avenir, quelle sorte de travail bénévole voudrais-tu faire ?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

Turn over ►

CARD M

Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **global issues**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu penses de la circulation dans ta ville ? ... Pourquoi ?
- Comment est-ce que tu voudrais changer les transports en commun dans ta région ?

CARD M**Teacher's Notes**

Theme: Local, national, international and global areas of interest

Topic: Global issues

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu penses de la circulation dans ta ville ? ... Pourquoi ?
- Comment est-ce que tu voudrais changer les transports en commun dans ta région ?
- Ta famille, qu'est-ce qu'elle a fait récemment pour aider l'environnement ?
- Est-ce que les sacs en plastique sont un problème? ... Pourquoi/pourquoi pas ?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

Turn over ►

CARD N

Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **my studies**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu penses d'étudier les langues vivantes ? ... Pourquoi ?
- Comment étaient tes profs à l'école primaire ?

CARD N
Teacher's Notes

Theme: Current and future study and employment

Topic: My studies

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu penses d'étudier les langues vivantes ? ... Pourquoi ?
- Comment étaient tes profs à l'école primaire ?
- Tu es content(e) des matières que tu étudies en ce moment? ... Pourquoi/pourquoi pas ?
- Tu voudrais aller à l'université ? ... Pourquoi/pourquoi pas ?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Local, national, international and global areas of interest**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

Turn over ►

CARD O

Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **life at school/college**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Tu aimais ton école primaire ? ... Pourquoi/pourquoi pas ?
- Ton collègue a une bonne réputation ? ... Pourquoi/pourquoi pas ?

CARD O
Teacher's Notes

Theme: Current and future study and employment

Topic: Life at school/college

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Tu aimais ton école primaire ? ... Pourquoi/pourquoi pas ?
- Ton collègue a une bonne réputation ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu penses des rapports entre les profs et les élèves dans ton collège ?
- Comment serait ton uniforme idéal ?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Local, national, international and global areas of interest**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

Turn over ►

CARD P

Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **customs and festivals**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Parle-moi du dernier jour férié que tu as passé avec ta famille.
- Qu'est-ce que tu penses de la Saint Valentin ? ... Pourquoi ?

CARD P
Teacher's Notes

Theme: Identity and culture

Topic: Customs and festivals

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Parle-moi du dernier jour férié que tu as passé avec ta famille.
- Qu'est-ce que tu penses de la Saint Valentin ? ... Pourquoi ?
- Quelle est la fête la plus importante dans ta famille ? ... Pourquoi ?
- Comment est-ce que tu vas fêter la fin des examens ?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Local, national, international and global areas of interest**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

Turn over ►

CARD Q

Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **home, town, neighbourhood and region.**



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- La dernière fois que tu as fait des achats, c'était où ? ... Pourquoi ?
- Quels sont les inconvénients pour les jeunes d'habiter dans ta ville ?

CARD Q
Teacher's Notes

Theme: Local, national, international and global areas of interest

Topic: Home, town, neighbourhood and region

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- La dernière fois que tu as fait des achats, c'était où? ... Pourquoi ?
- Quels sont les inconvénients pour les jeunes d'habiter dans ta ville ?
- Qu'est-ce qu'il y a d'intéressant pour les touristes dans ta région ?
- Tu voudrais changer quelque chose dans ta maison? ... Pourquoi/pourquoi pas ?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

Turn over ►

CARD R

Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **jobs, career choices and ambitions**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Parle-moi d'un petit job que tu as fait.
- Est-ce qu'il est facile de trouver un emploi dans ta région ? ... Pourquoi/pourquoi pas ?

CARD R
Teacher's Notes

Theme: Current and future study and employment

Topic: Jobs, career choices and ambitions

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Parle-moi d'un petit job que tu as fait.
- Est-ce qu'il est facile de trouver un emploi dans ta région ? ... Pourquoi/pourquoi pas ?
- A l'avenir, est-ce que tu voudrais travailler en France ? ... Pourquoi/pourquoi pas ?
- Pour toi, quelle est la profession idéale ? ... Pourquoi ?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Local, national, international and global areas of interest**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

Turn over ►

Part 3 SUGGESTED QUESTIONS FOR GENERAL CONVERSATION

The General Conversation for each candidate is based on two out of the three Themes (ie the remaining two Themes which have not been covered in the Photo card). You must have a conversation with each candidate on a topic or topics from two Themes, the first of which will be from the candidate's nominated Theme.

The following questions are examples of the type of questions you may ask candidates. There are two example questions per specification topic under each of the three Themes. Whilst these questions are examples of the type of questions you may ask, they are neither prescriptive nor exhaustive. Within the specified Themes, you should choose topics which reflect the individual candidate's interests and ask questions commensurate with the candidate's linguistic ability. When asking questions on a particular Theme, some candidates may be able to hold an excellent conversation on just one topic or even sub-topic within that Theme, showing development of ideas in a specific area. Other candidates may not have such in-depth knowledge and/or linguistic expertise to be able to concentrate on such a specific area, and so will take part in a conversation on a wider range of topics or sub-topics within each of the two Themes.

Theme 1: Identity and culture

Quels sont les avantages d'une famille nombreuse ?
 Que fais-tu normalement avec ta famille le week-end ?
 Quels sont les dangers de l'internet ?
 Préfères-tu Facebook ou Twitter ? ... Pourquoi ?
 Qu'est-ce que tu vas faire avec tes copains ce week-end ?
 Préfères-tu sortir avec tes amis ou rester chez toi ? ... Pourquoi ?
 Qu'est-ce que tu penses des fêtes françaises ?
 Tu es déjà allé(e) à une fête en France ? C'était comment ?

Theme 2: Local, national, international and global areas of interest

Comment serait ta maison idéale ?
 Qu'est-ce qu'il y a pour les jeunes dans ta ville ?
 Qu'est-ce que tu fais pour aider les gens dans ta région ?
 Qu'est-ce que tu as fait la semaine dernière pour être en bonne forme ?
 Quels sont les effets du réchauffement de la terre ?
 Quels sont les problèmes principaux pour les SDF ?
 Comment est-ce que tu vas passer les grandes vacances cette année ?
 Quel est ton moyen de transport préféré ? ... Pourquoi ?

Theme 3: Current and future study and employment

Qu'est-ce que tu n'aimes pas comme matières ? ... Pourquoi ?
 Pourquoi as-tu choisi d'étudier le français ?
 Quelles sont les différences entre les écoles en France et en Angleterre ?
 A ton avis, quelles sont les pressions pour les élèves dans ton collège ?
 Tu voudrais prendre une année sabbatique à l'avenir ? ... Pourquoi/pourquoi pas ?
 Qu'est-ce que tu voudrais faire au lycée l'année prochaine ?
 Que penses-tu de travailler à l'étranger ?
 Tu aimerais travailler avec les enfants ? ... Pourquoi/pourquoi pas ?

GCSE French Speaking Test Sequence Chart – Foundation Tier

In the grid below, *Candidate Order* refers to the sequence in which the candidates are tested by each teacher, not for the school/college as a whole. Each Role-play is identified by a number and each Photo card is identified by a letter. The candidate must be allocated the Role-play card as indicated in the grid below.

Candidates are permitted to choose the first Theme they will discuss in the General Conversation and the third and fourth columns of this table confirm which Photo card will be allocated to the candidate, according to their chosen General Conversation Theme. The final column confirms the second General Conversation Theme to ensure all Themes are covered during the test.

Example 1 - Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do Role-play 5, Photo card A and her second Conversation Theme will be Theme 2.

Example 2 - Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do Role-play 1, Photo card I and his second Conversation Theme will be Theme 1.

After a break in testing, eg lunch or overnight, the sequence should be restarted at the next number in column 1, *Candidate Order*. For example, if there is a break after candidate 4, the next candidate will be candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	5	Theme 1	C (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
2	9	Theme 1	E (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
3	4	Theme 1	D (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
4	7	Theme 1	I (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
5	3	Theme 1	F (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
6	1	Theme 1	H (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
7	2	Theme 1	E (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
8	8	Theme 1	I (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1

Turn over ►

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
9	6	Theme 1	D (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
10	7	Theme 1	I (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
11	6	Theme 1	H (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
12	8	Theme 1	I (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
13	9	Theme 1	E (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
14	3	Theme 1	D (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
15	2	Theme 1	C (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
16	5	Theme 1	D (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
17	1	Theme 1	C (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
18	4	Theme 1	D (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
19	6	Theme 1	H (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
20	8	Theme 1	H (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2

Key: Theme 1 – Identity and culture
Theme 2 – Local, national, international and global areas of interest
Theme 3 – Current and future study and employment

GCSE French Speaking Test Sequence Chart – Higher Tier

In the grid below, *Candidate Order* refers to the sequence in which the candidates are tested by each teacher, not for the school/college as a whole. Each Role-play is identified by a number and each Photo card is identified by a letter. The candidate must be allocated the Role-play card as indicated in the grid below.

Candidates are permitted to choose the first Theme they will discuss in the General Conversation and the third and fourth columns of this table confirm which Photo card will be allocated to the candidate, according to their chosen General Conversation Theme. The final column confirms the second General Conversation Theme to ensure all Themes are covered during the test.

Example 1 - Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do Role-play 11, Photo card M and her second Conversation Theme will be Theme 1.

Example 2 - Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do Role-play 17, Photo card O and his second Conversation Theme will be Theme 1.

After a break in testing, eg lunch or overnight, the sequence should be restarted at the next number in column 1, *Candidate Order*. For example, if there is a break after candidate 4, the next candidate will be candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	11	Theme 1	N (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
2	15	Theme 1	R (Theme 3)	Theme 2
		Theme 2	J (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
3	13	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	J (Theme 1)	Theme 2
4	16	Theme 1	M (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
5	18	Theme 1	O (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1
6	17	Theme 1	L (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
7	10	Theme 1	N (Theme 3)	Theme 2
		Theme 2	J (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
8	12	Theme 1	N (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1

Turn over ►

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
9	14	Theme 1	R (Theme 3)	Theme 2
		Theme 2	J (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
10	12	Theme 1	O (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
11	16	Theme 1	L (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	P (Theme 1)	Theme 2
12	18	Theme 1	O (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1
13	10	Theme 1	R (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
14	17	Theme 1	M (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	J (Theme 1)	Theme 2
15	11	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	N (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
16	13	Theme 1	M (Theme 2)	Theme 3
		Theme 2	N (Theme 3)	Theme 1
		Theme 3	J (Theme 1)	Theme 2
17	15	Theme 1	L (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	P (Theme 1)	Theme 2
18	14	Theme 1	M (Theme 2)	Theme 3
		Theme 2	N (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
19	15	Theme 1	R (Theme 3)	Theme 2
		Theme 2	J (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1
20	11	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	N (Theme 3)	Theme 1
		Theme 3	P (Theme 1)	Theme 2

Key: Theme 1 – Identity and culture
 Theme 2 – Local, national, international and global areas of interest
 Theme 3 – Current and future study and employment

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