AQA

GCSE FRENCH

F+H

Foundation and Higher Paper 2 Speaking

June 2019

Teacher's Booklet

- To be conducted by the teacher-examiner between 1 April and 17 May 2019.
- Time allowed: 7–9 minutes at Foundation (+ 12 minutes' supervised preparation time)
  10–12 minutes at Higher (+ 12 minutes' supervised preparation time)

Instructions

- The contents of this Booklet must be treated as **strictly confidential** until the end of the test window.
- 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 2019

French
Speaking Test
Teacher's Booklet

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Part 1

ROLE-PLAY 1
CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an employee in a tourist office in France 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 office de tourisme en France.

- En vacances – où.
- **!**
- **?** Attractions touristiques.
- Visite de la ville – quand.
- Région – votre opinion (**un** détail).

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 un(e) employé(e) dans un office de tourisme en France. Moi, je suis l'employé(e).*

1 Greet the candidate.

Bonjour Monsieur/Mademoiselle. Je peux vous aider ?

2 Allow the candidate to tell you where he/she is on holiday.

! Ask the candidate how long he/she is staying.

Et vous restez combien de temps ?

3 Allow the candidate to say how long he/she is staying.

Oui, d'accord.

? Allow the candidate to ask you a question about tourist attractions.

(Give an appropriate response.)

4 Ask the candidate if he/she wants to visit the town.

Est-ce que vous voulez visiter la ville ?

5 Allow the candidate to say **when** he/she wants to visit the town. (Elicit **one** detail.)

Ask the candidate his/her opinion of the area.

Qu'est-ce que vous pensez de notre région ?

Allow the candidate to give **one** opinion of the area.

Très bien.

Turn over ►

ROLE-PLAY 2

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an assistant in a clothes shop in Switzerland and will speak first.

You should address the 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 Suisse.

- Acheter – **un** article.
- **!**
- Préférence – couleur **et** taille.
- Activité aujourd'hui (**un** détail).
- **?** Restaurant.

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 un vendeur/une vendeuse dans un magasin de vêtements en Suisse. Moi, je suis le vendeur/la vendeuse.*

1 Greet the candidate and ask if you can help.

Bonjour Monsieur/Mademoiselle. Je peux vous aider ?

2 Allow the candidate to say what he/she wants. (Elicit **one** item.)

! Ask the candidate who the item is for.

C'est pour qui ?

3 Allow the candidate to tell you who the item is for.

Say there is a lot of choice.

Il y a beaucoup de choix.

4 Allow the candidate to give his/her preference in terms of colour and size. (Elicit **both** details.)

Ask the candidate if he/she has anything planned for today.

Est-ce que vous avez des projets aujourd'hui ?

5 Allow the candidate to say what he/she is doing today. (Elicit **one** detail.)

Très bien.

? Allow the candidate to ask a question about a restaurant.

(Give an appropriate response.)

ROLE-PLAY 3

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 ta ville avec ton ami(e) français(e).

- Ta ville (**deux** détails).
- Bâtiment intéressant (**un** détail).
- Activité le week-end dans ta ville (**un** détail).
- **!**
- **?** Magasin préféré.

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 de ta ville avec ton ami(e) français(e). Moi, je suis ton ami(e).*

1 Ask the candidate about his/her town.

Parle-moi de ta ville.

2 Allow the candidate to tell you about his/her town. (Elicit **two** details.)

Ask the candidate what there is for tourists.

Et pour les touristes ?

3 Allow the candidate to tell you about a building of interest. (Elicit **one** detail.)

Ask the candidate what he/she does in his/her town at the weekend.

Le week-end dans ta ville, quelles activités fais-tu ?

Allow the candidate to tell you what he/she does in his/her town at the weekend. (Elicit **one** detail.)

4 **!** Ask the candidate his/her opinion of public transport.

Qu'est-ce que tu penses des transports en commun ?

Allow the candidate to give his/her opinion of public transport. (Elicit **one** opinion.)

C'est bien/C'est dommage.

5 **?** Allow the candidate to ask you a question about your favourite shop.

(Give an appropriate response.)

Turn over ►

ROLE-PLAY 4

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 du collège avec ton ami(e) belge.

- Commencer le matin – quand.
- **!**
- Règlement scolaire (**un** détail).
- Cantine – ton opinion (**un** détail).
- **?** Devoirs.

ROLE-PLAY 4

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 collège avec ton ami(e) belge. Moi, je suis ton ami(e).*

1 Ask the candidate about his/her school routine.

Parle-moi de ta routine au collège.

2 Allow the candidate to tell you when he/she starts in the morning.

! Ask the candidate about the subject in the first lesson.

Ton premier cours, c'est quelle matière ?

3 Allow the candidate to tell you the subject in the first lesson.

Ask the candidate about the rules in his/her school.

Et le règlement au collège ?

4 Allow the candidate to tell you about the rules in his/her school. (Elicit **one** detail.)

Ask the candidate about the school canteen.

Et la cantine ?

5 Allow the candidate to give his/her opinion of the school canteen. (Elicit **one** detail.)

Ah bon.

? Allow the candidate to ask you a question about homework.

(Give an appropriate response.)

ROLE-PLAY 5

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Canadian 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 collège avec ton ami(e) canadien(ne).

- Journée scolaire (**un** détail).
- Emploi du temps – après-midi (**deux** détails).
- Récréation – **une** activité.
- **?** Sciences.
- **!**

ROLE-PLAY 5

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 collège avec ton ami(e) canadien(ne). Moi, je suis ton ami(e)*.

1 Ask the candidate about his/her school day.

Parle-moi de ta journée scolaire.

2 Allow the candidate to tell you about his/her school day. (Elicit **one** detail.)

Ask the candidate about his/her timetable in the afternoon.

Et ton emploi du temps l'après-midi ?

3 Allow the candidate to tell you about his/her timetable in the afternoon. (Elicit **two** details.)

Ask the candidate what he/she does during break.

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

4 Allow the candidate to tell you what he/she does during break. (Elicit **one** activity.)

C'est bien.

? Allow the candidate to ask you a question about science.

(Give an appropriate response.)

5 **!** Ask the candidate his/her opinion of school uniform.

Que penses-tu de l'uniforme scolaire ?

Allow the candidate to tell you his/her opinion of school uniform. (Elicit **one** detail.)

Oui, d'accord.

Turn over ►

ROLE-PLAY 6

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Tunisian 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 avec ton ami(e) tunisien(ne).

- Petit job – où.
- **!**
- Voyage au travail (**un** détail).
- Employeur (**deux** détails).
- **?** Boulot idéal.

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 du travail avec ton ami(e) tunisien(ne). Moi, je suis ton ami(e).*

1 Ask the candidate about his/her job.

Parle-moi de ton petit job.

2 Allow the candidate to tell you where he/she works.

! Ask the candidate how much he/she earns.

Combien d'argent est-ce que tu gagnes ?

3 Allow the candidate to tell you how much he/she earns.

Ask the candidate how he/she gets to work.

Comment vas-tu au travail ?

4 Allow the candidate to tell you how he/she gets to work. (Elicit **one** detail.)

Ask the candidate about his/her employer.

Et, ton employeur … ?

5 Allow the candidate to give you **two** details about his/her employer.

Ah bon.

? Allow the candidate to ask you a question about your ideal job.

(Give an appropriate response.)

ROLE-PLAY 7

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of the receptionist at a sports centre in Switzerland 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 dans un centre sportif en Suisse.

- Activité à faire (**un** détail).
- Commencer – quand.
- **!**
- Sport préféré (**un** détail).
- **?** Prix.

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 avec le/la réceptionniste dans un centre sportif en Suisse. Moi, je suis le/la réceptionniste.*

1 Greet the candidate.

Bonjour. Est-ce que je peux vous aider ?

2 Allow the candidate to say which activity he/she wants to do. (Elicit **one** detail.)

Ask the candidate when he/she wants to start.

Quand voulez-vous commencer ?

3 Allow the candidate to say when he/she wants to start.

! Ask the candidate how many people it is for.

C'est pour combien de personnes ?

4 Allow the candidate to say how many people it is for.

Ask the candidate if he/she likes sport.

Alors, vous aimez le sport ?

5 Allow the candidate to tell you his/her favourite sport. (Elicit **one** opinion.)

Moi aussi, j'aime bien.

? Allow the candidate to ask you a question about price.

(Give an appropriate response.)

Turn over ►

ROLE-PLAY 8

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an assistant in a department store in France and will speak first.

You should address the 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 de la technologie avec un(e) employé(e) dans un grand magasin en France.

- Chercher un article électronique – quoi.
- **!**
- **?** Réductions pour étudiants.
- L'informatique au collège (**un** détail).
- Facebook – votre opinion.

ROLE-PLAY 8

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 la technologie avec un(e) employé(e) dans un grand magasin en France. Moi, je suis l'employé(e).*

1 Greet the candidate and ask what he/she is looking for today.

Bonjour Monsieur/Mademoiselle. Qu'est-ce que vous cherchez aujourd'hui ?

2 Allow the candidate to tell you what he/she is looking for. (Elicit **one** item.)

! Ask the candidate how much he/she wants to pay.

Quelle sorte de prix voulez-vous payer ?

3 Allow the candidate to tell you how much he/she wants to pay.

D'accord.

? Allow the candidate to ask you a question about price reductions for students.

(Give an appropriate response.)

4 Ask the candidate if he/she studies IT at school.

Vous étudiez l'informatique au collège ?

5 Allow the candidate to give you **one** detail about IT at school.

Ask the candidate his/her opinion of Facebook.

Que pensez-vous de Facebook ?

Allow the candidate to give his/her opinion of Facebook. (Elicit **one** opinion.)

Très bien.

ROLE-PLAY 9

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Swiss 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 la musique avec ton ami(e) suisse.

- **?** Concerts.
- Festival de musique ici – heure.
- Musique – préférence (**un** détail).
- **!**
- Dîner ce soir (**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 la musique avec ton ami(e) suisse. Moi, je suis ton ami(e).*

1 Tell the candidate that you often listen to music.

Moi, j'écoute souvent la musique.

? Allow the candidate to ask you a question about concerts.

(Give an appropriate response.)

2 Ask the candidate about the music festival here.

Et le festival de musique ici ?

3 Allow the candidate to say something about the time of the music festival.

Ask the candidate about his/her preference in music.

Quelle sorte de musique est-ce que tu écoutes ?

4 Allow the candidate to tell you about his/her preference in music. (Elicit **one** detail.)

! Ask the candidate his/her opinion of music programmes on TV.

Qu'est-ce que tu penses des émissions musicales à la télévision ?

5 Allow the candidate to give his/her opinion of music programmes on TV. (Elicit **one** detail.)

Ask the candidate if he/she has plans for this evening.

Alors, as-tu des projets pour le dîner ce soir ?

Allow the candidate to say something about dinner this evening. (Elicit **one** detail.)

Très bien.

Turn over ►

ROLE-PLAY 10

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Moroccan 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) marocain(e) de ton collège et de tes études.

- Résultats scolaires (**deux** détails).
- Matières – **une** préférence et **une** raison.
- Tes efforts l'année dernière (**un** détail).
- **!**
- **?** Sport.

ROLE-PLAY 10

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) marocain(e) de ton collège et de tes études. Moi, je suis ton ami(e).*

1 Ask the candidate about his/her school results.

Parle-moi de tes résultats scolaires.

2 Allow the candidate to tell you about his/her school results. (Elicit **two** details.)

Ask the candidate about the subjects he/she studies.

Et les matières que tu étudies ?

3 Allow the candidate to tell you which subject he/she prefers and why. (Elicit **one** preference and **one** reason.)

Ask the candidate about last year at school.

L'année dernière, comment ça s'est passé ?

4 Allow the candidate to tell you how hard he/she worked last year. (Elicit **one** detail.)

! Ask the candidate his/her opinion of homework and why.

Qu'est-ce que tu penses des devoirs ? … Pourquoi ?

5 Allow the candidate to tell you his/her opinion of homework and why. (Elicit **one** opinion and **one** reason.)

Bon, d'accord.

? Allow the candidate to ask you a question about sport(s).

(Give an appropriate response.)

Turn over ►

ROLE-PLAY 11

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 de la vie au collège.

- Les devoirs – **un** avantage et **un** inconvénient.
- Les portables au collège – **une** opinion et **une** raison.
- Visite scolaire future (**deux** détails).
- **!**
- **?** Emploi du temps.

ROLE-PLAY 11

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 de la vie au collège. Moi, je suis ton ami(e).*

1 Ask the candidate about homework.

Parle-moi des devoirs.

2 Allow the candidate to give you his/her views on homework. (Elicit **one** advantage and **one** disadvantage.)

Ask the candidate about mobile phones at school.

Et les portables au collège ?

3 Allow the candidate to give you his/her views on mobile phones at school. (Elicit **one** opinion and **one** reason.)

Ask the candidate about school trips.

Est-ce qu'il y a des visites scolaires ?

4 Allow the candidate to tell you about a future school trip. (Elicit **two** details.)

! Ask the candidate about his/her favourite teacher.

Et, qui est ton professeur favori ? … Pourquoi ?

5 Allow the candidate to tell you his/her favourite teacher and why. (Elicit **one** name/subject and **one** reason.)

C'est bien.

? Allow the candidate to ask you a question about lesson timetables.

(Give an appropriate response.)

Turn over ►

ROLE-PLAY 12

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an employer in France talking about future work and will speak first.

You should address the employer 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 employeur en France d'un travail futur.

- Travail futur en France – raison.
- Combien de temps et quand (**deux** détails).
- **!**
- **?** Logement.
- Activités de loisir (**deux** détails).

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 employeur en France d'un travail futur. Moi, je suis l'employeur.*

1 Greet the candidate.

Bonjour Monsieur/Mademoiselle.

2 Allow the candidate to tell you why he/she would like to work in France.

Ask the candidate how long he/she would like to work and when.

Pour combien de temps voulez-vous travailler … et quand ?

3 Allow the candidate to tell you how long he/she would like to work and when.

! Ask the candidate where and what he/she is studying now.

En ce moment, où est-ce que vous étudiez ? … et quelle matière étudiez-vous ?

4 Allow the candidate to say where and what he/she is studying now. (Elicit **where** and **one** subject.)

Ah, très bien.

? Allow the candidate to ask you a question about accommodation.

(Give an appropriate response.)

5 Ask the candidate what he/she does during his/her free time.

Et, pendant votre temps libre, qu'est-ce que vous faites ?

Allow the candidate to tell you what he/she does during his/her free time. (Elicit **two** details.)

D'accord.

Turn over ►

ROLE-PLAY 13

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of a receptionist in a hotel in Canada 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 hôtel au Canada.

- Arrivée à l'hôtel – quand et avec qui.
- Problème avec votre chambre (**un** détail).
- **!**
- Activités pendant votre visite (**deux** détails).
- **?** Piscine – heure d'ouverture.

ROLE-PLAY 13

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 hôtel au Canada. Moi, je suis le/la réceptionniste.*

1 Greet the candidate.

Oui, Monsieur/Mademoiselle ?

2 Allow the candidate to tell you when he/she arrived and with whom. (Elicit **both** details.)

Ask the candidate if everything is going well.

Et tout va bien ?

3 Allow the candidate to tell you about a problem with his/her room. (Elicit **one** detail.)

! Ask the candidate for his/her name and room number.

Quel est votre nom ? … Et, quel est le numéro de votre chambre ?

4 Allow the candidate to tell you his/her name and the room number. (Elicit **both** details.)

Say you are very sorry and ask what he/she is doing during his/her stay.

Désolé(e). Je m'en occupe. Alors, qu'est-ce que vous faites pendant votre visite ici ?

5 Allow the candidate to give **two** details of his/her activities during his/her stay.

C'est intéressant.

? Allow the candidate to ask you a question about the swimming pool opening time(s).

(Give an appropriate response.)

Turn over ►

ROLE-PLAY 14

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an employee at a sports centre in France 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 centre sportif en France.

- Exercice physique – vos habitudes (**deux** détails).
- Votre régime alimentaire (**deux** détails).
- Dernier repas – quand et quoi.
- **!**
- **?** Conseil.

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 parlez avec un(e) employé(e) dans un centre sportif en France. Moi, je suis l'employé(e).*

1 Ask the candidate if he/she is physically active.

Est-ce que vous faites de l'exercice ?

2 Allow the candidate to tell you if he/she is physically active. (Elicit **two** details.)

D'accord.

Ask the candidate about his/her diet.

Parlez-moi de votre régime alimentaire.

3 Allow the candidate to tell you **two** details about his/her diet.

Ask the candidate about his/her last meal.

Et votre dernier repas ?

4 Allow the candidate to tell you about his/her last meal. (Elicit **when** and **what** he/she ate.)

! Ask the candidate what fruit and vegetables he/she eats.

Qu'est-ce que vous prenez comme fruits ? ... et comme légumes ?

5 Allow the candidate to tell you what fruit(s) and vegetable(s) he/she eats. (Elicit **one** fruit and **one** vegetable.)

D'accord.

? Allow the candidate to ask you a question about advice.

(Give an appropriate response.)

Turn over ►

ROLE-PLAY 15

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Swiss 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 ta ville et de ta région avec ton ami(e) suisse.

- Ta ville – **un** avantage et **un** inconvénient.
- Ta ville dans le passé (**un** détail).
- **!**
- La circulation dans ta région – **une** opinion et **une** raison.
- **?** Attraction recommandée.

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 de ta ville et de ta région avec ton ami(e) suisse. Moi, je suis ton ami(e).*

1 Ask the candidate about where he/she lives.

Alors, parle-moi de ta ville.

2 Allow the candidate to tell you about where he/she lives. (Elicit **one** advantage and **one** drawback.)

Ask the candidate about his/her town in the past.

Et, dans le passé … ?

3 Allow the candidate to tell you something about his/her town in the past. (Elicit **one** detail.)

! Ask the candidate if he/she prefers the town or the country and why.

Tu préfères la ville ou la campagne ? … Pourquoi ?

4 Allow the candidate to tell you if he/she prefers the town or the country and why.

Ask the candidate about traffic in the local area.

La circulation dans ta région est comment ? … Pourquoi ?

5 Allow the candidate to give you an opinion on traffic locally and a reason. (Elicit **both** details.)

C'est intéressant.

? Allow the candidate to ask you a question about a recommended attraction.

(Give an appropriate response.)

Turn over ►

ROLE-PLAY 16

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of a waiter/waitress in a restaurant in France 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 un serveur/une serveuse dans un restaurant en France.

- Une table (**deux** détails).
- Dernière visite à ce restaurant – quand et **une** opinion.
- **!**
- Différence – France et Angleterre (**un** détail).
- **?** Patron.

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 avec un serveur/une serveuse dans un restaurant en France. Moi, je suis le serveur/la serveuse.*

1 Greet the candidate.

Oui, Monsieur/Mademoiselle. Je peux vous aider ?

2 Allow the candidate to request a table. (Elicit **two** details.)

Ask the candidate if this is his/her first visit to the restaurant.

Bien sûr. C'est la première fois que vous êtes ici ?

3 Allow the candidate to tell you when he/she last visited the restaurant and his/her opinion of it. (Elicit **one** detail and **one** opinion.)

! Ask the candidate what type of cooking he/she prefers and why.

Quelle sorte de cuisine préférez-vous ? … Pourquoi ?

4 Allow the candidate to tell you what type of cooking he/she prefers and why.

Ask the candidate if there are differences between France and England.

A votre avis, est-ce qu'il y a des différences entre la France et l'Angleterre ?

5 Allow the candidate to tell you about a difference between France and England. (Elicit **one** detail.)

Ah bon.

? Allow the candidate to ask you about the manager.

(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 avec ton ami(e) français(e) pendant un mariage en France.

- Mariage – ton opinion (**un** détail).
- **?** Repas de mariage.
- Cadeau – quoi et **une** raison.
- Projets pour ce soir (**deux** détails).
- **!**

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 avec ton ami(e) français(e) pendant un mariage en France. Moi, je suis ton ami(e).*

1 Ask the candidate what he/she thinks of marriage.

Qu'est-ce que tu penses du mariage ?

2 Allow the candidate to tell you what he/she thinks of marriage. (Elicit **one** opinion.)

Ah, d'accord.

? Allow the candidate to ask you a question about the wedding meal.

(Give an appropriate response.)

3 Ask the candidate what he/she has given as a present and why.

Qu'est-ce que tu as offert comme cadeau ? … Pourquoi ça ?

4 Allow the candidate to say what he/she has given as a present and why. (Elicit **one** present and **one** reason.)

Ask the candidate what his/her plans are for this evening.

Quels sont tes projets pour ce soir ?

5 Allow the candidate to tell you what his/her plans are for this evening. (Elicit **two** details).

! Ask the candidate which is his/her favourite celebration and why.

Quelle est ta fête préférée ? … Pourquoi ?

Allow the candidate to tell you which is his/her favourite celebration and why.

Ah bon.

Turn over ►

ROLE-PLAY 18

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an employee in a cinema in France 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 cinéma en France.

- Réservation (**deux** détails).
- **!**
- Films au cinéma – **un** avantage et **un** inconvénient.
- Dernier film (**deux** détails).
- **?** Fin du film.

ROLE-PLAY 18

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 cinéma en France. Moi, je suis l'employé(e).*

1 Greet the candidate.

Bonsoir Monsieur/Mademoiselle.

2 Allow the candidate to give you **two** details about a booking.

! Ask the candidate what snack and drink he/she would like.

Vous voulez quel snack … et quelle boisson ?

3 Allow the candidate to tell you what snack and drink he/she would like. (Elicit **both** details.)

Ask the candidate his/her opinion of seeing a film at the cinema.

Qu'est-ce que vous pensez d'aller voir un film au cinéma ?

4 Allow the candidate to give his/her opinion of seeing a film at the cinema. (Elicit **one** advantage and **one** drawback.)

Ask the candidate about the last film he/she saw.

Et, le dernier film que vous avez vu ?

5 Allow the candidate to tell you about the last film he/she saw. (Elicit **two** details.)

Ah, bon.

? Allow the candidate to ask you a question about the end of the film.

(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 **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 ?
- Un bon salaire est important pour toi ? … Pourquoi/pourquoi pas ?
- Quel travail voudrais-tu faire à l'avenir ? … Pourquoi ?

CARD A

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 ?
- Un bon salaire est important pour toi ? … Pourquoi/pourquoi pas ?
- Quel travail voudrais-tu faire à l'avenir ? … Pourquoi ?
- Tes parents, qu'est-ce qu'ils font comme travail ?
- Quelles qualités personnelles as-tu ?

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 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 **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 du fast-food ?
- Tu as fait de l'exercice récemment ? … Pourquoi/pourquoi pas ?

CARD B

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 que tu penses du fast-food ?
- Tu as fait de l'exercice récemment ? … Pourquoi/pourquoi pas ?
- Tu aimes faire la cuisine ? … Pourquoi/pourquoi pas ?
- La cigarette, quelle est ton opinion ?

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 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 **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 ?
- La pollution est un problème dans ta région ? … Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as recyclé à la maison cette semaine ?

CARD C

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 ?
- La pollution est un problème dans ta région ? … Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as recyclé à la maison cette semaine ?
- Comment préfères-tu aller à l'école le matin ? … Pourquoi ?
- Qu'est-ce que tu fais pour économiser l'énergie ?

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 **travel and tourism**.

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 ?
- As-tu déjà fait du camping ? … Pourquoi/pourquoi pas ?
- Qu'est-ce que tu fais normalement le soir pendant les vacances ?

CARD D

TEACHER'S NOTES

Theme: Local, national, international and global areas of interest
Topic: Travel and tourism

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 ?
- As-tu déjà fait du camping ? … Pourquoi/pourquoi pas ?
- Qu'est-ce que tu fais normalement le soir pendant les vacances ?
- Quelle est ta destination de vacances préférée ? … Pourquoi ?
- A ton avis, les vacances sont importantes ? … 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**
- **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 **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 ?
- Quelles sont les qualités d'un bon professeur ?
- Qu'est-ce que tu as fait hier pendant la pause déjeuner ?

CARD E

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 ?
- Quelles sont les qualités d'un bon professeur ?
- Qu'est-ce que tu as fait hier pendant la pause déjeuner ?
- Est-ce que l'uniforme scolaire est une bonne idée ? … Pourquoi/pourquoi pas ?
- Fais-moi une description de ton collège.

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 **education post-16**.

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 es un(e) bon(ne) étudiant(e) ? … Pourquoi/pourquoi pas ?
- Est-ce que tu vas continuer à étudier ? … Pourquoi/pourquoi pas ?

CARD F

TEACHER'S NOTES

Theme: Current and future study and employment
Topic: Education post-16

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 es un(e) bon(ne) étudiant(e) ? … Pourquoi/pourquoi pas ?
- Est-ce que tu vas continuer à étudier ? … Pourquoi/pourquoi pas ?
- Qu'est-ce que tu penses de ton collège ?
- Est-ce que ton/ta meilleur(e) ami(e) veut 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 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 **me, my family and friends**.

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 ?
- Décris ton/ta partenaire idéal(e).
- Est-ce que tu voudrais te marier à l'avenir ? … Pourquoi/pourquoi pas ?

CARD G

TEACHER'S NOTES

Theme: Identity and culture
Topic: Me, my family and friends

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 ?
- Décris ton/ta partenaire idéal(e).
- Est-ce que tu voudrais te marier à l'avenir ?... Pourquoi/pourquoi pas ?
- Tu t'entends bien avec ta famille ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu fais avec ta famille normalement le week-end ?

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 **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 ?
- Quel est l'avantage de faire du sport ?
- Récemment, qu'est-ce que tu as fait pour te relaxer à la maison ?

CARD H

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 ?
- Quel est l'avantage de faire du sport ?
- Récemment, qu'est-ce que tu as fait pour te relaxer à la maison ?
- Est-ce que tu aimes aller au cinéma ? … Pourquoi/pourquoi pas ?
- Est-ce que tu préfères sortir avec ton/ta meilleur(e) ami(e) ou ta famille ? … 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 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 **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 ?
- Quelle est ton émission préférée à la télé ? ... Pourquoi ?
- Décris ta dernière visite au cinéma.

CARD I

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 ?
- Quelle est ton émission préférée à la télé ? ... Pourquoi ?
- Décris ta dernière visite au cinéma.
- Tu préfères aller au cinéma ou regarder la télévision ?... Pourquoi ?
- Quelle sorte de musique aimes-tu ?

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 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 **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 ?
- A ton avis, il est important d'étudier à l'université ? … Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait récemment pour gagner de l'argent ?

CARD J

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 ?
- A ton avis, il est important d'étudier à l'université ? … Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait récemment pour gagner de l'argent ?
- Comment serait ton patron ou ta patronne idéal(e) ?
- Tu aimes travailler seul(e) ou en équipe ? … 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 ►

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 **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 ?
- En général, ton régime est sain ? … Pourquoi/pourquoi pas ?
- Qu'est-ce que tu aimais manger quand tu étais petit(e) ?

CARD K

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 ?
- En général, ton régime est sain ? … Pourquoi/pourquoi pas ?
- Qu'est-ce que tu aimais manger quand tu étais petit(e) ?
- Qu'est-ce que tu feras le week-end prochain pour garder la forme ?
- Quel(s) conseil(s) as-tu pour rester en forme ?

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 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 **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 ?
- A ton avis, est-ce que les pistes cyclables sont une bonne idée ? … Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait récemment pour économiser l'énergie ?

CARD L

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 ?
- A ton avis, est-ce que les pistes cyclables sont une bonne idée ? … Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait récemment pour économiser l'énergie ?
- Quel(s) problème(s) de l'environnement y a-t-il dans ta ville ou ta région ?
- Qu'est-ce que tu feras la semaine prochaine pour aider l'environnement ? … 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**
- **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?'.

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 **travel and tourism**.

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 ?
- Quels sont les avantages et les inconvénients de faire du camping ?
- Où voudrais-tu passer les vacances de Noël ? … Pourquoi ?

CARD M

TEACHER'S NOTES

Theme: Local, national, international and global areas of interest
Topic: Travel and tourism

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 ?
- Quels sont les avantages et les inconvénients de faire du camping ?
- Où voudrais-tu passer les vacances de Noël ? … Pourquoi ?
- Est-ce que tu préfères passer les vacances avec tes parents ou tes amis ? … Pourquoi ?
- Qu'est-ce que tu as fait pendant les grandes vacances l'année dernière ?

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 **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 ?
- A ton avis, est-ce qu'il y a une bonne discipline dans ton collège ? … Pourquoi/pourquoi pas ?
- Tu préférais ton école primaire ? … Pourquoi/pourquoi pas ?

CARD N

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 ?
- A ton avis, est-ce qu'il y a une bonne discipline dans ton collège ? … Pourquoi/pourquoi pas ?
- Tu préférais ton école primaire ? … Pourquoi/pourquoi pas ?
- Comment sont les repas à la cantine ?
- Parle-moi d'un voyage scolaire que tu voudrais 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**
- **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 **education post-16**.

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 matières sont les plus utiles pour ton avenir ? … Pourquoi ?
- Qu'est-ce que tu as fait cette année pour te préparer pour les examens ?

CARD O

TEACHER'S NOTES

Theme: Current and future study and employment
Topic: Education post-16

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 ?
- Quelles matières sont les plus utiles pour ton avenir ? … Pourquoi ?
- Qu'est-ce que tu as fait cette année pour te préparer pour les examens ?
- Est-ce que tu voudrais continuer tes études à l'étranger ? Pourquoi/pourquoi pas ?
- Tu préfères étudier seul(e) ou avec tes ami(e)s ? … 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 ►

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 **me, my family and friends**.

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 ?
- A ton avis, le mariage est important ? … Pourquoi/pourquoi pas ?
- Décris une occasion spéciale récente que tu as passée en famille.

CARD P

TEACHER'S NOTES

Theme: Identity and culture
Topic: Me, my family and friends

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 ?
- A ton avis, le mariage est important ? … Pourquoi/pourquoi pas ?
- Décris une occasion spéciale récente que tu as passée en famille.
- Quelles sont les qualités d'un meilleur ami ?
- Qu'est-ce que tu feras le week-end prochain avec tes copains ?

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 **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 ?
- Décris la personne sportive que tu admires le plus.
- Quelle(s) activité(s) faisais-tu quand tu étais plus petit(e) ?

CARD Q

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 ?
- Décris la personne sportive que tu admires le plus.
- Quelle(s) activité(s) faisais-tu quand tu étais plus petit(e) ?
- A ton avis, le temps libre est important ? … Pourquoi/pourquoi pas ?
- A part le sport, qu'est-ce que tu feras le week-end prochain ?

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?'.

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 **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 ?
- Décris un bon film que tu as vu récemment.
- En général, comment aimes-tu passer ton temps libre ? … Pourquoi ?

CARD R

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 ?
- Décris un bon film que tu as vu récemment.
- En général, comment aimes-tu passer ton temps libre ? … Pourquoi ?
- Qu'est-ce que tu vas regarder à la télé ce week-end ? … Pourquoi ?
- Qui est ton acteur ou ton actrice préféré(e) ? Pourquoi tu l'aimes ?

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 ►

Part 3 EXAMPLE 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 starter 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 Confidential 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 G 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 F and his second Conversation Theme will be Theme 1.

After a break in testing, eg lunch or overnight, the sequence should be resumed 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	A (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
2	9	Theme 1	E (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	B (Theme 2)	Theme 1
3	4	Theme 1	D (Theme 2)	Theme 3
		Theme 2	A (Theme 3)	Theme 1
		Theme 3	I (Theme 1)	Theme 2
4	7	Theme 1	F (Theme 3)	Theme 2
		Theme 2	I (Theme 1)	Theme 3
		Theme 3	B (Theme 2)	Theme 1
5	3	Theme 1	E (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
6	1	Theme 1	B (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
7	2	Theme 1	A (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
8	8	Theme 1	E (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	C (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	I (Theme 1)	Theme 2
10	7	Theme 1	A (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	B (Theme 2)	Theme 1
11	6	Theme 1	C (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
12	8	Theme 1	F (Theme 3)	Theme 2
		Theme 2	I (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
13	9	Theme 1	A (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	B (Theme 2)	Theme 1
14	3	Theme 1	C (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
15	2	Theme 1	D (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	I (Theme 1)	Theme 2
16	5	Theme 1	B (Theme 2)	Theme 3
		Theme 2	A (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
17	1	Theme 1	C (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
18	4	Theme 1	D (Theme 2)	Theme 3
		Theme 2	A (Theme 3)	Theme 1
		Theme 3	I (Theme 1)	Theme 2
19	6	Theme 1	B (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
20	8	Theme 1	C (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	H (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 Confidential 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 K 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 J and his second Conversation Theme will be Theme 1.

After a break in testing, eg lunch or overnight, the sequence should be resumed 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	J (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	K (Theme 2)	Theme 1
2	15	Theme 1	N (Theme 3)	Theme 2
		Theme 2	Q (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
3	13	Theme 1	M (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	R (Theme 1)	Theme 2
4	16	Theme 1	K (Theme 2)	Theme 3
		Theme 2	N (Theme 3)	Theme 1
		Theme 3	R (Theme 1)	Theme 2
5	18	Theme 1	O (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
6	17	Theme 1	L (Theme 2)	Theme 3
		Theme 2	J (Theme 3)	Theme 1
		Theme 3	Q (Theme 1)	Theme 2
7	10	Theme 1	O (Theme 3)	Theme 2
		Theme 2	R (Theme 1)	Theme 3
		Theme 3	K (Theme 2)	Theme 1
8	12	Theme 1	J (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	M (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	N (Theme 3)	Theme 2
		Theme 2	Q (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
10	12	Theme 1	N (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	K (Theme 2)	Theme 1
11	16	Theme 1	L (Theme 2)	Theme 3
		Theme 2	J (Theme 3)	Theme 1
		Theme 3	Q (Theme 1)	Theme 2
12	18	Theme 1	O (Theme 3)	Theme 2
		Theme 2	Q (Theme 1)	Theme 3
		Theme 3	K (Theme 2)	Theme 1
13	10	Theme 1	J (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
14	17	Theme 1	L (Theme 2)	Theme 3
		Theme 2	N (Theme 3)	Theme 1
		Theme 3	R (Theme 1)	Theme 2
15	11	Theme 1	M (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	R (Theme 1)	Theme 2
16	13	Theme 1	K (Theme 2)	Theme 3
		Theme 2	J (Theme 3)	Theme 1
		Theme 3	P (Theme 1)	Theme 2
17	15	Theme 1	M (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	R (Theme 1)	Theme 2
18	14	Theme 1	M (Theme 2)	Theme 3
		Theme 2	J (Theme 3)	Theme 1
		Theme 3	P (Theme 1)	Theme 2
19	13	Theme 1	N (Theme 3)	Theme 2
		Theme 2	Q (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
20	16	Theme 1	M (Theme 2)	Theme 3
		Theme 2	O (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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