

GCSE FRENCH

F+H

Foundation and Higher Paper 2 Speaking

June 2022

Teacher's Booklet

- 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 2022

French
Speaking Test
Teacher's Booklet

Contents

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Role-plays (Foundation Tier) (1–9)
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Example questions for General Conversation

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Part 1**ROLE-PLAY 1****CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of a receptionist at a holiday camp in Belgium 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 une colonie de vacances en Belgique.

- Votre nom et votre âge.
- **!**
- Activité préférée (**deux** détails).
- **?** Déjeuner.
- Colonie de vacances – votre opinion.

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 le/la réceptionniste dans une colonie de vacances en Belgique. Moi, je suis le/la réceptionniste.*

- 1 Greet the candidate and ask how you can help.
Bonjour. Je peux vous aider ?
- 2 Allow the candidate to tell you his/her name and age. (Elicit **both** details.)
! Ask the candidate who he/she is with.
Vous êtes avec qui ?
- 3 Allow the candidate to tell you who he/she is with.
Ask the candidate which activity interests him/her.
Quelle activité vous intéresse ?
- 4 Allow the candidate to tell you which activity he/she prefers. (Elicit **two** details.)
Bon, d'accord.
? Allow the candidate to ask you a question about lunch.
Give an appropriate response.
- 5 Ask the candidate his/her opinion of holiday camps.
Et, qu'est-ce que vous pensez des colonies de vacances ?
Allow the candidate to give you his/her opinion of holiday camps. (Elicit **one** detail.)
Bon, d'accord.

Turn over ►

ROLE-PLAY 2

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of a fitness instructor in France and will speak first.

You should address the instructor 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 entraîneur personnel/une entraîneuse personnelle dans un centre sportif en France.

- Exercice – quand normalement.
- **!**
- Activité sportive préférée (**deux** détails).
- Fast-food (**un** détail).
- **?** Piscine.

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 entraîneur personnel/une entraîneuse personnelle dans un centre sportif en France. Moi, je suis l'entraîneur/entraîneuse.*

- 1 Greet the candidate and ask when he/she exercises.

Bonjour Monsieur/Mademoiselle. Alors, quand est-ce que vous faites de l'exercice normalement ?
- 2 Allow the candidate to say **when** he/she exercises.

! Ask the candidate where he/she exercises.

Et, où faites-vous de l'exercice ?
- 3 Allow the candidate to tell you **where** he/she exercises.

Ask the candidate what he/she usually does.

Et vos activités normalement ?
- 4 Allow the candidate to tell you about his/her favourite sporting activity. (Elicit **two** details.)

Ask the candidate about fast food.

Et le fast-food ?
- 5 Allow the candidate to tell you something about fast food. (Elicit **one** detail.)

D'accord.
- ? Allow the candidate to ask a question about a/the swimming pool.

Give an appropriate response.

Turn over ►

ROLE-PLAY 3**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 de l'environnement avec ton ami(e) marocain(e).

- Aider l'environnement – ton opinion (**un** détail).
- Recycler – quoi (**deux** détails).
- **!**
- Transport préféré et **une** raison.
- **?** Pollution dans la ville.

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 l'environnement avec ton ami(e) marocain(e). Moi, je suis ton ami(e).*

- 1 Ask the candidate his/her opinion of helping the environment.

Qu'est-ce que tu penses d'aider l'environnement ?
- 2 Allow the candidate to tell you his/her opinion of helping the environment. (Elicit **one** detail.)

Ask the candidate what he/she recycles.

Qu'est-ce que tu recycles ?
- 3 Allow the candidate to tell you what he/she recycles. (Elicit **two** details.)

! Ask the candidate who in his/her family recycles most.

Qui recycle le plus dans ta famille ?
- 4 Allow the candidate to tell you who in his/her family recycles most.

Ask the candidate about his/her preferred form of transport and why.

Quel est ton transport préféré ? ... Pourquoi ?
- 5 Allow the candidate to tell you his/her preferred form of transport and why. (Elicit **one** form of transport and **one** reason.)

Ah bon.
- ? Allow the candidate to ask you a question about pollution in the town.

Give an appropriate response.

Turn over ►

ROLE-PLAY 4**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 des réseaux sociaux avec ton ami(e) français(e).

- Réseaux sociaux – ton opinion.
- **!**
- Tchatte – avec qui.
- Acheter sur Internet (**un** détail).
- **?** Portable.

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 des réseaux sociaux avec ton ami(e) français(e). Moi, je suis ton ami(e).*

- 1 Ask the candidate his/her opinion of social media.
Que penses-tu des réseaux sociaux ?
- 2 Allow the candidate to give his/her opinion of social media. (Elicit **one** opinion.)
! Ask the candidate how many hours a week he/she spends online.
Tu passes combien d'heures par semaine en ligne ?
- 3 Allow the candidate to say how many hours a week he/she spends online.
Ask the candidate if this is how he/she keeps in contact with people.
Comme ça tu restes en contact avec les gens ?
- 4 Allow the candidate to say who he/she chats with online.
Ask the candidate what else he/she does online.
Et à part cela, qu'est-ce que tu fais comme activité en ligne ?
- 5 Allow the candidate to tell you something about shopping online. (Elicit **one** detail.)
Ah bon.
- ? Allow the candidate to ask you a question about mobile phones.
Give an appropriate response.

Turn over ►

ROLE-PLAY 5

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an employee at a concert venue 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 une salle de concert en Belgique.

- Réservation – nom.
- **!**
- **?** Concert – heure.
- Musique – votre préférence (**un** détail).
- Activité(s) normalement le soir (**deux** détails).

ROLE-PLAY 5

TEACHER'S ROLE

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

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

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

- 1 Ask if you can help the candidate.
Je peux vous aider ?
- 2 Allow the candidate to speak about a reservation, making reference to a name.
! Ask the candidate how to spell the name.
(Student name,) comment ça s'écrit ?
- 3 Allow the candidate to spell the name.
Alors, voilà vos billets.
- ?** Allow the candidate to ask a question about concert timing.
Give an appropriate response.
- 4 Ask the candidate what sort of music he/she prefers.
Vous préférez quelle sorte de musique ?
- 5 Allow the candidate to express a preference about music. (Elicit **one** detail.)
Ask the candidate what he/she usually does in the evening.
Et qu'est-ce que vous faites normalement le soir ?
Allow the candidate to give **two** details about his/her usual activity/activities in the evening.
D'accord.

Turn over ►

ROLE-PLAY 6

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an employee in a department store 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 grand magasin en France.

- Acheter – quoi.
- Anniversaire – qui.
- **!**
- **?** Prix.
- Activité(s) spéciale(s) (**deux** détails).

ROLE-PLAY 6

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

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

- 2 Allow the candidate to tell you what item he/she is looking for. (Elicit **one** detail.)
Ask the candidate if it's a birthday present.
C'est pour un anniversaire ?

- 3 Allow the candidate to tell you whose birthday it is.
! Ask the candidate the date of the birthday.
Quelle est la date de l'anniversaire ?

- 4 Allow the candidate to tell you the date of the birthday.
Ah, d'accord.

- ?** Allow the candidate to ask you a question about the price of the item.
Give an appropriate response.

- 5 Ask the candidate if he/she is doing anything special to celebrate the birthday.
Et vous faites quelque chose de spécial pour fêter l'anniversaire ?
Allow the candidate to tell you what he/she is doing. (Elicit **two** details.)
C'est bien, ça.

Turn over ►

ROLE-PLAY 7

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 de ton collègue et de tes études avec ton ami(e) tunisien(ne).

- Le français – ton opinion et **une** raison.
- **!**
- **?** Matière préférée.
- Sport au collège (**deux** détails).
- Les devoirs – où.

ROLE-PLAY 7

TEACHER'S ROLE

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

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

Introductory text: *Tu parles de ton collègue et de tes études avec ton ami(e) tunisien(ne). Moi, je suis ton ami(e).*

- 1 Ask the candidate his/her opinion of French.
Qu'est-ce que tu penses du français ? ... Pourquoi ?
- 2 Allow the candidate to give you his/her opinion of French. (Elicit **one** opinion and **one** reason.)
Ah bon.
- ! Ask the candidate how many pupils are in his/her French class.
Il y a combien d'élèves dans ta classe de français ?
- 3 Allow the candidate to tell you how many pupils are in his/her French class.
D'accord.
- ? Allow the candidate to ask you about your favourite subject.
Give an appropriate response.
- 4 Ask the candidate about sport at school.
Et parle-moi du sport au collège.
- 5 Allow the candidate to tell you about sport at school. (Elicit **two** details.)
Ask the candidate where he/she does his/her homework.
Et où fais-tu les devoirs ?
Allow the candidate to tell you where he/she does his/her homework.
Moi aussi.

Turn over ►

ROLE-PLAY 8**CANDIDATE'S ROLE****Instructions to candidates**

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

You should address your exchange partner as *tu*.

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

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

Tu parles de ton collègue avec ton/ta partenaire canadien(ne).

- Transport au collège (**un** détail).
- **!**
- Activité(s) à midi (**deux** détails).
- **?** Clubs sportifs au collège.
- Ton uniforme scolaire – quoi.

ROLE-PLAY 8

TEACHER'S ROLE

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

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

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

- 1 Ask the candidate about his/her journey to school.
Pour aller au collège, qu'est-ce que tu fais ?
- 2 Allow the candidate to tell you **how** he/she gets to school. (Elicit **one** detail.)
! Ask the candidate at what time school finishes.
L'école finit à quelle heure ?
- 3 Allow the candidate to tell you at what time school finishes.
Ask the candidate what he/she does at lunchtime.
Qu'est-ce que tu fais à midi ?
- 4 Allow the candidate to tell you what he/she does at lunchtime. (Elicit **two** details.)
Chouette.
? Allow the candidate to ask you a question about sports clubs at school.
Give an appropriate response.
- 5 Ask the candidate about his/her school uniform.
Qu'est-ce que tu portes comme uniforme ?
Allow the candidate to tell you what he/she wears as school uniform. (Elicit **one** detail.)
D'accord.

Turn over ►

ROLE-PLAY 9

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of a café owner in France and will speak first.

You should address the owner 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 propriétaire d'un café en France.

- **?** Possibilité d'un emploi.
- **!**
- Votre personnalité (**deux** détails).
- Travailler dans un café – votre opinion.
- Commencer – quand.

ROLE-PLAY 9

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 propriétaire d'un café en France. Moi, je suis le/la propriétaire.*

- 1 Ask the candidate if you can be of assistance.
Je peux vous aider ?
- ? Allow the candidate to ask you a question about a job.
Give an appropriate response.
- 2 ! Ask the candidate his/her age.
Vous avez quel âge ?
- 3 Allow the candidate to give his/her age.
 Ask the candidate about his/her personality.
Parlez-moi de votre personnalité.
- 4 Allow the candidate to tell you about his/her personality. (Elicit **two** details.)
 Ask the candidate his/her opinion of working in a cafe.
Qu'est-ce que vous pensez de travailler dans un café ?
- 5 Allow the candidate to give you his/her opinion of working in a cafe.
 Ask the candidate when he/she wants to start.
Et quand est-ce que vous voulez commencer ?
 Allow the candidate to tell you when he/she wants to start. (Elicit **one** detail.)
Très bien.

Turn over ►

ROLE-PLAY 10**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of a security guard at a shopping centre in France and will speak first.

You should address the security guard 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) gardien(ne) de sécurité dans un centre commercial en France.

- Chercher une personne – qui.
- La dernière fois avec lui/elle – **une** activité.
- La personne – vêtements (**deux** détails).
- **!**
- **?** Fermer – heure.

ROLE-PLAY 10

TEACHER'S ROLE

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

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

Introductory text: *Vous parlez avec un(e) gardien(ne) de sécurité dans un centre commercial en France. Moi, je suis le/la gardien(ne) de sécurité.*

- 1 Ask the candidate if he/she has a problem.
Vous avez un problème, Monsieur/Mademoiselle ?
- 2 Allow the candidate to tell you that he/she is looking for someone. (Elicit **who**.)
Ask the candidate for further details.
Alors, expliquez-moi un peu.
- 3 Allow the candidate to tell you about their last activity together.
Ask the candidate for a description of the person.
Vous pouvez me donner une description de (la personne) ?
- 4 Allow the candidate to describe the person. (Elicit **two** details relating to clothes.)
! Ask the candidate his/her nationality and age.
Et vous, vous êtes de quelle nationalité ? ... Vous avez quel âge ?
- 5 Allow the candidate to tell you his/her nationality and age. (Elicit **both** details.)
Bon, d'accord.
- ?** Allow the candidate to ask you a question about closing time.
Give an appropriate response.

Turn over ►

ROLE-PLAY 11**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Senegalese 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) sénégalais(e) de la vie saine.

- Manger bien (**deux** détails).
- **?** Vie saine.
- Alcool (**deux** détails).
- Dernière activité sportive – quoi et quand.
- **!**

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) sénégalais(e) de la vie saine. Moi, je suis ton ami(e).*

- 1 Invite the candidate to talk about a healthy lifestyle.
Et alors, parlons de ton régime.
- 2 Allow the candidate to tell you about what he/she eats. (Elicit **two** details.)
Ah, très bien.
- ? Allow the candidate to ask you a question about a healthy lifestyle.
Give an appropriate response.
- 3 Ask the candidate about alcohol.
Et l'alcool ?
- 4 Allow the candidate to say something about alcohol. (Elicit **two** details.)
Ask the candidate about sport.
Et le sport ?
- 5 Allow the candidate to tell you about the last time he/she did sport. (Elicit **one** activity and **when**.)
- ! Ask the candidate where he/she usually goes with his/her friends and why.
Où vas-tu normalement avec tes copains ? ... Pourquoi ?
Allow the candidate to tell you where he/she usually goes with his/her friends and why. (Elicit **one** place and **one** reason.)
C'est bien, ça.

Turn over ►

ROLE-PLAY 12

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an employee at 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.

- Réserver une excursion pour demain – destination.
- **?** Retour – heure.
- Voyager – raison et avec qui.
- Visite(s) en car – **un** avantage et **un** inconvénient.
- **!**

ROLE-PLAY 12

TEACHER'S ROLE

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

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

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

- 1 Greet the candidate and ask if you can help.
Bonjour. Je peux vous aider ?
- 2 Allow the candidate to tell you that he/she wants to book a trip for tomorrow. (Elicit **where** he/she wants to go.)
D'accord. Le car part à neuf heures.
- ? Allow the candidate to ask you a question about the return time of the trip.
Give an appropriate response.
- 3 Ask the candidate why he/she is travelling and if he/she is travelling alone.
Pourquoi voyagez-vous ? ... Vous y allez seul(e) ?
- 4 Allow the candidate to tell you why he/she is travelling and who he/she is travelling with. (Elicit **both** details.)
Ask the candidate his/her opinion of coach trips.
Qu'est-ce que vous pensez des visites en car ?
- 5 Allow the candidate to tell you his/her opinion of coach trips. (Elicit **one** advantage and **one** disadvantage.)
! Ask the candidate his/her opinion of his/her trip to France and why.
Qu'est-ce que vous pensez de votre visite en France ? ... Pourquoi ?
Allow the candidate to give his/her opinion of his/her trip to France and why. (Elicit **one** opinion and **one** reason.)
Très bien.

Turn over ►

ROLE-PLAY 13

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an employee in a music shop in Luxemburg 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 magasin de musique au Luxembourg.

- Acheter – quel instrument.
- **?** Possibilités de payer.
- Votre dernière visite à ce magasin – quand et pourquoi.
- **!**
- Aller au concert demain – pas possible et **une** raison.

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) employé(e) dans un magasin de musique au Luxembourg. Moi, je suis l'employé(e).*

- 1 Ask if you can help the candidate.
Bonjour, je peux vous aider ?
- 2 Allow the candidate to say something about buying an instrument.
Nous avons un grand choix.
- ? Allow the candidate to ask about payment options.
Give an appropriate response.
- 3 Ask the candidate if this is his/her first visit to the shop.
C'est votre première visite à notre magasin ?
- 4 Allow the candidate to tell you **when** he/she last visited the shop and **why**.
! Ask the candidate his/her opinion of classical music and why.
Quelle est votre opinion de la musique classique ? ... Pourquoi ?
- 5 Allow the candidate to give his/her opinion of classical music and why. (Elicit **one** opinion and **one** reason.)

 Tell the candidate about a concert in the area.
Il y a un concert demain en ville, si cela vous intéresse.

 Allow the candidate to say that he/she cannot attend the concert and why. (Elicit **both** details.)

 Dommage.

Turn over ►

ROLE-PLAY 14**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 des réseaux sociaux et d'Internet avec ton ami(e) belge.

- Communiquer – avec qui et comment.
- Activités en ligne hier (**deux** détails).
- La sécurité en ligne (**un** détail).
- **!**
- **?** Application favorite.

ROLE-PLAY 14

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 des réseaux sociaux et d'Internet avec ton ami(e) belge. Moi, je suis ton ami(e).*

- 1 Ask the candidate if he/she uses social networks and the Internet.

Tu utilises les réseaux sociaux et Internet ?
- 2 Allow the candidate to tell you something about communicating with people. (Elicit **one** person or group and **how**.)

Ask the candidate what he/she did online yesterday.

Et tes activités en ligne hier ?
- 3 Allow the candidate to tell you what he/she did online yesterday. (Elicit **two** details).

Ask the candidate about Internet security.

Et la sécurité en ligne, qu'est-ce que tu en penses ?
- 4 Allow the candidate to say something about Internet security. (Elicit **one** detail.)

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

Quelle est ton opinion de faire du shopping en ligne ? ... Pourquoi ?
- 5 Allow the candidate to give his/her opinion of online shopping and why.

Ah bon.
- ? Allow the candidate to ask you about your favourite app.

Give an appropriate response.

Turn over ►

ROLE-PLAY 15**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 des fêtes avec ton ami(e) français(e).

- Activité(s) le 31 décembre (**deux** détails).
- Feux d'artifice – **un** avantage et **un** inconvénient.
- **!**
- Repas spécial récent – où et pourquoi.
- **?** Fête préférée.

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 des fêtes avec ton ami(e) français(e). Moi, je suis ton ami(e).*

- 1 Ask about 31st December.
Alors, le 31 décembre ?
- 2 Allow the candidate to tell you what he/she does on New Year's Eve. (Elicit **two** details.)
Ask the candidate if he/she likes fireworks.
Tu aimes les feux d'artifice ?
- 3 Allow the candidate to tell you what he/she thinks about fireworks. (Elicit **one** advantage and **one** disadvantage).
! Ask the candidate how he/she prefers to celebrate his/her birthday and why.
Comment est-ce que tu préfères fêter ton anniversaire ? ... Pourquoi ?
- 4 Allow the candidate to tell you how he/she prefers to celebrate his/her birthday and why. (Elicit **one** detail and **one** reason.)
Ask the candidate if he/she has celebrated anything recently.
Tu as fêté quelque chose récemment ?
- 5 Allow the candidate to tell you about a recent meal. (Elicit **where** and **one** reason.)
Chouette !
- ?** Allow the candidate to ask you about your favourite celebration.
Give an appropriate response.

Turn over ►

ROLE-PLAY 16**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 ton collègue et de tes études avec ton ami(e) suisse.

- Journée scolaire (**deux** détails).
- **Une** règle dans ton collègue.
- **?** Club(s) scolaire(s).
- **!**
- Récréation hier (**deux** activités).

ROLE-PLAY 16

TEACHER'S ROLE

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

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

Introductory text: *Tu parles de ton collègue et de tes études avec ton ami(e) suisse. Moi, je suis ton ami(e).*

- 1 Ask the candidate to tell you something about his/her school day.
Parle-moi de ta journée scolaire.
- 2 Allow the candidate to tell you about his/her school day. (Elicit **two** details.)
Ask the candidate to tell you something about his/her school rules.
Et les règles scolaires ?
- 3 Allow the candidate to tell you something about a school rule. (Elicit **one** detail.)
Ah, bon.
- ? Allow the candidate to ask you a question about school clubs.
Give an appropriate response.
- 4 ! Ask the candidate what sport he/she plays at school and why.
Quel sport fais-tu au collège ? ... Pourquoi ?
- 5 Allow the candidate to tell you what sport he/she plays at school and why. (Elicit **one** sporting activity and **one** reason.)
Ask the candidate what he/she did yesterday at break time.
Qu'est-ce que tu as fait hier à la récréation ?
Allow the candidate to tell you what he/she did yesterday at break time. (Elicit **two** activities.)
Moi aussi, j'aime faire ça.

Turn over ►

ROLE-PLAY 17

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 de l'éducation et de l'avenir avec ton ami(e) belge.

- Examens – **une** opinion et **une** raison.
- **!**
- Projets d'avenir (**deux** détails).
- Université – **un** avantage et **un** inconvénient.
- **?** Continuer les études.

ROLE-PLAY 17

TEACHER'S ROLE

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

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

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

- 1 Ask the candidate his/her opinion of exams and why.
Que penses-tu des examens ? ... Pourquoi ?
- 2 Allow the candidate to tell you his/her opinion of exams and why. (Elicit **one** opinion and **one** reason.)
! Ask the candidate where he/she revises for exams and for how many hours a day.
Où est-ce que tu révises pour tes examens ? ... Et, pour combien d'heures par jour ?
- 3 Allow the candidate to tell you where he/she revises and for how many hours a day. (Elicit **both** details.)
Ask the candidate what he/she plans to do in the future.
Après l'école, quels sont tes projets d'avenir ?
- 4 Allow the candidate to tell you what he/she plans to do in the future. (Elicit **two** details.)
Ask the candidate his/her opinion of university.
Qu'est-ce que tu penses de l'université ?
- 5 Allow the candidate to tell you his/her opinion of university. (Elicit **one** advantage and **one** disadvantage.)
Ah bon.
? Allow the candidate to ask you a question about further study.
Give an appropriate response.

Turn over ►

ROLE-PLAY 18

CANDIDATE'S ROLE

Instructions to candidates

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

You should address the careers adviser 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 du travail avec un conseiller/une conseillère d'orientation dans un collège en France.

- Votre emploi futur (**deux** détails).
- Importance de bons collègues – **une** opinion et **une** raison.
- **!**
- Travail en France – **une** opinion et **une** raison.
- **?** Chômage dans la région.

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 du travail avec un conseiller/une conseillère d'orientation dans un collège en France. Moi, je suis le conseiller/la conseillère d'orientation.*

- 1 Ask the candidate about his/her future job.
Parlez-moi de votre emploi futur.
- 2 Allow the candidate to tell you about his/her future job. (Elicit **two** details.)
Ask the candidate about the importance of good colleagues and why.
Et l'importance de bons collègues ? ... Pourquoi ?
- 3 Allow the candidate to tell you his/her opinion of the importance of good colleagues and why. (Elicit **one** opinion and **one** reason.)
! Ask the candidate what sort of person he/she is. Ask for **two** details.
Quelle sorte de personne êtes-vous ? Donnez-moi deux détails, s'il vous plaît.
- 4 Allow the candidate to tell you what sort of person he/she is. (Elicit **two** details.)
Ask the candidate if he/she is interested in working in France.
Travailler en France, ça vous intéresse ?
- 5 Allow the candidate to give you an opinion and reason for working in France. (Elicit **one** opinion and **one** reason.)
Ah bon, c'est intéressant.
- ?** Allow the candidate to ask you a question about unemployment in the area.
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 **global issues**.



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

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu voudrais donner pour aider les personnes en difficulté ?
- Quels sont les problèmes de l'environnement dans ta ville ? ... Pourquoi ?

CARD A
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 ?
- Qu'est-ce que tu voudrais donner pour aider les personnes en difficulté ?
- Quels sont les problèmes de l'environnement dans ta ville ? ... Pourquoi ?
- Qu'est-ce que tu penses de recycler ? ... Pourquoi ?
- Tu achètes des choses dans les magasins comme Oxfam ?

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 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 **home, town, neighbourhood and region**.



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

- Qu'est-ce qu'il y a sur la photo ?
- Tu aimes habiter dans ta région ? ... Pourquoi/pourquoi pas ?
- Tu voudrais habiter dans une maison ou un appartement à l'avenir ? ... Pourquoi ?

CARD B**TEACHER'S NOTES**

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

Topic: Home, town, neighbourhood and region

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- Tu aimes habiter dans ta région ? ... Pourquoi/pourquoi pas ?
- Tu voudrais habiter dans une maison ou un appartement à l'avenir ? ... Pourquoi ?
- Tu préfères la campagne ou la ville ?
- Qu'est-ce qu'il y a pour les touristes dans ta région ?

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

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

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 **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 d'aller en vacances en famille ?
- Où vas-tu passer tes vacances cette année ?

CARD C**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 ?
- Quels sont les avantages d'aller en vacances en famille ?
- Où vas-tu passer tes vacances cette année ?
- Ta destination de vacances idéale, c'est où ? ... Pourquoi ?
- En vacances, tu préfères les pique-niques ou manger dans un restaurant ? ... 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

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

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 **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 ?
- Tu voudrais habiter avec des ami(e)s un jour ? ... Pourquoi/pourquoi pas ?
- Est-ce que tu t'entends bien avec ta famille ? ... Pourquoi/pourquoi pas ?

CARD D**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 ?
- Tu voudrais habiter avec des ami(e)s un jour ? ... Pourquoi/pourquoi pas ?
- Est-ce que tu t'entends bien avec ta famille ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu fais avec tes ami(e)s le samedi ?
- Fais-moi la description d'un bon ami.

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

- **Current and future study and employment**
- **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 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 **technology in everyday life**.



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

- Qu'est-ce qu'il y a sur la photo ?
- Tu as utilisé les réseaux sociaux récemment ? ... Pourquoi/pourquoi pas ?
- Quels sont les dangers d'Internet ?

CARD E
TEACHER'S NOTES

Theme: Identity and culture

Topic: Technology in everyday life

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- Tu as utilisé les réseaux sociaux récemment ? ... Pourquoi/pourquoi pas ?
- Quels sont les dangers d'Internet ?
- Tu préfères surfer sur Internet ou passer du temps avec tes copains ? ... Pourquoi ?
- Est-ce que tu utilises beaucoup la technologie pour le travail scolaire ?

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

- **Current and future study and employment**
- **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 **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 une visite récente au cinéma.
- Qui est ton acteur ou actrice préféré(e) ? ... Pourquoi ?

CARD F**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 ?
- Décris une visite récente au cinéma.
- Qui est ton acteur ou actrice préféré(e) ? ... Pourquoi ?
- Tu préfères regarder la télé avec ta famille ou avec tes ami(e)s ? ... Pourquoi ?
- Quel sport aimes-tu faire ?

Part 3 – General Conversation

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

Themes for the General Conversation

- **Current and future study and employment**
- **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 **my studies**.



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

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu as fait au collège hier ?
- Quel jour au collège préfères-tu ? ... Pourquoi ?

CARD G**TEACHER'S NOTES**

Theme: Current and future study and employment

Topic: My studies

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu as fait au collège hier ?
- Quel jour au collège préfères-tu ? ... Pourquoi ?
- Fais-moi la description de ton professeur favori.
- Tu aimes ton uniforme scolaire ? ... 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 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 **life at school/college**.



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

- Qu'est-ce qu'il y a sur la photo ?
- Tu voudrais changer le menu dans ton collège ? ... Pourquoi/pourquoi pas ?
- Quel est le plus grand problème pour les élèves dans ton collège ?

CARD H**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 ?
- Tu voudrais changer le menu dans ton collège ? ... Pourquoi/pourquoi pas ?
- Quel est le plus grand problème pour les élèves dans ton collège ?
- Qu'est-ce que tu fais normalement pendant la pause déjeuner ?
- Qui est ton prof favori ? ... Pourquoi ?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

Turn over ►

CARD I

CANDIDATE'S PHOTO CARD

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



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

- Qu'est-ce qu'il y a sur la photo ?
- Tu voudrais travailler dans une grande ville ? ... Pourquoi/pourquoi pas ?
- L'argent est important dans le travail ?

CARD I**TEACHER'S NOTES**

Theme: Current and future study and employment

Topic: Jobs, career choices and ambitions

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- Tu voudrais travailler dans une grande ville ? ... Pourquoi/pourquoi pas ?
- L'argent est important dans le travail ?
- Quel est ton emploi idéal ?
- Tu préfères travailler le soir ou le week-end ? ... Pourquoi ?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

Turn over ►

CARD 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 **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 ?
- Quels problèmes ont les personnes en difficulté ?
- Qu'est-ce que tu as fait récemment pour aider l'environnement ? ... Pourquoi ?

CARD J
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 ?
- Quels problèmes ont les personnes en difficulté ?
- Qu'est-ce que tu as fait récemment pour aider l'environnement ? ... Pourquoi ?
- A ton avis, quel sera le plus grand danger pour notre planète à l'avenir ? ... Pourquoi ?
- Qu'est-ce que tu fais pour économiser l'eau ?

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 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 **home, town, neighbourhood and region**.



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

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu voudrais changer dans ta maison ? ... Pourquoi ?
- Qu'est-ce que tu fais à la maison le soir ?

CARD K**TEACHER'S NOTES**

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

Topic: Home, town, neighbourhood and region

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu voudrais changer dans ta maison ? ... Pourquoi ?
- Qu'est-ce que tu fais à la maison le soir ?
- Qu'est-ce que tu as fait le week-end dernier dans ta ville ?
- Quels sont les problèmes dans ta ville ?

Part 3 – General Conversation

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

Themes for the General Conversation

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

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 **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 ?
- Les vacances sont importantes pour toi ? ... Pourquoi/pourquoi pas ?
- Où irais-tu pour tes vacances de rêve ? ... Pourquoi ?

CARD L**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 ?
- Les vacances sont importantes pour toi ? ... Pourquoi/pourquoi pas ?
- Où irais-tu pour tes vacances de rêve ? ... Pourquoi ?
- Comment préfères-tu voyager pour aller en vacances ?
- Parle-moi de tes dernières vacances scolaires.

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

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

Remember

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

Turn over ►

CARD M

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **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 ?
- Comment serait ton/ta partenaire idéal(e) ?
- Pour toi, le plus important, c'est le travail ou la vie sociale ? ... Pourquoi ?

CARD M**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 ?
- Comment serait ton/ta partenaire idéal(e) ?
- Pour toi, le plus important, c'est le travail ou la vie sociale ? ... Pourquoi ?
- Tu préfères passer du temps avec ta famille ou avec tes copains ? ... Pourquoi ?
- Parle-moi d'un week-end récent que tu as passé 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

- **Current and future study and employment**
- **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 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 **technology in everyday life**.



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

- Qu'est-ce qu'il y a sur la photo ?
- Les réseaux sociaux sont positifs ou négatifs ? ... Pourquoi ?
- Comment est-ce que la technologie t'a aidé(e) avec tes études ?

CARD N**TEACHER'S NOTES**

Theme: Identity and culture

Topic: Technology in everyday life

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- Les réseaux sociaux sont positifs ou négatifs ? ... Pourquoi ?
- Comment est-ce que la technologie t'a aidé(e) avec tes études ?
- Les portables au collège, c'est une bonne idée ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu feras sur ton ordinateur ce 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 five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Current and future study and employment**
- **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 **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 ?
- Quels sont les avantages et les inconvénients de regarder un film au cinéma ?
- Quelle star de cinéma voudrais-tu rencontrer ? ... Pourquoi ?

CARD O**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 ?
- Quels sont les avantages et les inconvénients de regarder un film au cinéma ?
- Quelle star de cinéma voudrais-tu rencontrer ? ... Pourquoi ?
- Que penses-tu des films romantiques ?
- Qu'est-ce que tu as regardé à la télé hier ? ... 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

- **Current and future study and employment**
- **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 **my studies**.



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

- Qu'est-ce qu'il y a sur la photo ?
- Quelle était ta matière favorite quand tu étais plus jeune ?
- Etudier les langues étrangères est important ? ... Pourquoi/pourquoi pas ?

CARD P**TEACHER'S NOTES**

Theme: Current and future study and employment

Topic: My studies

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- Quelle était ta matière favorite quand tu étais plus jeune ?
- Etudier les langues étrangères est important ? ... Pourquoi/pourquoi pas ?
- Quelle est ton opinion des devoirs au collège ?
- Est-ce que tu voudrais continuer tes études ? ... Pourquoi/pourquoi pas ?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

Turn over ►

CARD 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 **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 ?
- Est-ce que tu voudrais changer la journée scolaire ? ... Pourquoi/pourquoi pas ?
- A ton avis, quelles règles sont nécessaires dans ton collège ?

CARD Q
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 ?
- Est-ce que tu voudrais changer la journée scolaire ? ... Pourquoi/pourquoi pas ?
- A ton avis, quelles règles sont nécessaires dans ton collège ?
- Avec quel professeur tu t'entends bien ? ... Pourquoi ?
- Parle-moi d'une visite scolaire récente.

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 R

CANDIDATE'S PHOTO CARD

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



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

- Qu'est-ce qu'il y a sur la photo ?
- Un travail intéressant est plus important qu'un travail bien payé ? ... Pourquoi/pourquoi pas ?
- Parle-moi de ton dernier petit job.

CARD R
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: Jobs, career choices and ambitions

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- Un travail intéressant est plus important qu'un travail bien payé ? ... Pourquoi/pourquoi pas ?
- Parle-moi de ton dernier petit job.
- Tu voudrais travailler avec les enfants dans le futur ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu préfères, travailler en ville ou à la campagne ?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

Turn over ►

Part 3 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 B 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 1, Photo card H 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	H (Theme 3)	Theme 2
		Theme 2	F (Theme 1)	Theme 3
		Theme 3	B (Theme 2)	Theme 1
2	9	Theme 1	G (Theme 3)	Theme 2
		Theme 2	E (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
3	4	Theme 1	B (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	F (Theme 1)	Theme 2
4	7	Theme 1	I (Theme 3)	Theme 2
		Theme 2	D (Theme 1)	Theme 3
		Theme 3	A (Theme 2)	Theme 1
5	3	Theme 1	G (Theme 3)	Theme 2
		Theme 2	E (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
6	1	Theme 1	A (Theme 2)	Theme 3
		Theme 2	H (Theme 3)	Theme 1
		Theme 3	E (Theme 1)	Theme 2
7	2	Theme 1	G (Theme 3)	Theme 2
		Theme 2	D (Theme 1)	Theme 3
		Theme 3	A (Theme 2)	Theme 1
8	8	Theme 1	C (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	E (Theme 1)	Theme 2

Turn over ►

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

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 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	N (Theme 1)	Theme 2
2	15	Theme 1	P (Theme 3)	Theme 2
		Theme 2	O (Theme 1)	Theme 3
		Theme 3	K (Theme 2)	Theme 1
3	13	Theme 1	L (Theme 2)	Theme 3
		Theme 2	Q (Theme 3)	Theme 1
		Theme 3	M (Theme 1)	Theme 2
4	16	Theme 1	R (Theme 3)	Theme 2
		Theme 2	O (Theme 1)	Theme 3
		Theme 3	K (Theme 2)	Theme 1
5	18	Theme 1	P (Theme 3)	Theme 2
		Theme 2	M (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
6	17	Theme 1	R (Theme 3)	Theme 2
		Theme 2	N (Theme 1)	Theme 3
		Theme 3	K (Theme 2)	Theme 1
7	10	Theme 1	Q (Theme 3)	Theme 2
		Theme 2	N (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
8	12	Theme 1	J (Theme 2)	Theme 3
		Theme 2	P (Theme 3)	Theme 1
		Theme 3	O (Theme 1)	Theme 2

Turn over ►

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