

GCSE FRENCH

F+H

Foundation and Higher Paper 2 Speaking

June 2024

Teacher's Booklet

- To be conducted by the teacher-examiner between 2 April and 17 May 2024.
- 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.
- Candidates must **not** use a dictionary at any time during this test. This includes the preparation time.
- 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).

General Certificate of Secondary Education
June 2024

French
Speaking Test
Teacher's Booklet

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

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ROLE-PLAY 1

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 toi et de tes copains avec ton ami(e) belge.

- Toi – ton âge **et un** détail personnel.
- **!**
- Un(e) de tes ami(e)s – description (**deux** détails).
- Le week-end avec tes ami(e)s – **une** activité.
- **?** Meilleur(e) ami(e).

ROLE-PLAY 1

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 toi et de tes copains avec ton ami(e) belge. Moi, je suis ton ami(e).*

- 1 Ask the candidate about himself/herself.
Alors, parle-moi de toi.
- 2 Allow the candidate to tell you his/her age **and** a personal detail. (Elicit **both** details.)
! Ask the candidate when his/her birthday is.
C'est quand, ton anniversaire ?
- 3 Allow the candidate to tell you when his/her birthday is.
Ask the candidate to describe one of his/her friends.
Tu peux me décrire un ou une de tes ami(e)s ?
- 4 Allow the candidate to describe one of his/her friends. (Elicit **two** details.)
Ask the candidate what he/she does with his/her friends at the weekend.
Qu'est-ce que tu fais le week-end avec tes amis ?
- 5 Allow the candidate to say what he/she does with his/her friends at the weekend. (Elicit **one** activity.)
Ah bon.
- ? Allow the candidate to ask you a question about your best friend.
(Give an appropriate response.)

Turn over ►

ROLE-PLAY 2

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an assistant in an IT shop in France and will speak first.

You should address the assistant as *vous*.

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

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

Vous parlez avec un vendeur/une vendeuse dans un magasin d'informatique en France.

- Acheter – **une** chose.
- **!**
- En ligne – votre activité (**un** détail).
- L'Internet – votre opinion.
- **?** Site web préféré.

ROLE-PLAY 2

TEACHER'S ROLE

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

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

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

- 1 Greet the candidate and ask if you can help.
Bonjour Monsieur/Mademoiselle. Je peux vous aider ?
- 2 Allow the candidate to say he/she wants to buy something. (Elicit **one** item.)
! Ask the candidate what colour he/she wants.
De quelle couleur ?
- 3 Allow the candidate to tell you what colour he/she wants.
Ask the candidate what he/she does online.
Alors, qu'est-ce que vous faites en ligne ?
- 4 Allow the candidate to say what he/she does online. (Elicit **one** detail.)
Ask the candidate his/her opinion of the Internet.
Qu'est-ce que vous pensez de l'Internet ?
- 5 Allow the candidate to give his/her opinion of the Internet. (Elicit **one** opinion.)
D'accord.
? Allow the candidate to ask you a question about a favourite website.
(Give an appropriate response.)

Turn over ►

ROLE-PLAY 3

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of the waiter/waitress in a restaurant in Switzerland and will speak first.

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

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

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

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

- Table – où.
- **!**
- **?** Plat(s) pour végétariens.
- Votre choix (**deux** détails).
- Votre visite au restaurant (**une** raison).

ROLE-PLAY 3

TEACHER'S ROLE

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

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

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

- 1 Ask the candidate if you can help.
Je peux vous aider ?
- 2 Allow the candidate to say that he/she wants a table and where.
! Ask the candidate how many people it is for.
C'est pour combien de personnes ?
- 3 Allow the candidate to tell you how many people it is for.
Oui, d'accord.
- ? Allow the candidate to ask you a question about (a) vegetarian dish(es).
(Give an appropriate response.)
- 4 Ask the candidate what he/she wants to order.
Vous avez choisi ?
- 5 Allow the candidate to order. (Elicit **two** details.)
Ask the candidate if there is a special reason for his/her visit today.
Votre visite aujourd'hui est pour une raison spéciale ?
Allow the candidate to say why he/she is at the restaurant today. (Elicit **one** detail.)
Ah bon.

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 avec ton ami(e) français(e) de tes études.

- Matières – préférence(s) (**deux** détails).
- Devoirs – combien par jour.
- **!**
- Sport au collège (**un** détail).
- **?** Transport scolaire.

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 avec ton ami(e) français(e) de tes études. Moi, je suis ton ami(e).*

- 1 Ask the candidate about his/her studies.

Alors, parle-moi de tes préférences.
- 2 Allow the candidate to tell you about his/her school subject preferences. (Elicit **two** details.)

Ask the candidate about his/her homework.

Et les devoirs ?
- 3 Allow the candidate to tell you how much homework he/she gets each day.

! Ask the candidate where he/she does his/her homework.

Où est-ce que tu fais les devoirs ?
- 4 Allow the candidate to tell you where he/she does his/her homework.

Ask the candidate about sport at school.

Et les sports au collège ?
- 5 Allow the candidate to tell you about sport at school. (Elicit **one** detail.)

Très bien.
- ? Allow the candidate to ask you a question about school transport.

(Give an appropriate response.)

Turn over ►

ROLE-PLAY 5**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 la vie au collège avec ton ami(e) tunisien(ne).

- Ton collège – où (**un** détail).
- **!**
- Déjeuner – quoi (**deux** détails).
- Après les classes – **une** activité.
- **?** Histoire.

ROLE-PLAY 5

TEACHER'S ROLE

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

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

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

- 1 Ask the candidate to tell you something about his/her school.
Parle-moi de ton collège.
- 2 Allow the candidate to tell you where his/her school is. (Elicit **one** detail.)
! Ask the candidate what his/her teachers are like.
Comment sont tes professeurs ?
- 3 Allow the candidate to tell you what his/her teachers are like. (Elicit **one** detail.)
Ask the candidate about lunch.
Et, le déjeuner ?
- 4 Allow the candidate to tell you what there is/he/she eats for lunch. (Elicit **two** details.)
Ask the candidate what he/she does after school.
Qu'est-ce que tu fais après les classes ?
- 5 Allow the candidate to tell you what he/she does after school. (Elicit **one** activity.)
C'est bien, ça.
- ?** Allow the candidate to ask you a question about history.
(Give an appropriate response.)

Turn over ►

ROLE-PLAY 6**CANDIDATE'S ROLE****Instructions to candidates**

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

You should address your friend as *tu*.

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

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

Tu parles du travail avec ton ami(e) canadien(ne).

- Petit job – quoi.
- **!**
- Un(e) collègue (**deux** détails).
- Profession idéale (**un** détail).
- **?** Travail.

ROLE-PLAY 6

TEACHER'S ROLE

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

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

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

- 1 Ask the candidate about his/her job.
Parle-moi de ton petit job.
- 2 Allow the candidate to tell you about his/her job. (Elicit **role** or **workplace**.)
! Ask the candidate what time he/she starts work.
Tu commences à quelle heure ?
- 3 Allow the candidate to tell you what time he/she starts work.
Ask the candidate about his/her colleagues.
Et, tes collègues ?
- 4 Allow the candidate to tell you about a colleague. (Elicit **two** details.)
Ask the candidate about his/her ideal profession.
Quelle est ta profession idéale ?
- 5 Allow the candidate to tell you about his/her ideal profession. (Elicit **one** detail.)
Ah bon.
- ? Allow the candidate to ask you a question about work.
(Give an appropriate response.)

Turn over ►

ROLE-PLAY 7

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an employee at an airport in Switzerland 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 aéroport en Suisse.

- Nom et nationalité.
- **!**
- Voyager – avec qui.
- Prendre l'avion – votre opinion (**deux** détails).
- **?** Heure du vol.

ROLE-PLAY 7

TEACHER'S ROLE

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

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

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

- 1 Greet the candidate.
Bonjour Monsieur/Mademoiselle. Votre nom, s'il vous plaît ?
- 2 Allow the candidate to give his/her name and nationality.
! Ask the candidate how many bags he/she has.
Vous avez combien de bagages ?
- 3 Allow the candidate to say a number or quantity.
Ask the candidate if he/she is alone.
Vous êtes seul(e) ?
- 4 Allow the candidate to say **who** he/she is travelling with. (Elicit **one** detail.)
Ask the candidate his/her opinion of flying.
Qu'est-ce que vous pensez de prendre l'avion ?
- 5 Allow the candidate to give an opinion on flying. (Elicit **two** details.)
Très bien.
- ?** Allow the candidate to ask a question about the time of the flight.
(Give an appropriate response.)

Turn over ►

ROLE-PLAY 8

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of a market stall holder in France and will speak first.

You should address the stall holder as *vous*.

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

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

Vous parlez avec un vendeur/une vendeuse dans un marché en France.

- Acheter à manger (**deux** détails).
- **?** Boisson.
- **!**
- Marché – votre opinion (**un** détail).
- Activité(s) aujourd'hui (**deux** détails).

ROLE-PLAY 8

TEACHER'S ROLE

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

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

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

1 Greet the candidate.

Bonjour Monsieur/Mademoiselle. Je peux vous aider ?

2 Allow the candidate to ask for (a) food item(s). (Elicit **two** details.)

Voilà.

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

(Give an appropriate response.)

3 **!** Ask the candidate who he/she is with.

Vous êtes avec qui ?

4 Allow the candidate to tell you who he/she is with.

Ask the candidate his/her opinion of the market.

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

5 Allow the candidate to give an opinion about the market. (Elicit **one** detail.)

Ask the candidate about his/her plans for today.

Quels sont vos projets aujourd'hui ?

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

Ah bon.

Turn over ►

ROLE-PLAY 9

CANDIDATE'S ROLE

Instructions to candidates

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

You should address your friend as *tu*.

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

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

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

- Travail bénévole – ton opinion.
- **!**
- Associations caritatives – donner quoi (**deux** détails).
- **?** Shopping.
- Petit job (**un** détail).

ROLE-PLAY 9

TEACHER'S ROLE

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

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

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

- 1 Ask the candidate what he/she thinks about charity work.
Que penses-tu du travail bénévole ?
- 2 Allow the candidate to give an opinion. (Elicit **one** opinion.)
! Ask the candidate how many charity shops there are in his/her town.
Il y a combien de magasins de charité dans ta ville ?
- 3 Allow the candidate to give a number or quantity.
 Ask the candidate if he/she helps charitable causes.
Est-ce que tu aides les associations caritatives ?
- 4 Allow the candidate to tell you something about giving to charitable causes. (Elicit **two** details.)
Très bien.
? Allow the candidate to ask you a question about shopping.
(Give an appropriate response.)
- 5 Ask the candidate if he/she has a job.
Tu as un petit job ?
 Allow the candidate to tell you if he/she has a job. (Elicit **one** detail.)
Très bien.

Turn over ►

ROLE-PLAY 10**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 avec ton ami(e) suisse de toi et de tes ami(e)s.

- Une personne que tu admires (**deux** détails).
- Passe-temps avec ami(e)(s) – **une** activité et **une** raison.
- **?** Sortir avec tes ami(e)s.
- Visite l'année prochaine (**où** et **avec qui**).
- **!**

ROLE-PLAY 10

TEACHER'S ROLE

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

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

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

- 1 Ask the candidate to tell you about someone he/she admires.
Parle-moi d'une personne que tu admires.
- 2 Allow the candidate to tell you about someone he/she admires. (Elicit **two** details.)
Ask the candidate about hobbies with friends and why.
Parle-moi de tes passe-temps avec tes ami(e)s. ... Pourquoi tu fais ça ?
- 3 Allow the candidate to tell you about his/her hobby with friends and give a reason. (Elicit **one** activity and **one** reason.)
D'accord.
- ? Allow the candidate to ask you a question about going out with friends.
(Give an appropriate response.)
- 4 Ask the candidate if he/she has plans for next year.
Tu as des projets pour une visite l'année prochaine ?
*Allow the candidate to tell you about his/her plans for a trip next year. (Elicit **where** and **with whom**.)*
C'est bien ça !
- 5 ! Ask the candidate when his/her birthday is and how old he/she is.
Quelle est la date de ton anniversaire ? ... Quel âge as-tu ?
*Allow the candidate to tell you when his/her birthday is and how old he/she is. (Elicit **both** details.)*
Bon, d'accord.

Turn over ►

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

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

You should address your friend as *tu*.

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

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

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

- Ton ordinateur – activité hier (**deux** détails).
- Les tablettes au collège – (**deux** avantages).
- **!**
- Les films sur Internet – **une** préférence et **une** raison.
- **?** Acheter sur Internet.

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) canadien(ne) de la technologie. Moi, je suis ton ami(e).*

- 1 Ask the candidate what he/she has done recently with his/her computer.

Qu'est-ce que tu as fait récemment sur ton ordinateur ?
- 2 Allow the candidate to tell you what he/she has done recently with his/her computer. (Elicit **two** details.)

Ask the candidate about tablets at school.

Et les tablettes au collège ?
- 3 Allow the candidate to tell you about tablets at school. (Elicit **two** advantages.)

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

Qu'est-ce que tu penses des réseaux sociaux ? ... Pourquoi ?
- 4 Allow the candidate to tell you his/her opinion of social networks and why. (Elicit **one** opinion and **one** reason.)

Ask the candidate about films on the Internet.

Et les films sur Internet ? ... Pourquoi ?
- 5 Allow the candidate to state a preference regarding films on the Internet and why. (Elicit **one** preference and **one** reason.)

Ah, d'accord.
- ? Allow the candidate to ask you a question about Internet shopping.

(Give an appropriate response.)

Turn over ►

ROLE-PLAY 12

CANDIDATE'S ROLE

Instructions to candidates

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

- Réserver – pour quel artiste et quand.
- Concert – la dernière fois (**deux** détails).
- Musique – en direct ou enregistrée – votre préférence et **une** raison.
- **!**
- **?** Acheter des boissons.

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 une salle de concert 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 about his/her booking. (Elicit **both** a group or singer **and** time frame/date.)

Ask the candidate if he/she often goes to concerts.

Vous allez souvent aux concerts ?
- 3 Allow the candidate to tell you about the last concert he/she went to. (Elicit **two** details.)

Ask the candidate if he/she prefers live or recorded music and why.

Vous préférez la musique en direct ou enregistrée ? ... Pourquoi ?
- 4 Allow the candidate to say if he/she prefers live or recorded music and why. (Elicit **both** details.)

! Ask the candidate what, apart from going to concerts, he/she likes to do and why.

A part aller aux concerts, qu'est-ce que vous aimez faire ? ... Pourquoi ?
- 5 Allow the candidate to tell you what, apart from going to concerts, he/she likes to do and why. (Elicit **both** details.)

Ah bon.
- ? Allow the candidate to ask you a question about buying something to drink.

(Give an appropriate response.)

Turn over ►

ROLE-PLAY 13

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an employee in a job agency in Switzerland and will speak first.

You should address the worker 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 agence d'emploi en Suisse.

- Chercher un emploi en Suisse – quoi et **une** raison.
- Expérience récente de travail (**deux** détails).
- Votre personnalité (**deux** détails).
- **!**
- **?** Salaire.

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 une agence d'emploi en Suisse. Moi, je suis l'employé(e).*

- 1 Ask the candidate about working in Switzerland and why.
Vous voulez travailler en Suisse ? ... Pourquoi ?
- 2 Allow the candidate to tell you what he/she wants to do in Switzerland and why. (Elicit a role and **one** reason.)

Ask the candidate about his/her previous employment.
Alors, qu'est-ce que vous avez comme expérience de travail ?
- 3 Allow the candidate to tell you about his/her previous employment. (Elicit **two** details.)

Ask the candidate about his/her personality.
Pouvez-vous me décrire votre personnalité ?
- 4 Allow the candidate to tell you about his/her personality. (Elicit **two** details.)

! Ask the candidate where he/she studies French and since when.
Où étudiez-vous le français ? ... Depuis quand ?
- 5 Allow the candidate to tell you where he/she studies French and since when. (Elicit **both** details.)

Vous parlez bien.
- ? Allow the candidate to ask you a question about pay.

(Give an appropriate response.)

Turn over ►

ROLE-PLAY 14

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of a French journalist carrying out a survey of your school and will speak first.

You should address the journalist as *vous*.

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

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

Vous parlez de votre collège avec un(e) journaliste français(e).

- Votre collègue – **un** avantage et **un** inconvénient.
- Changement(s) futur(s) au collège (**deux** détails).
- **!**
- L'uniforme scolaire – votre opinion et **une** raison.
- **?** Collèges britanniques – opinion.

ROLE-PLAY 14

TEACHER'S ROLE

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

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

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

- 1 Ask the candidate about his/her school.

Alors, parlez-moi de votre collège.
- 2 Allow the candidate to tell you about his/her school. (Elicit **one** advantage and **one** disadvantage.)

Ask the candidate about improving his/her school.

On peut améliorer votre collège ?
- 3 Allow the candidate to tell you about (a) future change(s) to his/her school. (Elicit **two** details.)

! Ask the candidate what he/she does at lunchtime.

Pendant la pause-déjeuner, qu'est-ce que vous faites ? ... Donnez-moi deux activités.
- 4 Allow the candidate to tell you what he/she does at lunchtime. (Elicit **two** activities.)

Ask the candidate his/her opinion of school uniform and why.

Qu'est-ce que vous pensez de l'uniforme scolaire ? ... Pourquoi ?
- 5 Allow the candidate to tell you his/her opinion of school uniform and why. (Elicit **one** opinion and **one** reason.)

C'est intéressant.
- ? Allow the candidate to ask your opinion of British schools.

(Give an appropriate response.)

Turn over ►

ROLE-PLAY 15

CANDIDATE'S ROLE

Instructions to candidates

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

You should address your friend as *tu*.

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

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

Tu parles de tes études avec ton ami(e) canadien(ne).

- Les langues – **ton** opinion et **une** raison.
- Cours de français – activités (**deux** détails).
- **!**
- Projets pour l'année prochaine (**deux** détails).
- **?** Les examens au Canada.

ROLE-PLAY 15

TEACHER'S ROLE

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

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

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

- 1 Ask the candidate about languages.

Et les langues, alors ?
- 2 Allow the candidate to give you his/her opinion of languages and a reason for this opinion. (Elicit **one** opinion and **one** reason.)

Ask the candidate what he/she does in his/her French classes.

Qu'est-ce que tu fais pendant les cours de français ?
- 3 Allow the candidate to tell you what he/she does during his/her French class. (Elicit **two** details.)

! Ask the candidate about his/her results in French and why.

Comment sont tes résultats en français ? ... Pourquoi ?
- 4 Allow the candidate to tell you about his/her results in French and why. (Elicit **both** details.)

Ask the candidate what his/her plans for next year are.

Quels sont tes projets pour l'année prochaine ?
- 5 Allow the candidate to tell you what his/her plans for next year are. (Elicit **two** details.)

D'accord.
- ? Allow the candidate to ask you a question about exams in Canada.

(Give an appropriate response.)

Turn over ►

ROLE-PLAY 16

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an employee in a charity shop 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 magasin de charité en France.

- Achat – quoi et pourquoi.
- **!**
- Expérience récente de travail bénévole (**deux** détails).
- **?** Heures de travail.
- Vos activités de loisir (**deux** détails).

ROLE-PLAY 16

TEACHER'S ROLE

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

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

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

- 1 Greet the candidate.
Oui, Monsieur/Mademoiselle. Je peux vous aider ?
- 2 Allow the candidate to tell you what he/she wants to buy and why. (Elicit **both** details.)
! Ask the candidate his/her opinion about the shop and why.
Très bien. Qu'est-ce que vous pensez de notre magasin ? ... Pourquoi ?
- 3 Allow the candidate to give his/her opinion about the shop and why. (Elicit **one** opinion and **one** reason.)
Ask the candidate about his/her experience in voluntary work.
Ah bon. Vous avez de l'expérience de travail bénévole ?
- 4 Allow the candidate to give **two** details of his/her experience in voluntary work.
Très bien.
? Allow the candidate to ask a question about the hours of work.
(Give an appropriate response.)
- 5 Ask the candidate about his/her free-time activities.
Et qu'est-ce que vous faites pendant vos heures de loisir ?
Allow the candidate to give **two** details about his/her free-time activities.
Merci.

Turn over ►

ROLE-PLAY 17**CANDIDATE'S ROLE****Instructions to candidates**

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

You should address your friend as *tu*.

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

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

Tu parles avec ton ami(e) marocain(e).

- La vie en ville – **un** avantage et **un** inconvénient.
- Transports en commun – ton opinion et **une** raison.
- **!**
- A l'avenir – habiter où (**deux** détails).
- **?** Climat au Maroc.

ROLE-PLAY 17

TEACHER'S ROLE

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

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

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

- 1 Ask the candidate about the advantages and disadvantages of living in a town.
Quels sont les avantages et les inconvénients d'habiter en ville ?
- 2 Allow the candidate to give you **one** advantage and **one** disadvantage of living in a town.
Ask the candidate what he/she thinks about public transport and why.
Quelle est ton opinion des transports en commun ? ... Pourquoi ?
- 3 Allow the candidate to give an opinion and a reason about public transport. (Elicit **both** details.)
Ask the candidate what there is for tourists in his/her region.
! *Qu'est-ce qu'il y a pour les touristes dans ta région ? ... Donne-moi deux attractions.*
- 4 Allow the candidate to give **two** possible items or places of interest for tourists in his/her region.
Ask the candidate about his/her future plans.
Quels sont tes projets pour l'avenir ?
- 5 Allow the candidate to say where he/she would like to live in the future. (Elicit **two** details.)
Ah bon.
? Allow the candidate to ask a question about the climate in Morocco.
(Give an appropriate response.)

Turn over ►

ROLE-PLAY 18

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an employee in a train station 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 une gare en France.

- Billet (**deux** détails).
- **!**
- Voyager en train – **un** avantage et **un** inconvénient.
- Visite future en France – quand et pourquoi.
- **?** Train – quelque chose à manger.

ROLE-PLAY 18

TEACHER'S ROLE

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

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

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

- 1 Greet the candidate.
Bonjour Monsieur/Mademoiselle. Je peux vous aider ?
- 2 Allow the candidate to ask for a ticket. (Elicit **two** details.)
! Ask the candidate how old he/she is and his/her nationality.
Vous avez quel âge ? ... Quelle est votre nationalité ?
- 3 Allow the candidate to state his/her age and nationality.
Ask the candidate his/her opinion of train travel.
Que pensez-vous des voyages en train ?
- 4 Allow the candidate to give his/her opinion of train travel. (Elicit **one** advantage and **one** disadvantage.)
Ask the candidate about a future visit to France.
Et vous voulez revenir à l'avenir ?
- 5 Allow the candidate to tell you about a future visit to France. (Elicit **when** and **why**.)
Ah, d'accord.
- ? Allow the candidate to ask a question about food on the train.
(Give an appropriate response.)

Turn over ►

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 **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 ?
- Qu'est-ce que tu as fait avec ta famille **ou** tes ami(e)s le week-end dernier ?
- Est-ce que tu préfères sortir avec ta famille ou tes ami(e)s ? ... Pourquoi ?

CARD A
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 ?
- Qu'est-ce que tu as fait avec ta famille **ou** tes ami(e)s le week-end dernier ?
- Est-ce que tu préfères sortir avec ta famille ou tes ami(e)s ? ... Pourquoi ?
- Pour toi, qu'est-ce que c'est un(e) bon(ne) ami(e) ?
- Est-ce que tu regardes beaucoup la télé avec tes ami(e)s ? ... 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

- **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 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 **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 ?
- Combien d'heures as-tu passées au téléphone hier ? ... Pourquoi ?
- A ton avis, l'Internet est important ? ... Pourquoi/pourquoi pas ?

CARD B
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 ?
- Combien d'heures as-tu passées au téléphone hier ? ... Pourquoi ?
- A ton avis, l'Internet est important ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu fais sur les réseaux sociaux ?
- Qu'est-ce que tu aimes acheter en ligne ?

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 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 **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 ?
- Tu voudrais passer le week-end prochain à la campagne ? ... Pourquoi/pourquoi pas ?
- Quelles sont les distractions principales pour les jeunes dans ta ville ?

CARD C
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 ?
- Tu voudrais passer le week-end prochain à la campagne ? ... Pourquoi/pourquoi pas ?
- Quelles sont les distractions principales pour les jeunes dans ta ville ?
- Quel est ton passe-temps préféré ?
- Qu'est-ce que tu aimes faire avec tes copains/copines le samedi ? ... 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**
- **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 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 **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 ?
- Fais-moi une description de ta routine scolaire.
- Qu'est-ce que tu as étudié au collège hier ?

CARD D
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 ?
- Fais-moi une description de ta routine scolaire.
- Qu'est-ce que tu as étudié au collège hier ?
- Tu aimes ton collège ? ... Pourquoi/pourquoi pas ?
- A ton avis, quelle matière est la plus importante ? ... Pourquoi ?

Part 3 – General Conversation

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

Themes for the General Conversation

- **Local, national, international and global areas of interest**
- **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 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 **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 ?
- C'est quoi ton emploi idéal ? ... Pourquoi ?
- A l'avenir, tu voudrais travailler dans ta région ou dans une autre ?

CARD E
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 ?
- C'est quoi ton emploi idéal ? ... Pourquoi ?
- A l'avenir, tu voudrais travailler dans ta région ou dans une autre ?
- Est-ce que tu préfères travailler seul(e) ou en groupe ? ... Pourquoi ?
- Tu as un petit job ? ... Pourquoi/pourquoi pas ?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

Turn over ►

CARD F

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **education post-16**.



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

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu vas faire en septembre ?
- Tu aimes étudier ? ... Pourquoi/pourquoi pas ?

CARD F
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: Education post-16

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu vas faire en septembre ?
- Tu aimes étudier ? ... Pourquoi/pourquoi pas ?
- Aller à l'université est une bonne idée ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu fais pour célébrer la fin des examens ?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

Turn over ►

CARD G**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **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 passes beaucoup de temps à la maison ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait récemment dans ta ville ?

CARD G
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 passes beaucoup de temps à la maison ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait récemment dans ta ville ?
- Tu aimes ta ville ? ... Pourquoi/pourquoi pas ?
- Comment est ta maison idéale ?

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 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 **social issues**.



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

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce qu'on peut donner aux associations caritatives ?
- Est-ce que ton ami(e) a mangé sain hier ? ... Pourquoi/pourquoi pas ?

CARD H
TEACHER'S NOTES

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

Topic: Social issues

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce qu'on peut donner aux associations caritatives ?
- Est-ce que ton ami(e) a mangé sain hier ? ... Pourquoi/pourquoi pas ?
- Tu aimes faire de l'exercice ?
- Tu es souvent stressé(e) ? ... 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

- **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 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 **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 ?
- Quel est l'avantage de voyager en avion ?
- Tu voudrais visiter la France ? ... Pourquoi/pourquoi pas ?

CARD I
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 ?
- Quel est l'avantage de voyager en avion ?
- Tu voudrais visiter la France ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu aimes faire en vacances ?
- Tu préfères la plage ou la montagne ? ... 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 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 **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 ?
- Avec qui est-ce que tu t'entends le mieux, un membre de ta famille ou un(e) ami(e) ?
... Pourquoi ?
- Décris un week-end récent que tu as passé avec tes copains/copines.

CARD J
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 ?
- Avec qui est-ce que tu t'entends le mieux, un membre de ta famille ou un(e) ami(e) ?
... Pourquoi ?
- Décris un week-end récent que tu as passé avec tes copains/copines.
- Pour toi, les amis sont importants ? ... Pourquoi/pourquoi pas ?
- A l'avenir, tu voudrais avoir des enfants ? ... 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

- **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 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 **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 dangereux ? ... Pourquoi/pourquoi pas ?
- Voudrais-tu écrire un blog ? ... Pourquoi/pourquoi pas ?

CARD K
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 dangereux ? ... Pourquoi/pourquoi pas ?
- Voudrais-tu écrire un blog ? ... Pourquoi/pourquoi pas ?
- A ton avis, tu passes trop de temps sur ton portable ?
- Qu'est-ce que tu as fait le week-end dernier sur ton ordinateur ?

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 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 **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 ?
- Tu as fait des activités en plein air récemment ? ... Pourquoi/pourquoi pas ?
- Le sport, est-il important pour tout le monde ? ... Pourquoi/pourquoi pas ?

CARD L
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 ?
- Tu as fait des activités en plein air récemment ? ... Pourquoi/pourquoi pas ?
- Le sport, est-il important pour tout le monde ? ... Pourquoi/pourquoi pas ?
- Tu préfères participer aux sports ou regarder seulement ? ... Pourquoi ?
- Comment passeras-tu ton temps libre le week-end prochain ?

Part 3 – General Conversation

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

Themes for the General Conversation

- **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 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 **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 ?
- Quelle matière trouves-tu la plus facile ? ... Pourquoi ?
- Est-ce que tu as aimé étudier dans ce collège ? ... Pourquoi/pourquoi pas ?

CARD M
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 ?
- Quelle matière trouves-tu la plus facile ? ... Pourquoi ?
- Est-ce que tu as aimé étudier dans ce collège ? ... Pourquoi/pourquoi pas ?
- Quel(s) sport(s) est-ce qu'on peut pratiquer dans ton collège ?
- Est-ce qu'il y a une règle que tu voudrais changer ?

Part 3 – General Conversation

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

Themes for the General Conversation

- **Local, national, international and global areas of interest**
- **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 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 **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 ?
- Quand tu étais plus jeune, quel travail voulais-tu faire ? ... Pourquoi ?
- Est-ce qu'un bon salaire est important ? ... Pourquoi/pourquoi pas ?

CARD N
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 ?
- Quand tu étais plus jeune, quel travail voulais-tu faire ? ... Pourquoi ?
- Est-ce qu'un bon salaire est important ? ... Pourquoi/pourquoi pas ?
- Il est difficile de trouver du travail dans ta ville ?
- Est-ce que tu voudrais travailler à l'étranger à l'avenir ? ... Pourquoi/pourquoi pas ?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

Turn over ►

CARD O**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **education post-16**.



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

- Qu'est-ce qu'il y a sur la photo ?
- A 12 ans, qu'est-ce que tu voulais étudier plus tard ? ... Pourquoi ?
- Quels sont les avantages et les inconvénients de faire un apprentissage ?

CARD O
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: Education post-16

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- A 12 ans, qu'est-ce que tu voulais étudier plus tard ? ... Pourquoi ?
- Quels sont les avantages et les inconvénients de faire un apprentissage ?
- A ton avis, les études universitaires sont importantes ? ... Pourquoi/pourquoi pas ?
- Quel travail feras-tu à l'avenir ?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

Turn over ►

CARD P**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **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 ?
- A l'avenir, tu voudrais partager une maison avec des copains ? ... Pourquoi/pourquoi pas ?
- Quels sont les avantages et les inconvénients d'habiter à la campagne ?

CARD P
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 ?
- A l'avenir, tu voudrais partager une maison avec des copains ? ... Pourquoi/pourquoi pas ?
- Quels sont les avantages et les inconvénients d'habiter à la campagne ?
- Tu aimes ta région ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait hier pour te relaxer chez toi ?

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 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 **social issues**.



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

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu as déjà fait pour aider les autres ?
- Pour toi, quel est le problème social le plus important ?

CARD Q
TEACHER'S NOTES

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

Topic: Social issues

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu as déjà fait pour aider les autres ?
- Pour toi, quel est le problème social le plus important ?
- Tu achètes des articles dans les magasins comme Oxfam ? ... Pourquoi/pourquoi pas ?
- A l'avenir, tu voudrais faire du travail bénévole ? ... 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

- **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 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 **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 ?
- Il est important de voyager ? ... Pourquoi/pourquoi pas ?
- Décris un voyage récent que tu as fait.

CARD R
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 ?
- Il est important de voyager ? ... Pourquoi/pourquoi pas ?
- Décris un voyage récent que tu as fait.
- Tu préfères les vacances d'hiver ou d'été ? ... Pourquoi ?
- Tu voudrais habiter à l'étranger ? ... 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

- **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 ►

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 I 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 F and his second Conversation Theme will be Theme 1.

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

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