



Specimen higher speaking

role plays and photocards

Name: _____

Class: _____

Date: _____

Time:

Marks:

Comments:

Q1.

Candidate's Role

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 la musique et des loisirs.

- Concert hier – avec qui.
- !
- Une soirée typique (**deux** activités).
- Musique – ta préférence et **une** raison.
- ? Goûts musicaux.

Q2.

Candidate's Role

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 l'éducation et des emplois.

- Tes projets - septembre (**deux** détails).
- !
- Bon(ne) employé(e) - qualités (**deux** détails).
- Importance de l'argent et **une** raison.
- ? Chômage en France.

Q3.

Candidate's Role

Your teacher will play the part of the assistant 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(e) vendeur(euse) dans un grand magasin.

- Pullover – acheté quand et prix.
- Problèmes (**deux** détails).

- ? Autre pullover.
- !
- Le magasin – votre opinion et **une** raison.

Q4.

Candidate's Role

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) de la technologie et des réseaux sociaux.

- Utilisation de la technologie récemment (**deux** détails).
- Importance des portables et **une** raison.
- Réseaux sociaux (**un** avantage).
- !
- ? Projets ce soir.

Q5.

Candidate's Role

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 l'environnement.

- Environnement – initiatives récentes dans ta ville (**deux** détails).
- Problèmes de circulation dans ta ville (**un** détail).
- !
- Réduction de l'énergie à la maison (**un** détail).
- ? Action pour améliorer l'environnement.

Q6.

Candidate's Role

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) du collège et du futur.

- Voyage scolaire récent (**deux** détails).
- !
- Rapports avec profs (**un** détail).
- Vie scolaire – problèmes (**deux** détail).
- ? Projets en septembre.

Q7.

Candidate's Role

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

You should address the waiter/waitress as vous.

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

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

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

- Réservation hier et votre nom.
- !
- Arrivée en retard – **une** raison.
- Problème avec votre table (**un** détail).
- ? Végétarien.

Q8.

Candidate's Role

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

You should address the employee as vous.

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

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

Vous parlez avec un(e) employé(e) dans une gare routière en France.

- Billets de car - où et quand.
- !
- ? Tarifs pour étudiants.
- Dernière visite en France (**deux** détails).
- Votre opinion sur les vacances et **une** raison.

Q9.

Candidate's Role

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

You should address the employee as vous.

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

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

Vous parlez avec un(e) employé(e) dans un office du tourisme en France.

- Logement où en ce moment (**un** détail).
- ? Informations sur la région.
- Activités aujourd'hui (**deux** détails).
- Visite - hier (**deux** détails).
- !

Q10.

Candidate's Photo card

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



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

- Qu'est-ce qu'il y a sur la photo ?
- A ton avis est-ce que le mariage est nécessaire ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait avec ta famille le week-end dernier ?

Q11.

Candidate's Photo card

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



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

- Qu'est-ce qu'il y a sur la photo ?
- Est-ce que tes amis aiment aller à des fêtes d'anniversaire ? ... Pourquoi/pourquoi pas ?
- Où est-ce que tu voudrais célébrer ton anniversaire idéal ? ... Pourquoi ?

Q12.

Candidate's Photo card

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



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

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu as fait récemment pour protéger l'environnement ?
- Quels sont les problèmes principaux dans ta région ?

Q13.

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 ?
- Tu préfères aller en vacances avec ta famille ou tes amis ? ... Pourquoi ?
- Où es-tu allé(e) en vacances l'année dernière ?

Q14.

Candidate's Photo card

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



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

- Qu'est-ce qu'il y a sur la photo ?
- Tu préfères les sciences ou les langues ? ... Pourquoi ?
- Tu voudrais continuer tes études ? ... Pourquoi/pourquoi pas ?

Q15.

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 **career choices and ambitions**.



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

- Qu'est-ce qu'il y a sur la photo ?
- Tu voudrais travailler à l'intérieur ou à l'extérieur ? ... Pourquoi/pourquoi pas ?
- Quels sont les avantages de travailler en équipe ?

Q16.

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 ?
- Quelles sont les qualités d'un bon film ? ... Pourquoi ?
- Comment était le dernier film que tu as vu ?

Q17.

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 ?
- Quels sont les avantages et les inconvénients d'habiter à la campagne ?
- Qu'est-ce que tu as fait récemment dans ta ville/ton village ?

Q18.

Candidate's Photo card

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



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

- Qu'est-ce qu'il y a sur la photo ?
- Quelles matières est-ce que tu as trouvées très difficiles cette année ? ... Pourquoi ?
- Tu veux aller à l'université ou trouver un emploi ? ... Pourquoi ?

Mark schemes

Q1.

For general marking of this question please refer to the [Marking Guidance](#).

Q2.

For general marking of this question please refer to the [Marking Guidance](#).

Q3.

For general marking of this question please refer to the [Marking Guidance](#).

Q4.

For general marking of this question please refer to the [Marking Guidance](#).

Q5.

For general marking of this question please refer to the [Marking Guidance](#).

Q6.

For general marking of this question please refer to the [Marking Guidance](#).

Q7.

For general marking of this question please refer to the [Marking Guidance](#).

Q8.

For general marking of this question please refer to the [Marking Guidance](#).

Q9.

For general marking of this question please refer to the [Marking Guidance](#).

Q10.

For general marking of this question please refer to the [Marking Guidance](#).

Q11.

For general marking of this question please refer to the [Marking Guidance](#).

Q12.

For general marking of this question please refer to the [Marking Guidance](#).

Q13.

For general marking of this question please refer to the [Marking Guidance](#).

Q14.

For general marking of this question please refer to the [Marking Guidance](#).

Q15.

For general marking of this question please refer to the [Marking Guidance](#).

Q16.

For general marking of this question please refer to the [Marking Guidance](#).

Q17.

For general marking of this question please refer to the [Marking Guidance](#).

Q18.

For general marking of this question please refer to the [Marking Guidance](#).

Notes

Q1.

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) de la musique et des loisirs. Moi, je suis ton ami(e).*

- 1 Ask the candidate what he/she did yesterday.

Qu'est-ce que tu as fait hier ?

- 2 Allow the candidate to say he/she went to a concert yesterday and who with.
! Ask the candidate why he/she likes going to concerts.

Pourquoi aimes-tu aller aux concerts ?

- 3 Allow the candidate to say why he/she likes going to concerts.
Ask the candidate what he/she normally does in the evening. (Elicit **two** activities).

Qu'est-ce que tu fais normalement le soir ?

- 4 Allow the candidate to give **two** activities he/she does in the evening.
Ask the candidate what sort of music he/she listens to and why.

Tu écoutes quelle sorte de musique ? ...Pourquoi ?

- 5 Allow the candidate to say what sort of music he/she listens to and why.

C'est intéressant, ça.

- ? Allow the candidate to ask you a question about your musical tastes.

Give an appropriate answer.

Q2.

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) de l'éducation et des emplois. Moi, je suis ton ami(e).*

- 1 Ask the candidate what he/she intends to do in September. (Elicit **two** details).

Qu'est-ce que tu vas faire en septembre ?

- 2 Allow the candidate to give **two** details about what he/she intends to do in September.

- ! Ask the candidate if he/she is going to continue studying French and the reason why/why not.

Tu vas continuer d'étudier le français ? Pourquoi/pourquoi pas ?

- 3 Allow the candidate to say if he/she is going to continue studying French and the reason why/why not.

Ask the candidate what are the qualities of a good employee. (Elicit **two** details).

Quelles sont les qualités d'un(e) bon(ne) employé(e) ?

- 4 Allow the candidate to give **two** details about the qualities of a good employee. Ask the candidate if money is important or not and why.

L'argent est important ? ...Pourquoi/pourquoi pas ?

- 5 Allow the candidate to say if money is important or not and to give **one** reason.

Ah bon.

- ? Allow the candidate to ask you about unemployment in France.

Give an appropriate answer.

Q3.

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) vendeur(euse) dans un grand magasin. Moi, je suis le/la vendeur(euse)*

- 1 Ask the candidate if you can help. (Elicit **two** details).

Bonjour, je peux vous aider ?

- 2 Allow the candidate to say when he/she bought the pullover and how much he/she paid.
Ask the candidate what is wrong with the pullover. (Elicit **two** details).
Il y a un problème Monsieur/Mademoiselle ?
- 3 Allow the candidate to give **two** details about what is wrong with the pullover.
Ah oui, je vois.
- ? Allow the candidate to ask you a question about what he/she would like to do.
Aucun problème.
- 4 ! Ask the candidate the size and the colour. (Elicit **size** and **colour**).
De quelle couleur ? ... De quelle taille Monsieur/Mademoiselle ?
- 5 Allow the candidate to say the size and colour.
Ask the candidate what he/she thinks about the shop and why.
D'accord.
Qu'est-ce que vous pensez du magasin Monsieur/Mademoiselle ? ...Pourquoi ?
Allow the candidate to say what he/she thinks about the shop and why.
Ah bon.

Q4.

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) de la technologie et des réseaux sociaux. Moi, je suis ton ami(e).*

- 1 Ask the candidate to give **two** details describing how he/she has used technology recently. (Elicit **two** details).
Tu as utilisé les nouvelles technologies récemment ?
- 2 Allow the candidate to give **two** details describing how he/she has used technology recently.
Ask the candidate about the importance of mobile phones and his/her reason for the response.
Les portables sont importants pour toi ? ...Pourquoi/pourquoi pas ?

- 3 Allow the candidate to say something about the importance of mobile phones and his/her reason for the response.
Ask the candidate what he/she thinks about social media.
Que penses-tu des réseaux sociaux ?
- 4 Allow the candidate to give **one** advantage of social media.
! Ask the candidate when he/she uses social media and for how long.
Quand vas-tu sur Facebook ? ...Pour combien de temps ?
- 5 Allow the candidate to say when and for how long he/she uses Facebook.
Ah bon.
- ? Allow the candidate to ask you a question about your plans for this evening.
Give an appropriate answer.

Q5.

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

- 1 Ask the candidate what his/her town has done to improve the environment. (Elicit **two** details).
Qu'est-ce que ta ville a fait récemment pour améliorer l'environnement ?
- 2 Allow the candidate to give **two** details about what the town has done to improve the environment recently.
Ask the candidate what traffic problems exist in his/her town. (Elicit **one** detail).
Et la circulation ?
- 3 Allow the candidate to give **one** detail about what traffic problems exist in his/her town.
! Ask the candidate if he/she prefers to travel by bus or car and the reason why.
Tu préfères voyager en bus ou en voiture ?... Pourquoi ?
- 4 Allow the candidate to say if he/she prefers to travel by bus or car and the reason why.
Ask the candidate what he/she does at home to save energy. (Elicit **one** detail).

Qu'est-ce que tu fais à la maison pour réduire ta consommation de l'énergie ?

- 5 Allow the candidate to give **one** detail about what he/she does at home to save energy.

C'est intéressant ça.

- ? Allow the candidate to ask you a question about improving the environment.

Give an appropriate answer.

Q6.

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) du collège et du futur. Moi, je suis ton ami(e).*

- 1 Ask the candidate about a recent school trip. (Elicit **two** details).

Tu as déjà fait un voyage scolaire ?

- 2 Allow the candidate to give **two** details about a recent school trip.
! Ask the candidate if he/she likes school trips and the reason why/why not.

Tu aimes faire des excursions avec l'école ? ...Pourquoi/pourquoi pas ?

- 3 Allow the candidate to say if he/she likes school trips and why/why not.
Ask the candidate how he/she gets on with his/her teachers. (Elicit **one** detail).

Comment sont tes rapports avec les profs ?

- 4 Allow the candidate to give **one** detail about how he/she gets on with his/her teachers.
Ask the candidate what problems there are at school. (Elicit **two** details).

Il y a des problèmes au collège ?

- 5 Allow the candidate to give **two** details about problems at school.

Ah bon.

- ? Allow the candidate to ask you a question about your plans for September.

Give an appropriate answer.

Q7.

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 France. Moi, je suis le/la serveuse.*

- 1 Ask the candidate if you can help.

Bonsoir Monsieur/Mademoiselle, je peux vous aider ?

- 2 Allow the candidate to say he/she made a reservation yesterday and to give his/her name.

- ! Ask the candidate at what time and for how many people.

Pour quelle heure et combien de personnes ?

- 3 Allow the candidate to say at what time and for how many people.
Tell the candidate he/she is late. (Elicit **one** reason why he/she is late).

Mais vous êtes en retard Monsieur/Mademoiselle ?

- 4 Allow the candidate to give **one** reason why he/she is late.
Show the candidate to his/her table. (Elicit **one** detail about the problem).

Voici votre table, Monsieur Mademoiselle ? ...Ça vous va ?

- 5 Allow the candidate to say what the problem with the table is. (Elicit **one** detail).

Pas de problème. Voici une autre table.

- ? Allow the candidate to ask you a question about vegetarian options.

Give an appropriate answer.

Q8.

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

- 1 Ask the candidate what he/she wants.

Bonjour Monsieur/Mademoiselle. Je peux vous aider ?

- 2 Allow the candidate to ask for coach tickets - where and when.
! Ask the candidate how many adults and how many children there are.

Pour combien d'adultes and combien d'enfants, Monsieur/Mademoiselle ?

- 3 Allow the candidate to say how many adults and how many children there are.
Pas de problème

Vous êtes combien ?

- ? Allow the candidate to ask a question about prices for students.

Give an appropriate answer.

- 4 Ask the candidate about his/her last visit to France. (Elicit **two** details).

Vous avez déjà visité la France ?

- 5 Allow the candidate to give **two** details about his/her last visit to France.
Ask the candidate if he/she is having a good holiday and why.

Vous passez de bonnes vacances ? ...Pourquoi/pourquoi pas ?

Allow the candidate to say if he/she is having a good holiday and why.

Super/Dommage.

Q9.

Teacher's Role

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

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

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

- 1 Ask the candidate if you can help.

Bonjour Monsieur/Mademoiselle. Je peux vous aider ?

2 Allow the candidate to give **one** detail about where he/she is staying at the moment.

Ah bon.

? Allow the candidate to ask you for some information about the area.

Give an appropriate answer.

3 Ask the candidate what he/she is doing today. (Elicit **two** details).

Qu'est-ce que vous faites aujourd'hui ?

4 Allow the candidate to give **two** details about what he/she is doing today.
Ask the candidate what he/she visited in the area yesterday. (Elicit **two** details).

Qu'est-ce que vous avez visité dans la région hier ?

5 Allow the candidate to give **two** details about what he/she visited in the area yesterday.

! Ask the candidate what he/she thinks of the town and why.

Quelles sont vos premières impressions de notre ville ? ...Pourquoi ?

Allow the candidate to say what he/she thinks of the town and why.

D'accord Monsieur/ Mademoiselle.

Q10.

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. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- A ton avis est-ce que le mariage est nécessaire ? ...Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait avec ta famille le week-end dernier ?
- Selon toi, est-ce que la famille sera toujours plus importante que les amis ?
- Qu'est-ce que c'est un(e) bon(ne) ami(e) ?

General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General

Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

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

Remember

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

Q11.

Teacher's Notes

Theme: Identity and culture

Topic: Customs and festivals

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

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

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Est-ce que tes amis aiment aller à des fêtes d'anniversaire ? ...Pourquoi/pourquoi pas ?
- Où est-ce que tu voudrais célébrer ton anniversaire idéal ? ...Pourquoi ?
- Parle-moi d'une fête d'anniversaire récente.
- Que fais-tu pour célébrer le Nouvel An ?

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Q12.

Teacher's Notes

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

Topic: Global issues

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

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

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. 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 fait récemment pour protéger l'environnement ?
- Quels sont les problèmes principaux dans ta région ?
- A ton avis, est-il important de recycler ? ...Pourquoi/pourquoi pas ?
- Qu'est-ce que tu vas faire dans le futur pour protéger l'environnement ?

General Conversation

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

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

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

Q13.

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. 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 préfères aller en vacances avec ta famille ou tes amis ? ...Pourquoi ?
- Où es-tu allé(e) en vacances l'année dernière ?
- Comment seraient tes vacances idéales ?
- Selon toi, est-ce que les vacances sont importantes ? ...Pourquoi/pourquoi pas ?

General Conversation

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

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

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

Q14.

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. 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 préfères les sciences ou les langues ? ...Pourquoi ?
- Tu voudrais continuer tes études ? ...Pourquoi/pourquoi pas ?
- Que penses-tu du règlement scolaire ?
- Comment était ton école primaire ?

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?'

Q15.

Teacher's Notes

Theme: Current and future study and employment

Topic: 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. 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 voudrais travailler à l'intérieur ou à l'extérieur ? ...Pourquoi/pourquoi pas ?
- Quels sont les avantages de travailler en équipe ?
- Quel emploi est-ce que tu voulais faire quand tu étais plus jeune ?
- Selon toi, est-ce qu'un bon salaire est important ? ...Pourquoi/pourquoi pas ?

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?'

Q16.

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. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Quelles sont les qualités d'un bon film ? ...Pourquoi ?
- Comment était le dernier film que tu as vu ?
- Quels sont les avantages de regarder un film à la télé ?
- Voudrais-tu participer à une émission de télé-réalité ?

General Conversation

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

Themes for the General Conversation

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

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must

prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

Q17.

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. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Quels sont les avantages et les inconvénients d'habiter à la campagne ?
- Qu'est-ce que tu as fait récemment dans ta ville/ton village ?
- Tu aimes habiter dans ta région ? ...Pourquoi/pourquoi pas ?
- Tu voudrais vivre à l'étranger ? ...Pourquoi/pourquoi pas ?

General Conversation

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

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

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

Q18.

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. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Quelles matières est-ce que tu as trouvées très difficiles cette année ? ...Pourquoi ?
- Tu veux aller à l'université ou trouver un emploi ? ...Pourquoi ?
- Qu'est-ce que tu penses des apprentissages ?
- Est-ce que tu voudrais étudier à l'étranger à l'avenir ? ...Pourquoi/pourquoi pas ?

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?'