



**specimen foundation  
speaking**

role plays and photocards

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

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Time:

Marks:

Comments:

## Q1.

### Candidate's Role

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

You should address the sales assistant as tu.

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

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

Tu parles de ton collègue avec ton ami(e) français(e).

- Ton collègue – description (**deux** détails).
- !
- Sciences – ton opinion et **une** raison.
- Projet – septembre (**un** détail).
- ? Matière favorite.

## Q2.

### Candidate's Role

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

You should address the receptionist as vous.

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

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

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

- Chambre - combien de personnes.
- !
- Sorte de chambre (**deux** détails).
- Manger - où.
- ? Aller en ville – transport.

## Q3.

### 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 discutes du collègue et du futur avec ton ami(e) français(e).

- Uniforme scolaire (**deux** détails).
- Règlement au collège – ton opinion.

- Premier cours – quand.
- !
- ? Profession idéale.

#### 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 de la technologie avec ton ami(e) français(e).

- Internet – **un** avantage.
- !
- Facebook - (**une** activité).
- Jeux vidéo – ton opinion.
- ? Portable.

#### 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 du travail et des ambitions avec ton ami(e) français(e).

- Travail en ce moment (**un** détail).
- Emploi – préférence (**un** détail).
- !
- ? Petit job.
- Habiter où dans le futur et **une** raison.

#### 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) de la vie saine.

- Manger – sain – quoi (**un** détail).
- !
- Fast-food (ton opinion).
- Pour être en forme (**deux** activités).
- ? Cigarettes.

## Q7.

### 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.

- Votre nationalité.
- Pourquoi vous êtes là (**un** détail).
- !
- La ville – votre opinion.
- ? Restaurants en ville.

## Q8.

### Candidate's Role

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

You should address the waiter/waitress as vous.

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

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

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

- Table - combien de personnes.
- Table – où.
- !
- Cuisine française (votre opinion).
- ? Wi - Fi.

## 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 théâtre en France.

- Concert ce soir.
- Musique – votre préférence (**un** détail).
- Combien de personnes.
- !
- ? Heure du concert.

## 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 ?
- Est-ce que tu es allé(e) à un mariage récemment ?
- Tu t'entends bien avec ta famille ? ... Pourquoi/pourquoi pas ?

## 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 ?
- Qu'est-ce que tu as fait pour fêter ton anniversaire l'année dernière ?
- Quel est ton cadeau d'anniversaire idéal ?

## **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 ?
- Tu aimes recycler ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que ta famille a recyclé la semaine dernière ?

### 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 ?
- Qu'est-ce qu'on peut faire au bord de la mer ?
- Qu'est-ce que tu as fait pendant tes 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 ?
- Fais-moi une description de ton collège.
- Qu'est-ce que tu as fait au collège hier ?

### **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 aimes l'informatique ? ... Pourquoi/pourquoi pas ?
- Tu voudrais travailler dans un bureau à l'avenir ?

## **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 ?
- Quelle sorte de films aimes-tu ? ... Pourquoi ?
- Quel est 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 ?
- Que penses-tu de ta maison ? ... Pourquoi ?
- Où voudrais-tu habiter à l'avenir ?

## **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 ?
- Comment est la bibliothèque dans ton collège ?
- Que voudrais-tu faire après tes examens ?

## 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). Moi, je suis ton ami(e).*

- 1 Ask the candidate to give **two** details about his/her school.

*Et ton collègue ?*

- 2 Allow the candidate to give **two** details about his/her school.  
! Ask the candidate what he/she does at lunchtime. (Elicit **one** activity).

*Qu'est-ce que tu fais à midi ?*

- 3 Allow the candidate to say **one** thing he/she does at lunchtime.  
Ask the candidate what he/she thinks of science and why.

*Qu'est-ce que tu penses des sciences ? ...Pourquoi ?*

- 4 Allow the candidate to give **one** opinion about science and **one** reason.  
Ask the candidate what he/she wants to do in September. (Elicit **one** detail).

*Qu'est-ce que tu veux faire en septembre ?*

- 5 Allow the candidate to give **one** detail about what he/she wants to do in September.

*Ah bon.*

- ? Allow the candidate to ask you about your favourite subject.

*Give an appropriate answer.*

### Q2.

#### Teacher's Role

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.



- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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

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

- Ask the candidate what he/she wants and for how many people.  
*Bonjour Monsieur/Mademoiselle, qu'est-ce que vous désirez ?*
- Allow the candidate to say he/she wants a room and for how many people.  
! Ask the candidate his/her nationality.  
*Vous êtes de quelle nationalité ?*
- Allow the candidate to say his/her nationality.  
Ask the candidate what type of room he/she wants. (Elicit **two** details).  
*Vous voulez quelle sorte de chambre ?*
- Allow the candidate to give **two** details about the type of room he/she wants.  
Ask the candidate where he/she wants to eat.  
*Où voulez-vous manger ?*
- Allow the candidate to say where he/she wants to eat.  
*Super.*
- Allow the candidate to ask you a question about transport to town.  
*Give an appropriate answer.*

### Q3.

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

- Ask the candidate about his/her school uniform. (Elicit **two** details).  
*Et ton uniforme scolaire ?*
- Allow the candidate to give **two** details about his/her school uniform.  
Ask the candidate what he/she thinks about school rules. (Elicit **one** opinion).

*Que penses-tu du règlement du collège ?*

- 3 Allow the candidate to give **one** opinion about school rules.  
Ask the candidate what time lessons start.

*A quelle heure commencent les cours ?*

- 4 Allow the candidate to say what time lessons start.  
! Ask the candidate what his/her teachers are like. (Elicit **one** detail).

*Comment sont tes professeurs ?*

- 5 Allow the candidate to give **one** detail about what his/her teachers are like.

*Ah bon.*

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

*Give an appropriate answer.*

#### **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. Moi, je suis ton ami(e).*

- 1 Ask the candidate about the internet. (Elicit **one** advantage).

*Et l'internet ?*

- 2 ! Allow the candidate to give **one** advantage about the internet.  
Ask the candidate to give **one** detail about his/her mobile phone.

*Fais – moi une description de ton portable.*

- 3 Allow the candidate to give **one** detail about his/her mobile phone.  
Ask the candidate what he/she does on Facebook. (Elicit **one** activity).

*Qu'est-ce que tu fais sur Facebook ?*

- 4 Allow the candidate to give **one** activity about what he/she does on Facebook.  
Ask the candidate what he/she thinks about video games. (Elicit **one** opinion).

*Qu'est-ce que tu penses des jeux vidéo ?*

- 5 Allow the candidate to give **one** opinion about video games.

*Ah bon.*

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

*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) du travail et des ambitions. Moi, je suis ton ami(e).*

- 1 Ask the candidate what work he/she is doing at the moment. (Elicit **one** detail).

*Que fais-tu comme travail en ce moment ?*

- 2 Allow the candidate to give **one** detail about the work he/she is doing at the moment.

Ask the candidate to give **one** detail about the job he/she wants to do.

*Qu'est-ce que tu veux faire comme emploi ?*

- 3 Allow the candidate to give **one** detail about what job he/she wants to do.

- ! Ask the candidate what he/she thinks about going to university. (Elicit **one** opinion).

*Qu'est-ce que tu penses d'aller à l'université ?*

- 4 Allow the candidate to give **one** opinion about going to university.

*Ah bon.*

- ? Allow the candidate to ask you about your part time job.

*Give an appropriate answer.*

- 5 Ask the candidate where he/she wants to live in the future and why. (Elicit **one** reason).

*Où veux-tu habiter à l'avenir ?*

Allow the candidate to say where he/she wants to live and to give **one** reason.

*Très bien.*

## 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). Moi, je suis ton amie(e).*

- 1 Ask the candidate if he/she eats healthily. (Elicit **one** detail).

*Tu manges équilibré ?*

- 2 ! Allow the candidate to give **one** healthy thing he/she eats.

Ask the candidate what he/she likes to drink.

*Qu'est-ce que tu aimes comme boisson ?*

- 3 Allow the candidate to say what he/she likes to drink.  
Ask the candidate what he/she thinks about fast-food.

*Que penses-tu du fast-food ?*

- 4 Allow the candidate to say what he/she thinks about fast-food.  
Ask the candidate what he/she does to keep fit. (Elicit **two** activities).

*Qu'est-ce que tu fais pour rester en forme ?*

- 5 Allow the candidate to give **two** activities he/she does to keep fit.

*Ça, c'est bon.*

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

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

- 1 Greet the candidate.

*Bonjour Monsieur/Mademoiselle.*

- 2 Allow the candidate to give his/her nationality.  
Ask the candidate if you can help.

*Ah, super. Je peux vous aider ?*

- 3 Allow the candidate to say why he/she is here. (Elicit **one** detail).  
! Ask the candidate where he/she is staying.

*Vous restez où ?*

- 4 Allow the candidate to say where he/she is staying..  
Ask the candidate what he/she thinks about the town. (Elicit **one** opinion).

*Qu'est-ce que vous pensez de notre ville ?*

- 5 Allow the candidate to give **one** opinion about the town.

*Ah bon.*

- ? Allow the candidate to ask you a question about the restaurants in town.

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

- 1 Ask the candidate what he/she wants.

*Bonjour Monsieur/Mademoiselle, je peux vous aider ?*

- 2 Allow the candidate to say what he/she wants and for how many people.  
Ask the candidate where he/she wants to sit.

*Vous voulez une table où ?*

- 3 Allow the candidate to say where he/she wants to sit.

! Ask the candidate what he/she wants to eat. (Elicit **two** things).

*Qu'est-ce que vous voulez manger ?*

4 Allow the candidate to give **two** things he/she wants to eat.  
Ask the candidate what he/she thinks about French food. (Elicit **one** opinion).

*Qu'est-ce que vous pensez de la cuisine française ?*

5 Allow the candidate to give **one** opinion about French food.

*Ah bon.*

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

*Give an appropriate answer.*

## 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 théâtre 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 say he/she wants to go to a concert this evening.  
Ask the candidate what sort of music he/she prefers. (Elicit **one** detail).

*Vous aimez quelle sorte de musique ?*

3 Allow the candidate to give **one** detail about the sort of music he/she prefers.  
Ask the candidate how many people there are.

*Vous êtes combien ?*

4 Allow the candidate to say how many people there are.

! Say there are reductions for young people and ask the candidate how old he/she is.

*Il y a un tarif jeune. Vous avez quel âge ?*

5 Allow the candidate to give his/her age.

*Très bien.*

? Allow the candidate to ask you a question about the time of the concert.

*Give an appropriate answer.*

## **Q10.**

### **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. 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 ?
- Est-ce que tu es allé(e) à un mariage récemment ?
- Tu t'entends bien avec ta famille ? ...Pourquoi/pourquoi pas ?
- Décris ton/ta meilleur(e) ami(e).
- Qu'est-ce que tu fais avec tes amis le week-end ?

### **General Conversation**

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

Themes for the General Conversation

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

### **Remember**

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

## **Q11.**

### **Teacher's Notes**

**Theme: Identity and culture**

**Topic: Customs and festivals**

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

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

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. 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 pour fêter ton anniversaire l'année dernière ?
- Quel est ton cadeau d'anniversaire idéal ?
- Que fait ta famille pour célébrer les anniversaires ?
- Quelle est ta fête préférée ? ...Pourquoi ?

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



- Qu'est-ce qu'il y a sur la photo ?
- Tu aimes recycler ? ...Pourquoi/pourquoi pas ?
- Qu'est-ce que ta famille a recyclé la semaine dernière ?
- Que fais-tu pour économiser de l'énergie à la maison ?
- Comment est la circulation dans ta ville ?

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Themes for the General Conversation

- Identity and culture
- Current and future study and employment

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## 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 **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. 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 faire au bord de la mer ?
- Qu'est-ce que tu as fait pendant tes vacances l'année dernière ?
- Est-ce que tu préfères les vacances d'été ou les vacances d'hiver ? ...Pourquoi ?
- Avec qui est-ce que tu vas en vacances normalement ?

### General Conversation

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

should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

### **Remember**

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

## **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 **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. 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 ton collège.
- Qu'est-ce que tu as fait au collège hier ?
- Qui est ton/ta prof préféré(e) ? ...Pourquoi ?
- Comment sont les repas à la cantine ?

### **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?'

## Q15.

### Teacher's Notes

**Theme: Identity and culture**

**Topic: Customs and festivals**

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- Tu aimes l'informatique ? ...Pourquoi/pourquoi pas ?
- Tu voudrais travailler dans un bureau à l'avenir ?
- Que pensent tes amis d'aller à l'université ?
- Quel emploi veux-tu faire à l'avenir ?

### 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?'

## Q16.

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

- Qu'est-ce qu'il y a sur la photo ?
- Quelle sorte de films aimes-tu ? ...Pourquoi ?
- Quel est le dernier film que tu as vu ?
- Quand est-ce que tu regardes la télé normalement ?
- Est-ce que ta famille préfère regarder les films au cinéma ou à la télé ? ...Pourquoi ?

### **General Conversation**

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

Themes for the General Conversation

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

### **Remember**

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

## **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 **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. 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 ?

- Que penses-tu de ta maison ? ...Pourquoi ?
- Où voudrais-tu habiter à l'avenir ?
- Qu'est-ce qu'on peut faire dans ta région ?
- Comment sont les transports dans ta ville ? ...Pourquoi ?

### General Conversation

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

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

### Remember

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

## 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 **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. 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 ?
- Comment est la bibliothèque dans ton collège ?
- Que voudrais-tu faire après tes examens ?
- Que penses-tu de la journée scolaire ? ...Pourquoi ?
- Aller à l'université, c'est une bonne idée à ton avis ?

### 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?'