

June 2025

Teacher's Booklet

- To be conducted by the teacher-examiner between 1 April and 16 May 2025.
- 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 2025

French
Speaking Test
Teacher's Booklet

Contents

Part 1

Role-plays (Foundation Tier) (1–9)
Role-plays (Higher Tier) (10–18)

Part 2

Photo cards (Foundation Tier) (A–I)
Photo cards (Higher Tier) (J–R)

Part 3

Example questions for General Conversation

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for more: **Turn over ►**

ROLE-PLAY 1

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of the dietician at a sports centre in France and will speak first.

You should address the dietician 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 diététicien(ne) dans un centre sportif en France.

- Manger au petit déjeuner – quoi (**un** détail).
- Dîner le soir – à quelle heure.
- **!**
- Sport préféré (**un** détail).
- **?** Cigarettes.

ROLE-PLAY 1

TEACHER'S ROLE

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

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

Introductory text: *Vous parlez avec le/la diététicien(ne) dans un centre sportif en France. Moi, je suis le/la diététicien(ne).*

- 1 Ask the candidate about breakfast.

Alors, le petit déjeuner ?

- 2 Allow the candidate to tell you what he/she eats at breakfast. (Elicit **one** item.)

Ask the candidate about the evening.

Et le soir ?

- 3 Allow the candidate to tell you what time he/she eats in the evening.

- ! Ask the candidate his/her opinion of fast food.

Qu'est-ce que vous pensez du fast-food ?

- 4 Allow the candidate to tell you his/her opinion of fast food.

Ask the candidate what sport he/she prefers.

Quel sport préférez-vous ?

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

Merci bien.

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

(Give an appropriate response.)

ROLE-PLAY 2

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of a French person interviewing you about the environment and will speak first.

You should address the interviewer 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 l'environnement avec un intervieweur/une intervieweuse français(e).

- Votre ville (**deux** détails).
- Les bus dans la région – votre opinion.
- **!**
- Recycler – quoi (**un** détail).
- **?** Aider l'environnement.

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 de l'environnement avec un intervieweur/une intervieweuse français(e). Moi, je suis l'intervieweur/l'intervieweuse.*

- 1 Ask the candidate about his/her town.
Elle est comment, votre ville ?
- 2 Allow the candidate to tell you about his/her town. (Elicit **two** details.)
Ask the candidate about buses in the region.
Parlez-moi des bus dans la région.
- 3 Allow the candidate to give you his/her opinion of buses in the region.
! Ask the candidate how many cars his/her family has.
Votre famille a combien de voitures ?
- 4 Allow the candidate to tell you how many cars his/her family has.
Ask the candidate if he/she recycles.
Vous recyclez ?
- 5 Allow the candidate to tell you what he/she recycles. (Elicit **one** item.)
Thank the candidate.
Merci de votre participation.
- ?** Allow the candidate to ask you a question about helping the environment.
(Give an appropriate response.)

ROLE-PLAY 3**CANDIDATE'S ROLE****Instructions to candidates**

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

You should address your friend as *tu*.

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

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

Tu parles de ta région et de ta ville avec ton ami(e) français(e).

- Ta région (**deux** détails).
- Ta ville – où exactement (**deux** détails).
- **!**
- Le soir en ville – **une** activité.
- **?** Magasin favori.

ROLE-PLAY 3

TEACHER'S ROLE

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

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

Introductory text: *Tu parles de ta région et de ta ville avec ton ami(e) français(e). Moi, je suis ton ami(e).*

- 1 Ask the candidate about his/her region.
Décris-moi ta région.
- 2 Allow the candidate to tell you about his/her region. (Elicit **two** details.)
Ask the candidate about his/her town.
Et, parle-moi de ta ville.
- 3 Allow the candidate to say where exactly his/her town is. (Elicit **two** details.)
! Ask the candidate his/her opinion of his/her town.
Ta ville, quelle est ton opinion ?
- 4 Allow the candidate to tell you his/her opinion of his/her town. (Elicit **one** detail.)
Ask the candidate about things to do in town in the evening.
Et le soir, qu'est-ce qu'on peut faire en ville ?
- 5 Allow the candidate to tell you about something to do in town in the evening. (Elicit **one** activity.)
Bon.
? Allow the candidate to ask you a question about a favourite shop.
(*Give an appropriate response.*)

ROLE-PLAY 4**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your new Swiss penfriend and will speak first.

You should address your penfriend 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 ta famille avec ton nouveau correspondant/ta nouvelle correspondante suisse sur Skype.

- Description physique (**deux** détails).
- **!**
- **?** Grande famille.
- Meilleur(e) ami(e) – qui.
- Le week-end avec ta famille **ou** tes ami(e)s– **une** activité.

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 de toi et ta famille avec ton nouveau correspondant/ta nouvelle correspondante suisse sur Skype. Moi, je suis ton/ta correspondant(e).*

- 1 Greet the candidate and ask him/her to describe himself/herself.
Salut. Tu peux te décrire physiquement ?
- 2 Allow the candidate to describe himself/herself in terms of physical characteristics. (Elicit **two** details.)
! Ask the candidate how old he/she is.
Tu as quel âge ?
Allow the candidate to tell you how old he/she is.
Ah bon.
- 3 **?** Allow the candidate to ask you a question about a large family.
(*Give an appropriate response.*)
- 4 Ask the candidate if he/she has a best friend.
Tu as un/une meilleur(e) ami(e) ?
- 5 Allow the candidate to tell you who his/her best friend is.
Ask the candidate what he/she does with his/her family **or** friends at the weekend.
*Et les activités le week-end avec ta famille **ou** tes ami(e)s ?*
Allow the candidate to tell you what he/she does with his/her family **or** friends at the weekend. (Elicit **one** activity.)
Moi aussi.

ROLE-PLAY 5**CANDIDATE'S ROLE****Instructions to candidates**

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

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

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

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

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

- Occasion spéciale – quoi.
- Nombre de personnes.
- **!**
- Plat principal – **un** détail et **une** raison.
- **?** Dessert.

ROLE-PLAY 5

TEACHER'S ROLE

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

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

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

- 1 Greet the candidate.
Bonjour, Monsieur/Mademoiselle.
- 2 Allow the candidate to tell you what the special occasion is.
Ask how many people there are.
Vous êtes combien de personnes ?
- 3 Allow the candidate to tell you the number of people in the group.
! Ask the candidate what he/she would like to drink.
Voici votre table ... Qu'est-ce que vous voulez comme boisson ?
- 4 Allow the candidate to give you his/her drink order.
Ask the candidate what he/she would like for the main course and why.
Qu'est-ce que vous prenez comme plat principal ? ... Pourquoi ?
- 5 Allow the candidate to give you his/her order for the main course and a reason for the choice. (Elicit **one** item and **one** reason.)
Très bien.
? Allow the candidate to ask you a question about dessert.
(Give an appropriate response.)

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

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

You should address the shop assistant as *vous*.

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

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

Vous parlez avec un vendeur/une vendeuse dans un magasin de sport en Belgique.

- Acheter – **un** article.
- Cadeau – pour qui.
- Sport préféré (**un** détail).
- **!**
- **?** Prix.

ROLE-PLAY 6

TEACHER'S ROLE

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

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

Introductory text: *Vous parlez avec un vendeur/une vendeuse dans un magasin de sport en Belgique. 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 tell you what he/she wants to buy. (Elicit **one** detail.)
Ask the candidate who the article is for.
C'est pour vous ?
- 3 Allow the candidate to tell you who the present is for.
Ask the candidate what sport he/she likes.
Vous aimez quel sport ?
- 4 Allow the candidate to tell you his/her favourite sport. (Elicit **one** detail.)
! Ask the candidate his/her age.
Vous avez quel âge ?
- 5 Allow the candidate to tell you his/her age.
Merci. Il y a une réduction pour votre âge.
- ?** Allow the candidate to ask you the price.
(Give an appropriate response.)

ROLE-PLAY 7**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Swiss penfriend and will speak first.

You should address your penfriend as *tu*.

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

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

Tu parles de ton collègue avec ton/ta correspondant(e) suisse.

- Collège – ton opinion.
- Matière préférée et **une** raison.
- **!**
- Récréation – **une** activité.
- **?** Prof favori.

ROLE-PLAY 7

TEACHER'S ROLE

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

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

Introductory text: *Tu parles de ton collègue avec ton/ta correspondant(e) suisse. Moi, je suis ton/ta correspondant(e).*

- 1 Ask the candidate his/her opinion of his/her school.
Qu'est-ce que tu penses de ton collègue ?
- 2 Allow the candidate to give his/her opinion of his/her school.
Ask the candidate about his/her favourite subject.
Quelle est ta matière préférée ? ... Pourquoi ?
- 3 Allow the candidate to tell you his/her favourite subject. (Elicit **one** subject and **one** reason.)

! Ask the candidate how many lessons he/she has each day.
Combien de cours as-tu par jour ?
- 4 Allow the candidate to tell you how many lessons he/she has each day.
Ask the candidate what he/she does at breaktime.
Qu'est-ce que tu fais pendant la récréation ?
- 5 Allow the candidate to tell you what he/she does at breaktime. (Elicit **one** activity.)
Chouette.
- ? Allow the candidate to ask you a question about a favourite teacher.
(Give an appropriate response.)

ROLE-PLAY 8**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 ton collège avec ton ami(e) belge.

- Collège – où.
- **!**
- Sports au collège (**deux** activités).
- Uniforme – **un** détail et **une** opinion.
- **?** Cantine.

ROLE-PLAY 8

TEACHER'S ROLE

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

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

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

1 Ask the candidate to tell you about his/her school.

Parle-moi de ton collègue.

2 Allow the candidate to tell you where his/her school is.

! Ask the candidate how many teachers there are in his/her school.

Combien de professeurs y a-t-il dans ton collège ?

3 Allow the candidate to tell you how many teachers there are in his/her school.

Ask the candidate what sports he/she does at school.

D'accord. Et tu fais quels sports au collège ?

4 Allow the candidate to tell you what sports he/she does at school. (Elicit **two** activities.)

Ask the candidate about his/her uniform.

C'est bien. Et l'uniforme ?

5 Allow the candidate to tell you about his/her uniform. (Elicit **one** detail and **one** opinion.)

Ah, bon.

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

(Give an appropriate response.)

ROLE-PLAY 9**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of a new French employee at your part-time job and will speak first.

You should address the new employee 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 petit job avec un(e) nouvel(le) employé(e) français(e).

- Patron(ne) (**un** détail).
- **!**
- Tes études – **une** opinion.
- Profession idéale (**un** détail).
- **?** Travail avec le public.

ROLE-PLAY 9

TEACHER'S ROLE

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

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

Introductory text: *Tu parles de ton petit job avec un(e) nouvel(le) employé(e) français(e). Moi, je suis le/la nouvel(le) employé(e).*

- 1 Ask the candidate about the boss.
Le patron/La patronne est comment ?

- 2 Allow the candidate to tell you something about the boss. (Elicit **one** detail.)

 ! Ask the candidate what day he/she usually works.
Tu travailles quel jour normalement ?

- 3 Allow the candidate to tell you what day he/she usually works.

 Ask the candidate about his/her studies.
Et tes études ?

- 4 Allow the candidate to give you an opinion of his/her studies. (Elicit **one** opinion.)

 Ask the candidate about his/her ideal profession.
Quelle est ta profession idéale ?

- 5 Allow the candidate to tell you something about his/her ideal profession. (Elicit **one** detail.)

C'est bien, ça.

- ? Allow the candidate to ask you a question about working with the public.

 (Give an appropriate response.)

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

Your teacher will play the part of the manager of a volunteer centre in Belgium and will speak first.

You should address the manager 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 d'un travail avec le directeur/la directrice d'un centre de bénévoles en Belgique.

- Aider les autres l'année dernière (**deux** détails).
- Travail bénévole (**une** opinion).
- **?** Heures de travail.
- Libre pour commencer – quand.
- **!**

ROLE-PLAY 10

TEACHER'S ROLE

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

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

Introductory text: *Vous parlez d'un travail avec le directeur/la directrice d'un centre de bénévoles en Belgique. Moi, je suis le directeur/la directrice.*

- 1 Ask the candidate to tell you what he/she did to help others last year.
Qu'est-ce que vous avez fait l'année dernière pour aider les autres ?
- 2 Allow the candidate to tell you what he/she did to help others last year. (Elicit **two** details.)
Ask the candidate why he/she is interested in voluntary work.
Le travail bénévole, pourquoi est-ce que ça vous intéresse ?
- 3 Allow the candidate to tell you why he/she is interested in voluntary work. (Elicit **one** opinion.)
Je comprends.
- ? Allow the candidate to ask you a question about working hours.
(Give an appropriate response.)
- 4 Ask the candidate about starting work in the centre.
Alors, votre premier jour ici ... ?
- 5 Allow the candidate to tell you when he/she can start work. (Elicit **when**.)
- ! Ask the candidate why he/she wants to work in Belgium.
Pourquoi voulez-vous travailler en Belgique ?
Allow the candidate to tell you why he/she wants to work in Belgium. (Elicit **one** reason.)
D'accord.

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 de l'environnement avec ton ami(e) canadien(ne).

- Les transports en commun – **une** opinion et **une** raison.
- Economiser l'énergie la semaine dernière (**un** détail).
- Recycler – **un** avantage et **un** inconvénient.
- **!**
- **?** Problème principal pour l'environnement.

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

- 1 Ask the candidate his/her opinion of public transport and why.
Qu'est-ce que tu penses des transports en commun ? ... Pourquoi ?
- 2 Allow the candidate to tell you his/her opinion of using public transport and why. (Elicit **one** opinion and **one** reason.)
Ask the candidate what he/she does to save energy.
Qu'est-ce que tu fais pour économiser l'énergie ?
- 3 Allow the candidate to tell you about saving energy last week. (Elicit **one** detail.)
Ask the candidate his/her opinion of recycling.
Quelle est ton opinion du recyclage ?
- 4 Allow the candidate to give you **one** advantage and **one** disadvantage of recycling.
! Ask the candidate what he/she recycles.
Et qu'est-ce que tu recycles ? Donne-moi deux exemples de ce que tu recycles.
- 5 Allow the candidate to tell you what he/she recycles. (Elicit **two** items.)
Moi aussi.
- ?** Allow the candidate to ask you a question about the main problem for the environment.
(Give an appropriate response.)

ROLE-PLAY 12**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of an employee at a boat hire office in Canada 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 bureau de location de bateaux au Canada.

- Louer un bateau pour votre famille – quand.
- **!**
- Visite l'année dernière (**où** et **quand**).
- Activités préférées pendant les vacances scolaires (**deux** détails).
- **?** Carte de la région.

ROLE-PLAY 12

TEACHER'S ROLE

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

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

Introductory text: *Vous parlez avec un(e) employé(e) dans un bureau de location de bateaux au Canada. Moi, je suis l'employé(e).*

- 1 Ask the candidate what you can do for him/her.
Je peux vous aider ?
- 2 Allow the candidate to say when he/she wants (to hire) a boat for.
! Ask the candidate how many people it is for and in what name.
C'est pour combien de personnes ? ... C'est à quel nom ?
- 3 Allow the candidate to tell you how many people it is for and to give a name. (Elicit **both** details.)

Ask the candidate what he/she did last year.
Qu'est-ce que vous avez fait l'année dernière ?
- 4 Allow the candidate to tell you about a place he/she visited last year. (Elicit **where** and **when**.)

Ask the candidate what activities he/she prefers to do during school holidays.
Pendant les vacances scolaires, qu'est-ce que vous aimez mieux faire ?
- 5 Allow the candidate to tell you what activities he/she prefers to do during school holidays. (Elicit **two** details.)

Ah, d'accord.
- ? Allow the candidate to ask you a question about a map of the region.

(Give an appropriate response.)

ROLE-PLAY 13**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Swiss penfriend and will speak first.

You should address your penfriend 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, ta famille et tes ami(e)s avec ton correspondant suisse/ta correspondante suisse sur Skype.

- Activité hier avec ta famille **ou** tes ami(e)s (**un** détail et ton opinion).
- **!**
- Ami(e) idéal(e) (**deux** détails).
- Grande famille – **un** avantage et **un** inconvénient.
- **?** Rapports avec famille.

ROLE-PLAY 13

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, ta famille et tes ami(e)s avec ton correspondant suisse/ta correspondante suisse sur Skype. Moi, je suis ton/ta correspondant(e).*

- 1 Ask the candidate what he/she did with his/her family **or** friends yesterday.
*Qu'est-ce que tu as fait hier avec ta famille **ou** tes ami(e)s ? ... Et ton opinion ?*
- 2 Allow the candidate to tell you what he/she did with his/her family **or** friends yesterday. (Elicit **one** activity and **one** opinion.)

! Ask the candidate who he/she prefers to play sport with.
Avec qui tu préfères faire du sport ? ... Pourquoi ?
- 3 Allow the candidate to tell you who he/she prefers to play sport with. (Elicit **one** opinion and **one** reason.)

Ask the candidate to describe an ideal friend.
Pour toi, un ami, ou une amie idéal(e) est comment ?
- 4 Allow the candidate to describe an ideal friend. (Elicit **two** details.)

Ask the candidate for an advantage and a disadvantage of a large family.
A ton avis, quel est l'avantage et l'inconvénient d'avoir une grande famille ?
- 5 Allow the candidate to tell you **one** advantage and **one** disadvantage of having a large family.

Ah, bon.
- ? Allow the candidate to ask you a question about family relationships.

(Give an appropriate response.)

ROLE-PLAY 14**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of a 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 (**deux** détails).
- Dernière visite à un restaurant (**deux** détails).
- Cuisine épicée – opinion (**deux** détails).
- **!**
- **?** Heure de fermeture.

ROLE-PLAY 14

TEACHER'S ROLE

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

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

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

- 1 Greet the candidate and ask how you can help.
Bonjour Monsieur/Mademoiselle. Je peux vous aider ?
- 2 Allow the candidate to tell you what table he/she wants. (Elicit **two** details.)
Ask the candidate if he/she goes to restaurants often.
Vous allez souvent aux restaurants ?
- 3 Allow the candidate to tell you about a prior visit to a restaurant. (Elicit **two** details.)
Ask the candidate his/her opinion of spicy food.
Nous avons un nouveau menu. Que pensez-vous de la cuisine épicée ?
- 4 Allow the candidate to tell you his/her opinion of spicy food. (Elicit **two** details.)
! Ask the candidate what main course and dessert he/she wants.
Vous voulez quel plat principal ? ... et comme dessert ?
- 5 Allow the candidate to tell you what main course and what dessert he/she wants.
Avec plaisir, Monsieur/Mademoiselle.
- ?** Allow the candidate to ask you a question about what time the restaurant closes.
(Give an appropriate response.)

ROLE-PLAY 15**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of a fitness coach at a sports club in Canada and will speak first.

You should address the fitness coach as *vous*.

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

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

Vous parlez avec un entraîneur/une entraîneuse au Canada pendant votre première consultation.

- Semaine dernière – **deux** activités sportives.
- Sport – **deux** avantages.
- **!**
- **?** Equipement spécial.
- Temps libre – où et avec qui.

ROLE-PLAY 15

TEACHER'S ROLE

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

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

Introductory text: *Vous parlez avec un entraîneur/une entraîneuse au Canada pendant votre première consultation. Moi, je suis l'entraîneur/l'entraîneuse.*

- 1 Greet the candidate and ask about his/her sporting activities last week.
Bonjour, Monsieur/Mademoiselle. Pour commencer, parlez-moi de vos activités sportives la semaine dernière.
- 2 Allow the candidate to tell you about his/her sporting activities last week. (Elicit **two** activities.)
Ask the candidate about the advantages of doing sport.
Et pour vous, quels sont les avantages de faire du sport ?
- 3 Allow the candidate to tell you about the advantages of doing sport. (Elicit **two** details.)
! Ask the candidate what day he/she would like to come and for how long.
Quel jour voulez-vous venir ici ? ... Et pendant combien de temps ?
- 4 Allow the candidate to tell you which day he/she would like to come and for how long.
Très bien.
- ?** Allow the candidate to ask you a question about special equipment.
(Give an appropriate response.)
- 5 Ask the candidate about his/her free time in general.
Et parlez-moi de votre temps libre en général.
Allow the candidate to tell you where and with whom he/she spends his/her free time.
C'est bien, ça.

ROLE-PLAY 16**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Swiss penfriend and will speak first.

You should address your penfriend as *tu*.

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

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

Tu parles de ta nouvelle année scolaire avec ton/ta correspondant(e) suisse sur Skype.

- Emploi du temps – aspect positif (**deux** détails).
- **!**
- Préparation examens – **une** activité.
- **?** Etudes – importance.
- Ecole primaire – ta matière préférée et **une** raison.

ROLE-PLAY 16

TEACHER'S ROLE

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

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

Introductory text: *Tu parles de ta nouvelle année scolaire avec ton/ta correspondant(e) suisse sur Skype. Moi, je suis ton/ta correspondant(e).*

- 1 Ask the candidate if he/she is happy with his/her timetable.
Est-ce que tu es content(e) de ton emploi du temps ?
- 2 Allow the candidate to tell you his/her opinion of his/her timetable. (Elicit **two** details.)
! Ask the candidate his/her opinion of his/her teachers and why.
Que penses-tu de tes profs ? ... Pourquoi ?
- 3 Allow the candidate to give his/her opinion of his/her teachers and say why he/she holds that opinion.
Ask the candidate what he/she does to prepare for exams.
Que fais-tu pour te préparer pour les examens ?
- 4 Allow the candidate to tell you what he/she does to prepare for exams. (Elicit **one** activity.)
D'accord.
? Allow the candidate to ask you a question about the importance of studying.
(Give an appropriate response.)
- 5 Ask the candidate a question about his/her studies at primary school.
Et tes études à l'école primaire ?
Allow the candidate to tell you about his/her favourite subject at primary school. (Elicit **one** subject and **one** reason.)
Ah bon.

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

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

You should address your friend as *tu*.

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

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

Tu parles de ton collège avec ton ami(e) belge.

- Bâtiments au collège (**deux** détails).
- Journée scolaire – **une** opinion et **une** raison.
- **!**
- Demain au collège (**deux** activités).
- **?** Stress au collège.

ROLE-PLAY 17

TEACHER'S ROLE

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

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

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

- 1 Ask the candidate to describe his/her school.
Décris-moi ton collège.
- 2 Allow the candidate to tell you about the school buildings. (Elicit **two** details.)
Ask the candidate his/her opinion about the school day and why.
Quelle est ton opinion de la journée scolaire ? ... Pourquoi ?
- 3 Allow the candidate to tell you his/her opinion of the school day. (Elicit **one** opinion and **one** reason.)
! Ask the candidate what and where he/she eats at lunchtime.
Qu'est-ce que tu manges à midi ? ... Et où est-ce que tu manges ?
- 4 Allow the candidate to tell you what he/she eats at lunchtime and where he/she eats.
Ask the candidate what he/she will do tomorrow at school.
Quels sont tes projets pour demain ?
- 5 Allow the candidate to tell you what he/she will do tomorrow at school. (Elicit **two** activities.)
Ah, bon.
- ?** Allow the candidate to ask you a question about stress at school.
(Give an appropriate response.)

ROLE-PLAY 18**CANDIDATE'S ROLE****Instructions to candidates**

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

You should address your friend as *tu*.

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

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

Tu parles des études et du travail avec ton ami(e) français(e).

- **?** Aller à l'université.
- Projets d'avenir (**deux** détails).
- Travailler pendant les études – **un** avantage et **un** inconvénient.
- **!**
- Premier salaire – acheter quoi.

ROLE-PLAY 18

TEACHER'S ROLE

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

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

Introductory text: *Tu parles des études et du travail avec ton ami(e) français(e). Moi, je suis ton ami(e).*

- 1 Greet the candidate.
Salut.
- ? Allow the candidate to ask you a question about going to university.
(Give an appropriate response.)
- 2 Ask the candidate about his/her future plans.
Et toi ? Quels sont tes projets pour l'avenir ?
- 3 Allow the candidate to tell you about his/her future plans. (Elicit **two** details.)
Ask the candidate his/her opinion of working while studying.
Et, que penses-tu de travailler pendant les études ?
- 4 Allow the candidate to tell you his/her opinion of working while studying. (Elicit **one** advantage and **one** disadvantage.)
! Ask the candidate if money is important for him/her and why.
Est-ce que l'argent est important pour toi ? ... Pourquoi ?
- 5 Allow the candidate to tell you if money is or is not important for him/her and why. (Elicit **one** reason.)
Ask the candidate what he/she will do with his/her first salary.
Qu'est-ce que tu feras avec ton premier salaire ?
Allow the candidate to tell you what he/she will do with his/her first salary. (Elicit **one** detail.)
Ah, d'accord.

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 **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 ?
- Selon toi, ta ville est intéressante ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu voudrais changer dans ta région ? ... Pourquoi ?

for more:

CARD A**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 candidate 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 ?
- Selon toi, ta ville est intéressante ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu voudrais changer dans ta région ? ... Pourquoi ?
- Où est-ce que tu aimes faire du shopping ? ... Pourquoi ?
- Décris ta maison.

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

CARD B**CANDIDATE'S PHOTO CARD**

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



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

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu préfères boire normalement ? ... Pourquoi ?
- Parle-moi d'un repas sain que tu as mangé récemment.

for more:

CARD B
TEACHER'S NOTES

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

Topic: Social issues

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

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

You begin the conversation by asking the candidate the first question, 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate 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 préfères boire normalement ? ... Pourquoi ?
- Parle-moi d'un repas sain que tu as mangé récemment.
- Parmi tes amis, le fast-food est populaire ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu aimes faire comme exercice ? ... Pourquoi ?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

CARD C

CANDIDATE'S PHOTO CARD

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



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

- Qu'est-ce qu'il y a sur la photo ?
- Quel moyen de transport préfères-tu pendant les vacances ? ... Pourquoi ?
- Est-ce que tu voudrais passer des vacances avec tes copains ? ... Pourquoi/pourquoi pas ?

for more:

CARD C**TEACHER'S NOTES**

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

Topic: Travel and tourism

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

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

You begin the conversation by asking the candidate the first question, 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate 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 moyen de transport préfères-tu pendant les vacances ? ... Pourquoi ?
- Est-ce que tu voudrais passer des vacances avec tes copains ? ... Pourquoi/pourquoi pas ?
- Que fait ta famille pendant les vacances scolaires ?
- Quelles activités fais-tu avec tes amis pendant les vacances scolaires ?

Part 3 – General Conversation

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

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 **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 ?
- Comment as-tu utilisé la technologie hier ?
- Tu préfères les ordinateurs ou les téléphones portables ? ... Pourquoi ?

for more:

CARD D**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 candidate 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 as-tu utilisé la technologie hier ?
- Tu préfères les ordinateurs ou les téléphones portables ? ... Pourquoi ?
- Quel est ton réseau social favori ? ... Pourquoi ?
- Quels sont les avantages d'Internet ?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

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 **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 ?
- La musique est importante pour toi ? ... Pourquoi/pourquoi pas ?
- Tu voudrais aller à un festival de musique ? ... Pourquoi/pourquoi pas ?

for more:

CARD E
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 candidate to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- La musique est importante pour toi ? ... Pourquoi/pourquoi pas ?
- Tu voudrais aller à un festival de musique ? ... Pourquoi/pourquoi pas ?
- Quel est ton groupe de musique préféré ? ... Pourquoi ?
- A part la musique, qu'est-ce que tu aimes faire pendant ton temps libre ?

Part 3 – General Conversation

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

Themes for the General Conversation

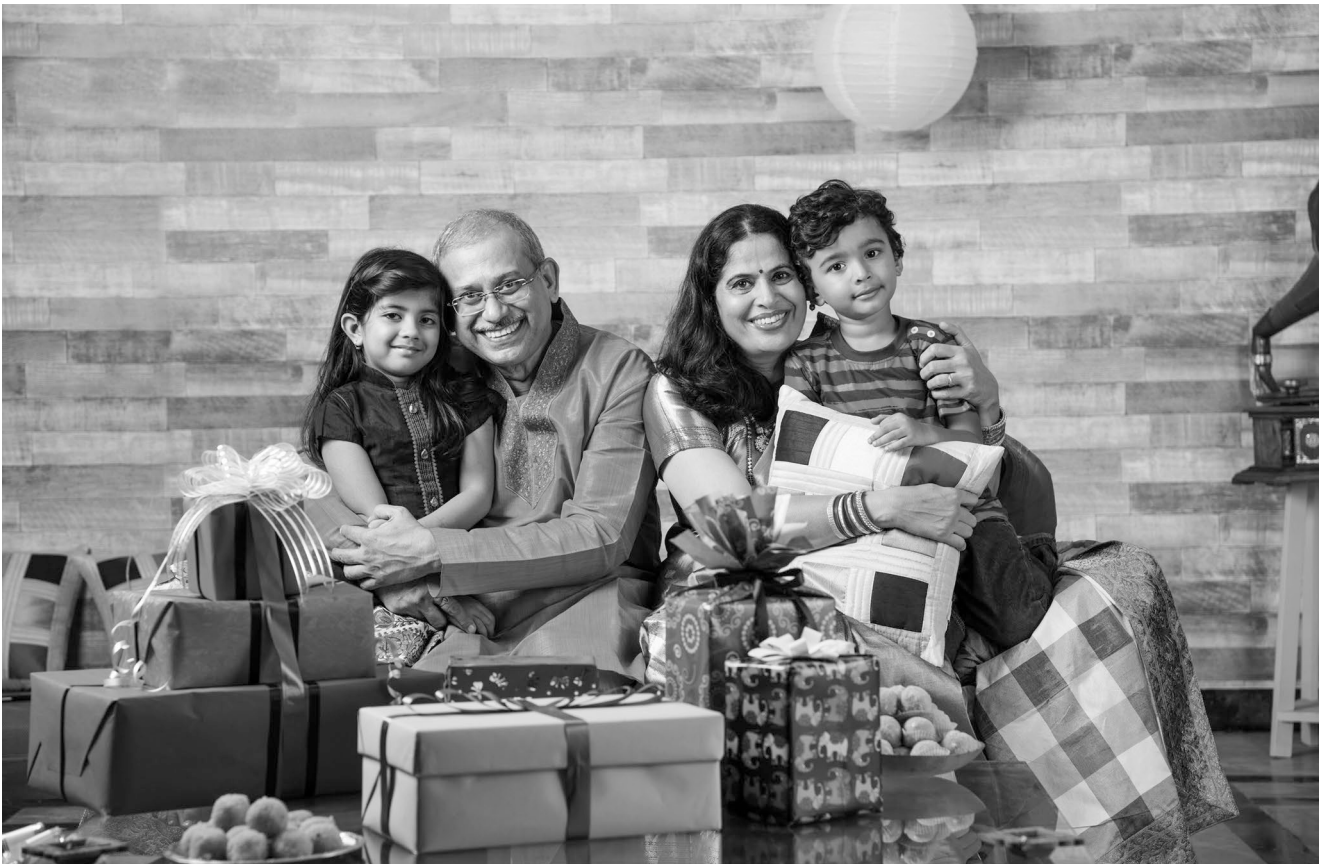
- **Local, national, international and global areas of interest**
- **Current and future study and employment**

Remember

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

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 **customs and festivals in French-speaking countries or communities**.



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 fais pendant les vacances de Pâques ?
- Qu'est-ce que tu voudrais recevoir comme cadeau d'anniversaire ? ... Pourquoi ?

for more:

CARD F**TEACHER'S NOTES**

Theme: Identity and culture

Topic: Customs and festivals in French-speaking countries or communities

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 candidate 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 fais pendant les vacances de Pâques ?
- Qu'est-ce que tu voudrais recevoir comme cadeau d'anniversaire ? ... Pourquoi ?
- Est-ce que tu préfères passer ton anniversaire avec tes amis ou ta famille ? ... Pourquoi ?
- Décris un repas spécial pour 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 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?'

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 **life at school/college**.



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

- Qu'est-ce qu'il y a sur la photo ?
- Est-ce que tu as aimé le collège cette année ? ... Pourquoi/pourquoi pas ?
- Dans ton collège, qu'est-ce qu'il y a à faire après les cours ?

for more:

CARD G**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 candidate 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 as aimé le collège cette année ? ... Pourquoi/pourquoi pas ?
- Dans ton collège, qu'est-ce qu'il y a à faire après les cours ?
- Quelle est ta matière favorite ? ... Pourquoi ?
- Décris ton uniforme scolaire.

Part 3 – General Conversation

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

Themes for the General Conversation

- **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?'.

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 **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 ton avis, quelles matières sont les plus importantes dans la vie ? ... Pourquoi ?
- Est-ce que tu voudrais faire des études en France ? ... Pourquoi/pourquoi pas ?

for more:

CARD H
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 candidate 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 ?
- A ton avis, quelles matières sont les plus importantes dans la vie ? ... Pourquoi ?
- Est-ce que tu voudrais faire des études en France ? ... Pourquoi/pourquoi pas ?
- Quel est l'avantage d'aller à l'université ?
- Tu aimes étudier ? ... 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?'.

CARD I

CANDIDATE'S PHOTO CARD

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



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

- Qu'est-ce qu'il y a sur la photo ?
- Quel travail voudrais-tu faire à l'avenir ? ... Pourquoi ?
- Est-ce que tu veux un travail bien payé ou un travail intéressant ? ... Pourquoi ?

for more:

CARD I**TEACHER'S NOTES**

Theme: Current and future study and employment

Topic: Jobs, career choices and ambitions

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

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

You begin the conversation by asking the candidate the first question, 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate 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 travail voudrais-tu faire à l'avenir ? ... Pourquoi ?
- Est-ce que tu veux un travail bien payé ou un travail intéressant ? ... Pourquoi ?
- Quelle est ta préférence, travailler seul(e) ou en groupe ?
- Quel est l'avantage d'avoir un petit job ?

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?'

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 **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 ?
- Quelle est ton opinion de ta région ? ... Pourquoi ?
- Parle-moi de la dernière fois que tu es sorti(e) en ville avec tes copains/copines.

for more:

CARD J
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 candidate 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 est ton opinion de ta région ? ... Pourquoi ?
- Parle-moi de la dernière fois que tu es sorti(e) en ville avec tes copains/copines.
- Comment sont les transports en commun dans ta région ?
- Tu voudrais habiter en France ? ... 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**
- **Current and future study and employment**

Remember

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

CARD K

CANDIDATE'S PHOTO CARD

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



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

- Qu'est-ce qu'il y a sur la photo ?
- A ton avis, tu manges sain ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait récemment comme activités sportives pour garder la forme ?

for more:

CARD K**TEACHER'S NOTES**

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

Topic: Social issues

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

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

You begin the conversation by asking the candidate the first question, 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate 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, tu manges sain ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait récemment comme activités sportives pour garder la forme ?
- Le stress, c'est un problème pour les jeunes ? ... Pourquoi/pourquoi pas ?
- A part le sport, qu'est-ce que tu vas faire pour être en bonne santé 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**
- **Current and future study and employment**

Remember

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

CARD L

CANDIDATE'S PHOTO CARD

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



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

- Qu'est-ce qu'il y a sur la photo ?
- Quel est l'avantage et l'inconvénient de passer les vacances dans une grande ville ?
- Tu préférerais rester dans un hôtel ou louer un appartement ? ... Pourquoi ?

for more:

CARD L
TEACHER'S NOTES

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

Topic: Travel and tourism

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

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

You begin the conversation by asking the candidate the first question, 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate 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 ?
- Quel est l'avantage et l'inconvénient de passer les vacances dans une grande ville ?
- Tu préférerais rester dans un hôtel ou louer un appartement ? ... Pourquoi ?
- Quelles sont tes activités favorites pendant les vacances ? ... Pourquoi ?
- Décris un voyage que tu as fait récemment.

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

CARD M**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **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 ?
- Qu'est-ce que tu as acheté en ligne récemment ? ... Pourquoi ?
- Est-ce qu'il faut interdire les portables dans les collèges ? ... Pourquoi/pourquoi pas ?

for more:

CARD M**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 candidate 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 acheté en ligne récemment ? ... Pourquoi ?
- Est-ce qu'il faut interdire les portables dans les collèges ? ... Pourquoi/pourquoi pas ?
- Tu préfères envoyer des textos ou parler directement aux gens ? ... Pourquoi ?
- Comment vas-tu utiliser la technologie ce week-end ?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

CARD 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 **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 ?
- Parle-moi de la dernière fois que tu as écouté de la musique.
- Télécharger de la musique, c'est une bonne idée ? ... Pourquoi/pourquoi pas ?

for more:

CARD N
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 candidate 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 ?
- Parle-moi de la dernière fois que tu as écouté de la musique.
- Télécharger de la musique, c'est une bonne idée ? ... Pourquoi/pourquoi pas ?
- Tu voudrais jouer d'un instrument ? ... Pourquoi/pourquoi pas ?
- Le temps libre, c'est essentiel pour toi ? ... 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

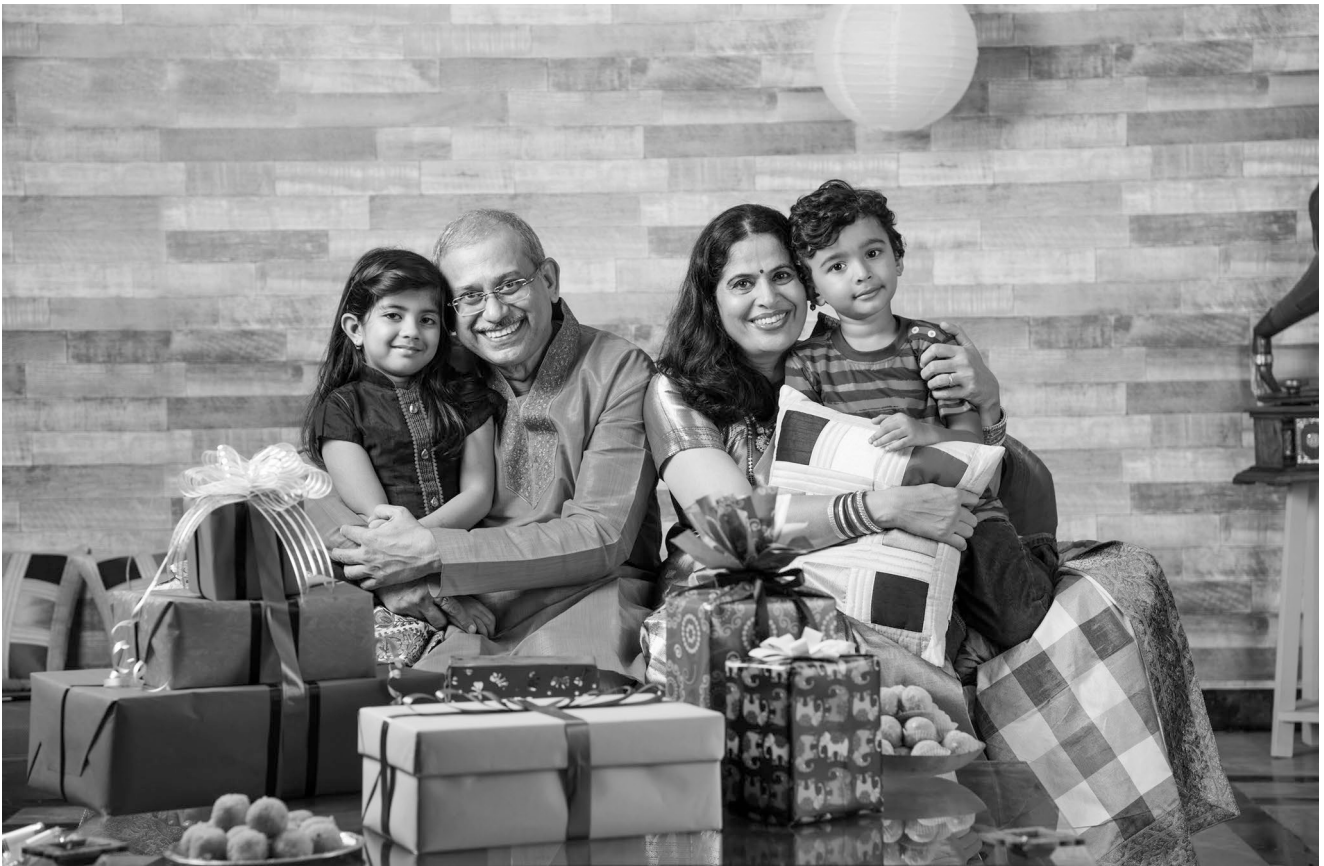
- **Local, national, international and global areas of interest**
- **Current and future study and employment**

Remember

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

CARD 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 **customs and festivals in French-speaking countries or communities**.



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 offert récemment à un(e) ami(e) comme cadeau d'anniversaire ?
- Est-ce que tes amis préparent des plats spéciaux pour les jours de fête ? ... Pourquoi/pourquoi pas ?

for more:

CARD O
TEACHER'S NOTES

Theme: Identity and culture

Topic: Customs and festivals in French-speaking countries or communities

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 candidate 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 offert récemment à un(e) ami(e) comme cadeau d'anniversaire ?
- Est-ce que tes amis préparent des plats spéciaux pour les jours de fête ? ... Pourquoi/pourquoi pas ?
- Tu voudrais passer les vacances de Noël dans un autre pays ? ... Pourquoi/pourquoi pas ?
- A part Noël, quelle fête est importante pour toi ? ... Pourquoi ?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

CARD 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 **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 ?
- Qu'est-ce que tu voudrais changer dans ta routine scolaire ? ... Pourquoi ?
- A ton avis, est-ce que les devoirs sont utiles ? ... Pourquoi/pourquoi pas ?

for more:

CARD P
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 candidate to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu voudrais changer dans ta routine scolaire ? ... Pourquoi ?
- A ton avis, est-ce que les devoirs sont utiles ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait en classe la semaine dernière ?
- Tu es pour ou contre l'uniforme scolaire ? ... Pourquoi ?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

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 **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 ?
- Est-ce que l'argent est un problème pour les étudiants ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait comme petit job cette année ? ... Pourquoi ?

for more:

CARD Q
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 candidate 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 l'argent est un problème pour les étudiants ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait comme petit job cette année ? ... Pourquoi ?
- L'année prochaine, tu voudrais travailler ou continuer tes études ? ... Pourquoi ?
- Quelle est ton opinion de faire un apprentissage ?

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?'

CARD R

CANDIDATE'S PHOTO CARD

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



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

- Qu'est-ce qu'il y a sur la photo ?
- Quelle profession t'intéressait quand tu étais petit(e) ? ... Pourquoi ?
- Quels sont les avantages ou les inconvénients de travailler dans une grande ville ?

for more:

CARD R
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: Jobs, career choices and ambitions

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

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

You begin the conversation by asking the candidate the first question, 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate 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 profession t'intéressait quand tu étais petit(e) ? ... Pourquoi ?
- Quels sont les avantages ou les inconvénients de travailler dans une grande ville ?
- Est-ce que tu voudrais travailler à l'étranger ? ... Pourquoi/pourquoi pas ?
- Travailler, c'est important pour toi ? ... 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?'

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

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

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	5	Theme 1	H (Theme 3)	Theme 2
		Theme 2	D (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
2	9	Theme 1	G (Theme 3)	Theme 2
		Theme 2	F (Theme 1)	Theme 3
		Theme 3	A (Theme 2)	Theme 1
3	4	Theme 1	B (Theme 2)	Theme 3
		Theme 2	H (Theme 3)	Theme 1
		Theme 3	D (Theme 1)	Theme 2
4	7	Theme 1	I (Theme 3)	Theme 2
		Theme 2	D (Theme 1)	Theme 3
		Theme 3	A (Theme 2)	Theme 1
5	3	Theme 1	H (Theme 3)	Theme 2
		Theme 2	F (Theme 1)	Theme 3
		Theme 3	B (Theme 2)	Theme 1
6	1	Theme 1	C (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	E (Theme 1)	Theme 2
7	2	Theme 1	G (Theme 3)	Theme 2
		Theme 2	F (Theme 1)	Theme 3
		Theme 3	B (Theme 2)	Theme 1
8	8	Theme 1	A (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	E (Theme 1)	Theme 2

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

for more:

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

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