



Rewarding Learning

**General Certificate of Secondary Education
2019**

French

Unit 2

Teacher's
Booklet

Speaking Examinations

[GFC21]

MONDAY 8 APRIL – FRIDAY 10 MAY

Unit 2 Speaking Examination

To be conducted by the teacher and recorded for marking. It is worth 25% of the marks for GCSE and is marked out of 60.

Refer to GCSE Specification Section 6.2

Controlled Assessment supervised preparation for Conversation Topic 1

Time allowed: 1 hour in normal class time under medium supervision.

The use of a dictionary is **not** permitted during the supervised preparation time.

Instructions – Controlled Assessment preparation session

Candidates have 1 hour to prepare in advance of the speaking examination, under supervised controlled conditions, using the Candidate Preparation Sheet:

- The centre will download the Context for Learning Conversation Topic 1 title from our GCSE Subject microsite in the September prior to the Summer series.
- The centre will provide the candidate with the Candidate Preparation Sheet [available on the Subject microsite].
- The centre will, during normal class teaching time and at a time appropriate to the centre, provide their candidates with a **one** hour block of time in which to research the set conversation topic and complete their Candidate Preparation Sheet.
- The teacher will provide candidates with the Conversation Topic 1 title.
- Candidates are permitted to work as individuals or in pairs or small groups.
- Candidates can have access to GCSE text books, study guides, classwork/homework books and the CCEA French Core Minimum Vocabulary [Specification Appendix 5].
No access to a dictionary.
- Teachers can give guidance but **must not** correct any written preparation the candidates have completed during the session.
- At the end of the 1 hour controlled preparation session, the candidate must sign to authenticate their work and then hand **only** their Candidate Preparation Sheet to the teacher.
- The teacher must sign and date to authenticate the Candidate Preparation Sheet, then securely and confidentially retain all Candidate Preparation Sheets until the day of the Speaking examination.
- The Candidate Preparation Sheet will be given back to the candidate during the Speaking examination but **only** at the start of the Conversation Topic 1 element.

Speaking Examination

The examination should be conducted in the following order:
two Role-plays, Conversation Topic 1 and Conversation Topic 2.

Time allowed:

10 minutes supervised preparation time for the two Role-plays.

The Speaking examination should last between 7–12 minutes [maximum time permitted].

The use of a dictionary is **not** permitted at any time during this test and this includes the 10 minutes supervised preparation time.

Instructions – Speaking examination

- The test will last a **maximum of 12 minutes**.
- The test will consist of:
 - (a) 2 Role-play cards [both taken from **one** of the two Contexts for Learning not covered in (b)];
 - (b) one pre-prepared conversation topic [Conversation Topic 1 title pre-released by CCEA and prepared by the candidate in advance]; and
 - (c) one teacher-led conversation topic [Conversation Topic 2 selected by the teacher from the Context for Learning not covered in (a) or (b) above].

Role-play 1

10 marks (up to 2 minutes)

Role-play 2

10 marks (up to 2 minutes)

- The candidate has 10 minutes to prepare for the two Role-plays.
- The candidate **must only** use the Candidate Role-play Response Sheet to make written notes. This sheet must be brought into the examination.
- The situations and responses provided are intended to assist teachers in the conduct of the Role-plays and to help standardise the responses made by the candidates, thus making for greater reliability in the marking of the Role-plays.
- Teachers should adhere strictly to the responses.
- Teachers must not help the candidate either by translating or by suggesting words to use, as no marks can then be awarded.
- At the end of the examination the candidate **must return** the Candidate Role-play Response Sheet to his/her teacher who **must retain** it securely and confidentially until the end of the Enquiry About Results process.

Conversation: Topic 1

20 marks (up to 4 minutes)

- The candidate engages in a conversation on the prepared topic (title set by CCEA).
- The candidate must use his/her Candidate Preparation Sheet.
- At the end of the examination the candidate **must return** the Candidate Preparation Sheet to his/her teacher who **must retain** it securely and confidentially until the end of the Enquiry About Results process.

Conversation: Topic 2

20 marks (up to 4 minutes)

- In response to questions from the teacher, the candidate engages in a conversation on a topic taken from the remaining Context for Learning. Candidates are **not** permitted to use any notes or materials.

Sessions:

Each set of cards for each Session contains two Role-plays from the same Context for Learning. Teachers must present the two sets of Role-play cards face-down so that the scenarios are unseen.

Teachers must alternate the sets of cards during each day **as below**.

	Pre-break	Pre-lunch	Post-lunch
Day 1	Session A cards	Session B cards	Session C cards
Day 2	Session D cards	Session E cards	Session F cards
Day 3	Session C cards	Session A cards	Session B cards
Day 4	Session F cards	Session D cards	Session E cards
etc.	etc.	etc.	etc.

GCSE: Modern Languages 20 _____

Speaking: Conversation [Topic 1]

Candidate Preparation Sheet

Subject: GCSE _____ [Modern Language]



Context for Learning:

Topic:

Outline:

You must provide an outline of your task in not more than 40 words.

You can only use:

- recognisable, single words and/or;
- short phrases and/or;
- sentences up to a maximum of 6 words per sentence.

No images, diagrams, graphics or pictures will be accepted.

Candidate authentication: I certify that this is my own work. Signature _____

Teacher authentication: I certify that this is solely the work of this candidate which was produced within the 1 hour preparation session under the conditions specified in the Specification.

Signature _____ Date _____

Centre details:

Name: _____

Number:

Candidate details:

Name: _____

Number:

This must be retained in the centre until after the end of the Enquiry About Results process.

CCEA, 29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG Tel: (028) 9026 1200 Fax: (028) 9026 1234

GCSE: Modern Languages 20 _____

Speaking: Role-plays

Candidate Role-play Response Sheet

Subject: GCSE _____ [Modern Language]

Please tick the context which you the candidate have chosen for

Role-plays: 1 ☐ 2 ☐ 3 ☐



Role-play 1 Notes for response:

1

2

3

4

5

Role-play 2 Notes for response:

1

2

3

4

5

Candidate authentication: I certify that this is my own work. Signature _____

Teacher authentication: I certify that this is solely the work of this candidate which was produced within the 10 minute preparation session under the conditions specified in the Specification.

Signature _____ Date _____

Centre details:

Name: _____

Number:

Candidate details:

Name: _____

Number:

This must be retained in the centre until after the end of the Enquiry About Results process.

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French

Speaking Examination 2019

Teacher's Booklet

Contents

3.1.2 Role-plays Context for Learning 2

3.1.3 Role-plays Context for Learning 3

CONTEXT FOR LEARNING 2: Local, National, International and Global Areas of Interest

SESSION A

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

The candidate begins the role-play.

Instructions to the candidate:

You are talking to your French friend about the benefits of a healthy lifestyle.

Your teacher will play the part of your French friend.

You will speak first.

You should address your French friend as “tu”.

Situation A: Social and global issues

- 1 **Candidate:** Say what exercise you usually do to keep fit.
Teacher: Moi, je préfère jouer au golf.
- 2 **Candidate:** Ask if there is a leisure centre in the area.
Teacher: Oui, c'est derrière l'hôtel de ville. Manges-tu sainement le matin?
- 3 **Candidate:** Say what you usually eat for breakfast.
Teacher: Et qu'est-ce que tu manges normalement pour le dîner?
- 4 **Candidate:** Say what you usually eat for dinner.
Teacher: Qu'est-ce que tu bois d'habitude?
- 5 **Candidate:** Say you drink water every day.
Teacher: Bonne idée.

SESSION A

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are talking to your French friend's parent about holidays.

Your teacher will play the part of the parent.

Your teacher will speak first.

You should address the parent as "vous".

Situation B: Travel and tourism

- 1 **Teacher:** Où es-tu allé(e) en vacances récemment?
Candidate: Say where you went on holidays recently.
- 2 **Teacher:** Comment as-tu voyagé?
Candidate: Say you travelled by plane and by bus.
- 3 **Teacher:** Qu'est-ce que tu as visité?
Candidate: Say what places you visited. Give **two** details.
- 4 **Teacher:** Où voudrais-tu aller l'année prochaine?
Candidate: Say you would like to go to Belgium next year.
- 5 **Teacher:** Où est-ce que tu préfères loger quand tu es en vacances?
Candidate: Say you prefer to stay in the town centre.

CONTEXT FOR LEARNING 2: Local, National, International and Global Areas of Interest

SESSION B

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are talking on the phone to your French friend about your local area.

Your teacher will play the part of your French friend.

Your teacher will speak first.

You should address your French friend as “tu”.

Situation C: My local area and the wider environment

- 1 **Teacher:** Où habites-tu?
Candidate: Say where you live.
- 2 **Teacher:** Aimes-tu y habiter?
Candidate: Say why you like living there.
- 3 **Teacher:** Est-ce qu'il y a des inconvénients?
Candidate: Say there is no swimming pool.
- 4 **Teacher:** C'est dommage.
Candidate: Ask your friend what he/she likes to do during the holidays.
- 5 **Teacher:** J'aime visiter des monuments. Qu'est-ce qu'il y a pour les touristes dans ta région?
Candidate: Say you like to visit the castle.

CONTEXT FOR LEARNING 2: Local, National, International and Global Areas of Interest

SESSION B

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are in France being interviewed for a survey about the environment.

Your teacher will play the part of the interviewer.

Your teacher will speak first.

You should address the interviewer as “vous”.

Situation D: Social and global issues

- 1 **Teacher:** Est-ce qu'il y a beaucoup de problèmes pour l'environnement dans ta région?
Candidate: Say there is a lot of pollution in your town.
- 2 **Teacher:** Qu'est-ce que tu fais d'habitude pour réduire la pollution?
Candidate: Say you go to school on foot.
- 3 **Teacher:** Pourquoi?
Candidate: Say there are too many cars.
- 4 **Teacher:** Est-ce que tu as fait quelque chose d'autre pour protéger l'environnement?
Candidate: Say what else you have done recently to help the environment.
- 5 **Teacher:** Qu'est-ce que tu vas faire à l'avenir pour améliorer l'environnement?
Candidate: Say what else you will do in the future to help the environment.

CONTEXT FOR LEARNING 2: Local, National, International and Global Areas of Interest

SESSION C

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are talking to your French exchange partner about holidays.

Your teacher will play the part of your French exchange partner.

Your teacher will speak first.

You should address your French exchange partner as “tu”.

Situation E: Travel and tourism

- 1 **Teacher:** Quel type de vacances préfères-tu?
Candidate: Say you prefer holidays at the seaside.
- 2 **Teacher:** Pourquoi?
Candidate: Say why you prefer this type of holiday.
- 3 **Teacher:** Qu'est-ce que tu as acheté en vacances l'année dernière?
Candidate: Say what you bought on holiday last year.
- 4 **Teacher:** Pourquoi aimes-tu aller à l'étranger?
Candidate: Say why you like to travel abroad.
- 5 **Teacher:** Par quel moyen de transport préfères-tu voyager?
Candidate: Say you prefer travelling by boat.

SESSION C

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are talking to your French friend's parent about your local area.

Your teacher will play the part of the parent.

Your teacher will speak first.

You should address the parent as "vous".

Situation F: My local area and the wider environment

- 1 **Teacher:** Qu'est-ce qu'il y a pour les jeunes dans ta région?
Candidate: Say what facilities there are for young people in your area. Give **two** details.
- 2 **Teacher:** Qu'est-ce que tu préfères faire avec tes amis quand tu as du temps libre?
Candidate: Say what leisure activity you and your friends do.
- 3 **Teacher:** As-tu envie de changer quelque chose?
Candidate: Say what you would like to have in your area.
- 4 **Teacher:** C'est une bonne idée.
Candidate: Ask if there is a cinema nearby.
- 5 **Teacher:** C'est au centre-ville. Que feras-tu demain?
Candidate: Say you will go to the shopping centre tomorrow.

SESSION D

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are talking to your French exchange partner about shopping while you are on holidays.

Your teacher will play the part of your French exchange partner.

Your teacher will speak first.

You should address your French exchange partner as “tu”.

Situation G: Travel and tourism

- 1 **Teacher:** Est-ce que tu aimes faire du shopping en vacances?
Candidate: Say you like shopping.
- 2 **Teacher:** Quel type de magasin préfères-tu?
Candidate: Say what your favourite type of shop is.
- 3 **Teacher:** Quand est-ce que tu fais du shopping?
Candidate: Say when you go shopping.
- 4 **Teacher:** Est-ce qu'il y a beaucoup de magasins dans ta ville?
Candidate: Say there is a supermarket and a butcher's shop.
- 5 **Teacher:** Qu'est-ce que tu veux acheter pour ton ami(e)?
Candidate: Say what you want to buy for your friend.

SESSION D

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are unwell while on holiday in France and you go to see the doctor.

Your teacher will play the part of the doctor.

Your teacher will speak first.

You should address the doctor as “vous”.

Situation H: Social and global issues

- 1 **Teacher:** Qu'est-ce qui ne va pas?
Candidate: Say what is sore.
- 2 **Teacher:** Quand est-ce que ça a commencé?
Candidate: Say when you began to feel unwell.
- 3 **Teacher:** Tu dois rester au lit demain.
Candidate: Ask if you can go swimming.
- 4 **Teacher:** Désolé(e). Il ne faut pas sortir demain. As-tu déjà pris des médicaments?
Candidate: Say you have taken aspirin.
- 5 **Teacher:** Quand est-ce que tu vas quitter la France?
Candidate: Say you will return home on Thursday.

CONTEXT FOR LEARNING 2: Local, National, International and Global Areas of Interest

SESSION E

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are talking to your French friend about living in a town or in the countryside.

Your teacher will play the part of your French friend.

Your teacher will speak first.

You should address your French friend as “tu”.

Situation I: My local area and the wider environment

- 1 **Teacher:** Est-ce que tu préfères habiter en ville ou à la campagne?
Candidate: Say you prefer living in a town.
- 2 **Teacher:** Pourquoi?
Candidate: Say you live near your friends.
- 3 **Teacher:** Qu'est-ce que tu aimes faire en ville le soir?
Candidate: Say you like going to the cinema.
- 4 **Teacher:** Il y a beaucoup d'avantages d'habiter à la campagne. Qu'est-ce que tu en penses?
Candidate: Give one advantage of living in the countryside.
- 5 **Teacher:** Est-ce qu'il y a aussi des inconvénients?
Candidate: Give one disadvantage of living in the countryside.

CONTEXT FOR LEARNING 2: Local, National, International and Global Areas of Interest

SESSION E

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

The candidate begins the role-play.

Instructions to the candidate:

You are in a tourist information office in Strasbourg while on holiday with your family.

Your teacher will play the part of the tourist information officer.

You will speak first.

You should address the tourist information officer as “vous”.

Situation J: Travel and tourism

- 1 **Candidate:** Ask where the train station is.
Teacher: C'est assez loin, à deux kilomètres d'ici. Quand est-ce que vous voulez voyager?
- 2 **Candidate:** Say when you want to travel.
Teacher: Où est-ce que vous voulez aller?
- 3 **Candidate:** Say you want to go to Germany.
Teacher: Avez-vous déjà visité notre ville?
- 4 **Candidate:** Say what you have visited in the city.
Teacher: Quand est-ce que vous allez rentrer chez vous?
- 5 **Candidate:** Say you will return home next week.
Teacher: Alors vous avez beaucoup de temps pour visiter la région.

SESSION F

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are talking to your French exchange partner about your voluntary work in a charity shop.

Your teacher will play the part of your French exchange partner.

Your teacher will speak first.

You should address your French exchange partner as “tu”.

Situation K: Community involvement

- 1 **Teacher:** Quand est-ce que tu travailles?
Candidate: Say you work on Saturdays.
- 2 **Teacher:** Qu'est-ce que tu dois faire?
Candidate: Say you help the customers.
- 3 **Teacher:** Pourquoi aimes-tu faire du bénévolat?
Candidate: Say why you like your work.
- 4 **Teacher:** Et qu'est-ce que tu n'aimes pas?
Candidate: Say what you do not like about your work.
- 5 **Teacher:** A quelle heure est-ce que tu finis?
Candidate: Say you finish at five o'clock.

SESSION F

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You phone a hotel in France to book a room for your holidays.

Your teacher will play the part of the receptionist.

Your teacher will speak first.

You should address the receptionist as “vous”.

Situation L: Travel and tourism

- 1 **Teacher:** Allô. Ici l'Hôtel George Sand. Est-ce que je peux vous aider?
Candidate: Say you want a room for two nights.
- 2 **Teacher:** Quel type de chambre voudriez-vous?
Candidate: Say what type of room you want
- 3 **Teacher:** Il n'y a pas de problème.
Candidate: Ask if there is a shower.
- 4 **Teacher:** Oui, il y a une douche. Vous connaissez la région?
Candidate: Say you have not visited the region.
- 5 **Teacher:** Quand est-ce que vous arriverez?
Candidate: Say when you will arrive at the hotel.

CONTEXT FOR LEARNING 3: School Life, Studies and the World of Work

SESSION A

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are talking to a French teacher during an exchange visit to France.

Your teacher will play the part of the French teacher.

Your teacher will speak first.

You should address the French teacher as “vous”.

Situation M: My studies and school life

- 1 **Teacher:** Combien de matières fais-tu?
Candidate: Say how many school subjects you study.
- 2 **Teacher:** Quelle matière préfères-tu?
Candidate: Say which school subject you like best.
- 3 **Teacher:** Pourquoi?
Candidate: Say why you like this subject.
- 4 **Teacher:** Et que fais-tu pendant la récréation?
Candidate: Say you talk to friends at break.
- 5 **Teacher:** Et la pause-déjeuner commence à quelle heure?
Candidate: Say lunch starts at five past one.

CONTEXT FOR LEARNING 3: School Life, Studies and the World of Work

SESSION A

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are talking to your French exchange partner about a recent school trip.

Your teacher will play the part of your French exchange partner.

Your teacher will speak first.

You should address your French exchange partner as “tu”.

Situation N: Extra-curricular activities

- 1 **Teacher:** As-tu fait un voyage scolaire récemment?
Candidate: Say you went to France with your school last year.
- 2 **Teacher:** Qu'est-ce que tu as fait là-bas?
Candidate: Say what you did on this trip. Give **two** details.
- 3 **Teacher:** Tu as eu de la chance.
Candidate: Ask your exchange partner if he/she likes to go on school trips.
- 4 **Teacher:** Oui, j'aime les voyages scolaires. Y a-t-il d'autres voyages scolaires l'année prochaine?
Candidate: Say you would like to go to Switzerland in December.
- 5 **Teacher:** Qu'est-ce que tu veux visiter pendant ton séjour?
Candidate: Say you want to visit the market.

CONTEXT FOR LEARNING 3: School Life, Studies and the World of Work

SESSION B

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are talking to your French friend about your part-time job.

Your teacher will play the part of your French friend.

Your teacher will speak first.

You should address your French friend as “tu”.

Situation O: Part-time jobs and money management

- 1 **Teacher:** Est-ce que tu as un petit boulot?
Candidate: Say what you do as a part-time job.
- 2 **Teacher:** Tu commences à quelle heure?
Candidate: Say what time you start work.
- 3 **Teacher:** Est-ce qu'il y a des inconvénients?
Candidate: Say you do not have a lot of free time.
- 4 **Teacher:** Pourquoi aimes-tu ton petit boulot?
Candidate: Say you like earning money.
- 5 **Teacher:** Qu'est-ce que tu as acheté le week-end dernier?
Candidate: Say what you bought recently.

CONTEXT FOR LEARNING 3: School Life, Studies and the World of Work

SESSION B

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are talking to your French friend's parent about your school uniform.

Your teacher will play the part of the parent.

Your teacher will speak first.

You should address the parent as "vous".

Situation P: My studies and school life

- 1 **Teacher:** Comment est ton uniforme?
Candidate: Describe your school uniform. Give **two** details.
- 2 **Teacher:** Qu'est-ce que tu en penses?
Candidate: Say your uniform is not expensive.
- 3 **Teacher:** Si tu avais le choix, qu'est-ce que tu voudrais mettre?
Candidate: Say what you would like to wear to school.
- 4 **Teacher:** Oui, c'est normal.
Candidate: Ask if uniform is compulsory in France.
- 5 **Teacher:** Normalement les élèves portent un jean.
Candidate: Give one disadvantage of your uniform.

CONTEXT FOR LEARNING 3: School Life, Studies and the World of Work

SESSION C

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are talking to your French friend about extra-curricular activities.

Your teacher will play the part of your French friend.

Your teacher will speak first.

You should address your French friend as “tu”.

Situation Q: Extra-curricular activities

- 1 **Teacher:** Qu'est-ce que tu fais après les cours d'habitude?
Candidate: Say what extra-curricular activity you do.
- 2 **Teacher:** Tu y participes combien de fois par semaine?
Candidate: Say how often you do this activity.
- 3 **Teacher:** Alors tu as de la chance.
Candidate: Ask your friend what sport he/she plays.
- 4 **Teacher:** Je joue au handball. Comment est le professeur qui est responsable de ton activité?
Candidate: Say the teacher is young and funny.
- 5 **Teacher:** Pourquoi est-ce que tu aimes cette activité?
Candidate: Say why you like your extra-curricular activity.

CONTEXT FOR LEARNING 3: School Life, Studies and the World of Work

SESSION C

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are in France talking to a careers officer about your future plans.

Your teacher will play the part of the careers officer.

Your teacher will speak first.

You should address the careers officer as “vous”.

Situation R: Future plans and careers

- 1 **Teacher:** Quel métier aimerais-tu faire plus tard dans la vie?
Candidate: Say what job you would like to have in the future.
- 2 **Teacher:** Pourquoi as-tu choisi ce métier?
Candidate: Say why you have chosen this job. Give **two** details.
- 3 **Teacher:** Et est-ce que tu voudrais continuer tes études après le lycée?
Candidate: Say you want to go to university in Scotland.
- 4 **Teacher:** Quelles matières vas-tu étudier l'année prochaine?
Candidate: Say you are going to study languages.
- 5 **Teacher:** Pourquoi as-tu envie de travailler à l'étranger à l'avenir?
Candidate: Say why you want to work abroad in the future.

CONTEXT FOR LEARNING 3: School Life, Studies and the World of Work

SESSION D

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are talking to your French friend about school rules.

Your teacher will play the part of your French friend.

Your teacher will speak first.

You should address your French friend as “tu”.

Situation S: My studies and school life

- 1 **Teacher:** A quelle heure est-ce que tu arrives au lycée?
Candidate: Say you arrive at school at half past eight.
- 2 **Teacher:** Les cours commencent à quelle heure?
Candidate: Say when lessons start.
- 3 **Teacher:** Comment est le règlement?
Candidate: Say you cannot eat in class.
- 4 **Teacher:** C'est normal.
Candidate: Ask your friend if he/she wears a uniform.
- 5 **Teacher:** Non. Est-ce qu'il y a d'autres règles que tu n'aimes pas?
Candidate: Give one other school rule you dislike.

CONTEXT FOR LEARNING 3: School Life, Studies and the World of Work

SESSION D

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are talking to your French exchange partner's parent about school trips to an open farm.

Your teacher will play the part of the parent.

Your teacher will speak first.

You should address the parent as "vous".

Situation T: Extra-curricular activities

- 1 **Teacher:** Quand est-ce que tu vas à la ferme?
Candidate: Say you go to the farm each year.
- 2 **Teacher:** C'est où exactement?
Candidate: Say where the farm is located.
- 3 **Teacher:** Quel est ton animal préféré?
Candidate: Say which animal you prefer.
- 4 **Teacher:** Comment as-tu voyagé à la ferme cette année?
Candidate: Say how you travelled to the farm this year.
- 5 **Teacher:** Qu'est que tu vas faire l'année prochaine?
Candidate: Say you will go to a museum next year.

CONTEXT FOR LEARNING 3: School Life, Studies and the World of Work

SESSION E

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are talking to your French friend about your plans for your future career.

Your teacher will play the part of your French friend.

Your teacher will speak first.

You should address your French friend as “tu”.

Situation U: Future plans and careers

- 1 **Teacher:** Qu'est-ce que tu veux faire comme métier à l'avenir?
Candidate: Say you want to be a teacher.
- 2 **Teacher:** Quelle matière voudrais-tu enseigner?
Candidate: Say which subject you want to teach.
- 3 **Teacher:** Pourquoi est-ce que tu as envie d'être professeur?
Candidate: Say you like working with children.
- 4 **Teacher:** Moi, j'aimerais être professeur d'histoire-géo.
Candidate: Ask your friend if he/she likes English.
- 5 **Teacher:** Non, c'est compliqué. A ton avis, y a-t-il des inconvénients d'être professeur?
Candidate: Give one disadvantage of being a teacher.

CONTEXT FOR LEARNING 3: School Life, Studies and the World of Work

SESSION E

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are talking to your French exchange partner's parent about your part-time job as a babysitter.

Your teacher will play the part of the parent.

Your teacher will speak first.

You should address the parent as "vous".

Situation V: Part-time jobs and money management

- 1 **Teacher:** Où se trouve la maison où tu fais du babysitting?
Candidate: Say where the house is located.
- 2 **Teacher:** Pourquoi aimes-tu les enfants?
Candidate: Say the children are happy and talkative.
- 3 **Teacher:** Qu'est-ce que tu fais quand ils dorment?
Candidate: Say you watch documentaries on television.
- 4 **Teacher:** Combien d'argent as-tu gagné la semaine dernière?
Candidate: Say how much money you earned last week.
- 5 **Teacher:** Qu'est-ce que tu vas faire avec ton argent?
Candidate: Say what you will do with the money.

CONTEXT FOR LEARNING 3: School Life, Studies and the World of Work

SESSION F

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are talking to your French exchange partner about pocket money and money management.

Your teacher will play the part of your French exchange partner.

Your teacher will speak first.

You should address your French exchange partner as “tu”.

Situation W: Part-time jobs and money management

- 1 **Teacher:** Que fais-tu à la maison pour gagner de l'argent?
Candidate: Say what you do to help at home.
- 2 **Teacher:** Combien d'argent de poche est-ce que tu reçois par semaine?
Candidate: Say you get five pounds per week.
- 3 **Teacher:** Qu'est-ce que tu achètes avec ton argent?
Candidate: Say what you buy with your pocket money.
- 4 **Teacher:** Moi, je voudrais un petit boulot mais je n'ai pas le temps.
Candidate: Ask if your exchange partner has a lot of homework.
- 5 **Teacher:** Oui, j'en ai beaucoup. Pourquoi fais-tu des économies?
Candidate: Say you want to buy a bicycle.

CONTEXT FOR LEARNING 3: School Life, Studies and the World of Work

SESSION F

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are taking part in a school exchange to France and you are talking to a French teacher about your future plans.

Your teacher will play the part of the French teacher.

Your teacher will speak first.

You should address the French teacher as “vous”.

Situation X: Future plans and careers

- 1 **Teacher:** Combien de matières vas-tu étudier l'année prochaine?
Candidate: Say you want to do three subjects.
- 2 **Teacher:** Est-ce qu'il y a des inconvénients?
Candidate: Give one disadvantage of studying for A levels.
- 3 **Teacher:** As-tu envie d'habiter un pays francophone?
Candidate: Say you want to live in Canada.
- 4 **Teacher:** Moi, je voudrais habiter à Rome.
Candidate: Say you have not studied Italian.
- 5 **Teacher:** Qu'est-ce que tu voudrais étudier à l'université?
Candidate: Say what subject you would like to study at university.

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