



Rewarding Learning

**General Certificate of Secondary Education
2022**

French

Unit 2

Teacher's
Booklet

Speaking Examinations

[GFC21]

MONDAY 4 APRIL – FRIDAY 6 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 website in the September prior to the Summer series.
- The centre will provide the candidate with the Candidate Preparation Sheet [available on the Subject website].
- The centre will, during normal class teaching time and at a time appropriate to the centre, provide 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 his/her work and then hand **only** the 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 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 2022

Teacher's Booklet

Contents

3.1.1 Role-plays Context for Learning 1

3.1.3 Role-plays Context for Learning 3

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

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 teenager in a café in Strasbourg while on holiday in France.

Your teacher will play the part of the French teenager.

Your teacher will speak first.

Situation A: Myself, my family, relationships and choices

- 1 **Teacher:** Où habites-tu ?
Candidate: Say where you live.
- 2 **Teacher:** Et tu es de quelle nationalité ?
Candidate: Say what your nationality is.
- 3 **Teacher:** Est-ce que tu as des frères ou des sœurs ?
Candidate: Say how many brothers and sisters you have.
- 4 **Teacher:** Moi, j'ai un frère cadet.
Candidate: Ask the French teenager if he/she has a pet.
- 5 **Teacher:** Oui, j'ai une chienne qui s'appelle Marianne. Que fais-tu le week-end ?
Candidate: Say what you do at the weekend.

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

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 friend about Christmas.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation B: Culture, customs, festivals and celebrations

- 1 **Teacher:** Quelles décorations y a-t-il chez toi à Noël ?
Candidate: Say how you decorate your home at Christmas.
- 2 **Teacher:** Pourquoi est-ce que tu aimes Noël ?
Candidate: Say why you like Christmas.
- 3 **Teacher:** Qu'est-ce que tu fais le jour de Noël ?
Candidate: Say what you do on Christmas Day. Give **two** details.
- 4 **Teacher:** Qu'est-ce que tu as reçu comme cadeau l'année dernière ?
Candidate: Say what present you received last year.
- 5 **Teacher:** Qu'est-ce que tu feras l'année prochaine pour fêter Noël ?
Candidate: Say what you will do next year to celebrate Christmas.

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

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 eating in a restaurant in Paris while on holiday in France with your family.

Your teacher will play the part of the restaurant owner.

Your teacher will speak first.

Situation C: Free time, leisure and daily routine

- 1 **Teacher:** Bonjour. Je vous écoute.
Candidate: Say what main course you want.
- 2 **Teacher:** Et pour boire ?
Candidate: Say what you want to drink.
- 3 **Teacher:** D'accord. Pas de problème.
Candidate: Ask where the toilets are.
- 4 **Teacher:** Au sous-sol. Comment trouvez-vous vos vacances ?
Candidate: Say what your opinion of your holiday is.
- 5 **Teacher:** Voulez-vous un dessert ?
Candidate: Say why you do not want a dessert.

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

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 exchange partner about how you celebrate New Year's Eve.

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

Your teacher will speak first.

Situation D: Culture, customs, celebrations and festivals

- 1 **Teacher:** Où est la fête pour célébrer la Saint-Sylvestre ?
Candidate: Say where the New Year's Eve party is.
- 2 **Teacher:** Et la fête commence à quelle heure ?
Candidate: Say what time the party starts.
- 3 **Teacher:** Qu'est-ce que tu fais à la fête ?
Candidate: Say what you do at the party. Give **two** details.
- 4 **Teacher:** Quel vêtement as-tu acheté pour la fête ?
Candidate: Say what you have bought to wear at the party.
- 5 **Teacher:** Qu'est-ce que tu feras l'année prochaine ?
Candidate: Say what you will do in the New Year.

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

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 a French friend about new technology and social media during an exchange visit to France.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation E: Social media and new technology

- 1 **Teacher:** Quelle est ton application préférée ?
Candidate: Say what your favourite app is.
- 2 **Teacher:** Combien de temps est-ce que tu passes en ligne chaque jour ?
Candidate: Say how long you spend online each day.
- 3 **Teacher:** Combien d'amis as-tu sur les réseaux sociaux ?
Candidate: Say how many friends you have on social media.
- 4 **Teacher:** C'est bien.
Candidate: Ask your friend if he/she has a mobile phone.
- 5 **Teacher:** Oui, j'ai un nouveau smartphone. Qu'est-ce que tu fais avec ton téléphone portable ?
Candidate: Say one other thing you do with your mobile phone.

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

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 the cinema.

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

Your teacher will speak first.

Situation F: Free time, leisure and daily routine

- 1 **Teacher:** Est-ce que tu vas souvent au cinéma ?
Candidate: Say how often you go to the cinema.
- 2 **Teacher:** Quel genre de film préfères-tu ?
Candidate: Say what type of film you prefer.
- 3 **Teacher:** Pourquoi ?
Candidate: Say why you prefer this type of film. Give **two** details.
- 4 **Teacher:** Comment était le dernier film que tu as vu ?
Candidate: Say what the last film you saw was like.
- 5 **Teacher:** Quand est-ce que tu iras au cinéma ?
Candidate: Say when you will next go to the cinema.

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

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 your birthday party.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation G: Culture, customs, festivals and celebrations

- 1 **Teacher:** Quelle est la date de ton anniversaire ?
Candidate: Say when your birthday is.
- 2 **Teacher:** Où est la fête ?
Candidate: Say where the party is.
- 3 **Teacher:** Et qu'est-ce qu'on mange d'habitude à ta fête d'anniversaire ?
Candidate: Say what you eat at your birthday party.
- 4 **Teacher:** Quel genre de musique préfères-tu ?
Candidate: Say what type of music you like.
- 5 **Teacher:** Qu'est-ce que tu n'aimes pas comme cadeau ?
Candidate: Say what type of present you do not like.

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

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 on the phone to your new French exchange partner about your family.

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

Your teacher will speak first.

Situation H: Myself, my family, relationships and choices

- 1 **Teacher:** Combien êtes-vous dans ta famille ?
Candidate: Say how many people are in your family.
- 2 **Teacher:** Ça, c'est bien.
Candidate: Ask your exchange partner if he/she likes animals.
- 3 **Teacher:** Ah, oui ! Comment es-tu physiquement ?
Candidate: Say what you look like. Give **two** details.
- 4 **Teacher:** Qu'est-ce que tu as fait récemment avec ta famille ?
Candidate: Say what you did recently with your family.
- 5 **Teacher:** Où est-ce que tu vas aller dimanche prochain avec ta famille ?
Candidate: Say where you will go next Sunday with your family.

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

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 a new French friend at a campsite during a holiday in France.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation I: Free time, leisure and daily routine

- 1 **Teacher:** Qu'est-ce que tu manges le soir?
Candidate: Say what you eat for your evening meal.
- 2 **Teacher:** Et qu'est-ce que tu bois?
Candidate: Say what you drink.
- 3 **Teacher:** À quelle heure est-ce que tu dînes?
Candidate: Say when you have your evening meal.
- 4 **Teacher:** Et moi, je dîne vers huit heures du soir.
Candidate: Ask your friend if he/she likes to eat dessert.
- 5 **Teacher:** Oui, j'adore la tarte aux pommes. Quel est ton parfum de glace préféré?
Candidate: Say what flavour of ice cream you prefer.

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

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 about yourself on the phone to your new French exchange partner.

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

Your teacher will speak first.

Situation J: Myself, my family, relationships and choices

- 1 **Teacher:** Quelle sorte de personne es-tu ?
Candidate: Say what sort of person you are.
- 2 **Teacher:** Comment es-tu physiquement ?
Candidate: Say what you look like. Give **two** details.
- 3 **Teacher:** Comment est ta famille ?
Candidate: Say what your family is like.
- 4 **Teacher:** Est-ce que tu aimes les animaux ?
Candidate: Say which pets you would like to have in the future.
- 5 **Teacher:** Où es-tu né(e) ?
Candidate: Say where you were born.

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

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 about your daily routine to a French pupil during an exchange visit to France.

Your teacher will play the part of the French pupil.

Your teacher will speak first.

Situation K: Free time, leisure and daily routine

- 1 **Teacher:** Qu'est-ce que tu manges pour le déjeuner?
Candidate: Say what you eat for lunch.
- 2 **Teacher:** À quelle heure est-ce que tu prends le déjeuner?
Candidate: Say when you have lunch.
- 3 **Teacher:** Qu'est-ce que tu penses des repas à la cantine?
Candidate: Say what you think of school dinners.
- 4 **Teacher:** Chez nous, le restaurant scolaire est super.
Candidate: Ask the French pupil what he/she drinks.
- 5 **Teacher:** Je bois toujours de l'eau. Qu'est-ce que tu fais après avoir mangé?
Candidate: Say what you do after eating lunch.

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

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 social media and new technology.

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

Your teacher will speak first.

Situation L: Social media and new technology

- 1 **Teacher:** Qu'est-ce que tu fais avec ton téléphone portable ?
Candidate: Say what you do with your mobile phone. Give **two** details.
- 2 **Teacher:** Pourquoi est-ce que tu voudrais changer de téléphone portable ?
Candidate: Say why you would like to change your mobile phone.
- 3 **Teacher:** Quand est-ce que tu as commencé à utiliser les réseaux sociaux ?
Candidate: Say when you started using social media.
- 4 **Teacher:** Combien est-ce que tu paies par mois ?
Candidate: Say how much your phone costs per month.
- 5 **Teacher:** Quels sont les inconvénients des smartphones ?
Candidate: Say one disadvantage of having a smartphone.

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 your studies and school life.

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

Your teacher will speak first.

Situation M: My studies and school life

- 1 **Teacher:** Quelle est ta matière préférée ?
Candidate: Say which school subject is your favourite.
- 2 **Teacher:** Pourquoi aimes-tu cette matière ?
Candidate: Say why you like this subject.
- 3 **Teacher:** Combien de matières fais-tu ?
Candidate: Say how many subjects you study.
- 4 **Teacher:** C'est beaucoup !
Candidate: Ask your exchange partner when lessons finish at his/her school.
- 5 **Teacher:** À dix-sept heures. Quel sport fais-tu à l'école ?
Candidate: Say what sport you do at school.

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 friend about a school trip to France.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation N: Extra-curricular activities

- 1 **Teacher:** Où vas-tu en France ?
Candidate: Say where you are going in France.
- 2 **Teacher:** Par quel moyen de transport est-ce que tu y vas ?
Candidate: Say how you are travelling to France.
- 3 **Teacher:** Quels sont les avantages des voyages scolaires à l'étranger ?
Candidate: Say one advantage of school trips abroad.
- 4 **Teacher:** Quels endroits as-tu déjà visités en voyage scolaire ?
Candidate: Say where else you have visited previously on school trips. Give **two** details.
- 5 **Teacher:** Où iras-tu en voyage scolaire l'année prochaine ?
Candidate: Say where else you will go on a school trip next year.

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 extra-curricular activities.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation O: Extra-curricular activities

- 1 **Teacher:** Est-ce que tu participes aux activités extrascolaires ?
Candidate: Say what extra-curricular activity you do.
- 2 **Teacher:** Quand est-ce que tu fais cette activité ?
Candidate: Say when you do this activity.
- 3 **Teacher:** Pourquoi fais-tu cette activité ?
Candidate: Say why you do this activity.
- 4 **Teacher:** Moi, j'adore jouer aux échecs.
Candidate: Ask your friend if he/she plays a musical instrument.
- 5 **Teacher:** Oui, je joue du hautbois. Y a-t-il un sport que tu n'aimes pas ?
Candidate: Say what sport you do not like.

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 exchange partner about your future plans.

Your teacher will play the part of your exchange partner.

Your teacher will speak first.

Situation P: Future plans and careers

- 1 **Teacher:** Quelles matières est-ce tu préfères cette année ?
Candidate: Say which subjects you prefer this year.
- 2 **Teacher:** Pourquoi est-il important d'étudier les langues ?
Candidate: Say why it is important to study languages. Give **two** details.
- 3 **Teacher:** Qu'est-ce que tu veux faire comme métier ?
Candidate: Say what job you want to do.
- 4 **Teacher:** Pourquoi as-tu choisi ce métier ?
Candidate: Say why you have chosen this job.
- 5 **Teacher:** Où est-ce que tu habiteras à l'avenir ?
Candidate: Say where you will live in the future.

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 school.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation Q: My studies and school life

- 1 **Teacher:** Où se trouve ton lycée ?
Candidate: Say where your school is.
- 2 **Teacher:** Combien d'élèves y a-t-il ?
Candidate: Say how many pupils there are.
- 3 **Teacher:** Comment sont les professeurs ?
Candidate: Say what the teachers are like.
- 4 **Teacher:** Chez nous, les professeurs sont assez sévères.
Candidate: Ask your friend which day he/she prefers.
- 5 **Teacher:** J'adore le vendredi. Quelle matière est-ce que tu n'aimes pas ?
Candidate: Say which subject you do not like.

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 exchange partner about your part-time job as a babysitter.

Your teacher will play the part of your exchange partner.

Your teacher will speak first.

Situation R: Part-time jobs and money management

- 1 **Teacher:** Est-ce que leur maison est loin de chez toi ?
Candidate: Say how far away the house is.
- 2 **Teacher:** Comment sont les enfants ?
Candidate: Say what the children are like. Give **two** details.
- 3 **Teacher:** Qu'est-ce que tu regardes à la télé quand tu fais du baby-sitting ?
Candidate: Say what type of programme you watch on television when you are babysitting.
- 4 **Teacher:** Combien d'argent as-tu gagné le week-end dernier ?
Candidate: Say how much money you earned last weekend.
- 5 **Teacher:** Qu'est-ce que tu feras avec l'argent que tu gagnes ?
Candidate: Say what you will do with the money you earn.

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 your part-time job in a shop.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation S: Part-time jobs and money management

- 1 **Teacher:** Dans quel magasin est-ce que tu travailles ?
Candidate: Say which type of shop you work in.
- 2 **Teacher:** Où est le magasin ?
Candidate: Say where the shop is.
- 3 **Teacher:** Est-ce que tu aimes ton petit boulot ?
Candidate: Say why you like your part-time job.
- 4 **Teacher:** Alors, tu as de la chance.
Candidate: Ask your friend if he/she gets pocket money.
- 5 **Teacher:** Mes parents me donnent dix euros par semaine. Qu'est-ce que tu achètes avec ton argent ?
Candidate: Say what you buy with your money.

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 about your school uniform.

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

Your teacher will speak first.

Situation T: My studies and school life

- 1 **Teacher:** Comment est ton uniforme scolaire ?
Candidate: Say what your uniform is like. Give **two** details.
- 2 **Teacher:** Est-ce que tu aimes ton uniforme ?
Candidate: Say why you like your uniform.
- 3 **Teacher:** Y a-t-il des inconvénients ?
Candidate: Say one disadvantage of school uniform.
- 4 **Teacher:** Et tu préférerais porter un uniforme de quelle couleur ?
Candidate: Say what colour of uniform you would prefer to wear.
- 5 **Teacher:** Qu'est-ce que tu as acheté comme uniforme l'année dernière ?
Candidate: Say what item of school uniform you bought last 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 school.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation U: My studies and school life

- 1 **Teacher:** Par quel moyen de transport vas-tu au lycée ?
Candidate: Say how you travel to school.
- 2 **Teacher:** Et les cours commencent à quelle heure ?
Candidate: Say when lessons start.
- 3 **Teacher:** Qu'est-ce que tu dois mettre pour aller au lycée ?
Candidate: Say what you wear to school.
- 4 **Teacher:** Chez nous, il n'y a pas d'uniforme.
Candidate: Ask your French friend what his/her favourite subject is.
- 5 **Teacher:** J'adore la chimie. Y a-t-il des règles que tu n'aimes pas ?
Candidate: Say one school rule you do not like.

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 about your plans for the future.

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

Your teacher will speak first.

Situation V: Future plans and careers

- 1 **Teacher:** Combien de matières veux-tu étudier pour les examens de A level ?
Candidate: Say how many subjects you want to study for A levels.
- 2 **Teacher:** Y a-t-il des inconvénients d'étudier pour les examens de A level ?
Candidate: Say what the disadvantages of A level study are. Give **two** details.
- 3 **Teacher:** Et dans quel pays en Europe est-ce que tu veux travailler ?
Candidate: Say which European country you want to work in.
- 4 **Teacher:** Qu'est-ce que tu as fait comme petit boulot ?
Candidate: Say what you have done as a part-time job.
- 5 **Teacher:** Qu'est-ce que tu voudrais faire après les A levels ?
Candidate: Say what you would like to do after A levels.

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.

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

Your teacher will speak first.

Situation W: Part-time jobs and money management

- 1 **Teacher:** Qu'est-ce que tu fais pour aider à la maison ?
Candidate: Say what you do to help at home.
- 2 **Teacher:** Combien d'argent de poche est-ce que tu reçois ?
Candidate: Say how much pocket money you get.
- 3 **Teacher:** Qu'est-ce que tu achètes avec ton argent de poche ?
Candidate: Say what you buy with your money.
- 4 **Teacher:** Moi, j'achète des vêtements.
Candidate: Ask your exchange partner if he/she likes to go shopping.
- 5 **Teacher:** Non, j'ai horreur de ça ! Pourquoi est-ce que tu n'as pas de petit boulot ?
Candidate: Say why you do not have a part-time job.

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 friend about a school trip to a museum.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation X: Extra-curricular activities

- 1 **Teacher:** Où est le musée ?
Candidate: Say where the museum is.
- 2 **Teacher:** Par quel moyen de transport est-ce que tu y vas ?
Candidate: Say how you are travelling to the museum.
- 3 **Teacher:** Pourquoi veux-tu y aller ?
Candidate: Say why you want to go there. Give **two** details.
- 4 **Teacher:** Qu'est-ce que tu prendras pour le déjeuner ?
Candidate: Say what you will have for lunch.
- 5 **Teacher:** Où es-tu allé(e) en voyage scolaire l'année dernière ?
Candidate: Say where else you went on a school trip last year.

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