



Rewarding Learning

General Certificate of Secondary Education
2023

French

Unit 2

Teacher's
Booklet

Speaking Examinations

[GFC21]

MONDAY 3 APRIL – FRIDAY 5 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 section on the CCEA 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 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 2023

Teacher's Booklet

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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 healthy lifestyle.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation A: Social and global issues

- 1 **Teacher:** Qu'est-ce que tu manges pour rester en bonne forme ?
Candidate: Say what you eat to stay healthy.
- 2 **Teacher:** Est-ce que tu bois beaucoup d'eau chaque jour ?
Candidate: Say how much water you drink each day.
- 3 **Teacher:** Que penses-tu du fast-food ?
Candidate: Say what your opinion is of fast food.
- 4 **Teacher:** Oui, je suis d'accord.
Candidate: Ask your friend if he/she likes eating burgers.
- 5 **Teacher:** Non, je n'aime pas trop la viande. Et toi ?
Candidate: Say how often you eat meat.

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 you meet while on holiday in Paris.

Your teacher will play the part of the French teenager.

Your teacher will speak first.

Situation B: Travel and tourism

- 1 **Teacher:** Que fais-tu normalement pendant les grandes vacances ?
Candidate: Say what you usually do during the summer holidays.
- 2 **Teacher:** Quel temps fait-il en été chez toi ?
Candidate: Say what the weather is like in summer in your region.
- 3 **Teacher:** Où est-ce que tu fais de la natation ?
Candidate: Say where you swim. Give **two** details.
- 4 **Teacher:** Où as-tu passé les grandes vacances l'année dernière ?
Candidate: Say where you spent your summer holidays last year.
- 5 **Teacher:** Qu'est-ce que tu feras pendant les vacances de Noël ?
Candidate: Say what you will do during the Christmas holidays.

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 Zoom to your new French exchange partner.

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

Your teacher will speak first.

Situation C: My local area and the wider environment

- 1 **Teacher:** Où habites-tu ?
Candidate: Say where you live.
- 2 **Teacher:** Combien de personnes habitent chez toi ?
Candidate: Say how many people live in your home.
- 3 **Teacher:** As-tu un jardin ?
Candidate: Say what your garden is like.
- 4 **Teacher:** Moi, j'adore faire du jardinage.
Candidate: Ask your exchange partner if he/she lives near the sea.
- 5 **Teacher:** Non, j'habite à la montagne. Que fais-tu au bord de la mer ?
Candidate: Say what you do at the seaside.

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 the environment.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation D: Social and global issues

- 1 **Teacher:** Est-ce que tu fais du recyclage ?
Candidate: Say what you recycle.
- 2 **Teacher:** Pourquoi est-il important de faire du recyclage ?
Candidate: Say why it is important to recycle.
- 3 **Teacher:** Y a-t-il beaucoup de pollution dans ta région ?
Candidate: Say what environmental issues there are in your region. Give **two** details.
- 4 **Teacher:** Qu'est-ce que tu as fait récemment pour économiser l'énergie ?
Candidate: Say what you have done recently to save energy.
- 5 **Teacher:** Qu'est-ce que tu feras à l'avenir pour protéger l'environnement ?
Candidate: Say what else you will do in the future to help the environment.

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 holidays and travel.

Your teacher will play the part of the French friend.

Your teacher will speak first.

Situation E: Travel and tourism

- 1 **Teacher:** Où passes-tu les grandes vacances ?
Candidate: Say where you spend the summer holidays.
- 2 **Teacher:** Que fais-tu pendant les grandes vacances ?
Candidate: Say what you do during the summer holidays.
- 3 **Teacher:** Est-ce qu'il y a un aéroport près de chez toi ?
Candidate: Say where the airport is in your region.
- 4 **Teacher:** Alors, tu as de la chance.
Candidate: Ask if he/she likes travelling.
- 5 **Teacher:** Oui, j'adore voyager. Quel est ton moyen de transport préféré ?
Candidate: Say how you prefer to travel.

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 your plans to live in the countryside.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation F: My local area and the wider environment

- 1 **Teacher:** Pourquoi veux-tu habiter à la campagne ?
Candidate: Say why you want to live in the countryside.
- 2 **Teacher:** Mais il y a quand même des inconvénients ?
Candidate: Say one disadvantage of living in the countryside.
- 3 **Teacher:** Comment est la maison où tu veux habiter ?
Candidate: Say what type of house you want to live in. Give **two** details.
- 4 **Teacher:** Qu'est-ce que tu as fait à la campagne le week-end dernier ?
Candidate: Say what you did in the countryside last weekend.
- 5 **Teacher:** Pourquoi est-ce que tu n'habiteras pas en ville à l'avenir ?
Candidate: Say why you will not live in a town in the future.

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 shopping for souvenirs while on holiday in France.

Your teacher will play the part of the French shopkeeper.

Your teacher will speak first.

Situation G: Travel and tourism

- 1 **Teacher:** Bonjour.
Candidate: Say what souvenir you want to buy.
- 2 **Teacher:** C'est pour offrir ?
Candidate: Say who the souvenir is for.
- 3 **Teacher:** Quelle couleur préfères-tu ?
Candidate: Say which colour you prefer.
- 4 **Teacher:** D'accord. Pas de problème.
Candidate: Ask if there is a tourist office nearby.
- 5 **Teacher:** C'est en face de la cathédrale. C'est tout ?
Candidate: Say what else you want to buy.

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 are in a chemist's shop.

Your teacher will play the part of the chemist.

Your teacher will speak first.

Situation H: Social and global issues

- 1 **Teacher:** Qu'est-ce qui ne va pas ?
Candidate: Say what is wrong with you.
- 2 **Teacher:** Y a-t-il d'autres symptômes ?
Candidate: Say what other symptom you have.
- 3 **Teacher:** Est-ce que tu bois beaucoup d'eau ?
Candidate: Say how much water you drink.
- 4 **Teacher:** Qu'est-ce que tu as mangé ce matin ?
Candidate: Say what you ate this morning. Give **two** details.
- 5 **Teacher:** Il faut te reposer un peu. Quand est-ce que tu rentreras chez toi ?
Candidate: Say when you will return home.

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 your home to a new French friend while on holiday in Normandy.

Your teacher will play the part of the French friend.

Your teacher will speak first.

Situation I: My local area and the wider environment

- 1 **Teacher:** Où habites-tu ?
Candidate: Say where you live.
- 2 **Teacher:** Combien de pièces y a-t-il chez toi ?
Candidate: Say how many rooms are in your home.
- 3 **Teacher:** Comment est ta chambre ?
Candidate: Say what your bedroom is like.
- 4 **Teacher:** Ma chambre est verte et bleue.
Candidate: Ask your friend if he/she has a garden.
- 5 **Teacher:** Oui, il y un grand jardin derrière la maison. Qu'est-ce que tu fais chez toi le week-end ?
Candidate: Say what you do at home at the weekend.

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 travel while you are on holiday in France.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation J: Travel and tourism

- 1 **Teacher:** Où est-ce que tu veux aller?
Candidate: Say where you want to go.
- 2 **Teacher:** Pourquoi?
Candidate: Say why you want to go there. Give **two** details.
- 3 **Teacher:** Aimes-tu voyager en train?
Candidate: Say what your opinion is of travelling by train.
- 4 **Teacher:** Qu'est-ce que tu as fait pendant ton vol en France?
Candidate: Say what you did during the flight to France.
- 5 **Teacher:** Comment voyageras-tu en Belgique l'année prochaine?
Candidate: Say how you will travel to Belgium next year.

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 voluntary work to a French friend during an exchange visit to France.

Your teacher will play the part of the French friend.

Your teacher will speak first.

Situation K: Community involvement

- 1 **Teacher:** Est-ce que tu fais du bénévolat?
Candidate: Say where you do voluntary work.
- 2 **Teacher:** À quelle heure est-ce que tu commences ?
Candidate: Say when you start work.
- 3 **Teacher:** Qu'est-ce que tu fais ?
Candidate: Say what you do in your voluntary work.
- 4 **Teacher:** C'est super.
Candidate: Ask your friend if there are homeless people in his/her town.
- 5 **Teacher:** Malheureusement, il y en a beaucoup. Qu'est-ce que tu fais après avoir fini ton travail ?
Candidate: Say what you do after finishing 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 on Zoom to your French friend during your holidays.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation L: Travel and tourism

- 1 **Teacher:** Où est ton hôtel ?
Candidate: Say where your hotel is. Give **two** details.
- 2 **Teacher:** C'est comment ?
Candidate: Say what your room is like.
- 3 **Teacher:** Y a-t-il quelque chose que tu n'aimes pas dans cet hôtel ?
Candidate: Say what you do not like in your hotel.
- 4 **Teacher:** Qu'est-ce que tu as mangé pour le petit déjeuner ce matin ?
Candidate: Say what you had for breakfast this morning in the hotel.
- 5 **Teacher:** Est-ce que tu visiteras la ville ?
Candidate: Say what you will visit in the town.

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 new 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:** Combien de matières fais-tu ?
Candidate: Say how many subjects you study.
- 2 **Teacher:** Quelle matière est-ce que tu n'aimes pas ?
Candidate: Say which subject you do not like.
- 3 **Teacher:** Pourquoi ?
Candidate: Say why you do not like this subject. Give **two** details.
- 4 **Teacher:** D'accord.
Candidate: Ask your exchange partner what his/her favourite subject is.
- 5 **Teacher:** Moi, j'adore l'anglais. Quand fais-tu du sport au lycée ?
Candidate: Say when you do sport at school.

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 to in France.
- 2 **Teacher:** Pourquoi est-ce que tu veux y aller ?
Candidate: Say why you want to go there.
- 3 **Teacher:** Quels sont les avantages des voyages scolaires à l'étranger ?
Candidate: Say one advantage of school trips abroad.
- 4 **Teacher:** Quel temps fera-t-il ?
Candidate: Say what the weather will be like.
- 5 **Teacher:** Où es-tu allé(e) en vacances l'année dernière ?
Candidate: Say where you went on holiday last 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 your school.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation O: 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 élèves ?
Candidate: Say what the pupils are like.
- 4 **Teacher:** Chez nous, les élèves sont assez gentils.
Candidate: Ask your friend which sport he/she does at school.
- 5 **Teacher:** Je joue au basket.
Candidate: Say what the sports facilities are like in your school.

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 part-time job.

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

Your teacher will speak first.

Situation P: Part-time jobs and money management

- 1 **Teacher:** Où est-ce que tu travailles ?
Candidate: Say where you work.
- 2 **Teacher:** Qu'est-ce que tu fais ?
Candidate: Say what you do in your job.
- 3 **Teacher:** Pourquoi aimes-tu ton petit boulot ?
Candidate: Say why you like your part-time job. Give **two** details.
- 4 **Teacher:** Combien d'heures as-tu travaillé la semaine dernière ?
Candidate: Say how many hours you worked last week.
- 5 **Teacher:** Où est-ce que tu voudrais travailler à l'avenir ?
Candidate: Say in which country you would like to work in the future.

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 pocket money.

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

Your teacher will speak first.

Situation Q: 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 de fois par semaine est-ce que tu aides à la maison ?
Candidate: Say how often you help at home.
- 3 **Teacher:** Combien d'argent de poche est-ce qu'on te donne ?
Candidate: Say how much pocket money you get.
- 4 **Teacher:** Ah, bon.
Candidate: Ask your exchange partner if he/she has a part-time job.
- 5 **Teacher:** Non, je n'ai pas le temps ! Qu'est-ce que tu achètes avec ton argent de poche ?
Candidate: Say what you buy with your pocket money.

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 your future plans and career.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation R: Future plans and career

- 1 **Teacher:** Qu'est-ce tu veux faire l'année prochaine après les examens de GCSE ?
Candidate: Say what you want to do next year after your GCSEs.
- 2 **Teacher:** Pourquoi est-ce que tu veux passer une année en France ?
Candidate: Say why you want to spend a year in France. Give **two** details.
- 3 **Teacher:** Pourquoi est-il important de faire un stage en entreprise ?
Candidate: Say why it is important to do work experience.
- 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:** Quel serait ton métier idéal ?
Candidate: Say what would be your ideal job.

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 extra-curricular activities.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation S: Extra-curricular activities

- 1 **Teacher:** Les cours finissent à quelle heure ?
Candidate: Say when school finishes.
- 2 **Teacher:** Est-ce que tu participes aux activités extrascolaires ?
Candidate: Say what extra-curricular activity you do.
- 3 **Teacher:** Quel jour est-ce que tu fais cette activité ?
Candidate: Say what day you do this activity.
- 4 **Teacher:** Moi, j'adore jouer au football.
Candidate: Ask your friend if he/she watches sport on television.
- 5 **Teacher:** Oui, j'adore regarder les matchs. Tu aimes la musique ?
Candidate: Say what musical instrument you play.

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 a French careers officer about your future plans.

Your teacher will play the part of the French careers officer.

Your teacher will speak first.

Situation T: Future plans and career

- 1 **Teacher:** Qu'est-ce que tu veux faire comme métier?
Candidate: Say what job you want to do in the future.
- 2 **Teacher:** Pourquoi aimes-tu ce métier?
Candidate: Say why you like this job.
- 3 **Teacher:** Quels sont les inconvénients de ce métier?
Candidate: Say what the disadvantages of this job are. Give **two** details.
- 4 **Teacher:** Pourquoi as-tu choisi d'étudier le français?
Candidate: Say why you have chosen to study French.
- 5 **Teacher:** Où est-ce que tu vas habiter 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 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 pocket money.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation U: Part-time jobs and money management

- 1 **Teacher:** Combien d'argent de poche est-ce que tu reçois ?
Candidate: Say how much pocket money you get.
- 2 **Teacher:** Qui te donne de l'argent de poche ?
Candidate: Say who gives you pocket money.
- 3 **Teacher:** Qu'est-ce que tu achètes avec ton argent ?
Candidate: Say what you buy with your pocket money.
- 4 **Teacher:** Moi, j'achète des bonbons et des livres.
Candidate: Ask your friend if he/she likes shopping.
- 5 **Teacher:** Mais non, ce n'est pas intéressant. Pourquoi fais-tu des économies ?
Candidate: Say why you save some money.

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 school uniform.

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

Your teacher will speak first.

Situation V: My studies and school life

- 1 **Teacher:** Comment est ton uniforme scolaire?
Candidate: Say what your uniform is like. Give **two** details.
- 2 **Teacher:** Pourquoi est-ce que tu n'aimes pas ton uniforme?
Candidate: Say what you do not like about your uniform.
- 3 **Teacher:** Y a-t-il quand même des avantages?
Candidate: Say one advantage of school uniform.
- 4 **Teacher:** Qu'est-ce que tu préférerais porter au lycée?
Candidate: Say what you would like to wear to school.
- 5 **Teacher:** Mais qu'est-ce que tu as porté samedi dernier?
Candidate: Say what clothes you wore last Saturday.

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 school.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation W: My studies and school life

- 1 **Teacher:** Combien d'élèves y a-t-il dans ta classe de français ?
Candidate: Say how many pupils are in your French class.
- 2 **Teacher:** Et tu aimes le français ?
Candidate: Say why you like French.
- 3 **Teacher:** Comment est ton professeur préféré ?
Candidate: Say what your favourite teacher is like.
- 4 **Teacher:** Ah, bon.
Candidate: Ask your friend if he/she eats lunch in the canteen.
- 5 **Teacher:** Non, je rentre chez moi pour le déjeuner. Qu'est-ce que tu fais pendant la récréation ?
Candidate: Say what you do during break time.

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 a school trip to the theatre.

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

Your teacher will speak first.

Situation X: Extra-curricular activities

- 1 **Teacher:** Où est le théâtre ?
Candidate: Say where the theatre is.
- 2 **Teacher:** Par quel moyen de transport est-ce que tu y vas ?
Candidate: Say how you are travelling to the theatre.
- 3 **Teacher:** Pourquoi veux-tu y aller ?
Candidate: Say why you want to go to the theatre.
- 4 **Teacher:** Qu'est-ce que tu vas faire après le théâtre ?
Candidate: Say what you will do after the theatre. Give **two** details.
- 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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