



Rewarding Learning

**General Certificate of Secondary Education
2024**

French

Unit 2

Teacher's Booklet

Speaking Examinations

[GFC21]

MONDAY 25 MARCH – FRIDAY 3 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: One 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 one 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 one 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) two (unseen) Role-plays [each one from **one** of the two Contexts for Learning not covered in (b)]; the candidate chooses one of the two cards;
 - (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:

Teachers must present the two sets of Role-play cards face down so that the scenarios are unseen. Each card contains two Role-plays; each card is from one of the two Contexts for Learning **not** covered in the pre-release topic.

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 2024

Teacher's Booklet

Contents

3.1.1 Role-plays Context for Learning 1

3.1.2 Role-plays Context for Learning 2

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 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 A: Myself, my family, relationships and choices

- 1 **Teacher:** Quel âge as-tu ?
Candidate: Say how old you are.
- 2 **Teacher:** Et quelle est la date de ton anniversaire ?
Candidate: Say when your birthday is.
- 3 **Teacher:** Comment es-tu physiquement ?
Candidate: Say what you look like.
- 4 **Teacher:** Moi, j'ai les cheveux roux.
Candidate: Ask your exchange partner if he/she has brothers or sisters.
- 5 **Teacher:** Oui, j'ai une sœur. Quelle sorte de personne es-tu ?
Candidate: Say what sort of person you are.

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:** Quel temps fait-il à Noël en Irlande du Nord ?
Candidate: Say what the weather is like in Northern Ireland at Christmas.
- 2 **Teacher:** Que penses-tu de Noël ?
Candidate: Say what you think about Christmas.
- 3 **Teacher:** Qu'est-ce que tu manges à Noël ?
Candidate: Say what you eat at Christmas. Give **two** details.
- 4 **Teacher:** Qu'est-ce que tu as fait l'année dernière pour fêter Noël ?
Candidate: Say what you did last year to celebrate Christmas.
- 5 **Teacher:** Qu'est-ce que tu voudrais recevoir comme cadeau ?
Candidate: Say what present you would like to get.

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 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 C: Culture, customs, festivals and celebrations

- 1 **Teacher:** Quelle est la date de ton anniversaire ?
Candidate: Say when your birthday is.
- 2 **Teacher:** Et quel âge as-tu ?
Candidate: Say what age you are.
- 3 **Teacher:** Qu'est-ce que tu manges d'habitude pour fêter ton anniversaire ?
Candidate: Say what you usually eat to celebrate your birthday.
- 4 **Teacher:** Et qu'est-ce que tu fais d'habitude pour fêter ton anniversaire ?
Candidate: Say what else you usually do to celebrate your birthday.
- 5 **Teacher:** Qu'est-ce que tu préfères comme cadeau ?
Candidate: Say what type of present you prefer.

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 your family.

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

Your teacher will speak first.

Situation D: Myself, my family, relationships and choices

- 1 **Teacher:** Il y a combien de personnes dans ta famille ?
Candidate: Say how many people are in your family.
- 2 **Teacher:** Avec qui est-ce que tu t'entends bien ?
Candidate: Say which family member you get on well with.
- 3 **Teacher:** Tu as de la chance.
Candidate: Ask your exchange partner if he/she has a pet.
- 4 **Teacher:** Oui, j'ai un lapin. Qu'est-ce que tu as fait récemment avec ta famille ?
Candidate: Say what you did recently with your family. Give **two** details.
- 5 **Teacher:** Qu'est-ce que tu feras le week-end prochain avec ta famille ?
Candidate: Say what you will do next weekend with your family.

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 friend about your daily routine during the summer holidays.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation E: Free time, leisure and daily routine

- 1 **Teacher:** À quelle heure est-ce que tu te lèves d'habitude pendant les grandes vacances ?
Candidate: Say when you normally get up during the summer holidays.
- 2 **Teacher:** Qu'est-ce que tu prends pour le petit déjeuner ?
Candidate: Say what you have for breakfast.
- 3 **Teacher:** Et que fais-tu après le déjeuner ?
Candidate: Say what you do after lunch.
- 4 **Teacher:** Moi, j'adore la lecture.
Candidate: Ask your friend if he/she likes swimming.
- 5 **Teacher:** Oui, c'est formidable. Quelle sorte d'émission est-ce que tu regardes le soir ?
Candidate: Say what type of programme you watch on television.

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 your aunt's wedding.

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

Your teacher will speak first.

Situation F: Culture, customs, celebrations and festivals

- 1 **Teacher:** Quand est le mariage de ta tante ?
Candidate: Say when your aunt's wedding is.
- 2 **Teacher:** Comment est ta tante ?
Candidate: Say what your aunt is like. Give **two** details.
- 3 **Teacher:** Pourquoi est-ce que tu veux y aller ?
Candidate: Say why you want to go to the wedding.
- 4 **Teacher:** Qu'est-ce que tu as acheté comme cadeau ?
Candidate: Say what you have bought as a present.
- 5 **Teacher:** Qu'est-ce que tu vas mettre pour aller au mariage ?
Candidate: Say what you will wear at the wedding.

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 exchange partner about friends.

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

Your teacher will speak first.

Situation G: Myself, my family, relationships and choices

- 1 **Teacher:** Combien d'ami(e)s as-tu à l'école ?
Candidate: Say how many friends you have at school.
- 2 **Teacher:** Comment est ton/ta meilleur(e) ami(e) ?
Candidate: Say what your best friend looks like.
- 3 **Teacher:** Pourquoi est-ce que tu l'aimes ?
Candidate: Say why you like your friend.
- 4 **Teacher:** Tu as de la chance.
Candidate: Ask your exchange partner if he/she lives in town.
- 5 **Teacher:** Non, j'habite à la campagne. Où est-ce que tu aimes aller avec ton ami(e) ?
Candidate: Say where you like to go with your friend.

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 a French friend in your campsite during a holiday in France.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation H: Free time, leisure and daily routine

- 1 **Teacher:** Qu'est-ce que tu fais comme sport ?
Candidate: Say what sport you play.
- 2 **Teacher:** Quand est-ce que tu fais ce sport ?
Candidate: Say when you play this sport. Give **two** details.
- 3 **Teacher:** Pourquoi est-il important de faire du sport ?
Candidate: Say why it is important to do sport.
- 4 **Teacher:** Et quel autre sport as-tu fait récemment ?
Candidate: Say what other sport you have done recently.
- 5 **Teacher:** Quel sport ou passe-temps aimerais-tu essayer à l'avenir ?
Candidate: Say what sport or pastime you would like to try in the future.

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 French friend during an exchange visit to France.

Your teacher will play the part of the French friend.

Your teacher will speak first.

Situation I: Social media and new technology

- 1 **Teacher:** Ton téléphone portable est de quelle couleur ?
Candidate: Say what colour your mobile phone is.
- 2 **Teacher:** Qu'est-ce que tu aimes faire avec ton portable ?
Candidate: Say what you like to do with your mobile phone.
- 3 **Teacher:** Et qui paie ton portable ?
Candidate: Say who pays for your mobile phone.
- 4 **Teacher:** C'est bien.
Candidate: Ask your friend if he/she likes sending emails.
- 5 **Teacher:** Oui. Y a-t-il des inconvénients de ton portable ?
Candidate: Give one disadvantage of your mobile phone.

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 being interviewed for a survey about music while on holiday in France.

Your teacher will play the part of the interviewer.

Your teacher will speak first.

Situation J: Free time, leisure and daily routine

- 1 **Teacher:** Quel genre de musique préfères-tu ?
Candidate: Say what type of music you prefer.
- 2 **Teacher:** Quand est-ce que tu écoutes de la musique ?
Candidate: Say when you listen to music.
- 3 **Teacher:** Pourquoi est-ce que tu écoutes de la musique ?
Candidate: Say why you listen to music. Give **two** details.
- 4 **Teacher:** À quel concert as-tu assisté récemment ?
Candidate: Say which concert you went to recently.
- 5 **Teacher:** Tu aimerais jouer de quel instrument de musique à l'avenir ?
Candidate: Say which musical instrument you would like to play in the future.

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 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:** Quand est-ce que tu regardes la télévision ?
Candidate: Say when you watch television.
- 2 **Teacher:** Quel genre de film préfères-tu ?
Candidate: Say what type of film you prefer.
- 3 **Teacher:** Pourquoi ?
Candidate: Say why you like this type of film.
- 4 **Teacher:** Ah, bon !
Candidate: Ask your friend if he/she prefers television or the cinema.
- 5 **Teacher:** Moi, j'adore le cinéma. Quelles sortes d'émissions est-ce que tu n'aimes pas à la télévision ?
Candidate: Say what type of television programme you do not like.

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 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 préfères comme nouvelle technologie ?
Candidate: Say which new technology you prefer.
- 2 **Teacher:** Qu'est-ce que tu fais avec ton portable ?
Candidate: Say what you do with your mobile phone. Give **two** details.
- 3 **Teacher:** Combien de temps as-tu passé en ligne hier ?
Candidate: Say how long you spent online yesterday.
- 4 **Teacher:** Qu'est-ce que tu voudrais acheter à l'avenir ?
Candidate: Say what device you would like to buy in the future.
- 5 **Teacher:** Quels sont les inconvénients des nouvelles technologies ?
Candidate: Give one disadvantage of new technology.

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 where you live.

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

Your teacher will speak first.

Situation M: My local area and the wider environment

- 1 **Teacher:** Où habites-tu ?
Candidate: Say where you live.
- 2 **Teacher:** Qu'est-ce qu'il y a à faire pour les jeunes dans ta région ?
Candidate: Say what there is for young people to do in your area.
- 3 **Teacher:** Comment vas-tu à la plage ?
Candidate: Say how you get to the beach.
- 4 **Teacher:** Moi, j'adore la plage !
Candidate: Ask your exchange partner what the weather is like in his/her region.
- 5 **Teacher:** Il fait beau en été. Qu'est-ce que tu n'aimes pas dans ta région ?
Candidate: Say what you do not like about your region.

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 new French friend about a healthy lifestyle.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation N: Social and global issues

- 1 **Teacher:** Est-ce que tu fais du sport ?
Candidate: Say what sport you do. Give **two** details.
- 2 **Teacher:** Est-ce que tu bois sainement ?
Candidate: Say what you drink to be healthy.
- 3 **Teacher:** Combien d'heures est-ce que tu dors chaque nuit ?
Candidate: Say how long you sleep each night.
- 4 **Teacher:** Qu'est-ce que tu as mangé récemment pour rester en bonne santé ?
Candidate: Say what you ate recently as part of a healthy lifestyle.
- 5 **Teacher:** Quelle activité voudrais-tu faire pour rester en forme ?
Candidate: Say what activity you would like to do in the future to keep fit.

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 lifestyle.

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

Your teacher will speak first.

Situation O: Social and global issues

- 1 **Teacher:** Qu'est-ce que tu préfères boire ?
Candidate: Say what you prefer to drink.
- 2 **Teacher:** Qu'est-ce que tu n'aimes pas manger ?
Candidate: Say what you do not like to eat.
- 3 **Teacher:** Moi, j'adore les pâtes.
Candidate: Ask your friend if he/she eats potatoes.
- 4 **Teacher:** De temps en temps. Est-ce que tu fais du sport ?
Candidate: Say what sport you do.
- 5 **Teacher:** Où est-ce qu'on peut faire du sport près de chez toi ?
Candidate: Say where you can do sport near your home.

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 on holiday in France and you phone a hotel to book a room.

Your teacher will play the part of the receptionist.

Your teacher will speak first.

Situation P: Travel and tourism

- 1 **Teacher:** Allô. Est-ce que je peux vous aider ?
Candidate: Say what sort of room you want.
- 2 **Teacher:** C'est pour combien de nuits ?
Candidate: Say how many nights you are staying in the hotel.
- 3 **Teacher:** Quand est-ce que vous êtes arrivé(e)s en France ?
Candidate: Say when you arrived in France.
- 4 **Teacher:** Qu'est-ce que vous voulez visiter dans la région ?
Candidate: Say what you want to visit in the area. Give **two** details.
- 5 **Teacher:** Vous arriverez à quelle heure ?
Candidate: Say what time you will arrive.

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 where you live.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation Q: My local area and the wider environment

- 1 **Teacher:** Où habites-tu ?
Candidate: Say where you live.
- 2 **Teacher:** Pourquoi aimes-tu y habiter ?
Candidate: Say why you like living there.
- 3 **Teacher:** Y a-t-il des inconvénients ?
Candidate: Give one disadvantage of living there.
- 4 **Teacher:** Oui, c'est vrai.
Candidate: Ask your friend if he/she has a garden.
- 5 **Teacher:** Non, j'habite un appartement. Quel temps fait-il dans ta région ?
Candidate: Say what the weather is like in your area.

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 at a tourist information office in France.

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

Your teacher will speak first.

Situation R: Travel and tourism

- 1 **Teacher:** Qu'est-ce que tu veux visiter ?
Candidate: Say what you want to visit. Give **two** details.
- 2 **Teacher:** Comment est-ce que tu veux y voyager ?
Candidate: Say how you prefer to travel there.
- 3 **Teacher:** Avec qui est-ce que tu y vas ?
Candidate: Say who is going with you.
- 4 **Teacher:** Qu'est-ce que tu as déjà visité ?
Candidate: Say what you have already visited.
- 5 **Teacher:** Quand est-ce que tu rentreras en Irlande du Nord ?
Candidate: Say when you will return to Northern Ireland.

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 asking a French teenager for directions while on holiday in Strasbourg.

Your teacher will play the part of the French teenager.

Your teacher will speak first.

Situation S: Travel and tourism

- 1 **Teacher:** Tu viens de quel pays ?
Candidate: Say what country you come from.
- 2 **Teacher:** C'est un beau pays.
Candidate: Ask where the cathedral is.
- 3 **Teacher:** C'est à gauche. Pourquoi veux-tu visiter la cathédrale ?
Candidate: Say why you want to visit the cathedral.
- 4 **Teacher:** Et après, tu peux faire une promenade en bateau.
Candidate: Say why you do not like boat trips.
- 5 **Teacher:** Y a-t-il autre chose que tu veux visiter ?
Candidate: Say what else you want to visit.

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.

Situation T: Social and global issues

- 1 **Teacher:** Qu'est-ce qui ne va pas ?
Candidate: Say what is wrong.
- 2 **Teacher:** Quel autre symptôme as-tu ?
Candidate: Say what other symptom you have.
- 3 **Teacher:** Qu'est-ce que tu as mangé récemment ?
Candidate: Say what you have eaten recently.
- 4 **Teacher:** Tu vas te coucher à quelle heure ce soir ?
Candidate: Say what time you will go to bed.
- 5 **Teacher:** Ah, bon ! Où loges-tu en France ?
Candidate: Say where you are staying in France. Give **two** details.

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 on Zoom to your French friend about the summer holidays.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation U: Travel and tourism

- 1 **Teacher:** Où vas-tu en vacances d'habitude ?
Candidate: Say where you usually go on holiday.
- 2 **Teacher:** Pourquoi est-ce que tu y vas ?
Candidate: Say why you go there.
- 3 **Teacher:** Comment est-ce que tu y voyages ?
Candidate: Say how you travel there.
- 4 **Teacher:** Moi, je reste en France.
Candidate: Ask your friend what he/she likes to do during the holidays.
- 5 **Teacher:** En général, j'aime jouer au tennis. Qu'est-ce que tu aimes manger quand tu es en vacances ?
Candidate: Say what you like to eat during your holidays.

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 home.

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

Your teacher will speak first.

Situation V: My local area and the wider environment

- 1 **Teacher:** Combien de pièces y a-t-il chez toi ?
Candidate: Say how many rooms are in your home.
- 2 **Teacher:** Comment est le jardin ?
Candidate: Say what the garden is like.
- 3 **Teacher:** Qu'est-ce que tu as dans ta chambre ?
Candidate: Say what you have in your bedroom. Give **two** details.
- 4 **Teacher:** Qu'est-ce que tu as fait hier chez toi ?
Candidate: Say what you did at home yesterday.
- 5 **Teacher:** Où aimerais-tu habiter à l'avenir ?
Candidate: Say where you would like to live in the future.

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.

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

Your teacher will speak first.

Situation W: Community involvement

- 1 **Teacher:** Où est-ce que tu fais du bénévolat ?
Candidate: Say where you do voluntary work.
- 2 **Teacher:** Quel jour est-ce que tu travailles ?
Candidate: Say which day you work.
- 3 **Teacher:** Et tu finis à quelle heure ?
Candidate: Say what time you finish work.
- 4 **Teacher:** Tu travailles beaucoup alors.
Candidate: Ask your exchange partner if he/she has a part-time job.
- 5 **Teacher:** Oui, je travaille dans un supermarché. Où est-ce que tu vas après ton travail ?
Candidate: Say where you go after 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 your holidays.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation X: Travel and tourism

- 1 **Teacher:** Quelle sorte de vacances préfères-tu ?
Candidate: Say what type of holiday you prefer.
- 2 **Teacher:** Pourquoi ?
Candidate: Say why you prefer this type of holiday. Give **two** details.
- 3 **Teacher:** Et quel est ton moyen de transport préféré ?
Candidate: Say what is your favourite way to travel.
- 4 **Teacher:** Qu'est-ce que tu as fait pendant les vacances l'année dernière ?
Candidate: Say what you did during your holidays last year.
- 5 **Teacher:** Qu'est-ce que tu voudrais faire pendant les grandes vacances l'année prochaine ?
Candidate: Say what you would like to do during your summer holidays next year.

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