



General Certificate of Secondary Education
2025

French

Unit 2

Teacher's
Booklet

Speaking Examinations

[GFC21]

MONDAY 24 MARCH – FRIDAY 2 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:

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Candidate details:

Name: _____

Number:

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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 2025

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 your French exchange partner about your friend.

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:** Ton ami(e) a quel âge ?
Candidate: Say how old your friend is.
- 2 **Teacher:** Et il/elle est comment physiquement ?
Candidate: Say what he/she looks like.
- 3 **Teacher:** Et quelle sorte de personne est-il/elle ?
Candidate: Say what his/her personality is like. Give **two** details.
- 4 **Teacher:** C'est intéressant. Moi, je suis très timide.
Candidate: Ask your exchange partner when his/her birthday is.
- 5 **Teacher:** C'est le deux mai. Qu'est-ce que tu aimes faire avec ton ami(e) ?
Candidate: Say what you like to do with your friend.

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 your French friend about your computer.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation B: Social media and new technology

- 1 **Teacher:** Tu utilises ton ordinateur beaucoup ?
Candidate: Say how often you use your computer.
- 2 **Teacher:** Et où se trouve ton ordinateur ?
Candidate: Say where your computer is located.
- 3 **Teacher:** Et qu'est-ce que tu fais avec ton ordinateur ?
Candidate: Say what you use your computer for.
- 4 **Teacher:** Qu'est-ce que tu as fait en ligne récemment ?
Candidate: Say what else you did online recently.
- 5 **Teacher:** Qu'est-ce que tu vas faire sur ton portable ce soir ?
Candidate: Say what you will do on your phone this evening.

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 about yourself to a French teenager you meet on holiday.

Your teacher will play the part of the French teenager.

Your teacher will speak first.

Situation C: Myself, my family, relationships and choices

- 1 **Teacher:** Où habites-tu ?
Candidate: Say where you live.
- 2 **Teacher:** Tu es de quelle nationalité ?
Candidate: Say what nationality you are.
- 3 **Teacher:** Quelle sorte d'animal as-tu ?
Candidate: Say what pet you have.
- 4 **Teacher:** Moi, j'ai un chien noir – j'adore les animaux !
Candidate: Ask the teenager if he/she has any brothers and sisters.
- 5 **Teacher:** Une sœur. Tu apprends le français depuis longtemps ?
Candidate: Say for how long you have been learning French.

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 friend about Christmas.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation D: Culture, customs, festivals and celebrations

- 1 **Teacher:** Où passes-tu les vacances de Noël normalement ?
Candidate: Say where you normally spend the Christmas holidays.
- 2 **Teacher:** Qu'est-ce que tu manges le jour de Noël ?
Candidate: Say what you eat on Christmas Day. Give **two** details.
- 3 **Teacher:** Pourquoi est-ce que tu aimes Noël ?
Candidate: Say why you like Christmas.
- 4 **Teacher:** Qu'est-ce que tu as fait en ville à Noël l'année dernière ?
Candidate: Say what you did in town last Christmas.
- 5 **Teacher:** Qu'est-ce que tu voudrais recevoir comme cadeau de Noël cette année ?
Candidate: Say what Christmas present you would like to receive this 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 your French friend about sport.

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:** Quel sport fais-tu le week-end ?
Candidate: Say what sport you do at the weekend.
- 2 **Teacher:** Et avec qui est-ce que tu fais ce sport ?
Candidate: Say with whom you do the sport.
- 3 **Teacher:** Où fais-tu ce sport ?
Candidate: Say where you usually do the sport.
- 4 **Teacher:** Ah bon. C'est intéressant.
Candidate: Ask your friend what his/her favourite sport is.
- 5 **Teacher:** Je préfère le tennis. Pourquoi est-ce que le sport est important pour toi ?
Candidate: Say why sport is important to you.

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 birthday.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation F: Culture, customs, festivals and celebrations

- 1 **Teacher:** C'est quand ton anniversaire ?
Candidate: Say when your birthday is.
- 2 **Teacher:** Pourquoi aimes-tu ton anniversaire ?
Candidate: Say why you like your birthday.
- 3 **Teacher:** Comment fêtes-tu ton anniversaire normalement ?
Candidate: Say how you normally celebrate your birthday. Give **two** details.
- 4 **Teacher:** Où es-tu allé(e) l'année dernière pour fêter ton anniversaire ?
Candidate: Say where you went to celebrate your birthday last year.
- 5 **Teacher:** Et qu'est-ce que tu vas faire avec ton argent l'année prochaine ?
Candidate: Say what you will do with your birthday money next year.

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 social media and new technology.

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

Your teacher will speak first.

Situation G: Social media and new technology

- 1 **Teacher:** Comment est ton portable ?
Candidate: Say what your mobile phone is like.
- 2 **Teacher:** Où utilises-tu ton portable ?
Candidate: Say where you use your mobile phone.
- 3 **Teacher:** Que fais-tu avec ton portable ?
Candidate: Say what you do with your mobile phone.
- 4 **Teacher:** Ah bon ! C'est intéressant.
Candidate: Ask your exchange partner if he/she has a computer.
- 5 **Teacher:** Oui, bien sûr. Y a-t-il des inconvénients d'utiliser Internet ?
Candidate: Say one disadvantage of the Internet.

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 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:** Il y a combien de personnes dans ta famille ?
Candidate: Say how many people are in your family.
- 2 **Teacher:** Est-ce que tu peux me décrire un membre de ta famille ?
Candidate: Say what one member of your family is like. Give **two** details.
- 3 **Teacher:** Quelle sorte d'animal as-tu ?
Candidate: Say what pet you have.
- 4 **Teacher:** Qu'est-ce que tu as fait hier soir avec ta famille ?
Candidate: Say what you did with your family last night.
- 5 **Teacher:** Où est-ce que tu voudrais aller le week-end prochain avec ta famille ?
Candidate: Say where you would like to go with your family next weekend.

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 your French friend about a party.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation I: Culture, customs, festivals and celebrations

- 1 **Teacher:** Pourquoi organises-tu une fête ?
Candidate: Say what the party is for.
- 2 **Teacher:** Où est la fête ?
Candidate: Say where the party is.
- 3 **Teacher:** Qu'est-ce que tu manges à une fête normalement ?
Candidate: Say what you normally eat at a party. Give **two** details.
- 4 **Teacher:** C'est délicieux !
Candidate: Ask your friend what he/she wears to a party.
- 5 **Teacher:** Je porte un jean. Pourquoi est-ce que tu aimes les fêtes ?
Candidate: Say why you like parties.

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 your French exchange partner about television and cinema.

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

Your teacher will speak first.

Situation J: Free time, leisure and daily routine

- 1 **Teacher:** Qu'est-ce que tu aimes regarder à la télé ?
Candidate: Say what type of television programme you like.
- 2 **Teacher:** Pourquoi est-ce que tu l'aimes ?
Candidate: Say why you prefer this type of television programme.
- 3 **Teacher:** Y a-t-il des inconvénients d'aller au cinéma ?
Candidate: Say one disadvantage of going to the cinema.
- 4 **Teacher:** Tu es allé(e) au cinéma récemment ?
Candidate: Say when you last went to the cinema.
- 5 **Teacher:** Qu'est-ce que tu vas faire après le cinéma samedi prochain ?
Candidate: Say what you are going to do after the cinema next Saturday.

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:** Tu te lèves à quelle heure ?
Candidate: Say what time you get up.
- 2 **Teacher:** Pourquoi est-ce que tu n'aimes pas te lever tôt ?
Candidate: Say why you do not like getting up early.
- 3 **Teacher:** Qu'est-ce que tu prends au petit déjeuner ?
Candidate: Say what you have for breakfast.
- 4 **Teacher:** Moi, je mange un croissant.
Candidate: Ask the pupil where he/she eats lunch.
- 5 **Teacher:** Je mange chez moi. Que fais-tu le soir ?
Candidate: Say what you do in the evening.

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 yourself.

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

Your teacher will speak first.

Situation L: Myself, my family, relationships and choices

- 1 **Teacher:** Tu es comment physiquement ?
Candidate: Say what you look like. Give **two** details.
- 2 **Teacher:** Comment est ton caractère ?
Candidate: Say what your personality is like.
- 3 **Teacher:** Comment est ta famille ?
Candidate: Say what your family is like.
- 4 **Teacher:** Qu'est-ce que tu as fait avec ta famille samedi dernier ?
Candidate: Say what you did with your family last Saturday.
- 5 **Teacher:** Où voudrais-tu habiter à l'avenir ?
Candidate: Say where you would like to live in the future.

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 what your favourite subject is.
- 2 **Teacher:** Pourquoi est-ce que tu préfères cette matière ?
Candidate: Say why this is your favourite subject.
- 3 **Teacher:** La récréation est à quelle heure ?
Candidate: Say what time break is.
- 4 **Teacher:** Moi, j'adore la récré !
Candidate: Ask your exchange partner if he/she eats in the canteen.
- 5 **Teacher:** Oui, j'aime la cantine. Qu'est-ce que tu fais après les cours ?
Candidate: Say what you do after school. Give **two** details.

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 the cinema.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation N: Extra-curricular activities

- 1 **Teacher:** Où est le cinéma dans ta ville ?
Candidate: Say where the cinema is in your town.
- 2 **Teacher:** Le cinéma est à quelle distance de ton collège ?
Candidate: Say how far the cinema is from your school.
- 3 **Teacher:** Pourquoi aimes-tu aller au cinéma ?
Candidate: Say why you like going to the cinema.
- 4 **Teacher:** Avec qui es-tu allé(e) au cinéma récemment ?
Candidate: Say who you went to the cinema with recently.
- 5 **Teacher:** Où voudrais-tu aller en voyage scolaire ?
Candidate: Say where else you would like to go on a school trip.

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 a school trip to France.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation O: Extra-curricular activities

- 1 **Teacher:** Où vas-tu en France ?
Candidate: Say where you are going to in France.
- 2 **Teacher:** Combien de personnes vont en France ?
Candidate: Say how many people are going to France.
- 3 **Teacher:** Comment tu y vas ?
Candidate: Say how you are travelling there.
- 4 **Teacher:** Oui, tu as raison.
Candidate: Ask your friend if he/she likes France.
- 5 **Teacher:** Oui, c'est mon pays préféré. Qu'est-ce qu'on peut faire en voyage scolaire ?
Candidate: Say what you can do on school trips.

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 French exchange partner.

Your teacher will speak first.

Situation P: Future plans and career

- 1 **Teacher:** Qu'est-ce que tu veux faire comme métier à l'avenir ?
Candidate: Say what job you want to do in the future.
- 2 **Teacher:** Pourquoi ?
Candidate: Say why you like this job. Give **two** details.
- 3 **Teacher:** Y a-t-il des inconvénients de ce métier ?
Candidate: Say one disadvantage of this job.
- 4 **Teacher:** Qu'est-ce tu as fait comme stage récemment ?
Candidate: Say what you did recently for work experience.
- 5 **Teacher:** Où travailleras-tu à l'avenir ?
Candidate: Say in which country you will work 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 life.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation Q: My studies and school life

- 1 **Teacher:** Tu te lèves à quelle heure pour aller au collège ?
Candidate: Say what time you get up.
- 2 **Teacher:** Comment vas-tu au collège ?
Candidate: Say how you travel to school.
- 3 **Teacher:** Qu'est-ce que tu fais pendant la récréation ?
Candidate: Say what you do at break time. Give **two** details.
- 4 **Teacher:** Moi, je bavarde avec mes copains.
Candidate: Ask your friend what he/she does after school.
- 5 **Teacher:** Je joue au ping-pong. Que penses-tu de la journée scolaire ?
Candidate: Say what you think of the school day.

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 R: Part-time jobs and money management

- 1 **Teacher:** Tu reçois combien d'argent de poche normalement ?
Candidate: Say how much pocket money you get.
- 2 **Teacher:** Qu'est-ce que tu fais chez toi pour gagner de l'argent de poche ?
Candidate: Say what you do at home to get pocket money.
- 3 **Teacher:** Qui te donne de l'argent de poche ?
Candidate: Say who gives you your pocket money.
- 4 **Teacher:** Qu'est-ce que tu as fait récemment pour gagner de l'argent ?
Candidate: Say what you did recently to earn money.
- 5 **Teacher:** Qu'est-ce que tu feras avec ton argent cet été ?
Candidate: Say what you will do with your money this summer.

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.

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:** Où est-ce que tu travailles ?
Candidate: Say where you work.
- 2 **Teacher:** Qu'est-ce que tu fais au travail ?
Candidate: Say one thing you do at work.
- 3 **Teacher:** Pourquoi aimes-tu ton petit boulot ?
Candidate: Say why you like your part-time job. Give **two** details.
- 4 **Teacher:** Oui, je suis d'accord avec toi.
Candidate: Ask your friend if he/she has a part-time job.
- 5 **Teacher:** Oui, dans un café. Qu'est-ce que tu fais avec l'argent que tu gagnes ?
Candidate: Say what you do with your money.

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:** Ton uniforme scolaire, c'est de quelle couleur ?
Candidate: Say what colour your school uniform is.
- 2 **Teacher:** Pourquoi aimes-tu ton uniforme ?
Candidate: Say why you like your school uniform.
- 3 **Teacher:** Y a-t-il des inconvénients ?
Candidate: Say one disadvantage of school uniform.
- 4 **Teacher:** Qu'est-ce que tu as porté pour faire du sport au collège la semaine dernière ?
Candidate: Say what you wore to do sport at school last week.
- 5 **Teacher:** Qu'est-ce que tu voudrais porter ce week-end ?
Candidate: Say what you would like to wear this 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 extra-curricular activities.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation U: Extra-curricular activities

- 1 **Teacher:** Tu fais quelle activité extrascolaire ?
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:** Et pourquoi aimes-tu cette activité ?
Candidate: Say why you like this activity. Give **two** details.
- 4 **Teacher:** Ah bon. C'est très bien.
Candidate: Ask your friend if he/she plays a musical instrument.
- 5 **Teacher:** Non, je n'ai pas le temps. Quelle genre de musique aimes-tu ?
Candidate: Say what sort of music you like.

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 career

- 1 **Teacher:** Quelle matière est-ce que tu aimes cette année ?
Candidate: Say which school subject you like.
- 2 **Teacher:** Y a-t-il des avantages d'étudier le français ?
Candidate: Say one advantage of studying French.
- 3 **Teacher:** Quel métier est-ce que tu veux faire ?
Candidate: Say what job you want to do.
- 4 **Teacher:** Qu'est-ce que tu as fait comme petit boulot l'été dernier ?
Candidate: Say what you did as a part-time job last summer.
- 5 **Teacher:** Qu'est-ce que tu vas faire cette année après tes examens ?
Candidate: Say what you are going to do this year after your exams.

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 school day.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation W: My studies and school life

- 1 **Teacher:** Les cours commencent à quelle heure ?
Candidate: Say what time lessons start.
- 2 **Teacher:** Tu as combien de cours chaque matin ?
Candidate: Say how many lessons you have each morning.
- 3 **Teacher:** Que fais-tu pendant la pause déjeuner ?
Candidate: Say what you do at lunchtime. Give **two** details.
- 4 **Teacher:** Moi, je vais à la bibliothèque.
Candidate: Ask your friend if he/she has a lot of homework.
- 5 **Teacher:** Ca dépend. Pourquoi n'aimes-tu pas les devoirs ?
Candidate: Say why you do not like homework.

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 work experience.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation X: Part-time jobs and money management

- 1 **Teacher:** Où fais-tu ton stage ?
Candidate: Say where you are doing your work experience.
- 2 **Teacher:** Pourquoi est-ce que tu aimes ton stage ?
Candidate: Say why you like it.
- 3 **Teacher:** Quelles sont tes responsabilités ?
Candidate: Say what you do there.
- 4 **Teacher:** Qu'est-ce que tu as mangé hier pendant ton stage ?
Candidate: Say what you ate yesterday.
- 5 **Teacher:** Dans quel pays voudrais-tu travailler à l'avenir ?
Candidate: Say in which country you would like to work in the future.

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