

1. Me, my family and friends

HIGHER – Student's card

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – ! – you will have to respond to something you have not prepared.

When you see this – ? – you will have to ask a question

Tu parles avec ton ami(e) français(e) de ta famille.

- Ta famille – description (2 détails).
- !
- **Une** activité avec ta famille – passé.
- Ta famille à l'avenir (2 détails).
- ? Rapport avec famille.

1. Me, my family and friends

HIGHER – Teacher's card

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) français(e) de ta famille.*

1 Ask the candidate about his/her family.

Comment est ta famille ?

2 Allow the candidate to give 2 details about his/her family.

! Ask the candidate about his/her relationship with his/her family.

Est-ce que tu t'entends bien avec ta famille ?

3 Allow the candidate to respond.

Ask the candidate about something he/she did with his/her family recently.

Qu'est-ce que tu as fait avec ta famille récemment ?

4 Allow the candidate to talk about something he/she did with his/her family recently.

Ask the candidate about the kind of family he/she would like in the future.

Quelle sorte de famille voudrais-tu avoir à l'avenir ?

5 Allow the candidate to give 2 details about what type of family he/she would like in the future.

Intéressant.

? Allow the candidate to ask you about your relationship with your family.

Give an appropriate answer.

2. Technology in everyday life

HIGHER – Student's card

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – ! – you will have to respond to something you have not prepared.

When you see this – ? – you will have to ask a question

Tu parles avec ton ami(e) français(e) des jeux vidéo et l'internet.

- Jeux vidéo – opinion.
- Dangers des jeux vidéo (**deux** détails).
- En ligne hier (**deux** activités).
- !
- ? Portable.

2. Technology in everyday life

HIGHER – Teacher's card

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- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) français(e) des jeux vidéo et l'internet.*

1 Ask the candidate his/her opinion of video games.

Qu'est-ce que tu penses des jeux vidéo ?

2 Allow the candidate to give his/her opinion.

Ask the candidate about the dangers of playing video games.

Quels sont les dangers des jeux vidéo ?

3 Allow the candidate to mention two dangers of video games.

Ask the candidate about what he/she did online yesterday.

Qu'est-ce que tu as fait en ligne hier ?

4 Allow the candidate to mention 2 activities.

! Ask the candidate about what he/she will do on his/her mobile phone this evening.

Qu'est-ce que tu vas faire ce soir sur ton portable ?

5 Allow the candidate to respond.

Intéressant.

? Allow the candidate to ask you a question about your phone.

Give an appropriate answer.

3. Free-time activities – a) Sports

HIGHER – Student's card

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – ! – you will have to respond to something you have not prepared.

When you see this – ? – you will have to ask a question.

Tu parles avec ton ami(e) français(e) du sport et de la forme.

- Sport préféré – pourquoi.
- Sport dans le passé (2 détails).
- !
- Ta santé (1 détail).
- ? Sport – opinion.

3. Free-time activities – a) Sports

HIGHER – Teacher’s card

- You begin the role-play.
- You should address the candidate as *tu*.
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- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) français(e) du sport et de la forme.*

1 Ask the candidate about his/her favourite sport.

Quel est ton sport préféré et pourquoi ?

2 Allow the candidate to give his/her opinion.

Ask the candidate about which sports he/she did in the past.

Qu’est-ce que tu as fait comme sport dans le passé ?

3 Allow the candidate to talk about sports in the past tense.

! Ask the candidate which sports he/she would like to try in the future.

Quel sport voudrais-tu essayer à l’avenir ?

4 Allow the candidate to say which sport(s) he/she would like to try.

Ask the candidate whether he/she is healthy.

Tu es sain(e) ?

5 Allow the candidate to respond.

Intéressant.

? Allow the candidate to ask you about your opinion of sport.

Give an appropriate answer.

3

3. Free-time activities – b) Food & drink

HIGHER – Student's card

Your teacher will play the part of the waiter/waitress and will speak first.

You should address the waiter/waitress as vous.

When you see this – ! – you will have to respond to something you have not prepared.

When you see this – ? – you will have to ask a question.

Vous parlez avec le serveur/la serveuse dans un café en France.

- Table – combien de personnes.
- Nourriture et boisson.
- !
- Problème.
- ? Addition.

3. Free-time activities –

b) Food & drink

HIGHER – Teacher’s card

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate’s response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec le serveur/la serveuse dans un café en France.*

1 Greet the candidate.

Bonjour monsieur/mademoiselle.

2 Allow the candidate to ask for a table for a specified number of people.

Ask the candidate what he/she would like to eat.

Bon. Qu’est-ce que vous voulez manger et boire ?

3 Allow the candidate to order some food and drink.

! Ask the candidate if he/she’d like anything else.

Désirez-vous autre chose ?

4 Allow the candidate to respond.

D’accord.

5 Allow the candidate to tell you about a problem.

Je suis désolé(e).

? Allow the candidate to ask you for the bill.

Give an appropriate response.

3. Free-time activities – c) Film/TV/music

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You should address your friend as tu.

When you see this – ! – you will have to respond to something you have not prepared.

When you see this – ? – you will have to ask a question.

Tu parles avec ton ami(e) français(e) de la musique.

- Musique préférée – pourquoi.
- Concert récent – opinion.
- !
- Concert à l'avenir.
- ? Musique.

3. Free-time activities –

c) Film/TV/music

HIGHER – Teacher’s card

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- You should address the candidate as *tu*.
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- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) français(e) de la musique.*

1 Ask the candidate about his/her favourite music.

Tu aimes quel genre de musique ?

2 Allow the candidate to talk about his/her favourite music.

Ask the candidate if he/she has been to a concert recently.

Es-tu allé(e) à un concert récemment ?

3 Allow the candidate to tell you about a recent concert.

! Ask the candidate if the singer/group is better live or on the radio.

Tu penses que le chanteur/ la chanteuse/ le groupe est mieux en direct ou à la radio ?

4 Allow the candidate to respond.

Oui. Qui veux-tu voir en concert à l’avenir ?

5 Allow the candidate to tell you about a future concert.

Bon.

? Allow the candidate to ask you a question about music.

Give an appropriate response.

4. Customs and festivals in French-speaking countries/ communities

HIGHER – Student's card

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – ! – you will have to respond to something you have not prepared.

When you see this – ? – you will have to ask a question

Tu parles avec ton ami(e) français(e) des fêtes.

- Fête préférée – pourquoi.
- Cette fête l'année dernière.
- Cette fête l'année prochaine.
- !
- ? Cadeaux.

4. Customs and festivals in French-speaking countries/ communities

HIGHER – Teacher’s card

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate’s response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) des fêtes.*

1 Ask the candidate about his/her favourite festival.

Quelle est ta fête préférée et pourquoi ?

2 Allow the candidate to talk about his/her favourite festival.

Ask the candidate what he/she did for this festival last year.

Qu’est-ce que tu as fait pour cette fête l’année dernière ?

3 Allow the candidate to tell you what they did last year.

Ask the candidate what they will do for this festival next year.

Qu’est-ce que tu vas faire pour cette fête l’année prochaine ?

4 Allow the candidate to tell you what they will do next year for this festival.

! Ask the candidate which festival they would like to see in France.

Quelle fête aimerais-tu voir en France ?

5 Allow the candidate to respond.

Moi aussi.

? Allow the candidate to ask you a question about presents.

Give an appropriate response.

5. Home, town, neighbourhood and region

a) My home

HIGHER – Student's card

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – ! – you will have to respond to something you have not prepared.

When you see this – ? – you will have to ask a question

Tu parles avec ton ami(e) français(e) de ta maison.

- Pièce préférée – pourquoi.
- Pièce préférée – hier.
- Maison à l'avenir (2 détails).
- !
- ? Maison.

5. Home, town, neighbourhood and region

a) My home

HIGHER – Teacher's card

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) français(e) de ta maison.*

1 Ask the candidate about his/her favourite room.

Quelle est ta pièce préférée et pourquoi ?

2 Allow the candidate to talk about his/her favourite room.

Ask the candidate what he/she did in his/her favourite room yesterday.

Qu'est-ce que tu as fait dans ta pièce préférée hier ?

3 Allow the candidate to say what he/she did in his/her favourite room yesterday.

Ask the candidate about his/her future home.

Où vas-tu habiter à l'avenir ?

4 Allow the candidate to give you one piece of information about his/her future home.

! Ask the candidate about his/her ideal house.

Comment serait ta maison idéale ?

5 Allow the candidate to respond.

Intéressant.

? Allow the candidate to ask you a question about your house.

Give an appropriate response.

5. Home, town, neighbourhood and region

b) My town

HIGHER – Student's card

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – ! – you will have to respond to something you have not prepared.

When you see this – ? – you will have to ask a question

Tu parles avec ton ami(e) français(e) de ta ville.

- Ville – 2 détails.
- Ville – facilités (2 détails).
- Améliorer ta ville.
- !
- ? Ville.

5. Home, town, neighbourhood and region

b) My town

HIGHER – Teacher's card

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) français(e) de ta ville.*

1 Ask the candidate about his/her town.

Comment est ta ville ?

2 Allow the candidate to give 2 pieces of information about what his/her town is like.

Ask the candidate what you can do in the town.

Qu'est-ce qu'on peut faire dans ta ville ?

3 Allow the candidate to give 2 pieces of information about what you can do in the town.

Ask the candidate how you could improve the town.

Comment est-ce qu'on pourrait améliorer la ville ?

4 Allow the candidate to say how the town could be improved.

! Ask the candidate about where he/she would like to live in the future.

Où veux-tu habiter à l'avenir ?

5 Allow the candidate to respond.

Intéressant.

? Allow the candidate to ask you a question about your town.

Give an appropriate response.

6. Social issues

HIGHER – Student's card

Your teacher will play the part of the French doctor and will speak first.

You should address the doctor as vous.

When you see this – ! – you will have to respond to something you have not prepared.

When you see this – ? – you will have to ask a question

Vous parlez avec un médecin en France.

- Maladie – **deux** détails.
- !
- Depuis quand.
- Allergies.
- ? Médicament.

6. Social issues

HIGHER – Teacher's card

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec un médecin en France.*

1 Greet the candidate and ask how he/she is.

Bonjour monsieur/mademoiselle, ça va ?

2 Allow the candidate to give 2 details about what is wrong with him/her.

! Ask the candidate what else is wrong with him/her.

Avez-vous des autres symptômes ?

3 Allow the candidate to respond.

Ask the candidate how long he/she has been ill for.

Vous êtes malade depuis quand ?

4 Allow the candidate to say how long he/she has been ill for.

Ask the candidate whether he/she has any allergies.

Est-ce que vous avez des allergies ?

5 Allow the candidate to give details of any allergies.

D'accord.

? Allow the candidate to ask you a question about the medicine.

Give an appropriate response.

7. Global issues

HIGHER – Student's card

Your teacher will play the part of the French reporter and will speak first.

You should address the reporter as vous.

When you see this – ! – you will have to respond to something you have not prepared.

When you see this – ? – you will have to ask a question

Vous parlez avec un(e) journaliste en France des sans-abris et de ce que vous faites dans votre ville pour les aider.

- Sans-abris dans votre ville – **un** problème.
- Aider – pourquoi.
- Aider – comment.
- !
- ? Les sans-abris.

7. Global issues

HIGHER – Teacher’s card

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate’s response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec un(e) journaliste en France des sans-abris et de ce que vous faites dans votre ville pour les aider.*

1 Greet the candidate and ask about the problems with homelessness in his/her town.
Bonjour monsieur/mademoiselle, quel est un problème pour les sans-abris dans votre ville ?

2 Allow the candidate to give 1 detail about homelessness in his/her town.
Ask the candidate why he/she helps homeless people.
Pourquoi aidez-vous des sans-abris dans votre ville ?

3 Allow the candidate to say why he/she helps homeless people.
Ask the candidate what he/she does to help.
Qu’est-ce que vous faites pour aider les sans abris ?

4 Allow the candidate to say what he/she does.
! Ask the candidate whether he/she thinks there is more homelessness in France or England (or his/her country, if not England).
Pensez-vous qu’il y a plus de sans-abris en France ou en Angleterre/ chez vous ?

5 Allow the candidate to respond.
Intéressant.

? Allow the candidate to ask you a question about homelessness.
Give an appropriate response.

8. Travel and tourism

HIGHER – Student's card

Your teacher will play the part of the French receptionist and will speak first.

You should address the receptionist as vous.

When you see this – ! – you will have to respond to something you have not prepared.

When you see this – ? – you will have to ask a question

Vous parlez avec un(e) réceptionniste dans un hôtel en France.

- Problème avec chambre – **un** détail.
- !
- Restaurant – opinion.
- Autre chambre.
- ? Remboursement.

8. Travel and tourism

HIGHER – Teacher's card

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec un(e) réceptionniste dans un hôtel en France.*

1 Greet the candidate.

Bonjour monsieur/mademoiselle.

2 Allow the candidate to give 1 detail about a problem in his/her room.

! Ask the candidate for his/her room number.

Quel est le numéro de votre chambre ?

3 Allow the candidate to respond.

Ask the candidate his/her opinion of the restaurant.

Comment trouvez-vous le restaurant ?

4 Allow the candidate to give an opinion of the restaurant.

Ask the candidate what you can do about the problem.

Qu'est-ce que nous pouvons faire pour vous aider avec votre problème ?

5 Allow the candidate to ask for another room.

Pas de problème.

? Allow the candidate to ask you a question about a refund.

Give an appropriate response.

9. My studies & Life at school/college & Education post-16

HIGHER – Student's card

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – ! – you will have to respond to something you have not prepared.

When you see this – ? – you will have to ask a question

Tu parles avec ton ami(e) français(e) de ton collègue.

- Matières – opinion.
- Facilités.
- !
- Projets pour l'avenir.
- ? Université.

9. My studies & Life at school/college & Education post-16

HIGHER – Teacher’s card

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate’s response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) français(e) de ton collègue.*

1 Ask the candidate about which subjects he/she studies and to give his/her opinion on them.

Qu’est-ce que tu étudies et comment trouves-tu les matières ?

2 Allow the candidate to talk about school subjects.

Ask the candidate about facilities at his/her school.

Comment trouves-tu les facilités à ton collège ?

3 Allow the candidate to describe the facilities at his/her school and give an opinion.

! Ask the candidate about his/her teachers.

Que penses-tu de tes profs ?

4 Allow the candidate to respond.

Ask the candidate about his/her future plans.

Quels sont tes projets pour l’avenir ?

5 Allow the candidate to talk about his/her future plans.

Intéressant.

? Allow the candidate to ask you about university.

Give an appropriate answer.

10. Jobs, career choices and ambitions

HIGHER – Student's card

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – ! – you will have to respond to something you have not prepared.

When you see this – ? – you will have to ask a question

Tu parles avec ton ami(e) français(e) de ton stage.

- Stage – où et quand.
- Collègues – opinion.
- Tâches (2 détails).
- !
- ? Stage.

10. Jobs, career choices and ambitions

HIGHER – Teacher's card

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) français(e) de ton stage.*

1 Ask the candidate about when and where he/she did his/her work experience.

Où et quand as-tu fait ton stage ?

2 Allow the candidate to talk about his/her work experience.

Ask the candidate about his/her colleagues.

Comment as-tu trouvé tes collègues ?

3 Allow the candidate to give an opinion about his/her colleagues.

Ask the candidate about his/her tasks during the work experience.

Quelles tâches as-tu fait ?

4 Allow the candidate to give 2 details about his/her tasks.

! Ask the candidate about his/her future job.

Qu'est-ce que tu veux faire comme travail à l'avenir ?

5 Allow the candidate to talk about his/her future job.

Intéressant.

? Allow the candidate to ask you about your work experience.

Give an appropriate answer.