

Cambridge O Level

FRENCH**5020/03**

Paper 3 Speaking

For examination from 2028

SPECIMEN INSTRUCTIONS FOR TEACHERS/EXAMINERS



The information in this document is confidential and must NOT reach candidates either directly or indirectly.

INSTRUCTIONS

- This document contains the examiner's scripts for the Role plays and Topic conversations.
- Read this set of instructions carefully before starting the speaking tests at the centre.
- You must ask the questions in **French** and the candidates must respond in **French**.
- Dictionaries are **not** allowed.

INFORMATION

- Candidates have 10 minutes of preparation time before the test.
- Each candidate's speaking test must include:
 - Role play (approximately 2 minutes)
 - Topic conversation 1 (4 minutes)
 - Topic conversation 2 (4 minutes).

This document has **30** pages. Any blank pages are indicated.

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Introduction

These instructions are for the teacher(s)/examiner(s) who are responsible for conducting and assessing the Cambridge O Level French speaking tests at your centre. In these instructions we use the word 'you' to refer to the teacher(s)/examiner(s) conducting the speaking tests.

The purpose of the speaking test

The purpose of the speaking test is to assess candidates' spoken performance in Cambridge O Level French.

To achieve this, it is important to:

- create a supportive atmosphere
- conduct the test in accordance with these instructions and the *Cambridge Handbook*
- conduct each test using the questions and prompts exactly as they are printed in the teacher/examiner scripts provided in this booklet
- record the speaking tests in full for **all** candidates.

Structure of the speaking test

The structure is as follows:

task	duration	task focus
preparation time	10 minutes	
greeting (non-assessed)	approximately 30 seconds	
role play	approximately 2 minutes	Candidates respond to transactional questions to, for example, accomplish a task or obtain goods/services.
topic conversation 1	4 minutes	Candidates respond to questions on one specific sub-topic from Topic Area A or B to share views, opinions and experiences.
topic conversation 2	4 minutes	Candidates respond to questions on one specific sub-topic from Topic Area C, D or E to share views, opinions and experiences.

The test does not need to last exactly 10 minutes. For example:

- if the role play lasts less than 2 minutes, you do **not** need to add extra questions
- if the role play lasts more than 2 minutes, do **not** reduce the time allocated to the topic conversations
- if the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice. These questions must be on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Resources required

You need:	Each candidate needs:
• this booklet • a copy of the mark schemes provided in this instruction booklet • copies of the working mark sheet (WMS) (please download from the samples database at www.cambridgeinternational.org/samples) • recording equipment • a timer or clock • the list of candidate names and numbers • a black or blue pen for marking • additional paper and pens for the candidates during their preparation time • a quiet room for the preparation time • a quiet room for the speaking test.	• one candidate card.

Preparation in advance of the speaking test

Before starting the speaking tests at the centre, you must:

- read these instructions, including the mark schemes, carefully
- read the regulations in the *Cambridge Handbook* about the conduct of non-coursework speaking tests
- study the scripts for both the role plays and topic conversations
- make sure that there are two separate rooms available: one room where candidates prepare for the test (this will be the preparation room) and one room where candidates take the test (this will be the examination room)
- make sure that the preparation room has paper and pens for candidates to use during their preparation time
- check that the recording equipment is working properly
- write the syllabus number, centre number and your name on the working mark sheet. Complete the boxes at the top of the working mark sheet with the correct details about your centre and the exam.

You must **NOT** share the topics of the topic conversations with candidates before their test.

You must **NOT** share the topics of the topic conversations with the candidates during their preparation time.

Note: if more than one teacher/examiner is marking the Cambridge O Level French speaking tests at the centre, you must all agree the approach and standard of marking before conducting the first test. Please read the factsheet about internal moderation, which can be found on the samples database at www.cambridgeinternational.org/samples

On the day of the speaking test

Before each candidate's test

You must:

- 1 make sure that the candidate is supervised under exam conditions during the preparation time. Note that the exam conditions must be maintained until the test is complete
- 2 select a candidate card using the randomisation instructions on pages 15–16
- 3 give the candidate card to the candidate in the preparation room
- 4 tell the candidate that they have 10 minutes to prepare
- 5 tell the candidate to write their name and candidate number on any notes
- 6 collect any notes that the candidate has made **before** the speaking test starts. The candidate must **not** have access to them during the speaking test. The notes must be retained by the teacher/examiner and then stored securely at the centre until after certificates have been issued
- 7 find the correct role play questions and topic conversation scripts in this instruction booklet for the candidate you are about to examine
- 8 enter the candidate's number, their name, the candidate card number and topic conversation numbers on the working mark sheet.

During each candidate's test

- 9 If the candidate has made any notes on an additional piece of paper, they must give these to the teacher/examiner before the speaking test starts. The candidate must **not** have access to them during the speaking test.
- 10 You must only conduct each test **once**.
- 11 At the start of the test, press 'record' on the recording equipment.
- 12 **Once the recording has started, you must not stop or pause the recording at any point during the test.**
- 13 Say your name, the candidate's number, the candidate's name, the candidate card number and the date. For example:

 'Teacher/examiner name: *Joe Bloggs*
 Candidate number: *0031*
 Candidate name: *Anita Cheng*
 Candidate card number: *3*
 Date: *[the date on which the test is conducted]*'
- 14 Start the timer or look at a clock to note the start time of the test. You should monitor the timing for each part of the test (role play: approximately 2 minutes, topic conversation 1: 4 minutes and topic conversation 2: 4 minutes); you may want to restart the timer for each part.

From this point onwards, all parts of the test must be conducted in French.

Role play

- 15 Greet the candidate using the prompts provided. This is **not** assessed.
- 16 Set the scene for the role play by reading out the role play scenario **exactly as it is printed** in this instruction booklet (except for when selecting a gender for the examiner role).
- 17 Ask the first role play question **exactly as it is printed**. When there is a **[PAUSE]** in the script, let the candidate answer first and then ask the second question provided after the pause unless the candidate has already clearly addressed the second question in their answer to the first question. In this instance, you do not need to ask the second question as it could be confusing for the candidate.
 Note: you **can** repeat any role play question **once** if the candidate did not hear, has not understood, or has given an ambiguous response. However, you **must not** rephrase any questions, use extension questions, or ask questions of your own during the role play. If the candidate still cannot answer the question after you have repeated it, move on to the next task.
- 18 Listen to the candidate's answer. Remember that brief answers, as long as they complete the task fully, can be awarded two marks.
- 19 Assess the candidate's answer using the role play mark scheme and enter the mark on the working mark sheet (WMS). When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's response. Then award the mark for that band. The purpose of the role play is to communicate an appropriate response to each task. A short response to a task, if it communicates fully and is correct, is worth 2 marks.

- 20 Repeat the process described above in points 17–19 for each role play question, until you have asked **all** of the role play questions.
- 21 When the role play is complete, tell the candidate that the role play has finished and that it is time to start the topic conversations.

Remember, you cannot stop or pause the recording during a test.

Topic conversation 1

- 22 Go to the correct topic conversation in this instruction booklet as per the randomisation grid on pages 15–16.
- 23 Say to the candidate in French: 'First we are going to talk about [name of the first topic]'.
- 24 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. When there is a **[PAUSE]** in the script, let the candidate answer first and then ask the second question provided after the pause unless the candidate has already clearly addressed the second question in their answer to the first question. In this instance, you do not need to ask the second question as it could be confusing for the candidate.
- 25 Listen carefully to and acknowledge the candidate's answer to each question.
- 26 If the candidate does not answer a question, or answers very briefly and you think that they could give a fuller response, follow the instructions in the table below. You can encourage fuller responses by asking extension questions such as 'Tell me more about ...', 'What else can you tell me about ...?', 'Is there anything else you want to say about ...?'.

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Donne-moi plus de détails.</i> <i>Peux-tu me dire autre chose à ce sujet ?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

There are definitions of alternative, extension and further questions in the glossary on page 10.

Topic conversation 2

- 27 Go to the correct topic conversation in this instructions booklet as per the randomisation grid on pages 15–16.
- 28 Say to the candidate in French: ‘Now we are going to talk about [name of the second topic]’.
- 29 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. When there is a [PAUSE] in the script, let the candidate answer first and then ask the second question provided after the pause unless the candidate has already clearly addressed the second question in their answer to the first question. In this instance, you do not need to ask the second question as it could be confusing for the candidate.
- 30 Listen carefully to and acknowledge the candidate’s answer to each question.
- 31 If the candidate does not answer a question, or answers very briefly and you think that they could give a fuller response, follow the instructions in the table below. You can encourage fuller responses by asking extension questions such as ‘Tell me more about ...’, ‘What else can you tell me about ...?’, ‘Is there anything else you want to say about ...?’.

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Donne-moi plus de détails.</i> <i>Peux-tu me dire autre chose à ce sujet ?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

There are definitions of alternative, extension and further questions in the glossary on page 10.

- 32 When **both** topic conversations have been completed, award a mark out of 15 for Communication and a mark out of 15 for Quality of Language using the tables in the mark scheme.
- 33 Enter the mark for Communication and the mark for Quality of Language on the working mark sheet.

After each candidate's speaking test

- 34 Take the candidate card from the candidate. The candidate must **not** take the candidate card with them when they leave the examination room.
- 35 Make sure that you have completed all parts of the working mark sheet for the candidate.
- 36 Check that the test has been recorded and can be heard clearly. If there is a problem with the recording, follow the instructions in the *Cambridge Handbook* about failed recordings.
- 37 You must keep any additional pieces of paper with candidate notes on. They must have the candidate's name and number on them. The notes must be kept securely until after certificates have been issued.

After completing all of the speaking tests at the centre

- Store any candidate notes securely and destroy only when certificates have been issued.
- Add up the marks for each candidate on the working mark sheet (WMS) and enter the total mark in the appropriate column. Check all additions carefully.
- If more than one teacher/examiner is marking the Cambridge O Level French speaking tests at the centre, you must make arrangements to internally moderate all of the teachers'/examiners' marking so that all candidates are assessed to a common standard. You can find further information about the process of internal moderation on the samples database at **www.cambridgeinternational.org/samples**
- You must write the internally moderated marks for all candidates on the working mark sheet(s) and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* and on the samples database at **www.cambridgeinternational.org/samples**
- The centre must submit a sample of candidates' speaking test recordings to Cambridge International for external moderation. Please check the requirements for the centre on the samples database at **www.cambridgeinternational.org/samples**
- Each recorded file in the sample must be clearly named using the correct naming convention provided in the *Submit for Assessment Admin Guide*. This can be found on the samples database at **www.cambridgeinternational.org/samples**

Glossary

In certain cases, you may need to use alternative, extension and further questions.

Using alternative questions

An **alternative question** tests the same task and language area as the first version of the question set by Cambridge in Questions 3–5 of a topic conversation. The language of an alternative question is easier than the first set question and has been set by Cambridge to make the question more accessible. The aim of an alternative question is to give candidates more support in understanding the set task, if required, and to enable them to access the available marks.

The topic conversations each have five set questions. You must read these exactly as printed. In the interest of fairness to all candidates, you must **not** paraphrase the set questions in your own words as this changes the nature and difficulty of the set task. You should read the first set question in Questions 3–5 and, if the candidate does not understand or gives an ambiguous response, the first set question should be repeated. If the candidate still cannot answer, you should then use the alternative question and repeat it once if necessary. You must not go straight to the alternative question before reading the first set question. If you need to use the alternative question, do not tell the candidate you are using the alternative question as this can be confusing for them. Do not use the alternative questions on a topic as extension questions.

Using extension questions

Extension questions may be asked during a topic conversation when candidates answer too briefly and it is clear that they might not be saying enough to fill the time of 4 minutes for a topic. The aim of an extension question is to invite candidates to say more, develop their answers and work for the available marks during the 4 minutes. This is especially important during Questions 3–5 on the topics.

The extension question must be worded carefully so that the teacher/examiner does not give or suggest vocabulary, structures or ideas to the candidate. You should use neutral wordings in the language being tested, such as:

‘Tell me more about ...’

‘What else can you tell me about ...?’

‘Is there anything else you want to say about ...?’

Extension questions can be asked on both the first and second topics.

Using further questions

Up to two **further questions** of your choice may be asked at the end of the five set questions on a topic conversation if timings are shorter than 3½ minutes to make sure the conversation lasts 4 minutes. The two questions must be on the same topic as the one being tested. Do not ask more than two further questions even if timings are short.

You should carefully consider the ability of the candidate and differentiate the difficulty of further questions accordingly. Further questions such as ‘Where did you go on holiday last year?’ may be suitable for weaker candidates but do not offer the possibility of development to more able candidates. In such a case, a more open question such as ‘What did you enjoy doing last year on holiday?’ would be more suitable and would give them the chance to say more. In your preparation time before the tests, you should familiarise yourself with the scripts and think of possible questions which you could use on each of the set topics for the session. Your further questions should not duplicate the content of the five Cambridge set questions. Do not use the alternative questions on a topic as your

own further questions on the same topic as this can lead to repetition of material. Try to vary further questions between candidates according to their individual ability.

Mark schemes

The marks for each part of the test are shown below.

part of test	marks available	maximum mark
Role play	2 marks per response	10
Topic conversations 1 and 2 <i>together</i>	15 marks for Communication	15
Topic conversations 1 and 2 <i>together</i>	15 marks for Quality of Language	15
TOTAL MARK		40

Marking should be positive and reward achievement.

Role play mark scheme

- Apply the mark scheme separately for each response.
- Up to two marks are available per response.
- Brief answers, if appropriate and which complete the task(s) fully, can be awarded two marks.
- When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's performance.

marks	descriptor
2	• The information is fully communicated. • Language is appropriate to the situation. • If a verb is used, the time frame is clear and appropriate. • Minor errors (such as adjective endings and use of prepositions) are allowed.
1	• The information is partly communicated and/or the meaning is ambiguous. • Errors impede communication.
0	• No creditable response.

Topic conversation mark schemes

When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's performance. Then use the following guidance to decide on the mark to award, where applicable:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

Communication

Examiners are reminded that this is a language qualification aimed at certifying language proficiency at level A2 with elements of B1 of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. The descriptors below should be understood and applied with reference to those levels.

Award a mark out of 15 for the candidate's performance in **both** topic conversations.

marks	descriptor	
13–15	Very good	• Responds confidently to questions; may require repetition of occasional words or phrases. • Communicates information which is consistently relevant to the questions. • Frequently develops ideas and opinions. • Justifies and explains some answers.
10–12	Good	• Responds well to questions; may require occasional repetition of questions and/or occasional use of the alternative questions provided. • Communicates information which is almost always relevant to the questions. • Sometimes develops ideas and opinions. • Gives reasons and explanations for some answers.
7–9	Satisfactory	• Responds satisfactorily to questions; requires repetition of some questions and/or use of the alternative question(s) provided. • Communicates most of the required information; may occasionally give irrelevant information. • Conveys simple, straightforward opinions.
4–6	Weak	• Responds with difficulty; requires repetition of many questions but still attempts an answer. • Communicates some simple information relevant to the questions.
1–3	Poor	• Frequently has difficulty understanding the questions, despite repetition, and has great difficulty in replying. • Communicates one or two basic pieces of information relevant to the questions.
0		• No creditable response.

Quality of Language

Examiners are reminded that this is a language qualification aimed at certifying language proficiency at level A2 with elements of B1 of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. The descriptors below should be understood and applied with reference to those levels.

Award a mark out of 15 for the candidate's performance in **both** topic conversations.

Note 'structures listed in the syllabus' includes the use of verbs.

marks	descriptor	
13–15	Very good	- Consistently accurate use of a wide range of the structures listed in the syllabus, with occasional errors in more complex language. - Accurate use of a wide range of vocabulary with occasional errors. - Very good pronunciation, fluency, intonation and expression; occasional errors or hesitation.
10–12	Good	- Good use of a range of the structures listed in the syllabus, with some errors. - Good use of a range of vocabulary with some errors. - Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.
7–9	Satisfactory	- Satisfactory use of some of the structures listed in the syllabus, with frequent errors. - Satisfactory use of vocabulary with frequent errors. - Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.
4–6	Weak	- Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity. - Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.
1–3	Poor	- Very limited range of structures and vocabulary, almost always inaccurate. - Poor pronunciation, rarely comprehensible; many serious errors.
0		No creditable response.

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Name of Examiner completing this form in capitals

Date

Randomisation instructions

Each candidate must be allocated one of six candidate cards. The candidate card gives information for the role play and reminds candidates that the test will contain two topic conversations. There are corresponding teacher/examiner scripts for each candidate card.

The candidate cards and topics for conversation should be allocated to candidates in sequence as shown in the table below.

- If you are conducting more than 30 tests in a day, return to the beginning of the sequence after the 30th candidate.
- If you are conducting tests on more than one day, you should continue the sequence as shown in the table. For example, if you conduct 20 tests on the first day, you should start the second day from row 21 of the table.

Allocate cards and topics to candidates in sequence, as follows:

order of candidates	candidate card	topic conversation 1	topic conversation 2
candidate 1	1	topic 2	topic 4
candidate 2	2	topic 3	topic 5
candidate 3	3	topic 2	topic 6
candidate 4	4	topic 1	topic 5
candidate 5	5	topic 1	topic 6
candidate 6	6	topic 3	topic 4
candidate 7	1	topic 3	topic 6
candidate 8	2	topic 1	topic 6
candidate 9	3	topic 2	topic 5
candidate 10	4	topic 3	topic 4
candidate 11	5	topic 2	topic 5
candidate 12	6	topic 1	topic 4
candidate 13	1	topic 1	topic 4
candidate 14	2	topic 2	topic 5
candidate 15	3	topic 3	topic 6
candidate 16	4	topic 2	topic 5
candidate 17	5	topic 1	topic 4
candidate 18	6	topic 3	topic 6
candidate 19	1	topic 3	topic 4
candidate 20	2	topic 2	topic 6
candidate 21	3	topic 3	topic 5
candidate 22	4	topic 2	topic 4

order of candidates	candidate card	topic conversation 1	topic conversation 2
candidate 23	5	topic 1	topic 5
candidate 24	6	topic 1	topic 6
candidate 25	1	topic 2	topic 6
candidate 26	2	topic 1	topic 5
candidate 27	3	topic 3	topic 4
candidate 28	4	topic 1	topic 4
candidate 29	5	topic 2	topic 6
candidate 30	6	topic 3	topic 5
<i>start again at row 1 (as used for candidate 1)</i>			

Teacher/examiner scripts – Role plays

CANDIDATE CARD 1

Start the recording	
Before the test	Say: Your name, e.g. Joe Bloggs The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Salutations (non notées)	Dites : Bonjour (Monsieur/Mademoiselle) Ça va ? On va commencer. Vous êtes prêt(e) ?

Jeu de rôle	
Candidat(e) : Professeur :	Vous-même Ami(e) français(e)
Scénario	Dites : Votre ami(e) français(e) vous rend visite chez vous. Vous voulez aller au zoo. Vous parlez avec votre ami(e). Je suis votre ami(e) français(e).
Questions	Posez les questions suivantes :
1	Quel jour veux-tu aller au zoo ? <i>Répondez de façon appropriée et demandez :</i>
2	À quelle heure ouvre le zoo normalement ? <i>Répondez de façon appropriée et demandez :</i>
3	Ce jour-là, préfères-tu manger au restaurant ou faire un pique-nique ? [PAUSE] Pourquoi ? <i>Répondez de façon appropriée et demandez :</i>
4	La dernière fois que tu es allé(e) au zoo, qu'est-ce que tu as vu ? [PAUSE] Et qu'est-ce que tu as fait ? <i>Répondez de façon appropriée et demandez :</i>
5	Qu'est-ce que tu voudrais faire après le zoo ? <i>Répondez de façon appropriée et terminez la conversation.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 2

Start the recording	
Before the test	Say: Your name, e.g. Joe Bloggs The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Salutations (non notées)	Dites: Bonjour (Monsieur/Mademoiselle) Ça va ? On va commencer. Vous êtes prêt(e) ?

Jeu de rôle	
Candidat(e) : Professeur :	Vous-même Ami(e) suisse
Scénario	Dites : Votre ami(e) suisse est en vacances chez vous. Vous organisez une sortie au cinéma avec votre ami(e). Je suis votre ami(e) suisse.
Questions	Posez les questions suivantes :
1	Quand est-ce qu'on va au cinéma ? <i>Répondez de façon appropriée et demandez :</i>
2	Comment est-ce qu'on va au cinéma ? <i>Répondez de façon appropriée et demandez :</i>
3	Quelle sorte de film veux-tu voir ? [PAUSE] Pourquoi ? <i>Répondez de façon appropriée et demandez :</i>
4	Avec qui es-tu allé(e) au cinéma la dernière fois ? [PAUSE] Comment était le film ? <i>Répondez de façon appropriée et demandez :</i>
5	Qu'est-ce que tu voudrais faire après le film ? <i>Répondez de façon appropriée et terminez la conversation.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 3

Start the recording	
Before the test	Say: Your name, e.g. Joe Bloggs The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Salutations (non notées)	Dites: Bonjour (Monsieur/Mademoiselle) Ça va ? On va commencer. Vous êtes prêt(e) ?

Jeu de rôle	
Candidat(e) : Professeur :	Vous-même Réceptionniste
Scénario	Dites : Vous êtes dans un hôtel en France et vous voulez changer de chambre. Vous parlez au/à la réceptionniste. Je suis le/la réceptionniste.
Questions	Posez les questions suivantes :
1	Bonjour ! Alors, vous voulez changer de chambre. Quel est le numéro de votre chambre ? <i>Répondez de façon appropriée et demandez :</i>
2	Et comment vous appelez-vous ? <i>Répondez de façon appropriée et demandez :</i>
3	Alors Monsieur/Mademoiselle, quel est le problème avec votre chambre ? <i>Répondez de façon appropriée et demandez :</i>
4	Je vais vous donner une autre chambre. Qu'est-ce que vous avez fait comme activités à l'hôtel depuis votre arrivée ? [PAUSE] C'était comment ? <i>Répondez de façon appropriée et demandez :</i>
5	Et qu'est-ce que vous avez l'intention de faire d'autre pendant le reste de votre séjour en France ? <i>Répondez de façon appropriée et terminez la conversation.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 4

Start the recording	
Before the test	Say: Your name, e.g. Joe Bloggs The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Salutations (non notées)	Dites: Bonjour (Monsieur/Mademoiselle) Ça va ? On va commencer. Vous êtes prêt(e) ?

Jeu de rôle	
Candidat(e) : Professeur :	Vous-même Ami(e) belge
Scénario	Dites : Votre ami(e) belge vous rend visite. Vous voulez aller au parc aujourd'hui. Je suis votre ami(e) belge.
Questions	Posez les questions suivantes :
1	Où se trouve le parc exactement ? <i>Répondez de façon appropriée et demandez :</i>
2	On y va comment ? <i>Répondez de façon appropriée et demandez :</i>
3	Qu'est-ce qu'on doit mettre dans les sacs à dos ? <i>Répondez de façon appropriée et demandez :</i>
4	La dernière fois que tu es allé(e) au parc, c'était quand ? [PAUSE] Et qu'est-ce que tu as aimé faire là-bas ? <i>Répondez de façon appropriée et demandez :</i>
5	Qu'est-ce que tu voudrais faire ce soir ? [PAUSE] Pourquoi ? <i>Répondez de façon appropriée et terminez la conversation.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 5

Start the recording	
Before the test	Say: Your name, e.g. Joe Bloggs The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Salutations (non notées)	Dites: Bonjour (Monsieur/Mademoiselle) Ça va ? On va commencer. Vous êtes prêt(e) ?

Jeu de rôle	
Candidat(e) : Professeur :	Vous-même Employé(e) dans un office de tourisme
Scénario	Dites : Vous êtes dans un office de tourisme à Lyon, en France. Vous voulez faire une visite guidée de Lyon. Vous discutez avec l'employé(e) à l'office de tourisme. Je suis l'employé(e) à l'office de tourisme.
Questions	Posez les questions suivantes :
1	Bonjour ! Alors, quel jour voulez-vous faire une visite guidée ? <i>Répondez de façon appropriée et demandez :</i>
2	C'est pour combien de personnes ? <i>Répondez de façon appropriée et demandez :</i>
3	Et, à part les visites guidées, quelles activités touristiques vous intéressent ? [PAUSE] Pourquoi ? <i>Répondez de façon appropriée et demandez :</i>
4	Quand êtes-vous arrivé(e) à Lyon ? [PAUSE] Et comment était votre voyage ? <i>Répondez de façon appropriée et demandez :</i>
5	Qu'est-ce que vous voudriez faire d'autre pendant le reste de vos vacances en France ? <i>Répondez de façon appropriée et terminez la conversation.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 6

Start the recording	
Before the test	Say: Your name, e.g. Joe Bloggs The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Salutations (non notées)	Dites: Bonjour (Monsieur/Mademoiselle) Ça va ? On va commencer. Vous êtes prêt(e) ?

Jeu de rôle	
Candidat(e) : Professeur :	Vous-même Passager/Passagère
Scénario	Dites : Vous attendez un avion dans un aéroport en France. Vous discutez avec un(e) autre passager/passagère. Je suis le passager / la passagère.
Questions	Posez les questions suivantes :
1	À quelle heure part votre avion ? <i>Répondez de façon appropriée et demandez :</i>
2	Et où allez-vous en avion ? <i>Répondez de façon appropriée et demandez :</i>
3	D'habitude, comment préférez-vous voyager ? [PAUSE] Pourquoi ? <i>Répondez de façon appropriée et demandez :</i>
4	Quel autre long voyage avez-vous déjà fait en avion ? [PAUSE] Qu'est-ce que vous avez fait pendant le voyage ? <i>Répondez de façon appropriée et demandez :</i>
5	Et quand vous arriverez à votre destination, qu'est-ce que vous allez faire ? <i>Répondez de façon appropriée et terminez la conversation.</i>

Teacher/examiner scripts – Topic conversations

TOPIC 1

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Donne-moi plus de détails.</i> <i>Peux-tu me dire autre chose à ce sujet ?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice. These questions must be on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

Thème : manger et boire	
Questions	Posez les questions suivantes :
1	Quel est ton plat préféré ?
2	Qui fait la cuisine chez toi ?
3	Pourquoi les jeunes aiment-ils manger du fast-food ? [PAUSE] Pourquoi le fast-food est-il mauvais pour la santé ? Questions alternatives (si nécessaire) : Est-ce que tu aimes manger du fast-food ? [PAUSE] Pourquoi ? [PAUSE] Pourquoi est-ce que le fast-food est mauvais pour la santé ?
4	Parle-moi d'un repas spécial que tu as pris en famille. [PAUSE] Qu'est-ce que tu as pensé du repas ? Questions alternatives (si nécessaire) : Fais la description d'un repas spécial que tu as mangé avec ta famille. [PAUSE] C'était quand ? [PAUSE] C'était comment ?
5	À l'avenir, quels changements aimerais-tu faire dans ton régime alimentaire ? [PAUSE] Pourquoi ? Questions alternatives (si nécessaire) : À l'avenir, qu'est-ce que tu voudrais changer dans la nourriture que tu manges ? [PAUSE] Pourquoi ?

Teacher/examiner scripts – Topic conversations

TOPIC 2

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Donne-moi plus de détails.</i> <i>Peux-tu me dire autre chose à ce sujet ?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice. These questions must be on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

Thème : moi, ma famille et mes amis	
Questions	Posez les questions suivantes :
1	Quels membres de ta famille habitent chez toi ?
2	D'habitude, qu'est-ce que tu fais avec ta famille le soir ?
3	Parle-moi d'un week-end agréable que tu as passé avec ta famille ou avec tes amis. [PAUSE] Pourquoi as-tu apprécié ce week-end ? Questions alternatives (si nécessaire) : Qu'est-ce que tu as fait la dernière fois que tu as passé un bon week-end avec ta famille ou avec tes amis ? [PAUSE] Pourquoi est-ce que tu as aimé ce week-end ?
4	Penses-tu qu'il est important d'avoir de bons amis dans la vie ? [PAUSE] Pourquoi ? Questions alternatives (si nécessaire) : Pour toi, est-ce que les amis sont importants ? [PAUSE] Pourquoi ?
5	À l'avenir, comment vas-tu rester en contact avec tes copains de classe ? Questions alternatives (si nécessaire) : À l'avenir, qu'est-ce que tu vas faire pour rester en contact avec tes copains de classe ?

Teacher/examiner scripts – Topic conversations

TOPIC 3

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Donne-moi plus de détails.</i> <i>Peux-tu me dire autre chose à ce sujet ?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice. These questions must be on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

Thème : les vêtements	
Questions	Posez les questions suivantes :
1	Quelle est ta couleur préférée ?
2	D'habitude, qu'est-ce que tu portes comme vêtements le week-end ?
3	Décris un après-midi que tu as passé à acheter des vêtements en ville. [PAUSE] Avec qui as-tu fait ces achats ? [PAUSE] Ça s'est passé comment ? Questions alternatives (si nécessaire) : Quels vêtements as-tu acheté récemment en ville ? [PAUSE] C'était avec qui ? [PAUSE] C'était comment ?
4	Dans l'avenir, est-ce qu'il sera important pour toi d'acheter des vêtements à la mode ? [PAUSE] Pourquoi ? Questions alternatives (si nécessaire) : Dans l'avenir, est-ce que tu voudrais porter des vêtements à la mode ? [PAUSE] Pourquoi ?
5	Tu es pour ou contre l'uniforme scolaire ? [PAUSE] Pourquoi ? Questions alternatives (si nécessaire) : L'uniforme scolaire, est-ce que c'est une bonne chose ou une mauvaise chose ? [PAUSE] Pourquoi ?

Teacher/examiner scripts – Topic conversations

TOPIC 4

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Donne-moi plus de détails.</i> <i>Peux-tu me dire autre chose à ce sujet ?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice. These questions must be on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

Thème : la communication et la technologie	
Questions	Posez les questions suivantes :
1	Qui a un téléphone portable chez toi ?
2	Combien d'heures par jour passes-tu en ligne ?
3	Parle-moi de la dernière fois que tu as utilisé Internet pour ton travail scolaire. Questions alternatives (si nécessaire) : Quel travail scolaire as-tu fait sur Internet la semaine dernière ?
4	Si tu avais beaucoup d'argent, quels appareils électroniques aimerais-tu avoir dans l'avenir ? [PAUSE] Pourquoi ? Questions alternatives (si nécessaire) : Si tu étais riche, quels appareils électroniques est-ce que tu voudrais acheter dans l'avenir ? [PAUSE] Pourquoi ?
5	Quels sont les avantages d'utiliser les réseaux sociaux ? [PAUSE] Et les inconvénients ? Questions alternatives (si nécessaire) : Pourquoi est-ce que les réseaux sociaux sont une bonne chose ? [PAUSE] Et pourquoi sont-ils une mauvaise chose ?

Teacher/examiner scripts – Topic conversations

TOPIC 5

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Donne-moi plus de détails.</i> <i>Peux-tu me dire autre chose à ce sujet ?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice. These questions must be on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

Thème : l'éducation	
Questions	Posez les questions suivantes :
1	Quelle est ta matière préférée au collège ?
2	Tu habites à quelle distance de ton école ?
3	Parle-moi de ce que tu as fait à l'école pendant la pause-déjeuner hier. Questions alternatives (si nécessaire) : Qu'est-ce que tu as fait à l'école hier pendant l'heure du déjeuner ?
4	À ton avis, une bonne éducation est-elle importante ? [PAUSE] Pourquoi ? Questions alternatives (si nécessaire) : Est-ce qu'une bonne éducation est importante pour toi ? [PAUSE] Pourquoi ?
5	Après tes études secondaires, aimerais-tu travailler ou aller à la fac ? [PAUSE] Pourquoi ? Questions alternatives (si nécessaire) : Après l'école, est-ce que tu voudrais trouver un travail ou aller à l'université ? [PAUSE] Pourquoi ?

Teacher/examiner scripts – Topic conversations

TOPIC 6

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Donne-moi plus de détails.</i> <i>Peux-tu me dire autre chose à ce sujet ?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice. These questions must be on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

Thème : les pays, les nationalités et les langues	
Questions	Posez les questions suivantes :
1	De quelle nationalité es-tu ?
2	Combien de langues étrangères parles-tu ?
3	Quand as-tu commencé à étudier le français ? [PAUSE] L'année dernière, qu'est-ce que tu as préféré faire pendant les cours de français ? Questions alternatives (si nécessaire) : Quand est-ce que tu as commencé à faire du français ? [PAUSE] L'année dernière, quelles étaient tes activités préférées pendant les cours de français ?
4	Dans quel(s) pays francophone(s) aimerais-tu faire un séjour ? [PAUSE] Pourquoi ? Questions alternatives (si nécessaire) : Quel(s) pays francophone(s) est-ce que tu voudrais visiter ? [PAUSE] Pourquoi ?
5	Selon toi, est-il important d'apprendre plusieurs langues vivantes ? [PAUSE] Pourquoi ? Questions alternatives (si nécessaire) : À ton avis, étudier les langues étrangères, c'est important ? [PAUSE] Pourquoi ?

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