

Year 11 French speaking trial exam revision lessons

Foundation

Independent revision outside of lessons:

- 1) Memorise the speaking questions for your chosen topic (Module 1, 2, 3, 4, 5 or 6)
- 2) Practise read aloud cards from this booklet
- 3) Practice role plays cards from this booklet
- 4) Practise photo cards available from this booklet
- 5) Record yourself saying your speaking question answers from memory
- 6) Listen to French Radio
- 7) Watch French programmes on Netflix, Amazon Prime or Channel 4

Little and Often is the key!

All this is on Google Classroom!

When?

w/c 8th Dec (band 1)

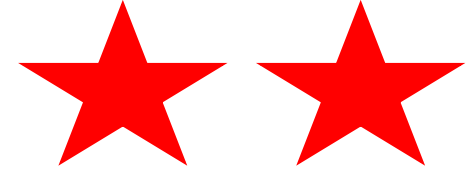
w/c 15th Dec (band 2)

Where?

Meeting Room 1
(above Chine)

Choose your conversation topics (16 out of 50 marks)

A) Module 1 Family & friends + Module 2 Free time



B) Module 3 School + Module 8 studying and my future

C) Module 4 Healthy lifestyle + Module 2 Free time

D) Module 5 Holidays + Module 2 Free time (or Module 4 healthy lifestyle)



E) Module 6 Environment + Module 7 my neighbourhood

Choose your conversation theme (16 out of 50 marks)

Theme 1: My personal world (module 1, 2 and 7)

Theme 2: Media and technology (module 2)

Theme 3: Studying and my future (module 3 and 8)

Theme 4: Lifestyle and wellbeing (module 4)

Theme 5: Travel and tourism (module 5)

Theme 6: My neighbourhood (module 6 and module 7)

Complète le tableau en français.

	anglais	français
1	I am	J__ s_____
2	I have	J'_____
3	I play / I am playing	J__ <u>i</u> _____
4	I go / I am going	J__ <u>v</u> _____
5	I am going to eat	J__ v__ <u>m</u> _____
6	I am going to do	J__ v__ <u>f</u> _____
7	I ate	J'__ m_____
8	I listened	J'__ e_____
9	I went	J__ s_____ <u>a</u> _____
10	I think that	J__ <u>p</u> _____ q_____
11	It is	C'_____
12	It was	C'_____
13	It will be	C__ s_____

Answers

1- Je suis

2- J'ai

3- Je joue

4- Je vais

5- Je vais manger

6- Je vais faire

7- J'ai mangé

8- J'ai écouté

9- Je suis allé

10- Je pense que

11- C'est

12- C'était

13- Ce sera

Speaking Foundation

(15 mins preparation + 7-9 mins speaking exam)

- Arrive on time in Meeting Room 1
- Wait for the invigilator to greet you
- No phones or any other electronic equipment allowed
- Bring a pen
- Your teacher will give you the read aloud card, the role play card and the photo card
- Prepare notes for the role play card and the photo card (14 mins)
- Write notes on the lined paper provided, NOT on the cards.
- Enter the exam room with the cards and your notes when told by your teacher
- Practice the read aloud task for 1 minute in the exam room.
- Start the speaking trial exam

Speaking trial exams (foundation tier)

14-minute preparation in MR1 + 1-minute preparation in exam room

Task 1: read aloud task (approx. 1.5 - 2minutes)

Task 2: role play task (approx. 1 - 1.5 minutes)

Task 3 (based on your chosen topic):

- photo task description
- follow on questions (1.5 - 2mins)
- conversation (3 - 3.5mins)

In the preparation room



Task 1: read aloud task

- Two marks per answer (12 marks out of 50)
- Read aloud a short passage in French (35-40 words / 5 sentences)
- 8 marks
- Answer 2 follow-on questions (one like and one opinion)
- Answers must short and concise
- 4 marks



Pearson
Edexcel

GCSE (9–1)

FRENCH

Exemplar speaking assessment

French video exemplar 1 (36/50 marks)

Higher tier

Task 1 – Read aloud (12 marks)

Part 1 – Read aloud (8 marks)

Mark	AO3: Knowledge and accurate application of vocabulary	Marks awarded	 / 8
7 – 8	Pronunciation is consistently clear and comprehensible, any lapses in SSCs have no impact on the message.		
5 – 6	Pronunciation is clear and comprehensible, lapses in SSCs have minimal impact on the message.		
3 – 4	Pronunciation is generally clear and comprehensible; lapses in SSCs have limited impact on the message.		
1 – 2	Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.		
0	No rewardable material.		

Part 2 – Short interaction (4 marks)

Mark (Question 1)	AO1: Response to spoken language	Marks awarded	 / 2
2	Response fully communicated.		
1	Response partially communicated, some ambiguity.		
0	No rewardable communication.		
Mark (Question 2)	AO1: Response to spoken language	Marks awarded	 / 2
2	Response fully communicated.		
1	Response partially communicated, some ambiguity.		
0	No rewardable communication.		

Mathis, your French friend, has emailed you to tell you about music in France.

Read out the text below to your teacher.

J'adore la musique.

En France, il y a beaucoup de spectacles et de fêtes.

À mon avis, c'est une bonne idée.

J'aime écouter des artistes et des chansons francophones.

Demain, je vais aller à un concert de musique classique.

Qu'est-ce que tu aimes faire avec tes amis?

Qu'est-ce que tu penses de la musique?

Follow-on questions

Q1: _____

A1: _____

Q2: _____

A2: _____

Jade, your Belgian friend, has emailed you to tell you about her family.

Read out the text below to your teacher.

J'habite en France.

Dans ma famille, il y a mes jeunes sœurs et mon père.

Je vais faire la fête pour le Nouvel An.

Je prépare un grand repas.

Le dimanche, je me lève tard et je me repose.

- Qu'est-ce que tu aimes faire pour le Nouvel An?
- Qu'est-ce que tu penses des fêtes de famille?

Follow-on questions

Q1: _____

A1: _____

Q2: _____

A2: _____

Alex, your Swiss friend, has emailed you to tell you about his school.

Read out the text below to your teacher.

J'aime mon collège.

Mon collège est assez grand et moderne.

Je préfère la musique car c'est utile.

Je pense que l'anglais est très difficile pour moi.

J'apprends beaucoup de choses mais on a trop de devoirs.

Quelles sont les matières que tu n'aimes pas?

Qu'est-ce que tu penses des langues?

Follow-on questions

Q1: _____

A1: _____

Q2: _____

A2: _____

Maxime, your Swiss friend, has emailed you to tell you about his daily life.

Read out the text below to your teacher.

J'aime prendre du pain.

Quand j'ai faim, je choisis un fruit.

C'est très important pour la santé.

Normalement, je mange beaucoup de légumes le matin.

Malheureusement, je pense que les repas malsains sont délicieux!

Qu'est-ce que tu aimes manger au petit-déjeuner?

Qu'est-ce que tu penses des fastfoods?

Follow-on questions

Q1: _____

A1: _____

Q2: _____

A2: _____

Eva, your Swiss friend, has emailed you to tell you about the type of accommodation she prefers.

Read out the text below to your teacher.

On est en vacances.

J'aime dormir dans s un hôtel confortable.

Il y a beaucoup de monde.

À mon avis, il faut réserver une chambre.

Quand il fait trop chaud, le camping est une mauvaise décisionn.

Où est-ce que tu aimes dormir quand tu es en vacances?

Qu'est-ce que tu penses des vacances?

Follow-on questions

Q1: _____

A1: _____

Q2: _____

A2: _____

Medhi, your Belgian friend, has emailed you to tell you about the environment.

Read out the text below to your teacher.

La planète est en danger.

La pollution est un problème énorme.

Je recycle tous les jours pour protéger l'environnement.

On doit utiliser souvent les transports en commun.

Je vais à beaucoup de manifestations pour la protection des animaux.

Comment aimes-tu aller au collège?

Qu'est-ce que tu penses de la pollution?

Follow-on questions

Q1: _____

A1: _____

Q2: _____

A2: _____

Jules, your French friend, has emailed you to tell you about his town.

Read out the text below to your teacher.

J'habite dans une ville.

Elle est grande et historique.

Dans ma région, il y a beaucoup de touristes.

On a plusiers hôtels et un théâtre moderne.

J'adore les bâtiments anciens mais la gare n'est pas belle.

Qu'est-ce que tu aimes faire dans ta ville ou ton village?

Qu'est-ce que tu penses des bâtiments?

Follow-on questions

Q1: _____

A1: _____

Q2: _____

A2: _____

Enzo, your French friend, has emailed you to tell you about his future plans.

Read out the text below to your teacher.

Je travaille dans une boulangerie.

J'aime gagner de l'argent dans mon temps libre.

Plus tard, je ne veux pas me marier.

Je vais chercher un poste dans le tourisme.

À mon avis, il est important d'avoir une carrière intéressante.

Qu'est-ce que tu aimes faire pour gagner de l'argent?

Qu'est-ce que tu penses du mariage?

Follow-on questions

Q1: _____

A1: _____

Q2: _____

A2: _____

Task 2: Role play card

- Two marks per answer (10 marks out of 50)
- Short answers
- Students answer 4 questions.
- Answers must short and concise
- Students ask 1 question to the examiner
- Students can ask the teacher to repeat the question (“Répétez s’il vous plait?”)
- Teachers can not change the wording of the questions



Task 2 – Role play (10 marks)

Mark	AO1: Response to spoken language	Marks awarded	 / 10
2	Response fully communicated.	Prompt 1	 / 2
		Prompt 2	 / 2
1	Response partially communicated, some ambiguity.	Prompt 3	 / 2
		Prompt 4	 / 2
0	No rewardable communication.	Prompt 5	 / 2

Role play key phrases

1	I would like	
2	I like	
3	Because	
4	I went	
5	I did	
6	I ate	
7	Is there?	
8	Can I?	
9	Where is?	
10	Where are?	
11	What do you think of?	
12	Do you like?	

Instructions:

Fill in the table with your own answer in French for prompt 1 to 5

Setting: At the leisure centre

Scenario:

- You are at a leisure centre in Belgium.
- The teacher will play the part of the leisure centre employee and will speak first.
- The teacher will ask questions **in French** and you must answer **in French**.
- Say a few words or a short phrase/sentence for each prompt.
One-word answers are not sufficient to gain full marks.

Task:

- 1 Say what sport **you'd like** to do.
- 2 Say how many people it is for.
- 3 Say at what time you want to do the sport.
- 4 Give your opinion on sport.
- 5 Ask **a question** about food at the leisure centre.

Teacher: You are at a leisure centre in Belgium. I will play the part of the leisure centre employee and will speak first.

Bonjour. Je peux vous aider?

Lola: Je voudrais faire de la natation.

Teacher: C'est pour combien de personnes?

Lola: C'est pour trois personnes.

Teacher: C'est à quelle heure?

Lola: À dix heures.

Teacher: Très bien. Vous aimez le sport?

Lola: Oui, j'adore le sport.

Teacher: D'accord. Vous avez une question?

Lola: Est-ce qu'il y a un café au centre sportif?

Teacher: Il y a un café en ville.

Instructions:

Fill in the table with your own answer in French for prompt 1 to 5

Setting: At the concert ticket office

Scenario:

- You are at a concert ticket office in France with friends.
- The teacher will play the part of the person at the ticket office and will speak first.
- The teacher will ask questions **in French** and you must answer **in French**.
- Say a few words or a short phrase/sentence for each prompt. One-word answers are not sufficient to gain full marks.

Task:

- 1 Say how many tickets you would like.
- 2 Say how old you are.
- 3 Say what you want to do after the concert.
- 4 Say who you normally listen to music with.
- 5 Ask a question about timings.

Teacher: You are at a concert ticket office in France with friends. I will play the part of the person at the ticket office and will speak first.

Bonjour. Je peux vous aider?

Mathis: Je voudrais quatre billets, s'il vous plaît.

Teacher: Et vous avez quel âge?

Mathis: J'ai quinze ans.

Teacher: Oui, pas de problème. Qu'est-ce que vous voulez faire après le concert?

Mathis: Je veux rentrer chez moi.

Teacher: Excellent! Vous écoutez de la musique avec qui, normalement?

Mathis: J'écoute de la musique avec mes amis.

Teacher: Merci. Vous avez une question?

Mathis: Le concert commence à quelle heure?

Teacher: À vingt heures.

Instructions:

Fill in the table with your own answer in French for prompt 1 to 5

Setting: At the train station

Scenario:

- You are at a train station in France, applying for a student card.
- The teacher will play the part of the person at the ticket office and will speak first.
- The teacher will ask questions **in French** and you must answer **in French**.
- Say a few words or a short phrase/sentence for each prompt. One-word answers are not sufficient to gain full marks.

Task:

- 1 Say the name of your school.
- 2 Say how old you are.
- 3 Say what you think of travelling by train.
- 4 Ask a question about the price of the card.
- 5 Say where you are going to with your card.

Teacher: You are at a train station in France applying for a student card. I will play the part of the person at the ticket office and will speak first.

Bonjour. Vous allez dans quel collège?

Thomas: Mon collège s'appelle Le collège anglais.

Teacher: Et vous avez quel âge?

Thomas: J'ai 15 ans.

Teacher: Merci. Vous aimez voyager en train?

Thomas: Oui, j'aime voyager en train car c'est rapide.

Thomas: Combien coûte la carte?

Teacher: Elle est gratuite. Où allez-vous avec la carte?

Thomas: Je vais en ville.

Teacher: Excellent!

Instructions:

Fill in the table with your own answer in French for prompt 1 to 5

Setting: At the doctor's surgery

Scenario:

- You are at a doctor's surgery in France.
- The teacher will play the part of the doctor and will speak first.
- The teacher will ask questions **in French** and you must answer **in French**.
- Say a few words or a short phrase/sentence for each prompt. One-word answers are not sufficient to gain full marks.

Task:

- 1 Say what the problem is.
- 2 Say how much it hurts.
- 3 Say who you are with.
- 4 Say how long you are staying in France for.
- 5 Ask what you need to do.

Teacher: You are at a doctor's surgery in France. I will play the part of the doctor and will speak first.
Bonjour. Je peux vous aider?

Rachid: J'ai mal au dos.

Teacher: Et vous avez mal?

Rachid: Ça fait assez mal.

Teacher: Vous êtes avec qui?

Rachid: Je suis avec mon amie.

Teacher: Vous êtes en France pour combien de temps?

Rachid: Je reste en France pour une semaine.

Teacher: Vous avez une question?

Rachid: Qu'est-ce que je dois faire?

Teacher: Il faut rester au lit et se reposer.

Instructions:
Fill in the table with your own answer in French for prompt 1 to 5

Setting: At the campsite

Scenario:

- You are at a campsite in France.
- The teacher will play the part of the employee and will speak first.
- The teacher will ask questions **in French** and you must answer **in French**.
- Say a few words or a short phrase/sentence for each prompt. One-word answers are not sufficient to gain full marks.

Task:

- | | |
|---|---------------------------------------|
| 1 | Say how long you would like to stay. |
| 2 | Say how many people it is for. |
| 3 | Say why you are in France. |
| 4 | Say what you want to do in the area. |
| 5 | Ask about facilities at the campsite. |

Teacher: You are at a campsite in France. I will play the part of the employee and will speak first.
Bonjour. Vous voulez rester combien de temps?

Fathia: Je voudrais rester deux nuits.

Teacher: C'est pour combien de personnes?

Fathia: C'est pour quatre personnes.

Teacher: Pourquoi êtes-vous en France?

Fathia: Je suis en vacances.

Teacher: Qu'est-ce que vous voulez faire dans la région?

Fathia: Je veux aller à la plage.

Teacher: Vous avez une question?

Fathia: Est-ce qu'il y a une piscine ici?

Teacher: Oui, bien sûr.

Instructions:

Fill in the table with your own answer in French for prompt 1 to 5

Setting: At the tourist information office

Scenario:

- You are with your family at a tourist information office in France.
- The teacher will play the part of the employee and will speak first.
- The teacher will ask questions **in French**, and you must answer **in French**.
- Say a few words or a short phrase/sentence for each prompt. One-word answers are not sufficient to gain full marks.

Task:

- 1 Say what **part/feature** of the region you would like to visit.
- 2 Say when you want to go there.
- 3 Say why you want to go on the visit.
- 4 Ask a question about **other features/parts** you can visit.
- 5 Give your **opinion** of the region.

- Teacher:** You are with your family at a tourist information office in France. I will play the part of the employee and will speak first.
- Bonjour, qu'est-ce que vous voulez visiter ici?
- Gabriel:** On voudrait aller dans la forêt.
- Teacher:** Vous voulez faire la visite quand?
- Gabriel:** On voudrait faire la visite aujourd'hui.
- Teacher:** Pourquoi voulez-vous faire la visite?
- Gabriel:** J'adore les forêts.
- Teacher:** Vous avez une question?
- Gabriel:** Est-ce qu'il y a un lac ici?
- Teacher:** Oui. Vous aimez la région?
- Gabriel:** J'aime la région parce qu'elle est intéressante.

Setting: At the café

Scenario:

- You are at a café in France with a friend and you speak to the waiter.
- The teacher will play the part of the waiter and will speak first.
- The teacher will ask questions **in French**, and you must answer **in French**.
- Say a few words or a short phrase/sentence for each prompt. One-word answers are not sufficient to gain full marks.

Task:

- 1 Say **what** you would like to order.
- 2 Say a **type of shop** you would like to go to.
- 3 Ask for **directions**.
- 4 Say what **you would like** to buy.
- 5 Say **why** you are in France.

Instructions:
Fill in the table with your own answer in French for prompt 1 to 5

You are at a café in France with a friend and you speak to the waiter. I will play the part of the waiter and will speak first.

- Bonjour. Je peux vous aider?
- Je voudrais un thé au lait, s'il vous plaît.
- Très bien. Qu'est-ce que vous faites en ville?
- Je voudrais aller au centre commercial.
- D'accord. Vous avez une question?
- Pour aller au centre commercial?
- Allez tout droit et c'est près du parc. Qu'est-ce que vous voulez acheter?
- Je voudrais acheter une chemise.
- D'accord. Qu'est-ce que vous faites en France?
- Je suis en vacances.
- Excellent.

Instructions:
Fill in the table with your own answer in French for prompt 1 to 5

Setting: At the shopping centre

Scenario:

- You are at a shopping centre in Belgium.
- The teacher will play the part of the employee and will speak first.
- The teacher will ask questions **in French** and you must answer **in French**.
- Say a few words or a short phrase/sentence for each prompt. One-word answers are not sufficient to gain full marks.

Task:

- | | |
|---|-------------------------------------|
| 1 | Say you are looking for a job. |
| 2 | Say the type of job you would like. |
| 3 | Say where you work at the moment. |
| 4 | Ask a question about the salary. |
| 5 | Say what date you finish school. |

- You are at a shopping centre in Belgium. I will play the part of the employee and will speak first.
Bonjour. Je peux vous aider?
- Je cherche un travail.
- Et quelle sorte de travail?
- Je voudrais travailler dans un magasin.
- Vous avez de l'expérience?
- Oui, je travaille dans un café en ce moment.
- Vous avez une question?
- C'est combien, le salaire?
- Il est de dix euros de l'heure. Quand êtes-vous libre de commencer?
- Je finis le collège le trente juin.
- Excellent.

Complète le tableau en français.

	<u>anglais</u>	<u>français</u>
1	I am	
2	I have	
3	I play / I am playing	
4	I go / I am going	
5	I am going to eat	
6	I am going to go	
7	I ate	
8	I listened	
9	I went	
10	I think that	
11	It is	
12	It will be	
13	It was	

Answers

1- Je suis

2- J'ai

3- Je joue

4- Je vais

5- Je vais manger

6- Je vais aller

7- J'ai mangé

8- J'ai écouté

9- Je suis allé

10- Je pense que

11- C'est

12- Ce sera

13- C'était

Task 3: Photo card and follow-on question

- 12 marks out of 50
- Students choose their favourite topic 2 weeks before the exam.
- Students must describe a picture, including people, location, activity (8 marks)
- 2 follow on questions (present or simple conditional)
- Answers must be short and concise (4 marks)
- Students can ask the teacher to repeat the question (“Répétez s’il vous plait?”)



Part 1 – Picture description (8 marks)

AO2: Response to stimulus			Marks awarded	 / 4
Mark	Descriptor			
4	- Two or more bullet points addressed. - Ideas are generally developed, to describe different, relevant aspects of the picture. - Response is generally comprehensible; some messages may be unclear.			
3	- Two or more bullet points addressed. - Some development of ideas to describe different, relevant aspects of the picture. - Response is comprehensible in some parts; the message may occasionally break down.			
2	- One or more bullet point(s) addressed. - Occasional, brief development of ideas to describe different, relevant aspects of the picture. - Some parts of the response are comprehensible; the message sometimes breaks down.			
1	- One or more bullet point(s) addressed. - Little or no development of ideas to describe different, relevant aspects of the picture. - Limited parts of the response are comprehensible; the message often breaks down.			
0	No rewardable material.			

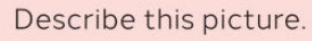
AO3: Linguistic knowledge and accuracy			Marks awarded	 / 4
Mark	Descriptor			
4	- Some variety of vocabulary and grammatical structures. - Generally accurate use of language; some minor errors, there may be an occasional major error.			
3	- Occasional variety of vocabulary and grammatical structures. - Some accurate language; errors occur, some of them major.			
2	- Limited variety of vocabulary and grammatical structures. - Limited accuracy in the language; frequent errors both major and minor.			
1	- Minimal variety of vocabulary and grammatical structures; likely to use individual words and/or phrases in isolation. - Minimal accuracy in the language; errors throughout, most of them major.			
0	No rewardable material.			

Comments:

Part 2 – Questions relating to the picture (4 marks)

Mark (Question 1)	AO1: Response to spoken language	Marks awarded	 / 2
2	Response fully communicated.		
1	Response partially communicated, some ambiguity.		
0	No rewardable communication.		
Mark (Question 2)	AO1: Response to spoken language	Marks awarded	 / 2
2	Response fully communicated.		
1	Response partially communicated, some ambiguity.		
0	No rewardable communication.		

Sur la photo <i>(in the picture)</i>	il y a <i>(there is)</i>	un homme. <i>(a man)</i> une femme. <i>(a woman)</i> (xx) personnes. un enfant. <i>(a child)</i> un garçon. <i>(a boy)</i> une fille. <i>(a girl)</i>	Ils sont <i>(they are)</i>	dans la cuisine. <i>(in the kitchen)</i> à la maison. <i>(at home)</i> au collège.<i>(at school)</i> dans le parc. au restaurant. au cinéma.	Ils discutent. <i>(they are chatting)</i> Ils parlent. <i>(they are talking)</i> Ils jouent. <i>(they are playing)</i> Ils sourient. <i>(they are smiling)</i> Ils mangent. <i>(they are eating)</i>
Il a <i>(he has)</i> Elle a <i>(she has)</i> Ils ont <i>(they have)</i> Elles ont <i>(they have)</i>	les yeux <i>(add colour).</i> les cheveux <i>(add colour).</i>	Il est <i>(he is)</i> Elle est <i>(she is)</i> Ils sont <i>(they are)</i> Elles sont <i>(they are)</i>	grand(s). <i>(tall)</i> petit(s). <i>(short)</i> heureux. <i>(happy)</i> contents. <i>(happy)</i>		
Au premier plan <i>(on the foreground)</i> À l'arrière-plan <i>(in the background)</i> À gauche <i>(on the left)</i> À droite <i>(on the right)</i> Il me semble qu' <i>(It seems to me that)</i>	il y a <i>(there is)</i>	un tableau. <i>(a board)</i> une table. une télé. des arbres. <i>(trees)</i>	Il porte <i>(he wears)</i> Elle porte <i>(she wears)</i> Ils portent <i>(they wear)</i> Elles portent <i>(they wear)</i>	une chemise <i>(a shirt)</i> un t-shirt un pantalon <i>(trousers)</i> un short une jupe <i>(a skirt)</i>	bleu(e) vert(e) rouge gris(e) noir(e) blanc(he) <i>(white)</i>



- people
- location
- activity. —

You will then move on to a **conversation** on the broader thematic context of **Media and technology**.

During the conversation, you will be asked questions in the present, past and future tenses. Your responses should be as **full and detailed** as possible.

Photo description

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Q1: _____

A1: _____

Q2: _____

A2:

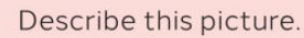
Follow-on questions

Q1: Qu'est-ce que tu aimes faire avec ton portable?

A1: _____

Q2: Qu'est-ce que tu aimes faire avec tes amis?

A2: _____



- people
- location
- activity.

You will then move on to a **conversation** on the broader thematic context of **My personal world**.

During the conversation, you will be asked questions in the present, past and future tenses. Your responses should be as **full and detailed** as possible.

Photo description

[illegible]

Q1: _____

A1: _____

Q2: _____

A2:

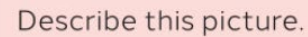
Follow-on questions

Q1: Tu préfères passer du temps avec ta famille ou tes amis?

A1: _____

Q2: Qu'est-ce que tu aimes faire pour ton anniversaire?

A2: _____



- people
- location
- activity.

You will then move on to a **conversation** on the broader thematic context of **Studying and my future**.

During the conversation, you will be asked questions in the present, past and future tenses. Your responses should be as **full and detailed** as possible.

Photo description

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Q1: _____

A1: _____

Q2: _____

A2:

Follow-on questions

Q1: Qu'est-ce que tu aimes au collège?

A1: _____

Q2: Parle-moi de ton uniforme.

A2: _____



Your description must cover:

- When you have finished your description, you will be asked **two questions** relating to the picture. Say a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

During the conversation, you will be asked questions in the present, past and future tenses. Your responses should be as **full and detailed** as possible.

Follow-on questions

Q1: _____

A1: _____

Q2: _____

A2:

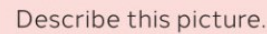
Follow-on questions

Q1: Qu'est-ce que tu fais pour être en forme?

A1: _____

Q2: Qu'est-ce que tu aimes manger?

A2: _____



- people
- location
- activity.

You will then move on to a **conversation** on the broader thematic context of **Holidays and tourism**.

During the conversation, you will be asked questions in the present, past and future tenses. Your responses should be as **full and detailed** as possible.

Photo description

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Q1: _____

A1: _____

Q2: _____

A2:

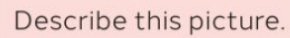
Follow-on questions

Q1: Qu'est-ce que tu aimes faire pendant les vacances d'été?

A1: _____

Q2: Tu préfères des vacances avec des amis ou en famille?

A2: _____



- people
- location
- activity.

You will then move on to a **conversation** on the broader thematic context of **My neighbourhood**.

During the conversation, you will be asked questions in the present, past and future tenses. Your responses should be as **full and detailed** as possible.

Photo description

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Q1: _____

A1: _____

Q2: _____

A2:

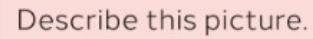
Follow-on questions

Q1: Quel transport en commun préfères-tu et pourquoi?

A1: _____

Q2: Où est-ce que tu aimes aller tout seul, ou toute seule?

A2: _____



- people
- location
- activity.

You will then move on to a **conversation** on the broader thematic context of **My neighbourhood**.

During the conversation, you will be asked questions in the present, past and future tenses. Your responses should be as **full and detailed** as possible.

Follow-on questions

Q1: _____

A1: _____

Q2: _____

A2:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Follow-on questions

Q1: Tu préfères la campagne ou la ville?

A1: _____

Q2: Qu'est-ce que tu aimes faire dans ta région?

A2: _____

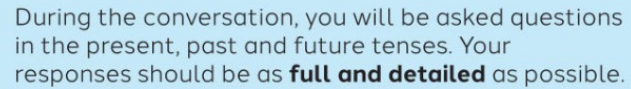


Photo description

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Q1: _____

A1: _____

Q2: _____

A2:

Follow-on questions

Q1: Qu'est-ce que tu aimes faire comme travail d'été?

A1: _____

Q2: Qu'est-ce que tu voudrais faire après le collège?

A2: _____

Complète le tableau en français.

	anglais	français
1	I am	J__ s_____
2	I have	J'_____
3	I play / I am playing	J__ <u>i</u> _____
4	I go / I am going	J__ <u>v</u> _____
5	I am going to eat	J__ v__ <u>m</u> _____
6	I am going to go	J__ v__ <u>a</u> _____
7	I ate	J'__ m_____
8	I listened	J'__ é_____
9	I went	J__ s__ <u>a</u> _____
10	I think that	J__ <u>p</u> _____ q_____
11	It is	C'_____
12	It was	C'_____
13	It will be	C__ s_____
14	I do / I am doing	J__ <u>f</u> _____
15	I like	J'_____
16	I don't like	J__ n'__ <u>p</u> _____
17	Because	P__ <u>a</u> _____
18	I wear	J__ p_____
19	I live	J'_____
20	There is / there are	I__ __ __
21	I would like	J__ <u>v</u> _____

Answers

1- Je suis

2- J'ai

3- Je joue

4- Je vais

5- Je vais manger

6- Je vais aller

7- J'ai mangé

8- J'ai écouté

9- Je suis allé

10- Je pense que

11- C'est

12- C'était

13- Ce sera

14- Je fais

15- J'aime

16- Je n'aime pas

17- parce que

18- Je porte

19- J'habite

20- Il y a

21- Je voudrais

Task 3: broader conversation

- 16 marks out of 50
- Conversation on a chosen topic, following the picture task
- Answers must be very detailed



Which conversation topics have you chosen?

- A) Module 1 Family & friends + Module 2 Free time  
- B) Module 3 School + Module 8 studying and my future
- C) Module 4 Healthy lifestyle + Module 2 Free time
- D) Module 5 Holidays + Module 2 Free time (or Module 4 healthy lifestyle)  
- E) Module 6 Environment + Module 7 my neighbourhood

Part 3 – Conversation (16 marks)

AO1: Response to spoken language		Marks awarded	 / 12	AO3: Linguistic knowledge and accuracy		Marks awarded	 / 4
Mark	Descriptor			Mark	Descriptor		
12	• Gives some relevant responses to questions. • Develops ideas with some extended sequences of speech. • Response is generally comprehensible; some messages may be unclear.			4	• Some variety of vocabulary and grammatical structures, occasional use of complex language. • Generally successful use of past, present and future timeframes. • Generally accurate use of language; some minor errors, there may be an occasional major error.		
11							
10							
9	• Gives occasional relevant responses to questions. • Develops ideas with occasionally extended sequences of speech. • Response is comprehensible in some parts; the message may occasionally break down.			3	• Occasional variety of vocabulary and straightforward grammatical structures. • Some successful use of past, present and future timeframes, occasional slip in more complex constructions. • Some clear and accurate use of language; some major and minor errors.		
8							
7							
6	• Gives limited relevant responses to questions; there may be times when the speaker is unable to respond. • Development of ideas is limited; brief responses which the speaker may not be able to sustain. • Limited parts of the response are comprehensible; the message sometimes breaks down.			2	• Limited variety of vocabulary and straightforward grammatical structures, likely to be repetitive. • Limited success with different timeframes. • Limited accuracy with language; many major and minor errors.		
5							
4							
3	• Gives minimal relevant responses to questions; often not able to respond/relies on rehearsed language that is irrelevant to the question. • Little or no development of ideas; very brief responses, which the speaker can often not sustain. • Isolated parts of the response are comprehensible; the message frequently breaks down.			1	• Minimal variety of vocabulary, likely to use individual words and/or phrases in isolation. • Minimal success with different timeframes. • Minimal accuracy in the language; errors throughout, both major and minor.		
2							
1							
0	No rewardable material.			0	No rewardable material.		

Module 1

Family & friends

Module 1

Theme: Identity and culture (who am I?)

- 1 Quelle est ta personnalité?
- 2 Qu'est-ce que tu fais avec tes amis?
- 3 C'est quoi un bon ami, pour toi?
- 4 Décris ta famille.
- 5 Tu t'entends bien avec ta famille? Pourquoi?/
Pourquoi pas?
- 6 Qu'est-ce que tu vas faire ce week-end avec ta
famille/tes amis?
- 7 Qu'est-ce que tu as fait samedi dernier?
- 8 Qui est ton modèle? Pourquoi?

Module 2

Free time

Module 2

**Theme: Identity and culture
(daily life; cultural life)**

- 1 Qu'est-ce que tu aimes faire pendant ton temps libre?
- 2 Qu'est-ce que tu aimes comme sport?
- 3 Que fais-tu sur ton portable ou ta tablette?
- 4 Quel est ton avis sur Internet?
- 5 Qu'est-ce que tu aimes lire?
- 6 Qu'est-ce que tu aimes comme musique?
- 7 Qu'est-ce que tu vas regarder à la télé ce soir?
- 8 Qu'est-ce que tu as fait le week-end dernier avec tes amis?

Module 3 school

Module 3 (pages 58–81)

Thematic context: Studying and my future

- 1** Quelle est ta matière préférée? Pourquoi?
- 2** Tu n'aimes pas quelle matière? Pourquoi?
- 3** Quel est ton avis sur les langues?
- 4** Comment sont tes profs?
- 5** Quelles matières voudrais-tu étudier à l'avenir?
- 6** Parle-moi de ton collège et de ta routine scolaire.
- 7** Qu'est-ce que tu penses des règles du collège?
- 8** Quel est ton avis sur l'uniforme scolaire?
- 9** Qu'est-ce que tu as fait au collège récemment?
- 10** L'école primaire, c'était comment pour toi?

Module 4

Healthy lifestyle

Module 4 (pages 82–105)

Thematic context: Lifestyle and wellbeing

- 1 Qu'est-ce qu'il faut faire pour être en bonne santé?
- 2 Qu'est-ce que tu manges et bois pour le petit-déjeuner? le midi? après les cours? le soir?
- 3 Qu'est-ce que tu as mangé pour le dîner hier soir?
- 4 Qu'est-ce que tu vas manger demain et pourquoi?
- 5 Quelle nourriture est-ce que tu aimes bien acheter?
- 6 Quel est ton avis sur les restaurants fastfood?
- 7 Qu'est-ce que tu fais pour être en forme?
- 8 À l'avenir, qu'est-ce que tu vas faire pour avoir une vie plus saine?
- 9 Quand tu étais plus jeune, ta vie était comment?
- 10 Décris ta vie maintenant.

Module 5

Holidays

Module 5 (pages 106–129)

Thematic context: Travel and tourism

- 1** Est-ce que tu penses que les vacances sont importantes? Pourquoi / Pourquoi pas?
- 2** Tu voudrais voyager? Pourquoi?
- 3** Parle-moi de tes vacances de rêve.
- 4** Qu'est-ce qu'on peut visiter dans ta région?
- 5** Tu es déjà allé(e) à un festival?
- 6** Décris-moi tes dernières vacances.
- 7** Parle-moi d'un problème que tu as eu en vacances.
- 8** Tu préfères rester chez toi ou partir en vacances? Pourquoi?
- 9** Quels sont les points positifs et négatifs des vacances entre amis?
- 10** Qu'est-ce que tu vas faire cet été, pendant les vacances?

Module 6

Environment

Module 6 (pages 134–157)

Thematic context: My neighbourhood

- 1 Que penses-tu du recyclage?
- 2 Parle-moi d'un grand problème dans ta région.
- 3 Qu'est-ce qu'il faut faire pour protéger l'environnement?
- 4 Qu'est-ce que tu fais pour protéger l'environnement?
- 5 Quand tu étais plus jeune, qu'est-ce que tu faisais pour protéger l'environnement?
- 6 À l'avenir, qu'est-ce que tu vas faire pour protéger l'environnement?
- 7 Quel transport en commun préfères-tu et pourquoi?
- 8 Quels moyens de transport as-tu utilisés récemment?
- 9 Qu'est-ce que tu penses des voitures?
- 10 Qu'est-ce que le gouvernement doit faire pour encourager les gens à faire plus pour protéger l'environnement?

Module 7

My neighbourhood

Module 7 (pages 158–181)

Thematic context: My neighbourhood

- 1 Parle-moi de ta ville.
- 2 Qu'est-ce qu'il faut visiter dans ta ville?
- 3 Quels sont les points positifs et négatifs de ta région?
- 4 Quelle est l'importance du tourisme pour une région, à ton avis?
- 5 Qu'est-ce que tu veux changer dans ta ville pour l'améliorer et pourquoi?
- 6 Décris-moi ta maison idéale.
- 7 Est-ce que tu es déjà allé(e) en France?
- 8 Dans quel pays est-ce que tu voudrais habiter plus tard et pourquoi?

Thematic context: My personal world

- 9 Qu'est-ce que tu as acheté la dernière fois que tu es sorti(e) dans ta ville?
- 10 Qu'est-ce que tu vas acheter comme vêtements bientôt?
- 11 Où préfères-tu acheter tes vêtements et pourquoi?

Module 8

Studying and my future

Module 8 (pages 182–203)

Thematic context: Studying and my future

- 1 Est-ce que tu voudrais un job d'été?
- 2 Quels sont tes projets pour le futur?
- 3 Quel métier voudrais-tu faire à l'avenir?
- 4 Quelles sont tes passions?
- 5 Quelle sorte de personne es-tu?
- 6 Avec qui voudrais-tu travailler?
- 7 Qu'est-ce que tu trouves important dans un emploi?
- 8 Quelles sont tes compétences?
- 9 Qu'est-ce que tu as fait récemment pour t'aider à choisir ton métier idéal?
- 10 Est-ce qu'il est important de faire de longues études pour avoir une bonne carrière?

Complète le tableau en français.

	anglais	français
1	I am	
2	I have	
3	I play / I am playing	
4	I go / I am going	
5	I am going to eat	
6	I am going to go	
7	I ate	
8	I listened	
9	I went	
10	I think that	
11	It is	
12	It will be	
13	It was	
14	I do / I am doing	
15	I like	
16	I don't like	
17	Because	
18	I wear	
19	I live	
20	There is / there are	
21	I would like	

Answers

1- Je suis

2- J'ai

3- Je joue

4- Je vais

5- Je vais manger

6- Je vais aller

7- J'ai mangé

8- J'ai écouté

9- Je suis allé

10- Je pense que

11- C'est

12- C'était

13- Ce sera

14- Je fais

15- J'aime

16- Je n'aime pas

17- parce que

18- Je porte

19- J'habite

20- Il y a

21- Je voudrais

Extra resources for independent revision

- Try these tasks too in order to develop your skills for the speaking trial exams.
- You will also find the answers, so that you can self assess.

Speaking confidence – Preparing for the read-aloud task (independently)

In French, the final 'e' on a word is silent: la danse.

The verb endings **-e**, **-es** and **-ent** are also silent and sound the same:
je joue, tu joues, elles jouent.

Final consonants like **-p**, **-n**, **-s**, **-t** and **-x** are usually silent too: deux frères.



A Read out the words below. Take care not to pronounce the silent final letters in bold.

une chose ils jouent je parle un groupe elle cherche des portables

tu télécharges trop elles regardent bien tout amusant

The French words **clip** and **Internet** are a bit different.

You **do** pronounce the final 'p' and 't' on these words (but not the final 's' on the plural of **clips**). They look like English words but you will need to say them with a French accent!



B Underline all the silent final -e, silent verb endings and silent consonants. Then read the sentences aloud.

- 1 J'utilise trop mon portable.
- 2 Mes frères aiment beaucoup les jeux.
- 3 Elle joue tous les jours.
- 4 Mes parents regardent des vidéos.
- 5 Moi, je préfère des clips sur TikTok.
- 6 Je partage des photos sur Internet.

In French, if silent final consonants are followed by a word that begins with a vowel, they are pronounced. This is called a **liaison**:

sans (without) – *sans* **ordinateur** (without a computer)



C Look at the pairs of phrases below. In each pair, circle the phrase that uses a liaison. Then practise reading all the phrases aloud.

- 1 des applis / des jeux
- 2 mes frères / mes amis
- 3 c'est super / c'est intéressant
- 4 trop cool / trop amusant
- 5 deux ordinateurs / deux portables
- 6 je joue à des jeux / je joue à des jeux en ligne

D Look back at exercises A–C again. Make a list of the three words or phrases you find easiest to pronounce and the three you find hardest to pronounce.

Easiest

Hardest

- 1 _____
- 2 _____
- 3 _____

- 1 _____
- 2 _____
- 3 _____

Ask your teacher for help with saying the hardest words and phrases.



E Using the tips in this worksheet, annotate the task card to prepare to read aloud.

- Circle the words *clip* and *Internet*.
- Underline silent final 'e', silent final consonants and any silent verb endings.
- Highlight any liaisons between words.

Read aloud

Rachid, your friend from France, has sent you a message about his use of technology.

Read aloud the text to your teacher.

J'adore Internet.

J'utilise des applis sur mon portable.

Mes amis jouent à des jeux en ligne.

Sur TikTok, j'ai un clip préféré – il est très amusant.

Pour moi, les réseaux sociaux sont essentiels. Je n'aime pas le sport!

F Practise reading aloud the above text for one minute. Then record yourself so you can listen back and self-assess using the checklist below.

- ☐ I have pronounced the final 't' on 'Internet' and the final 'p' on 'clip'.
- ☐ I have been careful not to pronounce silent final 'e' and silent verb endings.
- ☐ I have been careful not to pronounce silent final consonants.
- ☐ I've clearly pronounced liaisons.

G Write a target to aim for in future read-aloud tasks and colour the face which reflects your level of confidence.

My target for future read-aloud tasks: _____



Answers

- B
- 1 J'utilise trop mon portable.
 - 2 Mes frères aiment beaucoup les jeux.
 - 3 Elle joue tous les jours.
 - 4 Mes parents regardent des vidéos.
 - 5 Moi, je préfère des clips sur TikTok.
 - 6 Je partage des photos sur Internet.

- C
- 1 ~~des applis~~ / des jeux
 - 2 mes frères / ~~mes amis~~
 - 3 c'est super / ~~c'est intéressant~~
 - 4 trop cool / ~~trop amusant~~
 - 5 ~~deux ordinateurs~~ / deux portables
 - 6 je joue à des jeux / ~~je joue à des jeux en ligne~~

- E J'adore Internet.

J'utilise des applis sur mon portable.

Mes amis jouent à des jeux en ligne.

Sur TikTok, j'ai un clip préféré - il est très amusant.

Pour moi, les réseaux sociaux sont essentiels. Je n'aime pas le sport!

Speaking confidence – Transactional role-play vocabulary (in pairs)

A In pairs, agree which word in each group is the odd one out and circle it. Then take turns to read each word or phrase aloud.

- | | | |
|-----------|-----------------|----------------|
| 1 amusant | adultes | comédie |
| 2 quand | combien | à quelle heure |
| 3 billets | enfants | jeunes |
| 4 action | science-fiction | passionnant |

B Draw lines to match the role-play prompts (1–5) with the responses (a–e) and then answer the question below.

- | | |
|--|---|
| 1 Say what type of music you like. | a C'est pour ma famille et moi. |
| 2 Say how many tickets you would like. | b J'aime écouter de la musique pop. |
| 3 Say who the tickets are for. | c À quelle heure est-ce que le concert finit? |
| 4 Say why you would like to go to the concert. | d Je voudrais cinq billets. |
| 5 Ask a question about the concert times. | e Je voudrais écouter les chansons. |

What is the setting for this role play? _____

C Check your answers for activity B with your partner. Then take turns to read out the responses in French (a–e).

D In pairs, play *Three in a Row* to practise your role-play language. Pick a square, translate the phrase into French and say it aloud, then write your initials in it. To win the game, complete three squares in a row in any direction.

Student A

I would like ...	I love films	for children
When ...?	How much is it?	with my friends
for adults	Is there a ...?	at seven o'clock

Student B

at ten o'clock	I like music	At what time ...?
Do you like ...?	for young people	at midday
with my family	it's for me	three tickets

E In pairs, practise the role play below in French and record it. One of you will take the role of the theatre employee and one will take the role of the customer. Then swap roles and record it again.

Keep your answers short and simple. Use language that you know.
You could say:

- a 'I like to watch dance / comedies / music groups.'
b 'I am with my family/friends/school.'
c 'I would like ... tickets.'
d 'At ... o'clock.'

Student A (employee)	Student B (customer)
1 Qu'est-ce que vous aimez regarder au théâtre?	a Say what type of thing you like to watch at the theatre.
2 Qui est avec vous?	b Say who you are with.
3 Vous voulez combien de billets?	c Say how many tickets you would like.
4 Vous voulez voir le spectacle à quelle heure?	d Say what time you want to see the show.
5 Vous avez une question?	e Ask a question about food in the theatre.
(then answer yes or no in French)	

F Listen back to your recording. How do you think it went? Self-assess using the checklist below.

- ☐ I have answered the first four prompts clearly, giving the required information.
☐ I have asked a clear question in French relating to prompt 5.
☐ I have used no more than one short sentence for each response.

Answers

A Suggested answers (other answers are possible)

- 1 amusant adultes comédie

The other two words are related to being funny.

- 2 quand combien à quelle heure

The other two words are related to when / at what time.

- 3 billets enfants jeunes

The other two words are people (children and young people).

- 4 action science-fiction passionnant

The other two words can be types of film.

B The setting is a concert hall / music venue.

- 1 b

- 2 d

- 3 a

- 4 e

- 5 c

D

Je voudrais ...	J'adore les films	pour (les) enfants	à dix heures	J'aime la musique	À quelle heure ... ?
Quand ... ?	Ça coûte combien ?	avec mes amis	Tu aimes / Vous aimez ... ?	pour (les) jeunes	à midi
pour (les) adultes	Il y a un(e) ... ?	à sept heures	avec ma famille	c'est pour moi	trois billets

E Student's own answers

F Student's own answers

Speaking confidence – General conversation: using the question to formulate your answer (in pairs)

A In pairs, read the questions and discuss what information each one is asking for. Then write the letter of the correct answer next to each question.

- 1 Il y a combien de personnes dans ta famille? _____
 - 2 Comment est ton meilleur ami? _____
 - 3 Tu t'entends bien avec tes parents? _____
 - 4 Le week-end, qu'est-ce que tu fais avec ta famille? _____
 - 5 Qu'est-ce que c'est, un bon ami, pour toi? _____
 - 6 Tu t'entends bien avec tes amis? _____
 - 7 Le week-end dernier, qu'est-ce que tu as fait avec tes amis? _____
 - 8 Pendant les vacances, qu'est-ce que tu vas faire avec ta famille? _____
- a Oui, je m'entends toujours bien avec mes amis.
 - b Le week-end, je m'amuse bien avec ma famille.
 - c Le week-end dernier, j'ai fait du vélo avec mes amis.
 - d Je ne m'entends pas très bien avec mes parents.
 - e Dans ma famille, il y a quatre personnes: mes parents, mon frère et moi.
 - f Pendant les vacances, je vais aller au parc avec ma famille.
 - g Mon meilleur ami est amusant et sympa!
 - h Pour moi, un bon ami écoute mes problèmes.

B In pairs, take turns to read aloud each question and answer from activity A.

Notice how an answer **repeats** some of the words or phrases that appear in the question. Example:

*Tu t'entends bien avec ta sœur? —————→
Oui, je m'entends très bien avec ma sœur.*

C Read each matching question and answer from activity A again. Highlight any words that are repeated.

D Look at the questions in the grid. Find one question in the perfect tense and two questions in the near future tense. Circle the perfect tense and underline the near future tense.

Look for time markers and verbs in different tenses in the questions.

Qu'est-ce que c'est, un bon ami, pour toi?	Pendant les vacances, qu'est-ce que tu vas faire avec tes amis?	Le week-end, qu'est-ce que tu fais normalement?
Comment est ton/ta meilleur(e) ami(e)?	Il y a combien de personnes dans ta famille?	Tu t'entends toujours bien avec tes amis?
Le week-end dernier, qu'est-ce que tu as fait avec tes amis?	Comment est ton frère / ta sœur / ton père / ta mère?	Le week-end prochain, qu'est-ce que tu vas faire avec ton/ta meilleur(e) ami(e)?

E In pairs, play *Three in a Row*. Take turns to pick a square from activity D. Read the question aloud and say your answer in French to win that square, then write your initials in it. To win the game, complete three squares in a row in any direction.

F In pairs, practise an exam-style conversation in French on the topic of friends and family. Take turns to play the role of the teacher asking the questions from the grid in activity D. Then assess the conversation for your partner using the checklist below.

To maximise your marks in the conversation that follows the picture task, try to extend your answers by giving several details and adding an opinion or reason. Example: *Comment est ta meilleure amie?*

Ma meilleure amie est très sympa et elle écoute mes problèmes. J'adore ma meilleure amie parce qu'elle est amusante.

- ☐ I have answered **all** / **most** / **some** / **none** of the questions.
- ☐ I have referred to **present** / **past** / **future** events.
- ☐ I have used the questions to help me form my answers.
- ☐ I have developed my answers by giving several details.
- ☐ I have given my thoughts and justified my opinions.

Answers

A 1 e

2 g

3 d

4 b

5 h

6 a

7 c

8 f

B Student's own answers

C 1 Il y a combien de personnes dans ta famille? **Dans ma famille, il y a quatre personnes:** mes parents, mon frère et moi.

2 Comment est ton meilleur ami? Mon **meilleur ami** est amusant et sympa!

3 Tu t'entends bien avec tes parents? Je ne m'**entends** pas très bien avec mes **parents**.

4 Le week-end, qu'est-ce que tu fais avec ta famille? **Le week-end**, je m'amuse avec ma **famille**.

5 Qu'est-ce que c'est, un bon ami, pour toi? Pour moi, un **bon ami** écoute mes problèmes.

6 Tu t'entends bien avec tes amis? Oui, je m'**entends** toujours bien avec mes **amis**.

7 Le week-end dernier, qu'est-ce que tu as fait avec tes amis? **Le week-end dernier**, j'ai fait du vélo avec mes **amis**.

8 Pendant les vacances, qu'est-ce que tu vas faire avec ta famille? **Pendant les vacances**, je vais aller au parc avec ma **famille**.

D Perfect tense (circled): Le week-end dernier, qu'est-ce que tu as fait avec tes amis?

Near future tense (underlined):

Pendant les vacances, qu'est-ce que tu vas faire avec tes amis?

Le week-end prochain, qu'est-ce que tu vas faire avec ton/ta meilleur(e) ami(e)?

E Student's own answers

F Student's own answers

Speaking confidence – Describing a photo (independently)

A Translate these sentence starters into English.

- 1 Sur la photo _____

2 Il y a _____

3 L'homme est _____

4 La femme est _____
- 5 Le garçon a _____

6 La fille a _____

7 Les enfants sont _____

8 Ils ont _____

B Put the words in the correct order to make sentences describing people in a photo. Each sentence should start with the word(s) in bold.

- 1 il y a / la / quatre / photo, / personnes / Sur

- 2 mon / une / À / avis, / famille / c'est

- 3 une / et / enfants / mère / Il y a / trois

- 4 La / grande / assez / est / femme

- 5 yeux / longs / a les / bleus et / Elle / les cheveux

- 6 garçon / courts / a / cheveux / et roux / Le / les

- 7 portent / Les deux / de soleil / filles / lunettes / des

C Make up five sentences which make sense by combining these activities and locations. Read your sentences aloud.

Activities	Locations
Ils/Elles mangent	dans une cuisine.
Ils/Elles parlent	dans une maison.
Ils/Elles jouent	dans un restaurant.
Ils/Elles marchent	dans un magasin.
Ils/Elles font du vélo	dans un parc.
Ils/Elles font du shopping	à la plage.

Remember not to pronounce the silent verb ending *-ent*!

D Choose a photo and write a description of it, including the people, location and activity.

Picture 1	Picture 2
	
People: _____ _____ _____	
Location: _____ _____	
Activity: _____ _____	

E Record a description of your photo in French. You must cover:

- people
- location
- activity.

F Listen to your recorded description from activity E and self-assess using the checklist below. How do you think it went?

- ☐ I have said how many people there are in the photo.
- ☐ I have described the people in some detail (e.g. size, hair, eyes, clothes).
- ☐ I have included where they are.
- ☐ I have included what they are doing.
- ☐ I have remembered not to pronounce silent verb endings.

Answers

A 1 In the photo

2 There is/are

3 The man is

4 The woman is

5 The boy has

6 The girl has

7 The children are

8 They have

B 1 Sur la photo, il y a quatre personnes.

2 À mon avis, c'est une famille.

3 Il y a une mère et trois enfants. / Il y a trois enfants et une mère.

4 La femme est assez grande.

5 Elle a les yeux bleus et les cheveux longs.

6 Le garçon a les cheveux courts et roux.

7 Les deux filles portent des lunettes de soleil.

C Student's own answers

Sample answers:

Ils mangent dans un restaurant.

Elles parlent dans une maison.

Ils marchent à la plage.

Elles font du vélo dans un parc.

Ils font du shopping dans un magasin.

D Student's own answers

E Student's own answers

F Student's own answers

Speaking confidence – Giving opinions with reasons (independently)

You can create your own toolkit of simple opinions with positive and negative adjectives to use across different topics.



A Circle the odd word out in each row and write why it's different. There may be more than one correct answer.

- | | | | | |
|---|-------------|-------------|----------|-------|
| 1 | difficile | inutile | parfait | _____ |
| 2 | passionnant | intéressant | ennuyeux | _____ |
| 3 | nul | génial | ennuyeux | _____ |
| 4 | sévère | sympa | strict | _____ |
| 5 | actif | sportif | créatif | _____ |
| 6 | fort | faible | bon | _____ |

B Write five positive 🟡 and five negative 🟠 French adjectives to describe school subjects in the last column of the grid. Then, say out loud 10 different sentences in French to give your opinions of school subjects, with reasons.

After *c'est*, always use the masculine form of the adjective.



Opinion	What you are giving your opinion of	How to add a reason	Adjectives
Ma matière préférée est ❤️		parce que c'est	👍 _____ _____ _____ _____
J'adore ❤️ ❤️			
J'aime ❤️			
Je n'aime pas ❤️		car c'est	👎 _____ _____ _____ _____
Je déteste ❤️ ❤️			

C For each French question (1–8), write the letter of the correct English translation (a–g).

- Qu'est-ce que tu aimes faire pendant la pause-déjeuner? _____
- Qu'est-ce que tu penses de ton collègue? _____
- Qu'est-ce que tu aimes comme sports? _____
- Qui est ton/ta prof préféré(e)? _____
- Quelles sont tes matières préférées? _____
- Où est-ce que tu aimes manger au collège? _____
- Tu préfères les matières sportives ou créatives? _____

- Do you prefer sporty or creative subjects?
- Who is your favourite teacher?
- Where do you like to eat at school?
- What do you like to do during the lunch break?
- What are your favourite subjects?
- What sports do you like?
- What do you think of your school?

You will always be asked to give and justify your opinions in different parts of the speaking exam. Build your confidence by saying what you like and dislike and by practising a range of reasons.



D Choose four questions from activity C and prepare your answers in French. Then record yourself reading out each question and giving your answer.

E Listen to the recording and self-assess using the checklist below. How do you think it went?

- ☐ I have given positive opinions with reasons.
- ☐ I have given negative opinions with reasons.
- ☐ I have used a range of different opinions and adjectives.
- ☐ I have taken care with my pronunciation.

Answers

- A**
- 1 *parfait* (perfect) is a positive adjective and the other two words are negative adjectives ('difficult' and 'useless').
 - 2 *ennuyeux* (boring) is a negative adjective and the other two words are positive adjectives ('exciting' and 'interesting').
 - 3 *génial* (great) is a positive adjective and the other two words are negative adjectives ('rubbish' and 'boring').
 - 4 *sympa* (nice/kind) is a positive adjective and the other two words are negative adjectives with similar meanings ('severe'/'harsh' and 'strict').
 - 5 *créatif* (creative) is about creativity and the other two words relate to physical activity ('active' and 'sporty').
 - 6 *faible* (weak) is a negative adjective and the other two words are positive adjectives ('strong' and 'good').

B Student's own answers.

- C**
- 1 d
 - 2 g
 - 3 f
 - 4 b
 - 5 e
 - 6 c
 - 7 a

D Student's own answers.

E Student's own answers.

Speaking confidence – Developing your answers in the broader conversation (in pairs)

- A Take turns to read out the tongue twister three times in a row. Start slowly and gradually speed up!

Benoît a déjà fait ses devoirs d'histoire trois fois.

oi sounds a bit like 'wa'.



- B In pairs, translate the question below into English.

L'année dernière, as-tu fait des progrès au collège?

Look carefully at the time phrase in the sentence when you start translating to make sure you use the correct tense.



- C In pairs, look at this detailed response to the question *L'année dernière, as-tu fait des progrès au collège?* Next to each bullet point, write the number (1–4) of the way in which each point helps to develop the answer.

- L'année dernière, j'ai fait beaucoup de progrès au collège. ____
- Je pense que j'ai fait des efforts en anglais. ____
- J'ai lu beaucoup de livres et j'ai écrit une histoire géniale. ____
- Maintenant, je suis assez fort en anglais. ____

- 1 Starts with an opinion phrase to say what they think happened.
- 2 Answers the question using wording from the question.
- 3 Uses a second timeframe to say what things are like now.
- 4 Gives several more details to explain their opinion.

- D Practise reading the question and responses from activity C out loud with your partner.

- E In pairs, take turns to ask and answer the questions below. Choose a suitable answer from options a–d.

- 1 Est-ce que tu aimes ton collègue?
 - 2 Quelle est ta matière préférée?
 - 3 Quel est ton avis sur les règles du collège?
 - 4 La semaine dernière, qu'est-ce que tu as fait au collège?
- a À mon avis, c'est important.
b J'aime mon collègue parce qu'il est grand.
c La semaine dernière, j'ai appris beaucoup de choses en maths.
d J'adore le français parce que c'est intéressant.

- F Now expand on each answer to develop them more fully. Here are some suggestions you can use, but you can also think of your own.

- 1 Say something negative about your school to contrast with the positive opinion given. Use *mais* to add to the answer above.
- 2 Give an opinion of another subject you like, using *et j'aime aussi*.
- 3 Give a reason for your opinion on school rules. Look at the language in the blue box on page 62 of the Student Book for ideas.
- 4 Add something else you did last week and add an opinion using *c'était* (it was). Look at the blue boxes on page 65 of the Student Book for ideas.

- G Prepare your developed answer to this question: *Qu'est-ce que tu as fait en classe hier?* (What did you do in class yesterday?). Read your answer out loud to a partner and ask them to assess you using the checklist below.

- _____

- ☐ You have read a speaking exam answer out loud to me.
 - ☐ You have tried a variety of ways to extend your answer.
 - ☐ You have made an effort with your French pronunciation.

Answers

A Student's own answers.

B Last year, did you make progress at school?

C L'année dernière, j'ai fait beaucoup de progrès au collège. 2

Je pense que j'ai fait des efforts en anglais. 1

J'ai lu beaucoup de livres et j'ai écrit une histoire géniale. 4

Maintenant, je suis assez fort en anglais. 3

D Student's own answers.

E 1 b

2 d

3 a

4 c

F Student's own answers.

G Student's own answers.

Speaking confidence – Choosing which photo to describe (independently)

A Look at the two photos below. Which photo do you think you would find easier to describe in French?

For the picture task in the speaking exam, you will have to make a quick choice between two photos. You should choose the one that you can describe in most detail.

B Copy out the words and phrases below into the correct boxes for each photo. You can use some of them more than once.

à la maison jouer au foot une famille dans la cuisine une équipe
des enfants au parc préparer un gâteau s'amuser
sur un terrain de sport des parents un jeune homme faire de la cuisine

Photo 1



People:
Location:
Activity:

Photo 2



People:
Location:
Activity:

C Add your own ideas in French into the boxes next to photos 1 and 2 in activity B. You can write ideas in the margin around each photo too.

Add French words that you could use to describe:

- what different people in the photo look like (e.g. hair, eyes, height)
- what the people in the photo are wearing (e.g. clothes and colours)
- who you think the people are in relation to each other (e.g. mum, dad, son, daughter, teacher, students)
- what other things you can see in each photo (e.g. eggs, sugar, trees).

In the exam, the photos will be in colour but if you are using a black and white photocopy of this worksheet, you will have to use your imagination for the colours!

Don't worry about words you don't know (e.g. ball, grass, bowl, apron) – you are not expected to know these. Use the French words that you do know in order to say as much as you can.

D Choose either photo 1 or photo 2 to describe in more detail. Use the sentence starters below and the French vocabulary you have noted.

Il y a (aussi) ... Ils/Elles sont ...
Ils/Elles ont ... Ils/Elles portent ...

To describe the activities, you will need to use the verbs in the correct form, for example:
Ils vont jouer au foot.
They are going to play football.
Ils font de la cuisine.
They are cooking.

E Record yourself describing the photo you have chosen. Then listen back and self-assess using the checklist below.

I have described:

- ☐ the **people**
- ☐ the **location**
- ☐ the **activity**.
- ☐ I have included additional details where possible.
- ☐ I have used the correct verb forms (e.g. *il/elle est, ils/elles sont*).

Answers

A Student's own answers.

B Photo 1

People: des enfants, une famille, des parents

Location: dans la cuisine, à la maison

Activity: préparer un gâteau, faire de la cuisine, s'amuser

Photo 2

People: une équipe, des enfants, un jeune homme

Location: sur un terrain de foot, au parc

Activity: jouer au foot, s'amuser

C Student's own answers.

D Student's own answers.

E Student's own answers.

Speaking confidence – Asking a question in the role play (in pairs)

As part of the Foundation role-play task in the exam, you will have to ask a question. To ask a question, you can use:

Est-ce que + a statement (*Est-ce que tu joues au foot?*) or

Question word + *est-ce que* + a statement (*Où est-ce que tu joues au foot?*)

A Change the French statements into questions to match the English ones. Write the correct question word from the options in the box below (if needed) and use *est-ce que*. Don't forget to add a question mark to the end of each French question!

Quand Qu' À quelle

Context: you are in a doctor's surgery, talking to the doctor.

1 Can I do sport?

_____ je peux faire du sport

2 What must I eat?

_____ je dois manger

3 When can I go to hospital?

_____ je peux aller à l'hôpital

4 At what time does the chemist shut?

_____ la pharmacie ferme

5 Is it serious?

_____ c'est sérieux

B Check your answers to activity A with your partner.

C With your partner, practise reading aloud the French questions from activity A. Take care to make your intonation go up at the end of each question.

Est-ce que sounds a bit like 'ess-kuh' and *Qu'est-ce que* sounds like 'kess-kuh' when you say them out loud.

D Look at the role-play prompt below. Then complete the gapped questions with a word or phrase from the box.

Ask a question about medication.

There are usually several different questions you could ask in response to the prompt. Any of the questions (1–5) would work here.

1 Est-ce que je dois _____ des médicaments?

2 Est-ce que je _____ avoir des médicaments?

3 Est-ce qu' _____ des médicaments pour moi?

4 Est-ce que les médicaments sont _____?

5 _____ est-ce que je peux acheter des médicaments?

peux chers prendre
où il y a

E With your partner, take turns to read aloud the questions from activity D and translate them into English. Which question is easiest for you to say?

F Brainstorm two possible questions for each of the prompts below. You can copy and complete the question starters given, or come up with your own. Then practise asking and answering the questions out loud with a partner.

1 Ask a question about the hospital.

Est-ce que l'hôpital est ...? Où est ...?

2 Ask a question about an appointment.

Est-ce que ...? À quelle heure ...?

3 Ask a question about payment.

Est-ce qu'il faut ...? Combien ...?

Answers

A Est-ce que je ~~peux~~ faire du sport?

Qu'est-ce que je ~~dois~~ manger?

Quand est-ce que je ~~peux aller~~ à l'hôpital?

À quelle heure est-ce que la ~~pharmacie~~ ferme?

Est-ce que ~~c'est sérieux~~?

B Student's own answers.

C ~~Student's own answers.~~

D 1 Est-ce que je dois prendre des médicaments?

2 Est-ce que je ~~peux avoir~~ des médicaments?

3 Est-ce ~~qu'il y a~~ des médicaments pour ~~moi~~?

4 Est-ce que les médicaments sont chers?

5 Où ~~est-ce que je~~ peux acheter des médicaments?

E 1 Do I have to take any medicine?

2 Can I have some medicine?

3 Is there any medicine for me?

4 Is the medicine expensive?

5 Where can I buy medicine?

F Student's own answers.

Speaking confidence – Adapting language across different role-play settings (in pairs)

The role-play task asks you to use your French in a practical situation, such as in a tourist office, a café, or at a hotel. You will only need to use the present tense or *je voudrais*.



A Match these role-play answers (a–e) with the prompts (1–5). Write down the correct number. Then take turns to read the answers aloud with a partner.

- | | |
|---|-------------------------------------|
| 1 Give an opinion about the local food. | a Il n'y a pas de piscine. ____ |
| 2 Describe a problem with your trip. | b Où est le musée? ____ |
| 3 Say what you would like to do. | c Je suis avec ma famille. ____ |
| 4 Ask where something is. | d J'adore les gâteaux. ____ |
| 5 Say who you are with. | e Je voudrais aller au marché. ____ |

B In pairs, play noughts and crosses. To pick a square, translate the phrase into French.

Lots of phrases can be adapted to use across a range of scenarios. You will need to ask one question in the exam.



Game 1

At what time does the café open?	I would like some chips.	You can go cycling.
I would like an active holiday.	At what time does the restaurant close?	Can we visit a farm?
How much is it for three people?	The castle is interesting.	It's free for children.

Game 2

How much does the ticket cost?	Do we have to book a table?	I am in France for two weeks.
I love the beach.	At what time does the film start?	I would like two tickets.
Where can we buy souvenirs?	How much does the fish cost?	The museum is too expensive.

C Read the role-play prompts for the customer below. Note down in French how you would respond to each prompt.

The prompts for the role play don't usually require a specific item of vocabulary. You can choose any item of food, any opinion phrase, any attraction and so on. Keep your answers short!



Student A (café employee)

- Qu'est-ce que vous voulez manger?*
- Très bien. Vous avez une question?*
- (Make up an answer to the customer's question.)
Vous aimez notre ville?
- D'accord. Qu'est-ce que vous voulez faire cet après-midi?*
- Vous êtes ici pendant combien de temps?*

Student B (customer)

- Say what you want to eat.
- Ask a question about activities in the area.
- Say what your opinion of the town is.
- Say what you would like to do this afternoon.
- Say how long you are staying.

D In pairs, practise the role play in activity C in French. One of you will take the role of the café employee and one will take the role of the customer. Then swap roles and repeat.

E Assess your partner's performance as the customer, using the checklist below.

- ☐ *You have clearly communicated an answer for each prompt.*
- ☐ *You have used good pronunciation.*
- ☐ *You have asked a relevant question for prompt 2.*
- ☐ *You have used je voudrais + an infinitive verb correctly for prompt 4.*

Answers

A a 2 b 4 c 5 d 1 e 3

B Suggested answers:

Game 1

Le café ouvre à quelle heure?	Je voudrais des frites.	On peut faire du vélo.
Je voudrais des vacances actives.	Le restaurant ferme à quelle heure?	Est-ce qu'on peut visiter une ferme?
C'est combien pour trois personnes?	Le château est intéressant.	C'est gratuit pour les enfants.

Game 2

Le billet coûte combien?	Il faut réserver une table?	Je suis en France pour deux semaines.
J'adore la plage.	Le film commence à quelle heure?	Je voudrais deux billets.
Où est-ce qu'on peut acheter des souvenirs?	Le poisson, c'est combien?	Le musée est trop cher.

C Student's own answers.

D Student's own answers.

E Student's own answers.

Speaking confidence – Understanding what is expected in the picture task (independently)

Photo description

The first part of the picture task is describing one picture (from a choice of two). You must describe people, location and activity.



A Write a description of the photo below. Then practise reading your description aloud, taking care with your pronunciation.



When talking about the location, you can include a description of the weather.

Il fait	beau. chaud. mauvais. froid.
Il y a	du soleil. du vent.
Il pleut.	



Two follow-up questions

Next, your teacher will ask you two questions relating to the picture. The questions will be about your own experiences or opinions. Keep your answers simple!



B Translate these follow-up questions into English.

1 Est-ce que tu aimes faire du camping?

2 Qu'est-ce que tu aimes faire pendant les vacances?

C Write simple, one-sentence answers in French to the two questions in activity B. Take care with your tenses! Then practise reading them aloud.

1 _____
2 _____

Broader conversation

Finally, your teacher will ask you some more questions on the broader theme. You will need to talk about present, past and future events. Develop your answers by adding details, and using a range of vocabulary and grammatical structures.



D Read the conversation question below. Take one of the ideas in the speech bubble as a starting point, and use two or more of the suggestions from the checklist to develop your answer. Then practise reading your answer aloud.

Qu'est-ce que tu as fait le week-end dernier?

Le week-end dernier, j'ai fait du camping / j'ai fait du shopping / je suis allé(e) au cinéma ...

- ☐ Say where and with whom you did the activity.
- ☐ Give an opinion (*à mon avis, c'était ...*).
- ☐ Add a reason (*parce que j'adore ...*).
- ☐ Use verbs in the *il/elle/on* forms, as well as in the *je* form (*mon ami(e) a ... / on a ...*).
- ☐ Give additional details about what you did, using sequencers or time phrases (*ensuite, après, le soir ...*).

Answers

A Student's own answers.

B 1 Do you like going camping?
2 What do you like doing during the holidays?

C Student's own answers.

D Student's own answers.

1- Time phrases (pink KO page 34)		
Past	Present	Future
1-		
2-		
3-		

6— higher structures (pink KO page 37-39)

1-

2-

3-

2- verbs (pink KO page 36)		
Past	Present	Future
1-		
2-		
3-		
4-		
5-		

3- opinion phrases (pink KO page 34-35)	
1-	
2-	
3-	
4-	
5-	

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1- Time phrases		
Past	Present	Future
1– Le week-end dernier	Normalement	Le week-end prochain
2– L'année dernière	Maintenant (now)	L'année prochaine
3– Récemment	Généralement	Dans le futur

6– higher structures	
1– Je dois admettre que	(I must admit that)
2– Je m'entends bien avec ...	(I get on well with)
3– Après avoir fait cela ...	(after having done that)



5– negatives	
1– Je ne vais pas	(I am not going)
2– Je ne fais pas	(I am not doing)
3– Je ne visite pas	(I do not visit)



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2– verbs			
Past		Present	Future
1– Je suis allé	(I went)	Je vais	(I am going)
2– J'ai fait	(I did)	Je fais	(I am doing)
3– J'ai visité	(I visited)	Je visite	(I visit)
4– J'ai regardé	(I watched)	Je regarde	(I watch)
5– J'ai mangé	(I ate)	Je mange	(I eat)

3– opinion phrases	
1– Je pense que	(I think that)
2– à mon avis	(In my opinion)
3– C'est ...	(it is) super / génial / fantastique
4– C'était ...	(it was) nul / ennuyeux / horrible
5– Ce sera ...	(it will be) formidable / passionant

4– connectives	
1– D'abord	(firstly)
2– Puis	(then)
3– Aussi	(also)
4– mais	(but)
5– parce que	(because)