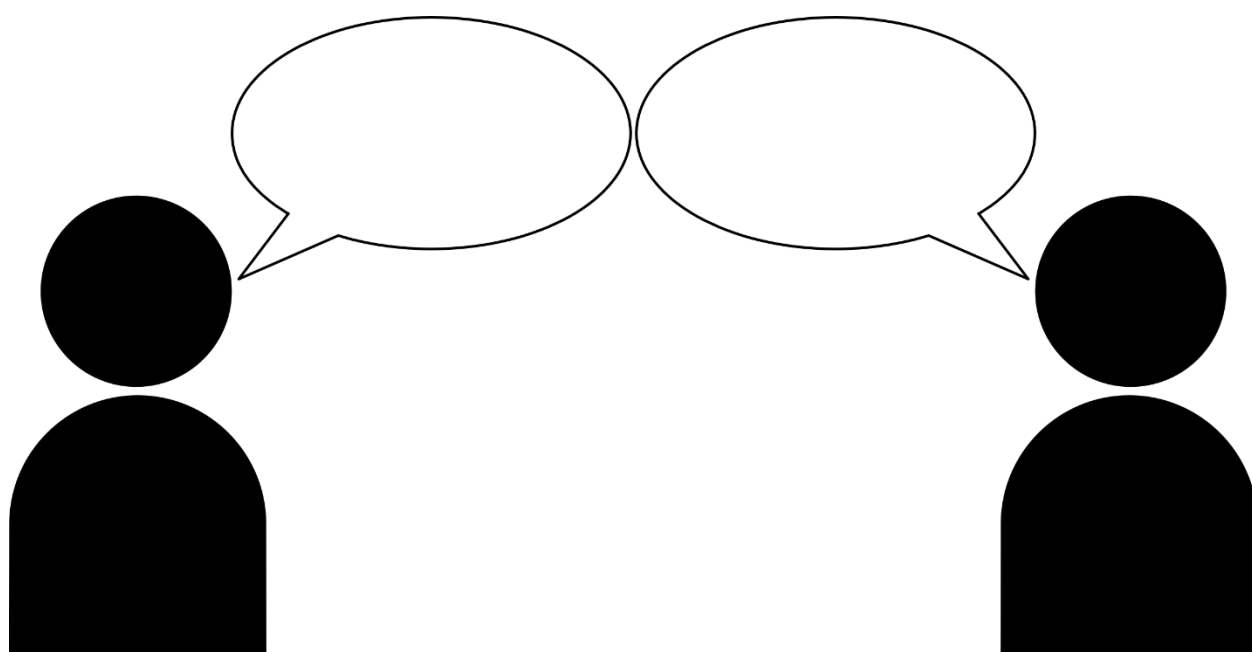


GCSE 9-1 - French Speaking Test: The Conversation Information and Tips Foundation

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Overview of the Speaking test.

- Worth 25% of your GCSE
- Preparation time 12 minutes- to prepare and write notes for the role play card and the picture card. You may use these notes in the exam
- Examination: 7-9 minutes
- 3 elements
 - a) **Role play card**: up to 2 minutes (15 marks)
 - b) **Photo card**: (which includes questions on one theme which you have not chosen in advance) up to 2 minutes (15 marks)
 - c) **Conversation**: 3-5 minutes (30 Marks)
- For the conversation you will answer questions from 2 themes
 - You will choose the first theme before the examination
 - The second theme will be the theme NOT already covered by the picture card
- During the conversation, you **MUST** ask your teacher at least 1 question

The three themes

The specification covers three distinct themes. These themes apply to all four question papers.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

Theme 1: Identity and culture

This theme covers the following four topics with related sub-topics shown as bullet points:

Topic 1: Me, my family and friends

- a) Relationships with family and friends

- b) Marriage/partnership

Topic 2: Technology in everyday life

- a) Social media

- b) Mobile technology

Topic 3: Free-time activities

- a) Music

- b) Cinema and TV

- c) Food and eating out

- d) Sport

Topic 4: Customs and festivals in French-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

This theme covers the following four topics with related sub-topics shown as bullet points:

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- a) Charity/voluntary work

- b) Healthy/unhealthy living

Topic 3: Global issues

- a) The environment

- b) Poverty/homelessness

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

This theme covers the following four topics:

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

You need to be ready to answer questions on all three themes.

- **One theme will be on the photo card**
- **Two themes will be in the conversation.**

Making Statements

When answering questions in the conversation, you are usually making statements.
Listen carefully to the question which will usually contain the verb you need after the word 'tu'

Prompt question	Descriptions	
Tu as quoi?	J'ai	I have
<i>You have what?</i>	Je n'ai pas	I don't have
Tu es quoi?	Je suis	I am
<i>You are what?</i>	Je ne suis pas	I am not
Tu fais quoi?	Je fais	I do/make
<i>You do what?</i>	Je ne fais pas	I don't do/make
Tu vas où?	Je vais	I am going
<i>You go where?</i>	Je ne vais pas	I am not going
C'est comment?	C'est	It is
<i>It's how / what like?</i>	Ce n'est pas	It isn't
Il y a quoi?	Il y a	There is / are
<i>There is/are what?</i>	Il n'y a pas de	There isn't / are not (any)

Prompt question	Wanting things	
Tu voudrais (faire) quoi?	Je voudrais	I would like
<i>You would like to do what?</i>	Je ne voudrais pas	I would not like

Prompt question	Intentions	
Dans le futur, tu vas faire quoi?	Je vais	I am going (to..)
<i>In the future, you are going to do what?</i>	Je ne vais pas	I am not going (to...)
Tu espères faire quoi?	J'espère	I hope (to)
<i>You are hoping to do what?</i>		

Prompt question	Likes, dislikes, preferences	
Tu aimes quoi?	J'aime (un peu / assez/ bien beaucoup)	I like (a little, quite, really, a lot)
<i>You like what?</i>	Je n'aime pas (trop / tellement / beaucoup)	I don't like (too much, so much, very much)
	Je déteste	I hate
	Je préfère	I prefer

Prompt question	Giving opinion / reasons	
Tu penses quoi?	A mon avis	In my opinion
<i>You think what?</i>	Je pense que	I think that
	Parce que...	Because ..

Developing statements

When: present	What	With	Where	Opinion: present
Normalement Généralement D'habitude Souvent En semaine Une fois par semaine Le week-end Le lundi Pendant les grandes vacances En hiver En été En automne Au printemps Au mois de septembre A deux heures	je vais au cinéma je reste chez moi je sors je me lève je me couche je joue au football je joue avec l'ordinateur je regarde la télé j'écoute de la musique je travaille je danse je lis un livre j'écris des lettres je fais du sport je prends un repas	tout seul toute seule OR avec mon copain avec mon frère avec mon père avec mon chien avec ma copine avec ma sœur avec ma mère avec ma famille avec mes copains avec mes parents avec l'école	à Dorking dans le Devon en Angleterre au parc, au centre-ville, à la piscine, à la discothèque, à la maison aux magasins dans ma chambre dans le jardin dans le salon	C'est formidable! C'est chouette! C'est génial! C'est superbe! C'est cool! C'est top! C'est fantastique! C'est intéressant! C'est amusant! C'est drôle! C'est bien C'est un peu ennuyeux C'est difficile
When: past	What: past	With	Where	Opinion: past
La semaine dernière L'année dernière Le week-end dernier Lundi dernier Pendant les grandes vacances Hier Il y a une semaine En hiver En été En automne Au printemps Au mois de septembre A deux heures	je suis allé(e) au cinéma je suis resté(e) chez moi je suis sorti(e) je me suis levé(e) je me suis couché(e) j'ai joué au football j'ai joué avec l'ordinateur j'ai regardé la télévision j'ai écouté de la musique j'ai travaillé j'ai dansé j'ai lu un livre j'ai écrit une lettre j'ai fait du sport j'ai pris un repas	tout seul toute seule OR avec mon copain avec mon frère avec mon père avec mon chien avec ma copine avec ma sœur avec ma mère avec ma famille avec mes copains avec mes parents avec l'école	à Dorking dans le Devon en Angleterre au parc, au centre-ville, à la piscine, à la discothèque, à la maison aux magasins dans ma chambre dans le jardin dans le salon	C'était formidable! C'était chouette! C'était génial! C'était superbe! C'était cool! C'était top! C'était fantastique! C'était intéressant! C'était amusant! C'était drôle! C'était bien C'était un peu ennuyeux C'était difficile
When: future	What: future	With	Where	Opinion: future
Dans une heure Dans une semaine La semaine prochaine L'année prochaine Demain Le week-end prochain Lundi prochain Pendant les grandes vacances En hiver En été En automne Au printemps Au mois de septembre A deux heures	je vais aller au cinéma (j'irai) je vais rester chez moi (je resterai) je vais sortir (je sortirai) je vais me coucher (je me coucherai) je vais me lever (je me lèverai) je vais jouer au football (je jouerai) je vais jouer avec l'ordinateur (je jouerai) je vais regarder la télé (je regarderai) je vais écouter de la musique (j'écouterai) je vais travailler (je travaillerai) je vais danser (je danserai) je vais lire un livre (je lirai) je vais écrire une lettre (j'écirai) je vais faire du sport (je ferai) je vais prendre un repas (je prendrai)	tout seul toute seule OR avec mon copain avec mon frère avec mon père avec mon chien avec ma copine avec ma sœur avec ma mère avec ma famille avec mes copains avec mes parents avec l'école	à Dorking dans le Devon en Angleterre au parc, au centre-ville, à la piscine, à la discothèque, à la maison aux magasins dans ma chambre dans le jardin dans le salon	Ce sera formidable! Ce sera chouette! Ce sera génial! Ce sera superbe! Ce sera cool! Ce sera top! Ce sera fantastique! Ce sera intéressant! Ce sera amusant! Ce sera drôle! Ce sera bien Ce sera un peu ennuyeux Ce sera difficile

EXTRA : link to a second developing phrase with these words :

Et	(and)	Aussi	(also)	Mais	(but)
Cependant	(however)	Par contre	(on the other hand)		

Understanding questions

It is very important to understand the questions. Here are the key questioning words:

Combien...?	How many...? /How much?
Comment...?	How...? / What like?
Est-ce que...?	Is it that ...?
Où...?	Where?
Pourquoi ...?	Why...?
Quand...?	When...?
Que ...?	What ...?
Qu'est-ce que ..?	What is it that?
Quel /Quelles / Quels / Quelles ...?	Which...?
Qui...?	Who...?
Quoi?	What

Most questions will be a statement + quoi.

e.g. Le week-end, tu fais quoi? = At the weekend, you do what?

You can repeat the question, replacing 'tu' with 'je', and then you supply the words.

Asking questions

You can understand questions best by knowing how to ask them!

You must ask the examiner a question which requires an answer.

Here are some which will fit any occasion. After I start the conversation with a 'Bonjour [name],

Comment allez-vous, Madame?

How are you?

Ça va Madame / Monsieur?

How are you?

Et vous Madame / Monsieur?

And [what about] you?

Vous aimez ça aussi?

You like that too?

Vous faites ça aussi?

You do that too?

Reference:

Remember that there are four main ways of asking a question:

1. Rising Intonation

By the tone of your voice - go up at the end

- Vous habitez où? OR Tu habites où?

2. Est-ce que + Statement

'Is it that' + statement

- Est-ce que vous habitez Dorking ? OR Est-ce que tu habites Dorking?

3. Inversion

Invert the subject and verb

Habitez-vous Dorking? OR Habites-tu Dorking?

4. Question word + est-ce que OR inversion

- Où est-ce que vous habitez? OR Où habitez-vous
- Où est-ce que tu habites OR Où habites-tu?

Grammar

Nouns	
gender	
singular and plural forms	
Articles	
definite, indefinite and partitive, including use of <i>de</i> after negatives	
Adjectives	
agreement	
position	
comparative and superlative: regular and <i>meilleur</i>	
demonstrative (<i>ce, cet, cette, ces</i>)	
indefinite (<i>chaque, quelque</i>)	
possessive	
interrogative (<i>quel, quelle</i>)	
Adverbs	
comparative and superlative	
regular	
interrogative (<i>comment, quand</i>)	
adverbs of time and place (<i>aujourd'hui, demain, ici, là-bas</i>)	
common adverbial phrases	
Quantifiers/intensifiers	
<i>très, assez, beaucoup, peu, trop</i>	
Pronouns	
personal: all subjects, including <i>on</i>	
reflexive	
relative: <i>qui</i>	
relative: <i>que</i> (R)	
object: direct (R) and indirect (R)	
position and order of object pronouns (R)	
disjunctive/emphatic	
demonstrative (<i>ça, cela</i>)	
indefinite (<i>quelqu'un</i>)	
interrogative (<i>qui, que</i>)	
use of <i>y, en</i> (R)	

Verbs	
regular and irregular verbs, including reflexive verbs	
all persons of the verb, singular and plural	
negative forms	
interrogative forms	
modes of address: <i>tu, vous</i>	
impersonal verbs (<i>il faut</i>)	
verbs followed by an infinitive, with or without a preposition	
Tenses:	
•• present	
•• perfect	
•• imperfect: <i>avoir, être</i> and <i>faire</i>	
•• other common verbs in the imperfect tense (R)	
•• immediate future	
•• future (R)	
•• conditional: <i>vouloir</i> and <i>aimer</i>	
•• pluperfect (R)	
•• passive voice: present tense (R)	
•• imperative	
•• present participle.	
Prepositions	
common prepositions eg <i>à, au, à l', à la, aux; de, du, de l', de la, des; après; avant; avec; chez; contre;</i>	
<i>dans; depuis; derrière; devant; entre; pendant; pour; sans; sur; sous; vers</i>	
common compound prepositions eg <i>à côté de; près de; en face de; à cause de; au lieu de</i>	
Conjunctions	
common coordinating conjunctions eg <i>car; donc; ensuite; et; mais; ou, ou bien, puis</i>	
common subordinating conjunctions eg <i>comme; lorsque; parce que; puisque; quand; que; si</i>	
Number, quantity, dates and time	
including use of <i>depuis</i> with present tense	

Assessment Criteria: Foundation

1 - [C]: Communication

Must ask a question, or one mark deducted.

	[L]: Length of response	[N]: Narration	[C1]: Clarity / ambiguity	[O&J]: Opinion/ Justification
BAND 5 (9–10)	usually gives quite short responses but occasionally gives extended responses	Occasionally narrates events briefly when asked to do so.	Usually gives clear information but lacks clarity from time to time.	Gives opinions , some of which are explained.
BAND 4 (7–8)	tends to give quite short responses, but with occasional attempts at longer responses.	Has only limited success in narrating events.	A few occasions when unable to answer successfully or where responses are very unclear.	Gives opinions .
BAND 3 (5–6)	gives short responses.	Attempts at longer responses or at narrating events require an effort of concentration to be understood	some responses may be unintelligible.	Gives at least one opinion .
BAND 2 (3–4)	able only to give very short responses.		Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible.	
BAND 1 (1–2)	communicates very little most of the time unable to respond		most of what is said is unintelligible.	

(2) - [S&F]: Spontaneity & Fluency

	Quality of exchange	[S]: Spontaneity/pre-learnt	[F] : Fluency: Speed of response / Hesitation
5	Generally good exchange	Some spontaneity , but also relies on pre-learnt responses	Sometimes hesitates and may not be able to respond to some questions.
4	Reasonable exchange	a little spontaneity , but much of what is said involves pre-learnt responses.	The flow is often broken by hesitation and delivery can be quite slow at times
3	Basic exchange	little or no spontaneity and relies heavily on pre-learnt responses.	The flow is broken by hesitations, some of them long, and delivery is quite slow.
2		Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt .	Hesitates frequently , and often at length , before answering questions. Slow delivery means that the conversation lacks any flow.
1	Poor exchange	Often cannot answer questions , while at other times there may be pre-learnt responses.	Hesitates at length before answering most questions

(3) - [L]: Range & Accuracy of Language

	Overall quality of language	[V]: Variety of Vocabulary	[S]: Variety and complexity of linguistic structures	[T]: Tenses	[A]: Accuracy; Effect of errors on clarity / ambiguity
BAND 5 9–10	Generally good language	Mainly simple vocabulary <i>with some repetition</i> , attempts to use more varied vocabulary	Mainly simple linguistic structures with some repetition , but with attempts to use more complex linguistic structures and.	There is some success in making reference to past and future, as well as present, events.	Although there may be errors they do not generally impede comprehension.
BAND 4 7–8	Reasonable language	Simple vocabulary and may be repetitive at times .	Simple structures and may be repetitive at times .	Any attempts to make reference to past or future events may have only limited success .	There may be frequent errors, which may occasionally impede communication
BAND 3 5–6	Basic language	Simple vocabulary and may often be repetitive .	Simple structures and vocabulary and may often be repetitive .	There is little or no success in making reference to past or future events.	There are likely to be frequent errors, which sometimes impede communication.
BAND 2 3–4	Limited language	Very simple vocabulary and is likely to be repetitive .	Very simple structures and vocabulary and is likely to be repetitive .	There is little or no success in making reference to past or future events.	There are likely to be frequent errors which regularly impede communication.
BAND 1 1–2	Very poor language		which may show little understanding of how the language works		There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement.

(4) - [P&I]: Pronunciation & Intonation

	[P]: Pronunciation Understandable?	[I]: Intonation
5	Generally good but some inconsistency at times.	
4	Pronunciation generally understandable	with some intonation.
3	Pronunciation is understandable , but comprehension is sometimes delayed .	with a little intonation
2	Pronunciation very anglicised making comprehension difficult at times .	with almost no intonation,
1	Pronunciation is only just understandable making comprehension difficult.	

How can I improve my performance?

The criteria define 4 elements which contribute to successful speaking.

Communication; Spontaneity and fluency; Range and accuracy; Pronunciation and intonation.

Here is a checklist to help you improve these elements.

A - Communication

Check ...	Advice...
How many sentences can you say?	- At least one answer per question. - If possible, try to give three separate sentences. - The main elements of your answer are usually in the question: 'setting the scene' e.g. 'comme sport / comme famille / le weekend - The verb - just change it from the 'tu' [you] form to the 'je' [I] form
Can you develop the sentences (i.e. give extra details, descriptions, opinions)	Extra details could be: - Frequency - how often you do something (toujours -always, souvent-often, quelquefois- sometimes, rarement -rarely, jamais - never) - Negative - say what you do not do (but I do not..) - Additional – give a further example (aussi - also ...) - Contrast - give an example of a contrasting activity (mais quelquefois - but, sometimes' / mais mon frère - but my brother ..) - Examples 'par exemple' Descriptions could be Adjectives to describe the nouns (size, colour, characteristic) - what they are, and what they are not - using intensifiers (très-very, assez - quite, trop - too, un peu ...a little) Opinions could be simply 'C'est bon (It's good') + intensifiers 'très bon (very good) 'assez bon' (quite good) 'trop bon' (too good) more complex: 'à mon avis c'est bon (In my opinion, it's good); 'je pense que c'est bon' (I think that it's good); J'aime ça (I like that); Je n'aime pas ça (I don't like that)

B - Spontaneity and fluency

Can you say sentences without too much prompting from the teacher? Can you make it sound as if it has not been 'pre-learnt'?	Learn to recognise questions thoroughly. If you do not understand, ask me to repeat: Pouvez-vous répéter la question s'il vous plaît?' then say thank you, you understand now (ah merci - alors maintenant je comprends. .) Make the words sound meaningful - stress the important words to show you understand your answer (!) - take natural 'pauses' Add some natural interjections .. e.g. Eh bien (well) - alors (so ..) Pour moi (for me) .. en ce qui me concerne (as far as I'm concerned) Engage the questionner: Vous comprenez? (Do you understand?) Ça va? (Is that OK). Express emotion: quelle horreur! (how awful!) - quel plaisir (what a pleasure!)
Can you say sentences fairly quickly, without too many pauses?	Learn some stock phrases off by heart to give you confidence and so that you do not take too long to answer (but use strategies above so that it does not sound pre-learnt) e.g. you can always add an opinion to the end of any sentence .. 'C'est bon' 'c'est intéressant' - 'c'est nul'

C - Range and accuracy

How many different words do you know?	Make sure you know the key words for each theme. Show off all the words you know by developing your answers (et - and; mais - but; aussi – as well)
How many different structures do you know?	As well as answering for yourself using 'je', expand you answer to talk about other people e.g. 'mais mon frère' (but my brother) joue au rugby - il aime ça - e.g. avec mes amis, on va à la piscine'
Can you use different tenses to express the present - past and future?	Always use time phrases to signpost that you know what you are communicating. Even if you get the verb wrong, if you have used the correct time signpost, you will get marks. You could even use two, just to make sure you get the message across!!! Normalement - <i>normally</i> e.g. normalement je joue au tennis Dans le futur - la semaine prochaine par exemple, je vais jouer au tennis. <i>In the future - next week for example - I am going to play tennis</i> Dans le passé - la semaine dernière par exemple - j'ai joué au tennis <i>In the past, last week for example, I played tennis</i> SEE DEVELOPING ANSWERS PAGE

D - Pronunciation and intonation

Do you have a good accent? Do you pronounce words so that they sound French?	ends of words: Don't pronounce them (e.g. je n'aime pas - no s is heard on 'pas' accents: If there is an accent on a letter, pronounce it! e.g. normalement je mange (don't pronounce the 'e') / la semaine dernière, j'ai mangé (DO pronounce the e!) nasal: Practise the nasal sounds e.g. 'on joue au foot' [no 'n' sounded in 'on' .. the 'n' is in the nose!] 's': Double s = a hiss [poisson]; One s = zzz [poison] 'r': The 'r' is produced at the back of the throat - you hardly need your tongue to say it! SEE PRONUNCIATION PAGES
Does your voice go up and down in the French way? (intonation)	Give a regular emphasis to each syllable in a sentence [like a machine gun' Make your voice go up slightly at commas, and slightly down at full stops. [The range is about a 4th in musical terms!]

Five Teacher/examiner strategies for getting the best out of you!

1. We will use the 'tu' form when we are speaking to you during the conversation. This makes it easier for you to pick up the right verb when you are responding with 'je'.

2. We will try to encourage you to do as much talking as possible without too many prompts so that you can demonstrate that YOU know the verbs and the vocabulary. However, we will not leave you in the lurch, and we will help as much as possible. For each area of questioning, the pattern will usually be:

(1) Open-ended question Parle-moi de ta famille [<i>tell me about your family</i>]/
--

If you don't respond (look perplexed!!) we will move on to...

(2) Direct question with the verb you need in the sentence: Tu as des frères ou des sœurs? [<i>You have brother or sisters?</i>]
--

If you still look blank, we will move on to ...

(3) Alternatives – Tu as un frère, ou deux sœurs, ou une sœur? [<i>You have a brother or two sisters or one sister?</i>]

If you still do not answer we will move to ...

(4) Model phrase 'Moi, j'ai un frère .. et toi?' [<i>Me, I have a brother.. and you?</i>]
--

If you still don't understand, just repeat after us 'moi aussi, j'ai un frère

3. We will always try to prompt you to give an **opinion and a justification** which will follow the model above if necessary:

(1) Qu'est-ce que tu penses de ton frère et pourquoi? (*What do you think of your brother and why?*)

(2) Tu aimes ton frère? Pourquoi / pourquoi pas? (*You like your brother? Why / not*)

(3) Tu aimes ton frère ou tu n'aimes pas ton frère? Pourquoi? Il est gentil, il est amusant? (*You like your brother or you don't like your brother? Why? He is kind, he is fun?*)

(4) J'aime mon frère parce qu'il est amusant. Tu aimes ton frère? (*I like my brother because he is fun. You like your brother?*)

4. We will always try to encourage you to provide **verbs in different tense**. Pick up in the time phrases to give you clues for your answers. e.g.

PRESENT: **Généralement, normalement** .. tu fais quoi? (Je fais des promenades)

PAST: **Hier / la semaine dernière** ... tu as fait quoi? (J'ai fait des promenades ...)

FUTURE: **Dans le futur, la semaine prochaine** .. tu vas faire quoi? (Je vais faire des promenades ...)

CONDITIONAL: **Tu voudrais faire quoi?** (Je voudrais faire des promenades)

IMPERFECT: **Quand tu étais** petit, qu'est-ce que tu faisais? (Je faisais des promenades)

5. We will try our hardest to give you enough time to answer, but to move on if you are clearly not going to answer. Help us by indicating with your facial expression if you really have no idea how you are going to reply!!

How can I prepare independently for the conversation?

1. Read the hints for the conversation (see below)

2. Using the model conversation booklet and the page references, write out your own responses to the questions.

If you know that you have difficulty with conversation, stick to simple phrases which are not in italic bullet pointed.

If you are aiming for a grade 4, try to include as many of the elements in bullet points and italics as you can. Note that you will not be asked all of the questions but you must be prepared for them!

3. Test yourself on the conversation.

Take a sheet of card and cover up your answer. Gradually reveal your answers as you go through the booklet.

Record yourself and hand mp3 into 'Hand in folder' for teacher to check - with the script!

Hints for general approach

1. BEGINNING: Try to answer in full sentences; usually start your answer by repeating what the target information is e.g. Family: Comme famille, j'ai ..(as for family, I have); Pastimes: Comme passetemps, j'aime... (As for pastimes, I like...)
2. CONTENT - QUANTITY : Try to expand your information without being prompted, e.g. saying **when** (including expressions of frequency, days, times), **where**, **with whom** - examples are given in italics; give your **opinion** as a conclusion, (e.g. c'est amusant (it's fun); ce sera amusant (it will be fun); c'était amusant (it was fun); **linking sentences** with words like 'mais' (but), 'et' (and), et aussi (and as well)
3. CONTENT – EXTRA QUALITY -Where possible, try to include a **different tense** - future or past e.g. La semaine prochaine, par exemple, je vais aller au cinéma ... / La semaine dernière je suis allé au cinéma **Vary the pronouns** you use: je (I), tu (you), il (he), elle (she), on (one/we/they), nous (we) vous (you) ils, elles (they)
4. PROBLEMS: If you don't understand a question, ask for it to be repeated 'voulez-vous répéter s'il vous plaît?' - if you still can't answer, say 'Je ne sais pas exactement' (I don't know exactly) or 'Je ne comprends pas exactement' (I don't understand exactly) or 'Ça dépend' (It depends)
5. ENDING: When you have said as much as you can, say 'C'est tout, je pense' (that's all, I think)

Useful phrases

Introducing phrases:

Comme famille, j'ai	As for family, I have
Comme passetemps, j'aime	As for hobbies, I like ..
Comme acteur, je préfère ..	As for actor, I prefer
Comme matières, je n'aime pas	As for subjects, I don't like ..
En ce qui concerne le climat ...	As far as the climate is concerned ...

Stating:

il y a	there is/are
on trouve	one finds
vous avez	you've got ...

Linking phrases:

Ensuite	Next
Puis	then
Après ça	after that
Cependant	However
Heureusement	Fortunately
Malheureusement	Unfortunately
Plus tard	Later
Naturellement	Naturally
Généralement / en général	Generally
D'habitude	Usually
Quelquefois / parfois / des fois	Sometimes
Souvent	Often

Rarement	Rarely
A huit heures	At 8 o'clock

Opinions:

J'adore ça!	I love that!
Je déteste ça!	I hate that!
Ça me plaît	That pleases me!
Ce que j'aime, c'est ...	What I like is ...
Ce que je n'aime pas, c'est	What I don't like, is...
Ça m'est égal	It's OK
Selon ma mère	according to my mother
certaines prétendent que...	some claim that ...
d'autres disent que	others say that

Interjections

bien sûr !	of-course
oui, c'est ça!	yes, that's it!
naturellement!	naturally!

Finishing off:

Et voilà - c'est tout!	And there you are - that's all!
C'est tout, je pense	That's all, I think

Pronunciation

a à	Sounds like cat or flat	attention, ma
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ai	Sounds like <u>may</u> or <u>play</u> but shorter	<u>l</u> ait, j' <u>a</u> i
ain	Sounds like <u>ran</u> but said through the nose	am <u>é</u> ric <u>a</u> in
am	Sounds like <u>arm</u> but said through the nose	<u>a</u> mbulance
an	Sounds like <u>barn</u> but said through the nose	<u>a</u> ns, pendant
au	Sounds like <u>oh</u>	<u>j</u> aune, ch <u>a</u> ussettes
b	as in English	<u>b</u> elle, <u>b</u> on
c	Sounds like <u>king</u> or <u>car</u>	<u>c</u> ourage, <u>c</u> afé, <u>sac</u>
ç ce ci	Sounds like <u>sound</u> or <u>see</u>	garç <u>on</u> , franç <u>a</u> is, <u>c</u> inéma, Franc <u>e</u>
ch	Sounds like <u>shoe</u> or <u>mash</u>	<u>ch</u> at, <u>ch</u> er <u>ch</u> er, <u>ach</u> eter
d	as in English	<u>d</u> ormir, mal <u>a</u> d <u>e</u>
-d	Silent at the end of a word, unless the next letter is a vowel	nord, canar <u>d</u>
e	Sounds like <u>along</u>	<u>ce</u> , <u>fen</u> être
è	Sounds like <u>get</u> or <u>threat</u>	p <u>è</u> re, coll <u>è</u> ge
é er et ez	Sounds like <u>may</u> or <u>play</u> but shorter	<u>é</u> cole, fatigu <u>é</u> , aller, <u>é</u> coutez
em	Sounds like <u>arm</u> but said through the nose	<u>em</u> mener
en	Sounds like <u>barn</u> but said through the nose	<u>en</u> , <u>enn</u> uyeux, cent
eu	Sounds like <u>her</u> or <u>fur</u> but shorter	<u>E</u> urope, <u>bleu</u> , <u>deu</u> x
f	as in English	<u>f</u> erme, <u>f</u> aire
g gu	Sounds like <u>glad</u>	<u>g</u> arder, dialog <u>ue</u>
ge gi	Sounds like <u>pleasure</u> or <u>measure</u>	<u>g</u> énial, rou <u>ge</u> , <u>G</u> iselle
gn	Sounds like <u>new</u> or <u>onion</u>	Espag <u>ne</u> , lig <u>ne</u> , montag <u>ne</u>
h	almost always silent	<u>h</u> ôtel, <u>h</u> eureux
i ie it is	Sounds like <u>meet</u> or <u>eat</u>	<u>i</u> ls, avr <u>i</u> l, <u>h</u> ibou, merc <u>i</u> , pays, biologi <u>e</u>
im	Sounds like <u>am</u> but said through the nose	<u>im</u> possible, <u>im</u> bécile
in	Sounds like <u>ran</u> but said through the nose	<u>in</u> téressant, <u>vin</u>
j	Sounds like <u>pleasure</u> or <u>measure</u>	<u>j</u> ouer, <u>j</u> eu, d <u>é</u> jeuner
k	Sounds like <u>king</u> or <u>car</u>	<u>k</u> érosène, <u>k</u> ilo, tick <u>e</u> t
l	as in English	<u>l</u> ever, <u>l</u> es
m	as in English	<u>m</u> ère, <u>m</u> idi

n	as in English	<u>n</u> om, <u>n</u> ouveau
o	Sounds like <u>h</u> olly	<u>o</u> ncle, <u>o</u> ptique
oi	Sounds like <u>w</u> ag	<u>o</u> iseau, <u>so</u> xante
on	Sounds like <u>o</u> n but said through the nose	<u>o</u> nze, <u>co</u> ntent, mai <u>so</u> n
ou	Sounds like <u>t</u> oot or <u>fl</u> ute	<u>o</u> ublier, <u>j</u> ouer, <u>s</u> ous
p	as in English	<u>p</u> rendre, <u>p</u> enser
q	Sounds like <u>k</u> ing or <u>c</u> ar	<u>q</u> uand, bri <u>q</u> uet, co <u>q</u>
r	Sounds like lo <u>ch</u> but said at the back of the throat	<u>r</u> êve, <u>re</u> ndre
s	Sounds like <u>s</u> ound or <u>g</u> ee	<u>s</u> auf, <u>s</u> el
-s-	Sounds like <u>z</u> ero	sa <u>is</u> on, cou <u>s</u> in
-s	Silent at the end of a word, unless the next letter is a vowel	sanda <u>l</u> es, deho <u>r</u> s
t	as in English	<u>t</u> élé, <u>t</u> oi
-t	Silent at the end of a word, unless the next letter is a vowel	fini <u>t</u> , jou <u>e</u> t
u	Sounds like “ee” but with rounded lips	<u>u</u> ne, <u>sur</u> , vend <u>u</u> , <u>r</u> ue
ui	Sounds like <u>w</u> e or <u>s</u> weet	<u>h</u> uit, <u>s</u> uis, aujour <u>d</u> ’ <u>h</u> ui
un	Sounds like <u>f</u> un or <u>s</u> un but said through the nose	<u>un</u> , <u>lun</u> di, <u>brun</u>
v	as in English	<u>v</u> ous, ren <u>v</u> oi
w	as in English, though infrequently used	<u>w</u> att, <u>w</u> ee <u>k</u> -end
x-	Sounds like <u>z</u> oo	<u>x</u> énophobie
-x- -x	Sounds like <u>s</u> ound or <u>g</u> ee	soi <u>x</u> ante, di <u>x</u>
-x	Silent at the end of a word, unless the next letter is a vowel	rideau <u>x</u> , châtea <u>x</u>
y	normally as in English	<u>y</u> acht
z	as in English	<u>z</u> èbre, <u>z</u> oo
-z	Silent at the end of a word, unless the next letter is a vowel	ave <u>z</u> , chanta <u>z</u>

Last-minute tips!

1. Key verbs for the speaking test!

You will get double marks if you include a VERB in your replies. Listen to the question to pick up the verb if you are talking about someone else, it's easy .. just repeat the verb

e.g.

Ton frère, il est comment?	Il est petit	être	to be
C'est quand, la récréation	C'est à 11.30	être	to be
Il a quel âge?	Il a onze ans	avoir	to have
Il y a combien de personnes?	Il y a 6 personnes	avoir	to have
Ton homme idéal serait comment?	Mon homme idéal serait généreux	être	to be
Un cours dure combien de temps?	Un cours dure 70 minutes	durer	to last
Qu'est-ce qu' il faut porter comme uniforme?	Il faut porter une cravate	falloir	to have to
Qu'est-ce qu' on doit porter comme uniforme?	On doit porter une cravate	devoir	to have to
Qu'est-ce qu' on peut faire à Dorking?	On peut aller à Dorking halls	pouvoir	to be able to

however, if you are talking about yourself, you have to change the pronoun, and sometimes the verb ...

Tu ☐ Je (You ☐ I)

Present tense

Qu'est-ce que tu aimes ?	J'aime le sport.	aimer	to like
Qu'est-ce que tu n'aimes pas ?	Je n'aime pas la musique.	aimer	to like
Tu vas au cinéma?	je vais au cinéma	aller	to go
Comment est-ce que tu arrives au collège?	J'arrive à pied	arriver	to arrive
Quel âge as-tu ?	J'ai 16 ans	avoir	to have
Tu as un meilleur ami?	J'ai un meilleur ami	avoir	to have
Tu bois de l'alcool?	Je bois du vin	boire	to drink
Tu commences à quelle heure?	Je commence à neuf heures	commencer	to start
Tu dors bien?	Je dors bien	dormir	to sleep
Comment es-tu physiquement?	Je suis grand	être	to be
Tu es en bonne forme?	Je suis en bonne forme	être	to be
Tu évites les substances toxiques?	J'évite les substances toxiques	éviter	to avoid
Tu finis à quelle heure?	Je finis à cinq heures	finir	to finish
Tu fumes ?	Je fume	fumer	to smoke
Tu gagnes combien?	je gagne 10 livres sterling	gagner	to earn
Tu habites où?	J'habite à Dorking	habiter	to live
Tu manges à la cantine?	Non, je mange dans la cour	manger	to eat
Qu'est-ce que tu penses de la musique?	Je pense que la musique est intéressante	penser	to think
Tu préfères la ville?	Je préfère la campagne	préférer	to prefer
Tu prends les drogues?	Je ne prends pas de drogues	prendre	to take
Comment t'appelles-tu ?	Je m'appelle Helen	s'appeler	to be called
Tu te couches quand?	Je me couche à 10 heures	se coucher	to go to bed
Tu te laves où?	Je me lave dans la salle de bains	se laver	to wash
Tu te lèves quand?	Je me lève à 7 heures	se lever	to get up
Tu te réveilles quand?	Je me réveille à 7 heures	se réveiller	to wake up
Tu travailles le weekend?	Je travaille en semaine	travailler	to work
Tu veux te marier?	Je veux me marier	vouloir	to want

Vous ☐ Nous / On (You plural ☐ we)

Qu'est-ce que vous faites?	Nous faisons une promenade OR on fait une promenade
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Past tense

Qu'est-ce que tu as fait ?	J'ai fait une promenade Je n'ai pas fait	I did (takes avoir) I didn't do
Tu es allé(e) où?	Je suis allé(e) Je ne suis pas allé(e)	I went (takes être) I didn't go
Tu t'es levé(e) à quelle heure?	Je me suis levé(e) à 7 heures Je ne me suis pas levé(e)	I got up (takes s'être) I didn't get up

Future tense

Qu'est-ce que tu vas faire?	Je vais faire une promenade	I am going to ...
Tu vas quitter l'école quand?	Je vais quitter l'école dans deux ans	
Ce sera comment?	Ce sera intéressant	It will be interesting

Conditional

Qu'est-ce que tu voudrais faire?	Je voudrais faire une promenade	I would like to
Qu'est-ce que tu aimerais faire?	J'aimerais faire une promenade	I would like to
Qu'est-ce que tu préférerais faire?	Je préférerais faire une promenade	I would prefer to

Imperfect - describing what something was like

Quel temps faisait-il ?	Il faisait beau	It was nice weather
Le voyage était comment?	Le voyage était confortable C'était confortable	The journey was comfortable It was comfortable
Il y avait une piscine?	Il y avait un centre sportif	There was a sports centre
<i>Quand tu étais jeune, tu faisais quel sport?</i>	<i>Quand j'étais jeune, Je faisais de la natation</i>	<i>I used to do swimming</i>
<i>Quand tu étais jeune, tu étais comment?</i>	<i>Quand j'étais jeune, j'étais impatient(e)</i>	<i>When I was young I used to be impatient</i>

Try to include some negatives

2. Vary your adjectives!

try to describe things as much as possible, (colour, size, opinion) and use a variety of adjectives. ALWAYS GIVE YOUR OPINION!!

pénible	a nuisance
casse-pieds	a pain in the neck
affreux	awful
mauvais	bad
grand	big
ennuyeux	boring
barbant	boring
chouette	brilliant
bavard	chatty
délicieux	delicious
sale	dirty
drôle	funny
pratique	handy
gentil	kind
long	long
joli	pretty
petit	small
strict	strict
mince	thin
fatigant	tiring
bien / bon	well / good
jaune	yellow

vary the description more by adding

très	very
trop	too
assez	quite

3. Make longer sentences ...

join /extend sentences using little words:

mais	but
cependant	however
et	and
par contre	on the other hand

4. Make time frames really obvious:

la semaine dernière	last week
l'année dernière	last year
hier	yesterday
hier soir	last night
la semaine prochaine	next week
l'année prochaine	next year

Opinions(Advanced)

À mon avis ... in my opinion

Selon moi According to me

LIKES ...

J'aime [le sport]	I like sport
J'aime bien[le sport]	I really like sport
J'adore[le sport]	I love
[le sport] me plaît	Pleases me
[le sport] me passionne	Excites / fascinates me
Je m'intéresse au sport	I'm interested in
Je préfère	I prefer
Je suis pour ...	I'm for ..
Ce que j'aime, c'est que	What I like is that

DISLIKES ...

Je n'aime pas [le sport]	I don't like
Je déteste[le sport]	I hate
[le sport] ne me plaît pas	... doesn't please me
J'ai horreur [du sport]	I have a hatred for
Je ne m'intéresse pas au sport	I'm not interested in ...
Je suis contre	I'm against
Ce n'est pas la peine	It's not worth it
Ce que je n'aime pas, c'est que	What I don't like is that

NEUTRAL

[Le sport], ça va	... it's OK
[Le sport], ça m'est égal	... I don't mind

Adjectives to describe your feelings / opinions

REMINDERS:

- ☐ After c'est/ c'était / ça va être / ce sera – use masculine adjective ending. Otherwise make adjective agree with noun.
- ☐ Feminine +e (if adjective does not already end with an e); masculine plural +s; feminine plural + es
- ☐ Some adjectives are irregular. Where you add more letters these are shown in brackets; where you change the ending, these are shown with a forward slash (/)

demain	tomorrow
demain soir	tomorrow evening
à l'avenir	in the future
aujourd'hui	today
ce soir	this evening
ce matin	this morning

5. Add some pronouns:

je l'aime	I like it
Je les aime	I like them
je ne l'aime pas	I don't like it
je ne les aime pas	I don't like them
j'y vais (pronounced 'Gee')	I go there

Justifications

starter

Je trouve que [c'est / ennuyeux]	I find that [it's boring]
J'ai trouvé que c'était	I found that it was
Je pense que [c'est ennuyeux]	I think that [it's boring]
J'ai pensé que c'était	I thought that it was..
Je crois que [c'est ennuyeux]	I believe that [it's boring]
..parce que [c'est / c'était ennuyeux]	... because [it is / it was]

Balancing ..similarities and difference

L'avantage, c'est que ..	The advantage is that ...
L'inconvénient c'est que	The disadvantage is that ...
Même	The same
Par contre	On the other had ...
Sauf	Except
Aussi ... que	As ... as
Moins ... que	Less .. than
Plus ... que	More ... than

- ☐ When added to a noun, most eadjectives follow it. Some preced it – these are marked *

intensifier	
très	very
trop	too
assez	quite
dimensions	
court*	short
grand*	big
petit*	small
gros/se*	fat
long(ue) *	long
age	
moderne	modern
vieux/ vieille*	old
appearance	
beau /belle*	handsome, beautiful
dur	hard
joli*	pretty
propre	clean
sale	dirty
sévère	serious, strict
stricte	strict
quality	
affreux/ euse	awful, dreadful
agréable	nice
aimable	pleasant
amusant	fun
bavard	chatty
bien	good
bon*	good
célèbre	famous
chouette	great
comique	comic
compliqué	complicated
confortable	comfortable
dangereux/euse	dangerous
drôle	funny
excellent	excellent
fantastique	fantastic
frais/fraîche	fresh
génial	great
gentil(le)	nice
important	important
inutile	useless
joyeux/euse	happy
mauvais*	bad
meilleur*	better

mieux	best
nouveau/elle*	new
pénible	a nuisance, hard (work)
pratique	handy, practical
simple	simple
typique	typical
utile	useful
value	
cher/chère	expensive, dear
bon marché	cheap
gratuit	free
interest	
animé	lively
barbant	boring
ennuyeux/euse	boring
extra	super
formidable	great
intéressant	interesting
magnifique	magnificent
moche	awful, rotten
passionnant	fascinating, exciting
super	great, wonderful
strength	
faible	weak
nul(le)	useless
pauvre	poor
riche	rich
sain	healthy
malsain	unhealthy
materials	
en bois	wood
en cuir	leather
en papier	paper
en plastique	plastic
en verre	glass

taste and smell	
délicieux/euse	delicious
ça sent bon	it smells good
ça sent mauvais	it smells bad
colour	
blanc/blanche	white
bleu	blue
blond	blond
brun	brown
clair	light

foncé	dark
gris	grey
jaune	yellow
marron	brown
noir	black
orange	orange
rose	pink
rouge	red
roux/rousse	red hair
vert	green
violet	violet
personal characteristics	
casse-pieds	a bore
équilibré	balanced
fatigant	tiring
heureux/euse	happy
idiot	idiotic
impatient	impatient
impoli	impolite, rude
intelligent	intelligent
malheureux/euse	unhappy
méchant	naughty
optimiste	optimistic
paresseux/euse	lazy
patient	patient
pessimiste	pessimistic
plein de vie	full of life
poli	polite
sportif/ive	sporty
sympa	nice
timide	shy
travailleur/euse	hard working
avare	mean
bruyant	noisy
compréhensif/ive	understanding
égoïste	selfish
rigolo	amusing
sérieux/euse	serious