



Edexcel GCSE

French

(2026)

Speaking Exam

Preparation

Booklet

Name

In this booklet you will find:

- *Markschemes and information to help you get the top marks.*
- *Role plays and photo cards to practise.*
- *Example questions for you to prepare and practise.*

Edexcel Paper 1 : Speaking in French

- The Speaking exam is worth 25% of your overall marks for the GCSE.
- Your exam will last between 7-9 minutes (F) or 10-12 minutes (H)
- There are 3 parts to the exam:
 - Read aloud (12 marks)
 - Role Play (10 marks)
 - Picture task and broader conversation (28 marks)

Before your exam you are given **15 minutes** to prepare and make notes for the role play and photo card. **YOU CAN BRING THESE NOTES INTO THE EXAM AND READ THEM FROM THE PAPER.** You will also see your read aloud text and you will be able to practise this aloud during the last minute of preparation which will take place in the exam room. There is no restriction on the number of words or the material (eg conjugated verbs) which the notes may contain.

In order to prepare for your exam:

- Practise as many example roleplay and photocard questions as you can
- Practise your pronunciation by reading aloud A LOT!!!
- Prepare model answers to the questions using this booklet.
- Practise your answers. Don't just read them in your head. Say them out loud to your teacher, to your friends, to yourself!
- Learn the top level WOW phrases and make sure you get them in somewhere.
- Do not simply revise the night before. It just won't happen!
- Practise using the 15 minute preparation time properly.

Read Aloud

The Read aloud task has two elements:

- reading aloud of a text
- answering two straightforward questions based on the overall content of the passage.

Foundation tier: 35-40 words in 5 sentences

Higher tier: 50-55 words in 4 sentences

The two straightforward questions for the short interaction do not appear on the student card, as they must be unprepared.

This part of the test is recommended to last between two and two and a half minutes at Foundation tier and between three and three and a half minutes at Higher tier, in total.

Don't worry if you make a mistake when you are reading the text and need to correct yourself, or if you need to start again, it is your final corrected attempt that is marked.

You will be given the task to prepare during your 15 minute preparation time. The final 1 minute of the preparation time should take place in the examination room, where students will be given the opportunity to practise the read aloud task out loud.

These are the phonics (SSCs) that you need to practise:

- j / ge / gi
- soft c as ce/ci and the hard 'c' as ca/co/cu
- pronunciation of qu as 'k'
- ch as in cheese
- ñ
- r and rr – rolling!!
- remember to pronounce the e on the ends of words
- d as "th"
- Silent "h" at the beginning of words
- pronunciation of vowels.

Read Aloud

marksheme

FOUNDATION

Part 1 – Read aloud (8 marks)

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

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.		
Comments:			

Read aloud marks (part 1 + part 2)

TOTAL: / 12 marks

HIGHER

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.		
Comments:			

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.		
Comments:			

Read aloud marks (part 1 + part 2)

TOTAL: / 12 marks

SSC	Example 1	Example 2
silent final consonant	sommes	effort
a	arriver	avec
i/y	physique	public
eu	deux	(un) peu
e	le	de
au/eau/closed o/ô	sauf	beau
ou	sous	toujours
u	dur	connu
silent final e	jeune	chaque
é (-er, -ez)	moitié	région
en/an/em/am	immédiatement	grand
on/om	tomber	compétence
ain/in/aim/im	matin	faim
è/ê/ai	vrai	collège
oi/oy	mois	moyen
ch	chose	marché
ç (and soft 'c')	façon	français
qu	banque	informatique
j	jusque	jeunesse
-tion	construction	application
-ien	ne...rien	canadien
s-liaison	nos	les
t-liaison	tout	petit
n-liaison	bon	mon
x-liaison	faux	nouveaux
h	homme	hôpital
un	lundi	emprunter
-gn-	campagne	gagner
r	rester	comprendre
open eu/œu	leur	cœur
open o	porte	alors
-s-	chanson	sensible
th	bibliothèque	thème
-ill-/ille	brouillard	famille
-aill-/ail	taille	travail

La famille

Il y a cinq personnes dans ma famille.
J'aime mon père .
J'aime sortir avec ma famille.
Mes grands-parents habitent en France.
Je vais les rendre visite à Noel.

**Comment est ta mère/ton père physiquement ?
Décris ta personnalité.**

Le sport

J'aime jouer au basket.
Je m'entraîne trois fois par semaine.
Le sport est bon pour la santé.
Mes amis préfèrent le football.
Le week-end, il y a des matchs importants.

**Quels sports pratiques-tu ?
Que vas-tu faire ce week-end ?**

La famille

Dans ma famille, nous sommes très unis.
Nous passons beaucoup de temps ensemble.
Parfois, nous nous disputons, mais nous résolvons toujours les problèmes rapidement.
J'aimerais habiter près d'eux à l'avenir.
Je pense que la famille est essentielle pour le bonheur.

Comment est la personnalité de ta mère/ton père ?

Que fais-tu quand tu sors avec ta famille ?

Le sport

Le sport est essentiel pour garder la forme.
Les sports d'équipe enseignent la discipline et le travail en groupe.
J'admire les athlètes professionnels car ils s'entraînent beaucoup.
À mon avis, tout le monde devrait pratiquer un sport régulièrement.

Que fais-tu pour rester en forme ?

Quels sports faisais-tu quand tu étais jeune ?

Une vie saine

J'aime manger beaucoup de légumes.
Le petit-déjeuner est important.
J'évite le chocolat car c'est sucré.
Ma mère cuisine des plats équilibrés.
Boire de l'eau est bon pour la santé.

**Qu'est-ce que tu fais pour rester en forme?
Que penses-tu du tabac ?**

Les vacances

En été, je vais en vacances au bord de la mer.
Je reste dans un hôtel avec une piscine.
J'adore nager dans la mer.
L'année dernière, nous sommes allés à l'étranger.
C'était une expérience incroyable.

**Où vas-tu normalement en vacances ?
Qu'aimes-tu faire pendant les vacances ?**

Une vie saine

Manger des repas équilibrés est essentiel pour la santé.
J'essaie de faire de l'exercice au moins trois fois par semaine.

J'évite la nourriture rapide car elle contient trop de graisses.

Bien dormir est aussi important pour la santé mentale.

Que fais-tu pour avoir une vie saine ?

Quels sont les avantages de faire du sport ?

Les vacances

Ce que je préfère, c'est passer les vacances à l'étranger car je peux découvrir de nouvelles cultures.

L'année dernière, je suis allée en Italie où j'ai mangé la cuisine traditionnelle.

À l'avenir, j'aimerais visiter l'Amérique du Sud pour pratiquer mon espagnol.

Pour moi, les vacances sont importantes pour se détendre.

Que fais-tu normalement en été, quand tu n'es pas au collège ?

Quelle est ton opinion sur les vacances à l'étranger ?

Ma ville

J'habite dans un petit village.
Il y a une place et un marché.
Les touristes visitent le château.
J'aime le parc parce qu'il est calme.
À l'avenir, je voudrais habiter dans une grande ville.

Décris ta ville/ton village.
Où voudrais-tu habiter dans le futur?

L'environnement

Je recycle de la plastique tous les jours.
Il est important d'économiser l'eau.
Dans ma ville, il y a beaucoup de pollution.
Nous devons utiliser moins de voitures.
J'aimerais planter plus d'arbres dans ma ville.

Que préfères-tu faire dans ta région ?
Quels problèmes environnementaux y a-t-il dans ta ville ?

Ma ville

J'habite dans une ville historique où il y a de vieux bâtiments intéressants.

Le centre est joli, mais il y a trop de circulation.

J'aimerais plus d'espaces verts.

À l'avenir, je préférerais habiter dans une ville avec de meilleurs transports publics.

**Qu'est-ce que tu voudrais améliorer dans ta région?
Que penses-tu de vivre dans un autre pays ?**

L'environnement

Selon moi, le changement climatique est le problème le plus grand.

Nous devons recycler la plastique et recycler davantage.

Chez moi, nous essayons d'économiser l'eau.

Il est important d'utiliser les transports publics pour réduire la pollution.

En faisant tous de petits efforts, nous pouvons améliorer la santé de la planète.

Quels problèmes environnementaux y a-t-il là où tu habites ?

Que fais-tu pour protéger l'environnement ?

Les célébrations

Hier, je suis allé à un mariage traditionnel.
Il y avait un feu d'artifice incroyable.
La fête était un événement familial.
Nous avons mangé la cuisine locale.
J'ai reçu un petit cadeau en souvenir.

Tu aimes les fêtes ?

Qu'est-ce que tu fais normalement le jour de Noël ?

Le collège

Mon collège est grand
Il y a beaucoup d'élèves.
Mes matières préférées sont l'espagnol et l'histoire.
Les professeurs nous donnent beaucoup de devoirs.
J'aimerais étudier l'histoire dans le futur.

Décris ton collège.

Quelle est ta matière préférée ?

Les célébrations

Chaque année, nous célébrons la Fête Nationale avec un grand défilé.

A Noël, nous décorons l'église avec des fleurs et assistons à la messe de minuit.

Le festival international de la culture francophone réunit des artistes du monde entier pour partager leur musique, leur cuisine et leurs traditions.

Qu'est-ce que tu as fait l'année dernière pour célébrer ton anniversaire?

Comment vas-tu célébrer la fin des examens?

Le collège

Mon collège a de bonnes installations, comme des laboratoires et une bibliothèque.

J'adore apprendre les langues car elles sont utiles pour mon avenir.

Parfois, le stress des examens est difficile à contrôler. À l'avenir, je voudrais aller à l'université et étudier la philosophie.

**Quelle est ton opinion des règles dans ton collège ?
Quel métier veux-tu faire plus tard ?**

Role Play

This part of the test consists of a role-play which you prepare in the preparation time.

There are five tasks, each of which is awarded up to two 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
Comments:			
Role play marks TOTAL: / 10 marks			

This section will last for approximately 1-1 ½ minutes (but it is not timed).

All the instructions will be in English so you will know exactly what you are being asked to say/talk about.

During the preparation time, try to form an answer for the bullet points in the order that they are written on your role play card. (Don't write on the card – use the paper instead).

At Foundation, you will have to ask your teacher ONE question.
At Higher, you will have to ask your teacher TWO questions.

Keep your answers short and concise. Use full sentences but there is no need to extend in order to get full marks. However, In order to score full marks, you must include a verb in your response to each task.

REMEMBER: Whatever you write on your notes sheet you can bring into the exam!

Asking a question

You must ask your teacher a question during the role play.
Learn the questions below so you can keep it simple!

Qu'est-ce que...? What?	Comment? How?	Quand? When?
Où...? Where?	Qui...? Who ...?	À quelle heure...? At what time?
Tu aimes...? Do you like...?	Tu voudrais...? Would you like...?	Tu as...? Do you have...?
Il y a...? Is/are there...?	Combien...? How many?	C'est comment...? What is...like?
C'est combien...? How much is...?	Tu vas...? Are you going to...?	Qu'est-ce que tu penses de...? What do you think about...?

Practise asking questions using the question words above:

1. ? Ask a question about family
2. ? Ask a question about holidays
3. ? Ask a question about a future job
4. ? Ask a question about smoking
5. ? Ask a question about cyberbullying
6. ? Ask a question about doing exercise
7. ? Ask a question about vegetarian food
8. ? Ask a question about home town/region
9. ? Ask a question about school subjects
10. ? Ask a question about going to university

Candidate card STIMULUS FRP1

Setting: At the hotel

Scenario:

- You are in a hotel in Switzerland, and you are reporting a problem.
- Your teacher will play the part of the receptionist and will speak first.
- Your teacher will ask questions in French and you must answer in French.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Describe the problem with your room.
2. Say where your room is.
3. Say how many nights you are staying for.
4. Give your opinion about the town you are staying in.
5. Ask a question about the restaurant at the hotel.

Candidate card STIMULUS FRP2
Setting: At the cinema

Scenario:

- You are at a cinema in France and you are buying tickets.
- Your teacher will play the part of the cinema employee and will speak first.
- Your teacher will ask questions **in French** and you must answer **in French**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what type of films you like.
2. Say how many tickets you want.
3. Say the date you want to book the tickets for.
4. Say the time you want to book the tickets for.
5. Ask a question about food at the cinema.

Candidate card STIMULUS FRP3

Setting: At the shop

Scenario:

- You are in a clothes shop in France.
- Your teacher will play the part of the shop assistant and will speak first.
- Your teacher will ask questions **in French** and you must answer **in French**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what item of clothing you want.
2. Say what occasion you are buying the item for.
3. Say what date the occasion is.
4. Give your opinion of the item you have been shown.
5. Ask about the price.

Candidate card STIMULUS FRP4
Setting: Train Station

Scenario:

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

Task:

1. Say what ticket you want.
2. Say how old you are.
3. Say who you are travelling with.
4. Tell the employee what you think about France.
5. Ask a question about a café.

Candidate card STIMULUS FRP5

Setting: Campsite

Scenario:

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

Task:

1. Say how long you would like to stay.
2. Say who is with you.
3. Say what activities you want to do.
4. Say why you are in France.
5. Ask a question about shops.

Candidate card STIMULUS FRP6

Setting: Restaurant

Scenario:

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

Task:

1. Say who you want a table for.
2. Say where you want the table.
3. Say what you want to order.
4. Give your opinion of French food.
5. Ask a question about the internet.

Candidate card STIMULUS HRP1
Setting: At the hospital

Scenario:

- You are at a hospital in France, and you are talking to a doctor.
- Your teacher will play the part of the doctor and will speak first.
- Your teacher will ask questions **in French** and you must answer **in French**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what is wrong with you.
2. Say who is with you.
3. Say how long you will be staying in France.
4. Ask a question about the hospital.
5. Ask a question about medication.

Candidate card STIMULUS HRP2
Setting: At the café

Scenario:

- You are in a café in France with a friend.
- Your teacher will play the part of the employee and will speak first.
- Your teacher will ask questions **in French** and you must answer **in French**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what drink you want.
2. Ask the price of something on the menu.
3. Say what your favourite food is.
4. Say what activities you will do tomorrow in the town.
5. Ask a question about closing times of the café.

Candidate card STIMULUS HRP3

Setting: In town

Scenario:

- You are in a town in France with your family and you speak to a passer-by to ask for directions.
- Your teacher will play the part of the passer-by and will speak first.
- Your teacher will ask questions **in French** and you must answer **in French**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say why you are in France.
2. Say what you think of the town.
3. Ask for directions to a place you want to visit.
4. Say how long you will want to spend there.
5. Ask about transport options.

Candidate card STIMULUS HRP4

Setting: Leisure centre

Scenario:

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

Task:

1. Say what activity you want to do at the leisure centre.
2. Say how long you want to book it for.
3. Tell the employee what your plans are for this evening.
4. Ask a question about opening times.
5. Ask a question about payment.

Candidate card STIMULUS HRP5
Setting: Tourist information office

Scenario:

- You are at a tourist information office in France.
- The teacher will play the part of an employee at the tourist information office and will speak first.
- Your teacher will ask questions **in French** and you must answer **in French**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say why you are at the tourist information office.
2. Say where you are staying.
3. Say what you will do tomorrow.
4. Ask a question about the town.
5. Ask for a recommendation for a restaurant.

Candidate card STIMULUS HRP6

Setting: Theatre

Scenario:

- You are at a theatre booking office in France.
- The teacher will play the part of an employee and will speak first.
- Your teacher will ask questions **in French** and you must answer **in French**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what type of show you want to watch.
2. Ask about the price for young people.
3. Say why your friend is paying.
4. Say what you will do after the show.
5. Ask a question about the show times.

Picture Task and Broader Conversation

You will be given the Picture task to prepare during the 15 minute preparation time.

1. The picture task card will contain two photos from one of the three themes. You will be need to talk about ONE of the photos for approximately 1 minute in total for Foundation and 1 ½ minutes for Higher. You will have the photos during your preparation time so you will be able to make notes and bring them into the test with you.
2. Once you have described the picture, your teacher will ask two compulsory questions relating to the subject matter of the picture. Both questions will be about your own experiences / likes / dislikes / opinions. At Higher tier, the second question will be in the past tense. The questions do not appear on the card as they must be unprepared.
3. You will then move on to a conversation on the broader thematic context stated on the card. During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible

At Foundation tier, this will last between 3 and 3 ½ minutes and at Higher tier between 5 and 5 ½ minutes.

Develop your answers as much as possible in order to score as many marks as possible.

Listen carefully to the tense of the question.

Your teacher will not ask questions in any particular order, but will react to your responses so the conversation will flow.

Picture Task and Broader Conversation: Markscheme

Foundation

Task 3 – Picture task (28 marks)

Part 1 – Picture description (8 marks)

AO2: Response to stimulus		Marks awarded	 / 4	AO3: Linguistic knowledge and accuracy		Marks awarded	 / 4
Mark	Descriptor			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.			4	- Some variety of vocabulary and grammatical structures. - Generally accurate use of language; some minor errors, there may be an occasional major error.		
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.			3	- Occasional variety of vocabulary and grammatical structures. - Some accurate language; errors occur, some of them major.		
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.			2	- Limited variety of vocabulary and grammatical structures. - Limited accuracy in the language; frequent errors both major and minor.		
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.			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.			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.		
Comments:			

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.			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	Response is generally comprehensible; some messages may be unclear.			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.		
10	- 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.			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.		
9	- 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.			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.		
8	- 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.			0	No rewardable material.		
7	- 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.						
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.						
5	- 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.						
4	- 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.						
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1	- 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.						
0	No rewardable material.						
Comments:							

Picture task marks (part 1 + part 2 + part 3)

TOTAL: / 28 marks

Picture Task and Broader Conversation: Markscheme

Higher

Task 3 – Picture task (28 marks)

Part 1 – Picture description (8 marks)

AO2: Response to stimulus		Marks awarded	 / 4	AO3: Linguistic knowledge and accuracy		Marks awarded	 / 4
Mark	Descriptor			Mark	Descriptor		
4	● All three bullet points addressed. ● Consistent, detailed development of ideas to describe different, relevant aspects of the picture. ● Response is easily comprehensible; it is rare that the message is not immediately clear.			4	● Wide range of relevant vocabulary and grammatical structures. ● Consistently accurate use of language, any errors are minor.		
3	● All three bullet points addressed. ● Frequent development of ideas, some of which is detailed, to describe different, relevant aspects of the picture. ● Response is comprehensible; the occasional message may be unclear/difficult to understand immediately.			3	● A variety of relevant vocabulary and grammatical structures. ● Mostly accurate use of language; some minor errors.		
2	● 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.			2	● Some variety of vocabulary and grammatical structures. ● Generally accurate use of language; some minor errors, there may be an occasional major error.		
1	● 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.			1	● Occasional variety of vocabulary and grammatical structures. ● Some accurate language; errors occur, some of them major.		
0	No rewardable material.			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.		
Comments:			

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 consistently relevant responses to questions. ● Develops ideas throughout with consistently extended sequences of speech. ● Response is easily comprehensible; it is rare that the message is not immediately clear.			4	● Wide range of vocabulary and grammatical structures, frequent use of complex language. ● Consistently successful use of past, present and future timeframes. ● Consistently accurate use of language, any errors are minor.		
11							
10							
9	● Gives frequently relevant responses to questions. ● Develops ideas with frequently extended sequences of speech. ● Response is comprehensible; the occasional message may be unclear/difficult to understand immediately.			3	● A variety of vocabulary and grammatical structures, some use of complex language. ● Frequently successful use of past, present and future timeframes. ● Accurate use of language; some minor errors.		
8							
7							
6	● Gives some relevant responses to questions. ● Develops ideas with some extended sequences of speech. ● Response is generally comprehensible; some messages may be unclear.			2	● 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.		
5							
4							
3	● 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.			1	● 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		
2							
1							
0	No rewardable material.			0	No rewardable material.		
Comments:							

Picture task marks (part 1 + part 2 + part 3)

TOTAL: / 28 marks

P eople	Dans l'image... Dans la photo Il y a ... Je vois... Je peux voir ...	In the image In the photo There is/ are I see I can see	Un homme/une femme Une famille Des enfants Beaucoup de gens Des bâtiments Des arbres	a man/woman a family some children lots of people some buildings some trees
A ction	Il/elle est en train de parler sourire rire travailler jouer	He/she is....-ing talk smile laugh work play	Ils/elles sont en train de parler sourire rire travailler jouer	He/she is....-ing talk smile laugh work play
L ocation	Ils/elles sont situés En ville À la campagne Dans une maison Dans un collège Dans un restaurant Sur la plage	They are ...in a city ...in the countryside ...in a house ...in a school ...in a restaurant ...on the beach	Au premier plan Au fond A gauche A droite Près de Devant	In the foreground In the background to the left to the right close to In front of
M ood	Il/elle a l'air Content Triste Fatigué Fâché	he/she seems happy sad tired angry		
(W eather)	Il fait du soleil Il fait beau Il fait mauvais Il pleut Il y a des nuages	it's sunny it's nice weather It's bad weather it's raining it's cloudy		

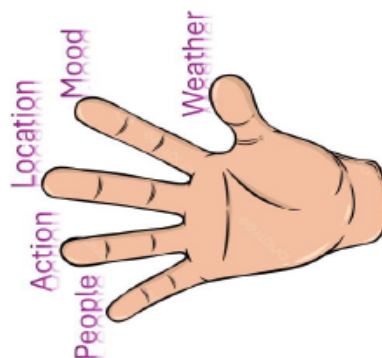






















Photo credit: AQA



Broader Conversation:

In this part of the exam, your teacher will ask you questions based on the same theme as the two photocards.

On the next few pages, you will find some suggested questions where you will be able to prepare some example answers.

****Remember, your teacher will not necessarily ask these questions, but it is a good idea to prepare answers. (This will also help you to prepare for the writing exam too!)**

Theme 1: My Personal World

Suggested questions



Ton meilleur ami / ta meilleure amie est comment? *(What's your best friend like?)*

Mon meilleur ami / ma meilleure amie s'appelle... My best friend is called	Je l'aime parce que I like him/her because Nous sommes amis/ amies parce que We are friends because	Il est He is Elle est She is	sympa kind amusant(e) fun patient(e) patient honnête honest compréhensif/ comprehensive understanding
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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 is no text or other markings on the paper.

Quelle célébrité admires-tu et pourquoi?

Which celebrity do you admire and why?

J'adore... I love Je m'intéresse à... I'm interested in J'admire ... I admire Je ne supporte pas... I can't Je pense que ... I think that Selon moi... In my opinion	Shakira Messi Rosalía Pedro Pascal les acteurs actors les chanteurs singers les sportifs sports people les influenceurs de tiktok / youtube beaucoup de célébrités de nos jours lots of celebrities today	parce que il/elle a du talent because he/she is talented car il/elle aide les organisations caritatives because they help charity organisations puisque il/elle est toujours dans les actualités because they are always in the news car il/elle est un bon modèle à suivre because they are a good role model puisque il/elle n'a pas des valeurs positives because they do not have positive values parce qu'il/elle influence la mode et les tendances because they influence fashion and trends
En plus Cependant Pourtant Donc Aussi Même si	Il/elle a une bonne/mauvaise influence they have a good/bad influence Il/elle inspire les jeunes they inspire young people il/elle donne un bon/ mauvais exemple they give a good/bad example il/elle utilise sa célébrité pour aider les autres they use their fame to help others Il/elle ne veut que l'attention they only want attention Il/elle promeut des produits chers they promote expensive products	L'année dernière j'ai regardé un documentaire sur... Last year I saw a documentary about ... Récemment, j'ai lu un article sur... Recently I read an article about.... A l'avenir je voudrais rencontrer... In the future I would like to get to know.... Le mois prochain il/elle sort une nouvelle chanson. Next month they are releasing a new song.....

Qu'est-ce que tu fais normalement pour célébrer Noel?

What do you normally do to celebrate Christmas?

Normalement Normally Chaque année Every year	je célèbre Noël I celebrate Christmas	en famille with my family chez moi at home chez mes grandparents At my grandparents' house à l'étranger Abroad	On mange de la dinde we eat turkey On ouvre des cadeaux we open presents On décore la maison We decorate the house On joue aux jeux de société We play board games
Je l'adore car...	c'est quelque chose de special it is special on est tous ensemble we are all together il y a une bonne ambiance there is good atmosphere		

Qu'est –ce que tu as fait pour fêter ton dernier anniversaire? What did you do to celebrate your last birthday?

L'année dernière Last year Le jour de mon dernier anniversaire ... On my last birthday Pour fêter mon anniversaire To celebrate my birthday	Je suis allé(e) au cinema avec mes parents I went to the cinema with my parents j'ai fait une surprise-partie I had a party je suis sorti(e) avec ma famille I went out with my family on a mangé dans un restaurant italien we ate in a Italian restaurant on a joué we played on a dansé we danced j'ai reçu beaucoup de cadeaux I received a lot of presents
Je me suis bien amuse(e) car c'était.. I had a great time because it was	amusant fun incroyable incredible inoubliable unforgettable

Quelles sont les différences entre la vie en France et la vie en Angleterre?

What are the differences between life in France and life in England?

En France...	il fait plus/moins de soleil it is more/less sunny
En Angleterre...	il fait plus/moins chaud it is hotter/ less hot
Je préfère la vie en ... car...	il pleut toujours / il ne pleut jamais it always/never rains
I prefer life inbecause	la cuisine est différente the food is different
	on mange plus tard/tôt they eat later/earlier
	les gens sont plus/moins..... the people are more/less....
	il y a plus de choses à faire there is more to do

Theme 2: Lifestyle and Well-being

Suggested questions

Tu as une vie saine? (Do you lead a healthy life?)

Quand j'étais jeune, When I was younger Quand j'avais huit ans, When I was eight, Il y a cinq ans, Five years ago,	je faisais I used to do je mangeais I used to eat	beaucoup d'activité physique lots of physical activity peu de sport not much sport sain healthily malsain unhealthily	car j'étais sportif/sportive because I was sporty car j'étais paresseux/paresseuse because I was lazy car j'adorais les fruits et les légumes because I loved fruit and veg car j'aimais les matières grasses because I loved fatty food
Maintenant, Now Aujourd'hui, Today	j'essaie de I try to je sais que je devrais I know I should	faire plus de l'exercice do more exercise rester en bonne santé stay in good health manger sain eat healthily	mais je n'ai pas beaucoup de temps libre. but I don't have much free time mais c'est difficile but it is difficult

STRETCH: Talk about what you used to eat, drink and do when you were younger.

Qu'est-ce qu'on doit faire pour rester en forme? *(What must one do to stay in shape?)*

Pour rester en forme, To stay in shape, Pour rester en bonne santé, To stay in good health	il faut you must il vaut mieux it is better to je voudrais I would like to	mincir lose weight limiter la consommation d'alcool limit alcohol consumption éviter de fumer avoid smoking
Sinon, Otherwise	on peut one can on risque de one risks	devenir obese / accro / malade become obese / addicted / ill avoir des problèmes de santé have health problems

Parle-moi de la dernière fois que tu es sorti avec tes amis. *(Tell me about the last time you went out with your friends)*

Le weekend dernier Last weekend Récemment Recently Hier Yesterday	je suis allé(e) I went nous sommes allé(e)s we went	au cinéma to the cinema au centre-ville to the city centre à un restaurant to a restaurant au parc to the park à la maison de mon ami(e) to a friend's house	et and où where	nous avons regardé un film we saw a film nous avons fait du shopping we went shopping nous avons acheté beaucoup we bought lots of things nous nous sommes reposés we chilled nous avons beaucoup mangé we ate a lot
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STRETCH: Describe/Narrate. What did you see/buy/play? What did you eat? At what time ? etc

Qu'est-ce que tu vas faire ce weekend? *(What are you going to do this weekend?)*

Ce weekend This weekend Si j'ai de l'argent If I have money Si je n'ai pas de devoirs If I have no homework	je vais I'm going to je voudrais I would like to je veux I want j'ai besoin de I need	aller au centre commercial go to the shopping centre me reposer chez moi relax at home travailler/étudier work/study sortir avec mes amis go out with my friends regarder un film watch a film	parce que because puisque since étant donné que given that	je dois acheter quelque chose I have to buy something j'ai beaucoup travaillé I have worked a lot j'ai beaucoup d'examens I have lots of exams
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STRETCH: Use 'si j'ai de la chance' + conditional

Tu as vu un bon film récemment? *(Have you seen a good film recently?)*

Récemment Recently Hier soir Last night La semaine dernière Last week Le weekend dernier Last weekend Il y a trois jours Three days ago	j'ai regardé un film I saw a film qui s'appelle... called	C'était It was	incroyable incredible passionnant exciting barbant boring intense intense effrayant terrifying nul rubbish	parce que because puisque since car since	l'intrigue était complexe the plot was complicated les effets spéciaux étaient fantastiques the special effects were fantastic c'était une expérience spectaculaire it was a spectacular experience c'était très violent it was really violent j'ai aimé les personnages I loved the characters
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Est-ce que tu préfères regarder les films chez toi ou au cinéma ? (Do you prefer films at home or at the cinema?)

Selon moi In my opinion Je dirais que I would say that Je pense que I think that	je préfère I prefer j'aime I like j'adore I love il vaut mieux it's better	regarder les films watching films	chez moi at home au cinéma at the cinema	parce que because puisque since étant donné que given that	c'est plus confortable it's more comfortable c'est moins cher it's cheaper je préfère les grands écrans i prefer the big screens il y trop de monde there are too many people les billets sone trop chers the tickets are really expensive
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STRETCH: Talk about a recent experience at the cinema.

Theme 3: My Neighbourhood

Suggested questions

Qu'est-ce qu'il y a dans ta ville/ton quartier? *(What is there in your city/neighbourhood?)*

Dans ma ville il y a In my town/region there is/are Malheureusement il n'y a pas (de) Unfortunately there is/are not Ma ville/région manque My city/region lacks	(un) hôtel de ville a town hall beaucoup de bars lots and lots of bars beaucoup de cinémas lots of cinemas beaucoup de marches lots of markets beaucoup de musées lots of museums beaucoup de parcs lots of parks beaucoup de polideportivos lots of leisure centres beaucoup de restaurants lots and lots of restaurants beaucoup de théâtres lots of theatres beaucoup de bibliothèques lots of libraries des bowlings some bowling alleys des églises lots of churches énormément de magasins lots and lots of shops grand-chose à faire lots and lots to do
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Ta ville, c'est comment? *(What is your city/neighbourhood like?)*

Mon quartier est My area is Ma ville est My city is	grand(e). big. petit(e). small. joli(e). pretty. animé(e). lively. divers(e). diverse.	Le positif est que The good thing is that Le négatif est que The bad thing is that Le mieux est que The best thing is that Le pire est que The worst thing is that	il y a there is/are Il/elle a it has	beaucoup de cultures différentes lots of different cultures beaucoup de diversité lots of diversity beaucoup de violence lots of violence beaucoup de chômage lots of unemployment beaucoup de construction lots of construction
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HIGHER CANDIDATES:
Say why there are problems e.g 'grâce à (due to)

Ta ville était comment dans le passé? *What was your city/neighbourhood like in the past?*

Dans le passé In the past Quand j'étais plus jeune When I was younger Auparavant Previously	c'était it was	plus more moins less très very	animée lively tranquille calm violente violent diverse diverse géniale cool	parce que because car since puisque since	il y avait there was/were	moins de gens less people moins de grands bâtiments fewer big buildings moins de sans-abris fewer homeless people moins de violence less violence moins de bandes less gangs plus d'espaces verts more green spaces moins de déchets less rubbish
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Où voudrais-tu habiter à l'avenir? *(Where would you like to live in the future?)*

Dans le future / A l'avenir In the future Quand je serai plus âgé(e) When I'm older Si j'avais l'occasion If I had the opportunity Si j'avais beaucoup d'argent If I had lot of money Si je pouvais If I could	je voudrais habiter I'd like to live j'aimerais habiter I would love to live je veux habiter I want to live j'habiterais I would live	en France. in France. à l'étranger. abroad. dans une grande ville. in a big city. dans un petit village. in a small town. près de la plage. close to the beach.	Ma maison idéale My ideal house	serait would be aurait would have il y aurait there would be	una mansión a mansion énorme enormous confortable comfortable beaucoup de pièces lots of rooms une piscine a swimming pool un cinéma a cinema
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A ton avis, quel est le problème environnemental le plus grave de nos jours ? Pourquoi?

What is the most serious environmental problem nowadays? Why?

Dans mon opinion, In my opinion Pour moi, For me Je crois que I believe that Je pense que I think that	le problème le plus grave est... the most serious problema is... Le pire est... the worst thing is... Le plus inquiétant est... the most worrying thing is.... une menace sérieuse est... a serious threat is	le changement climatique climat change la pollution de l'aire/l'eau air/water pollutio la déforestation deforestation le réchauffement climatique global warming l'utilisation excessive de plastiques excessive use of plastics la montée du niveau de la mer rising sea levels	parce que cela cause beaucoup de problèmes because it causes many problems. puisque cela affecte toute la planète. since it affects the whole planet. étant donné que c'est nuisible pour les animaux. given that it is harmful for animals. parce que cela contribue au réchauffement climatique because it contributes to global warming. parce que cela pollue l'air / l'eau because it pollutes the air/wáter.

Qu'est-ce qu'il faut faire pour protéger l'environnement?

(What should we do to protect the environment?)

On devrait... We should... Il nous faut... We have to.... Il est important de ... It is important that... Ce serait une bonne idée de... It would be a good idea to...	recycler plus recycle more utiliser les transports en commun use public transport réduire la consommation d'énergie reduce energy consumption planter plus d'arbres plant more trees éviter d'utiliser du plastique avoid using plastics économiser l'eau save water sensibiliser les gens à l'environnement educate people about the environment soutenir les énergies renouvelables support renewable energy	pour réduire la pollution. to reduce pollution. pour protéger la nature. to protect nature. pour améliorer la qualité de l'air. to improve air quality. pour sauver la planète. to save the planet. pour prendre soin des animaux. to care for animals. pour combattre le changement climatique . to combat climate change.
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Selon toi, quel est le problème social plus grave? *(In your opinion, what is the most serious social problem?)*

Je m'inquiète pour.... I am worried about	le chômage. unemployment. la faim. hunger. la pauvreté. poverty. l'injustice social. social injustice. la déforestation. deforestation. la différence entre les pauvres et les riches. the difference between rich and poor. la toxicomanie. drug addiction. l'obésité obesity. les problèmes de l'environnement environmental problems. les sans-abri. the homeless. des espèces menacées. animals in danger of extinction.	Il est très important de It's very important Il est essentiel de It's essential Il est nécessaire de It's necessary Il faut One must	prendre soin de la planète to look after the planet acheter des produits éco to buy green products créer plus d'opportunités d'emploi to create more job opportunities économiser de l'eau to save water construire plus de maisons to build more houses changer la loi to change the law consumer moins to consume less
		Il n'est pas juste qu'il y ait... It's not fair that there is/are Il est terrible qu'il y ait... It's terrible that there is/are	tant d'inégalité so much inequality tant de gens au chômage so many people without jobs tant de pollution so much pollution tant de toxicomanes. so many drug addicts

Qu'est-ce qu'il faut faire pour résoudre ce problème? *(What do we have to do to solve this problem?)*

A mon avis In my opinion Je pense que I think that	on devrait we should il nous faut we have to il est important de it's important il est essentiel de it's essential	sensibiliser raise awareness créer des campagnes create campaigns les aider help them leur donner de l'argent give them money récolter des fonds raise money	parce que because puisque since	ils manquent they lack ils ont besoin they need	du soutien support du soin care de l'amour love (d')un logement a place to live de l'argent money de la nourriture food (d')une famille a family des amis friends

Theme 4: Media and Technology

Suggested questions

Tu utilises ton portable comment? *(What do you use your phone for?)*

J'utilise mon portable pour I use my phone to Je l'utilise pour I use it to J'adore I love	rester en contact ma famille contact(ing) my family. tchatter avec mes amis chat(ting) with my friends. regarder mes émissions préférées watch(ing) my favourite series. écouter de la musique. listen(ing) to music. prendre des photos take(ing) photos.	Mon application préférée est My favourite app is Je ne peux vivre sans I can't live without	Snapchat Instagram Twitter Tik Tok	parce que c'est because it's puisque c'est since it's même si c'est even if it's	addictif addictive facile easy pratique practical gratuit free utile useful populaire popular
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Quels sont les avantages et les inconvénients d'avoir un portable? *(What are the advantages and disadvantages of having a mobile phone?)*

Je dirais I would say that Pour moi For me À ma connaissance As far as I'm aware D'un côté On one hand	le positif est que the good thing is that le négatif est que the bad thing is that le meilleur/pire est que the best/worst thing is that un avantage est que an advantage is that un désavantage est que a disadvantage is that	les portables mobile phones les applications apps les réseaux sociaux social media	te rendent accro. get you hooked. t'aident. help you. aggravent la santé mentale. worsen mental health. affectent ton estime de soi. affect your self esteem. t'aident à te connecter avec le monde help you to connect with the world.
Cependant However De l'autre côté On the other hand Pourtant Having said that			

Que penses-tu des réseaux sociaux? (What is your opinion on social media?)

Je dirais que I would say that Pour moi For me À ma connaissance As far as I'm aware Ce que je pense, c'est What I think is Mes parents disent que My parents would say that	les réseaux sociaux social media	sont are	fantastiques fantastic utiles useful addictifs addictive dangereux dangerous toxiques toxic	parce que because car since puisque since	sont gratuits they're free aident les gens they help people les jeunes harcèlent les autres young people bully others partagent nos informations personnelles they share our personal information
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Theme 5: Studying and My Future

Suggested questions

[illegible]

Quelle est ta matière préférée? (What is your favourite subject?)

J'aime I like Je n'aime pas I don't like J'adore I love Je m'intéresse à (au/aux) I'm really interested in Je ne supporte pas I can't stand	l'anglais english les maths maths les sciences science l'espagnol spanish le dessin art la technologie dt la informatique ict la religion re la musique music le théâtre drama l'éducation physique pe	parce que because puisque since étant donné que given that	c'est it is ce n'est pas it isn't je les trouve I find them	intéressant(s) interesting stimulant(s) stimulating pratique(s) practical barbant(s) boring une perte de temps a waste of time
			le prof est génial the teacher is great le prof m'aide beaucoup the teacher helps me a lot le prof me fait rire the teacher makes me laugh	

STRETCH: Give a contrasting opinion saying what you dislike

Tu aimes tes professeurs? *(Do you like your teachers ?)*

Mon prof de My teacher of	l'anglais english les maths maths les sciences science l'espagnol spanish le dessin art la technologie dt la informatique ict la religion re la musique music le théâtre drama l'éducation physique pe	est is	amusant fun rigolo funny énervant annoying intéressant interesting enthousiaste engaging stricte strict sympa kind desagréable mean	parce que because puisque since étant donné que given that	Il/elle m'aide helps me il/elle m'explique bien explains well to me il/elle me donne beaucoup de devoirs gives me lots of homework il/elle m'irrite irritates me il/elle me fait rire makes me laugh
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STRETCH: Give a contrasting opinion on a teacher you don't like and why.

Un bon professeur, c’est comment? *(What is a good teacher like?)*

Selon moi In my opinion Je dirais qu’ I would say that	un bon prof a good teacher	est une personne qui is someone that	est is a has	patient patient sympa kind enthousiaste Engaging exigeant demanding
				patience patience un bon sens de l’humour a good sense of humour
				t’aide helps you t’inspire inspires you t’explique bien explains well to you

STRETCH Say what a bad teacher would be like

C’était comment, ton école primaire? *(How was your experience in primary school?)*

Dans mon école primaire At primary	c’était it was il y avait there was/ were	plus (de) more moins (de) less	tranquille calm petit small amusant fun stressant stressful stress stress personnnes people	parce que because puisque since étant donné que given that	c’était was il y avait there was/were	plus (de) more moins (de) less	élèves students examens exams salles de classe classrooms petit small harcèlement bullying
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Qu'est-ce que tu as fait pour ton stage (en entreprise)? *(What did you do during your work experience?)*

J'ai fait mon stage dans I did my work experience in J'ai passé 2 semaines travailler dans I spent 2 weeks working in	une agence de voyages a travel agent. un college / une école a school. un bureau an office. un magasin a shop. un magasin solidaire . a charity shop. un centre sportif a leisure centre. l'entreprise de mon père / ma mère. my mum/dad's business.	Mon chef était My boss was Mes collègues étaient My colleagues were Les clients étaient The customers were sympathique(s) nice desagréable(s) unpleasant stupide(s) stupid impoli(s) rude	
Chaque jour Each day Tous les jours Every day	je commençais à.... i started at je finissais à..... i finished at j'aidais les clients i helped the customers. j'aidais les enfants i helped the children. je faisais de copies I did photocopying.	C'était It was	une expérience positive a positive experience une expérience enrichissante an eye-opening experience très fatigant very tiring très exigeant very demanding une perte de temps a waste of time

Que penses-tu de de l'idée faire une année sabbatique? (What do you think of the idea of doing a gap year?)

Si je pouvais If I could	faire une année sabbatique, take a gap year,	j'apprendrais à skier I would learn to ski j'aiderais à construire une école I would help to build a school je chercherais un travail I would look for a job j'enseignerais l'anglais I would teach English je gagnerais beaucoup d'argent I would earn a lot of money je travaillerais dans un orphelinat I would work in an orphanage je ferais du backpacking autour du monde I would go backpacking around the world
Si j'avais If I had	assez d'argent, enough money, l'occasion, the opportunity,	
Si j'étais If I were	riche rich ambitieux/-se ambitious	
Ce serait It would be	une expérience a...experience une année a...year	inoubliable unforgettable incroyable incredible révélatrice eye-opening gratifiante rewarding

Selon toi, est-ce qu'il est important d'apprendre des langues étrangères? (Do you think it's important to learn languages?)

Dans mon opinion In my opinion Je dirais que I would say that Mes professeurs diraient que My teachers would say that L'avantage est que The advantage is that	apprendre des langues learning languages	ça t'ouvre l'esprit opens your mind ça augmente ta confiance increases your confidence ça stimule le cerveau stimulates the brain ça te rend plus attirant(e) makes you look more attractive ça améliore tes perspectives d'emploi improves your job prospects
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Aussi Also En plus Furthermore	cela t'aide à it helps you to cela te permet de it allows you to	découvrir de nouveaux pays get to know new countries découvrir d'autres cultures discover other cultures trouver un travail find a job se faire de nouveaux amis make new friends résoudre des problèmes solve problems travailler à l'étranger work abroad
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Quels sont tes projets pour l'avenir? (What plans do you have for the future?)

Dans le futur In the future Quand je serai plus âgé(e) When I'm older Après mes examens After my exams Si je pouvais If I could Si j'avais assez d'argent If I had enough money	j'espère I hope j'aimerais I would like je pense à I'm thinking about je veux I want j'ai l'intention de I intend je vais I'm going	apprendre à conduire learn to drive réussir mes examens to pass my exams me marier to get married obtenir un bon emploi / travail to get a good job faire des études universitaires to study a university degree monter ma propre entreprise to start up my own business être heureux / heureuse to be happy vivre à l'étranger to live abroad avoir des enfants to have children travailler comme bénévole to work as a volunteer
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Tu as l'intention d'aller à l'université? *(Would you like to go to university?)*

Je voudrais I would like to J'espère I hope J'ai l'intention d' I intend to			je (ne) veux (pas) i (don't) want je voudrais i would like	étudier + matière to study... beaucoup apprendre to learn a lot gagner beaucoup d'argent earn a lot of money un bon travail / emploi a good job m'endetter get into debt
Je ne voudrais pas I wouldn't like to Je n'ai pas envie de I don't like the idea of J'ai toujours voulu I have always wanted to	aller à l'université go to uni étudier à l'université study at uni	parce que because puisque since étant donné que given that	ce serait it would be	très amusant very fun très cher very expensive une expérience incroyable an incredible experience

Si tu gagnais la loterie, que ferais-tu avec l'argent? *(If you were to win the lottery, what would you do with the money?)*

Si je gagnais la loterie If I won the lottery Si j'étais millionnaire If I were a millionaire Si j'étais riche If I were rich	j'achèterais I would buy	un château a castle. une voiture de luxe. a luxury car. une maison pour ma famille. a house for my family.	En plus In addition Aussi Also Cependant However	je donnerais beaucoup aux sans-abri I would donate a lot to the homeless j'aiderais les moins fortunés I would help those less fortunate je voyagerais autour du monde I would travel the world je ne travaillerais jamais I would never work
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Theme 6: Travel and Tourism

Suggested questions

Où es-tu allé(e) en vacances l'année dernière?

(Where did you go on holiday?)

Il y a quelques ans A few years ago Quand j'étais jeune When I was young L'année dernière Last year	nous sommes allé(e)s we went to	en Allemagne Germany en Espagne Spain en France France en Grece Greece en Pologne Poland en Turquie Turkey en Italie Italy aux États-Unis USA
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Nous sommes resté(e)s On est resté We stayed	dans un hotel. in a hotel. dans une maison in a house dans une auberge de jeunesse in a youth hostel dans une caravane in a caravan	au bord de la mer near the sea sur la côte on the coast à la montagne in the mountains à cinq minutes de la plage 5 minutes from the beach
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La chambre The room Le lit The bed La salle de bains The bathroom La douche The shower Le WIFI The wifi L'ascenseur The lift La climatisation The air-con	était was	mal meublé(e). badly furnished. sale. dirty.
	avait had	une mauvaise odeur bad smell. des cafards. cockroaches. des draps sales. dirty sheets. des rats. rats.
	ne marchait pas. wasn't working properly	

Qu'est-ce que tu as fait? (What did you do?)

Le premier jour <i>On the first day</i> Le deuxième jour <i>On the second day</i> Le dernier jour <i>On the last day</i>	je me suis reposé(e) sur la plage <i>I relaxed on the beach</i> je me suis bronzé(e) <i>I sunbathed</i> j'ai visité des monuments <i>I visited monuments</i> j'ai nagé dans la mer <i>I swam in the sea</i> j'ai vu un château intéressant <i>I saw an interesting castle</i>	et aussi <i>and also</i> et plus tard <i>and later</i> et ensuite <i>and then</i> et après <i>and after that</i>	j'ai acheté un t-shirt/des souvenirs <i>I bought a T-shirt/ some souvenirs.</i> j'ai pris beaucoup de photos. <i>I took lots of photos.</i> j'ai envoyé des messages. <i>I sent texts.</i> j'ai dansé à la discothèque. <i>I danced at the disco.</i>
...le matin <i>...in the morning</i> l'après-midi <i>...in the afternoon</i> ...avant de manger <i>before eating</i> après avoir mangé <i>...after eating</i> ...			
Cependant, <i>However,</i> Quand même, <i>Nevertheless,</i>	je ne suis pas sorti(e) avec mon frère/ma soeur <i>I didn't go out with my brother/sister.</i> je n'ai pas mangé du pizza. <i>I didn't eat pizza.</i> je n'ai pas fait de la voile. <i>I didn't go sailing.</i> je n'ai pas fait du vélo. <i>I didn't ride a bike.</i> je n'ai pas bu de la limonade. <i>I didn't drink lemonade.</i>		

Si tu avais beaucoup d'argent, où irais-tu l'année prochaine? *(If you had lots of money, where would you go next year?)*

Si j'avais beaucoup d'argent If I had a lot of money Si j'étais riche If I were rich	j'irais I would go to je visiterais I would visit je voudrais visiter I would like to visit	(en) Allemagne Germany (en) Espagne Spain (en) France France (en) Grece Greece (en) Pologne Poland (en) Turquie Turkey (en) Italie Italy une destination de luxe a luxury destination	où where et and	je me bronzerai I would sunbathe je me reposerai sur la plage I would relax on the beach je mangerais dans les restaurants chers I would eat in expensive restaurants je visiterais des monuments historiques I would visit historical monuments je ne ferais rien I wouldn't do anything je logerais dans un hôtel de cinq étoiles I would stay in a 5-star hotel j'achèterais un billet de première classe I would buy a first-class ticket

TOP TEN VERBS in FRENCH

IMPERFECT	PERFECT	PRESENT	NEAR FUTURE	SIMPLE FUTURE	CONDITIONAL	
J'allais	Je suis allé (e)	Je vais	Je vais aller	J'irai	J'irais	Go
Je visitais	J'ai visité	Je visite	Je vais visiter	Je visiterai	Je visiterais	Visit
Je mangeais	J'ai mangé	Je mange	Je vais manger	Je mangerai	Je mangerais	Eat
Je buvais	J'ai bu	Je bois	Je vais boire	Je boirai	Je boirais	Drink
Je jouais	J'ai joué	Je joue	Je vais jouer	Je jouerai	Je jouerais	Play
Je regardais	J'ai regardé	Je regarde	Je vais regarder	Je regarderai	Je regarderais	Watch/see
Je faisais	J'ai fait	Je fais	Je vais faire	Je ferai	Je ferais	Do
J'écoutais	J'ai écouté	J'écoute	Je vais écouter	J'écouterai	J'écouterais	Listen
J'étudiais	J'ai étudié	J'étudie	Je vais étudier	J'étudierai	J'étudierais	Study
J'étais <i>I used to be/was</i>		Je suis <i>I am</i>	Je vais être <i>I'm going to be</i>	Je serai <i>I will be</i>	Je serais <i>I would be</i>	Be (I)
C'était <i>It was</i>		C'est <i>It is</i>	ça va être <i>It's going to be</i>	Ce sera <i>It will be</i>	Ce serait <i>It would be</i>	Be (it)

Present tense J'habite J'étudie Je joue	Perfect tense Je suis allé(e) J'ai visité J'ai mangé	Imperfect tense J'étais C'était J'allais	Opinions Pour moi Je dirais que Selon moi Je le trouve	Double verb phrases J'ai toujours aimé+ inf. J'ai toujours voulu+ inf J'ai toujours revê de + inf. J'aurais préféré + inf
Immediate Future Je vais aller Nous allons visiter Il va faire	Future tense J'irai Je visiterai Nous jouerons	Avoidance of the Future J'espère + inf Je veux + inf J'ai l'intention de + inf	Conditional J'irais je serais je visiterais je voudrais	Subjunctive Il faut que je fasse... Je doute que je puisse... J'ai peur que ça soit ...
Sequencers D'abord Avant de Après avoir + pp Ensuite	Impersonal verbs Ça m'intéresse Ça m'ennuie Ça me détend	Si Phrase Si je pouvais S'il fait chaud Si j'étais riche	Idiom Il pleut des cordes Ce n'est pas mon truc Ça coûte un bras	Frequency words Toujours De temps en temps Tous lesans
Comparison Plus... que Moins... que Aussi... que...	Superlative Le meilleur Le pire Le plus beau	Negatives Ne...jamais Ne...personne Ne...plus	Connectives néanmoins cependant/pourtant donc	Gerund phrases En arrivant En regardant la télé
Infinitive phrases J'ai l'habitude de + inf J'ai décidé de + inf Je viens de + inf	Avoir Phrase J'ai envie de + inf J'ai soif/faim J'ai l'intention de +inf	Modal verb Il faut On doit On peut	Time Phrases l'année dernière depuis ... ans ... quand j'étais jeune l'année prochaine	Quantifiers un peu vraiment énormement trop

Purchased from:
Julie Sutcliffe
Global School Alliance 2025

Credit given to: J Stewart for some of the sentence builders included
(originally in Spanish)