

# GCSE FRENCH

# SPEAKING PREPARATION

Name: \_\_\_\_\_

Date of Exam: \_\_\_\_\_

Time of Exam: \_\_\_\_\_

## Introduction

The Speaking Test consists of **three** sections:

- 1 Rôle-play, based on a stimulus,
- 2 Presentation and
- 3 General Conversation.

There is one rôle-play lasting a total of about one minute. The presentation and discussion of one topic chosen from the areas listed below lasts about three minutes and the general conversation, based on two of the topics listed below, lasts between six and eight minutes. This gives a total of about twelve minutes.

The general conversation is worth most marks. You may prefer to do your presentation on the subject about which you feel least confident. That way you can be sure that you will not have to answer on it in the general conversation section.

You are to **turn up about fifteen minutes ahead of your examination time** in order to do the preparation. Your teacher will give you details about this. You will be given the rôle-play. It is chosen at random from a large selection. You will already have prepared your presentation topic, so the ten minutes or so you have should be spent on the rôle-play.

*More details about the presentation are given later (Page 11).*

The general conversation will cover two of the topics listed below. The examiner has a card, which has been chosen at random, containing a list of three topics from which s/he chooses two. If, by chance, your presentation topic is one of those on the card, the examiner is obliged to use the other two topics for the general conversation.

*More details about the general conversation are given below (Page 15).*

The topics for presentation and conversation are:

1. **Self and others**
2. **Home and daily routine**
3. **Education and career**
4. **Leisure**
5. **The environment**
6. **Holidays and tourism**

Some of the topics overlap and you shouldn't be afraid to use the same material, if the opportunity arises.

## Rôle play: Information and advice

The rôle-play may contain at least one unexpected element. The tasks you are required to carry out (i.e. what you have to say) are indicated in simple French. The unexpected element is shown by an exclamation mark (!). Occasionally, there is an advertisement or poster for you to look at.

You should make certain that you carry out all of the tasks set; if the exam says “3 *détails*”, give **three** details. During the preparation time, you may make notes, which you are allowed to take into the examination with you; you can even read from them if you want to. Listen carefully to what the examiner says and respond; don't just plough on regardless. You have to leave your notes with the examiner at the end.

You can try to anticipate the unexpected element and prepare some possible responses. Don't be thrown, however, if it is not what you imagined.

**Make sure that you know your alphabet and numbers** in case you have to spell a name, give a telephone number or a date. Remember to give telephone numbers in pairs: 04 78 45 88 21 (*zéro quatre, soixante-dix-huit, quarante-cinq, quatre-vingt-huit, vingt-et-un*). Don't waste time trying to invent complicated addresses; 10 rue royale will do nicely, as will L'hôtel Royal.

When speaking to your French penfriend, use **tu**. To all adults, use **vous**. You must be consistent in this.

The following is a list of useful phrases for rôle-play situations:

*Pouvez-vous répéter la question, s'il vous plaît?*

*Peux-tu répéter la question, s'il te plaît?*

*Pouvez-vous parler plus lentement, s'il vous plaît?*

*Peux-tu parler plus lentement, s'il te plaît?*

*Est-ce que... ?*

*Il y a...*

*Je voudrais*

*A quelle heure... ?*

*Combien... ?*

*Si on + verb in imperfect (for making suggestions of things to do)*

## **Rôle-play Examples**

There may be an unexpected element shown by the exclamation mark (!). Here are some examples of things that have come up in recent examinations:

### **Speaking to a friend:**

Describe your best friend (2 details)  
Mention two details about your best friend's character  
Say how long you have known him/her  
Mention an activity which you do together  
Say what the weather is like (2 details)  
Give two details about the hotel where you are staying  
Mention two activities you are doing  
Say which day and date you are going home  
Give two details about your school  
Say what time school starts and finishes  
Describe your uniform (3 details)  
Give an opinion about homework  
Suggest going to see a concert  
Say what time it starts and ends  
Ask whether s/he prefers to go on Saturday or Sunday  
Say you are arriving at the railway station on Sunday at 11:30 am  
Find out what sort of present s/he would like.  
Thank him/her for the invitation and say you will see him/her soon  
Tell him/her that you have just got a job and what the job is  
Say that you work all day on Saturdays and Sundays  
Say it's a good job and that you earn £5 an hour  
Ask if s/he wants to go to the countryside  
Say you are going by bike  
Say what you are going to do about eating  
Say you are leaving after breakfast  
Ask what time it is  
Say you want to 'phone England  
Say it's your mother's birthday  
Suggest a present  
Say you babysit for your aunt  
Say you earn £3 an hour  
Say which evening you work and for how long  
Ask if your friend has a job  
Say you want a birthday present for your brother  
Say how old he is and when his birthday is  
Ask how much a stamp for England costs  
Ask if there's a letterbox nearby  
Say you are spending two weeks at the seaside  
Say what the weather is like  
Say you are staying in a hotel with a swimming pool  
Ask your friend when s/he is going on holiday  
Say you have your own bedroom  
Describe your bedroom (three details)

Say you listen to music in your bedroom  
Ask if your friend does his/her homework in the bedroom  
Say this is a photo of your two dogs  
Say who took the photo and when  
Say they were a present for your birthday  
Say you play with the dogs in the evenings

## **Speaking to adults:**

Offer help to a passer by in the street  
Ask how s/he wishes to travel to his/her destination  
Give directions (2 details)  
Say how long it will take to get there and whether there is a car park  
Tell the hospital doctor about the accident you had in your hotel  
Say when and where exactly the accident happened  
Say where it hurts  
Give your surname, your age and the name of somebody they should contact  
Ask if there is any work available  
Outline your experience of work  
Say when you last worked and for how long  
Ask what hours you would be expected to work and how much you would be paid  
Ask to speak to Madame Ducarne, the director  
Give your name and work telephone number  
Tell the telephonist a day and time when you can be contacted.  
Say you want cinema tickets for two adults and one student  
Say which day and what time the showing is  
Ask where the seats are, front or back  
Say you only have a 100Euro note  
Tell the police officer you cannot find your little sister  
Your sister is quite small, with brown hair  
Give three details of what she was wearing  
Tell the officer what your sister was doing  
Tell the waiter you would like to order  
Say you will have soup for two  
Give two items that you would like next  
Ask if they have any mineral water  
Say you speak a little French and ask if you can help  
Ask if s/he is on foot  
Tell him/her to go straight on and turn left at the roundabout  
Say you have a ticket for next week  
Say you need to return to England today  
Give a reason  
Give your name and say how to spell it  
Say you are looking for a present for your sister  
Give the age of your sister and the sort of things she likes  
Say you have only 20 Euros  
Say you will take the suggested item and ask how much it is  
Say you arrived on Saturday  
Say this is your first visit  
Say where you are staying and for how long  
Ask if s/he lives in the town

## **Presentation: Information and advice.**

You should choose one of the topic areas shown on page 2 and be prepared to speak about it for up to three minutes. You are allowed to take notes into the examination. They should be bullet points only. The verbs should be in the infinitive. The notes are only there to remind you of the general areas you are going to talk about. You should not read large sections from them.

In preparing your presentation you will almost certainly want to learn some vocabulary, phrases and, indeed, some full sentences off by heart, but you should beware of making the whole presentation sound pre-learned. You will be allowed to speak for about ninety seconds, then the examiner will ask you questions on your topic.

It is extremely important that you:

1. **Refer clearly to past, present and future events** and you should make sure that your presentation provides you with the opportunity to do so. You do not necessarily have to use the future tense.
2. **Express opinions and preferences and give your reasons.**

**Your marks depend on this**, so if you forget to do any of these things, the examiner will usually prompt you by asking a question, but it is better to do it yourself.

## **Useful phrases to include for expressing opinions etc:**

*Personnellement, je préfère...*

*J'aime mieux ...*

*À mon avis...*

*Je pense que...*

*À mon sens ...*

*Je crois que ...*

*Pour moi, ...*

*Ce que j'aime le plus/le moins, c'est ...*

*En revanche...*

*En général...*

*C'est-à-dire...*

*Je déteste ...*

*J'ai l'impression que...*

*Mon opinion, c'est que...*

*parce que...*

*puisque...*

*donc...*

*à cause de + noun*

## **Talking about the future**

*Je vais + infinitive*

*J'ai l'intention de + infinitive*

*Je pense + infinitive*

*J'espère + infinitive*

*Je voudrais + infinitive*

*J'aimerais + infinitive*

*Je compte + infinitive*

*J'envisage de + infinitive*





## General Conversation: Information and advice

The general conversation will cover two of the subjects listed above (page 2). In order to be confident, you need to prepare **all six** topics thoroughly; one for your chosen presentation and the other five in case they come up in the general conversation. The following pages will help you, working with your teacher, to make careful, structured notes. Although the examiner will ask you more questions in this section than in the presentation section, the main speaker in this part of the examination should be you. You should not answer “*oui*” or “*non*” to any question. The examiner will try to avoid questions which require such a simple response, but even if s/he does ask such a question, aim to make each answer a **full** answer of several sentences. Don't be afraid to take the initiative and link several points together.

As with your presentation, you must **take every opportunity to speak about past, present and future events, express preferences, likes, dislikes and opinions and give reasons to justify** what you say. You should build these things into your preparation. Once again, **your marks depend on this** and the examiner may well ask questions to make sure that you cover these areas, but it is better if it comes from you, without prompting.

### Useful vocabulary/phrases for conversation

*Normalement, je ... mais ...*

*Alors*

*Donc*

*Le weekend dernier/prochain*

*Hier soir/ce soir*

*Aujourd'hui/demain*

*Le weekend/le soir*

*Pendant la semaine*

*En semaine*

*En général*

*Et bien*

*Bien sûr*

## Useful grammatical structures.

You should aim to include at least some of the following structures and grammar points in your presentation and general conversation. They will show you have a grasp of more sophisticated language. Your teacher will help you to understand how to use them and will suggest which ones may be appropriate for you. (These structures are also very useful for any written exercises.)

*qui/que*

*avoir besoin de*

*être en train de* + infinitive

*être sur le point de* + infinitive

*décider de* + infinitive

*essayer de* + infinitive

*il faut* + infinitive

*on peut* + infinitive

Below you will find some more guidance about how to make your spoken (and written) French more interesting.

## While/whilst

Use *pendant que* + imperfect to say

**what was happening** (less important action = Imperfect)

when...

**something more important happened** (Perfect)

e.g. *Pendant qu'il jouait, il a commencé à pleuvoir*  
= while he was playing, it started to rain

*Pendant que je lisais, le téléphone a sonné*

N.B. *pendant que* = while  
*pendant* = during

## How long has this been going on?

Use *depuis* + present tense to say what has been happening **and still is happening**

*Je lis depuis une heure*  
= I have been reading (**and still am**)

Use *depuis* + imperfect tense to say what had been happening (**and still was happening**)

*Je lisais depuis une heure*  
= I had been reading (**and still was**)

## What has just happened

Use *venir* in the present tense + *de* to say what **has just happened**

*Je viens de manger un hamburger*  
= I have just eaten a burger

Use *venir* in the imperfect tense + *de* to say what **had just happened**

*Je venais de manger un hamburger*  
= I had just eaten a burger

## After finishing

After seeing the film, they came home  
(think: after having seen the film)  
= *après avoir vu le film, ils sont rentrés*

After leaving, they telephoned  
(think: after having left)  
= *après être partis, ils ont téléphoné*

After washing, she had breakfast  
(think: after having washed herself)  
= *après s'être lavée, elle a pris le petit déjeuner*

## What if?

One possibility in the present(1), one in the past(2)

### 1 **Si + Present tense verb, and Future**

e.g. If you win, he will telephone

*Si tu gagnes, il téléphonera*

### 2 **Si + Imperfect tense verb, and Conditional**

e.g. If you won, he would telephone

*Si tu gagnais, il téléphonerait*

## How?

Adverbs tell you something about the verb (often ending - ly in English)

e.g. he ran slowly = *il a couru lentement*

Formation (in general):

Add '**ment**' to the **feminine adjective**

*lent lente lentement* = slowly

*doux douce doucement* = gently

**Beware:** Adjective      Adverb

<i>bon</i>	<i>bien</i>	= well
<i>meilleur</i>	<i>mieux</i>	= better
<i>mauvais</i>	<i>mal</i>	= badly
<i>rapide</i>	<i>vite</i>	= quickly
	<i>(rapidement)</i>	

**Useful adverbs:**

<i>Beaucoup</i>	<i>j'ai beaucoup mangé</i>	= a lot
<i>Trop</i>	<i>j'ai trop mangé</i>	= too (much)
<i>Déjà</i>	<i>j' ai déjà mangé</i>	= already
<i>Plus</i>	<i>plus vite</i>	= more quickly
<i>Moins</i>	<i>moins lentement</i>	= less slowly

Adverbs do not agree or change

## Negatives

Add **NE** after the person doing the the action (subject)

and **PAS** (or other negative) after verb

<i>je ne le vois pas</i>	= I do not see him
<i>je ne vois point</i>	= I don't see at all
<i>je ne vois plus</i>	= I no longer see
<i>je ne vois jamais</i>	= I never see
<i>je ne vois rien</i>	= I see nothing
<i>je ne vois personne</i>	= I see nobody

Take care in the perfect...

All the single words (*pas/plus/etc*) come straight after the *avoir* or *être* part (except *personne*).

*Je ne l'ai pas vu*  
*Je n'ai point vu*  
*Je n'ai plus vu*  
*Je n'ai jamais vu*  
*Je n'ai rien vu*  
*Je n'ai vu personne*

### 3 tenses required in order to score marks (future, present, past)

Future Tense:	I will speak I am going to speak	<i>je parlerai</i> <i>je vais parler</i>
Present Tense:	I speak / I am speaking	<i>je parle</i>
Perfect:	I have spoken / I spoke I have gone/ I went	<i>j'ai parlé</i> <i>je suis allé</i>
Imperfect:	I used to speak I was speaking I spoke every Tuesday	<i>je parlais</i>