

Modern Languages Department

Speaking Booklet

French IGCSE (9-1)



Paper 3: Speaking	*Paper code 4FR1/03
<ul style="list-style-type: none"> Externally assessed Availability: June First assessment: June 2019 	25% of the total International GCSE
<p>Content summary</p> <p>This paper assesses speaking skills across five topic areas, however sub-topics A3, C3, C5, D2 and E4 will not be assessed in this paper. The examination is made up of three tasks (A, B and C). Students will present and answer questions on a picture. They will also discuss two different topics, chosen at random by Pearson from the following.</p> <ul style="list-style-type: none"> Home and abroad Education and employment Personal life and relationships The world around us Social activities, fitness and health. 	
<p>Assessment</p> <ul style="list-style-type: none"> Total assessment time is 8-10 minutes. The total number of marks for the paper is 40. 	

Preparation for the speaking test

❖ **Picture selection in Task A**

To ensure students have access to the full range of assessment criteria and the opportunity to score well in Task A, it is essential they select a picture which follows the guidelines below. The picture **MUST** contain the following elements:

- people
- objects
- interactions.

The picture must not contain any text that could support students in their responses.

❖ **Conduct of the speaking test**

Timings of the tasks

The total assessment time is 8–10 minutes. Students are assessed on the quality of responses so the length of tasks is representative of their relative demand.

- Each student chooses the topic area for Section A;
- The teacher who conducts the oral exam then chooses **two** additional topic areas for the two conversations in Section B.
- Overall, each student will have covered three of the five topic areas.

Assessment times for the tasks are as follows.

- **Task A: 2 to 3 minutes**
- **Task B: 3 to 3 minutes 30 seconds**
- **Task C: 3 to 3 minutes 30 seconds.** Task C should continue without a pause or interruption from Task B.

Tasks B and C should not exceed 7 minutes. Excess candidate material will not be assessed.

Assessment criteria

Task A (picture-based discussion)

Mark	Communication and content (AO4)
0	No rewardable material.
1–2	<ul style="list-style-type: none">• Responds briefly to questions, some responses may consist of single-word answers, much hesitation and continuous prompting needed• Limited success in adapting language to describe, narrate, inform in response to questions and sometimes unable to respond• Straightforward opinions may be expressed but generally without justification• Pronunciation and intonation are inconsistently intelligible, with inaccuracies that lead to some impairment in communication
3–4	<ul style="list-style-type: none">• Responds to questions with some development, some hesitation and some prompting necessary• Some effective adaptation of language to describe, narrate and inform in response to the questions• Expresses opinions with occasional, brief justification• Pronunciation and intonation are intelligible but occasionally inaccuracies affect clarity of communication
5–6	<ul style="list-style-type: none">• Responds to questions with frequently developed responses, only occasional hesitation and only occasional prompting necessary• Frequently effective adaptation of language to describe, narrate and inform in response to questions• Expresses opinions effectively and gives justification, with some development• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication
7–8	<ul style="list-style-type: none">• Responds to questions with consistently fluent and developed responses• Consistently effective adaptation of language to describe, narrate and inform, in response to questions• Expresses opinions with ease and gives fully-developed justification• Pronunciation and intonation are consistently accurate and intelligible

Mark	Linguistic knowledge and accuracy (AO4)
0	No rewardable language.
1	<ul style="list-style-type: none"> Occasional accuracy in grammatical structures in response to questions; occasional success when referring to past, present and/or future events Occasional coherent phrases and short sentences in response to questions; regular instances of error that sometimes prevent meaning being conveyed
2	<ul style="list-style-type: none"> Some accurate grammatical structures, including some successful references to past, present and/or future events in response to questions, some ambiguity Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
3	<ul style="list-style-type: none"> Generally accurate grammatical structures, generally successful references to past, present and/or future events in response to questions, occasional ambiguity Responses are generally coherent although errors occur that occasionally hinder clarity of communication
4	<ul style="list-style-type: none"> Consistently accurate grammatical structures, successful references to past, present and/or future events in response to questions Responses are fully coherent and any errors do not hinder the clarity of the communication

TASK A: /12

Tasks B and C (conversations)

Mark	Communication and content (AO4)
0	No rewardable material.
1–3	<ul style="list-style-type: none"> • Communicates brief information relevant to the topics and questions • Uses language to express straightforward ideas and opinions, but generally without justification • Repetitive use of familiar vocabulary and expression, communication is disjointed and sometimes breaks down because of restricted range of vocabulary • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to some impairment in communication
4–6	<ul style="list-style-type: none"> • Communicates information relevant to the topics and questions, with occasionally extended sequences of speech • Uses language to produce straightforward ideas, thoughts and opinions with occasional justification • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary • Pronunciation and intonation are intelligible, inaccuracies occasionally affect clarity of communication
7–9	<ul style="list-style-type: none"> • Communicates information relevant to the topics and questions, usually with extended sequences of speech • Frequently uses language creatively to express and justify some individual thoughts, ideas and opinions • Uses a variety of vocabulary, including some examples of uncommon language with some variation of expression that fulfils most purposes • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication
10–12	<ul style="list-style-type: none"> • Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech • Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions • Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes • Pronunciation and intonation are consistently accurate and intelligible

Mark	Interaction and spontaneity (AO4)
0	No rewardable material.
1–2	<ul style="list-style-type: none"> • Basic exchange in which answers rely on rehearsed language that is occasionally irrelevant to the question • Short responses, some incomplete, any development depends on examiner prompting • Limited ability to sustain communication and pace is mostly slow and hesitant
3–4	<ul style="list-style-type: none"> • Able to respond spontaneously to some questions with some examples of natural interaction although often stilted • Sometimes able to initiate and develop responses independently but regular prompting needed • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation
5–6	<ul style="list-style-type: none"> • Responds spontaneously to most questions, interacting naturally for parts of the conversation • Mostly able to initiate and develop the conversation independently, occasional prompting needed • Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow; occasional hesitation
7–8	<ul style="list-style-type: none"> • Responds spontaneously and with ease to questions, resulting in natural interaction • Consistently able to initiate and develop the conversation independently • Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow

Mark	Linguistic knowledge and accuracy (AO4)
0	No rewardable language.
1–2	<ul style="list-style-type: none"> • Repetitive use of straightforward, words, phrases and grammatical structures; limited evidence of language manipulation • Occasionally accurate use of structures and occasional success when referring to past, present and future events, much ambiguity • Occasional coherent phrases and short sentences; regular instance of errors that sometimes prevent meaning being conveyed
3–4	<ul style="list-style-type: none"> • Manipulates a variety of mainly straightforward grammatical structures, minimal use of complex structures • Some accurate grammatical structures and some successful references to past, present and future events, some ambiguity • Sequences of coherent speech although errors occur that hinder clarity of communication and sometimes prevent meaning being conveyed
5–6	<ul style="list-style-type: none"> • Manipulates grammatical structures with occasional variation, complex structures used, but repetitive • Generally accurate grammatical structures and generally successful references to past, present and future events • Generally coherent speech although errors occur that occasionally hinder clarity of communication
7–8	<ul style="list-style-type: none"> • Manipulates a wide variety of grammatical structures, frequent use of complex structures • Consistently accurate grammatical structures, consistently successful references to past, present and future events • Fully coherent speech; any errors do not hinder the clarity of the communication

TASK B & C: /28

TOTAL: /40

Topics

Topic

Sub-topics

A. Home and abroad

- 1 Life in the town and rural life
- 2 Holidays, tourist information and directions
- ~~3 Services (e.g. bank, post office)*~~
- 4 Customs
- 5 Everyday life, traditions and communities

B. Education and employment

- 1 School life and routine
- 2 School rules and pressures
- 3 School trips, events and exchanges
- 4 Work, careers and volunteering
- 5 Future plans

C. Personal life and relationships

- 1 House and home
- 2 Daily routines and helping at home
- ~~3 Role models*~~
- 4 Relationships with family and friends
- ~~5 Childhood*~~

D. The world around us

- 1 Environmental issues
- ~~2 Weather and climate*~~
- 3 Travel and transport
- 4 The media
- 5 Information and communication technology

E. Social activities, fitness and health

- 1 Special occasions
- 2 Hobbies, interests, sports and exercise
- 3 Shopping and money matters
- ~~4 Accidents, injuries, common ailments and health issues*~~
- 5 Food and drink

*Sub-topics A3, C3, C5, D2 and E4 will not be assessed in Paper 3: Speaking

SAMPLE QUESTIONS

The following questions are examples of typical questions you may be asked during the Conversations part of your exam, set out by topic area. The Conversations are designed to test your ability to answer both straightforward and more challenging questions.

Please be aware that a question about a certain topic could be asked in a variety of different ways. For example, a question which is designed to get you talking about household chores and who does the housework in your house may be asked as follows:

- *Que fais-tu pour aider à la maison? What do you do to help at home?*
- *Quelles tâches ménagères fais-tu à la maison ? Which household chores do you undertake at home?*
- *Qui fait le ménage chez toi ? Who does the housework at home?*
- *Penses-tu que c'est important pour les enfants d'aider à la maison ? Do you think it's important that children help out around the house?*

Although each question starts with a different question word, essentially the same kind of information is being sought. It is therefore very important that you know all the key question words and that you understand the different ways of asking a question in French.

Pourquoi? Why

Pourquoi pas? Why not

Comment? How?

Quand ? When

Combien de..? How many?

Qu'est-ce que + verb in tense? eg. What do...?

Quel/quelle/quels/quelles ? Which?

Est-ce que + verb in tense eg. Do you... ?

Où? Where?

Qui..? Who?

Additionally, you must think very carefully about the tense which is being used as you will be expected to respond in an appropriate tense:

- *Qu'est-ce que tu as fait la semaine dernière pour aider à la maison ? What did you do last week to help around the house? **PERFECT TENSE***
- *Que font tes frères et tes sœurs pour aider à la maison? What do your brothers and sisters do to help around the house? **PRESENT TENSE***
- *Est-ce que tu aimerais avoir une femme de ménage quand tu auras ta propre maison? Would you like to have a cleaner when you have your own house? **CONDITIONAL & FUTURE TENSES.***

You will have the chance to practise answering these typical questions during your weekly 30 minute conversation class with the French language assistant. Your teacher may also work through new questions with you in class. There are notes pages at the back of this booklet for you to write down new questions as they arise.

A-A* GCSE - Speaking and Writing

Time expressions

le matin	in the morning
l'après-midi	in the afternoon
le soir	in the evening
la nuit	at night
le lundi	on Monday(s)
lundi dernier	last Monday
lundi prochain	next Monday
le week-end	the week-end
le week-end prochain	next week-end
le week-end dernier	last week-end
en été	in summer
en automne	in autumn
en hiver	in winter
au printemps	in spring
l'année dernière	last year(past)
le mois dernier	last month(past)
la semaine dernière	last week
hier	yesterday
il y a deux jours	2 days ago
le lendemain	the day after
après-demain	day after tomorrow
demain	tomorrow
dans deux jours	in 2 days(time)
la semaine prochaine	next week
le mois prochain	next month
l'année prochaine	next year
maintenant	now
aujourd'hui	today
plus tard	later
à huit heures	at 8 o'clock

Adverbs

malheureusement	unfortunately
heureusement	fortunately
d'abord	firstly
normalement	normally
généralement	generally
de temps en temps	from time to time
souvent	often
finaleme	finally

The negative

Goes around the verb

ne/n'....pas	not
ne.... aucun	not any/not one
ne....guère	hardly
ne.... jamais	never
ne....nulle part	nowhere
ne ... personne	nobody
ne....plus	no more/no longer
ne....que	only
ne....rien	nothing, not anything
ne....pas encore	not yet
ne...ni...ni...	neither nor

Linking words / connectives

et	and
mais	but
quand	when
ou	or
qui	who, which
parce que/ car	because
puisque	as, since
cependant	however
néanmoins	nevertheless
puis	then
si	if
donc	therefore
où	where
par conséquent	as a result
alors	then/ so /at that time
tandis que	whereas
par contre	on the other hand
d'un côté	on one hand
de l'autre côté	on the other hand

Where

en + feminine country
en France, en Angleterre

au + masculine country
au Japon, au Portugal,
au Brésil, au Pays de Galles,
au Maroc, au Canada

aux + plural name of country
aux États-Unis, aux Canaries

à + islands, cities
à Paris, à Loughton, à Chypre

au/à la/ à l'/aux + places in town
au café, à la piscine, à l'hôtel,
aux toilettes

chez + name
chez John = at John's house
chez moi = at my house

Give your opinion and justify it

je pense que	I think that
je crois que	I believe that
à mon avis	in my opinion
selon moi	in my opinion + parce que / car...
je trouve que	I find that
j'ai trouvé que	I found that
j'ai pensé que	I thought that

Expressing opinions

C'était-it was / C'est-it is / Ce sera-it will be

Positive	Negative
chouette	great
super	super
amusant (e)	funny
intéressant (e)	interesting
pratique	practical
fantastique	fantastic
parfait (e)	perfect
passionnant (e)	fascinating
délicieux (euse)	delicious
sympa	nice
bien	good
fabuleux (euse)	fabulous
excellent (e)	excellent
relaxant (e)	relaxing
affreux (euse)	horrible
ennuyeux (euse)	boring
nul (le)	rubbish
dégoûtant (e)	disgusting
difficile	difficult
dangereux (euse)	dangerous
mauvais (e)	bad
effrayant (e)	scary
bête	silly
une perte de temps	waste of time
laid (e)	ugly
impoli (e)	rude
désastreux (euse)	disastrous

So-so

assez+adj	quite+adj
pas mal	not bad
rien de spécial	nothing special
ordinaire	ordinary

Opinions

oooooooooooo	J'adore
oooooooooooo	J'aime beaucoup
oooooooooooo	J'aime bien
oooooooooooo	J'aime + le/la/les/l'
oooooooooooo	J'aime assez or
oooooooooooo	Je n'aime pas beaucoup + infinitive
oooooooooooo	Je n'aime pas
oooooooooooo	Je n'aime pas du tout
oooooooooooo	Je déteste
I prefer	je préfère
I would prefer	je préférerais
I would have preferred	j'aurais préféré

Interjections

Quelle surprise!	What a surprise !
Quelle horreur!	How awful !
Quel désastre!	What a disaster !
Quel dommage !	What a shame !
Quelle galère !	What bad luck !
Quelle joie !	What joy !

Intensifiers - put one of these words in front of your adjectives

vraiment	really	trop	too
incroyablement	unbelievably	très	very
assez	quite	tout à fait	completely
un peu	a bit		

After having done something

Use PP of the verb

après avoir regardé = after watching
après avoir fini = after finishing
après avoir attendu = after waiting

après être allé(e)(s)(es) = after going
après être sorti(e)(s)(es) = after going out
après être rentré(e)(s)(es) = after coming home

après m'être habillé(e)(s)(es) =
after getting dressed
après m'être lavé(e)(s)(es) = after having a wash

While / by doing something

en jouant while playing
en mangeant while eating
en faisant while doing
en allant while going
en visitant while visiting
en regardant while watching
en buvant while drinking
en bavardant while chatting
en prenant while taking
en travaillant while writing
en voyageant while travelling
en lisant while reading

Qui / Que

Qui = who / which / that
is followed by a verb

J'ai un frère qui est serveur =
I have a brother who is a waiter

Que = whom / which / that
is followed by a noun / pronoun and a verb

Le garçon que je préfère s'appelle Ben =
The boy that I prefer is Ben

Y means 'there'

It goes in front of the verb. Useful to avoid repetitions of a name of a place already mentioned.

J'y vais demain = I go / I am going there tomorrow.
J'y suis allé (e) en vacances = I went there on holiday
Je vais y aller = I am going to go there
Je n'y suis jamais allé(e) = I have never been there

Si clauses

Si c'était possible, je voudrais..... = If it was possible, I would like
Si j'avais le choix, j'aimerais = If I had the choice, I would like
Si j'avais pu j'aurais eu ... = If I had been able.... I would have had
Si j'avais vu j'aurais dit.... = If I had seen I would have said

Before doing something

avant de / d' + infinitive form (verb ending with ER, IR, RE)

avant de manger = before eating
avant d'aller = before going
avant de me coucher = before going to bed

I decided to

J'ai décidé de / d' + infinitive (verb ending ER, IR, RE)

J'ai décidé d'aller au cinéma = I decided to go to the cinema
J'ai décidé de jouer au volley = I decided to play volleyball

Direct Object Pronouns: avoid repetitions (A grade)

Find if the word you are referring to is feminine, masculine, or plural and choose your pronoun : La, Le, Les then follow the rules below

It goes in front of the verb: **Je les aime** = I like them
Je l'aime = I like it, I like him, I like her

In a negative sentence it goes between 'ne' and the verb:
Je ne les adore pas = I don't love them **je ne l'adore pas** = I don't love it, him, her

When using a verb followed by an infinitive, the pronoun goes in front of the infinitive **Je veux la manger** = I want to eat it

In the perfect tense it goes in front of 'avoir'
Je l'ai mangé(e) = I ate it **je les ai vu(e)s** = I saw them

Adjectives

Put adjectives behind your noun to make your writing more descriptive, remember to agree it with the noun.

moderne modern
blanc (he) white
anglais (e) English
heureux (euse) happy

Remember these go in front

vieux (vieille) old
nouveau (nouvelle) new
grand (e) big
petit (e) small
beau (belle) beautiful
haut(e) high
bon (ne) good
mauvais(e) bad

Comparative (bigger, smaller, more expensive than)

plus ... que = more ... than - je suis plus grand(e) que toi = I am bigger than you

moins ... que = less ... than - elle est moins grande que moi = she is less tall than me

aussi ... que = as... as - nous sommes aussi grand(e)s que notre père = we are as tall as our dad

BUT Good = bon better = meilleur(e) bad = mauvais(e) worse = pire

Superlative (the best, the worst, the biggest)

Just add the correct definite article (le, la, les) in front of plus or moins + adjective

le plus grand sac : the biggest bag
la plus grande fille : the tallest girl
les matières les plus intéressantes : the most interesting subjects

Signposting words :

D'habitude *Usually*
Normalement *Normally*
Généralement *Generally*
Chaque année *Every year*
Souvent *Often*
Pendant les vacances
During the holidays
Après *After(wards)*
Tous les jours *Every day*

Chaque jour/matin/soir
Each day /morning/evening
Le matin *In the morning*
L'après-midi *In the afternoon*
Le soir *In the evening*
Hier *Yesterday*
Le weekend dernier – *last weekend*

Samedi (etc.) dernier – *last Saturday (etc.)*
L'année dernière *Last year*
L'été dernier *Last summer*
En été *In the summer*
En hiver *In the winter*
L'hiver (In) the winter

Key verbs :**Present :**

Je vais/ Il,elle,on va /Nous allons *go*
J'ai /Nous avons/il a have
Je fais/ Nous faisons /il fait *do*
J'aime/Il aime/Nous aimons *like*
J'adore /il adore/Nous adorons *love*
Je déteste /Il deteste/Nous détestons *hate*
Je visite/il visite/Nous visitons *visit*
Je voyage /il voyage/Nous voyageons *travel*

Je joue/Il joue /Nous jouons *play*
Je mange/Il mange/Nous mangeons *eat*
Je suis I am /C'est It's /il est He is Nous sommes We are/ Ils sont They are
J'écoute /Il écoute/Nous écoutons *listen*
Je regarde /il regarde/ Nous regardons *watch*
J'achète/il achète/Nous achetons *buy*

Je peux /On peut/Nous pouvons *can (+infinitive of verb)*
Je veux /il veut /Nous voulons *want*
Je préfère / Il préfère / Nous préférons (prefer)
Je trouve/Il trouve/Nous trouvons *(find)*
Il faut (+ infinitive) must
Je dois /Il doit/Nous devons *have to*

Past (perfect):

Je suis allé(e) I went / Nous sommes allé(e)s *We went*
J'ai eu I had / Nous avons eu *We had*
J'ai fait I did / Nous avons fait *We did*
J'ai aimé I liked / Nous avons aimé *We liked*
J'ai adoré I loved / Nous avons adoré *We loved*
J'ai détesté I hated / Nous avons détesté *We hated*
J'ai voulu I wanted / Nous avons voulu *We wanted*
J'ai visité I visited / Nous avons visité *We visited*

J'ai voyagé I travelled / Nous avons voyagé *We travelled*
J'ai joué I played / Nous avons joué *We played*
J'ai mangé I ate / Nous avons mangé *We ate*
J'ai écouté I listened / Nous avons écouté *We listened*
J'ai regardé I watched / Nous avons regardé *We listened*
J'ai regardé I watched / Nous avons regardé *We watched*
J'ai acheté I bought / Nous avons acheté *We bought*
J'ai essayé I tried / Nous avons essayé *We tried*

Past imperfect :

J'étais/Il était /C'était /Nous étions (was)

Je faisais/il faisait/nous faisions/ils faisaient (was doing/used to do)

Je jouais / il jouait / nous jouions/ ils jouaient (used to play / were playing)

Je pouvais / il pouvait / nous pouvions / ils pouvaient (was/were able)

Je devais / il devait / nous devions / ils devaient (had to)

Il y avait (there was/were)

Near future :

Je vais / Il va / Nous allons / Ils vont + INFINITIVE OF VERB (aller/faire/jouer/visiter etc.)

Future :

Infinitive of verb + ending : je...ai / ila / nousons / ilsont

Irregulars :

Je serai / Il sera / nous serons / ils seront (will be)

Je ferai / Il fera / nous ferons / ils feront (will do)

Je pourrai / il pourra / nous pourrons / ils pourront (will be able)

Je devrai / il devra / nous devrons / ils devront (will have to)

Conditional :

Infinitive of verb + ending : je ...ais / il ...ait / nous ...ions / ils ...aient

Or simply use : Je voudrais + INFINITIVE OF VERB (aller/faire/jouer/visiter etc.)

Irregulars :

See **Future** above for stems. Add conditional endings.

Key adjectives :

Don't forget to make them agree !

bon *good*

important *important*

intéressant *interesting*

génial *great*

amusant *amusing, fun*

facile *easy*

super *great*

chouette *great*

ennuyeux *boring*

rapide *quick*

confortable *comfortable*

délicieux *delicious*

relaxant *relaxing*

préféré *favourite*

compliqué *complicated*

stressant *stressful*

cher *expensive*

nul *rubbish*

incroyable *incredible*

fascinant *fascinating*

lent *slow*

moche *ugly*

affreux *awful*

Other key words/phrases :

à/en *to (a place) /at*

dans *in*

avec *with*

en *(with transport) by*

parce que *because*

car *because*

mais *but*

très *very*

plus *more*

mais *but*

vraiment *really*

trop *too*

beaucoup *a lot*

un peu *a bit*

heureusement *fortunately*

malheureusement

unfortunately

absolument *absolutely*

cependant *however*

A mon avis *In my opinion*

Je trouve que

I find that

plus que *More than ...*

moins que *Less*

than

qui *which*

pourtant *however*

malgré *despite*

pour *(+infinitive) in order*

to

pas de tout *not at all*

si *so (before an adjective) / if*

quand *when*

complètement *completely*

franchement *frankly*

plus + adjective *more*

moins + adjective *less*

le plus + adjective *the most*

le moins + adjective *the*

least

sauf *except* **tandis**

que *whilst* **même**

even

si *if*

Topic

Sub-topics

A. Home and abroad

- 1 Life in the town and rural life
- 2 Holidays, tourist information and directions
- ~~3 Services (e.g. bank, post office)*~~
- 4 Customs
- 5 Everyday life traditions and communities

Present

1. Où habites-tu? Fais une description de ta région/ de ta ville.
2. Qu'est-ce que les touristes peuvent faire dans ta ville ?
3. Qu'est-ce que tu fais dans ta ville normalement ?
4. Quelle est ta fête préférée et pourquoi ?
5. Quel est ton moyen de transport préféré quand tu pars en vacances ?
6. Quels sont les avantages et les inconvénients de vivre en ville / à la campagne ?
7. Tu préfères partir en vacances avec tes amis ou ta famille ?

Past (Perfect/Imperfect)

8. Qu'est-ce que tu as fait dans ta ville le weekend dernier ?
9. Qu'est-ce que tu as fait en vacances l'année dernière ?
10. Comment as-tu fêté ton dernier anniversaire ?

Future

11. Qu'est-ce que tu feras ce weekend ?
12. Où vas-tu passer tes vacances l'année prochaine ?

Conditional

13. Où voudrais-tu aller en vacances si tu avais beaucoup d'argent ?
14. À l'avenir, tu voudrais habiter en ville ou à la campagne ?
15. Si c'était possible, qu'est-ce que tu ferais pendant un weekend idéal ?

Topic

Sub-topics

B. Education and employment

- 1 School life and routine
- 2 School rules and pressures
- 3 School trips, events and exchanges
- 4 Work, careers and volunteering
- 5 Future plans

Present

1. Fais une description de ton collège.
2. Quelles sont les matières que tu aimes et que tu n'aimes pas ? Pourquoi ?
3. Décris une journée scolaire typique.
4. Décris un de tes professeurs.
5. Décris ton uniforme scolaire. Tu es pour ou contre l'uniforme scolaire ?
6. Quelles sont les règles à ton collège ?
7. À ton avis, quelles sont les pressions pour les élèves dans ton collège ?

Past (Perfect/Imperfect)

8. Qu'est-ce que tu as fait à l'école hier ?
9. Tu as déjà fait un stage en entreprise ? C'était comment ?
10. Comment était ton école primaire ?

Future

11. Après tes examens, quelles matières est-ce que tu vas étudier au lycée ?

Conditional

12. Si tu étais la principale, qu'est-ce que tu changerais dans ton collège ?
13. Quand tu seras adulte, qu'est-ce que tu voudrais faire comme métier ?
14. Si c'était possible, comment serait ton uniforme idéal ?
15. Après le bac, tu voudrais aller à l'université ou voyager ? Pourquoi ?

Topic

Sub-topics

C. Personal life and relationships

- 1 House and home
- 2 Daily routines and helping at home
- ~~3 Role models*~~
- 4 Relationships with family and friends
- 5 ~~Childhood*~~

Present

1. Décris ta maison.
2. Décris ta famille.
3. Tu t'entends bien avec ta famille ? Pourquoi ? Pourquoi pas ?
4. Parle-moi de ta meilleure amie.
5. Parle-moi d'une journée typique à la maison pendant le weekend.
6. Qu'est-ce que tu fais pour aider à la maison ?
7. Tu préfères passer du temps avec ta famille ou tes amis ?

Past (Perfect/Imperfect)

8. Qu'est-ce que tu aimais faire avec ta famille quand tu étais petite ?
9. Qu'est-ce que tu as fait avec tes amis récemment ?

Future

10. Qu'est-ce que tu feras avec ta famille le weekend prochain ?
11. Qu'est-ce que tu feras avec tes amis le weekend prochain ?
12. Qu'est-ce que tu vas faire comme tâches ménagères ce weekend ?

Conditional

13. Si tu avais beaucoup d'argent, comment serait ta maison idéale ?

14. Quand tu seras adulte, tu voudrais habiter dans une maison ou dans un appartement ?
Pourquoi ?
15. Qu'est-ce que tu achèterais pour ta famille si tu gagnais au loto ?

Topic

Sub-topics

D. The world around us

- 1 Environmental issues
- ~~2 Weather and climate*~~
- 3 Travel and transport
- 4 The media
- 5 Information and communication technology

Present

1. Tu aimes quel genre de musique ? Pourquoi ?
2. Tu préfère regarder un film au cinéma ou regarder la télévision à la maison ? Pourquoi ?
3. Quels sont les avantages et inconvénients de l'internet ?
4. Quel est ton moyen de transport préféré ?
5. Tu aimes quel genre de livres ?
6. Quels sont les effets du réchauffement climatique ?
7. Qu'est-ce qu'il faut faire pour protéger l'environnement ?

Past (Perfect/Imperfect)

8. Qu'est-ce que tu as recyclé la semaine dernière ?
9. Tu as utilisé les réseaux sociaux récemment ?
10. Comment as-tu utilisé ton ordinateur récemment ?

Future

11. Comment voyageras-tu pour aller en vacances ?
12. Qu'est-ce que tu vas regarder ce soir à la télévision ?
13. Comment vas-tu utiliser ton iPad ce soir ?
14. À l'avenir, qu'est-ce que tu feras pour protéger l'environnement ?

Conditional

15. Est-ce que tu pourrais vivre sans la technologie ?

Topic

Sub-topics

E. Social activities, fitness and health

- 1 Special occasions
- 2 Hobbies, interests, sports and exercise
- 3 Shopping and money matters
- ~~4 Accidents, injuries, common ailments and health issues*~~
- 5 Food and drink

Present

1. Qu'est-ce que tu fais pendant ton temps libre ?
2. Qu'est-ce que tu aimes manger et boire normalement ?
3. Qu'est-ce qu'il faut faire pour rester en bonne santé ?
4. Est-ce que c'est important de faire du sport ? Pourquoi ?
5. Tu préfères aller aux magasins ou acheter sur l'internet ?
6. Quelle est ta fête préférée ? Pourquoi ?
7. Tu préfères dîner à la maison ou au restaurant ? Pourquoi ?
8. Que penses-tu des drogues et de l'alcool ?

Past (Perfect/Imperfect)

9. Qu'est-ce que tu as fait pendant ton temps libre le weekend dernier ?
10. Tu as fait du sport récemment ?
11. Parle moi de ton dernier anniversaire.

Future

12. Qu'est-ce que tu vas faire à l'avenir pour rester en forme ?
13. Qu'est-ce que tu vas faire pendant ton temps libre le weekend prochain ?

Conditional

14. Si tu avais le choix, qu'est-ce que tu ferais pendant un weekend idéal ?
15. Est-ce que tu aimerais aller à un festival de musique ? Pourquoi ? Pourquoi pas ?