

# The speaking exam – Revision guide



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## Timings of the speaking exam:

You will have 12 minutes of **preparation time** to prepare task 1 (the role play) and task 2 (the photo task). You will not be allowed to write on the exam materials, but you will be given 1 xA4 to make notes on (1 side only). You can refer to your notes during the exam, but after task 2 the notes will be taken from you before you start task 3 (the general conversation). Your teacher will ask you to introduce your chosen theme, after which you will start your presentation. After the presentation you will be asked questions on the same topic as well as one other topic.

Foundation			
12 minutes preparation time			
Task 1 – role play (10 marks)	5 points: 1 x ! (unseen question) 1 x ? (ask a question)	1 – 1.5 minutes	In the present tense
Task 2 – picture task (24 marks)	5 bullet points	2.5 – 3 minutes	All tenses
Task 3 – General conversation (36 marks)	Presentation 1 minute	Questions on Same topic 1.5 min	Questions on other topic 1.5 minutes

Higher			
12 minutes preparation time			
Task 1 – role play (10 marks)	5 points: 1 x ! (unseen question) 2 x ? (ask a question)	2 – 2.5 minutes	In the present tense
Task 2 – picture task (24 marks)	5 bullet points 1 x ! (unseen question)	3 – 3.5 minutes	All tenses
Task 3 – General conversation (36 marks)	Presentation 1 minute	Question on Same topic 2.5 minutes	Questions on other topic 2.5 minutes

### Some tips on preparing for your speaking exam:

- You will practise the role play and picture tasks very often in class. You will need to **revise your presentation** and the practise question often at home until they are fluent. Practise for short bursts on a regular basis.
- Record** yourself. This will allow you to time your presentation and listen out for pronunciation errors. This way you can listen to and read your notes at the same time which will increase your retention.
- Turn your paragraph to a **gap fill**, gradually taking more and more words out until you can say your presentation without looking at the notes.
- Always practise the presentation and questions out loud and try different ways of revising: writing down key words / reducing the answers to pictures and using them as clues / recording the answers and listening to them, whilst saying them at the same time.
- Learn '**conversation fillers**'. These are words that we use in speech all the time to give yourself more thinking time, such as: 'um', 'uh', 'I guess...', 'like...', etc.
  - In French you can use:
    - Alors.....(so/well.....)
    - Voyons.....(let's see.....)
    - Euh.....(uh.....)
    - Bon.....(well....)
- Learn some phrases to you use when you get completely stuck: You can ask your teacher to repeat questions during the exam. Your teacher can repeat a question 2 times.
  - Vous pouvez répéter la question, s'il vous plaît? (Can you repeat that please?)
  - Encore une fois? (one more time?)
  - Je ne sais pas. (I don't know)
- When you are nervous you tend to speak faster and make more mistakes. Try to keep calm and speak slowly and clearly during the exam. This will be easier if you have practised beforehand!



## The role play task – Task 1 – 10 marks -

### Tips on approaching this task:

- You should not spend too much time on this task during your preparation time.  
You are advised to spend about 2-2.5 minutes on this task.
- You can refer to your notes during the speaking exam.
- Read the introduction carefully so you understand the context and you are sure which 'role' you are playing; this will help you make sense of the prompts.
- Each element is worth 2 marks. You do not need long extended answers for these. If you have time left at the end of your preparation time, you can always go back and add more details.
- Where you see -!- you will have to respond to an unseen question. Where you see -?-, you will have to ask a question.
- Revise your question words for this.

### Common words that feature in the instructions:

désiré	desired (what you would like)
raison	reason
combien de temps	for how long
renseignements	information/details
nombre	number
prix	price
durée	duration
essayer	to try/try on
commencer	to start
heure	time/hour
excursion	trip
billet	ticket
entrada	ticket / entry
payer	to pay
conseille	advice



### Mark scheme:

Speaking task 1: role -play	
Foundation and higher	
0	No rewardable communication, highly ambiguous, pronunciation prevents communication.
1	Partially clear or ambiguous. Partially appropriate within the context. Pronunciation may affect communication.
2	Clearly communicated, appropriate within the context of the role-play. Pronunciation supports clear communication.

## Example task:

### Topic: Travel and tourist transactions

You are in a tourist information office in France asking for information. The teacher will play the role of the employee and will speak first.

You must address the employee as *vous*.

You will talk to the teacher using the prompts below.

Where you see – ? – you must ask a question.

Where you see – ! – you must respond to something you have not prepared.

Say what you would like to visit. Use *Je voudrais ...*

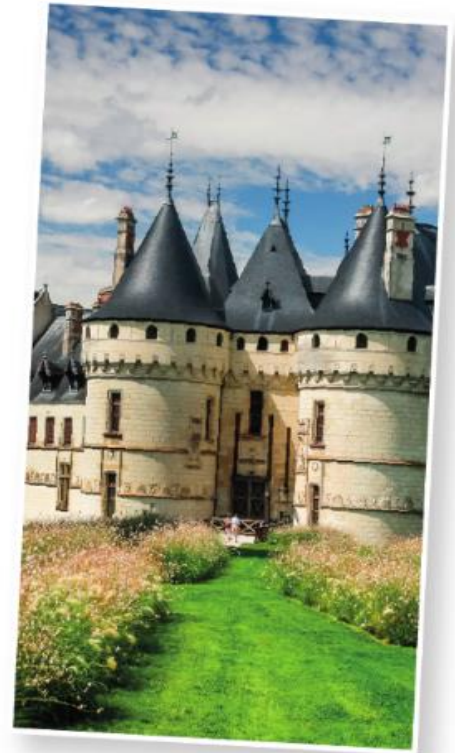
Listen for the question word. Are you being asked, 'When?', 'Where?', 'How much/many?' Then listen for the verb, so you know what kind of information to give.

**Dans l'office de tourisme d'une ville française. Vous demandez des renseignements.**

- 1 Château – visite
- 2 Visite – quand
- 3 !
- 4 L'hôtel – opinion
- 5 ? Restaurant – renseignements

Try to say more than just 'I like/don't like my hotel.' Give a reason.

You could ask 'Is there a good restaurant near here?' or 'Can you recommend a good restaurant?'



### Teacher questions and model answers

1. Teacher: **Bonjour. Je peux vous aider?**

[Allow the candidate to say that he/she would like to visit the castle.]

*Model answer: Bonjour. Je voudrais visiter le château, s'il vous plaît.*

2. Teacher: **Quand voulez-vous faire la visite?**

[Allow the candidate to say when they want to visit.]

*Model answer: Je veux visiter la semaine prochaine.*

3. ! Teacher: **Pas de problème. Combien de temps restez-vous ici?**

[Allow the candidate to say how long they are staying for.]

*Model answer: Je reste ici pour deux semaines.*

4. Teacher: **Que pensez-vous de votre hôtel?**

[Allow the candidate to give their opinion about their hotel.]

*Model answer: J'adore l'hôtel, parce que c'est propre, mais je voudrais avoir une piscine aussi car j'adore la natation.*

5. ? Allow the candidate to ask for information about a restaurant.

*Model answer: Il y a des bons restaurants près d'ici?*

Teacher: **Il y a un très bon restaurant en face.**

Your turn: A role play for each module. Use the mark scheme on page 3.

### Module 1 – Family and friends

#### **Topic: Family and friends**

You are talking with your exchange partner. Your teacher will play the part of your exchange partner and will speak first.

You must address your exchange partner as *tu*.

You will talk to your teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### **Task**

*Tu parles de tes copains et de ta famille avec ton/ta correspondant/e français/e.*

- 1 bon rapport avec quelle personne et pourquoi
- 2 !
- 3 activités avec famille (**deux** détails)
- 4 ? meilleur(e) ami(e)
- 5 ton modèle

### Module 2 – Hobbies

#### **Topic: Technology**

You are talking with your French friend. Your teacher will play the part of your friend and will speak first.

You must address your friend as *tu*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### **Task**

*Tu parles avec ton ami(e) de la technologie et des réseaux sociaux.*

- 1 utilisation des réseaux sociaux récemment (**deux** détails)
- 2 importance des portables et **une** raison
- 3 !
- 4 ? inconvénients d'Internet
- 5 ? projets demain

## Module 3 – Festivals

### **Topic: Shopping for clothes**

You are in a clothes shop in France. Your teacher will play the role of the sales assistant and will speak first.

You must address the sales assistant as *vous*.

You will talk to your teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### **Task**

*Vous parlez avec le vendeur/la vendeuse dans un magasin de vêtements en France.*

- 1** vêtement désiré
- 2** taille désirée
- 3** !
- 4** occasion spéciale
- 5** ? cabines d'essayage

## Module 4 – Local area

### **Topic: Travel and tourism**

You are staying in France on holiday and go to the tourist office for some information. Your teacher will play the role of the tourist office employee and will speak first.

You must address the employee as *vous*.

You will talk to your teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### **Task**

*Vous parlez avec un(e) employé(e) dans un office de tourisme en France.*

- 1** attraction à visiter
- 2** !
- 3** activités récentes
- 4** ?
- 5** ?

## Module 5 – Holidays

### **Topic: Travel and tourism**

You telephone a hotel in Belgium. Your teacher will play the part of the receptionist and will speak first.

You must address the receptionist as *vous*.

You will talk to your teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### **Task**

*Vous téléphonez à un hôtel en Belgique pour réserver des chambres pour votre famille. Vous parlez au/à la réceptionniste.*

- 1 réservation – nombre de chambres
- 2 chambre(s) – type (**deux** détails)
- 3 !
- 4 comment payer
- 5 ? restaurant

## Module 6 – School

### **Topic: Life at school**

You are discussing school life with your French penfriend.

Your teacher will play the part of your penfriend and will speak first.

You must address your penfriend as *tu*.

You will talk to your teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### **Task**

*Tu parles de la vie scolaire avec ton/ta correspondant(e) français(e).*

- 1 ton emploi du temps
- 2 système scolaire préféré – ton opinion
- 3 !
- 4 ? échanges scolaires – importance
- 5 ? projets après l'école demain

## Module 7 – Work/future ambitions

### **Topic: Jobs**

You are attending an interview for a summer job at a campsite in France.

Your teacher will play the role of the person interviewing you and will speak first.

You must address your teacher as *vous*.

You will talk to your teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

### **Task**

*Vous cherchez un poste d'été dans un camping en France. Vous parlez au propriétaire du camping.*

- 1 poste – raison
- 2 qualités personnelles
- 3 !
- 4 ? gagner combien
- 5 ? logement compris

## Module 8 – Global Issues

### **Topic: Events**

You are discussing music festivals with your exchange partner from France.

Your teacher will play the part of your exchange partner and will speak first.

You must address your exchange partner as *tu*.

You will talk to your teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

### **Task**

*Tu parles des grands événements avec ton/ta correspondant(e) français(e).*

- 1 festival de musique récent – où et opinion
- 2 !
- 3 un avantage et un inconvénient des grands événements
- 4 ? travail bénévole
- 5 ? projets d'avenir pour aider l'environnement



## The picture task – Task 2 – 24 marks

### Tips on approaching this task:

- You should spend most of your preparation time on this task as it is worth more marks than the role play. You are advised to spend about 9-10 minutes on this task.
- You can refer to your notes during the speaking exam.
- The first bullet point is always: describe the photo. You have practised this in class many times. Use the set phrases y Remember to give your opinion on the theme, NOT the photo!!!
- Each bullet point is a question your teacher will ask you. Therefore, separate your notes and do NOT write in a full paragraph.
- Identify the tense used in the question. You MUST use examples of this tense in your answer. Remember the order of the bullet points. So even if you are not sure of the meaning you can have a guess and still use the correct tense in your answer.
- Write a minimum of 2-3 sentences for each bullet point. Add opinions in the tense required!
- Identify what is required for each bullet point:
  1. Describe the photo
  2. Your opinion
  3. A question in the past tense
  4. A question in the future tense
  5. Usually another more complex opinion.
- Memorise some set phrases for the description of the photo:
  1. Sur la photo, il y a .....(homme/femme, fille/garçon, personnes)
  2. Aussi à l'arrière-plan/à gauche/à droite, il existe .....
  3. Ils portent .....(clothes)
  4. La photo est situé .....(location)
  5. Ils ont l'air content / triste (adjective) ..... (mood)
  6. Les personnes .....stem of verb + ending.....(activity)
  7. Je crois que la photo a été prise .....(en été / hiver) parce que..... (il fait beau/il fait mauvais/il pleut).
  8. J'adore la photo parce que.....(opinion)



### Common words used in the bullet points:

Ce que tu penses	what you think
Ton opinion sur	your opinion about
Tes projets	your plans
Dans le futur	in the future
À l'avenir	in the future
L'année prochaine	next year
Ce que tu vas faire	what you are going to do
... que tu as fait	... that you have done
...où tu es allé(e)	... where you have been
Ton dernier...	your last...
Dans le passé	in the past
L'année dernière	last year
Récemment	recently
Une (activité) récente	a recent (activity)
Hier	yesterday

Mark scheme for the photo task:

Speaking task 2: Photo task			
Communication and content		Knowledge and accuracy	
0	No rewardable material	0	No rewardable material
1-4	Single word answers Sometimes unable to respond Straightforward opinion with no justification Inaccuracies in pronunciation that prevent communication	1-2	Limited accuracy Minimal success when referring to the tenses High frequency of errors
5-8	Brief responses and prompting needed Occasionally unable to respond Brief opinion and no justification Pronunciation mostly intelligible, some impairment	3-4	Occasionally accurate grammatical structures Occasional success when referring to the present Limited success when referring to the past and future Regular errors
9-12	Responses with some development, some hesitation Effective adaptation of language Expresses opinions with brief justification Pronunciation intelligible with occasional inaccuracies	5-6	Some accurate grammatical structures Some successful references to the tenses Errors sometimes hinder clarity
13-16	Frequently developed responses, occasional hesitation Frequently effective adaptation of language Expresses opinions and gives justification with development Pronunciation intelligible, minimal inaccuracies	7-8	Generally accurate grammatical structures Generally successful references to the tenses Occasional ambiguity but generally coherent

Example task+ teacher questions and model answers:

### Topic: Family

Regarde la photo et prépare des réponses sur les points suivants:

- la description de la photo
- tes rapports avec les membres de ta famille
- tes projets pour ce week-end avec ta famille
- tes activités avec ta famille hier
- ton opinion sur les familles nombreuses



1. Teacher: **Qu'est-ce qu'il y a sur la photo? [Autre chose?]**

Model answer: *Sur la photo, il y a quatre enfants. Je pense qu'ils sont des frères et sœurs. La fille porte une robe verte et les garçons portent des chemises bleues et vertes. La photo est prise au parc et je crois qu'elle a été prise en été parce qu'il fait beau. Les enfants ont l'air contents. J'adore la photo parce qu'à mon avis la famille est très importante.*

2. **Tu t'entends bien avec ta famille? Pourquoi/pourquoi pas? [Autre chose?]**

Model answer: *Je m'entends très bien avec mes parents car ils sont gentils et patients. Par contre, je me dispute souvent avec ma petite sœur parce qu'elle est égoïste et paresseuse. Si j'avais le choix, je voudrais avoir un grand frère.*

3. **Qu'est-ce que tu vas faire ce week-end avec ta famille? [Pourquoi? Autre chose?]**

Model answer: *Ce week-end, au lieu d'aller au cinéma avec mes amis, je vais passer le week-end à la campagne avec ma famille chez ma grand-mère. Nous allons manger un grand repas et jouer à des jeux en famille. J'adore être avec ma famille, parce que je trouve que le temps en famille est vraiment important.*

4. **Qu'est-ce que tu as fait avec ta famille hier? [Pourquoi?/Autre chose?]**

Model answer: *Hier, je suis resté à la maison avec ma famille. C'était assez ennuyeux parce que ma mère a dit qu'il faut que je fasse mes devoirs. Après avoir fini mes devoirs, j'ai regardé un peu la télé avec ma sœur, ce qui était très amusant.*

5. **Qu'est-ce que tu penses des familles nombreuses? [Autre chose?]**

Model answer: *Je pense que les familles nombreuses sont super! À mon avis, c'est vraiment marrant d'avoir beaucoup de frères et sœurs. Par contre, j'ai pensé que ce serait très cher pour mes parents.*

Your turn: A picture for each module. Use the mark scheme on page 10.

## Module 1 – Holidays

**Topic: Family and friends**



Look at the photo and make notes on it and the questions provided. Also think about what the unprepared question – ! – might be.

Your teacher will then ask you five questions about the photo and topics related to **Family and friends**.

### **Task**

*Regarde la photo et prépare des réponses sur les points suivants:*

- 1 la description de la photo
- 2 si la famille est importante
- 3 une activité récente que tu as faite avec ta famille
- 4 un spectacle que tu iras voir le week-end prochain
- 5 !

## Module 2 – School

**Topic: Free-time activities**



### **Task**

*Regarde la photo et prépare des réponses sur les points suivants:*

- 1 la description de la photo
- 2 ton opinion sur le genre de film que tu préfères
- 3 une sortie récente
- 4 comment tu vas passer la soirée avec tes copains
- 5 les choses que tu aimes faire le soir avec tes copains

## Module 3 – My family

### Topic: Celebrations



Look at the photo and make notes on it and the questions provided. Also think about what the unprepared question – ! – might be. Your teacher will then ask you five questions about the photo and topics related to **Celebrations**.

#### Task

*Regarde la photo et prépare des réponses sur les points suivants:*

- 1 la description de la photo
- 2 ce que tu penses du mariage
- 3 une fête où tu es allé(e) récemment
- 4 tes projets pour ton prochain anniversaire
- 5 !

## Module 4 – Hobbies

### Topic: Neighbourhood and region



Look at the photo and make notes on it and the questions provided. Also think about what the unprepared question – ! – might be.

Your teacher will then ask you five questions about the photo and topics related to **Neighbourhood and region**.

#### Task

*Regarde la photo et prépare des réponses sur les points suivants:*

- 1 la description de la photo
- 2 ton opinion sur la campagne
- 3 ce que tu as fait dans ta région récemment
- 4 !
- 5 ton opinion sur les villes

## Module 5 – my area

### **Topic: Travel and tourism**



Look at the photo and make notes on it and the questions provided. Also think about what the unprepared question – ! – might be. Your teacher will then ask you five questions about the photo and topics related to **Travel and tourism**.

#### **Task**

*Regarde la photo et prépare des réponses sur les points suivants:*

- 1 la description de la photo
- 2 ton opinion sur le logement en vacances
- 3 tes dernières vacances
- 4 les activités que tu feras quand tu iras en vacances avec tes amis
- 5 !

## Module 6 – festivals

### **Topic: Life at school**



Look at the photo and make notes on it and the questions provided. Your teacher will then ask you five questions about the photo and topics related to **Life at school**.

#### **Task**

*Regarde la photo et prépare des réponses sur les points suivants:*

- 1 la description de la photo
- 2 ton opinion sur le règlement de ton école
- 3 tes activités pendant la récré hier
- 4 ta matière préférée
- 5 tes projets pour l'année prochaine à l'école

## Module 7 – jobs

**Topic: Jobs, career choices and ambitions**



Look at the photo and make notes on it and the questions provided. Also think about what the unprepared question – ! – might be. Your teacher will then ask you five questions about the photo and topics related to **Jobs, career choices and ambitions**.

**Task**

*Regarde la photo et prépare des réponses sur les points suivants:*

- 1 la description de la photo
- 2 ton opinion sur les petits boulots
- 3 un travail que tu as fait
- 4 un métier que tu ne voudrais pas faire dans le futur
- 5 !

## Module 8 – global issues

**Topic: The environment**



Look at the photo and make notes on it and the questions provided. Your teacher will then ask you five questions about the photo and topics related to **The environment**.

**Task**

*Regarde la photo et prépare des réponses sur les points suivants:*

- 1 la description de la photo
- 2 ton opinion sur le recyclage
- 3 tes activités pour aider l'environnement dans le passé
- 4 tes projets pour économiser l'électricité
- 5 le problème le plus grave dans le monde selon toi

### Task 3 General conversation:

The topic you choose to do for your presentation should be discussed with your teacher and will be finalised 2 weeks before your exam. After this date you will not be able to change your choice. The topic that you choose will determine the questions that you get after the presentation and will mean that this topic will not come up for the picture or role-play task, so think about your choice carefully.

The topics for the questions will be set by your teacher and you will find these in your speaking question booklet.

- Time your presentation and practise it often.
- Try to answer the questions without your notes. Each time you practise add more information. This way it will sound more spontaneous.

### Mark scheme:

Speaking task 3 Conversation					
	Communication and content		Interaction and spontaneity		Linguistic knowledge and accuracy
0	No rewardable material	0	No rewardable material	0	No rewardable material
1-3	Limited relevant information Straightforward opinions with no reasons Limited, familiar vocabulary	1-3	Answers are rehearsed Short undeveloped responses Pace is slow and hesitant	1-3	Individual words and phrases Limited language manipulation Limited accuracy referring to the tenses High frequency of errors
4-6	Brief information Straightforward opinions with limited justifications Repetitive, familiar vocabulary Restricted range of vocabulary	4-6	Limited spontaneity Short responses Pace is mostly slow and hesitant	4-6	Straightforward and repetitive Occasionally accurate with present tense Limited success with other tenses Regular errors that prevent meaning
7-9	Relevant information to questions Occasionally extended thought and ideas Opinions with occasional reasons Limited, straightforward vocabulary	7-9	Occasionally spontaneous, example of natural interaction Able to develop answers independently Uses rephrasing / repair strategies	7-9	Limited variety Minimal use of complex structures Some successful references to tenses
10-12	Information relevant to questions Some extended sequences, creative language Opinions, some justified Examples of uncommon language	10-12	Responds spontaneously Able to initiate and develop Using rephrasing and repair strategies	10-12	Manipulates structures with some variation Complex structures used Generally successful references to the tenses Generally coherent speech

