

GCSE

# Success at writing

ACTIVITY  
PACK

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# Introduction

This GCSE pack is designed to prepare students for their French writing exam. It can be used as a teaching resource to dip into throughout the GCSE course or as a revision tool in the run-up to the exam.

The pack has been specifically written for use with the AQA specification for GCSE French, although it will also be relevant to the Edexcel and Eduqas exam boards, as many of the tasks are similar if not identical. The activities and ideas will help students develop confidence and accuracy in preparing for the written and translation elements of the exam.

You will find separate sections for each of the Foundation and Higher questions in the AQA GCSE writing exam, as outlined in the teaching notes on the next page (with the 90 word 'cross-over' question being identical for both tiers).

The worksheets and example questions cover a wide range of topics from the three themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment.

This pack is Teachit Languages' take on what will be helpful to your students in the written exam. Please note that none of the sample questions or suggested answers have been created or endorsed by AQA.

## Acknowledgements

**Our thanks go to our contributing writer, Carol Bennell.**

Carol has been teaching French and German for over twenty years and has been a contributor for Teachit Languages since 2016. She is an experienced examiner for AQA's GCSE writing exam and is currently completing a Masters in German translation whilst continuing to teach part-time.



# Teaching notes

Each of the questions in the Foundation and Higher writing exams has its own, dedicated section of this pack (with the 90 word question being the cross-over task).

This enables very effective and targeted differentiation for your students, and allows them to focus on the particular areas they personally need to improve.

## Overview and marks

### The Foundation writing exam consists of four questions:

1. A photo description task (four sentences)
  - 8 marks (marked for communication only)
2. A 40 word paragraph in response to four bullet points
  - 16 marks (10 for content and 6 for quality of language)
3. Five sentences to translate into the target language
  - 10 marks (5 for conveying key messages and 5 for grammatical knowledge of language and structures)
4. A 90 word answer in response to four bullet points, with a choice of two tasks
  - 16 marks (10 for content and 6 for quality of language).

### The Higher writing exam consists of three questions:

1. A 90 word answer in response to four bullet points, with a choice of two tasks
  - 16 marks (10 for content and 6 for quality of language)
2. A 150 word answer in response to two bullet points, with a choice of two tasks
  - 32 marks (15 for content, 12 for range of language and 5 for accuracy)
3. A short passage to translate into the target language
  - 12 marks (6 for conveying key messages and 6 for grammatical knowledge of language and structures).

In each section of this pack you'll find a five-part structure:

### 1. Getting started

Here you'll find worksheets and activities to build vocabulary, revise verbs, tenses, time frames and opinions. These are focused on the specific elements that will be most useful to each question.



### 2. Tackling the question

We've created pair work activities to unpick the strategies for each question type, and peer-assessment tasks to help students understand how to pick up more marks.

Please note that the assessment grids in the pack are modelled on the AQA mark schemes, but have been adapted to make them more accessible for students to use.

Where there are marks for both content as well as quality or range of language and accuracy, we have provided assessment grids solely for content. This is to make it easier for students to accurately peer- or self-assess. The marks for quality or range of language, as well as those for accuracy, are still addressed in the activities which are designed to make students aware of how to improve.

You can find full details of the AQA assessment criteria and mark schemes on their website: [www.aqa.org.uk](http://www.aqa.org.uk).



### 3. Exam practice

These are exam-style questions but with some additional support, such as planning grids, to encourage students to tackle the question in the most effective way.



### 4. Reflect and review

This element of the pack consists of a simple one-page quiz designed to enable students to assess what they have understood about each question type and how to pick up most marks.



### 5. Answers

Answers can be found at the end of each section. Please note that written answers are suggestions only rather than models.



### Top tips

Throughout each section you'll also find top tips, which give invaluable advice on how best to tackle each question type to enable students to maximise their marks.



# Describing a photo

## Getting started

### A. Picture some people

Photos often show people. Do you know these words for different people? Write the English in the second column.

Français	Anglais	Français
un homme		
une femme		
une personne		
un enfant		
un bébé		
un garçon		
une fille		
une famille		

- Check your answers on page 22.
- Now try to memorise the French words in the first column.
- Say them out loud, then copy them on some rough paper, looking carefully at the spelling, accents and gender (*un/une*). Note that '*personne*' is always feminine.
- Finally, cover the first column, look at the English words and write the French for them in the third column, from memory.



## B. Family and friends

Photos might show family members or friends together. Translate the following sentences.



### Top tips

Take care with the little words (*un/une/des/deux/trois* etc.) and remember to add 's' to the plural words.

1. There is a family.

*Il y a* .....

2. I see a mum and a dad.

*Je vois* .....

3. There are two men.

.....

4. I see some children.

.....

5. There are three friends in the photo.

.....

6. I think that it's a brother and sister.

.....



### Top tips

Keep sentences as short as possible for this task. Don't write: '*Il y a un professeur avec des élèves*'. Instead, make two shorter sentences out of this: '*Il y a un professeur*' and '*Je vois des élèves*'.





### C. Noun storm

Photos usually show places and objects, as well as people. What nouns do you already know in French that might be useful for photos taken in these places? Write them in the boxes below, including 'un/une/des'.

<b>Au collège</b>	<b>En ville</b>	<b>En vacances</b>
<b>Au restaurant</b>	<b>Au parc</b>	<b>À une fête d'anniversaire</b>

- Swap words with a partner. How many more can you add?
- Use a dictionary or online dictionary to look up some more words for each box.
- Can you find 10 nouns for each box?
- Cover the words and just look at each heading in turn. Write as many words as possible in one minute or test a partner.



D. What's the weather like?

Any photo taken outside usually gives some indication of what the weather might be like. There are three ways weather sentences can start in French. Categorise the weather words into the correct column and add the English meanings.

Il fait ... (+ adjective)	Il y a ... (+ du / de la / des + noun)	Il ... (+ verb)

Weather words		
du brouillard	gèle	beau
gris	froid	neige
du soleil	des nuages	pleut
du vent	chaud	mauvais



**Top tips**

Students sometimes mix up 'il fait' and 'il faut' and lose marks on describing the weather. 'Il faut' is used with an infinitive to say what you should do, not for the weather!

E. Describe the weather

Translate the following weather sentences, without looking back at the grid.

- It's hot. ....
- It's raining. ....
- It's sunny. ....
- It's cold. ....
- It's a grey day. ....
- It's a horrible day. ....



## Tackling the question



## Top tips

It's okay to repeat '*Il y a ...*' or '*Je vois ...*' at the start of each sentence, as long as you end each sentence in a different way. You can also use '*voici/voilà*' and a noun in French.

## A. Find four things

1. Look at the four pictures on the next pages and find four things in each one that you could describe using the French that you already know.

Choose from the following ideas:

People	Place	Activities
Who can you see?	Where is the photo taken? (e.g. <i>C'est dans un restaurant. / C'est au marché.</i> )	What are people doing in the photo? (e.g. <i>L'homme mange.</i> )
Are they a family or friends?	What can you see? (e.g. <i>Je vois un arbre.</i> )	Do the people like what they are doing? (e.g. <i>Elle aime nager.</i> )
How many people are there?	What's the weather like (if outside)?	
What is one of them wearing? (e.g. <i>Il/Elle porte ...</i> )		

2. Work with a partner to write four sentences for each of the following photos.



## Top tips

The photos in the exam will be black and white, but you could describe the colours if it is possible that your sentence is true, for example '*le bus est rouge*' or '*je vois un pantalon gris*'.



Photo 1



.....  
.....  
.....  
.....

Photo 2



.....  
.....  
.....  
.....

Photo 3



.....  
.....  
.....  
.....



Photo 4



.....

.....

.....

.....

B. Swap and feed back

1. Swap sheets with another pair of students. Whose sentences are the best? How can you tell?



Top tips

You only get marks for saying what is in the photo, not for what isn't! Avoid using '*Il n'y a pas de ...*' for this reason.

2. Here's how to assess this task and understand how to get more marks. Have a go at marking someone else's work, using the grid below to give up to two marks for each sentence.

For each question:

Mark	Communication
2	I can understand the sentence and it's relevant to the photo. It may not be perfect but the message is totally clear.
1	The sentence is relevant to the photo but it's a bit unclear. I have to think about it to work out the message.
0	The sentence doesn't relate to the photo and/or I can't understand it or it's not in French.



3. Give your feedback to your partner and ask for some feedback about your own sentences.

What did you do well?

.....

.....

What could you improve next time?

.....

.....

4. Now look at the suggested answers on pages 23-24 and compare them to your own sentences. What elements could you use or adapt from the model answers?

.....

.....

.....

5. Come back to the photos on the previous pages another day. Choose the two photos you found hardest and cover up your first attempts at four sentences. Try again below:

- .....
- .....
- .....
- .....
  
- .....
- .....
- .....
- .....



Exam practice



**Top tips**

Remember that you only get marked on communication for this task. There are no marks for the range or quality of your language, so keep each sentence simple, clear and easy to understand.

A. In town



Qu'est-ce qu'il y a sur la photo? Écrivez quatre phrases en français.

1. .... (2 marks)
2. .... (2 marks)
3. .... (2 marks)
4. .... (2 marks)



**Top tips**

Get your sentences marked, look at the suggested answers on page 24, then cover up your first try and have another go. Can you improve your sentences?

1. .... (2 marks)
2. .... (2 marks)
3. .... (2 marks)
4. .... (2 marks)



B. Party time



Qu'est-ce qu'il y a sur la photo? Écrivez quatre phrases en français.

- 1. .... (2 marks)
- 2. .... (2 marks)
- 3. .... (2 marks)
- 4. .... (2 marks)



Top tips

Get your sentences marked, look at the suggested answers on page 24, then cover up your first try and have another go. Can you improve your sentences?

- 1. .... (2 marks)
- 2. .... (2 marks)
- 3. .... (2 marks)
- 4. .... (2 marks)





C. Eating and drinking



Qu'est-ce qu'il y a sur la photo? Écrivez quatre phrases en français.

- 1. .... (2 marks)
- 2. .... (2 marks)
- 3. .... (2 marks)
- 4. .... (2 marks)



**Top tips**

Get your sentences marked, look at the suggested answers on page 24, then cover up your first try and have another go. Can you improve your sentences?

- 1. .... (2 marks)
- 2. .... (2 marks)
- 3. .... (2 marks)
- 4. .... (2 marks)



D. Park run



Qu'est-ce qu'il y a sur la photo? Écrivez quatre phrases en français.

- 1. .... (2 marks)
- 2. .... (2 marks)
- 3. .... (2 marks)
- 4. .... (2 marks)



Top tips

Get your sentences marked, look at the suggested answers on page 24, then cover up your first try and have another go. Can you improve your sentences?

- 1. .... (2 marks)
- 2. .... (2 marks)
- 3. .... (2 marks)
- 4. .... (2 marks)



E. At the pool



Qu'est-ce qu'il y a sur la photo? Écrivez quatre phrases en français.

- 1. .... (2 marks)
- 2. .... (2 marks)
- 3. .... (2 marks)
- 4. .... (2 marks)



Top tips

Get your sentences marked, look at the suggested answers on page 24, then cover up your first try and have another go. Can you improve your sentences?

- 1. .... (2 marks)
- 2. .... (2 marks)
- 3. .... (2 marks)
- 4. .... (2 marks)



F. Online with friends



Qu'est-ce qu'il y a sur la photo? Écrivez quatre phrases en français.

- 1. .... (2 marks)
- 2. .... (2 marks)
- 3. .... (2 marks)
- 4. .... (2 marks)



Top tips

Get your sentences marked, look at the suggested answers on page 24, then cover up your first try and have another go. Can you improve your sentences?

- 1. .... (2 marks)
- 2. .... (2 marks)
- 3. .... (2 marks)
- 4. .... (2 marks)



Reflect and review

What have you learnt about describing a photo in question 1 of the Foundation writing paper? Take this mini-quiz and find out.

A. Circle the correct answer

- 1. How many photos will you have to describe? 1 / 2 / 4
- 2. How many sentences will you have to write for this task? 2 / 4 / 8
- 3. How many marks are available for each sentence? 1 / 2 / 3
- 4. How many marks can you get in total for this question? 4 / 8 / 10

B. True or false?

- 1. To get any marks your sentences must be perfect, without any mistakes.
- 2. Your sentences should be as long as possible.
- 3. It's enough to get the message across.
- 4. You should use connectives.
- 5. You can repeat the start of the sentences.
- 6. You should use different tenses.
- 7. Your sentences should be simple.
- 8. The marks you pick up on this question could make the difference of a grade overall.


C. Note to myself

Based on what you've learnt so far, what advice would you give your future self in order to improve your performance on this question?

.....

.....

.....

.....

## Answers

## Getting started - pages 7-10

A.

Français	Anglais	Français	Anglais
un homme	a man	un bébé	a baby
une femme	a woman	un garçon	a boy
une personne	a person	une fille	a girl
un enfant	a child	une famille	a family

B.

- |                                 |                         |  |
|---------------------------------|-------------------------|--|
| 1. Il y a une famille.          | 3. Il y a deux hommes.  | 5. Il y a trois amis/copains sur la photo. |
| 2. Je vois une mère et un père. | 4. Je vois des enfants. | 6. Je pense que c'est le frère et la sœur. |

C. Suggested answers

Au collège	En ville	En vacances
un professeur/prof	une rue	une plage
un/une élève	une voiture	la mer
une table	un magasin	le soleil
une chaise	un arbre	l'eau
une porte	un bâtiment	une belle vue
une fenêtre	une maison	un hôtel
un cahier	une église	un ballon
un livre	un bus	une glace
un stylo	des gens	une serviette
un ordinateur	un musée	un café
un labo	des fleurs	la campagne
une cantine	un vélo	une piscine

Au restaurant	Au parc	À une fête d'anniversaire
un repas un serveur / une serveuse un menu un plat des frites une boisson de la nourriture les toilettes des clients une table une chaise un dessert	des enfants un jogger/joggeur un ballon de foot des ados un arbre des fleurs un chien un banc un vélo un couple un pique-nique une famille	un gâteau un cadeau une carte des amis des boissons de la pizza une robe un lecteur MP3 une grand-mère un grand-père un jeu des invités

D.

Il fait ... (+ adjective)	Il y a ... (+ du / de la / des + noun)	Il ... (+ verb)
chaud <i>hot</i>	du soleil <i>sunny</i>	pleut <i>raining</i>
froid <i>cold</i>	du vent <i>windy</i>	neige <i>snowing</i>
beau <i>fine/nice weather</i>	des nuages <i>cloudy</i>	gèle <i>freezing</i>
mauvais <i>bad/horrible weather</i>	du brouillard <i>foggy</i>	
gris <i>overcast/grey</i>		

E.

1. Il fait chaud.
2. Il pleut.
3. Il y a du soleil.
4. Il fait froid.
5. Il fait gris.
6. Il fait mauvais.

Tackling the question - pages 11-14

## A. Suggested answers

<b>Photo 1</b> <ul style="list-style-type: none"> <li>• Il y a une mère.</li> <li>• Je vois deux enfants.</li> <li>• Il y a des magazines.</li> <li>• C'est dans un supermarché.</li> </ul>	<b>Photo 2</b> <ul style="list-style-type: none"> <li>• Il y a une mère et un père.</li> <li>• Il y a une fille.</li> <li>• Elle fait du vélo.</li> <li>• Il y a du soleil.</li> </ul>
<b>Photo 3</b> <ul style="list-style-type: none"> <li>• C'est une famille.</li> <li>• Il y a deux enfants.</li> <li>• Il fait froid.</li> <li>• Il neige.</li> </ul>	<b>Photo 4</b> <ul style="list-style-type: none"> <li>• C'est sur la plage.</li> <li>• Je vois la mer.</li> <li>• Il y a beaucoup de personnes.</li> <li>• Il fait chaud.</li> </ul>

## Exam practice - pages 15-20

## Suggested answers

A.

1. Il y a des maisons.
2. Je vois une voiture noire.
3. Il fait beau.
4. Il y a une église.

B.

1. C'est un anniversaire.
2. Il y a onze personnes.
3. Il y a deux filles.
4. Je vois une grande table.

C.

1. C'est un repas.
2. Il y a deux adultes.
3. Il y a deux enfants.
4. Je vois quatre boissons.

D.

1. Il y a trois hommes.
2. Il y a des arbres.
3. Il y a du soleil.
4. (Je pense que) c'est dans un parc.

E.

1. Il y a deux filles.
2. Je vois une petite piscine.
3. Il fait chaud.
4. Il y a un ballon.

F.

1. Il y a un homme/garçon.
2. Il porte un tee-shirt noir.
3. Il y a deux femmes/filles.
4. Je vois deux ordinateurs.

## Reflect and review - page 21



A.

1. 1
2. 4
3. 2
4. 8

B.

1. False
2. False
3. True
4. False
5. True
6. False
7. True
8. True



# 40 word task

## Getting started

### A. Verb busters

You'll need to know some present tense verbs to write short sentences for this question. Here are some useful verbs and verb phrases for any topic. Write the English in the second column.

Français	Anglais	Français
il y a		
j'ai		
on a		
je suis		
on est		
c'est		
est		
sont		
on peut*		
il faut*		
il est possible de*		
il est nécessaire de*		



### Top tips

The verb phrases marked with an asterisk \* will need an infinitive added to them, for example *aller/faire/jouer/manger* etc.



- Check your answers on page 41.
- Now try to memorise the French verbs in the first column.
- Say them out loud, then copy them on some rough paper, looking carefully at the spelling.
- Finally, cover the first column, look at the English words and write the French in the third column, from memory.

**Top tips**

Keep revising these verbs every week to make them stick in your long-term memory.

**B. Sentence snakes**

Copy out the sentences with the gaps and punctuation in the right places and then translate them into English.

1. dansmavilleilyaunparcetuncentresportif

.....  
 .....

2. jaitroispersonnesdansmafamillemamèremonfrèreetmoi

.....  
 .....

3. dansmamaisononaungrandsalonunecuisineetquatrechambres

.....  
 .....

4. jesuisgrandetminceaveclescheveuxnoirs

.....  
 .....



5. onestcontentscardemaincestmonanniversaire

.....  
.....

6. lesprofesseurssonttrèssympasmaistropstrictes

.....  
.....

7. onpeutsurfersurinternetetregarderdesvidéos

.....  
.....

8. ilfautarriveràneufheuresmoinslequart

.....  
.....

9. ilestpossibledenagerdanslamer

.....  
.....

10. ilestnécessairedeporterdeschaussuresnoires

.....  
.....



**Top tips**

Stick to the present tense for this task. You can use different tenses but you don't need to, so only use them if you can do so accurately.



### C. Be opinionated

Giving opinions is an easy way to write a short sentence about any topic. List the opinion phrases you already know in French below. For example, 'I like' or 'I hate', but also any positive or negative adjectives, such as 'it's interesting' or 'it's boring'.

Positive opinions	Negative opinions

- Swap words with a partner. How many more can you add?
- Use a dictionary or online dictionary to look up some more words for each box.
- Can you find 10 opinions for each box?
- Cover the words and just look at each heading in turn. Write all the words you can or test a partner. You could race each other or see who can write the most in one minute.

### D. Sentence scramble

Re-order the words to make French sentences and then translate the opinions into English. Look for the capital letters to get started.

1. mon car très c'est J'adore cool portable

.....  
 .....

2. casse-pieds est déteste sœur parce Je qu'elle ma

.....  
 .....



3. préfère aller au les cinéma mais je regarder DVDs J'aime

.....  
.....

4. Je nul n'aime le c'est pas car sport

.....  
.....

5. fantastique Noël avis est À mon

.....  
.....

6. très l'environnement que Je est pense important

.....  
.....

7. du prof n'aime est Je car pas tout trop mon il bavard

.....  
.....

8. vacances aussi importantes sont Les très trop chères mais

.....  
.....

**Tackling the question**

You'll have to write about 40 words in total for this task, covering four bullet points. That works out at about 10 words on each bullet point.

**Top tips**

Don't write too little! If you only write six or seven words for each bullet point, your answer will be too short.

**A. Take 10 words**

Work with a partner to write a simple, accurate sentence of around 10 words on each of these topics. Use verbs and opinions you are confident on.

**Top tips**

Don't write too much! You won't get more marks for writing more than 40 words in total. In fact, writing more often leads to more mistakes and lower marks.

<b>Les devoirs</b>	<b>La météo</b>	<b>Les réseaux sociaux</b>
<b>Les bâtiments en ville</b>	<b>Les passe-temps</b>	<b>Le recyclage</b>
<b>Ton anniversaire</b>	<b>Les rapports avec ta famille</b>	<b>La nourriture</b>

**Top tips**

Don't panic! If you don't understand one of the bullet points, you can still give an opinion that relates to it. For example, even if you forgot what '*les repas*' meant, you could just write '*Je pense que les repas sont bons*'. This would ensure that you covered all the bullet points and that you could still potentially reach the top mark band.

**B. Swap and feed back**

1. Swap sheets with another pair of students. Highlight the four sentences that they've written that look the best to you. How can you spot the best sentences?

**Top tips**

Are the sentences clear? Do they make sense? There are 10 marks for clear communication across all four bullet points.

2. Here's a grid to help you assess the content of this task and see how to get more marks. Have a go at marking someone else's best four sentences.

Marks	Content
9-10	All four bullet points covered. Clear communication.
7-8	Three bullet points covered. Mostly clear communication but perhaps with the occasional problem in getting the message across.
5-6	Three bullet points covered. Generally clear communication but there are some problems in getting the message across.
3-4	Two bullet points covered. Communication is sometimes clear but sometimes I don't understand the message at all.
1-2	One bullet point covered. Communication is often not clear and I can't understand much.
0	Nothing communicated.

**Top tips**

Count the words but be flexible. All four bullet points must be covered, but there's no need to write an equal amount of words on each one, as long as the total is around 40 words.





- Give your feedback and ask for some feedback about your own sentences. For each set of four sentences, explain whether you would give the top mark or the bottom mark in each row and why.

What did you do well?

.....  
 .....

What could you improve next time?

.....  
 .....

### C. Quality not quantity

As well as 10 marks for content, there are 6 marks available for the quality of the language you use.



#### Top tips

You don't have to write complex sentences, just make them varied and accurate.

- Look back at your best four sentences from task A and use this checklist to help you judge the quality of your language.

- Have you used a few different verbs?
- Have you given a few different opinions?
- Have you written some different nouns and adjectives?
- Have you checked your sentences for mistakes?



2. What would you like to change? Re-write some of your weaker sentences to improve their language quality.

- .....
- .....
- .....
- .....

#### D. Spot the mistakes

Which sentence is correct, A or B? How many mistakes can you underline and explain?

	A	B
1	À mon avis, le anglais est extremement ennuyeux.	À mon avis, l'anglais est extrêmement ennuyeux.
2	Mon chanteur préféré s'appelle Ed Sheeran car j'adore sa musique.	Mon chanteur préfère s'appele Ed Sheeran car j'adore son musique.
3	Dans ma ville il y a une église et un musée mais il n'y a pas de château.	Dans ma ville il y a un église et un musée mais il n'y pas a un château.
4	J'ai une chambre grande avec une salle de bain, mais je n'ai pas de buraue et d'ordinateur.	J'ai une grande chambre avec une salle de bains, mais je n'ai pas de bureau ou d'ordinateur.
5	Pour garder la forme, je fait du jogging et je mangé un legumes.	Pour garder la forme, je fais du jogging et je mange des légumes.



### E. Discussing assessment

Here are two student answers to this 40 word task about holidays, mistakes and all. Which is better and why? Discuss the content and the quality of language with a partner.

**Vous écrivez à votre ami(e) français(e) et vous décrivez vos vacances. Mentionnez:**

- le pays
- le temps
- les activités
- la nourriture.

Écrivez environ 40 mots en français. (16 marks)

1.	2.
<p>Je vais dans France pour mon vacance parce que le france. Tous les ans on visite Paris et j'aime la Eiffel tower et le Louvre. On aime faire du shopping aussi et je natation toujours dans la piscine avec ma famille. L'hotel avec piscine et un bon restaurant.</p>	<p>J'aime l'Italie et j'aime les vacances. Il y a les activités et il y a le soliel. J'aime la nourriture – j'aime les pizzas, les sandwichs, les glaces, les spaghettis! Il y a la piscine et les magasins. J'adore le shopping.</p>



Exam practice



Top tips

Write the answer to each bullet point in a separate box and tick off each bullet point once you have mentioned it.

A. Loisirs

Vous écrivez à votre ami(e) français(e) et vous décrivez vos loisirs. Mentionnez:

- la musique
- le shopping
- le sport
- l'Internet.

Écrivez environ 40 mots en français. (16 marks)

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B. Collège

Vous écrivez à votre ami(e) français(e) et vous décrivez votre collège. Mentionnez:

- la cantine
- les bâtiments scolaires
- votre matière préférée
- les professeurs.

Écrivez environ 40 mots en français. (16 marks)

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C. Famille

Vous écrivez à votre ami(e) français(e) et vous décrivez votre famille. Mentionnez:

- vos relations avec votre famille
- vos animaux
- vos frères et sœurs
- votre caractère.

Écrivez environ 40 mots en français. (16 marks)

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D. Maison

Vous écrivez à votre ami(e) français(e) et vous décrivez votre maison.

Mentionnez:

- votre maison
- votre chambre
- votre jardin
- ce que vous faites à la maison.

Écrivez environ 40 mots en français. (16 marks)

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E. Ville

Vous écrivez à votre ami(e) français(e) et vous décrivez votre ville. Mentionnez:

- le shopping
- si vous allez souvent en ville
- votre opinion sur votre ville
- les restaurants.

Écrivez environ 40 mots en français. (16 marks)

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**Top tips**

Get your answers marked, look at the suggested answers on page 44, then cover up your first try and have another go at your weakest topic. Can you improve your answers?





## Reflect and review

What have you learnt about tackling the 40 word task? Take this mini-quiz and find out.

## A. Circle the correct answer

1. How many bullet points do you have to cover? 2 / 3 / 4
2. How many tenses should you include in this task? 1 / 2 / 3
3. How many marks are available for the content? 5 / 10 / 16
4. How many marks can you get for the quality of your language? 4 / 5 / 6

## B. True or false?

1. You should write as much as you can for this question.
2. If you don't understand one bullet point, just leave it out.
3. You can write a bit more on one bullet point and a bit less on another.
4. You should write complex sentences.
5. You should vary the language you use.
6. You should repeat the same verbs and opinions.
7. Always tick off each bullet point when you've covered it.
8. It's a good idea to write your answer in four short paragraphs.
9. Try to make your answer look like the task, e.g. a blog or an email layout.
10. Always read through your answer to check for mistakes.

## C. Note to myself

Based on what you've learnt so far, what advice would you give your future self in order to improve your performance on this question?

.....

.....

.....



## Answers

## Getting started - pages 25-29

A.

Français	Anglais	Français	Anglais
il y a	there is / there are	est	is
j'ai	I have	sont	are
on a	we have	on peut*	we can
je suis	I am	il faut*	we must
on est	we are	il est possible de*	it is possible to
c'est	it's	il est nécessaire de*	it is necessary to

B.

1. Dans ma ville il y a un parc et un centre sportif.  
In my town there is a park and a sports centre.
2. J'ai trois personnes dans ma famille: ma mère, mon frère et moi.  
I have three people in my family: my mum, my brother and me.
3. Dans ma maison on a un grand salon, une cuisine et quatre chambres.  
In my house we have a big lounge, a kitchen and four bedrooms.
4. Je suis grand et mince avec les cheveux noirs.  
I am tall and slim with black hair.
5. On est contents car demain, c'est mon anniversaire.  
We are happy because tomorrow, it's my birthday.
6. Les professeurs sont très sympas mais trop strictes.  
The teachers are very nice but too strict.
7. On peut surfer sur Internet et regarder des vidéos.  
You can surf the internet and watch videos.
8. Il faut arriver à neuf heures moins le quart.  
You must arrive at quarter to nine.
9. Il est possible de nager dans la mer.  
It is possible to swim in the sea.
10. Il est nécessaire de porter des chaussures noires.  
You must wear black shoes.



## C. Suggested answers

Positive opinions	Negative opinions
<p>J'adore J'aime J'aime beaucoup J'aime bien Je préfère</p> <p>C'est intéressant C'est amusant C'est cool C'est génial Préféré/favori</p> <p>Je pense que c'est super/bien/facile. À mon avis, c'est excellent/fantastique.</p>	<p>Je déteste Je n'aime pas Je n'aime pas trop Je n'aime pas du tout J'ai horreur de</p> <p>C'est ennuyeux/barbant C'est nul C'est stupide C'est cher Ce n'est pas bien</p> <p>Je pense que c'est très difficile. À mon avis, c'est trop petit/grand.</p>

## D.

1. J'adore mon portable car c'est très cool.  
I love my phone because it's very cool.
2. Je déteste ma sœur parce qu'elle est casse-pieds.  
I hate my sister because she is annoying.
3. J'aime aller au cinéma mais je préfère regarder les DVDs.  
I like going to the cinema but I prefer watching DVDs.
4. Je n'aime pas le sport car c'est nul.  
I don't like sport because it's rubbish.
5. À mon avis, Noël est fantastique.  
In my opinion, Christmas is fantastic.
6. Je pense que l'environnement est très important.  
I think that the environment is very important.
7. Je n'aime pas du tout mon prof car il est trop bavard.  
I don't like my teacher at all because he is too chatty.
8. Les vacances sont très importantes mais aussi trop chères.  
Holidays are very important but also too expensive.



## Tackling the question - pages 30-34

## D. Correct sentences in italics. Errors underlined.

	A	B
1	À mon avis, <u>le</u> anglais est <u>extremement</u> ennuy <u>u</u> ex.	<i>À mon avis, l'anglais est extrêmement ennuyeux.</i>
2	<i>Mon chanteur préféré s'appelle Ed Sheeran car j'adore sa musique.</i>	Mon chanteur <u>préfère</u> s' <u>appele</u> Ed Sheeran car j'adore <u>son</u> musique.
3	<i>Dans ma ville il y a une église et un musée mais il n'y a pas de château.</i>	Dans ma ville il y a un <u>église</u> et un <u>mussée</u> mais il n'y pas a un <u>château</u> .
4	J'ai une chambre <u>grande</u> avec une salle de bain_, mais je n'ai pas de buraue et d'ordinateur.	<i>J'ai une grande chambre avec une salle de bains, mais je n'ai pas de bureau ou d'ordinateur.</i>
5	Pour garder la forme, je fait du jogging et je mangé un legumes.	<i>Pour garder la forme, je fais du jogging et je mange des légumes.</i>

## E. Suggested marks and teacher commentary

At first glance the first answer looks better; however the second answer would get more marks. It covers all the bullet points, communicates clearly and includes two different opinions, even though it is shorter and the language used is rather repetitive ('il y a'). It might score 10 for content and 5 for language.

The first answer is longer but doesn't mention all the bullet points (the weather and food), so will lose a lot of content marks. The sentences attempted are more varied but there are more mistakes and it's sometimes hard to make sense of the message. For example the reason given in the first sentence is unclear ('because France') and there is a missing verb in the final sentence ('hotel with swimming pool'). There is also an English word used - 'tower'. It might score 4 for content (limited by the two missing bullet points) and 4 for language.

**Exam practice - pages 35-39****Suggested answers****A.**

Pour mes loisirs, j'aime écouter de la musique, surtout du rap parce que c'est drôle. Cependant, je n'aime pas le sport car je suis paresseux. Le weekend je vais souvent en ville pour faire du shopping et j'adore aussi aller sur Internet pour faire mes devoirs.

**B.**

J'aime la cantine au collège car on mange souvent des frites. Mon collège est grand et les bâtiments sont historiques. Ma matière préférée c'est le français parce que mon professeur est très sympa, mais je déteste mon prof de maths.

**C.**

Je m'entends bien avec ma famille, surtout avec mon père parce qu'il est sympa, mais ma sœur m'énerve. Chez moi j'ai un chien et je l'adore car il est drôle. Je suis souvent gentille, mais de temps en temps je suis un peu impatiente.

**D.**

J'habite un appartement en ville avec ma famille. Ma chambre est petite et je déteste la couleur car c'est jaune. Il n'y a pas de jardin mais il y a un garage. À la maison j'aime aider ma mère à la cuisine.

**E.**

Le weekend, j'aime faire du shopping avec ma copine et j'adore ma ville car c'est historique. Normalement, je vais en ville une fois par semaine, le samedi ou le dimanche. Les restaurants sont chers mais il y a un bon choix.

**Reflect and review - page 40****A.**

1. 4
2. 1
3. 10
4. 6

**B.**

- |          |          |
|----------|----------|
| 1. False | 6. False |
| 2. False | 7. True  |
| 3. True  | 8. True  |
| 4. False | 9. False |
| 5. True  | 10. True |



# Translation sentences

## Getting started

### A. Feeling tense?

You'll need to know some common verbs in three tenses to tackle translation. Here are twelve useful verbs in the 'je' form - can you complete the missing tenses?

Infinitive	Past	Present	Near future
jouer	j'ai joué		
regarder			je vais regarder
faire		je fais	
manger	j'ai mangé		
boire		je bois	je vais boire
acheter		j'achète	
travailler		je travaille	
écouter	j'ai écouté		
nager		je nage	je vais nager
lire	j'ai lu		
porter		je porte	
aller	je suis allé(e)		



### Top tips

Look for patterns and exceptions in way the tenses are formed. How can you use what you notice to help you remember the verbs correctly?



- Check your answers on page 58.
- Now try to memorise the French verbs in each column.
- Say them out loud, then copy them on some rough paper, looking carefully at the spellings and accents.
- Finally, cover all the columns except the first and try to write out all the verb tenses from memory.



**Top tips**

Keep revising these verbs every week to make them stick in your long-term memory.

What are you going to do to help you memorise these verbs? Come up with three techniques.

- .....
- .....
- .....

**B. Right on time**

Time phrases are often needed for translation. Write the French for these common time phrases.

Anglais	Français
1. last weekend	
2. next weekend	
3. next year	
4. last year	
5. tonight	
6. yesterday	
7. tomorrow	
8. in the future	
9. recently	
10. every day	
11. sometimes	
12. often	

**Top tips**

Learn these time phrases carefully as they come up a lot in translation and will also be useful in the other writing tasks.





C. Tricky little words

It's often the little words that are tricky to get right in French. Words like 'in', 'on' and 'at'. Translate the following phrases.

1. on my computer .....
2. in a village .....
3. to London .....
4. on Saturdays .....
5. at the weekend .....
6. in England .....
7. at the cinema .....
8. on TV .....
9. in my family .....
10. on the bus .....
11. in my bedroom .....
12. in town .....





Tackling the question



**Top tips**

There are five marks for communicating the key messages and five marks for good grammar on the translation question.

A. Translation tactics

Work with a partner to translate the following sentences, making sure you communicate the key messages. We've divided the sentences into 12 key messages as that is how the examiners mark this task.



**Top tips**

Check you've translated every aspect of the sentences and not missed out anything. This doesn't mean you have to translate them word for word though!

English	French	Tick
1. I live		
2. in a big town		
3. in the north.		
4. On Sundays		
5. I go swimming		
6. with my friends.		
7. Next year I'm going to go		
8. on holiday in Paris.		
9. Last week I played		
10. tennis in the garden.		
11. I don't like doing		
12. lots of homework.		



## B. Swap and feed back

Swap sheets with another pair of students. Look at the answers on page 59 and give one tick for each key message that's correctly translated.



### Top tips

Ignore any little mistakes such as missing adjective agreements, wrong gender of nouns or missing accents. Has the key message been translated?

Here's how to convert the number of ticks you have to a mark:

Total ticks	Mark
12	5
10-11	4
7-9	3
4-6	2
1-3	1

## C. Spot the mistakes

For the translation task there are also five marks for your knowledge of vocabulary and structures, and how accurate your French translations are.

Underline and explain all the mistakes you can find in these translations.



### Top tips

Check for English spellings of words and for elements that haven't been translated at all, as well as little mistakes like missing accents etc.

1. My school is small and modern.

*Mon college est petit est moderne.*

2. There are a lot of shops in town.

*Il y a beacoup des magasin dans le ville.*

3. I watch films on my computer every day.

*J'ai regarde films dans mon ordinateur tous le jour.*

4. Last week I went to the sports centre with my mum.

*La semaine dernier j'ai allé aux centre sports avec ma mer.*

5. Next weekend I'm going to go to the cinema.

*Le weekend je aller à cinema.*

D. Correct the mistakes

Now try to translate the sentences more accurately.

1. My school is small and modern.

.....

2. There are a lot of shops in town.

.....

3. I watch films on my computer every day.

.....

4. Last week I went to the sports centre with my mum.

.....

5. Next weekend I'm going to go to the cinema.

.....





Exam practice

A. Translate the following sentences into French.

1. I have a sister and she is called Anna.

.....

2. My brother is tall and very nice.

.....

3. We live in a house with a garden.

.....

4. My school has a swimming pool.

.....

5. I ate chicken and salad yesterday.

.....



Top tips

Look at the suggested answers on page 60, then cover up your first try and have another go. Can you improve your sentences?

1. ....

2. ....

3. ....

4. ....

5. ....



B. Translate the following sentences into French.

1. I get on well with my mother.

.....

2. My sister is clever but annoying.

.....

3. I live in a small village.

.....

4. My house has three bedrooms.

.....

5. Yesterday I went into town.

.....



**Top tips**

Swap sentences with a partner and try to spot any mistakes. Have another go at the task below.

1. ....

2. ....

3. ....

4. ....

5. ....



C. Translate the following sentences into French.

1. I do not have a cat.

.....

2. My best friend is called Clara and she is nice.

.....

3. I play tennis every weekend.

.....

4. My favourite subject is IT.

.....

5. Tomorrow I am going swimming.

.....



**Top tips**

Check all the verbs, tenses and time frames. Ask your teacher to mark the sentences, then cover up your first try and have another go.

1. ....

2. ....

3. ....

4. ....

5. ....



D. Translate the following sentences into French.

1. My bedroom is quite big.

.....

2. My teacher is too strict.

.....

3. I eat lots of fruit and vegetables.

.....

4. I love my mobile phone, it's great!

.....

5. I would like to work in a shop next year.

.....



**Top tips**

Look at the suggested answers on page 61, then cover up your first try and have another go. Can you improve your sentences?

1. ....

2. ....

3. ....

4. ....

5. ....





E. Translate the following sentences into French.

1. I play tennis twice a week.

.....

2. Next week I'm going to go to Italy.

.....

3. I have a brother who is called Tim.

.....

4. I am sporty but a bit lazy.

.....

5. Last weekend I watched a film and it was very funny.

.....



Top tips

Check your spellings and accents. Look at the suggested answers on page 61, then cover up your first try and have another go.

1. ....

2. ....

3. ....

4. ....

5. ....



Reflect and review

What have you learnt about tackling the translation sentences? Take this mini-quiz and find out.

A. Circle the correct answer

- 1. How many sentences do you have to translate? 4 / 5 / 6
- 2. How many marks can you get for communicating the key messages? 5 / 10 / 12
- 3. How many marks are there for vocabulary, structures and accuracy? 5 / 10 / 12
- 4. How many key messages will the sentences be split into for marking? 5 / 10 / 12

B. True or false?

- 1. You should translate every single word, one word at a time.
- 2. If you don't know a word, write it in English.
- 3. You can get marks even if you only translate part of a sentence.
- 4. You will lose marks if you get the tense wrong.
- 5. If you don't know a word, leave a blank space.
- 6. Always read through your answer to check for mistakes.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C. Note to myself

Based on what you've learnt so far, what advice would you give your future self in order to improve your performance on this question?

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## Answers

## Getting started - pages 45-48

A.

Infinitive	Past	Present	Near future
jouer	j'ai joué	je joue	je vais jouer
regarder	j'ai regardé	je regarde	je vais regarder
faire	j'ai fait	je fais	je vais faire
manger	j'ai mangé	je mange	je vais manger
boire	j'ai bu	je bois	je vais boire
acheter	j'ai acheté	j'achète	je vais acheter
travailler	j'ai travaillé	je travaille	je vais travailler
écouter	j'ai écouté	j'écoute	je vais écouter
nager	j'ai nagé	je nage	je vais nager
lire	j'ai lu	je lis	je vais lire
porter	j'ai porté	je porte	je vais porter
aller	je suis allé(e)	je vais	je vais aller

B.

Anglais	Français	Anglais	Français
1. last weekend	le weekend dernier	7. tomorrow	demain
2. next weekend	le weekend prochain	8. in the future	à l'avenir
3. next year	l'année prochaine	9. recently	récemment
4. last year	l'année dernière	10. every day	tous les jours
5. tonight	ce soir	11. sometimes	parfois/quelquefois
6. yesterday	hier	12. often	souvent



C.

1. sur mon ordinateur	7. au cinéma
2. dans un village	8. à la télé
3. à Londres	9. dans ma famille
4. le samedi	10. en bus
5. le weekend	11. dans ma chambre
6. en Angleterre	12. en ville

## Tackling the question - pages 49-51

A.

English	French
1. I live	J'habite
2. in a big town	dans une grande ville
3. in the north.	dans le nord.
4. On Sundays	Le dimanche
5. I go swimming	je nage / je fais de la natation / je vais à la piscine
6. with my friends.	avec mes ami(e)s. / avec mes copains. / avec mes copines.
7. Next year I'm going to go	L'année prochaine je vais aller
8. on holiday in Paris.	en vacances à Paris.
9. Last week I played	La semaine dernière j'ai joué
10. tennis in the garden.	au tennis dans le jardin.
11. I don't like doing	Je n'aime pas faire / Je déteste faire
12. lots of homework.	beaucoup de devoirs.



C. Errors underlined. See corrected sentences below (task D).

1. My school is small and modern.  
Mon college est petit est moderne.
2. There are a lot of shops in town.  
Il y a beacoup des magasin\_ dans le ville.
3. I watch films on my computer every day.  
J'ai regarde \_\_\_ films dans mon ordinateur tous le\_ jour\_.
4. Last week I went to the sports centre with my mum.  
La semaine dernier j'ai allé aux centre sports\_ avec ma mer.
5. Next weekend I'm going to go to the cinema.  
Le weekend \_\_\_\_\_ je \_\_\_\_\_ aller à cinema.

D.

1. Mon collègue est petit et moderne.
2. Il y a beaucoup de magasins en ville.
3. Je regarde des films sur mon ordinateur tous les jours.
4. La semaine dernière je suis allé(e) au centre sportif avec ma mère.
5. Le weekend prochain je vais aller au cinéma.

Exam practice - pages 52-56

Suggested answers

A.

1. J'ai une sœur et elle s'appelle Anna.
2. Mon frère est grand et très sympa.
3. Nous habitons une maison avec un jardin.
4. Mon collègue a une piscine.
5. Hier, j'ai mangé du poulet et de la salade.

B.

1. Je m'entends bien avec ma mère.
2. Ma sœur est intelligente mais casse-pieds.
3. J'habite dans un petit village.
4. Ma maison a trois chambres.
5. Hier je suis allé(e) en ville.



## C.

1. Je n'ai pas de chat.
2. Ma meilleure copine s'appelle Clara et elle est sympa.
3. Chaque weekend je joue au tennis.
4. Ma matière préférée est l'informatique.
5. Demain je vais nager / je vais faire de la natation.

## D.

1. Ma chambre est assez grande.
2. Mon professeur est trop strict(e).
3. Je mange beaucoup de fruits et de légumes.
4. J'adore mon portable, il est super/génial.
5. L'année prochaine je voudrais travailler dans un magasin.

## E.

1. Je joue au tennis deux fois par semaine.
2. La semaine prochaine je vais aller en Italie.
3. J'ai un frère qui s'appelle Tim.
4. Je suis sportif/sportive mais un peu paresseux/paresseuse.
5. Le weekend dernier j'ai regardé un film et c'était très amusant.

**Reflect and review - page 57**

## A.

1. 5
2. 5
3. 5
4. 12

## B.

1. False
2. False
3. True
4. True
5. False
6. True



# 90 word task

## Getting started

### A. Verbs in three tenses



#### Top tips

There are always three time frames required for this task. There are usually two bullet points which need the present tense, one for the past tense and one for the future tense - but not always in that order.

Use three tenses with different persons of the verb (not just 'je'). Look at the first row and complete the rest of the missing information in the tables below in the same pattern.

Past			
I played	<i>j'ai joué</i>	he/she/we played	<i>il/elle/on a joué</i>
	<i>j'ai mangé</i>		<i>il/elle/on a mangé</i>
	<i>j'ai fait</i>	he/she/we did	
I visited		he/she/we visited	
	<i>je suis allé(e)</i>		<i>il/elle/on est allé(e)s</i>

Present			
I am		he/she is /we are	
	<i>j'ai</i>		<i>il/elle/on a</i>
I drink	<i>je bois</i>		
I watch		he/she/we watch(es)	
		he/she/we can	



Near future			
I'm going to work			<i>il/elle/on va travailler</i>
I'm going to travel		he/she is / we are going to travel	
	<i>je vais habiter</i>		
	<i>je vais rester</i>		<i>il/elle/on va rester</i>
I'm going to buy			



**Top tips**

Look for patterns and exceptions in way the tenses are formed. How can you use what you notice to help you remember the verbs correctly?

- Check your answers on page 79.
- Now try to memorise the French verbs in each column.
- Say them out loud, then copy them on some rough paper, looking carefully at the spellings and accents.
- Finally, cover the French and try to write out all the verbs, just looking at the English.



**Top tips**

Keep revising these tenses every week to make them stick in your long-term memory.

What are you going to do to help you memorise these verbs? Come up with three techniques.

- .....
- .....
- .....





## B. Opinion synonyms

You'll need to give a variety of opinions in different tenses, depending on the task. Match up the pairs of opinions according to their tense and general meaning, writing the correct letter in the grid below.

1. Ça me fait rire	a. C'était ennuyeux
2. Je l'ai trouvé	b. J'aimerais beaucoup
3. Je déteste	c. Je préfère
4. J'ai beaucoup aimé	d. Ça me plaît énormément
5. Ce sera super	e. Ça va être génial
6. Ce serait vraiment bien	f. C'était chouette
7. C'était excellent	g. C'est rigolo
8. J'adore ça	h. J'ai horreur de
9. J'aime mieux	i. J'ai pensé que
10. C'était barbant	j. J'ai beaucoup apprécié

1 = g	2 =	3 =	4 =	5 =	6 =	7 =	8 =	9 =	10 =
-------	-----	-----	-----	-----	-----	-----	-----	-----	------

**Top tips**

You must give at least two opinions in the 90 word task in order to access the highest marks.



### C. Opinion bank

Create a bank of opinion phrases in three tenses that you can adapt for any topic. Start by writing any opinions you already know in French into the correct box below.

	Past	Present	Future or conditional
Positive opinions	<i>C'était ...</i>		
Negative opinions			

- Swap words with a partner. How many more can you add?
- Look back at exercise B (opinion synonyms). Which of those would you like to add to your opinion bank?
- Use a dictionary or textbook to look up some more ideas for each box.
- Cover the words and just look at each heading in turn. Write all the words you can in two minutes.



### D. Two verbs together

Using two verbs together is one way to impress the examiner. The second verb will always be in the infinitive form. Pick one element from each column to help you translate the sentences below.

J'espère	aller
Je voudrais	manger
Je peux	faire
Je dois	travailler
J'aimerais	être
Je veux	recycler
Je devrais	essayer
Je pourrais	jouer

1. In the future, I hope to work in an office.

.....

2. Next year, I would love to try a new sport.

.....

3. I must eat less chocolate. It's too unhealthy!

.....

4. I should recycle more but I'm a bit lazy sometimes.

.....

5. One day I could play football for England.

.....



6. I would like to do a voluntary job on Saturdays.

.....

7. I want to be a doctor or a nurse.

.....

8. I can go to Spain every year because my aunt has a house in Madrid.

.....





## Tackling the question



## Top tips

Answer the actual question in front of you. Don't just write everything you've learnt on that topic and hope for the best!

## A. Get to grips with the question

Look at this example question and work with a partner to really understand it.

1. Read all the information and identify the topic.
2. Underline any words or phrases that you could reuse or adapt in your answer.
3. Note the tense needed for each bullet point. What are the clues?



## Top tips

Watch out for '*récent*' or '*récemment*' in the bullet points. Which tense will this require in your answer?

Vous décrivez votre style de vie pour un magazine français. Mentionnez:

- votre style de vie en général
- des activités pour rester en forme
- un repas récent avec votre famille
- vos intentions pour changer votre style de vie à l'avenir.

Écrivez environ 90 mots en français. Répondez à chaque aspect de la question.



## Top tips

Remember that '*votre*' and '*vos*' in the question will need to change to '*mon/ma*' and '*mes*' in your answer.



## B. Planning your answer

**Top tips**

Always make a quick plan before you start to write. Include verbs in the right tenses, key vocabulary, at least two opinions and some connectives to extend your sentences.

Work with a partner to plan the ingredients for each bullet point from the exam question above, using this grid:

<b>Votre style de vie en général</b>	<b>Des activités pour rester en forme</b>
<b>Un repas récent avec votre famille</b>	<b>Vos intentions pour changer votre style de vie à l'avenir</b>


**Top tips**

Always cover all four bullet points to maximise your marks. If you're not sure what a bullet point means, adapt the language in the question itself and at least give an opinion.

For example: '*j'aime mon style de vie en général parce que c'est bien*' allows you to tick that bullet point even if you aren't sure what '*style de vie*' means.

### C. Group writing

1. Work in a group of four and allocate one of the bullet points above to each person. Agree a time limit to each write between 20-25 words on your allocated bullet point.

 **Top tips**  
 Stick roughly to the word count. You won't get more marks for writing more than 90 words in total. In fact, writing more often leads to more mistakes and lower marks!

.....


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2. Pass the work round your group in a clockwise direction and give everyone time to correct or improve each other's paragraphs. Who did the best job and why?

 **Top tips**  
 Play to your strengths. All four bullet points must be covered, but there's no need to write an equal amount on each one, as long as the total is roughly 90 words.

### D. Assess your group writing

Lay out the four paragraphs that you've written as a group so you can all read them and assess them as one complete answer to the question from exercise A.

 **Top tips**  
 Are the sentences clear? Do they make sense? There are 10 marks for the content of the 90 word task.



Here's a grid to help you assess the content of your group writing and see how to get more marks.

- Which row best describes what you've written?
- Would you give it the higher mark or the lower mark in that row and why?

Marks	Content
9-10	A very good answer covering all parts of the task. All four bullet points covered. A lot of information communicated clearly. Two opinions given.
7-8	A good answer covering all parts of the task. All four bullet points covered. Quite a lot of information communicated clearly, but perhaps with the occasional problem in getting the message across. Two opinions given.
5-6	A reasonable response covering almost all parts of the task. Three bullet points covered. Some information communicated clearly, but also some problems in getting the message across. One opinion given.
3-4	A basic response covering some parts of the task. Two bullet points covered. Little information communicated clearly and sometimes the sentences don't make sense. One opinion given.
1-2	A limited response covering some parts of the task. One bullet point covered. Very little information communicated clearly and often sentences don't make sense. No opinions given.
0	Nothing much communicated.



What did you do well?


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What could you improve next time?

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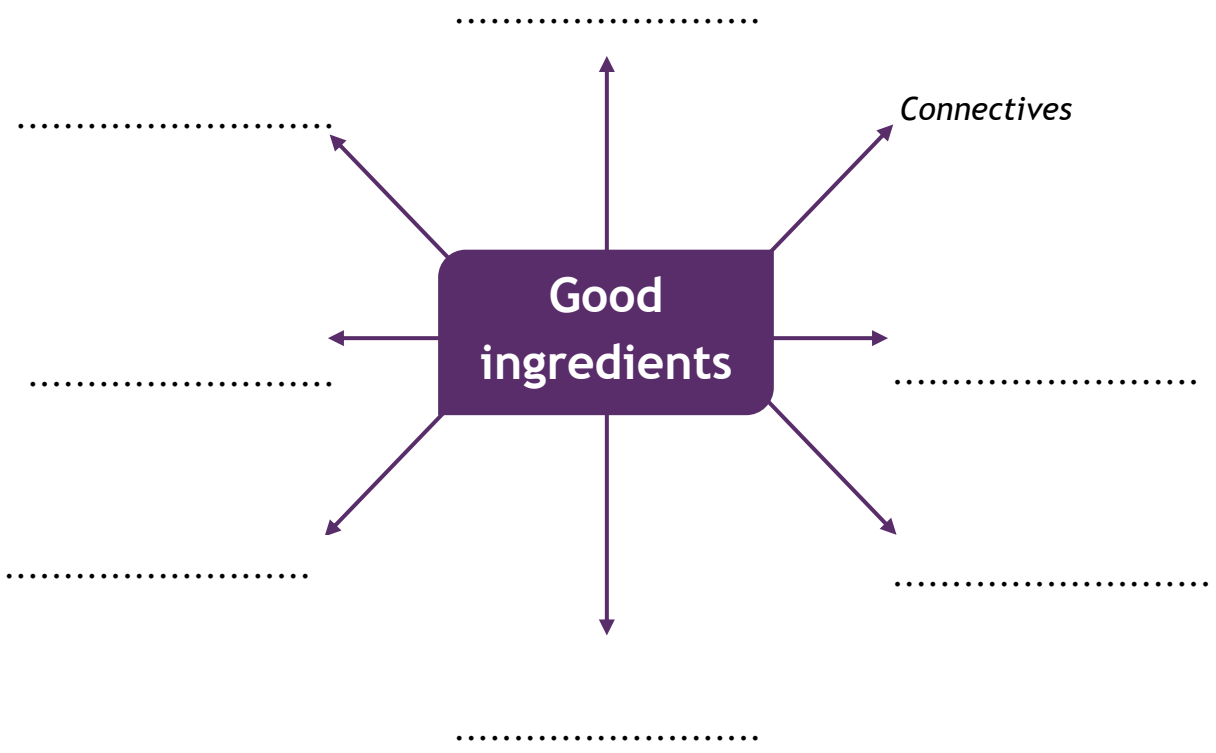
E. Quality language

As well as 10 marks for content, there are six marks available for the quality of the language you use.

 **Top tips**

You must use three time frames to get the best marks for your quality of language - referring clearly to past, present and future events.

1. What good ingredients or complex structures could you include in your writing to get more marks? Work with a partner to come up with as many ideas as possible.





2. Read this sample answer on the topic of school and underline the complex structures. What could you adapt or reuse in your own work?

*Je vais à un collège mixte où il y a environ mille élèves. À mon avis les professeurs sont trop stricts, mais certains sont plutôt sympas.*

*Malheureusement je n'aime pas apprendre l'anglais parce que je le trouve ennuyeux même si je sais que c'est utile.*

*Hier, pendant la pause déjeuner, j'ai mangé et puis j'ai joué au tennis avec des amis. Cela m'a plu parce que nous avons gagné!*

*L'année prochaine, j'aimerais aller au lycée et j'espère continuer l'espagnol et l'allemand car je les aime bien et plus tard je veux travailler à l'étranger.*

3. Look back at your group writing and use the checklist below to help you judge the quality of the language.

- Have you used a variety of vocabulary that is relevant to the task?
- Have you attempted some complex structures in your sentences?
- Have you used three tenses successfully?
- Have you checked your sentences for mistakes?
- Is the meaning of what you've written always clear?

4. What would you like to change? Re-write the weakest paragraph to improve the language quality, adding more good ingredients and complex structures.

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## Exam practice

**Top tips**

You have a choice of two tasks for this question. Make sure you choose the one where you understand the most bullet points and are most confident with the topic.

1. Answer **either** question A or B. Plan your answer first using the grid provided.

**A. Votre amie a posé des questions sur votre travail dans un e-mail.**

Décrivez:

- votre travail
- votre opinion sur votre travail
- ce que vous avez fait le weekend dernier après le travail
- ce que vous voulez faire à l'avenir.

Écrivez environ 90 mots en français. Répondez à chaque aspect de la question.

(16 marks)

or

**B. Vous décrivez vos vacances pour votre blog.**

Décrivez:

- le logement
- le transport
- votre opinion sur les vacances
- ce que vous ferez plus tard cet été.

Écrivez environ 90 mots en français. Répondez à chaque aspect de la question.

(16 marks)

**Top tips**

Don't try to write answers to both task choices as you won't have time to write both well. Plan first so that you are sure that you have plenty to say for the question you choose.



**Plan**


**Write**

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2. Answer **either** question C or D. Plan your answer first using the grid provided.



### Top tips

Structure your answer, writing one paragraph for each bullet point. Tick each bullet point off as you cover it.

#### C. Vous décrivez vos loisirs pour votre blog.

Décrivez:

- vos passe-temps et si vous les faites souvent
- ce que vous aimez ou n'aimez pas
- ce que vous avez fait le weekend dernier
- ce que vous ferez ce soir.

Écrivez environ 90 mots en français. Répondez à chaque aspect de la question.

(16 marks)

or

#### D. Vous décrivez votre ville pour un site web.

Décrivez:

- votre ville
- votre opinion sur votre ville
- ce que vous avez fait en ville le weekend dernier
- ce que vous allez faire en ville ce weekend.

Écrivez environ 90 mots en français. Répondez à chaque aspect de la question.

(16 marks)



### Top tips

Make time to read through your answer and check for errors. Remember to check spellings, gender and accents - especially of words that appear in the question itself!



**Plan**


**Write**

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Reflect and review

What have you learnt about tackling the 90 word task? Take this mini-quiz and find out.

A. Circle the correct answer

- 1. How many bullet points do you have to cover? 3 / 4 / 5
- 2. How many marks can you get for the content? 10 / 12 / 16
- 3. How many marks are available for the quality of the language? 4 / 5 / 6
- 4. How many opinions must you include (at least)? 1 / 2 / 3

B. True or false?

- 1. Write your answer to match the task, making it look like a blog or article in its layout.
- 2. Choose which of the bullet points you want to write about.
- 3. You'll have a choice of two questions on different topics.
- 4. You must use three time frames to get the best marks for this question.
- 5. You must write about 20-25 words on each bullet point.
- 6. The more you write, the better your chance of getting a good mark.
- 7. Take time to plan your answer before you start writing.
- 8. You must not reuse any of the French words from the question.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C. Note to myself

Based on what you've learnt so far, what advice would you give your future self in order to improve your performance on this question?

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## Answers

## Getting started - pages 62-67

A.

Past			
I played	<i>j'ai joué</i>	he/she/we played	<i>il/elle/on a joué</i>
I ate	<i>j'ai mangé</i>	he/she/we ate	<i>il/elle/on a mangé</i>
I did/made	<i>j'ai fait</i>	he/she/we did	<i>il/elle/on a fait</i>
I visited	<i>j'ai visité</i>	he/she/we visited	<i>il/elle/on a visité</i>
I went	<i>je suis allé(e)</i>	he/she/we went	<i>il/elle/on est allé(e)(s)</i>

Present			
I am	je suis	he/she is / we are	<i>il/elle/on est</i>
I have	j'ai	he/she has / we have	<i>il/elle/on a</i>
I drink	je bois	he/she drinks / we drink	<i>il/elle/on boit</i>
I watch	je regarde	he/she watches / we watch	<i>il/elle/on regarde</i>
I can	je peux	he/she/we can	<i>il/elle/on peut</i>

Near future			
I'm going to work	<i>je vais travailler</i>	he/she is / we are going to work	<i>il/elle/on va travailler</i>
I'm going to travel	<i>je vais voyager</i>	he/she is / we are going to travel	<i>il/elle/on va voyager</i>
I'm going to live	<i>je vais habiter</i>	he/she is / we are going to live	<i>il/elle/on va habiter</i>
I'm going to stay	<i>je vais rester</i>	he/she is / we are going to stay	<i>il/elle/on va rester</i>
I'm going to buy	<i>je vais acheter</i>	he/she is / we are going to buy	<i>il/elle/on va acheter</i>

B.

1 = g	2 = i	3 = h	4 = j	5 = e	6 = b	7 = f	8 = d	9 = c	10 = a
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## C. Suggested answers

	Past	Present	Future or conditional
Positive opinions	<i>C'était (+ positive adjective)</i>	<i>C'est (+ positive adjective)</i>	Ce sera / Ça va être / Ce serait (+ <i>positive adjective</i> )
	J'ai (beaucoup) aimé	J'aime (mieux)	Je vais aimer
	J'ai adoré/apprécie	J'adore	J'aimerais (bien)
	J'ai préféré	Je préfère	Je vais adorer
	Je l'ai trouvé (+ <i>positive adjective</i> )	Ça me plaît (énormément)	J'adorerais
Negative opinions	<i>C'était (+ negative adjective)</i>	<i>C'est (+ negative adjective)</i>	Ce sera / Ça va être / Ce serait (+ <i>negative adjective</i> )
	Ce n'était pas (+ <i>positive adjective</i> )	Ce n'est pas (+ <i>positive adjective</i> )	Ce ne sera pas / Ça ne va pas être / Ce ne serait pas (+ <i>positive adjective</i> )
	Je n'ai pas aimé	Je n'aime pas	Je ne vais pas aimer
	J'ai détesté	Je déteste	

## D.

1. À l'avenir, j'espère travailler dans un bureau.
2. L'année prochaine, j'aimerais essayer un nouveau sport.
3. Je dois manger moins de chocolat. C'est trop malsain.
4. Je devrais recycler plus mais je suis un peu paresseux/paresseuse parfois.
5. Un jour je pourrais jouer au foot pour l'Angleterre.
6. Je voudrais faire un travail bénévole le samedi.
7. Je veux être médecin ou infirmier/infirmière.
8. Je peux aller en Espagne tous les ans parce que ma tante a une maison à Madrid.



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**Tackling the question - pages 68-73**

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A.

1. Lifestyle / healthy and unhealthy living
2. Students could adapt the bullet points as follows: *mon style de vie en général; pour rester en forme, je ... ; avec ma famille; à l'avenir, pour changer mon style de vie, je ...*
3. Present / present / past / future or conditional

E.

1. Possible good ingredients and complex structures could include: different tenses and time markers; different persons of the verb; intensifiers; connectives; comparatives and superlatives; negatives; synonyms for different positive and negative opinions; adjectives and adverbs; infinitive constructions (two verbs together); subordinate clauses; relative pronouns.

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**Exam practice - pages 74-77**

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**Suggested answers**

A.

Je travaille comme serveur dans un grand restaurant en ville qui s'appelle Castello's. À mon avis, mon travail est utile parce que je peux apprendre beaucoup, surtout dans la cuisine où je regarde les chefs travailler. Cependant, je dois y travailler chaque weekend et malheureusement, je trouve que le salaire n'est pas très bon. Samedi dernier, après avoir fini mon travail, je suis allé chez ma copine pour une fête. C'était vraiment amusant mais dimanche matin j'étais très fatigué. À l'avenir, je crois que je voudrais être chef et que j'aurai mon propre restaurant.

B.

En ce moment nous sommes en vacances en Espagne. Je suis ici avec ma mère, ma sœur et mon père. Nous logeons dans un hôtel que j'aime bien parce que c'est historique et vraiment grand. La semaine dernière, nous avons voyagé en avion et c'était assez rapide. D'habitude partir en vacances me plaît énormément mais malheureusement ça peut coûter cher si on mange trop dans les restaurants. Je ne sais pas ce que je vais faire plus tard cet été - je pourrais passer du temps chez mes grands-parents. Ce serait très relaxant mais peut-être un peu ennuyeux!



C.

Mon passe-temps préféré est le rugby parce que j'aime jouer au rugby avec mes amis. Souvent, je joue le weekend, mais quelquefois il y a un grand match entre mon collègue et une autre école. Je n'aime pas beaucoup le football bien que ce soit parfois amusant, parce que je pense que ce n'est pas aussi intéressant que le rugby. Le weekend dernier, je suis allé au cinéma avec ma copine et nous avons vu un film d'horreur qui était rigolo! Ce soir, je vais peut-être nager à la piscine car ce serait vraiment relaxant.

D.

J'habite à Bath, une grande ville qui est assez jolie et très historique. J'aime ma ville, surtout le centre commercial où il y a un grand cinéma. À mon avis la vie ici est plus chère qu'à Bristol mais c'est plus sympa. Le weekend dernier, je suis allée en ville avec mes amis et nous avons acheté des vêtements pour une fête d'anniversaire. J'ai acheté un jean et des bottes noires que j'adore! Ce weekend, on va retourner en ville et j'espère aller au cinéma. On voudrait regarder une comédie donc ce sera drôle.

### Reflect and review - page 78

A.

1. 4
2. 10
3. 6
4. 2

B.

1. False
2. False
3. True
4. True
5. False
6. False
7. True
8. False



# 150 word task

## Getting started

### A. Showing off your tenses



#### Top tips

Show off a range of different tenses for this question, whether the task mentions time frames or not. Be accurate with verbs and tenses to maximise your marks.

1. Look at the table below and complete the missing tense forms.

Perfect tense	Imperfect tense	Present tense	Simple future tense	Conditional tense
j'ai fait			je ferai	
		je vais		j'irais
	je travaillais		je travaillerai	
j'ai pu	je pouvais			
		je dois		je devrais
j'ai voulu		je veux	je voudrai	
	je regardais			
	je mangeais			je mangerais

2. Check the answers on page 101 and use the English version of the grid on that same page to quiz a partner. For example, say: *Comment dit-on 'I should' en français?*

**Top tips**

Look for patterns and exceptions in way the tenses are formed. How can you use what you notice to help you remember the verbs correctly?

- Use a textbook to find out how to form the tenses you are unsure about.
- Now try to memorise the French verbs in each column above.
- Say them out loud then copy them on some rough paper, looking carefully at the spellings and accents.
- Finally, cover the French and try to write out all the verbs, just looking at the English answer grid on page 101.

**Top tips**

Keep revising these tenses every week to make them stick in your long-term memory.

What are you going to do to help you memorise these verbs? Come up with three techniques.

- .....
- .....
- .....



B. Justified opinions



**Top tips**

You must include at least two justified opinions for this question. Always give a reason for your likes and dislikes.

Match up these opinions and reasons on the technology topic to write eight possible sentences. There might be more than one match that makes sense!

Opinion	Reason
J'adore mon portable	puisque c'est si facile et pratique.
J'aime beaucoup les réseaux sociaux	parce que c'est un peu barbant.
Je déteste acheter des vêtements en ligne	qui est plutôt pour les parents.
Mon site préféré c'est YouTube	parce que j'y suis complètement accro.
Je n'aime pas trop rester devant un petit écran	car c'est vraiment amusant.
Snapchat me plaît énormément	parce que ça me fait rire.
J'ai horreur de Facebook,	car je peux rester en contact avec ma famille à l'étranger.
Je préfère travailler sur mon ordinateur	puisque c'est plus amusant d'aller en ville.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....



Now translate the sentences you've made into English.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....

### C. Constructing complex sentences



#### Top tips

Create a toolkit of phrases that can help you construct complex sentences on any topic. Here are a few ideas to get you started.

Translate the French sentences into English, then adapt the complex structures used to translate the English sentences into French.

#### 1. Comparatives using '*plus/moins/aussi ... que*' and superlatives using '*le/la/les plus*'.

- a. Je m'entends bien avec mes parents mais mon père est moins compréhensif que ma mère.

.....  
 .....

- b. I don't get on well with my grandparents but my grandmother is nicer than my granddad.

.....  
 .....

- c. Mon frère est le garçon le plus casse-pied du monde.

.....  
 .....



d. My best friend is the most intelligent girl in the class.

.....  
 .....

**2. 'If' sentences with the imperfect and conditional tenses.**

a. Si j'avais le temps, je ferais du bénévolat pour aider des sans-abris.

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 .....

b. If I had the money, I would give fifty euros to a charity.

.....  
 .....

c. Si j'étais riche, je partagerais mon argent avec les pauvres.

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 .....

d. If I were richer, I would buy food for homeless people.

.....  
 .....

**3. 'When' sentences with the future tense.**

a. Quand je serai plus grand(e), j'aurai quatre ou cinq enfants.

.....  
 .....

b. When I'm older, I will share a flat with my boyfriend.

.....  
 .....

c. Quand j'aurai une maison, je me marierai.

.....  
 .....





d. When I have a good job, I will live with my girlfriend.

.....  
.....

**4. Subjunctive sentences with set expressions.**

a. Il faut qu'on fasse plus pour l'environnement.

.....  
.....

b. It's necessary that we make an effort to reduce pollution.

.....  
.....

c. Bien que ce soit long, je vais au collège à pied au lieu de prendre le bus.

.....  
.....

d. Although it is expensive, I buy organic fruit if possible.

.....  
.....

**Tackling the question****Top tips**

Underline the key words in the question and read it carefully. Be careful not to miss out or misinterpret one of the bullet points and make sure your answer is relevant.

**A. Planning your answer**

1. Look at this example question and underline the key words.

Vous écrivez un blog sur les jeunes et la technologie.

Décrivez:

- l'importance de la technologie dans votre vie
- les avantages et les inconvénients de l'Internet.

2. Work with a partner to plan the ingredients for each bullet point, using this grid:

L'importance de la technologie dans votre vie.	Les avantages et les inconvénients de l'Internet.

**Top tips**

Always plan your paragraphs before writing to make sure you structure your answer logically and avoid repetition.



**B. Paired writing**

- 1. Working with your partner, decide who will write on which of the bullet points above. Agree a time limit to each write around 75 words on your allocated bullet point.



**Top tips**

Stick roughly to the word count. You won't get more marks for writing more than 150 words in total. In fact, writing more often leads to more mistakes and lower marks!

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- 2. Swap your work and take time to correct or improve each other's paragraphs. Who did the best job and why?



**Top tips**

Play to your strengths. Both bullet points must be covered, but there's no need to write an equal amount on each one, as long as the total is roughly 150 words.



### C. Assess your paired writing

Lay out the two paragraphs that you've written with your partner so you can both assess the content as one complete answer to the question from task A.



#### Top tips

There are 15 marks for the content of the 150 word task. If you write a lot less than 150 words, you won't be able to communicate 'a lot of relevant information' for top marks.

Here's a grid to help you assess the content of your paired writing and see how to get more marks.

- Which row best describes what you've written?
- Would you give it the lower, middle or higher mark in that row and why?

Marks	Content
13-15	An excellent answer. Both bullet points are covered. A lot of relevant information communicated clearly with lots of detail. At least two opinions with reasons given.
10-12	A very good answer. One or two bullet points covered. A lot of relevant information, mostly communicated clearly, but perhaps with the occasional problem in getting the message across. At least two opinions with reasons given.
7-9	A good answer. One bullet point covered. Quite a lot of relevant information communicated clearly, but also some problems in getting the message across. At least two opinions are given and may have reasons.
4-6	A reasonable answer. One bullet point covered. Some relevant information communicated clearly but sometimes the sentences don't make sense. At least one opinion is given.
1-3	A basic answer. One bullet point covered. A limited amount of relevant information communicated clearly and often sentences don't make sense. An opinion may be given.
0	Nothing relevant communicated.



What did you do well?

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What could you improve next time?

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**D. Extend your language range**

As well as 15 marks for content, there are 12 marks available for the range of the language you use.



**Top tips**

To get the best marks for your range of language, you could show off the different tenses you've learned, along with connectives and other complex structures - not forgetting justified opinions.

- 1. What good ingredients or complex structures could you include in your writing to get more marks? Work with a partner to create a personal checklist.

**My personal checklist**

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**Top tips**

Jot down your personal checklist when you plan your answer so you can tick off the good ingredients as you write.

**E. Polish up your work**

As well as 15 marks for content and 12 marks for the range of the language, there are also 5 marks for accuracy.

**Top tips**

Always read through your answer and check verbs and tenses, spellings and genders and adjective agreements.

Underline the common mistakes in the sentences below and then rewrite them correctly. There are two mistakes in each sentence.

1. Pour ma mère's anniversaire, je fait un gâteau délicieux.

.....

2. À Noël nous avons faire un grand repas au restaurant et c'était génial.

.....

3. Je préféré fêter mon anniversaire avec mes amis plutôt qu'avec ma famille.

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4. Tous les ans nous célébrer Aïd en mangeant des sucreries et en donnant des cadeau.

.....

5. Si je pourrais, je t'achèterais un voiture pour ton mariage!

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## Exam practice

**Top tips**

You have a choice of two tasks for this question. Make sure you choose one where you understand the bullet points and are most confident with the topic.

1. Answer **either** question A or B. Plan your answer first using the grid provided.

**A. Vous écrivez un article sur votre récente visite en France pour un échange scolaire.**

Décrivez:

- vos impressions et votre opinion sur la visite
- la ville jumelle en France en comparaison avec votre ville.

Écrivez environ 150 mots en français. Répondez aux deux aspects de la question.

(32 marks)

or

**B. Vous écrivez un article sur la musique et les concerts.**

Décrivez:

- un concert que vous avez vu récemment
- les avantages ou inconvénients de regarder des concerts live.

Écrivez environ 150 mots en français. Répondez aux deux aspects de la question.

(32 marks)



**Plan**

**Paragraph 1**

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**Paragraph 2**

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**Personal checklist of complex language**

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**Write**

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**Top tips**

You must cover both bullet points, but you don't have to write the same amount of words on each.

2. Answer **either** question C or D. Plan your answer first using the grid provided.

**C. Vous écrivez un article sur l'environnement.**

Décrivez:

- l'environnement dans votre région
- les actions possibles pour la protection de l'environnement.

Écrivez environ 150 mots en français. Répondez aux deux aspects de la question.

(32 marks)

or

**D. Vous écrivez un article sur les personnes sans-abri.**

Décrivez:

- la situation des sans-abri dans la ville
- les possibilités de bénévolat pour aider les autres.

Écrivez environ 150 mots en français. Répondez aux deux aspects de la question.

(32 marks)







Reflect and review

What have you learnt about tackling the 150 word task? Take this mini-quiz and find out.

A. Circle the correct answer

- 1. How many bullet points do you have to cover? 2 / 3 / 4
- 2. How many marks can you get for the content? 10 / 12 / 15
- 3. How many marks are available for the range of language? 10 / 12 / 15
- 4. How many marks can you get for accuracy? 5 / 6 / 8

B. True or false?

- 1. Including different tenses in your answer will help you get the best marks.
- 2. Choose which of the bullet points you want to write about.
- 3. You'll have a choice of two questions on different topics.
- 4. You must include at least two opinions with reasons in your answer.
- 5. You must write the same amount on each bullet point.
- 6. The more you write, the better your chance of getting a good mark.
- 7. Take time to plan your answer before you start writing.
- 8. You should use some complex structures accurately to get the best marks.

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C. Note to myself

Based on what you've learnt so far, what advice would you give your future self in order to improve your performance on this question?

.....

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.....

## Answers

## Getting started - pages 83-88

A.

1.

Perfect tense	Imperfect tense	Present Tense	Simple future tense	Conditional tense
j'ai fait	je faisais	je fais	je ferai	je ferais
je suis allé(e)	j'allais	je vais	j'irai	j'irais
j'ai travaillé	je travaillais	je travaille	je travaillerai	je travaillerais
j'ai pu	je pouvais	je peux	je pourrai	je pourrais
j'ai dû	je devais	je dois	je devrai	je devrais
j'ai voulu	je voulais	je veux	je voudrai	je voudrais
j'ai regardé	je regardais	je regarde	je regarderai	je regarderais
j'ai mangé	je mangeais	je mange	je mangerai	je mangerais

2.

Perfect tense	Imperfect tense	Present tense	Simple future tense	Conditional tense
I made/did	I used to make/do <i>or</i> I was making/doing	I make/do	I will make/do	I would make/do
I went	I used to go <i>or</i> I was going	I go	I will go	I would go
I worked	I used to work <i>or</i> I was working	I work	I will work	I would work
I have been able to	I used to be able to <i>or</i> I was able to ( <i>or</i> I could - used in the past)	I can	I will be able to	I could
I (have) had to	I used to have to <i>or</i> I had to	I must	I will have to	I should
I (have) wanted	I used to want <i>or</i> I wanted	I want	I will want to	I would like
I watched	I used to watch <i>or</i> I was watching	I watch	I will watch	I would watch
I ate	I used to eat <i>or</i> I was eating	I eat	I will eat	I would eat

## B.

## Suggested sentences

1. J'adore mon portable parce que j'y suis complètement accro.
2. J'aime beaucoup les réseaux sociaux car je peux rester en contact avec ma famille à l'étranger.
3. Je déteste acheter des vêtements en ligne puisque c'est plus amusant d'aller en ville.
4. Mon site préféré c'est YouTube parce que ça me fait rire.
5. Je n'aime pas trop rester devant un petit écran parce que c'est un peu barbant.
6. Snapchat me plaît énormément car c'est vraiment amusant.
7. J'ai horreur de Facebook qui est plutôt pour les parents.
8. Je préfère travailler sur mon ordinateur puisque c'est si facile et pratique.

## Suggested translations

1. I love my phone because I'm completely addicted to it.
2. I like social media sites a lot because I can stay in touch with my family abroad.
3. I hate buying clothes on line as it's more fun to go into town.
4. My favourite site is YouTube because it makes me laugh.
5. I don't like being in front of a screen too much because it's a bit boring.
6. Snapchat is brilliant because it's really fun.
7. I loathe Facebook, which is more for parents.
8. I prefer to work on my computer since it's so easy and practical.

## C.

1.
  - a. I get on well with my parents but my dad is less understanding than my mum.
  - b. Je ne m'entends pas bien avec mes grands-parents mais ma grand-mère est plus sympa que mon grand-père.
  - c. My brother is the most annoying boy in the world.
  - d. Ma meilleure copine est la fille la plus intelligente de la classe.

2.
  - a. If I had the time, I would do some volunteering to help some homeless people.
  - b. Si j'avais l'argent, je donnerais cinquante euros à une organisation caritative.
  - c. If I were rich, I would share my money with poor people.
  - d. Si j'étais plus riche, j'achèterais de la nourriture pour les sans-abris.
  
3.
  - a. When I'm older, I will have four or five children.
  - b. Quand je serai plus grand(e), je partagerai un appartement avec mon petit ami.
  - c. When I have a house, I will get married.
  - d. Quand j'aurai un bon emploi, j'habiterai avec ma petite amie.
  
4.
  - a. It's necessary that we do more for the environment.
  - b. Il faut qu'on fasse un effort pour réduire la pollution.
  - c. Although it takes time, I walk to school instead of taking the bus.
  - d. Bien que ça soit cher, j'achète des fruits bio, si possible.

### Tackling the question - pages 89-93

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#### D.

A checklist might include any of the following, among other possibilities:

- Past tenses
- Present tense
- Future tenses
- Conditional tense
- Connectives
- Opinions and reasons
- Negatives
- Subordinate clauses
- Infinitive constructions
- Comparatives and superlatives
- 'If' sentences
- 'When' sentences
- Subjunctive
- Object pronouns
- '*Après avoir/être*'



## E.

1. Pour ma mère's anniversaire, je fait un gâteau délicieux.  
Pour l'anniversaire de ma mère, j'ai fait un gâteau délicieux.
2. À Noël nous avons faire un grand repas au restaurant et c'était génial.  
À Noël nous avons fait un grand repas au restaurant et c'était génial.
3. Je préféré fêter mon anniversaire avec mes amis plutôt qu'avec ma famillie.  
Je préfère fêter mon anniversaire avec mes amis plutôt qu'avec ma famille.
4. Tous les ans nous célébrer Aïd en mangeant des sucreries et en donnant des cadeau.  
Tous les ans nous célébrons Aïd en mangeant des sucreries et en donnant des cadeaux.
5. Si je pourrais, je t'achèterais un voiture pour ton mariage!  
Si je pouvais, je t'achèterais une voiture pour ton mariage!

## Exam practice - pages 94-99

## A. Suggested answer

Je dois admettre que j'étais très nerveuse car c'était ma première visite à l'étranger, mais après quelques heures, je me suis sentie mieux car j'ai trouvé la famille française très sympa. Dans leur maison j'avais ma propre chambre et ça m'a plu parce que chez moi, en Angleterre, il faut que je partage avec ma petite sœur. J'ai trouvé le weekend particulièrement amusant parce que j'ai pu retrouver mes copines anglaises.

La ville française où j'ai logé est en fait assez similaire à ma ville en Angleterre parce qu'elles sont toutes les deux petites et à la campagne donc je me suis sentie à l'aise. Je préfère ma ville parce qu'il y a plus de magasins, mais en général, il n'y a pas beaucoup de différence. Peut-être que quand j'aurai plus d'argent, je retournerai en France pour rendre visite à mon correspondant et pour améliorer mon français.

## B. Suggested answer

Il y a deux mois, je suis allée à un concert avec ma mère parce que c'était son anniversaire et ma mère voulait le célébrer avec moi. Nous avons vu *Take That* Live puisque ma mère les adore. Je me suis bien amusée, mais *Take That* n'est pas mon groupe préféré. Si j'avais le choix, j'irais voir *Little Mix* parce que j'aime vraiment leurs chansons.

Voir des concerts live est tellement mieux que les regarder à la télévision car l'ambiance est géniale et on peut danser et chanter très fort! Je pense aussi que c'est bien de voir les chanteurs célèbres en personne puisque c'est plus passionnant.

La prochaine fois que j'irai à un concert, je préférerais sortir avec des amis plutôt qu'avec ma mère, parce que ma mère (bien qu'elle soit toujours sympa) n'est pas aussi drôle que mes amis et je veux m'amuser plus!

### C. Suggested answer

Je dois admettre que ma ville n'est pas particulièrement écologique. Je n'aime pas ça parce qu'on devrait faire plus pour protéger l'environnement. Il y a souvent des déchets dans les rues à cause des poubelles qui ne sont pas vidées assez souvent. Dans le centre-ville il y a beaucoup de lumières, qui consomment beaucoup d'électricité et coûtent cher. Protéger l'environnement est si important, alors quand nous sommes chez nous, nous essayons d'éteindre les lumières et de séparer nos déchets.

L'été prochain, dans ma ville jumelle en France, ils installeront des panneaux solaires sur certains bâtiments - quelle bonne idée! Ici, nous pourrions avoir plus de poubelles dans les rues de la ville et, à mon avis, on pourrait avoir moins d'illuminations à Noël. Si les transports en commun étaient moins chers, on pourrait aussi essayer de prendre le bus ou le train au lieu d'utiliser la voiture.

### D. Suggested answer

J'aime ma ville, mais malheureusement il y a beaucoup de sans-abri qui ont besoin d'aide. Je ne sais pas exactement ce qu'on peut faire pour améliorer la situation, mais ce serait mieux s'il y avait un centre où on pourrait trouver de la nourriture et un lit sans devoir payer. Lorsqu'on aura créé un centre pour les sans-abris, on pourra encourager des bénévoles à y travailler.

Il y a un an, j'ai commencé à travailler comme bénévole. Chaque weekend je travaille dans une maison de retraite et je travaillerai plusieurs jours à Noël. J'aime mon travail parce que je sais que je peux vraiment aider et peut-être que quand j'aurai fini mes examens, je ferai quelque chose comme ça, mais, à mon avis, nous devrions avoir plus de bénévoles. Pour l'instant, dans ma ville, il n'y a pas d'opportunités pour faire du bénévolat avec les sans-abris, mais j'essaie toujours de leur donner un peu d'argent.

### Reflect and review - page 100

A.

- 2
- 15
- 12
- 5

B.

- |          |          |
|----------|----------|
| 1. True  | 5. False |
| 2. False | 6. False |
| 3. True  | 7. True  |
| 4. True  | 8. True  |



# Translation passage

## Getting started

### A. Right person, right tense



#### Top tips

You must use the right person of the verb and the correct tense in order to get the message translated.

Translate the following verb phrases into French - there are a range of tenses.

Anglais	Français
1. I did	
2. I spent	
3. We went	
4. We ate	
5. It was	
6. I received	
7. My friends prefer	
8. I would like	
9. I forgot	
10. He plays	
11. I invited	
12. My mum prepared	
13. I will do	
14. We will stay	



- Check your answers on page 117.
- If you found this tricky, you need to start by revising common verbs in different tenses. Go back to the ‘verbs in three tenses’ exercise on page 62 and make sure you’ve learnt them thoroughly.
- Try creating your own list of common verbs to learn in key tenses, especially irregular past participles.



**Top tips**

Make sure you understand how to form each tense. Look in your textbook or exercise book for grammar notes or use a website like [www.languagesonline.org.uk](http://www.languagesonline.org.uk) to make sure you can conjugate with confidence.

What are you going to do to help you improve your translation of verbs and tenses? Come up with three techniques.

- .....
- .....
- .....

**B. Just in time**

Time phrases are nearly always needed for translation. Write the French for these common time phrases.

Anglais	Français
1. Last Saturday	
2. Yesterday morning	
3. This year	
4. Tomorrow afternoon	
5. Next Sunday	
6. Next month	
7. Last summer	
8. Last night	
9. In the past	
10. Two years ago	
11. The day after tomorrow	
12. Every year	

**Top tips**

Learn these time phrases carefully. You can find more examples of these kinds of time phrases on page 47.



### C. Common connectives

You're bound to need some key connectives to translate a paragraph into French. Translate the following words and phrases.

1. Firstly	
2. Then	
3. Next	
4. Afterwards	
5. Generally	
6. Therefore/so	
7. Since	
8. Because	
9. When	
10. Where	
11. Or	
12. If	
13. Finally	
14. However	
15. Especially	
16. In fact	





Tackling the question



**Top tips**

There are 6 marks for communicating the key messages and 6 marks for good grammar on this translation question.

**A. Lost in translation?**

Work with a partner to translate the following sentences, making sure you communicate the key messages. We've divided the sentences into 13 key messages as that is how the examiners mark this task.

English	French	Tick
1. I get on		
2. very well		
3. with my brother.		
4. Last year		
5. we went		
6. to Spain together.		
7. We swam in the sea		
8. and we ate		
9. in lots of restaurants.		
10. Next summer		
11. I would like to stay		
12. at home because		
13. it was really expensive.		

**Top tips**

Check you've translated every aspect of the sentences and that nothing gets lost in translation. This doesn't mean you have to translate them word for word though!

**B. Swap and feed back**

Swap sheets with another pair of students. Look at the answers on page 118 and give one tick for each key message that's correctly translated.

**Top tips**

Ignore any little mistakes for now, such as missing adjective agreements, wrong gender of nouns or missing accents. Are the verbs and tenses right? Have the key messages been translated?

Here's how to convert the number of ticks you have to a mark:

Total ticks	Mark
13	6
11-12	5
8-10	4
5-7	3
3-4	2
1-2	1
0	0

**Top tips**

Even if you think you can't translate the whole sentence, always have a go as you can pick up marks for each little section that gets the message across.





C. Spot the mistakes

For the translation task there are also six marks for your grammatical knowledge of language and structures, and how accurate your French translation is.

Underline and explain all the mistakes you can find in these French translations.



**Top tips**

Check spellings, genders, accents and little words like articles and prepositions, as well as the all-important verbs and tenses.

1. To keep fit I do dance twice a week.  
*Pour garde form, je fait le dance deux fois la semaine.*
2. Recently I invited my friends to the park as well.  
*Récent j'ai invitée mon amis dans le parc aussi bien.*
3. We played football but afterwards we ate too many chips!  
*Nous joué football mes après nous manger beacoup frites!*
4. To celebrate my birthday my dad made a big cake.  
*Pour celebre mon anniversaire, mon père a fais un gâteau gros.*
5. It was delicious; however, I'm going to eat more healthily this year.  
*C'est délicieux; cependent, je vais mangé plus santé cette anné.*

D. Correct the mistakes

Now try to translate the sentences more accurately.

1. To keep fit I do dance twice a week.  
.....
2. Recently I invited my friends to the park as well.  
.....
3. We played football but afterwards we ate too many chips!  
.....
4. To celebrate my birthday my dad made a big cake.  
.....
5. It was delicious; however, I'm going to eat more healthily this year.  
.....



Exam practice

A. Translate the following passage into French.

I have a large family and two cats. Yesterday I did my homework on the computer and played games. At the weekend I will go into town and play tennis with my friend. I love playing tennis although I do not like football, especially when it is cold.

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Top tips

Look at the suggested answers on page 119, then cover up your first try and have another go. Can you improve your translation?

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B. Translate the following passage into French.

In school my favourite subject is English because it is interesting and I love reading. However, I don't like maths because the lessons are too boring. Yesterday during lunchbreak, I played piano with my music teacher. On Friday we will have a music concert in school for the parents. I love music.

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**Top tips**

Swap translations with a partner and try to spot any mistakes. Have another go at task B below.

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**C. Translate the following passage into French.**

I live in a terraced house and I have a big bedroom, but I have to share it with my sister. I have a dog and after school I will walk him. Yesterday it was too cold, so I stayed at home and tidied my room. I love animals and in the future I would like to be a vet.

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**D. Translate the following passage into French.**

I am environmentally friendly and I turn off the lights when I leave the room. I have a younger brother and an older sister. Yesterday we went to the cinema and watched a horror film. It was good although it was a bit scary. Tomorrow I would like to go bowling with my sister and go to McDonald's.

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**Top tips**

Check your spellings, agreements and accents. Look at the suggested answers on page 120, then cover up your first try and have another go at task C or D.

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Reflect and review

What have you learnt about tackling the translation passage? Take this mini-quiz and find out.

A. Circle the correct answer

1. How many sections will the paragraph be divided into for marking? 6 / 10 / 13
2. How many marks can you get for communicating the key messages? 5 / 6 / 10
3. How many marks are available for grammar and accuracy? 6 / 8 / 10

B. True or false?

- |  |                          |
|--|--------------------------|
| 1. You should translate every single word, one word at a time.               | <input type="checkbox"/> |
| 2. If you don't know a word, write it in English.                            | <input type="checkbox"/> |
| 3. You can get marks even if you only translate part of a sentence.          | <input type="checkbox"/> |
| 4. You will lose marks if you get the tense wrong.                           | <input type="checkbox"/> |
| 5. If you don't know a word, leave a blank space.                            | <input type="checkbox"/> |
| 6. Spellings and accents won't affect your marks.                            | <input type="checkbox"/> |
| 7. There is usually more than one way to translate most sentences correctly. | <input type="checkbox"/> |
| 8. Always read through your answer to check for mistakes.                    | <input type="checkbox"/> |

C. Note to myself

Based on what you've learnt so far, what advice would you give your future self in order to improve your performance on this question?

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Answers

Getting started - pages 106-109

A.

Anglais	Français	Anglais	Français
1. I did	J'ai fait	8. I would like	Je voudrais / j'aimerais
2. I spent	J'ai passé	9. I forgot	J'ai oublié
3. We went	Nous sommes allé(e)s / on est allé(e)s	10. He plays	Il joue
4. We ate	Nous avons mangé / On a mangé	11. I invited	J'ai invité
5. It was	C'était	12. My mum prepared	Ma mère a préparé
6. I received	J'ai reçu	13. I will do	Je ferai / je vais faire
7. My friends prefer	Mes amis / copains préfèrent	14. We will stay	Nous allons rester / on va rester / Nous resterons / on restera

B.

Anglais	Français
1. Last Saturday	Samedi dernier
2. Yesterday morning	Hier matin
3. This year	Cette année
4. Tomorrow afternoon	Demain après-midi
5. Next Sunday	Dimanche prochain
6. Next month	Le mois prochain
7. Last summer	L'été dernier
8. Last night	Hier soir
9. In the past	Dans le passé
10. Two years ago	Il y a deux ans
11. The day after tomorrow	Après-demain
12. Every year	Tous les ans / chaque année



C.

1. Firstly	D'abord / premièrement	9. When	Quand / lorsque
2. Then	Puis	10. Where	Où
3. Next	Ensuite	11. Or	Ou
4. Afterwards	Après	12. If	Si
5. Generally	En général	13. Finally	Enfin
6. Therefore/so	Donc	14. However	Cependant
7. Since	Puisque	15. Especially	Surtout
8. Because	Parce que / car	16. In fact	En fait

**Tackling the question – pages 110-112**

A.

English	French
1. I get on	Je m'entends
2. very well	très bien
3. with my brother.	avec mon frère
4. Last year	L'année dernière / L'an dernier
5. we went	nous sommes allé(e)s / on est allés
6. to Spain together.	en Espagne ensemble.
7. We swam in the sea	Nous avons nagé / On a nagé dans la mer
8. and we ate	et nous avons mangé / on a mangé
9. in lots of restaurants.	dans beaucoup de restaurants.
10. Next summer	L'été prochain
11. I would like to stay	je voudrais / j'aimerais rester
12. at home because	chez moi / chez nous / à la maison parce que / car
13. it was really expensive.	c'était vraiment cher.



C. Errors underlined. See corrected translations below (task D).

1. To keep fit I do dance twice a week.

*Pour garde\_ \_ form\_, je fait le dance deux fois la semaine.*

2. Recently I invited my friends to the park as well.

*Récent j'ai invitée mon amis dans le parc aussi bien.*

3. We played football but afterwards we ate too many chips!

*Nous \_\_\_\_\_ joué \_\_ football mes après nous \_\_\_\_\_ manger bea\_coup \_\_ frites!*

4. To celebrate my birthday my dad made a big cake.

*Pour celebre mon anniversaire, mon père a fais un gâteau gros.*

5. It was delicious; however, I'm going to eat more healthily this year.

*C'est délicieux; cependant, je vais mangé plus santé cette anné\_.*

D. Suggested answers

1. Pour garder la forme, je fais de la danse deux fois par semaine.
2. Récemment j'ai aussi invité mes amis au parc.
3. Nous avons joué au foot(ball) mais après nous avons mangé trop de frites!
4. Pour célébrer mon anniversaire, mon père a fait un gros gâteau.
5. C'était délicieux; cependant, je vais manger plus sain cette année.

Exam practice - pages 113-115

A. Suggested answer

J'ai une grande famille et deux chats. Hier, j'ai fait mes devoirs sur l'ordinateur et j'ai joué à des jeux. Le weekend, j'irai en ville et je jouerai au tennis avec mon ami. J'aime jouer au tennis bien que je n'aime pas le foot, surtout quand il fait froid.

B. Suggested answer

À l'école, ma matière préférée est l'anglais parce que c'est intéressant et j'adore lire. Cependant, je n'aime pas les maths parce que les cours sont trop ennuyeux. Hier, pendant la pause-déjeuner, j'ai joué du piano avec mon professeur de musique. Vendredi, nous aurons un concert de musique à l'école pour les parents. J'adore la musique.



**C. Suggested answer**

J'habite une maison mitoyenne et j'ai une grande chambre mais je dois la partager avec ma sœur. J'ai un chien et, après l'école, je vais le promener. Hier il faisait trop froid, je suis resté à la maison et j'ai rangé ma chambre. J'adore les animaux et à l'avenir je voudrais être vétérinaire.

**D. Suggested answer**

Je respecte l'environnement et j'éteins la lumière quand je quitte une pièce. J'ai un frère plus jeune et une sœur aînée. Hier nous sommes allés au cinéma et nous avons vu un film d'horreur. C'était bon mais effrayant. Demain je voudrais aller au bowling avec ma sœur et ensuite aller à McDonald.

**Reflect and review - page 116****A.**

1. 13
2. 6
3. 6

**B.**

- |          |          |
|----------|----------|
| 1. False | 5. False |
| 2. False | 6. False |
| 3. True  | 7. True  |
| 4. True  | 8. True  |