



*'I will take responsibility for my learning, be intellectually curious and work independently at school and at home.'*

# FRENCH (Higher)

EXAM BOARD: **EDEXCEL**

COURSE CODE: **1GNO**

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## FRENCH (Higher) SP - TOPIC 1

# Regular Present Tense

### INTRODUCTION

You can use the present tense to talk about what is happening now (e.g. I am eating) or something that normally happens (e.g. normally, I eat dinner at 6pm).

**Regular** verbs always have the same endings in the present tense (see key facts) but you need to learn **Irregular** verbs separately (see TOPIC 2).

### KEY WORDS

Je	I
Tu	You (informal or for one person)
Il / elle / on	He / she / we
nous	we
vous	You (formal or a group of people)
Ils	They (group of boys, or mixed group)
Elles	They (group of girls only)

### FURTHER LINKS

There are some great websites that quiz you on verb endings, including:  
[www.conjugemos.com](http://www.conjugemos.com)  
and also 'The Language Gym'.

### EXAM TIPS:

- “**One Present Tense! There’s only one Present Tense!**” So whether you want to say “I **eat**” or “I **am eating**”, there can only be one verb: “je **mange**”. NEVER try to use “je suis” (= I am) to form the Present Tense.
- All the exam writing questions include at least one bullet point to be developed in the present tense, so if you have not included a present, DO NOT MOVE ON!
- Speaking exam is also going to test your ability to use the present tense, so do not forget it and try to make clear you know your verb endings.
- If you spot any of these words in a sentence, the Present Tense is probably being used/ needed:
  - Normalement (normally)
  - D’habitude (usually)
  - Chaque jour/soir (every day/evening)

### KEY FACTS TO MEMORISE

1. **ER verb endings:** je (e), tu (es), il/elle/on (e), nous (ons), vous (ez), ils/ells (ent)
2. **RE verb endings:** je (s), tu (s), il/elle/on ( ), nous (ons), vous (ez), ils/ells (ent)
3. **IR verb endings:** je (is), tu (is), il/elle/on (it), nous (issons), vous (issez), ils/ells (issent)

### EXAM QUESTIONS

1. votre opinion de votre uniforme scolaire
2. une description de votre journée typique au collège
3. pourquoi vous aimez votre ville, ou non
4. votre personnalité et vos passe-temps
5. si vous utilisez les réseaux sociaux et pourquoi/pourquoi pas

### STRETCH

Use Reflexive Verbs when the action is done to oneself (e.g. je m’appelle = I call myself). Reflexive verbs follow the same present tense pattern, however you need to remember to add a ‘reflexive pronoun’ that agrees with the subject of the verb:

Je *me* lave = I wash myself  
Tu *te* laves  
Il/elle/on *se* lave  
Nous *nous* lavons  
Vous *vous* lavez  
Ils/elles *se* lavent

## FRENCH (Higher) SP - TOPIC 2

# Irregular Present Tense

### INTRODUCTION

There are some irregular verbs that don't follow the regular verb pattern, so you have to learn these off by heart. In the key words table below are the most common irregular verbs with their irregular conjugation in brackets.

### KEY WORDS

to do	faire	to go	Aller
to see	voir	to have	Avoir
to know	savoir	to be	Être
to come	venir	to keep	Tenir
to drink	boire	to open	Ouvrir
to be able to	pouvoir	to receive	Recevoir
to have to	devoir	to take	Prendre
to want to	savoir	to laugh	Rire

### FURTHER LINKS

[www.conjugemos.com](http://www.conjugemos.com)

Purple revision book

FluentU – search for irregular verbs

See the centre section of the French dictionaries in school – they have models for irregular verbs.

### EXAM TIPS:

- Memorise a few irregular verbs to use in your answers to show the examiner that you know them, e.g. je fais = I do, je vais = I am going, nous avons = we have, nous sommes = we are
- These Irregular verbs often appear on the reading paper so make sure you recognize their meaning:

1. Je peux = I can
2. Je veux = I want
3. Je dois = I must
4. Il faut = it is necessary to

### KEY FACTS TO MEMORISE

1. être (to be): je suis = I am, tu es = you are, il/elle/on est – he/she/one is, nous sommes = we are, vous êtes = you are, ils/elles sont = they are
2. avoir (to have): j'ai = I have, tu as = you have, il/elle/on a = he/she/one has, nous avons = we have, vous avez = you have, ils/elles ont = they have
3. aller (to go): je vais = I go, tu vas = you go, il/elle/on va = he/she/one goes, nous allons = we go, vous allez = you go, ils/elles vont = they go

### EXAM QUESTIONS

1. Ce que vous faites normalement le soir?
2. Quel travail font tes parents?
3. Est-ce que vous allez souvent en vacances?
4. Quelles choses devez-vous faire au collège?
5. Qu'est-ce que vous prenez avec vous en vacances ?

### STRETCH

To achieve a higher mark in your writing, try to use a variety of verbs and tenses. You can include Irregular verbs by learning certain individual conjugations (je fais = I do) and just using those ones.

Although Irregular verbs seem to follow random patterns, they can be grouped to help you to remember how they change:

Modal verbs = vouloir and pouvoir (je peux/ je veux – similar changes). Savoir and devoir (je sais/ je dois)

Rire, dire, écrire and lire are conjugated in a similar way.

Être, avoir, aller = JUST LEARN THEM! At least in the present tense. They are really important because you use être and avoir to make the past tense, and aller to make the near future.



## FRENCH (Higher) SP - TOPIC 3

# Imperfect Tense

### INTRODUCTION

The Imperfect Tense describes something that *used to* happen in the past and can be used to narrate past events.

### KEY WORDS

Person / pronoun	Ending
Je	-ais
tu	-ais
Il /elle/ on	-ait
nous	-ions
vous	-iez
Ils/ elles	-aient

### FURTHER LINKS

There are some great websites that quiz you on verb endings, including:  
[www.conjuguemos.com](http://www.conjuguemos.com)  
and also 'The Language Gym'.  
Ask about the purple Edexcel revision book.

### EXAM TIPS:

- You cannot translate "I used to" word by word, you must use **ONLY ONE VERB** with the endings in the key words part.
- This tense is very useful especially for higher candidates; you will encounter this in ALL 4 skills and should use it in both your writing and speaking.
- Use this tense with time expressions like
  - **Quand j'étais petit** (when I was younger)
  - **Quand j'étais enfant** (when I was a child)
  - **avant** (before)
  - **dans mon enfance** (in my childhood)
  - **à l'époque** (back in the day)
  - **autrefois** (previously/ in the past)

### KEY FACTS TO MEMORISE

- You have** to take off the **ending of the infinitive** (always ending with -er, -ir or -re) and replace that with the **verb endings** you have in the **key words table**.
- There are some **irregular verbs**, which **you have to learn by heart**. Ask your teacher for a verb table, look at the links mentioned in the "**further links**" session or simply search online for "common French irregular verbs".

### EXAM QUESTIONS

- qu'est-ce que vous aimiez faire quand vous étiez petit?
- quels passe-temps aviez-vous comme enfant?
- comment était votre école primaire?
- quel métier vouliez-vous quand vous étiez enfant?
- TRANSLATE:** In the 60s, people did not used to recycle anything.
- TRANSLATE:** When I was there his brother was very annoying.

### STRETCH

Look at some texts in French and underline the imperfect tenses that you can find, then write a list of infinitives and the imperfect tense conjugation. You can start with the following taken from a mock exam:

Le mois dernier j'ai travaillé pendant trois semaines dans un grand magasin, Carrefour. C'était une expérience assez positive mais j'ai voulu travailler dans un restaurant.

Mes collègues étaient tous sympas, sauf la patronne qui était toujours de mauvaise humeur.

Je travaillais à la caisse au rayon des vêtements, ce qui était ennuyeux. Quelquefois je servais les clients dans le café, et c'était plus intéressant car dans le futur, je voudrais avoir mon propre restaurant. Je voudrais faire un apprentissage comme chef de cuisine mais on doit travailler le soir, ce que je n'aime pas faire.

## FRENCH (Higher) SP - TOPIC 4

# Perfect Tense

### INTRODUCTION

The perfect tense is used to describe events that happened in the past. You should have a flow chart in your French book to help you to form it.

### KEY WORDS

Person / pronoun	auxiliaries	past participle
Je (I)	ai suis	mangé allé(e/s)
Tu (you)	as es	mangé allé(e/s)
Il/ elle/ on (he/ she/ we)	a est	mangé allé(e/s)
Nous (we)	avons sommes	mangé allé(e/s)
vous (you formal)	avez êtes	mangé allé(e/s)
Ils/elles (they)	ont sont	mangé allé(e/s)

### FURTHER LINKS

There are some great websites that quiz you on verb endings, including:  
[www.conjuguemos.com](http://www.conjuguemos.com)  
 and also 'The Language Gym'.  
 Ask about the purple Edexcel revision book.  
 Ask your teacher for a past tense flow chart.

### EXAM TIPS:

- Do not try to think in English and translate into French, this will confuse you and you are more likely to make mistakes.
- Remember the perfect tense in French is formed in two parts, not only one as in English (I **went** to the shops = je suis **allé** aux magasins)
- Check that your sentences include both the auxiliary and the past participle, **DO NOT FORGET** the auxiliary!!!
- Past tense is required only in questions 3 and 4 for foundation writing and in **ALL** writing questions for higher papers.
- Look for key words such as *l'année dernière, le weekend dernier, hier soir,*

### KEY FACTS TO MEMORISE

1. The perfect tense is made of two parts, the auxiliary (usually *avoir*, but for MRS VANDERTRAMP verbs use *être*). Here are the MRS VANDERTRAMP verbs:

<b>Monter</b>	<b>Aller</b>
<b>Rentrer</b>	<b>Mourir</b>
<b>Sortir</b>	<b>Partir</b>
<b>Venir</b>	
<b>Arriver</b>	
<b>Naître</b>	
<b>Descendre</b>	
<b>Entrer</b>	
<b>Retourner</b>	
<b>Tomber</b>	
<b>Rester</b>	

2. To form the regular past participle:  
 a) remove ER and add é  
 b) remove IR and add i  
 c) remove RE and add u

### EXAM QUESTIONS

- Qu'est-ce que tu as fait le weekend dernier?
- Qu'est-ce que tu as joué sur ton portable hier soir?
- Qu'est-ce que tu as fait en ville hier?
- TRANSLATE:** I went to the cinema with my friends.
- TRANSLATE:** I was born in 2008.
- TRANSLATE:** my sister went out last night.

### STRETCH

Reflexive verbs use *être* in the perfect past tense:

Je me suis lavé(e) = I washed  
 Tu t'es lavé(e)  
 Il/elle on s'est lavé(e)(s)  
 Nous nous sommes lavé(e)s  
 Vous vous êtes lavé(e)(s)  
 Ils/elles se sont lavés.

Remember: only verbs using *être* in the past tense (MRS V verbs and reflexive) add an ending for plural or gender. So 'elle a mangé' doesn't change because it is 'elle', but 'elle est allée' has an extra 'e' because it is MRS V.

## FRENCH (Higher) SP - TOPIC 5

# Future Tense

### INTRODUCTION

There are two types of future tense that you can use in French: le futur simple and le futur proche or 'near future' (aller + infinitive). This page shows you how to form both, so make sure you use at least one version of the future in your writing!

### KEY WORDS

Le futur proche or 'near future' (aller + infinitive):

Person / pronoun	auxiliary "aller"	infinitive of verb
Je (I)	vais	jouer
Tu (you)	vas	jouer
Il/ elle/ on (he/ she/ we)	va	jouer
Nous (we)	allons	jouer
vous (you formal)	allez	jouer
Ils/elles (they)	ont	jouer

### FURTHER LINKS

There are some great websites that quiz you on verb endings, including: [www.conjugemos.com](http://www.conjugemos.com) and also 'The Language Gym'. Ask about the purple Edexcel revision book.

### EXAM TIPS:

- Avoid thinking in English and translating into French.
- Common irregular verbs in the future:  
Être – je serai      avoir – j'aurai  
Faire – je ferai      aller – j'irai  
Venir – je viendrai      voir – je verrai  
Savoir – je saurai      vouloir – je voudrai  
Recevoir – je recevrai      devoir – je devrai  
Pouvoir – je pourrai
- Future tense is required only in questions 3 and 4 for foundation writing and in ALL writing questions for higher papers.
- Look for key words such as *l'année prochaine, la semaine prochaine, demain, à l'avenir, un jour*

### KEY FACTS TO MEMORISE

1. The near future tense is made of two parts, the auxiliary *ALLER* and the infinitive: je vais manger = I am going to eat.
2. To form the futur simple, add the correct endings to the infinitive of the verb (ends in ER, IR or RE). Le futur simple endings are:

Je – ai	(je mangerai = I will eat)
Tu – as	(tu mangeras = you will eat)
Il/elle/ on – a	(il mangera = he will eat)
Nous – ons	(nous mangerons = we will eat)
Vous – ez	(vous mangerez = you will eat)
Ils/elles – ont	(ils mangeront = they will eat)

Try to use both forms of the future in your writing and speaking exam. You could use the near future to describe something that you are going to do soon, for instance this evening. You could use le futur simple to describe something that you will do in the future, for instance the job that you will do one day.

### EXAM QUESTIONS

1. Quels sont tes projets pour les vacances ?
2. Qu'est-ce que tu vas faire le weekend prochain?
3. Qu'est-ce que vous allez faire demain matin ?
4. Qu'est-ce que vous allez faire en ville ?
5. Où vas-tu travailler un jour?
6. **TRANSLATE:** Next weekend I will go to the gym, to lift some weights.

### STRETCH

You can use future tense phrases to make sure you offer the variety of creative language the examiners are looking for.

When you use *si* (if) with the present tense, you can use the futur simple in the second part of the sentence:

**S'il pleut, on restera chez nous** = if it rains, we will stay at ours.

However, when using 'quand' (when) to talk about the future, every verb in the sentence needs to use the future:

**Quand je serai adulte, j'habiterai en France** = when I'm an adult, I will live in France.

# Conditional Tense

## INTRODUCTION

The conditional tense describes something that would happen if certain conditions were met e.g. I would buy a sports car if I was rich.

## KEY WORDS

Forming the Conditional is very similar to forming the near future and the endings are the same

Person / pronoun	auxiliary "vouloir"	infinitive of verb
je	Voudrais	Jouer
Tu	voudrais	Jouer
Il/elle/on	Voudrait	Jouer
Nous	Voudrions	Jouer
Vous	Voudriez	Jouer
Ils/elles	Voudraient	Jouer

as the Imperfect ones:

## FURTHER LINKS

There are some great websites that quiz you on verb endings, including: [www.conjugemos.com](http://www.conjugemos.com) and also 'The Language Gym'. Ask about the purple Edexcel revision book.

## EXAM TIPS:

- Avoid thinking in English and translating into French.
- If you are talking about what things would be like if something was different, use the imperfect tense after if (si) and the conditional tense in the second part of the sentence:

e.g. si j'étais riche, j'achèterais un château = if I was rich, I would buy a castle

si j'étais grande, je serais mannequin = if I was tall, I would be a model

## KEY FACTS TO MEMORISE

1. The conditional tense is made of two parts, the **auxiliary vouloir** (conjugated like in the Key Words table) and the **infinitive** – je **voudrais manger**
2. The verbs être (to be), avoir (to have), faire (to do), are some of the most common verbs with an irregular conditional tense form:

**être** – je serais, tu serais, il/elle/on serait, nous serions, vous seriez, ils/elles seraient

**avoir** – j'aurais, tu aurais, il/elle/on aurait, nous aurions, vous auriez, ils/elles auraient

**Faire** – je ferais, tu ferais, il/elle/ on ferait, nous ferions, vous feriez, ils/elles feraient

## EXAM QUESTIONS

1. Quels sont tes rêves pour l'avenir?
2. Qu'est-ce que vous voudriez faire après les examens?
3. Décrivez votre ville idéale.
4. qu'est-ce que tu voudrais faire pendant les grandes vacances?
5. TRANSLATE: If I was rich, I would buy a big house with a swimming pool

## STRETCH

Although you can use je voudrais + infinitive, there is a more advanced way to form the conditional:

Take the future stem of the verb (usually the **infinitive**) + the correct ending : Je **mangerais** = I would eat

Common Irregulars do their own thing as usual:

Être = to be      Future stem = ser

Je serais                  nous serions  
Tu serais                vous seriez  
Il/elle/on serait      ils/elles seraient



# Opinions and Conjunctions

## INTRODUCTION

Always add opinions in your writing and speaking and give interesting reasons to justify them. Try to make your opinion relevant to the topic (e.g. you can't say that a town is "amusant" = funny). Give convincing justifications.

## KEY WORDS

#	very
<b>particulièrement</b>	particularly
<b>Totalement</b>	completely
<b>Assez</b>	quite
<b>Pas du tout</b>	absolutely not
<b>Par exemple</b>	for example
<b>Parce que / car</b>	because

## FURTHER LINKS

BBC Bitesize website – opinions and justifications  
Ask about the purple revision book.

## EXAM TIPS:

- Always make your opinions relevant and specific to the topic. When you are talking about people, it is best to use adjectives that describe character traits rather than general adjectives such as *bon, super, sensass*. Try to use a range of adjectives rather than repeating the same ones.
- In your answer to the 80-90-word writing task, make sure you give convincing reasons to justify your opinions. Do this by using conjunctions such as *parce que, alors, donc*. You can also use qualifiers such as *très* or *assez*.
- You can add details by:
  - Using conjunctions such as *et, ou, mais* to introduce more information;
  - Using a negative phrase with *ne...pas*;
  - Giving an example or an explanation- use phrases such as *par exemple (for example)*

## KEY FACTS TO MEMORISE

Use a different phrase every time you express an opinion:

**Je trouve que** = I find that

**Je crois que** = I believe that

**Je pense que** = I think that

**À mon avis** = in my opinion

**Selon moi** = according to me

**Selon ma mère** = according to my mum

**D'après moi** = in my opinion

**Personnellement** = personally

## EXAM QUESTIONS

1. Exprimez votre opinion sur ...(any topic)
2. Pourquoi recycler est important ou non
3. Ce que les jeunes aiment faire chez vous
4. Si les réseaux sociaux sont importants ou non
5. Si tu aimes ta ville, ou non
6. Les avantages et les inconvénients de l'uniforme scolaire

## STRETCH

If you are writing an article (Q3) or a formal letter (Q2)) use high level phrases such as:

**Je suis fermement opposé à** = I am strongly against...

**Je suis du même avis** = I am of the same opinion

Try to include other opinions:

**Par contre** = on the other hand

**En revanche** = on the other hand

**D'un autre côté** = on the other hand

**Au contraire** = on the contrary

**Pourtant** = however

**Cependant** = however

**Toutefois** = however

More interesting adjectives:

**Afreux** = awful

**désagréable** = unpleasant

**Barbant** = boring

**embêtant** = annoying

**Formidable** = terrific

**moche** = ugly (or bad)

Rigolo = funny

chouette = great



## FRENCH (Higher) SP - TOPIC 8

# Writing an 80-90 answer

### INTRODUCTION

For your Foundation Writing paper, you need to...

Be able to write an 80-90 word **informal** response. This is question 3 in the writing paper and is worth 20 marks.

You will need to respond to 4 bullet points  
You will have to write using the PRESENT, PAST and FUTURE tenses.

### KEY WORDS

Question words – they will be at the start of the bullet points:

**pourquoi** = why **comment** = how

**combien** = how many

**quoi** = what **quand** = when **avec qui** = with whom

**où** = where **quel genre** = what type

**quelle durée** = how long

**qui** = who

Other key words in the bullet points:

**L'année prochaine** = next year

**L'année dernière** = last year

**A l'avenir** = in the future

### FURTHER LINKS

Make sure you use the SP grammar pages to read up on how to form the past, present and future. If in doubt, stick to regular (easy!) verbs because you MUST show the examiner that you can use 3 tenses: Conjugemos and The Language Gym are excellent websites for practising verb conjugation. Ask your teacher for a revision book on Level 5 writing.

### EXAM TIPS:

1. Before you start – write down PA/PR/F code at the top of the page (j'ai mangé/ je mange/ je vais manger)
2. You will need to write in an informal style
3. Add in at least one of the key phrases below
4. You must learn the question words to understand the bullet points.
5. Remember you are using 3 tenses (present, past and future) Q3 = 3 tenses
6. Write 3-4 sentences per bullet point
7. Read the instructions to understand the context
8. Write the tense next to each bullet point – look for clues for the tense (past participles / 'vas' / time phrases – dernier/prochain)
9. If you don't understand the bullet points, highlight the key words and write around the topic in 3 tenses.
10. Incorporate any time frame given in the bullet points in your answer – eg: l'été prochain
11. REMEMBER to justify any opinions with a reason why

**NEVER LEAVE THIS QUESTION BLANK – IT IS WORTH THE MOST MARKS!!!!!!!**

### KEY FACTS TO MEMORISE

Key phrases:

**N'est pas?** = isn't that correct? / don't you agree?

**Quel dommage!** = what a pity!

**Beurk!!!!** = yuck!! - use after an opinion about food

**Ça va?** = how are you

**Je vais bien** = I'm well

**À bientôt** = see you soon

**Bisous à toute ta famille** = greetings to your family

**Réponds-moi vite** = write soon (informal)

**C'est vraiment le top** = it's really great!

**C'était** = it was

**Ce n'était pas** = it wasn't

**Ce n'est pas mon truc** = it's not my cup of tea

### EXAM QUESTIONS

#### Le collègue

Ton amie Angelique veut savoir ton opinion sur ton collègue.

Tu dois faire référence aux points suivants:

- Une description de ton collègue
- Ton opinion sur l'uniforme scolaire
- Une activité que tu as fait la semaine dernière au collège
- Tes projets pour après les examens

#### Ton Anniversaire

Ton ami Maxime t'a envoyé une carte pour ton anniversaire.

Écris une réponse à Maxime.

Tu dois faire référence aux points suivants:

- Comment tu as fêté ton anniversaire
- Ton opinion sur les fêtes
- Si fêter les anniversaires est important ou non
- Comment Maxime peut fêter son prochain anniversaire

#### Les vacances

Ton amie Angèle veut savoir comment tu as passé les dernières vacances.

Écris une réponse à Angèle.

Tu dois faire référence aux points suivants:

- Une activité que tu as fait
- Pourquoi les vacances sont importantes ou non
- Tes vacances idéales
- Ce que tu voudrais faire pendant les grandes vacances

### STRETCH

Ask for the Higher Level Phrases worksheet and learn a couple that can be used in any situation. Look up a few 'weird' words that you know other pupils won't use – it sounds much more impressive if you write about eating seafood (j'adore manger les fruits de mer) rather than chocolate (j'adore le chocolat).

# Writing a 150 word answer

## INTRODUCTION

This is question 2 on the writing paper and is worth the most marks (28) You should therefore spend the most time on this question. You will have to write 130-150 words.

You will have to understand and write about 4 bullet points using a variety of grammar, tense and vocabulary.

You may have to write a report, article or blog.

## KEY WORDS

Here are some of the key grammar points you need to think about including:

- All tenses – present / imperfect / perfect / future / conditional / subjunctive
- Après avoir + past participle, e.g. après avoir mangé = after having eaten...
- Opinion phrases, especially those which argue both positive and negative points
- Use of comparatives and superlatives
- Use of pour + infinitive (in order to...)
- Use of prepositions and cases
- Modal verbs
- Separable verbs
- Conditional tenses and the subjunctive (hypothetical sentences) – si j'étais riche, j'achèterais un château

## FURTHER LINKS

Look back at the tense and grammar pages – Topics 1-7

## EXAM TIPS:

- You will get marked for covering the 4 bullet points and for your creative use of grammar and vocabulary – make a list before you start of all the
- Opinions are really important, so make sure you use a variety and justify **them with reasons why**.
- The examiners are looking for accuracy and originality.
- If you are writing a narrative, article or report, you should include the imperfect tense.
- Concentrate on learning at least one key piece of vocabulary from each list below.

## KEY FACTS TO MEMORISE

### Begin with an introduction

Chères lectrices, chers lecteurs = dear readers

À mes chères lectrices et lecteurs = my dear readers

À tous mes chers followers = my dear followers

### Begin with a rhetorical question – remember to use Vous (you)

Qu'est-ce que vous en pensez... = How do you find....?

Que pensez-vous de.....? = What do you think about....?

Vous êtes pour ou contre ..... = Are you for or against....?

### Give your point of view in a more varied way

À mon avis = In my opinion

D'après moi = In my opinion

Selon moi.. = according to me..

C'est vrai que ... = It is true that...

Je suis convaincu que.. = I am convinced that...

J'ai l'impression que... = I have the impression that..

Il faut que je dise que... = I must admit, that...

Je le trouve incroyable que = I find it astonishing that...

La chose la plus important, c'est.. = The most important thing is...

### State other points of view and give both sides of the argument

Il y a du pour et du contre = there are advantages and disadvantages

En revanche = on the other hand

D'un côté...mais d'un autre côté.. = On the one hand... on the other

Certains pensent que.. = some people think that...

On entend souvent que = You often hear that..

### Use linking words to increase the interest

Cependant/ toutefois = however

malgré= in spite of

heureusement = luckily

malheureusement = unfortunately

en général = in general

globalement/ dans l'ensemble = on the whole

c'est un cercle vicieux = it's a vicious circle

### Sum up at the end

Pour conclure = in conclusion

La meilleure solution... = the best solution is...

C'est dommage que = it is a pity that....

## EXAM QUESTIONS

1. Un site Web français cherche les articles sur la vie d'adolescente.

Écrivez un article pour le site Web, qui s'intéresse aux lecteurs.

Vous devez faire référence aux points suivants:

- Ce que vous faites normalement le weekend.
- Si les réseaux sociaux sont importants ou non
- Vos passe-temps préférés
- Ce que vous allez faire quand vous quittez le collège

2. Vous êtes allé à un festival de musique

Écrivez une revue de cet événement, qui s'intéresse aux lecteurs.

Vous devez faire référence aux points suivants:

- Votre opinion et la raison
- Pourquoi les festivals de musique sont importants pour les jeunes
- Les avantages et les inconvénients des événements musicaux
- Comment on peut améliorer ces événements

## STRETCH

Learn some unusual verbs in the major tenses – think about the ones you have written out in verb tests.

Refer back to the higher writing sheet for more examples of higher phrases.

**Translating into FRENCH****INTRODUCTION**

Be able to translate a short paragraph from English into French.

This is question 3 in the higher writing paper and is worth the least number of marks (12)  
You will have to use all the tenses.

**KEY WORDS**

pour + infinitive = in order to do something

Je voudrais = I would like

Je veux = I want

Je voulais = I wanted to

**FURTHER LINKS**

Look at topics 1-7 to help with sentence and tense formation.

**EXAM TIPS:**

1. Before you start – write down tense tips at the top of the page
2. Always translate up to a full stop, comma or connective
3. Identify the tense
4. You can always work out the sentences in rough first – think about the position of past participles
5. The examiner will be testing a certain tense or grammar point – can you identify it?
6. pour + infinitive = in order to do something. This is a common grammar point which is tested but not always apparent.
7. Don't panic if you don't know a word. Try to think of an alternative and try NOT to leave a blank.
8. You are marked on the paragraph as a whole so try to get the message across.
9. Imagine you have been given the job of marking the translation. Does it make sense when you translate it back into English?
10. Each translation is linked to one of the five themes

**KEY FACTS TO MEMORISE**

Key phrases to use:

Conjunctions:

quand = when

parce que/car = because

après = before

bien que = although \*use subjunctive

**EXAM QUESTIONS**

Translate the following into FRENCH:

The new hotel is situated in the Alps not far from Winterthur. Visitors like to relax in the comfortable rooms. It has not only a large swimming pool but also an excellent restaurant where you can try local specialities. Last year many foreign tourists came to enjoy the fresh mountain air.

Translate the following into FRENCH:

I think French people are pretty environmentally friendly. When I travel into town at the weekend, I usually go by public transport. At home I always switch off the lights in order to save electricity. Last month our school won a prize because we had the most environmentally friendly school in the area.

Translate the following into FRENCH:

Social media are becoming extremely important in everyday life. More than eight million Austrians use social networks every day. It is surprising that over fifty percent are between thirty and sixty years old. When I was in Québec in the autumn, I noticed that many people own mobile phones and iPads.

**STRETCH**

Work through the translations in the purple revision workbook – the answers are in the back. Ask your teacher if you need a grammar point explaining.



**Translating into ENGLISH****INTRODUCTION**

This is the last question on the reading paper and is worth 7 marks. It is a key opportunity to gain marks on what is a difficult paper.

**KEY WORDS**

Key words need to be accumulated through good vocabulary study.

Maximise your use of Duolingo / memrise and Quizlet

By using these apps at least 10 minutes every day, you will increase your vocabulary range

**FURTHER LINKS**

Duolingo / memrise and Quizlet

Lemonde.fr = French news

Figaro.fr = French news

1jour1actu = News for French children.

**EXAM TIPS:**

- Look at any title – does this put the text in context?
- Read the text through at least once to get an overall meaning or gist
- Any translation needs to sound “English”. What sounds right? Do NOT translate word for word
- Work at sentence or clause level – translate up to a punctuation mark or a connective
- You may need to paraphrase – find a phrase that has the same meaning but has different words
- Try to work out the meaning of any unfamiliar words in the sentence. Think which words would fit and use common sense. DO NOT LEAVE A BLANK
- Play with the word order – what sounds natural in English – read aloud in your head what you have written and see if it makes sense. If it sounds wrong, it probably is
- Firstly identify the tense and person in the sentence or clause
- Remember that you may have to look to the end of the sentences for the key infinitive, past participle or verb

**KEY FACTS TO MEMORISE**

The following connectives send the verb to the end of the sentence – look there for meaning

Car/parce que = because

Bien que = although \*use subjunctive tense

avant = before

quand = when

jusqu'à = until

ça = that

pour que = so that \*use subjunctive tense

soit...soit = either...or

depuis = since

bientôt = soon

pendant = whilst / during

où = where

Attention! **Il y a** = there is, but if you use it with a time phrase, it means 'ago': **il y a un an** = one year ago

**EXAM QUESTIONS**

**Local area, holidays and travel:**

**Translate this passage into English.**

Moi, en vacances, je me repose, c'est le plus important. Je me lève tard, je me prépare, je vais à la plage, je me bronze et je me baigne dans la mer. Je loge dans un gîte dans un petit village. C'est extra!

**International and global dimension: good causes:**

**Translate this passage into English.**

Maintenant, tous les jours, on trie, on recycle et on réutilise. On éteint les ordinateurs quand n'en a pas besoin et on ferme les robinets le plus vite possible. De plus en plus d'élèves viennent au collège à pied.

**Future aspirations, study and work:**

**Translate this passage into English.**

Il y a six mois, j'ai commencé à travailler dans un office de tourisme en Bretagne, tout en continuant mes études. Si je réussis à avoir mon diplôme, je voudrais travailler à plein temps dans le tourisme. Lorsque j'étais plus jeune, je rêvais d'être infirmière mais j'ai décidé de changer d'orientation à cause de ma passion pour la Bretagne.

**STRETCH**

Use the purple workbook. There are extra translation exercises with answers in the back.

Visit the French version of websites by adding .fr instead of .com and try to translate the main titles or pages.

## FRENCH (Higher) SP - TOPIC 12

# Role Plays

### INTRODUCTION

The first part of the speaking exam will be a role play  
You will have part of the 12 minutes preparation time on the day to prepare this.  
There are 5 bullet points each worth 2 marks  
The third bullet point is an unprepared question (!) and should be answered in the PAST tense  
The last 2 bullet points are always a question to ask

### KEY WORDS

Here are some VITAL role play phrases to memorise:

Je voudrais = I would like

Avez-vous/ as-tu? = do you have

Le/la... ça coûte combien? = how much does .... Cost?

Es-ce que je peux/ je peux? = can I / may I?

Je cherche .... = I'm looking for ...

J'ai besoin de... = I need

Il y a....? = is there / are there?

### FURTHER LINKS

Look at topic 13 – Asking questions – the exam questions give you an opportunity to understand role play prompts

Go to the Edexcel website for more examples to practice

### EXAM TIPS:

- You will need to exchange information
- Read the instructions carefully. The context will be in English and repeated in the French instructions
- What role are you playing and which role is your teacher playing?
- Are you going to use Vous or tu to address your teacher?
- Use the preparation time to understand what you have to say and make notes
- Try and answer in a sentence but above all GET THE MESSAGE ACROSS
- The first 3 prompts will be statements
- The 3<sup>rd</sup> bullet point is a ! – you will have to answer an unprepared question – listen for the question word and REMEMBER YOU NEED TO USE THE PAST TENSE TO ANSWER
- The 4<sup>th</sup> and 5<sup>th</sup> prompts mean you have to ask a question
- DO NOT just repeat the words in the task

### KEY FACTS TO MEMORISE

Each prompt has a key word to give you a clue as to what to say. Learn the meanings of these key prompts

raison = reason

trajet = journey

excursion/visite = visit

opinion/ avis = opinion

une chambre = room

heure = time

genre/type/sorte = type

Durée = length / how long

Prix = price

Description = description

Trajet = journey

Lequel/laquelle/lesquels/lesquelles – which

Quel/quelle = which

recommandation – recommendation

quartier = area

**IF YOU DON'T UNDERSTAND SAY**  
– **désolé/ pardon?**  
- **(pardon!)**

### EXAM QUESTIONS

Topic – Ambitions

You are looking for a job as a volunteer in France. The teacher will play the part of the manager at the charity and will speak first.

**Vous êtes dans le bureau d'une organisation charitable en France et vous parlez avec le patron.**

1. **Travail désiré**
2. **Qualités personnelles**
3. **!**
4. **? commencement - date**
5. **? uniforme**

Topic – Travel and Tourist transactions

You are at an airport in Paris. You have missed your flight and talk to an employee. The teacher will play the part of the employee.

**Vous êtes à l'aéroport à Paris. Vous parlez à l'employé(e):**

1. **En retard - raison**
2. **Détails personnels**
3. **!**
4. **? prochain vol - heure**
5. **? faire à l'aéroport**

### STRETCH

Try to form a question for each of these prompt words

- ? **nourriture végétarienne**
- ? **soirée - duration**
- ? **entraîneur - prénom**
- ? **transport**
- ? **trajet – durée**
- ? **Film – Prix**
- ? **Hôtels – Information**
- ? **salaires**

## FRENCH (Higher) SP - TOPIC 13

# Answering Questions

### INTRODUCTION

Asking Questions is a key part of the speaking exam

You need to keep the conversation going by asking your teacher some questions

You will have to ask a question in the role play. This will be the last bullet point

### KEY WORDS

Question words – they will be at the start of the bullet points:

**pourquoi** = why    **Comment** = how    **combien** = how many

**quoi** = what    **quand** = when    **avec qui** = with whom

**où** = where    **quel genre** = what type

**quelle durée** = how long

**qui** = who

Some common question starters:

Est-ce qu'il y a.....? = is there / are there?

Avez-vous....? = Do you have (formal)

As-tu....? = Do you have (informal)

Que pensez-vous de.....? = what do you think of... (formal)

Que penses-tu de.....? = what do you think of... (informal)

Il coûte combien? = how much does it cost?

### FURTHER LINKS

Look at topic 12 – role plays

### EXAM TIPS:

You never translate questions word for word from English to French – DO NOT translate **Do you** using the verb 'faire'!

In the conversation, you can ask a question by just saying:

Et toi? = and you?

N'est pas? = isn't that correct! / don't you agree?

Remember to address someone older than you or you don't know as **Vous** and a friend as **tu**

### KEY FACTS TO MEMORISE

There are 3 ways to ask a question in French:

1. Use a **question word** – put the **verb** next

**Où vas-tu?** = where are you going? (informal)

**Vous allez où?** = where are you going? (formal)

**Que fais tu** aujourd'hui? (present)

**Qu'est-ce que tu as fait** pendant les vacances? (past)

**Tu voudrais** aller avec qui? (future)

2. Swap the **verb** and the **subject pronoun** in a statement:

**Tu vas** en France = you are going to France

**Allez-vous** en France? = Are you going to France?

**Vous allez** en France = you are going to France

**Allez-vous** en France? = Are you going to France?

3. Make a statement, but raise your voice at the end:

**Tu vas** en France?

### EXAM QUESTIONS

The following are similar to the prompts you will find on the role play – can you form a question in both the **tu** and **vous** form?

? **nourriture végétarienne**

? **fête - durée**

? **prof de sport - prénom**

? **transport**

? **trajet - durée**

? **Film – Prix**

? **Hôtels – Information**

? **salaires**

? **sortie - quand**

### STRETCH

Translate the following questions using both **Vous** and **tu**:

1. When are you going to France?
2. How are you going to France?
3. What will you do in France?
4. Are you coming on Tuesday?
5. When are you arriving?



## FRENCH (Higher) SP - TOPIC 14

# Speaking about and discussing a photo

### INTRODUCTION

This is the second part of the speaking exam. You will need to describe a photo on one of the 5 themes and then discuss the photo by answering a further 4 questions. You will be able to make notes and prepare the photo in the 12 minutes preparation time just before the oral exam. You will not be allowed to use a dictionary. You may take the notes into the exam.

### KEY WORDS

**Location** – say how many people and where  
**Action** – what is happening  
**Weather** – what is it like  
**Negative** – what isn't there  
**Mood** – what is their mood  
**Opinion** – express a simple opinion about the topic  
**Physical Description** – describe their appearance

You could start a sentence off with  
Je pense que / je crois que..... = I think,.....

You could say where in the photo things are:

À l'arrière plan, on peut voir..... = in the background we can see....

Il y a.... au premier plan de l'image = there is... in the foreground of the image

On voit ... au centre de la photo = we see... in the middle of the photo

À droite il y a .. = on the right there is...

À gauche il y a ... = on the left there is...

### FURTHER LINKS

Look at topics 1-5 to practise your formation of the different tense and topic 7 for giving opinions and using connectives. Topic 11 gives you some other ideas about describing a photo but won't help you with the other 4 bullet points.

### EXAM TIPS:

You may take your preparation notes into the exam. Try not to just read them out. It is supposed to sound like a conversation. Write tense prompts on your preparation sheet rather than trying to answer each point in turn – YOU WILL RUN OUT OR PREPARATION TIME.

There are 5 bullet points. You should fully describe the photo but don't neglect the other questions. Aim to say at least 3-4 sentences for each one and use the correct tense. You must justify any opinions

Bullet point 1 – description of the photo  
Bullet point 2 – give an opinion (present tense)  
Bullet point 3 – past tense answer  
Bullet point 4 – future tense answer  
Bullet point 5 – ! – respond to an unprepared question -

If you don't understand the bullet points, say something about the topic in general in the correct tense

### KEY FACTS TO MEMORISE

**Always start off with –**

**Dans l'image il y a... = in the photo there is**

**Say how many people there are**

.... Six gens/personnes = 6 people /

Il n'y a personne = there are no people

.... Trois enfants = 3 children / beaucoup d'ados = lots of teenagers

.... Un homme / une femme = a man / a woman

**There may be no people**

Voici une image de... = here is an image of...

Les montagnes = mountains      les maisons = houses

Les bâtiments = buildings      une ville = a town

**Location** – ils/elles sont au parc / en vacances / à la maison / au collège / dehors / au bureau / en ville

**Action** – ils/elles jouent au golf / ils/elles mangent / ils/elles font du vélo / ils/elles bavardent / ils/elles regardent la télé / ils/elles portent

**Weather** – il fait chaud / il fait froid / il fait beau / il pleut / il neige

**Negative** – ce n'est pas... / il n'y a pas....

**Mood** – je pense qu'ils sont: contents, tristes, nerveux, fatigué

**Opinion** – à mon avis, la photo est... / je la trouve...

**Physical description** – ils/elles portent, ils/elles sont, ils/elles portent

### EXAM QUESTIONS

STIMULUS HP10

Topic: Daily life



(Source: © Syda Productions / Shutterstock)

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

- la description de la photo
- ton opinion sur les portables
- une occasion où la technologie a été très utile pour toi
- ce qu'on pourra faire avec l'aide de la technologie dans l'avenir

### STRETCH

Print off a series of photos. Describe each one and then say an opinion about the general theme and 3-4 sentences in the past and 3-4 sentences in the future.

Topics to consider: Lessons in School / school dinners / working in an office / family celebrations / a town / shopping / holiday scene / seaside scene / countryside / social media

Work on contrasting opinion phrases, particularly for the last question which is normally an opinion

D'un côté, je pense que..... mais d'un autre côté ... = on the one hand I think ..... but on the other hand I think .....

D'une part, il semble que..... mais d'autre part j'imagine que... = on the one hand it seems that.....but in contrast to that, I imagine that....

## Y11 GCSE Exam Dates

Y11 Mock(s):

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Y11 PPE(s):

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Final GCSE(s):

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Success Programme Sessions:

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Revision Guide (if applicable):

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Notes

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