



Transition Tasks

A Level French

Year 11 → Year 12



Compulsory Tasks <i>These must be completed before you start your course in September</i>	Minimum Time	Date
1. Grammar - Answer all the questions	10 Hours	
2. Culture - Work through the tasks	10 Hours	
3. Reading - Complete tasks without a dictionary	10 Hours	
4. Listening - Write down the key vocabulary in French and English - Audio Files can be found on Student Shared Area	10 hours	

Optional Challenge Tasks <i>These will look impressive on your UCAS Personal Statements</i>	Date
Use the resources below to watch French films, take vocabulary courses and listen to podcasts	

On s'amuse en Français ! Find below a list of website/apps you might find useful ; I have highlighted the ones I find really good

- 1. Netflix (dubbed or subtitled films)**
- 2. Duolingo**
- 3. BBC/languages/french** with free online lessons, games, vocabulary, grammar explanations and exercises as well as French news, TV and radio
- 4. apprendre.tv5monde.com** : a free and interactive website with videos, quizzes... to test your level of French.
- 5. 1 Jour 1 Actu.com** : News website with colourful short videos about many different current affairs topics (the transcript is always provided underneath the video. <https://www.1jour1actu.com/infos-animees/>)
- 6. ilini** : Short News clips and songs “ beginner, intermediate and advanced options <https://fr.ilini.com/>
- 7. Coffee Break French** “ short podcasts on many topics related to holidays, fruit, veg, food etc with French and English to set the scene. <https://radiolingua.com/category/podcast/coffee-break-french/>
- 8. Audio Lingua** “ topic and level related clips, A1 = beginner / B1 = intermediate- no transcripts I'm afraid .

<https://www.audio-lingua.eu/spip.php?rubrique1&lang=fr>

- 9. Easy French** “ short videos on many topics such as talking about the

past, breakfast etc “ lots of videos down the right hand side and transcripts

<https://www.youtube.com/watch?v=5F8J3luOrrk>

10. Lyrics Training “ French songs with interactive gap filling activities with different levels of difficulty : **I highly recommend the beginner level**

<https://lyricstraining.com/fr/>

11. Here are some links to **quizlet** sets with all the vocab for all 8 modules to revise at home. You can sign up for free and can then test your knowledge, navigating the tabs on the left-hand side.

Module 1: <https://quizlet.com/gb/412424631/gcse-french-module-1-flash-cards/>

Module 2: <https://quizlet.com/gb/412424767/studio-gcse-french-module-2-flash-cards/>

Module 3: <https://quizlet.com/gb/412424852/gcse-french-module-3-flash-cards/>

Module 4: <https://quizlet.com/gb/412424962/gcse-french-module-4-flash-cards/>

Module 5: <https://quizlet.com/gb/412425069/gcse-french-module-5-flash-cards/>

Module 6: <https://quizlet.com/gb/406810066/gcse-french-module-6-flash-cards/>

Module 7: <https://quizlet.com/gb/412436299/gcse-french-module-7-flash-cards/>

Module 8: <https://quizlet.com/gb/412436425/gcse-french-module-8-flash-cards/>

La Grammaire

A) Regular verbs in the present tense

Regular verbs in the present tense



L'indispensable!

What are these?

Regular verbs are verbs that follow the same pattern. In French, there are three types of regular verb: *-er* verbs (the biggest group), *-ir* verbs and *-re* verbs.

When do I use them?

You use the present tense of regular verbs to talk about what usually happens or what is happening now.

Why are they important?

Verbs are crucial: every sentence contains a verb! The *-er* verbs are the most common kind. When new verbs are invented, they are usually regular *-er* verbs, e.g. *googler* (to google), *youtuber* (to watch videos on YouTube).

Things to look out for

In French, there is only one present tense. So a verb like *je joue* can mean 'I play' or 'I am playing'. If you make this present tense verb negative – i.e. *je ne joue pas* – it can mean 'I don't play' or 'I am not playing'.

How do they work?

- When you look up a verb, you find the original, unchanged form which is called the **infinitive**. Regular verbs have infinitives that end in **-er**, **-ir** or **-re**. To use the verb in the present tense:
 - Remove the *-er*, *-ir* or *-re* from the end of the infinitive.
 - Add the correct ending. The ending agrees with the subject of the verb.

- Here are the subject pronouns:

je	I	shortens to <i>j'</i> before a vowel or <i>h</i>
tu	you	used for a young person, friend or family member
il	he/it	
elle	she/it	
on	one/you/we	often used in French instead of <i>nous</i>
nous	we	
vous	you	used for more than one person or someone you don't know very well
ils	they	used for masculine nouns or a mixed group
elles	they	used for feminine nouns

- Here are the verb endings. The verb ending for *il*, *elle* and *on* is always the same. The ending for *ils* and *elles* is always the same, too.

-er verbs e.g. <i>parler</i> (to speak)	-ir verbs e.g. <i>finir</i> (to finish)	-re verbs e.g. <i>attendre</i> (to wait for)
<i>je parle</i>	<i>je finis</i>	<i>j'attends</i>
<i>tu parles</i>	<i>tu finis</i>	<i>tu attends</i>
<i>il/elle/on parle</i>	<i>il/elle/on finit</i>	<i>il/elle/on attend</i> (no ending)
<i>nous parlons</i>	<i>nous finissons</i>	<i>nous attendons</i>
<i>vous parlez</i>	<i>vous finissez</i>	<i>vous attendez</i>
<i>ils/elles parlent</i>	<i>ils/elles finissent</i>	<i>ils/elles attendent</i>

- **Reflexive verbs** are verbs that have an extra reflexive pronoun in front of the verb. The verb itself might be regular or irregular, and is conjugated as usual. The reflexive pronoun agrees with the subject of the verb, e.g. **se disputer** (to argue):

je **me** dispute nous **nous** disputons
 tu **te** disputes vous **vous** disputez
 il/elle/on **se** dispute ils/elles **se** disputent

NB me/te/se shorten to m'/t'/s' before a vowel or h: Je **m'**appelle Yannick.

À vos marques ...

1 Complete each sentence with the correct form of the verb.

- 1 Elle avec son papa. (*parler*)
- 2 Je mes devoirs. (*finir*)
- 3 Nous notre amie. (*attendre*)
- 4 Nous au foot ce soir. (*jouer*)
- 5 Ils en France. (*habiter*)
- 6 -tu le golf? (*aimer*)
- 7 Elle très vite. (*grandir*)
- 8 Il son professeur. (*entendre*)
- 9 Est-ce que vous le président? (*admirer*)
- 10 Elles la musique pop. (*adorer*)

Prêts?

2 Choose the correct reflexive pronoun and add the verb ending in each sentence. Then translate the sentence into English.

- 1 Je me / te / se disput avec mes parents.
- 2 Elle me / te / se repos.
- 3 On me / te / se fâch souvent contre lui.
- 4 Nous nous / vous / s' entend bien.
- 5 Elles s' / nous / vous amus.
- 6 Tu te / se / vous châtiaill avec ta mère.
- 7 Alex me / te / se couch à 21h.
- 8 Mes sœurs me / te / se réveill à 6h30.
- 9 Vous se / nous / vous lev à quelle heure?
- 10 Ma famille me / se / vous moqu de moi!

Partez!

3 Copy and complete the text with the correct form of the verbs in brackets.

En France, le collègue (*finir*) tard. Quand Annie et ses amies (*quitter*) l'école, elles (*attendre*) le bus pendant un quart d'heure. Quand le bus (*arriver*), le trajet vers la maison (*durer*) 50 minutes. Annie (*se doucher*) et puis elle (*manger*) avec sa famille. Ils (*dîner*) à 20h parce que ses parents (*rentrer*) à 19h. Après, la famille (*regarder*) la télé mais Annie (*monter*) dans sa chambre où elle (*travailler*): elle a toujours beaucoup de devoirs! Ses parents (*se coucher*) vers minuit. «Je (*se coucher*) tôt» (*expliquer*) Annie, «parce que je (*se lever*) à 6h du matin. Mes copains et moi, nous (*se coucher*) tous de bonne heure car nous (*commencer*) les cours à 8h.»

Irregular verbs in the present tense



L'indispensable!

What are these and when do I use them?

Lots of verbs don't follow the rules that apply to regular verbs: they are therefore called irregular verbs. You use the present tense of these verbs to talk about what is happening now, or to talk about what usually happens.

Why are they important?

The two most frequently used verbs in French – *être* (to be) and *avoir* (to have) – are both irregular. Many irregular verbs are ones you need to use all the time when you are talking or writing, like *aller* (to go) and *faire* (to do/make).

Things to look out for

Even though these verbs are irregular, there are patterns to look out for, e.g. the *nous* form almost always end in *-ons*, the *vous* form in *-ez*. You need to know the key irregular verbs by heart. You can find other irregular verbs in the verb tables on pages 223–224.

How do they work?

- To form irregular verbs in the present tense, you use the part of the verb that agrees with the subject or subject pronoun. The most common irregular verbs are:

être (to be)	avoir (to have)	aller (to go)	faire (to do/make)
<i>je suis</i> (I am)	<i>j'ai</i> (I have)	<i>je vais</i> (I go)	<i>je fais</i> (I do/make)
<i>tu es</i>	<i>tu as</i>	<i>tu vas</i>	<i>tu fais</i>
<i>il/elle/on est</i>	<i>il/elle/on a</i>	<i>il/elle/on va</i>	<i>il/elle/on fait</i>
<i>nous sommes</i>	<i>nous avons</i>	<i>nous allons</i>	<i>nous faisons</i>
<i>vous êtes</i>	<i>vous avez</i>	<i>vous allez</i>	<i>vous faites</i>
<i>ils/elles sont</i>	<i>ils/elles ont</i>	<i>ils/elles vont</i>	<i>ils/elles font</i>

- Examples of other common irregular verbs are:

boire (to drink)	<i>je bois</i>	<i>tu bois</i>	<i>il boit</i>	<i>nous buvons</i>	<i>vous buvez</i>	<i>ils boivent</i>
savoir (to know)	<i>je sais</i>	<i>tu sais</i>	<i>il sait</i>	<i>nous savons</i>	<i>vous savez</i>	<i>ils savent</i>
voir (to see)	<i>je vois</i>	<i>tu vois</i>	<i>il voit</i>	<i>nous voyons</i>	<i>vous voyez</i>	<i>ils voient</i>
lire (to read)	<i>je lis</i>	<i>tu lis</i>	<i>il lit</i>	<i>nous lisons</i>	<i>vous lisez</i>	<i>ils lisent</i>
prendre (to take)	<i>je prends</i>	<i>tu prends</i>	<i>il prend</i>	<i>nous prenons</i>	<i>vous prenez</i>	<i>ils prennent</i>

Depuis

You use *depuis* to say for how long you have been doing something. It is used with the present tense of regular or irregular verbs in French.

Je vais aux scouts depuis six mois. I have been going to Scouts for six months.

B) Irregular verbs in the present tense (Foundation)

À vos marques ...

1 Choose the suitable ending for each sentence, then translate the sentences into English.

- 1 J'ai un frère / intelligent.
- 2 Je suis certain / une voiture.
- 3 Je fais un gâteau / à Paris.
- 4 Je vais stupide / à Londres.
- 5 Tu es les yeux bleus / cool.
- 6 On va au parc / mes parents.
- 7 Êtes-vous les maths / américain?
- 8 Elle a les yeux verts / petite.
- 9 Nous sommes surpris / du karaté.
- 10 Il font au parc / leurs devoirs.

Prêts?

2 Translate each set of verbs into French.

avoir

- 1 we have
- 2 they have
- 3 I have
- 4 my family has
- 5 you have (*friend*)

être

- 1 he is
- 2 you are (*formal*)
- 3 my brothers are
- 4 we are
- 5 I am

aller

- 1 she goes
- 2 they are going
- 3 I am going
- 4 you go (*formal*)
- 5 we are going

faire

- 1 she makes
- 2 he does
- 3 we do
- 4 you are making (*friend*)
- 5 I am making

Partez!

3 Choose the correct form of the verb to complete each sentence. Then translate the sentences into English.

- 1 Vous avez / a / ont une nouvelle voiture.
- 2 Nous sait / savont / savons pourquoi!
- 3 Maman lire / lis / lit le journal.
- 4 Les garçons prend / prenons / prennent le bus.
- 5 Vous boire / boit / buvez de l'alcool?
- 6 On voit / voie / vois la différence entre les deux équipes.
- 7 Tu savoir / sait / sais comment faire un gâteau.
- 8 Elles voit / voient / voyez le problème.
- 9 Le bus est / es / être à 16h.
- 10 Mes parents lire / lisent / lisez mes e-mails.

4 Translate these sentences into English.

- 1 Je vais au club de danse depuis huit mois.
- 2 Je fais du karaté depuis trois ans.
- 3 Je suis divorcé depuis six semaines.
- 4 J'ai un chien depuis deux mois.
- 5 Je lis *Le Monde* depuis cinq ans.
- 6 Je bois du vin depuis l'âge de 18 ans.



Remember that although these sentences use the present tense in French, you will have to translate them with 'have been', 'have been doing', etc.

C) The near future tense / le futur proche (Higher)

The near future tense



L'indispensable!

Gram

What is this and when do I use it?

You use the near future tense (*le futur proche* in French) to talk about what is going to happen in the future.

Why is it important?

You need to be able to understand when people talk about their future plans. You also need to be able to say what you are going to do in the future.

Things to look out for

There are two French future tenses: the near future and the simple future. The near future is the easier of the two. It uses the verb *aller*, which makes it easy to translate because we use the verb 'to go' in the same way in English.

Je vais faire un gâteau. I am going to make a cake.

How does it work?

You use the correct part of *aller* (in the present tense) + an infinitive.

Nous allons sortir ce soir. We are going to go out this evening.

À vos marques ...

1 Rearrange the words to make correct sentences. Then translate each one into English.

- 1 je faire vais shopping du
- 2 ma va Paris visiter famille
- 3 va un Maxime lire livre
- 4 allons nous vélo du faire
- 5 tu écrire vas e-mail un
- 6 finir ils leurs vont devoirs
- 7 les parler vont au professeur filles
- 8 on maison une va acheter



Prêts?

2 Copy and complete each sentence with the correct part of *aller* and the French infinitive.

Example: Aurélie et Matthieu au restaurant. (to eat)

Aurélie et Matthieu vont manger au restaurant.

- 1 Elle la télé. (to watch)
- 2 Mes copains une pizza. (to make)
- 3 Ma famille un film. (to see)
- 4 Nous nos devoirs. (to finish)
- 5 Je à la piscine. (to go)
- 6 Vous une minute! (to wait)
- 7 On une belle surprise! (to have)
- 8 Tu déçu! (to be)

Partez!

3 Write eight resolutions for the new year/the new school year using the near future tense. Use eight different infinitives.

Example: Je vais arriver au collège avant 8h30.



D) The perfect tense using « avoir »/ le passé composé avec « avoir » (Foundation)

The perfect tense with *avoir*

L'indispensable!

What is this and when do I use it?

The perfect tense is used to talk about an event or action that happened in the past. 'In the past' doesn't just mean in the 19th century or 30 years ago: it means yesterday, earlier on today or a minute ago!

Why is it important?

Talking about what has already happened is something we do all the time in everyday speech. Being able to use different tenses is vital, and the perfect tense is the key past tense you need to know.

Things to look out for

- The perfect tense of French verbs has two parts: the auxiliary verb + the past participle. What is one verb in English (e.g. 'we walked') has two parts in French (*nous **avons** marché*). Make sure you never miss out the auxiliary verb!
- The perfect tense has two meanings in English: *il **a** joué pour Arsenal* can mean 'he played for Arsenal' or 'he has played for Arsenal'.

How does it work?

- To form the perfect tense of most verbs, you need to take two steps.

Step 1: Use the correct **part of avoir** (the auxiliary verb). Here is a reminder of the verb *avoir*:

j'ai *nous avons*
tu as *vous avez*
il/elle/on a *ils/elles ont*

Step 2: Add the **past participle**.

To form the past participle of a regular verb:

-er verbs e.g. <i>changer</i> (to change)	remove -er and add é	<i>changé</i>
-ir verbs e.g. <i>finir</i> (to finish)	remove -ir and add i	<i>fini</i>
-re verbs e.g. <i>entendre</i> (to hear)	remove -re and add u	<i>entendu</i>

- Irregular verbs have irregular past participles. Here are some common examples:

infinitive	past participle	infinitive	past participle
<i>boire</i> (to drink)	bu	<i>dire</i> (to say)	dit
<i>voir</i> (to see)	vu	<i>mettre</i> (to put)	mis
<i>lire</i> (to read)	lu	<i>prendre</i> (to take)	pris
<i>croire</i> (to believe)	cru	<i>être</i> (to be)	été
<i>avoir</i> (to have)	eu	<i>faire</i> (to do)	fait

Examples

- To translate 'she visited' ...
 Step 1: use the correct part of *avoir* → *elle **a***
 Step 2: add the past participle of *visiter* → *visité* } So 'she visited' is *elle **a** visité*.
- To translate 'we saw' ...
 Step 1: use the correct part of *avoir* → *nous **avons***
 Step 2: add the past participle of *voir* → *vu* } So 'we saw' is *nous **avons** vu*.
- To translate 'I took' ...
 Step 1: use the correct part of *avoir* → *j'**ai***
 Step 2: add the past participle of *prendre* → *pris* } So 'I took' is *j'**ai** pris*.

À vos marques ...

1 Pick out the **eight** perfect tense verbs from the verbs below. Then translate them into English.

elle a mangé	j'aime	ils ont répondu	nous avons détesté
je préfère	j'ai aimé	il va travailler	on finit
ils répondent	tu vas admirer	tu as admiré	il a travaillé
on a fini	elle mange	j'ai préféré	nous détestons

2 Translate these irregular perfect tense verbs into English.

- | | |
|-----------------|-----------------------|
| 1 j'ai fait | 6 tu as mis |
| 2 on a vu | 7 mes parents ont dit |
| 3 vous avez bu | 8 Pippa a pris |
| 4 elles ont eu | 9 Bill et Ben ont été |
| 5 nous avons lu | 10 j'ai cru |

Prêts?

3 Use two steps to put the infinitives of these regular verbs into the perfect tense, using the pronoun given.

Example: je (*manger*) → j'ai mangé

- | | |
|---------------------------|------------------------------------|
| 1 je (<i>parler</i>) | 6 nous (<i>oublier</i>) |
| 2 vous (<i>grandir</i>) | 7 mes parents (<i>apprécier</i>) |
| 3 ils (<i>googler</i>) | 8 on (<i>écouter</i>) |
| 4 il (<i>entendre</i>) | 9 je (<i>saisir</i>) |
| 5 tu (<i>attendre</i>) | 10 ma copine (<i>copier</i>) |

Partez!

4 Maria has translated some sentences into French but has made a verb error in each one. Rewrite each sentence, correcting the verb error. Explain in English what her mistake is.

Example: I saw the programme. *Je vu l'émission.*

J'ai vu l'émission. – She missed out the part of *avoir*.

- 1 I watched TV. *Je regardé la télé.*
- 2 She visited Paris. *Elle a visite Paris.*
- 3 We played football. *Nous avons jouer au foot.*
- 4 I finished my work. *Je finis mon travail.*
- 5 We liked the show. *Nous avons aime le spectacle.*
- 6 I drank a cola. *J'ai boire un coca.*
- 7 We saw a film. *Nous vu un film.*
- 8 They believed the story. *Ils avons cru l'histoire.*
- 9 You made a cake. *Tu fais un gâteau.*
- 10 She read a book. *Elle a lit un livre.*

5 Translate these sentences into French.

- | | |
|-----------------------------------|--|
| 1 I ate a pizza. | 6 She played football yesterday. |
| 2 We have finished! | 7 You (<i>friend</i>) took my car. |
| 3 My parents waited three hours. | 8 He has seen the film. |
| 4 He saw my friends in town. | 9 Manon and Emma visited London. |
| 5 I took the bus at five o'clock. | 10 You (<i>plural</i>) made a mistake! |

E) The perfect tense with « être » -Foundation

The perfect tense with être



L'indispensable!

What is this and when do I use it?

When you are talking about events in the past, you need to use the perfect tense. Some vital verbs don't use *avoir* as the auxiliary verb; instead, they use the verb *être*.

Why is it important?

The auxiliary verb *être* is used with some vital verbs; you need to use the perfect tense with *être* to say things like 'I went', 'we stayed' or 'he has died'.

Things to look out for

- All reflexive verbs use *être* as the auxiliary verb in the perfect tense.
- There are only a further 13 verbs that form their perfect tense with *être*. If you learn these, then you know that all other verbs go with *avoir*. You might find that a mnemonic like MRS VAN DER TRAMP helps you remember the 13 verbs plus reflexives.
- Compounds of these verbs also take *être*, so look out for one of these 13 verbs with an added prefix. For example, *venir* (to come) uses *être* as its auxiliary verb, and so do *revenir* (to come back) and *devenir* (to become).
- For *être* verbs in the perfect tense, the past participle agrees with the subject of the verb.

How does it work?

- Take the part of the auxiliary (*être*) and add the past participle. Here are the 13 verbs which take *être* as the auxiliary, with their past participles:

infinitive	past participle	infinitive	past participle
<i>aller</i> (to go)	<i>allé</i>	<i>entrer</i> (to come in)	<i>entré</i>
<i>venir</i> (to come)	<i>venu</i>	<i>sortir</i> (to go out)	<i>sorti</i>
<i>arriver</i> (to arrive)	<i>arrivé</i>	<i>naître</i> (to be born)	<i>né</i>
<i>partir</i> (to leave)	<i>parti</i>	<i>mourir</i> (to die)	<i>mort</i>
<i>monter</i> (to go up, get in)	<i>monté</i>	<i>rester</i> (to stay)	<i>resté</i>
<i>descendre</i> (to go down, get out)	<i>descendu</i>	<i>tomber</i> (to fall)	<i>tombé</i>
		<i>retourner</i> (to return)	<i>retourné</i>

- For *être* verbs in the perfect tense, add an ending to the past participle if the subject of the verb is feminine or plural. Using *partir* (to leave) as an example:

<i>je suis parti(e)</i>	I left	add an e if you are a girl
<i>tu es parti(e)</i>	you (<i>sg, familiar</i>) left	add an e if <i>tu</i> refers to a girl/woman
<i>il est parti</i>	he left	
<i>elle est partie</i>	she left	
<i>on est parti(e)s</i>	we left	add an e if everyone covered by 'we' is a girl/woman
<i>nous sommes parti(e)s</i>	we left	add an e if everyone covered by 'we' is a girl/woman
<i>vous êtes parti(e)(s)</i>	you left	add an e if <i>vous</i> refers to one woman; add an s if it refers to more than one person; add es if it refers to two or more women.
<i>ils sont partis</i>	they left	<u>either</u> all boys/men <u>or</u> a mixed group of male and female
<i>elles sont parties</i>	they left	all girls/women

- For reflexive verbs in the perfect tense, put the auxiliary verb *être* after the reflexive pronoun: *Je me suis couché(e)*. I went to bed.

The perfect tense using « être » - Higher

À vos marques ...

1 Write these in French. Remember to add -e to the past participle if you are a girl.

- 1 I went
- 2 I arrived
- 3 I have fallen
- 4 I went up
- 5 I came
- 6 I stayed
- 7 I have left
- 8 I returned
- 9 I went out
- 10 I was born

Prêts?

2 Change the verb in brackets into the perfect tense. Then translate each sentence into English.

- 1 Je (*rester*) à la maison.
- 2 Vous (*arriver*) en retard.
- 3 Prince George (*naître*) à Londres.
- 4 Nous (*retourner*) à 20h.
- 5 Les filles (*aller*) au cinéma.
- 6 Tu (*se coucher*) à quelle heure?
- 7 Elle (*partir*) après moi.
- 8 On (*se disputer*) à cause de toi.
- 9 Il (*venir*) à la plage avec nous.
- 10 Nous (*s'amuser*) hier!
- 11 Nico et Lucille (*sortir*) mardi soir.
- 12 Vous (*partir*) sans moi!

Partez!

3 Rewrite this passage, changing the verbs from the present tense into the perfect tense.

Take care with both the auxiliary (*avoir* or *être*) and the past participle.

Je vais au cinéma avec mes amis où nous voyons un film de science-fiction. Nous nous amusons bien et puis nous prenons le bus et nous rentrons chez nous. À la maison, mon père décide de regarder un feuilleton mais je monte dans ma chambre où je skype ma cousine. On discute du collège mais à 21h ma cousine se couche. Je redescends au salon où je dis «bonne nuit» à mes parents. Je me déshabille, je me lave et puis ... je dors!



F) The imperfect tense / L'imparfait (Higher)

The imperfect tense



L'indispensable!

What is this?

The imperfect tense (*l'imparfait* in French) is another tense used to talk about the past.

When do I use it?

You use the imperfect tense to talk about what happened in the past over a period of time, rather than just one single event. You also use it to describe what was happening at a given time (e.g. just before a particular event happened) or what used to happen.

Why is it important?

The imperfect tense is used in key phrases like 'it was' or 'there were'. You need it to describe what things were like or what people were doing, as well as to say what you used to be like or do.

Things to look out for

- A verb in the imperfect tense can be translated in different ways, e.g. *elle regardait la télé* can mean 'she used to watch TV', 'she was watching TV' or 'she watched TV'.
- When you are talking about the past, you will probably need a combination of perfect tense verbs, for 'one-off' actions or events that happened and are now complete, and imperfect tense verbs, for things that were happening at that time or for describing what something was like.

*Elle **faisait** du yoga quand le téléphone a sonné.*

She was doing yoga when the phone rang.

*Je suis allé à Berlin l'année dernière. C'**était** génial.*

I went to Berlin last year. It was great.

How does it work?

- To form the imperfect tense, take the *nous* form of the present tense verb and remove the *-ons* (e.g. *nous dansons* → *dans-*). This is the imperfect 'stem'. Then add the imperfect endings.

The imperfect endings are:

<i>je dansais</i>	<i>nous dansions</i>
<i>tu dansais</i>	<i>vous dansiez</i>
<i>il/elle/on dansait</i>	<i>ils/elles dansaient</i>

The only exception is the most common verb of all: *être*.

The imperfect stem for *être* is **ét-**:

*j'**étais*** (I was).

- Look out for these common uses of the imperfect:

c'était (it was): *C'était top!* It was brilliant!

il y avait (there was/were): *Il y avait un grand défilé.* There was a big parade.

Il faisait (it was, to describe the weather): *Il faisait beau.* The weather was good.

À vos marques ...

1 Choose a suitable ending for each sentence. Then translate the sentence into English.

- 1 J'avais intelligent / un journal / Paris.
- 2 J'étais intelligent / une table / Manchester.
- 3 Je faisais beau / mes devoirs / arriver.
- 4 Elle avait les yeux bleus / petite / boire.
- 5 C'était les yeux bleus / monter / super.
- 6 Il faisait beau / les yeux verts / pleut.
- 7 Il y avait intelligent / les cheveux marron / un concert.
- 8 C'était impossible / sortir / manger.
- 9 Il y avait impossible / beau / deux personnes.
- 10 Il faisait deux personnes / froid / être.

Prêts?

2 Translate these sentences into French using the imperfect tense.

- 1 I used to have a bike.
- 2 We were watching TV.
- 3 My parents used to live in London.
- 4 They were waiting for the bus.
- 5 He used to be a teacher.
- 6 My family was eating in the kitchen.
- 7 You (vous) were working in Bordeaux.
- 8 You (tu) used to arrive at 5 p.m.
- 9 It was excellent.

3 Perfect or imperfect? Copy and complete the sentences, choosing the correct verb(s) each time.

- 1 J'ai regardé / Je regardais un film quand le téléphone a sonné / sonnait.
- 2 Quand il était petit, mon père a habité / habitait au bord de la mer.
- 3 J'ai vu / Je voyais ma cousine en ville ce matin.
- 4 Avant, j'ai aimé / j'aimais la gymnastique, mais maintenant, je préfère la danse.
- 5 Quand Emma était petite, elle a joué / jouait du piano, mais à quinze ans, elle a arrêté / arrêta.
- 6 Tous les étés quand nous étions petits, nous sommes allés / nous allions en vacances en Bretagne. Une fois, mes grands-parents sont venus / venaient avec nous.

Partez!

4 Copy out the article, changing each infinitive in brackets into either the perfect or imperfect tense, according to what fits the context. Then translate the text into English.

Quand j'(avoir) 10 ou 11 ans, des voleurs (essayer) de cambrioler notre maison. Il (être) minuit et il (faire) mauvais dehors. Je (dormir) dans ma chambre et mes parents (être) aussi au lit, mais mon frère (se reposer) dans le salon où il (regarder) un film. Soudain, la porte (s'ouvrir) et deux hommes masqués (entrer) dans le salon. Mon frère (se lever) immédiatement et il (crier) «Au secours!» Mes parents (entendre) le cri et ils (descendre) rapidement. Quand les cambrioleurs (voir) mes parents, ils (quitter) le salon et ils (se sauver). Et moi? Pendant tout ce temps, je (dormir) tranquillement dans mon lit!

cambrioler	to burgle
se sauver	to escape

G) The simple future tense and the conditional/ Le futur

simple et le conditionnel (Higher)

The simple future tense

What is this and when do I use it?

This tense, called *le futur* in French, is used to talk about what will happen in the future.

Why is it important?

The near future (*aller* + infinitive) is an easier way to talk about the future, but you will hear and see this future tense all the time in French, and so you need to master this more elegant way of talking about the future.

Things to look out for

In English, we use the word 'will' to indicate the future, e.g. 'I will go to university'. But there is no French word for 'will'. Instead, you have to spot that 'will go' is a verb in the future tense, and use the rules below to translate it.

How does it work?

- The future tense is formed with the future stem of the verb + the future tense endings.

future tense stem		future tense endings
-er/-ir verbs	use the infinitive	<i>je travaillerai</i>
-re verbs	remove the final -e from the infinitive	<i>tu travailleras</i>
<i>avoir</i>	aur-	<i>il/elle/on travaillera</i>
<i>être</i>	ser-	<i>nous travaillerons</i>
<i>aller</i>	ir-	<i>vous travaillerez</i>
<i>faire</i>	fer-	<i>ils/elles travailleront</i>

You can find the future stems for other irregular verbs in the verb tables on pages 236–240.

- When you use *si* with the present tense, the second part of the sentence may use the future tense.
S'il fait beau, on ira à la plage. If the weather is good, we will go to the beach
- When you use *quand* to talk about the future, all the verbs in the sentence have to be in the future tense.
Quand je serai plus âgé, j'habiterai en Écosse. When I am older, I will live in Scotland.

À vos marques ...

1 Sofia is looking ahead. Complete each verb with the right ending, then translate what she says.

- | | |
|--|---|
| 1 J'aur <input type="text"/> trois enfants. | 6 Mes enfants ser <input type="text"/> adorables. |
| 2 Je ser <input type="text"/> agent de police. | 7 Ma sœur travailler <input type="text"/> pour une grande banque. |
| 3 J'habiter <input type="text"/> à Londres. | 8 Mon mari ser <input type="text"/> riche. |
| 4 Je fer <input type="text"/> beaucoup de sport. | 9 On aur <input type="text"/> une grande maison. |
| 5 J'ir <input type="text"/> à la salle de gym régulièrement. | 10 Nous passer <input type="text"/> nos vacances en Espagne. |

Prêts?

2 Copy out the article, changing the infinitives in brackets into the future tense.

Then translate the text into English.

Dans le futur, il y (*avoir*) beaucoup de robots. Ces robots (*parler*) et (*penser*) comme nous, les humains. Un robot type (*être*) très pratique: il (*aider*) à faire le ménage, (*préparer*) nos repas et (*s'occuper*) de nos enfants. Le robot (*faire*) les devoirs et (*ranger*) la chambre des plus jeunes. Mais il ne nous (*aimer*) pas!

Partez!

3 Copy and complete the text, choosing the correct verb from the box to fill each gap.

Si je 1 dur, j'2 de bonnes notes et mes parents 3 très contents. Si j'4 de bonnes notes, j'5 à l'université de Nottingham où j'6 le français. Si je 7 , j'8 chez ma tante car elle 9 à Nottingham. Si tout 10 bien, je 11 chez BT après l'université et je 12 acheter une petite maison.

peux pourrai aurai ai irai va étudierai habiterai habite travaille travaillerai seront

The conditional

What is this and when do I use it?

The conditional is used to talk about what would happen (if something else were the case). You use it to talk about what you would do and how things would be, for example if you were rich, or if you had more time.

Things to look out for

As is often the case with tenses, you can't translate verbs word for word; there isn't a French word for 'would'. Instead, the word 'would' in English triggers that you need to use the conditional.

How does it work?

- The conditional is formed with the future stem of the verb + the correct imperfect ending.
*Mon compagnon idéal **serait** grand. My ideal partner would be tall.*
- When you are talking about how things would be if something else were the case, use the imperfect tense in the *si* (if) clause, and the conditional in the second part of the sentence.
*Si j'étais riche, j'**achèterais** une Ferrari. If I were rich I would buy a Ferrari.*

À vos marques ...

1 Translate these sentences into English.

- | | |
|---|--|
| 1 Je voudrais un chocolat chaud, s'il vous plaît. | 4 Ma sœur aimerait une Mercedes. |
| 2 J'aimerais visiter le Canada un jour. | 5 Ma chambre idéale serait énorme. |
| 3 Voudrais-tu un nouveau portable? | 6 Ils feraient bien un gâteau mais ils n'ont pas de sucre. |

Prêts?

2 Change each infinitive in brackets into the conditional. Then translate the text into English.

Mon rêve? Je (*vouloir*) me marier un jour. Mon compagnon idéal (*aimer*) les mêmes choses que moi: il (*lire*) beaucoup, il (*adorer*) les jeux vidéo et il (*s'intéresser*) à la photographie. Il (*avoir*) les cheveux noirs et le sens de l'humour. Il (*être*) très intelligent. Nous (*habiter*) au bord de la mer. Nous (*avoir*) deux enfants qui (*jouer*) à la plage. Pendant la journée, je (*travailler*) en ville et mon mari (*ranger*) la maison. Ça (*être*) une vie parfaite!

Partez!

3 Complete each sentence with a verb of your choice so it makes sense.

Then translate your sentences into English.

- | | |
|---|--|
| 1 S'il faisait beau, je/j' <input type="text"/> . | 4 Si nous avions un problème, nous <input type="text"/> . |
| 2 Elle <input type="text"/> si elle était riche. | 5 S'il faisait mauvais, les garçons <input type="text"/> . |
| 3 Si leurs parents achetaient une nouvelle maison, ils <input type="text"/> . | 6 Je <input type="text"/> si mes parents étaient d'accord. |

CULTURE

A) Working on a French film : « Intouchables » (Untouchables)

Youtube search terms : Intouchables 2011 Trailer + English subtitles

<https://www.youtube.com/watch?v=ORqDiYnFxTk>

TASK : Regarde la bande annonce en Français et complète les activités / Watch the trailer in French and complete the tasks

Quick summary of the film: After he becomes a quadriplegic from a paragliding accident, an aristocrat (Philippe) hires a young man (Driss) from the projects to be his caregiver.

All the questions and activities in this booklet refer to the 'Intouchables' trailer above

(*easier **intermediate ***advanced) You may have to use an online dictionary such as word reference –
The key vocabulary is highlighted in every task

1a * Cochez () les cinq phrases correctes/ Tick the 5 correct sentences

- 1) Driss, l'**assistant à domicile**, est le seul employé de Philippe.
- 2) Philippe vient d'un milieu **pauvre**.
- 3) Il paraît que Driss n'a pas l'habitude de **soigner** les personnes **handicapées**.
- 4) Il est clair que les deux hommes se détestent.
- 5) Cette bande-annonce donne l'impression que Driss est **content** de son nouvel emploi.
- 6) Il s'agit d'une histoire racontée avec beaucoup **d'humour**.
- 7) Les rapports entre Driss et Philippe sont **mauvais**.
- 8) Grâce à son nouvel assistant, Philippe s'amuse bien.
- 9) Il paraît que Driss enseigne Philippe à marcher.
- 10) Dans beaucoup de clips, Philippe et Driss sont en train de pleurer.
- 11) Philippe **redécouvre** les **plaisirs** de sa **jeunesse** par exemple, la neige, la vitesse et le parapente.
- 12) On ne peut pas faire du **parapente** si on est handicapé.

Vocabulary to help you : **assistant à domicile** = caretaker /helper

vient de = comes from ; **il paraît que** = it seems that **handicapé** = disabled

il est clair que = it is obvious that ; **bande-annonce**= trailer ; **il s'agit de** = it is about

grâce à = thanks to / because of ; **redécouvrir** = to re-discover

2 ** Philippe (le monsieur riche) ou Driss (l'aide à domicile) ou les deux? Is it Philippe (the rich man in the wheelchair), Driss (caretaker) or both ? Write P, D or DP

Écrivez D, P ou DP

Vocabulary to help you : **chercher** = to look for ; **une période d'essai** =trial/probation period ; **douleur** = pain **le bonheur** = happiness ; **fumer**= to smoke

Qui

1 cherche un emploi ?	
2 n'a pas d'emploi ?	
3 habite une grande maison de luxe ?	
4 offre un travail pour une période d'essai d'un mois ?	
5 n'a pas de sensation presque partout sur le corps?	
6 est fasciné par l'absence de douleur ressentie par l'autre ?	
7 aime les voitures de sport ?	
8 fait du parapente ?	
9 apprécie son nouveau mode de vie luxueux ?	
10 retrouve le bonheur et un sentiment de liberté ?	

11 fume dans la baignoire?	
12 a un goût pour la vitesse et l'aventure ?	

3 * Qui dit (dans la 1^{ère} partie de la bande-annonce) ? Relie les phrases anglaises et françaises puis écrivez D ou P / Who says... ? Match the sentences in English to the sentences in French

1. <<Vous pensez que vous seriez capable de travailler? >>	1 b P
2. <<Je parie que vous ne tiendrez pas deux semaines>>	2
3. <<Vous avez fini de jouer, non?>>	3
4. <<Vous ne sentez rien du tout là?>>	4
5. <<Et la jupe, elle est où?>>	5
a) Don't you feel anything at all there ?	
b) Do you think you would be able to work ?	
c) And where's the skirt ?	
d) Have you finished playing ?	
e) I bet you won't last two weeks.	

4 * Pourquoi Philippe et Driss s'entendent-ils bien ? Cochez () les trois bonnes réponses / Why do Philippe and Driss get on well ? Tick the 3 correct sentences**

- A. Ils ont tous les deux un goût pour l'aventure
- B. Ils aiment bien prendre un bain en écoutant de la musique.
- C. Ils sont tous les deux handicapés.
- D. Ils aiment la vitesse et les voitures puissantes.
- E. Ils veulent être traités sans pitié et sans discrimination.
- F. Ils aiment se moquer des autres.

5 * Read the following text in French and then correct the mistakes in the translation below.**

Dans le film, il s'agit d'une amitié particulière. Il nous montre une rencontre de deux milieux sociaux. Les deux personnages principaux représentent deux modes de vie qui sont, à première vue, totalement opposés. Au cours du film, il devient pourtant évident que grâce à l'amitié, l'humour et la compréhension, ces divisions peuvent être surmontées. Ce film porte un regard rafraîchissant et drôle sur la vie d'une personne handicapée. Il nous enseigne que la tolérance permet de vaincre toutes sortes de préjugés.

- 1) This film deals with a special **hatred**.
- 2) It shows us a **battle** between two social backgrounds.
- 3) The two main characters represent two lifestyles which, at first sight, are totally **similar**.
- 4) During the course of the film however, it becomes clear that, thanks to **warfare hatred and fighting**, these divisions can be overcome.
- 5) The film takes a **bitter** and **twisted** look at the life of a handicapped person.
- 6) It teaches us that **intolerance** can help to overcome all kinds of prejudice.

6 ** Remplissez la grille en vous référant à l'activité 5/ Fill in the table using task 5

FRANÇAIS	ANGLAIS	FRANÇAIS	ANGLAIS
une amitié	grâce à
.....	special, individual, unique	la	understanding

le milieu
un	main character
un	a way of life
le	prejudice

enseigner	to
surmonter	to
v.....	to conquer
.....	refreshing

7 Grammaire ** ce (cet), cette, ces ? (« ce », « cette » and « ces » ; Which one means « this » feminine, « this » masculine and « these » plural ?

this character = personnage (m s)	this way of life = mode de vie (m s)
this film = film (m s)	these prejudices = préjugés (m pl)
this job = emploi (m s) (!)	these cars = voitures (f pl)
this apartment = appartement (m s) (!)	these people = personnes (f pl)
this house = maison (f s)	this division = division (f s)

B) La nourriture française / Typical French food

Relie chaque mot à la bonne image / Match each food item to the correct picture. Do some research if necessary

<ol style="list-style-type: none"> 1) le bœuf bourguignon 2) la raclette 3) les escargots 4) le bœuf tartare 5) les croissants 6) le saucisson 7) les macarons 8) le croque monsieur 9) le pain au chocolat 10) le fondant au chocolat 	 <p style="text-align: right;">A</p>	 <p style="text-align: right;">B</p>
	 <p style="text-align: right;">C</p>	 <p style="text-align: right;">D</p>
	 <p style="text-align: right;">E</p>	 <p style="text-align: right;">F</p>
	 <p style="text-align: right;">H</p>	 <p style="text-align: right;">G</p>
	 <p style="text-align: right;">J</p>	 <p style="text-align: right;">I</p>

** croquer = to bite, to crunch ; monsieur = mister

un « croque -madame » (literally – madam crunch)is a sandwich with ham and cheese and fried egg on top

C) Qui est-ce ? Relie chaque nom à la bonne photo / Match each name to the correct picture

Qui est-ce ?



Marion Cotillard	Molière	Emmanuel Macron	Omar Sy	Tintin et Milou
Edith Piaf	La Joconde	Louis XVI	MBappé	Coco Chanel

D) C'est Vrai ou c'est Faux ? Remplis chaque trou avec le bon mot / Is it true or false ? Fill in the gaps with the correct word

- 1) Emmanuel Macron est _____ .
- 2) Louis XVI était _____ au 18ème _____ et il habitait à _____ et était marié avec _____ .
- 3) Molière était un _____ et auteur de théâtre du 17ème siècle.
- 4) _____ sont deux personnages de BD créés en Belgique.
- 5) Marion Cotillard et Omar Sy sont _____ .
- 6) Edith Piaf est une des _____ les plus célèbres en France.

chanteuses ; président ; acteurs ;
Roi de France ; Tintin et Milou ; Versailles ;
comédien ; siècle ; Marie-Antoinette

E) Le quiz culturel : à quel point tu connais la culture française ? How much

do you know about France ?

Entoure la bonne réponse pour chaque question / Circle the correct answer / option for each question

<u>QUESTION</u>	<u>OPTION A</u>	<u>OPTION B</u>	<u>OPTION C</u>
Quelle la couleur du drapeau Français ?	bleu blanc rouge	blanc noir orange	gris blanc vert
Quelle forme a la France ?	carré	rectangle	hexagone
Où se passe le film Ratatouille ?	Lille	Paris	Marseille
Quel monument est le plus visité au monde ?	Big Ben	La Statue de la Liberté	La Tour Eiffel
Quel est le titre de l'hymne national ?	La Marseillaise	Libérée, délivrée	Non, je ne regrette rien
En quelle année la France a t-elle gagné la Coupe du Monde ?	1998	1988	2002
Comment s'appelle le président de la République française ?	Napoléon Bonaparte	Emmanuel Macron	François Hollande
Que fête t-on le 14 Juillet ?	l'anniversaire de Madame Deloison	la deuxième guerre mondiale	la prise de la Bastille
En quelle année les femmes ont eu le droit de voter en France ?	2005	1872	1944
Pour combien de temps un président est-il élu en France ?	3 semaines	5 ans	un siècle
« La Vache qui Rit » est une marque de...	fromage	bijoux	vêtements
Quelle est la devise de la France ?	« Inspirer la passion d'apprendre »	« Libérée, délivrée »	« Liberté, égalité, fraternité »
Que s'est-il passé le 13 Novembre 2015 à Paris ?	la naissance de Napoléon	l'élection du président	des attentats terroristes
Que peut-on visiter d'effrayant à Paris ?	le Louvre	les catacombes	la Tour Eiffel
Qu'est-ce que c'est « Charlie Hebdo » ?	une BD	un journal satirique	une émission de télé-réalité

READING

Vol de nuit by Antoine de Saint-Exupéry

(Theme: Identity and culture)

Read the text. Simone Fabien is calling for news of her husband.

- Mon mari a-t-il atterri? demande la femme. Il y a un silence, puis on répond simplement:
 - Non, dit la secrétaire.
 - Il a du retard?
 - Oui ...
 - Ah! ... Et à quelle heure sera-t-il ici?
 - Nous ne savons pas.
 - Répondez-moi! Où se trouve-t-il?...
 - Il a décollé de Comodoro à dix-neuf heures trente.
 - Et depuis?
 - Très retardé ... par le mauvais temps...

La jeune femme se rappelle soudain qu'il faut deux heures à peine pour se rendre de Comodoro à Trelew.

- Mais il vous envoie des messages! Mais que dit-il?...
 - Ce qu'il nous dit? Par un temps pareil ... ses messages ne s'entendent pas.

(Source from: Antoine de Saint-Exupéry, 'Vol de nuit', Gallimard, 1931)

Answer the following questions in English. You do not need to write in full sentences.

- (a) Why has the husband not yet landed, according to the secretary? (1)

- (b) What does the secretary say about the time the husband will arrive? (1)

- (c) What happened at 7.30pm? (1)

- (d) Why is the wife surprised that her husband has not yet landed? (1)

(Total for Question = 4 marks)

Rhinocéros by Eugène Ionesco

(Theme: Local area, holiday and travel)

Read the text. The playwright is setting the scene for the first act of the play.

ACTE PREMIER: Décor

Une place dans une petite ville. Au fond, une maison composée d'un rez-de-chaussée et d'un étage. Au rez-de-chaussée, la devanture d'une épicerie. Au-dessus de la maison de l'épicerie, le clocher d'une église, dans le lointain. Sur la droite, la devanture d'un café. Devant ce café: plusieurs tables et chaises. Ciel bleu. C'est un dimanche en été. Jean et Bérenger vont s'asseoir à une table.

Lorsque le rideau se lève, une femme, portant sous un bras un panier vide, et sous l'autre un chat, traverse la scène.

(Source from: Eugène Ionesco, 'Rhinocéros', © Gallimard, 1959)

Answer the following questions in English. You do not need to write in full sentences.

- (a) What part of the town is this scene set in? (1)

- (b) What is the ground floor of the house used as exactly? (1)

- (c) What time of year is it? (1)

- (d) What is the woman carrying? (1)

(Total for Question = 4 marks)

J'me sens pas belle by Gilles Abier

(Theme: Identity and culture)

Read the text. Sabine is already awake.

Je ne dors pas quand ils frappent à la porte. Il est à peine six heures et je suis déjà réveillée. Pourtant, je n'ai pas cours à la fac aujourd'hui, je peux rester au lit, mon réveil n'est pas programmé. Mais je souffre d'insomnies en ce moment. Même en buvant une tisane de lavande le soir avant de me coucher, j'émerge invariablement de mon sommeil vers quatre heures. Et si mon esprit s'attache à une pensée aussi insignifiante soit-elle, c'est fini. Impossible de m'endormir. Je réfléchis.

(Gilles Abier , 'J'me sens pas belle', Actes Sud Junior (15 mai 2011))

Answer the following questions in English. You do not need to write in full sentences.

- (a) What happens while Sabine is lying awake? (1)
.....
- (b) Why does Sabine not need to be awake so early? (1)
.....
- (c) What remedy does Sabine take to deal with her problem? (1)
.....
- (d) What happens if Sabine thinks at four o'clock in the morning?(1)
.....

(Total for Question = 4 marks)

Maité Coiffure by Marie-Aude Murail

(Theme: Future aspirations, study and work)

Read the text. Garance talks to Louis about a secret that he has been keeping.

- Tu crois pas que tu devrais retourner à l'école, Louis?
- Je veux travailler, Garance.
Travailler. À quatorze ans. Sur le moment, Garance n'a trouvé rien à répliquer.
Au moment de partir, Garance s'est approché du comptoir.
- Madame Maité, je voudrais vous dire un truc sur Louis.
- Oui? a dit la patronne de Garance.
- Il n'y a pas de grève à son collège. Louis sèche les cours.
Madame Maité a ouvert des yeux incrédules, puis effrayés.
- Tu es sûre?
- Il me l'a dit.
- Mon Dieu! C'était un choc.
- Mais ... pourquoi il fait ça?
- Il veut être coiffeur, a répondu Garance.
- Mon Dieu! a répété madame Maité. Philippe! Philippe!
Elle ne pouvait garder pour elle une telle émotion. Philippe, s'est approché du comptoir.
- Quoi encore?
- Philippe, c'est terrible. Louis... Il a menti.

(Source from: Marie-Aude Murail, 'Maité Coiffure', © L'école des loisirs, 2015)

Put a cross [X] in the correct box.

[Example]: Garance asks Louis whether ...

A	he likes school.	
B	he has done his homework.	
C	he should go back to school.	X
D	he has packed his school bag.	

(a) Louis tells Garance he wants to ... (1)

A	travel.	
B	study.	
C	own a business.	
D	work.	

(b) Madame Maité is Garance's ... (1)

A	mother	
B	teacher	
C	manager	
D	wife	

(Copy of Literary text 7)

- Tu crois pas que tu devrais retourner à l'école, Louis?
 - Je veux travailler, Garance.
 Travailler. À quatorze ans. Sur le moment, Garance n'a trouvé rien à répliquer.
 Au moment de partir, Garance s'est approché du comptoir.
 - Madame Maïté, je voudrais vous dire un truc sur Louis.
 - Oui? a dit la patronne de Garance.
 - Il n'y a pas de grève à son collègue. Louis sèche les cours.
 Madame Maïté a ouvert des yeux incrédules, puis effrayés.
 - Tu es sûre?
 - Il me l'a dit.
 - Mon Dieu! C'était un choc.
 - Mais ... pourquoi il fait ça?
 - Il veut être coiffeur, a répondu Garance.
 - Mon Dieu! a répété madame Maïté. Philippe! Philippe!
 Elle ne pouvait garder pour elle une telle émotion. Philippe, s'est approché du comptoir.
 - Quoi encore?
 - Philippe, c'est terrible. Louis... Il a menti.

(c) Louis has not been going to school because ... (1)

A	there was a strike.	
B	he was too old.	
C	he has been ill.	
D	he has been truanting.	

(d) Madame Maïté is ... the news that Louis has not been going to school. (1)

A	not interested in	
B	shocked and concerned about	
C	frightened and confused about	
D	unable to speak about	

(e) Madame Maïté calls Philippe because ... (1)

A	he hired Louis.	
B	she needs him to work at the counter.	
C	she needs to talk to him about Louis.	
D	he is Louis' teacher.	

(Total for Question = 5 marks)

J'me sens pas belle by Gilles Abier

(Theme: Identity and culture)

Read the text. Ajmal and Sabine are woken up suddenly.

C'est seulement quand ils crient "Police, ouvrez!" qu'Ajmal réagit. Les coups frappés à la porte ne l'ont pas fait sursauter. Il a fallu le mot "police" pour que son corps se tende, que son regard me cherche. Un mot qu'il connaît. "Polizia", en italien. "Polis", en turc. Durant les neuf mois de son voyage difficile, il l'a aussi entendu en persan, en grec et en bulgare. Ils sont là pour lui. Je lui fais signe de se taire et je lui indique mon armoire. Qu'il se cache, là, tout de suite!

J'enfile une chemise de nuit et je vais ouvrir la porte d'entrée. Ils sont trois, dont une femme, qui me montre sa carte: ils entrent sans m'adresser la parole.

(Gilles Abier, 'J'me sens pas belle', Actes Sud Junior (15 mai 2011))

Put a cross [X] in the correct box.

[Example]: What caused Ajmal to wake up?

A	The knocking on the door.	
B	The sound of crying.	
C	The word 'police'.	X
D	The door being knocked down.	

(a) What did Ajmal spend nine months doing? (1)

A	Studying in Italy.	
B	Training to be a police officer.	
C	Exploring Europe with friends.	
D	Making a difficult journey from his homeland to get to Europe.	

(b) What does Sabine want Ajmal to understand? (1)

A	That he should hide in the wardrobe.	
B	That the visitors want to see her.	
C	That he should get dressed.	
D	That he should join the police.	

(Copy of Literary text 9)

C'est seulement quand ils crient "Police, ouvrez!" qu'Ajmal réagit. Les coups frappés à la porte ne l'ont pas fait sursauter. Il a fallu le mot "police" pour que son corps se tende, que son regard me cherche. Un mot qu'il connaît. "Polizia", en italien. "Polis", en turc. Durant les neuf mois de son voyage difficile, il l'a aussi entendu en persan, en grec et en bulgare. Ils sont là pour lui. Je lui fais signe de se taire et je lui indique mon armoire. Qu'il se cache, là, tout de suite!

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(c) What has Ajmal's relationship with the police been like? (1)

A	He feels hunted by them.	
B	He feels proud to work for them.	
C	He feels welcomed by them.	
D	He wants to join them.	

(d) What does Sabine do? (1)

A	She closes the front door.	
B	She locks the front door.	
C	She opens the front door.	
D	She looks through the window in the front door.	

(e) What do the police say when they come in? (1)

A	Hello.	
B	What's your name?	
C	Come with us.	
D	Nothing.	

(Total for Question = 5 marks)

LISTENING

End of year 10 paper – module 1 to 6

Listening

Foundation

A shopping trip

1 You are shopping with your exchange partner's mother, Sophie. What does she tell you? Listen to the recording and answer the following questions **in English**.

Part 1

a Where are you going? (1)

b What are you buying there? (1)

Part 2

c When will you eat? (1)

d What new item of clothing is Sophie buying? (1)

Total marks: 4

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Evening routine

2 Your Belgian friend, Thibault, is talking about what he does in the evening. Listen to the recording and complete these statements by putting a cross ☒ in the correct box for each question.

Example: In the evening, Thibault likes to ...

<input type="checkbox"/>	A play the guitar.
<input type="checkbox"/>	B play football.
<input checked="" type="checkbox"/>	C listen to music.
<input type="checkbox"/>	D play cards.

1 When he gets home from school, Thibault immediately ...

<input type="checkbox"/>	A spends four hours in front of the TV.
<input type="checkbox"/>	B does his homework.
<input type="checkbox"/>	C goes for a walk.
<input type="checkbox"/>	D does some household chores.

2 At 6.00 pm, he ...

<input type="checkbox"/>	A has his evening meal.
<input type="checkbox"/>	B does the cooking.
<input type="checkbox"/>	C meets his friend.
<input type="checkbox"/>	D has a snack in the kitchen.

3 Later on, he ...

<input type="checkbox"/>	A goes out with friends.
<input type="checkbox"/>	B goes on the internet.
<input type="checkbox"/>	C plays with his cat.
<input type="checkbox"/>	D walks the dog.

4 From time to time, he ...

<input type="checkbox"/>	A goes to the sports centre.
<input type="checkbox"/>	B goes to a sports club.
<input type="checkbox"/>	C plays badminton.
<input type="checkbox"/>	D goes to bed early.

Total marks: 4

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Listening

Foundation

Holiday activities

3 Your exchange partner, Marcel, is telling you what his friends do on holiday.

What does he say? Listen to the recording and put a cross in each one of the **three** correct boxes.

		Carole	Marc	Janine
Example	visit Greece	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	go fishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	visit monuments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	relax in the sun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	try local food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	do water sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	go climbing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	go camping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total marks: 3

Listening

Foundation/Higher

Exchange town

1 During an internet link up with your exchange school, Karine tells you about the town where she lives. What does she say about the town?

Listen to the recording and put a cross in each one of the **three** correct boxes.

Example	you can go shopping	<input checked="" type="checkbox"/>
A	there is too much traffic	<input type="checkbox"/>
B	they are going to build a new sports centre	<input type="checkbox"/>
C	public transport is good	<input type="checkbox"/>
D	there will soon be an ice rink	<input type="checkbox"/>
E	the river is polluted	<input type="checkbox"/>
F	she dislikes the shopping centre	<input type="checkbox"/>
G	there is a new cinema	<input type="checkbox"/>

Total marks: 3

Hobbies

2 You hear two friends, Léopold and Myriam, discussing their hobbies.

Listen to the conversation and answer the following questions **in English**.

1 What did Léopold used to do when he was younger? (1)

2 What did Myriam do with her cousin last weekend? (1)

3 What does Léopold really dislike? (1)

4 What is Myriam going to do on Sunday? (1)

Total marks: 4

Listening

Foundation/Higher

Mon collègue

- 3 Mohammed parle de son collègue. Complète les phrases en choisissant un mot ou des mots dans la case. Il y a des mots que tu n'utiliseras pas.

juste	sévère	le dessin	les maths	les visites scolaires	
mixte	le choix à la cantine	mauvais	un échange	un club de théâtre	l'informatique

Exemple: Mohammed va à un collège mixte.

- 1 Sa matière préférée est _____.
- 2 Son prof de maths est _____.
- 3 Il va bientôt participer à _____.
- 4 Au début, Mohammed détestait _____.
- 5 Il trouve le règlement scolaire plutôt _____.

Total marks: 5

Listening

Higher

French eating habits

- 1 Lise is being interviewed about food in France. What does she say?
Listen to the recording and put a cross (X) in the correct box for each question.

Example: Lise has ...

<input type="checkbox"/>	A always been interested in food.
<input checked="" type="checkbox"/>	B conducted a survey about eating habits in France.
<input type="checkbox"/>	C is a great cook.
<input type="checkbox"/>	D conducted a survey about regional specialities.

- 1 She says that French people ...

<input type="checkbox"/>	A have changed their eating habits.
<input type="checkbox"/>	B will change their eating habits.
<input type="checkbox"/>	C remain very traditional in their eating habits.
<input type="checkbox"/>	D eat too much.

- 2 50% of the people interviewed ...

<input type="checkbox"/>	A eat breakfast whilst watching TV.
<input type="checkbox"/>	B have their evening meal in front of the TV.
<input type="checkbox"/>	C would like to eat more often with the family.
<input type="checkbox"/>	D say that mealtimes are the best time of day.

- 3 Lise says that she will not ...

<input type="checkbox"/>	A stop eating evening meals with her family.
<input type="checkbox"/>	B eat snacks between meals.
<input type="checkbox"/>	C skip breakfast.
<input type="checkbox"/>	D become a vegetarian.

Total marks: 3

Holidays

2 Listen to Sami talking about holidays. Answer the following questions **in English**.

1 What did Sami do to prepare for going on holiday last year? (1)

2 What would his dream holiday be? (1)

3 Why does he particularly like going on holiday? (1)

Total marks: 3	
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My home town

3 You are listening to a radio interview with Paul, a young French boy.

Listen to the interview and answer the following questions **in English**.

1 What was Paul's town like six months ago? (1)

2 Who decided to try to change the town? (1)

3 What was the mayor's contribution? (1)

4 What is the next project planned? (1)

Total marks: 4	
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End of module 7 -Year 11

Future plans

4 You hear this news report and interview on French radio.

Listen to the recording and answer the following questions **in English**.

1 What does Thomas want to do before studying at university? (1)

2 What are his plans when he gets back to Paris? (1)

3 How might his language degree help him in the world of work? Give **two** details. (2)

4 What does he definitely want to do one day? (1)

Total marks: 5	
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Ideal jobs

5 You hear Maxime and Clara taking about their ideal jobs.

Put a cross in each one of the **two** correct boxes for each question.

1 What does Maxime say?

A	Money is very important to him.	<input type="checkbox"/>
B	He would like a satisfying job.	<input type="checkbox"/>
C	His parents agree with his job choice.	<input type="checkbox"/>
D	He wants to go to university before finding his ideal job.	<input type="checkbox"/>
E	He would like a job in which he can help people.	<input type="checkbox"/>

2 What does Clara say?

A	Her ideal job involves computers.	<input type="checkbox"/>
B	Her brother wants to find a job as a technician.	<input type="checkbox"/>
C	She wants to go to university before working.	<input type="checkbox"/>
D	Money does not matter to her.	<input type="checkbox"/>
E	She doesn't want an intellectual job.	<input type="checkbox"/>

Total marks: 4	
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End of module 8 _year 11

Listening

Foundation/Higher

Protecting the environment

3 Listen to this radio broadcast about protecting the environment. Answer the questions **in English**.

1 What has Natalie done to help the environment? (1)

2 What does Chadia think we should do? (1)

3 How does Antoine protect the environment? (1)

Total marks: 3	
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Problems facing the planet

1 You hear a podcast about problems facing the planet.

What environmental problems do the people mention?

Listen to the recording and put a cross in each one of the **three** correct boxes.

<input type="checkbox"/>	A deforestation
<input type="checkbox"/>	B drought
<input type="checkbox"/>	C air pollution
<input type="checkbox"/>	D animals in danger
<input type="checkbox"/>	E climate change
<input type="checkbox"/>	F overpopulation
<input type="checkbox"/>	G floods

Total marks: 3	
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Volunteering

2 You listen to Georges, a French friend, discussing voluntary work.

What does he mention?

Complete the sentences with the correct word or phrase from the box.

homeless people	the weekend	an animal shelter	a charity shop
aware	animals	society	confident

- Georges does voluntary work at _____.
- He thinks that it is important to contribute to _____.
- As a result of his work he has become more _____.
- His friend is going to do voluntary work with _____.

Total marks: 4	
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