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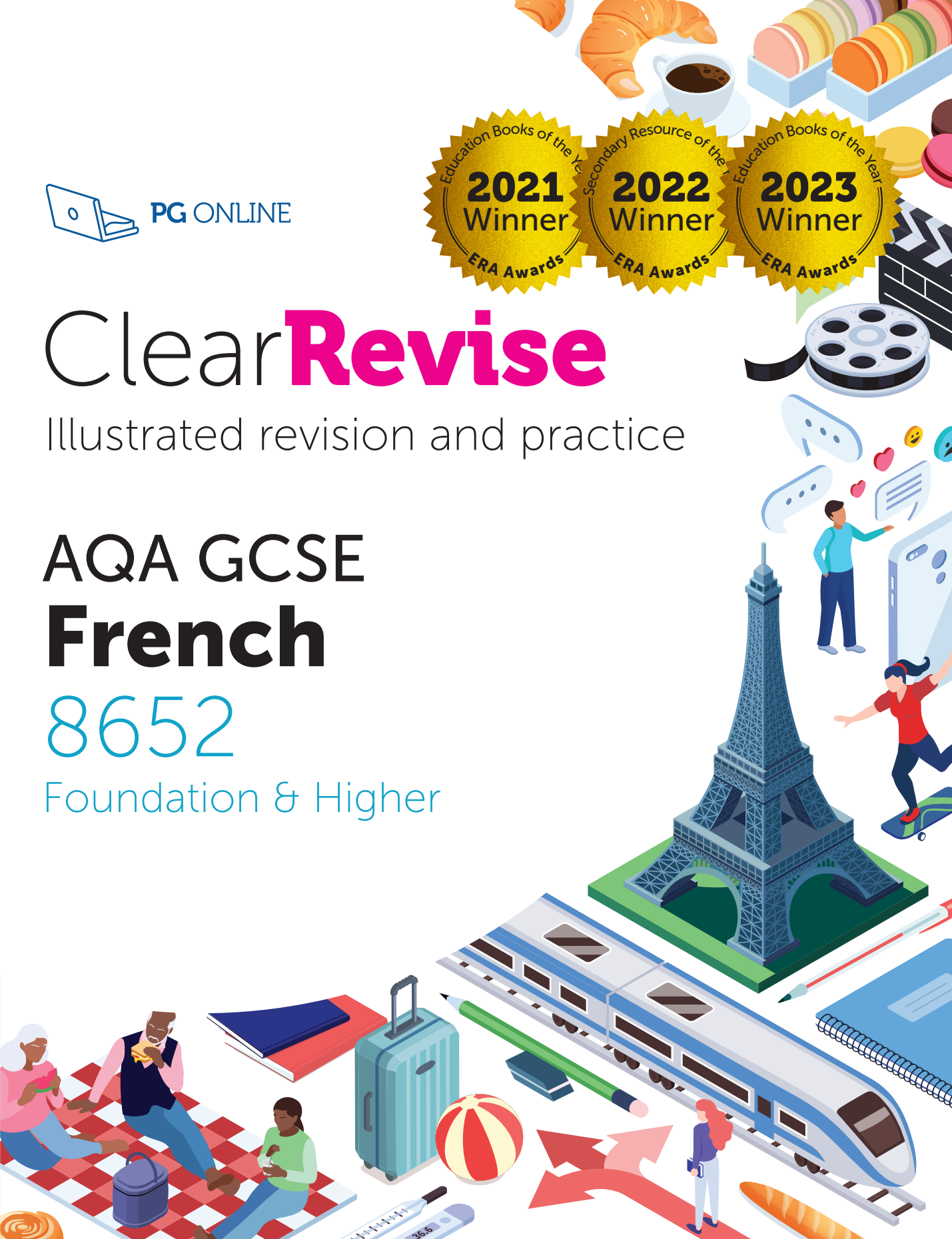
Clear**Revise**

Illustrated revision and practice

AQA GCSE
French

8652

Foundation & Higher



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AQA GCSE **French** 8652

Illustrated revision and practice

Foundation and Higher

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PREFACE

Absolute clarity! That's the aim.

This is everything you need to ace your exams and beam with pride. Each topic is laid out in a beautifully illustrated format that is clear, approachable and as concise and simple as possible.

We have included worked examination-style questions with answers for each of the four papers. This helps you to understand where marks are coming from and to familiarise yourself with the style of questions you will be asked. There is also a set of exam-style questions at the end of each section for you to practise your responses. You can check your answers against those given at the end of the book.

A full **transcript** and **audio clips** can be downloaded from the **clearrevise.com** website, along with tips on how to approach the listening paper and guidance on marking each of the questions.

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THE SCIENCE OF REVISION

Illustrations and words

Research has shown that revising with words and pictures doubles the quality of responses by students.¹ This is known as 'dual-coding' because it provides two ways of fetching the information from our brain. The improvement in responses is particularly apparent in students when they are asked to apply their knowledge to different problems. Recall, application and judgement are all specifically and carefully assessed in public examination questions.

Retrieval of information

Retrieval practice encourages students to come up with answers to questions.² The closer the question is to one you might see in a real examination, the better. Also, the closer the environment in which a student revises is to the 'examination environment', the better. Students who had a forthcoming test 2–7 days away did 30% better using retrieval practice than students who simply read, or repeatedly reread material. Students who were expected to teach the content to someone else after their revision period did better still.³ What was most interesting in other studies is that students using retrieval methods and testing for revision were also more resilient to the introduction of stress.⁴

Ebbinghaus' forgetting curve and spaced learning

Ebbinghaus' 140-year-old study examined the rate at which we forget things over time. The findings still hold true. However, the act of forgetting grammar and vocabulary and relearning them is what cements them into the brain.⁵ Spacing out revision is more effective than cramming – we know that, but students should also know that the space between revisiting material should vary depending on how far away the examination is. A cyclical approach is required. An examination 12 months away necessitates revisiting covered material about once a month. A test in 30 days should have topics revisited every 3 days – intervals of roughly a tenth of the time available.⁶

Summary

Students: the more tests and past questions you do, in an environment as close to examination conditions as possible, the better you are likely to perform on the day. If you prefer to listen to music while you revise, listen to songs in Spanish. However, tunes without any lyrics will be far less detrimental to your memory and retention, and silence is most effective.⁵ If you choose to study with friends, choose carefully – effort is contagious.⁷

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Tiers, mark schemes and marking guidance

All of the higher tier exam practice questions in this book have been marked with an **H** symbol. Foundation level questions have been marked with an **F**. Boundary level questions may have both.

The answers to exam questions should be marked in accordance with the mark schemes published on the AQA website. A set of guidance notes on how to interpret the mark schemes for each question type on each paper can be downloaded from **ClearRevise.com**. This also contains advice and tips on how to gain as many marks as you can..

Understanding the specification reference tabs

This number refers to the Theme number.
In this example, **Theme 2:**
Popular culture.

2.1

This number refers to the Topic number.
In this example, **Topic 1:**
Free-time activities.

Downloading the speaking and listening clips

All of the MP3 clips can be downloaded from our website at **ClearRevise.com**.

A full copy of the **transcripts** is also available to download.



Scan the **QR code** here or on each question with a **listening or speaking symbol**.

Then select the **track** indicated.

THE BASICS

No vocabulary is specified for KS2 or KS3 so this section includes some key words and phrases that students at all levels will find helpful. This book makes no assumptions about vocabulary previously taught.

BASIC WORDS AND PHRASES

Les jours de la semaine

The days of the week

lundi
Monday

mardi
Tuesday

mercredi
Wednesday

jeudi
Thursday

vendredi
Friday

samedi
Saturday

dimanche
Sunday



In French, the days of the week do not have capital letters.

le weekend
the weekend

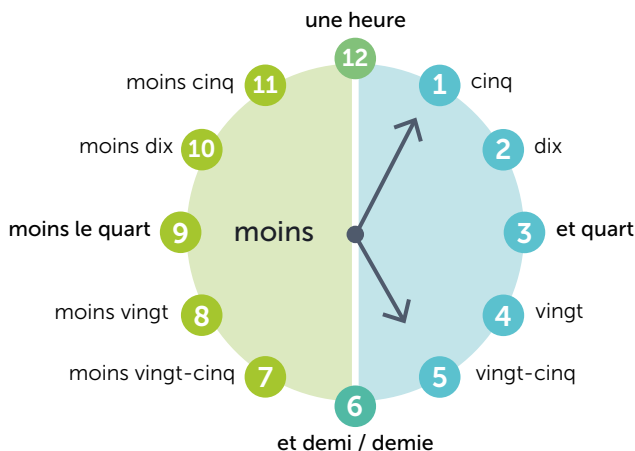
Useful phrases

l'année dernière	last year
samedi dernier	last Saturday
avant-hier	the day before yesterday
hier	yesterday
hier matin	yesterday morning
hier soir	yesterday evening
aujourd'hui	today
demain	tomorrow
demain après-midi	tomorrow afternoon
après-demain	the day after tomorrow
ce weekend	this weekend
la semaine prochaine	next week

mardi	on Tuesday
le mardi	on Tuesdays
tous les vendredis	every Friday
tous les jours	everyday
le matin	in the morning
le soir	in the evening
ce soir	tonight
la nuit	at night
toujours	always
souvent	often
parfois	sometimes
(ne ...) jamais	never

Quelle heure est-il?

What time is it?



Il est une heure. *It's one o'clock.*

Il est deux heures.
It's two o'clock.

Il est trois heures et quart.
It's quarter past three.

Il est quatre heures moins vingt.
It's twenty to four.

À neuf heures. *At nine o'clock.*

À midi. *At twelve (midday).*

À minuit. *At twelve (midnight).*



PHONICS

These are the most important French sounds. Listen to the recording and repeat.

Letter(s)	Sound	Examples
a	Open, like 'a' in <i>hat</i> .	avec
e	A short 'er' sound, like at the end of <i>butter</i> .	le, ne, de
é, er, ez	A bit like the English 'ay', but very short.	allé, aller, allez
è, ê, ai	Like the English 'e' in <i>egg</i> .	collège, bête, vrai
eu	Like the middle sound in <i>her</i> .	fleur, neuf
eu	More closed.	bleu, deux, veut
i, y	Like 'i' or a short 'ee' in English.	musique, gym
o	Open 'o', as in <i>not</i> .	porte
au, eau, o	Closed 'o', as <i>oh!</i>	sauf, beau
u	No exact match in English. Listen to the recording.	tu, bu, vu
ou	Like 'oo' in <i>look</i> .	sous, toujours
oi	Like a 'wah' sound.	toi, moi
oy	Like a 'wah' sound as above, followed by a 'ye' sound	moyen, joyeux
en, an, em, am	A nasal vowel. Start with 'a', but the air escapes from the nose.	centre, grand, temps
on, om	A nasal vowel. Start with 'o', but the air escapes from the nose.	mon, tomber
ain, in, aim, im, ym	Another nasal vowel. Listen to the recording.	main, matin, faim, impossible, sympa
un	Another nasal vowel, very close in sound to 'ain'.	lundi
ch	Like the 'sh' sound at the end of <i>fish</i> .	chat, marché
c	Hard, like a 'k', when followed by 'a', 'o' or 'u'.	cadeau
c, ç	Soft, like an 's', when followed by 'e' or 'i', or with a cedilla: ç	ici, français
qu	Like a 'k' in English.	quel, banque
g	Hard, like 'g' in 'good', when followed by 'a', 'o' or 'u'.	gâteau
g	Soft like an English 'j', when followed by 'e' or 'i'.	manger, girafe
tion	Not like English '-tion'! Pronounce the 't' like an 's'.	attention
ien	Start with a 'ye', followed by an 'ain' nasal sound.	bien, chien
h	Don't make an English 'h' sound – it's silent in French.	hôpital
gn	A bit like the 'ny' sound in the English word 'onion'.	gagner, espagnol
r	Stronger than English 'r'. It comes from the back of the throat.	radio, regarde, France
s	Pronounced like a 'z', when between two vowels.	rose
s	Otherwise, like an 'ss' sound.	pense
th	Sounds like a normal 't'. Ignore the 'h'.	thé, maths, Thérèse
ill, ille, aill, ail	Usually, the 'll' is pronounced like 'ye' in English. Occasionally, the 'll' is pronounced like a normal 'l'.	filles, travaille ville, mille
Liaisons occur when, in two words that belong together, the first one ends in a consonant and the next one starts with a vowel or a silent h . The usually silent consonant is heard, running into the next word.		mon ami, vous avez, deux élèves, petit enfant

Anaïs et ses copains:



Mahmoud



Anaïs



Tommy



Lola



Hugo

*You will see and hear Anaïs, Hugo, Lola,
Mahmoud et Tommy regularly in this book.
Enjoy their company!*

TOPICS FOR THEME 1

People and lifestyle

Specification coverage

Topic 1 Identity and relationships with others

Topic 2 Healthy living and lifestyle

Topic 3 Education and work

Information about the four papers for Foundation **F** and Higher **H** tiers:



Paper 1 – Listening

Written exam:

35 minutes **F, 45 minutes **H****

40 marks **F, 50 marks **H****

25% of GCSE

The recording is controlled by the invigilator with built-in repetitions and pauses.

Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording to check your work.

Section A – Listening comprehension questions in English, to be answered in English or non-verbally (**F** 32 marks, **H** 40 marks).

Section B – Dictation where students transcribe 4 sentences (**F** 8 marks) or 5 sentences (**H** 10 marks).



Paper 3 – Reading

Written exam: 45 minutes **F, 1 hour **H****
50 marks, 25% of GCSE

Section A – Reading comprehension questions in English, to be answered in English or non-verbally (40 marks).

Section B – Translation from French into English, minimum of 35 words (**F** or 50 words **H**) (10 marks).



Paper 2 – Speaking

Non-exam assessment (NEA):

7–9 minutes **F or 10–12 minutes **H** +**

15 minutes' supervised preparation time

50 marks, 25% of GCSE

Role play – 10 marks, 1–1.5 minutes. **F H**

Reading aloud passage and short

conversation – 15 marks.

Recommended time 2–2.5 minutes **F**

and 3–3.5 minutes **H**.

Minimum 35 words **F** and

minimum 50 words **H**.

Photo card discussion (two photos) – 25 marks.

Photo card discussion time:

4–5 minutes **F** and 6–7 minutes **H**.



Paper 4 – Writing

Written exam: 1 hour 10 minutes **F,
1 hour 15 minutes **H****
50 marks, 25% of GCSE

Set of three short writing tasks. **F** only.
25 marks.

Translation of sentences from English into French, minimum 35 words **F**, or 50 words **H** (10 marks).

Produce a piece of writing in response to three compulsory bullet points, approximately 90 words in total. Choose from two questions (15 marks). **F H**

Open-ended writing task.

Two compulsory bullet points, approximately 150 words in total. Choose from two questions. (25 marks). **H** only.

DESCRIPTIONS

Ma famille et mes amis

My family and friends

Which of these words will you use to talk about your own family?

mon père <i>my father</i>	ma mère <i>my mother</i>	mes grands-parents <i>my grandparents</i>
mon frère (jumeau) <i>my (twin) brother</i>	ma sœur (jumelle) <i>my (twin) sister</i>	mes demi-frères <i>my half / stepbrothers</i>
mon beau-père <i>my stepfather</i>	ma belle-mère <i>my stepmother</i>	mes cousins <i>my cousins</i>



Just as there are three different words for *the* in French (**le, la, les**), there are three different words for *my*: **mon** with a masculine singular noun, **ma** with a feminine singular noun, and **mes** with a plural noun, masculine or feminine.

1. Listen to Anaïs talking about her younger brother, Lucas.

1.1 Which of the following words do you hear? (They may not appear in the same order as the list.)

1	cheveux	<i>hair</i>	6	longs	<i>long</i>
2	blonds	<i>blond</i>	7	lunettes	<i>glasses</i>
3	bruns	<i>brown</i>	8	petit	<i>small</i>
4	courts	<i>short</i>	9	roux	<i>red</i>
5	grand	<i>tall</i>	10	yeux	<i>eyes</i>



Listen again. Answer these questions.

- 1.2 How old is Lucas?
1.3 When is his birthday?
1.4 What does he look like? Give **three** details.

1.1 Words: 8, 1, 4, 10, 7. 1.2 10 years old 1.3 20 November
1.4 short hair, blue eyes, wears glasses



Adjectives (describing words) agree with the noun they describe. This means they usually end with an **e** if the adjective goes with a feminine noun, and an **s** for a plural noun. Some are slightly irregular: the feminine of **long** is **longue**, and **roux** changes to **rousse**.

For more details about adjectives, go to pages 138-139.





2. You read these notes a writer made about the characters in her next book.

2.1 Write **A** if only statement A is correct, **B** if only statement B is correct, **A + B** if both statements are correct.

Anaïs est très grande et elle a les cheveux longs.

Hugo est assez petit et il a les cheveux bruns.

Le petit chien de Lola s'appelle Tommy.

Tommy est brun avec un collier rouge.

Mahmoud a les cheveux frisés.

Anaïs ...

A is very tall.

B has long hair.

Hugo ...

A is not very tall.

B has green eyes.

Lola's dog ...

A is black.

B is called Tommy.

Mahmoud ...

A has curly hair.

B has blond hair.

2.2 What is the colour of the dog's collar?

2.1 Anaïs A + B, Hugo A, Lola's dog B, Mahmoud A. 2.2 Red.

Avoir, *to have*, and **être**, *to be*, are key verbs.

Make sure you know how to use them in the present tense:

avoir	être
j'ai	je suis
tu as	tu es
il / elle / on a	il / elle / on est
nous avons	nous sommes
vous avez	vous êtes
ils / elles ont	ils / elles sont

Don't forget to use the verb **avoir** when talking about age in French!

J'ai dix-sept ans. *I am 17 years old.* (or literally: *I have 17 years.*)

Use the verb **être** when stating your nationality, and add an **e** to the nationality adjective for a woman or girl.

Je suis ...	anglaise / anglaise	écossais / écossaise	gallois / galloise	irlandais / irlandaise
<i>I am ...</i>	<i>English</i>	<i>Scottish</i>	<i>Welsh</i>	<i>Irish</i>

3. Describe yourself or a member of your family using language from **pages 10–11**.



3. *Model response: Bonjour, je m'appelle Ludovic, mais tout le monde m'appelle Ludo. J'ai seize ans et je vais avoir dix-sept ans le weekend prochain. Je suis assez grand. J'ai les cheveux bruns, frisés et j'ai les yeux noirs. Mon chien s'appelle Toto. Il est blanc et noir et il porte un collier vert.*

HEALTHY LIVING AND LIFESTYLE

Assemblage

Putting it all together

1. You hear this podcast, with Mimi, a sports champion.

Answer the questions in **English**.

- 1.1 What is Mimi's sport?
- 1.2 How do we know Mimi is in good health?
- 1.3 What types of food does Mimi eat every day?
- 1.4 What does Mimi say about drinking alcohol and smoking?
- 1.5 How many hours of sleep does Mimi recommend?

Choose the correct answer.

- 1.6 **H** What is Mimi's comment about her grandmother's chocolate cake?
 - A** She avoids it.
 - B** It's irresistible.
 - C** She makes it when she wins a race.



Once you have completed this listening task, turn to the transcript online. Make a note of all the key language that you would like to be able to re-use in your own speaking and writing tasks.

1.1 swimming. 1.2 She says she isn't often ill. 1.3 Fruit and vegetables. 1.4 She doesn't drink alcohol, and her advice is for listeners to stop smoking now. 1.5 8 hours a night. 1.6 B

2. Your friend has sent you an email about their food and drink preferences.



Je n'aime pas la viande, je suis végétarienne, mais j'adore les légumes et le fromage. D'habitude, au petit-déjeuner, je prends des céréales et je bois du thé. Aujourd'hui, à midi, je vais manger un sandwich au fromage et un yaourt à l'ananas. Hier soir, au dîner, j'ai mangé une pizza aux champignons et une glace à la vanille. C'était délicieux ! Et toi ? Qu'est-ce que tu aimes et qu'est-ce que tu n'aimes pas ?

Your turn! Answer your friend's email. Write approximately **90 words** in **French**. Describe:

- what you like and don't like
- what you ate last night
- how you would like to change your diet.

2. *Model answer: Moi, je ne suis pas végétarienne, car j'adore la viande. J'aime aussi les légumes et le fromage, mais je déteste le poisson. Hier soir, au restaurant, mes parents ont choisi du poisson avec des frites. Moi, je n'ai pas pris de poisson, j'ai mangé du poulet aux tomates. C'était très bon ! Moi aussi j'aime la glace à la vanille. En fait, j'adore les desserts et les gâteaux au chocolat, mais je vais essayer de manger moins de sucre et plus de fruits. Je veux être en bonne santé.*

Photo card

3. Look at the photo and make notes about it. Then set a timer and talk about it for about **45 seconds**. At the end, listen to the recording for a model answer.



To prepare for this task, have another look at all the language in this topic and adapt it.

4. Listen to the audio and answer the **four** questions in **French** related to healthy living and lifestyle. Pause after each question to give your response.

4. *Listen to the audio for a model response. Think about the answers you gave and have another go to help you improve.*



Try to answer all questions as fully as you can. For example:

- **Tu manges souvent des légumes ?**
- **Oui, je mange des légumes tous les jours, car c'est bon pour la santé.**

Or:

- **Oui, je mange beaucoup de légumes. En fait, je voudrais essayer de devenir végétarien/végétarienne.**



KEY VOCABULARY

Students are expected to know 1200 items of vocabulary for Foundation tier and a further 500 for Higher tier. This list has some of the key vocabulary for Theme 1, but there are many more words listed in the AQA specification and in an interactive spreadsheet on the AQA website.

un anniversaire	<i>birthday</i>
les cheveux	<i>hair</i>
une équipe	<i>a team</i>
le frère	<i>brother</i>
le fromage	<i>cheese</i>
l'informatique	<i>IT</i>
les légumes	<i>vegetables</i>
la mère	<i>mother</i>
le père	<i>father</i>
un ordinateur	<i>computer</i>
le poisson	<i>fish</i>
la sœur	<i>sister</i>
la viande	<i>meat</i>
les yeux	<i>eyes</i>
ennuyeux / ennuyeuse	<i>boring</i>
grand / grande	<i>big</i>
petit / petite	<i>small</i>
sympa	<i>nice</i>
plus	<i>more</i>
moins	<i>less</i>
aider	<i>to help</i>
s'appeler (je m'appelle...)	<i>to be called (I am called/my name is)</i>
arrêter	<i>to stop</i>
avoir peur (j'ai peur)	<i>to be afraid (I am afraid)</i>
boire (je bois)	<i>to drink (I drink/I am drinking)</i>
dormir (je dors)	<i>to sleep (I sleep/I am sleeping)</i>
espérer	<i>to hope</i>
s'entendre avec (je m'entends avec)	<i>to get on with (I get on with)</i>
faire (je fais)	<i>to do, to make (I do/I am doing, I make/I am making)</i>
manger	<i>to eat</i>
oublier	<i>to forget</i>
prendre	<i>to take, to have</i>
rêver	<i>to dream</i>
sourire	<i>to smile</i>
travailler	<i>to work</i>

EXAMINATION PRACTICE

People and lifestyle – Reading

Newspaper headlines

You see some headlines in a French newspaper.

A

Un plus grand choix de menus végétariens dans les cantines scolaires

B

Vie de famille : « Je ne m'entends pas bien avec ma demi-sœur »

C

Les maladies de cœur : un défi pour les médecins

D

L'uniforme scolaire de retour dans les collèges ?

E

Les résultats du bac : 84,9% de réussite

Which headline matches each topic? Write the correct letter.

- | | |
|---------------------|----------|
| 01 Health | [1 mark] |
| 02 Exams | [1 mark] |
| 03 Problems at home | [1 mark] |

Friends and family

Read this text about Kiki's friends and family.

J'aime beaucoup mon groupe d'amis. Le weekend, on sort ou on reste à la maison pour manger une pizza et écouter de la musique. On s'amuse bien ! En plus, on discute ensemble quand il y a un devoir difficile pour le collège. Ça aide.

Mes parents sont sympas et compréhensifs. Parfois, on se dispute, mais ce n'est jamais très sérieux. Mon petit frère me fait rire tous les jours, car il est vraiment très drôle. En conclusion, je ne peux pas imaginer la vie sans ma famille ou sans mes amis. Ils sont tous importants pour moi !

Kiki

Answer the following questions in **English**.

- | | |
|-------------------------------------------------------------------------------------|-----------|
| 04 What do Kiki and her friends do at the weekend at home? Give two details. | [2 marks] |
| 05 What happens when they have difficult homework for school? | [1 mark] |
| 06 What does Kiki say about her arguments with her parents? | [1 mark] |
| 07 Give one detail about the younger member of the family. | [1 mark] |
| 08 Who is more important in Kiki's life? Friends or family or both? | [1 mark] |

TOPICS FOR THEME 2

Popular culture

Specification coverage

Topic 1 Free-time activities

Topic 2 Customs, festivals and celebrations

Topic 3 Celebrity culture

Information about the four papers for Foundation **F** and Higher **H** tiers:



Paper 1 – Listening

Written exam:

35 minutes **F, 45 minutes **H****

40 marks **F, 50 marks **H****

25% of GCSE

The recording is controlled by the invigilator with built-in repetitions and pauses.

Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording to check your work.

Section A – Listening comprehension questions in English, to be answered in English or non-verbally (**F** 32 marks, **H** 40 marks).

Section B – Dictation where students transcribe 4 sentences (**F** 8 marks) or 5 sentences (**H** 10 marks).



Paper 2 – Speaking

Non-exam assessment (NEA):

7–9 minutes **F or 10–12 minutes **H** +**

15 minutes' supervised preparation time

50 marks, 25% of GCSE

Role play – 10 marks, 1–1.5 minutes. **F H**

Reading aloud passage and short conversation – 15 marks.

Recommended time 2–2.5 minutes **F**

and 3–3.5 minutes **H**.

Minimum 35 words **F** and

minimum 50 words **H**.

Photo card discussion (two photos) – 25 marks.

Photo card discussion time:

4–5 minutes **F** and 6–7 minutes **H**.



Paper 4 – Writing

Written exam: 1 hour 10 minutes **F,**

1 hour 15 minutes **H**

50 marks, 25% of GCSE

Set of three short writing tasks. **F** only. 25 marks.

Translation of sentences from English into French, minimum 35 words **F**, or 50 words **H** (10 marks).

Produce a piece of writing in response to three compulsory bullet points, approximately 90 words in total. Choose from two questions (15 marks). **F H**

Open-ended writing task.

Two compulsory bullet points, approximately 150 words in total. Choose from two questions. (25 marks). **H** only.



Paper 3 – Reading

Written exam: 45 minutes **F, 1 hour **H****

50 marks, 25% of GCSE

Section A – Reading comprehension questions in English, to be answered in English or non-verbally (40 marks).

Section B – Translation from French into English, minimum of 35 words **F** or 50 words **H** (10 marks).

PAST, PRESENT AND FUTURE

Hier, aujourd'hui et demain

Yesterday, today and tomorrow

1. Lola is talking about her free-time activities, past, present and future.



Avant, j'aimais regarder la télé et j'allais au cinéma avec ma mère et ma copine Anaïs. On a vu beaucoup de films comiques ensemble.

Maintenant que j'ai mon petit chien Tommy, je préfère aller au parc. Mes copains viennent avec moi et on joue au foot ensemble. Quand Tommy est avec nous, il court vite après le ballon. Ça nous fait rire !

Pendant les prochaines vacances, je vais faire un stage de pâtisserie. Je vais apprendre à faire des gâteaux et je vais essayer d'être aussi bonne qu'Anaïs !

Write **P** for something Lola did in the past, **N** for an activity she does now, and **F** for an activity she wants to do in the future.

- 1.1 Baking
- 1.2 Cinema
- 1.3 Football
- 1.4 Television

1.1 Baking F 1.2 Cinema P 1.3 Football N 1.4 Television P



hier	yesterday
avant-hier	the day before yesterday
le week-end dernier	last weekend
la semaine dernière	last week
le mois dernier	last month
l'année dernière	last year

Dernier goes with masculine nouns, and you don't hear the final **r**.

Dernière goes with feminine nouns, and rhymes with **hier**. You hear the final **r**.

aujourd'hui	today
d'habitude	usually
en ce moment	at the moment
généralement	generally
maintenant	now



2. **F** Using your knowledge of grammar, complete the following sentences in **French**.

Choose the correct French word from the three options in the grid.

This type of exercise appears in the Foundation writing exam **only**.



Example: J'ai gagné le match à dix heures.

gagne gagné gagner

- 2.1 Hier matin, j'ai _____ le chien.

promenais promène promené

- 2.2 Le week-end dernier, je _____ au cinéma.

allait est allé suis allé

- 2.3 Avant, je _____ de la natation une fois par semaine.

faire faisais fait

- 2.4 C'_____ l'histoire d'une championne de tennis belge.

ai était été

- 2.5 J'ai _____ beaucoup de films d'action avec mon frère.

voir vois vu

2.1 promené 2.2 suis allé 2.3 faisais 2.4 était 2.5 vu



Knowing your verbs well will help you complete this type of exercise without much problem.

For example, in 1.1, you already have **j'ai** (part of **avoir**, auxiliary verb). This means the next word must be a past participle. In the case of an **-er** verb, the past participle ends in **-é**.

Then in 2.2, the use of **je** gives you the clue that the next word will start with a consonant not a vowel.

Role play

3. Plan what you are going to say in this role play. Then play the recording and pause after you hear each question or statement, so you can give your response. When you see this **–?–** you will have to ask a question.

You are talking to your French-speaking friend. Your friend will speak first.

- 3.1 Say what you did to relax last weekend. (Give **two** details.)
 3.2 Describe a film you have seen recently.
 3.3 Say what you used to watch on TV when you were younger.
 3.4 Say what you are going to do next weekend. (Give **two** details.)
 ? 3.5 Ask your friend a question about television.



TRACK 39



In order to score full marks in the exam, you **must** include a verb in your response to each task. When you ask a question, address your friend as **tu** not **vous**.

TOPICS FOR THEME 3

Communication and the world around us

Specification coverage

Topic 1 Travel and tourism, including places of interest

Topic 2 Media and technology

Topic 3 The environment and where people live

Information about the four papers for Foundation **F** and Higher **H** tiers:



Paper 1 – Listening

Written exam:

35 minutes **F, 45 minutes **H****

40 marks **F, 50 marks **H****

25% of GCSE

The recording is controlled by the invigilator with built-in repetitions and pauses.

Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording to check your work.

Section A – Listening comprehension questions in English, to be answered in English or non-verbally (**F** 32 marks, **H** 40 marks).

Section B – Dictation where students transcribe 4 sentences (**F** 8 marks) or 5 sentences (**H** 10 marks).



Paper 2 – Speaking

Non-exam assessment (NEA):

7–9 minutes **F or 10–12 minutes **H** +**

15 minutes' supervised preparation time

50 marks, 25% of GCSE

Role play – 10 marks, 1–1.5 minutes. **F H**

Reading aloud passage and short

conversation – 15 marks.

Recommended time 2–2.5 minutes **F**

and 3–3.5 minutes **H**.

Minimum 35 words **F** and

minimum 50 words **H**.

Photo card discussion (two photos) – 25 marks.

Photo card discussion time:

4–5 minutes **F** and 6–7 minutes **H**.



Paper 3 – Reading

Written exam: 45 minutes **F, 1 hour **H****

50 marks, 25% of GCSE

Section A – Reading comprehension questions in English, to be answered in English or non-verbally (40 marks).

Section B – Translation from French into English, minimum of 35 words **F** or 50 words **H** (10 marks).



Paper 4 – Writing

Written exam: 1 hour 10 minutes **F,**

1 hour 15 minutes **H**

50 marks, 25% of GCSE

Set of three short writing tasks. **F** only. 25 marks.

Translation of sentences from English into French, minimum 35 words **F**, or 50 words **H** (10 marks).

Produce a piece of writing in response to three compulsory bullet points, approximately 90 words in total. Choose from two questions (15 marks). **F H**

Open-ended writing task.

Two compulsory bullet points, approximately 150 words in total. Choose from two questions. (25 marks). **H** only.

TRAVEL, TOURISM AND PLACES OF INTEREST

Assemblage

Putting it all together

1. You see some headings in a French magazine.



A

Les musées à visiter cet été

B

Bien préparer ses voyages à l'étranger

C

Profitez des vacances pour faire la grasse matinée

D

Partir en randonnée en famille :
le bon équipement

E

Dix conseils pour bronzer sans
danger

Which heading matches each idea? Write the correct letter next to each one.

1.1 Hiking _____

1.2 Sunbathing _____

1.3 Sleeping late _____

1.1 D 1.2 E 1.3 C

Dictation

2. You will hear **five** sentences, repeated **three** times (the first time as a full sentence, the second time in short sections and the third time again as a full sentence).

Write them down in **French**.

2.1 J'ai pris mon vélo hier. 2.2 Il a commencé à pleuvoir. 2.3 Elle voudrait faire du camping.
2.4 Aujourd'hui, il fait beau mais il y a du vent. 2.5 Je me relaxe en jouant au foot avec
mes amis.



TRACK 71



Make sure you understand each sentence, so you can re-use them in your own speaking and writing. Here is a translation:
2.1 I took my bicycle yesterday. 2.2 It started to rain.
2.3 She would like to go camping. 2.4 Today the weather is nice, but it is windy. 2.5 I relax by playing football with my friends.



Note that on the Foundation paper, there are only **four** sentences.

Photo card

3. Look at the photo and make notes about it. Then set a timer and talk about it for about **45 seconds**. At the end, listen to the recording for a model answer.



To prepare for this task, have another look at all the language in this spread and adapt it.
sauter = to jump

4. You are writing an article about your area for a French website.

Write approximately **90 words** in **French**.

You must write something about each bullet point.

Describe:

- the main places of interest in your area
- a recent event you and your friends enjoyed in your area
- something fun that will happen next year in your area.



4. *Model response:*

J'habite dans une petite ville au bord de la mer, dans l'ouest de la France. Alors, on peut s'amuser sur la plage. Il y a aussi beaucoup de magasins intéressants et des cafés où on peut manger des glaces délicieuses.

L'été, on peut assister à un festival de musique sur le port. L'année dernière, j'y suis allé/allée avec mes amis et on a écouté des groupes extraordinaires.

L'année prochaine, il va y avoir un grand championnat de skate et je voudrais y participer. Si je m'entraîne bien, je gagnerai peut-être !

GRAMMAR

The grammar requirements for GCSE are set out in two tiers: Foundation and Higher.

Students are required to use their knowledge of grammar from the specified lists, appropriate to the relevant tier of entry.

Students completing Higher tier assessments will be required to apply all grammar listed for Foundation tier in addition to the grammar listed for **H** Higher tier.

NOUNS AND ARTICLES

Nouns

Nouns are words used to name a thing, person or place. Examples: 'book', 'teacher', 'house'. It often helps to ask yourself if a word can have 'the' before it. If it can, it is a noun ('the book', 'the teacher', 'the house').

All French nouns (words to name people, places or things) are either masculine or feminine. When you learn new nouns, make sure you know whether they are masculine or feminine.

Masculine		Feminine	
le frère	<i>the brother</i>	la sœur	<i>the sister</i>
un frère	<i>a brother</i>	une sœur	<i>a sister</i>
le cinéma	<i>the cinema</i>	la table	<i>the table</i>
un cinéma	<i>a cinema</i>	une table	<i>a table</i>
le vélo	<i>the bike</i>	la voiture	<i>the car</i>
un vélo	<i>a bike</i>	une voiture	<i>a car</i>

Nouns ending in **-ité** are feminine:

une activité *activity*
la nationalité *nationality*
une université *university*

Nouns ending in **-ion** are feminine:

la circulation *traffic*
la région *region*
la télévision *television*

One exception: **un avion** *aeroplane*

In French, a verb in the infinitive is sometimes used as a noun.

The English equivalent is the **-ing** form of the verb.

Fumer est mauvais pour la santé. *Smoking is bad for your health.*

Many names of jobs have a masculine and a feminine version.

Masculine	Feminine	
-eur un professeur un danseur un directeur	-eure / -euse / -rice une professeure une danseuse une directrice	teacher dancer director
-ien un pharmacien	-ienne une pharmacienne	pharmacist
-ier un infirmier	-ière une infirmière	nurse



Plurals of nouns

As in English, most French nouns have plurals ending in **-s**.

Les professeurs et les élèves. *The teachers and the students.*

There are exceptions:

Words ending in **-s** / **-x** / **-z** stay the same.

Singular	Plural	
le bras	les bras	<i>arms</i>
la voix	les voix	<i>voices</i>
le nez	les nez	<i>noses</i>

Words ending in **-al** change to **-aux**.

Singular	Plural	
un animal	des animaux	<i>animals</i>
un cheval	des chevaux	<i>horses</i>

Words ending in **-eau** / **-eu** add an **x** instead of **s**.

Singular	Plural	
un cadeau	des cadeaux	<i>presents</i>
un jeu	des jeux	<i>games</i>



QUESTIONS

Ways of asking

There are three ways of asking a yes/no question:

- You can turn a statement into a question by adding a question mark and making your voice go up at the end.
Tu veux aller au cinéma ? *Do you want to go to the cinema?*
- You can also add **est-ce que ...** at the start of the statement.
Est-ce que tu veux aller au cinéma ?
- In more formal contexts, you can change the word order and start with the verb.
Veux-tu aller au cinéma ?

To ask other questions, you'll need one of these question words:

combien (de) <i>how much / how many</i>	Tu as <u>combien de</u> sœurs ?	<i>How many sisters do you have?</i>
comment <i>how</i>	<u>Comment</u> voyages-tu ?	<i>How are you travelling?</i>
où <i>where</i>	<u>Où</u> vas-tu ?	<i>Where are you going?</i>
pourquoi <i>why</i>	<u>Pourquoi</u> elle rit ?	<i>Why is she laughing?</i>
quand <i>when</i>	Ils arrivent <u>quand</u> ?	<i>When are they arriving?</i>
qu'est-ce que <i>what</i>	<u>Qu'est-ce qu'il</u> veut ?	<i>What does he want?</i>
que <i>what</i>	<u>Que</u> regardes-tu ?	<i>What are you looking at?</i>
quel / quelle / quels / quelles <i>what / which</i>	<u>Quel</u> temps fait-il ?	<i>What is the weather like?</i>
	<u>Quelle</u> heure est-il ?	<i>What time is it?</i>
qui <i>who</i>	C'est <u>qui</u> ?	<i>Who is it?</i>
quoi <i>what</i>	Tu fais <u>quoi</u> ?	<i>What are you doing?</i>

If the question includes a preposition, it goes before the question word.

C'est pour qui ? *Who is it for?*

Tu joues avec quoi ? *What are you playing with?*



VERB TABLES

Note: In these tables, when a verb forms the perfect tense with **être**, the past participle is shown with two options: masculine and feminine. The plural **-s** is shown added to the ones that are always plural, and in brackets for those that can be either singular or plural.

je suis parti/-ie = **je suis parti** (said by a male person), **je suis partie** (said by a female person)

vous êtes parti(s)/-ie(s) = **vous êtes parti** (speaking to a single male person), **vous êtes partie** (to a single female), **vous êtes partis** (to more than one male or a mixed group), **vous êtes parties** (to two or more females).

Regular -er verbs

Infinitive	Present	Perfect	Imperfect	Future
parler to speak	je parle	j'ai parlé	je parlais	je parlerai
	(I speak)	(I spoke / I have spoken)	(I was speaking)	(I will speak)
	tu parles	tu as parlé	tu parlais	tu parleras
	il/elle/on parle	il/elle/on a parlé	il/elle/on parlait	il/elle/on parlera
	nous parlons	nous avons parlé	nous parlions	nous parlerons
	vous parlez	vous avez parlé	vous parliez	vous parlerez
	ils/elles parlent	ils/elles ont parlé	ils/elles parlaient	ils/elles parleront

Regular -re verbs

Infinitive	Present	Perfect	Imperfect	Future
vendre to sell	je vends	j'ai vendu	je vendais	je vendrai
	tu vends	tu as vendu	tu vendais	tu vendras
	il/elle/on vend	il/elle/on a vendu	il/elle/on vendait	il/elle/on vendra
	nous vendons	nous avons vendu	nous vendions	nous vendrons
	vous vendez	vous avez vendu	vous vendiez	vous vendrez
	ils/elles vendent	ils/elles ont vendu	ils/elles vendaient	ils/elles vendront

Regular -ir verbs

Infinitive	Present	Perfect	Imperfect	Future
finir to finish	je finis	j'ai fini	je finissais	je finirai
	tu finis	tu as fini	tu finissais	tu finiras
	il/elle/on finit	il/elle/on a fini	il/elle/on finissait	il/elle/on finira
	nous finissons	nous avons fini	nous finissions	nous finirons
	vous finissez	vous avez fini	vous finissiez	vous finirez
	ils/elles finissent	ils/elles ont fini	ils/elles finissaient	ils/elles finiront



EXAMINATION PRACTICE ANSWERS

For detail on how the exam will be marked, you can download the mark schemes from the AQA website and marking guidance from **ClearRevise.com**.

Theme 1 People and lifestyle

Reading

01 C 02 E 03 B

[3 marks]

	Model answer	Accept	Reject	Mark
04	They eat pizza and listen to music.			2
05	They discuss it.	They talk together.		1
06	They sometimes argue but it's never serious.	Their arguments are never serious.		1
07	Her little brother is very funny.	Her younger brother makes her laugh every day.		1
08	Both friends and family are important.	She can't imagine life without friends or family.		1

Listening

01 F 02 E 03 D 04 B

[4 marks]

	Model answer	Accept	Reject	Mark
05	Wednesday			1
06	twelve o'clock/12pm	midday		1
07	history		interesting	1
08	ten o'clock/10am	after break		1

Dictation

[10 marks]

- 09.1 Ma copine adore le poulet.
09.2 Il ne faut pas arriver en retard.
09.3 Le mardi, j'ai un cours d'espagnol.
09.4 Ma soeur voudrait être végétarienne.
09.5 Je ferai mes devoirs de maths ce soir.

Speaking

Role play

Examples of answers and marks awarded, with recording of model responses.

[10 marks]

	2 marks	1 mark	0 marks
01	Oui, j'aime le sport, parce que c'est amusant.	J'aime le sport.	Le sport amusante.
02	Je mange des repas équilibrés.	Je mange équilibré.	Je boire pas alcool.
03	Je suis allé au lit à dix heures.	Dix heures.	Dix.
04	Ce matin j'ai pris une pomme et du thé.	une pomme et du thé	pomme et thé
05	Et toi, tu dors bien ?	Tu dormir bien?	Bon santé?

GUIDANCE ON GETTING TOP MARKS

+ Download pack

A full online version of this guidance gives you more advice on how to develop your answers progressively through the full range of marks. Download the complete pack from **ClearRevise.com**

Listening exam

Paper 1

F Foundation and **H** Higher tiers | Full marks

In **Section A** of the exam, questions will either be multiple choice or they will need to be answered in English. In **Section B** you will have a dictation task where you need to write down what you hear in French. For the dictation there will be about 20 words in French at Foundation tier and about 30 at Higher. You will hear each item **twice** in Section A and **three** times in Section B.

Section A

In Section A, these are some of the types of question you will hear:

- **Positive/Negative/Positive + Negative.** In this type of question, you will hear what people think about something. You write P if you think it is all positive; N if it is all negative; P+N if you think there is a mixture of both. Listen very carefully. You may hear **intéressant** on the first hearing, but just check what comes just before when you hear it for the second time. **Je trouve ça intéressant** is positive, but **je ne trouve pas ça intéressant** is negative.
- **Choosing A, B or A+B.** You will hear someone speaking and you have to decide whether statement A, statement B or both A+B are correct. You may be sure that one of them is correct on the first hearing, but listen carefully on the second hearing to make sure the other statement isn't also correct.

Section B

In Section B, for the dictation, you will hear a number of short sentences in French. Usually there will be **four** sentences at Foundation tier and **five** at Higher. For each sentence, this is what happens:

- you hear the whole sentence.
- you hear the sentence broken up into two or three sections.
- you hear the whole sentence again.

If you hear it for the first time and there is something you miss, don't panic! You still have two chances to hear it again and get it right.



Remember: At the end of the exam, you have 2 minutes to check your answers in the whole paper. This gives you a chance to look again at what you have written for the dictation and to spot any careless errors you may have made.



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EXAMINATION TIPS

When you practise examination questions, use the following tips collated from years of experience and examiner reports to help you maximise your result.

Written exams (Listening, Reading, Writing)

1. Ensure your handwriting is clear and legible.
2. Cross out any mistakes with one clear line.
3. Read the question instructions carefully.
4. **For Listening:**
 - Don't write answers while the recording is playing. Wait for the pause between the two recordings of a question or the pause between one question and the next.
 - In the dictation, you will hear everything three times in total. Check your spellings when you hear each section.
5. **For Reading:**
 - Read forwards and backwards in a text from the key word in the question. Sometimes the answer comes after the key word and sometimes it comes before. Translate every word in the paragraph.
6. **For Listening and Reading:**
 - Look at the heading of the question. It is in English and gives you the question context, for example 'School'.
 - If you are asked to give a certain number of details, only give that number.
 - When answering with a letter, make sure the letter is written clearly. For example, the letter A can look like an H if you leave a gap at the top.
 - Don't leave any answers blank. A blank response will always score 0 but a guess may get a mark.
7. **For Writing:**
 - If a question asks you to write an approximate number of words, try to keep to roughly that number. If you write much more than that, you may make more errors and this can lead to a lower mark.
 - Mention all of the bullet points in an answer and tick them off on the question paper as you cover them.
 - Check that you don't miss out any parts of the translation.
 - Check your work carefully, especially verb tenses and endings.

Speaking exam

8. Use the 15 minutes of preparation time wisely. You can write down exactly what you are going to say for the role play and for the description of the photos. For the reading aloud passage, you can write down tricky words as you will say them, for example *yaourt* as *yow-oort* or *croissant* as *kwas-on*.
9. You can ask for repetition of a question in any part of the test, but make sure you ask in French. You can say **Vous pouvez répéter, s'il vous plaît ?**
10. Speak clearly at all times and don't read your notes from the preparation time too fast. There are no extra marks for speaking quickly.

Bonne chance !

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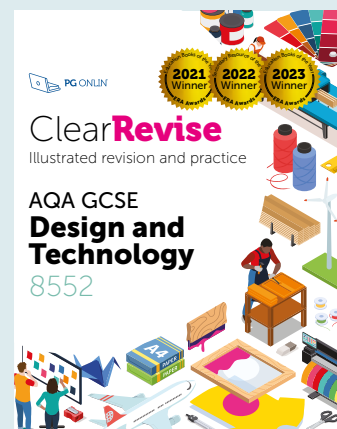
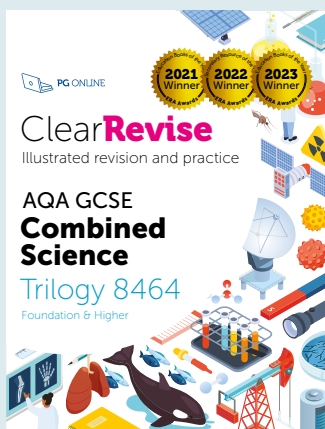
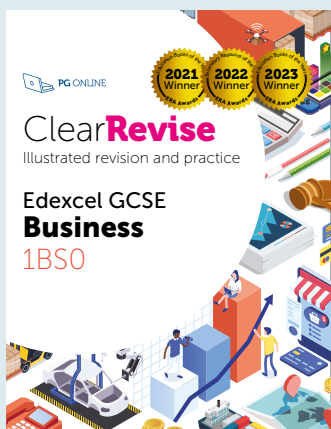
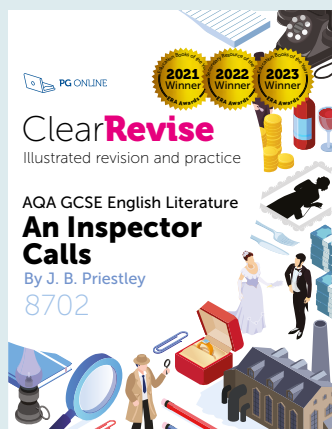
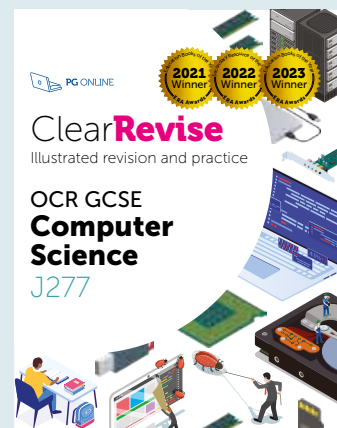
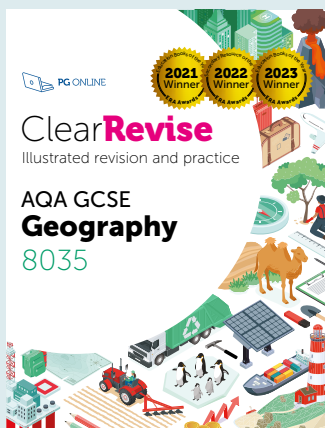
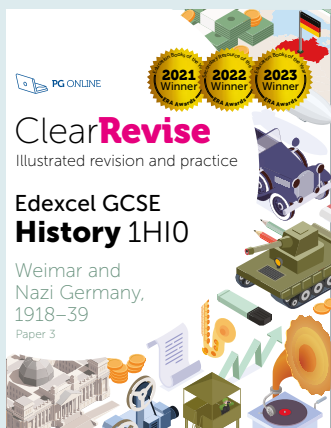
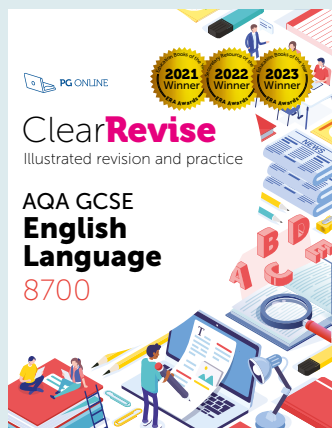
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