

Leaving Certificate French Higher Level Examination Paper



CONTENTS

Exam Guide	2
2014	7
2013	26
2012	46
2011	66
2010	86
2009	106

EXAM GUIDE

The Leaving Certificate Higher Level French Paper comprises four sections. The marks for each section are detailed in the table below.

SECTION	MARKS	% MARKS	APPROX. TIME
Oral Examination	100 marks	25%	15 mins
Reading Comprehension:			
Journalistic Comprehension	60 marks	15%	35 mins
Literary Comprehension	60 marks	15%	35 mins
Written Expression			
Question 1	40 marks	10%	25 mins
Questions 2, 3 and 4 (answer two questions)	60 marks (2 x 30)	15%	40 mins
Listening Comprehension	80 marks	20%	40 mins

NOTE: An approximate time has been given for each question in the written paper as good time management is essential in this section.

ORAL EXAMINATION

The oral will take place in April this year. It is worth 25% at Higher Level. It will last for 15 minutes approximately.

The oral takes the form of straightforward questions put to the student in a fairly direct way. The main problem with the oral is that students tend to get very nervous before the exam. There are several ways to avoid this.

- Remember, the oral examination is not an interview. It should be seen as a friendly chat. Often the examiners are themselves teachers of Higher Level 6th Year French so they understand your nervousness.
- Practice is key in this area. In addition to classwork you should avail of anyone you know that can speak French. Give them the list of topics below and get them to ask you questions on them. This person can be a French native speaker, a cousin or older sibling who sat the Leaving Certificate recently and who obtained a good grade in it. Remember the more you speak French, the more comfortable you will be on the day of the exam.

You need to have covered the following topics (your teacher will cover them with you in class and you can also refer back to your school book).

- You and your family
- Your house and household tasks
- The area where you live (what facilities are there for young people and for tourists, advantages and disadvantages, would you like to continue living there)
- School (the atmosphere, facilities, subjects, teachers, how you find the Leaving Certificate, future plans, rules)
- Holidays (last year, next year, have you ever been to France, differences between France and Ireland and the French and the Irish)
- Pastimes (including the internet and friends)
- Daily routine (yesterday and tomorrow)
- The weekend (last weekend and next weekend)
- Transition Year
- What do you do for money?
- If you won the lotto what would you do? If you were school principal what would you change?

In terms of being asked a question on a topical issue such as the recession or climate change, the examiner will only ask a question on these topics if you bring it up in conversation. For example, if you say that every weekend you see fights outside nightclubs, then obviously the examiner may ask you why you think young people drink so much.

Abstract topics that may come up:

- Addictions
- Racism / unemployment
- The environment and pollution
- Information technology
- Violence / the recession
- Politics

Be careful where you lead the conversation. For example, if you mention that you drive to school, the obvious questions will be whether you have sat your test yet, how you could afford a car, where you would park etc. Learn how to lead the conversation. For example, a question about what you did last weekend could lead to you discussing your pastimes. If there is a point you don't want to be asked about, don't mention it!

Students may also choose to bring in a document. No student is obliged to take in a document but I recommend it. The student will be asked about the document at the end of the conversation and the discussion should last about 3 minutes (approximately).

Some options for a document are:

- A French newspaper article
- A sporting hero
- A photo of a recent holiday
- A French advertisement

Types of questions which could be asked:

- Where did you find this?
- Why did you choose this?
- Describe what's going on in the image and who is in it.
- When was it taken? (if it's a photo)

READING COMPREHENSION

How to approach reading comprehensions

There are two reading comprehensions and questions from both must be answered.

Q. 1 Journalistic Comprehension: This text deals with newsworthy matters.

Q. 2 Literary Comprehension: This text is generally taken from a novel and it takes a narrative form. There may be a long piece of dialogue. Students always seem to find this comprehension the hardest. The main reason for this is that the tense used is often the past historic tense which makes the verbs harder to recognise.

Follow the steps below when approaching comprehensions:

- Read the headline.
- Read Question 6 first – this question is answered in English, using quotes from the French comprehension to back up your answer. Students often find this question extremely difficult. To make this question easier for you, read Question 6 first and keep it in mind when answering your questions 1 – 5 as, in most cases, you can use your answers from two of these questions to answer Question 6.
- Tackle each question individually and attempt each one. **Don't leave blanks!**
- Each comprehension typically contains a **grammar question**, worth 1.5%, or 3% of your overall grade, so you should familiarise yourself with grammar terms. It is worth spending some time looking for these grammar terms in the comprehension.
- Be careful to only give the examiners the information they are looking for. For example, if they are looking for a verb in the *imparfait* just insert the verb part, not the subject.

Example: Comprehension 2, 2011

Q. 3. (ii) *Relevez dans la troisième section un verbe à l'imparfait.*

Wrong answer: *Il fallait*

Correct answer: *fallait*

If it is a verb in the *passé composé* insert the auxiliary verb: *ai fini*.

If it is a reflexive verb insert the reflexive pronoun: *me lave*.

- You should familiarise yourself with the following expressions as these words regularly appear in the comprehensions.

Question Words	Question Verbs	Common Expressions
Qui – Who	Trouvez – Find	Un mot – A word
Quand – When	Retrouvez – Find	Une phrase – A sentence
Où – Where	Relevez – Pick Out	Une expression – A phrase
Comment – How	Donnez – Give	Le narrateur / La narratrice – Narrator
Pourquoi – Why	Citez – Quote	L'auteur / L'écrivain – The author / writer
Que / Quel etc. What / Which	Nommez – Name	Selon / D'après – According to
Combien – How much / many	Montrez – Show	Un extrait / article / entretien – An extract / article/ interview
Lequel etc. – Which	Évoquez – Show	Lequels des mots suivants – Which of the following words
	Démontrez – Show	Relevez le mot qui veut dire – Pick out the word which means
	Exprimer – Express (an opinion)	
Dont – Of which / whose		
Auquels – To which		
Duquel – From which		
Ceux / Celles – Those people		

Tips

- If you are asked *Trouvez / Relevez / Donnez / Citez / Retrouvez une phrase qui montre* then you must quote a full sentence, starting with a capital letter and ending in a full stop.
- If you are asked *Trouvez / Relevez / Donnez / Citez / Retrouvez les mots qui montrent* then you must quote the words that are applicable from the text.
- If you quote too much the examiner will deduct marks. If *un mot* is asked for then only give one word. If *un détail* is asked for, do not write a long answer as marks will be deducted for extraneous material.
- Use inverted commas when quoting from the text.

When should you manipulate the text / quotation?

Example: Comprehension 1, 2011

Q. 4. (ii) *Pour Julien, se déplacer la nuit posait un problème. Comment a-t-il trouvé une solution ?*

For Julien, moving about at night posed a problem. How did he find a solution?

In the comprehension the text says:

J'ai demandé aux propriétaires de me prêter un vélo.

I asked the owners to lend me a bike.

This had to be changed to:

Il a demandé aux propriétaires de lui prêter un vélo.

He asked the owners to lend him a bike.

Questions beginning with the word *pourquoi* are the main types of question which you have to manipulate.

How to improve your comprehension skills

- Practice:** You should be doing one comprehension every week.
- Vocabulary:** It is a good idea to keep a vocabulary copy book and insert vocabulary into it from every comprehension you do. You should aim to be learning 35 new words every week.
- If you find the comprehensions extremely difficult you should start reading articles that are of interest to you. www.lemonde.fr is a great source for newspaper articles. Click on the tabs at the top of the page to bring you to an area that you are interested in, or for shorter articles, try www.yahoo.fr

WRITTEN EXPRESSION

There are four questions in this section and you must answer Question 1 and any two other questions.

Question 1 contains two options and relates directly to the comprehension text. One option will be an abstract topic and the other a more topical issue.

Example 2011

Question 1 – Is it important for you to be independent?

Question 2 – Crime is becoming a serious problem in Ireland.

Which question is the easier option? You should almost always go for the topical issue as you will have better vocabulary to use with this one.

Question 2 will be a diary entry, or either a formal or an informal letter, a message, or an e-mail. The diary entry comes up every year so you would have had plenty of practice on these.

Then select one from Question 3 or 4.

Question 3 contains two options, both of which would be topical issues.

Question 4 contains two options, both of which would be topical issues.

TIP: Do one question from each of the four options in case you make a mistake understanding the meaning of one.

How long should your essay be?

For the questions where you are asked to write 75 words, 110–120 words are recommended.

For the questions where you are asked to write 90 words, 125–135 words are recommended.

Predictions:

It is impossible to predict what is going to come up in the written assignments. It would be good to prepare an essay on the following topics, which should give you a broad scope. Also revise your oral notes as they can often be adapted for use in your essays.

- The environment / natural disasters / What I do to help
- Noise pollution
- Addictions
- Fashion
- The French language
- The education system / pressure
- Obesity / sport / drugs in sport
- The recession
- Developing world poverty
- Traditions / The elderly
- Racism
- Why vote / politics
- Violence / war
- Women
- Technology

The Essay

First of all you need to have a series of expressions that you can use to wrap around the vocabulary relevant to the question.

Je suis d'accord avec cette déclaration.

I agree with this statement

On doit faire face au fait que...

One must face up to the fact that...

C'est la grande question de nos jours.

It's the big question of our times.

Selon moi...

According to me...

Ce qui me frappe le plus, c'est...

What strikes me particularly is that...

En ce qui me concerne

As far as I'm concerned

Non seulement... mais aussi

Not only... but also

D'une part... d'autre part

On the one hand... on the other hand

Dans une certain mesure

To some extent

Some other tips for the essay

- Instead of saying *je pense que...* / *je crois que...*
Use *je considère que...* or *il me semble que* or *je soutiens que...* or *il paraît que*
- Instead of saying *beaucoup de gens pensent que...*
Use *certains pensent que...*, *on pense souvent que...*
- Instead of saying *le problème*
Use *la question* (issue) or *le sujet* (topic)
- Instead of saying *je dirais que*
Use *j'affirmerais que* or *je constaterais que*
- Do not overuse the phrase *il y a*
Use *il existe* / *on trouve*
- Instead of saying *causer*
Use *provoquer* / *déclencher* / *produire*
- Instead of saying *beaucoup de*
Use *un tas de* / *bon nombre de* / *énormément de* / *plein de*
- Too often easy adjectives like *sympa* and *bon* are used. You should build up a list of adjectives such as: *passionnant* / *émouvant* / *favourable* / *nuisible* / *persuasive* / *inquiétant* / *fascinant* / *indispensable* / *agreeable* / *sain*. Don't forget to make adjectives agree.
- Try to include the subjunctive tense.

LISTENING COMPREHENSION

Each section is played three times – apart from section five, which is played twice.

How to approach listening comprehensions

Read each question, carefully highlighting the main component of what is being asked.

- The first time the piece is played, listen out for the answer but don't write anything. Listen out for keywords.
- The second time the piece is played, write down your answer. You will have a pause between each question and time to fill in your answers.
- The third time the piece is played, check over what you have written down to make sure it is correct.

How to improve your listening skills

1. The CD with your Leaving Certificate examination papers contains the Listening Comprehensions. When you place it into your computer, an option will come up to view the scripts for each year. Print off the scripts. Now it is time to practise at home with the Leaving Certificate examination papers. Try to do it section by section. Then, once you are done, you can check your answers in the script. You can also try listening with the script in front of you.
2. Pick out some vocabulary and place it into your vocabulary copy book.

You can also check out the following:

www.newsinslowfrench.com – scroll to the bottom of the page for old episodes.

SECTION I: READING COMPREHENSION (120)

QUESTION 1

(60)

TIP: Appropriate direct quotation OR correct manipulation acceptable in 1(i), 2(i) and 5(ii).

1. (i) What is the weather like in Chignat at 9.30am? **(Section 1)** [5]
- (9h30) La pluie tombe (sur le chapiteau du Cirque Rozel, installé dans la ville de Chignat) (whole sentence) **(5)**
 - Il pleut / (Il y a de) la pluie **(5)**
 - Pluie **(4)**
 - Il fait mauvais **(3)**
 - Il fait mal **(0)**
- TIP:** Accept past tense, e.g. Il pleuvait / Il a plu / Il avait plu.
- (ii) According to Alexis, why is it a difficult period for him this year? **(Section 1)** [5]
- Il y a moins de personnes (au cirque) / spectateurs (que dans le passé) **(5)**
 - (Dans le passé,) en moyenne, on avait 90 personnes (au cirque) / spectateurs, (mais) cette année on en a souvent juste 30 **(5)**
 - (Mais cette année,) on a / il y a souvent juste 30 personnes (au cirque) / spectateurs **(4)**
 - (Dans le passé,) en moyenne, on avait 90 personnes (au cirque) / spectateurs **(3)**
 - (mais cette année) on en a souvent juste 30 **(3)**
- TIP:** Correct manipulation required.
- MARKS:** If « souvent » omitted above, minus 1 mark.
2. (i) Find the detail which shows that no-one else works in the circus apart from the members of the Rozel family. **(Section 2)** [5]
- aucun employé **(5)**
 - des parents, trois enfants, aucun employé, et des tas de cousins **(4)**
 - (Le Cirque Rozel est) une histoire de famille **(4)**
- TIP:** Appropriate direct quotation OR correct manipulation acceptable.
- (ii) Pick out the expression which explains why Nancy does the administrative work. **(Section 2)** [5]
- (puisque) elle maîtrise mieux l'écriture qu'Alexis **(5)**
 - (puisque) elle maîtrise mieux l'écriture **(4)**
 - elle s'occupe aussi des trois enfants et des tâches administratives puisque elle maîtrise mieux l'écriture qu'Alexis **(3)**
 - elle s'occupe aussi des trois enfants et des tâches administratives puisque elle maîtrise mieux l'écriture **(2)**
3. (i) Find in the third section a feminine singular adjective. [5]
- Sa **(5)**
 - Propre **(5)**
 - Sa propre **(5)**
- MARKS:** Award 5 Marks or 0 Marks.
- (ii) According to the third section, in the years 1960–1970, [5]
- (a) the circuses used to spend all day in one village.
 - (b) the customers used to watch the show standing in the villages.
 - (c) Marco used to play a musical instrument in the villages.
 - (d) the vehicles sometimes used to find it hard to get through the villages.
- Answer (d) the vehicles sometimes used to find it hard to get through the villages **(5)**
4. (i) Quote a phrase which shows that there wasn't any ferocious animal in the circus. **(Section 4)** [5]
- Ni lion, ni tigre, ni éléphant **(5)**
 - Deux chevaux, des chèvres, des chiens et des colombes **(5)**
 - Rien de très exotique **(4)**

(ii) How does Alexis behave towards the animals in his circus? **(Section 4)**

[5]

- (Il aime ses / les animaux.) Il ne les frappe pas / Il ne frappe pas ses animaux **(5)**
- (J'aime mes animaux.) Je ne les frappe pas / Je ne frappe pas mes animaux **(4)**
- Il aime ses / les animaux **(3)**
- Il les aime **(3)**
- On a des contrôles de vétérinaires et des certificats **(3)**
- J'aime mes animaux **(2)**
- Je les aime **(2)**

TIP: Correct manipulation required.

5. (i) What did Alexis do to attract spectators to his show in Dallet? **(Section 5)**

[5]

- Il / Alexis a déposé des affichettes (du cirque) au bord de la route / plusieurs jours à l'avance **(5)**
- Les affichettes (du cirque) apparaissent au bord de la route. Déposées plusieurs jours à l'avance par Alexis **(4)**
- Il / Alexis a déposé des affichettes (du cirque) **(4)**
- Bientôt, les affichettes (du cirque) apparaissent au bord de la route. Déposées plusieurs jours à l'avance par Alexis **(3)**
- Les affichettes (du cirque) apparaissent au bord de la route **(3)**
- Bientôt les affichettes (du cirque) apparaissent au bord de la route **(2)**
- Bientôt, les affichettes (du cirque) apparaissent au bord de la route. Déposées plusieurs jours à l'avance par Alexis, elles seront enlevées après la représentation. (Two whole sentences) **(2)**
- Déposées plusieurs jours à l'avance par Alexis, (elles seront enlevées après la représentation) **(2)**

TIP: Correct manipulation required.

(ii) What was the difference between the dismantling of the tent at Chignat and its reinstallation in Dallet? **(Section 5)**

[5]

- Il n'y a pas de cousins à Dallet / pour le remontage **(5)**
- Il y a / avait des cousins à Chignat / pour le démontage **(5)**
- Il faut / faudra tout faire à trois à Dallet / pour le remontage **(5)**
- Cette fois, pas de cousins **(5)**
- Il faut / faudra tout faire à trois **(4)**
- Pas de cousins **(4)**
- Alexis, Nancy et Marco commencent à remonter le chapiteau **(4)**
- Puis, Alexis, Nancy et Marco commencent à remonter le chapiteau **(3)**

TIP: Appropriate direct quotation OR correct manipulation acceptable.

6. Circus life for Alexis and his family is tough. Do you agree? Refer to the text in support of your answer. (Two points, about 50 words in total.) **[5 + 5]**

Candidates may choose to agree or disagree using any two of the following points:

Points in agreement

- Numbers attending the circus are down.
- They do two shows a day.
- They do all the work themselves – no employees.
- Lots of different skills needed.
- Lots of hard physical work.
- Nancy has lots of different responsibilities.
- In the past, there seemed to be more "romance" about the circus.
- Lots of bureaucracy now – permits needed from the town hall, animal welfare, etc.
- Alexis does all the promotion work.
- The weather is uncertain.

Etc.

Points in disagreement

- It's a family business with lots of traditions.
- Sometimes they get full houses.
- Work is varied.
- They have happy memories of past times on the road.
- They care about the animals and treat them well.
- They enjoy the freedom their way of life gives them.

Etc.

QUESTION 2

(60)

TIP: Appropriate direct quotation OR correct manipulation acceptable in 1(ii), 2(i), 3(i), 3(ii) and 5(i).

1. (i) Find the expression which means that Georges became less and less understanding. **(Section 1)** [5]
- Georges se montrait de plus en plus intolérant (5)
 - À mesure que ses filles grandissaient, Georges se montrait de plus en plus intolérant (4)
 - de plus en plus intolérant (4)
- MARKS:** No penalty if « avec elles » included.
- (ii) What was the attitude of Georges towards the young men who were admiring his older daughter? (One example) **(Section 1)** [5]
- Il les critiquait (et déplorait leur manque de culture) (5)
 - Il déplorait leur manque de culture (5)
 - Il critiquait les garçons / les jeunes hommes (qui s'intéressaient à Sophie, et déplorait leur manque de culture) (5)
 - Il critiquait aussi les garçons / les jeunes hommes (qui s'intéressaient à Sophie, et déplorait leur manque de culture) (4)
- TIP:** Appropriate direct quotation OR correct manipulation acceptable.
2. (i) In the second section, what did Georges forbid his daughters to do? **(Section 1)** [5]
- (Il / Georges leur interdit / a interdit / a défendu d') aller à la grande fête (organisée à Chaville par leurs cousins) (5)
 - Lorsqu'elles furent / ont été invitées à la grande fête (organisée à Chaville par leurs cousins), Georges leur interdit / a interdit d'y aller (5)
 - Georges leur interdit / a interdit d'y aller (3)
 - à la grande fête (organisée à Chaville par leurs cousins) (2)
- TIP:** Appropriate direct quotation OR correct manipulation acceptable.
- MARKS:** If « donc » included, minus 1 mark.
- (ii) Quote the sentence that indicates that the two daughters participated in the conversation throughout the meal. **(Section 2)** [5]
- Pendant le dîner, Lisbeth et Sophie s'efforcèrent de répondre aimablement aux questions qu'on leur posait (5)
 - Lisbeth et Sophie s'efforcèrent de répondre aimablement aux questions qu'on leur posait (4)
 - Lisbeth et Sophie s'efforcèrent de répondre aimablement aux questions (3)
 - Lisbeth et Sophie s'efforcèrent de répondre (aimablement) (2)
3. (i) Why did Georges become angry during the evening of the dinner? **(Section 2)** [5]
- (Parce que) sitôt le dessert pris, Sophie et Lisbeth / les filles / ses filles / elles demandèrent à monter se coucher (5)
 - (Parce que) Sophie et Lisbeth / les filles / ses filles / elles ont disparu de si bonne heure (5)
 - À cause du manque de savoir-vivre de Sophie et Lisbeth / des filles / de ses filles (4)
 - Mais sitôt le dessert pris, Sophie et Lisbeth / les filles / ses filles / elles demandèrent à monter se coucher (4)
 - Georges, fâché qu'elles aient disparu de si bonne heure (4)
 - À cause de leur manque de savoir-vivre (3)
 - Lorsque les invités furent partis, Georges, fâché qu'elles aient disparu de si bonne heure, monta voir ses filles avec l'intention de les gronder à cause de leur manque de savoir-vivre (Whole sentence) (3)
- TIP:** Appropriate direct quotation OR correct manipulation acceptable.
- MARKS:** If « sitôt le dessert pris » omitted, minus 2 marks.
- (ii) How much time did the parents take to arrive at the cousins' house? **(Section 3)** [5]
- Moins d'un quart d'heure (5)
 - En moins d'un quart d'heure (4)
 - un quart d'heure (4)
 - d'un quart d'heure (3)
 - Georges et Martha d'heure (Whole sentence) (3)
- TIP:** Appropriate direct quotation OR correct manipulation acceptable.

4. (i) According to the third section, [5]
- (a) Martha and Georges tried to close the shutters of the house
 - (b) Martha argued with her daughters because of the music
 - (c) Martha went into the house alone to find her daughters
 - (d) Martha and Georges didn't know where their daughters had gone

Answer (c) Martha went into the house alone to find her daughter **(5)**

- (ii) Pick out the expression which explains why the younger sister wasn't afraid of going. **(Section 4)** [5]

- Lisbeth rêvait de voyages et de contrées lointaines **(5)**
- Comme Lisbeth rêvait de voyages et de contrées lointaines, partir ne lui faisait pas peur **(4)**
- Comme Lisbeth rêvait de voyages et de contrées lointaines **(4)**
- Lisbeth rêvait de voyages **(3)**
- Lisbeth rêvait de contrées lointaines **(3)**
- Elle pensait qu'il serait facile pour les deux filles de vivre à la campagne incognito, (le temps de trouver un petit travail) **(2)**

5. (i) What do Sophie and Lisbeth have to do to escape the house without arousing suspicion? **(Section 4)** [5]

- (Huit jours plus tard, à l'heure habituelle,) les deux filles / elles ont fait / firent semblant de partir pour le lycée **(5)**
- (Huit jours plus tard,) les deux filles / elles ont fait / firent semblant de partir **(0)**

TIP: Appropriate direct quotation OR correct manipulation acceptable.

- (ii) Trouvez dans la quatrième section un verbe pronominal. [5]

- S'enfuir **(5)**
- Enfuir **(0)**

MARKS: Award 5 marks or 0 marks. If « s'oppose » offered, allow 5 marks.

6. Do you think that Georges and Martha are equally strict as parents? Refer to the text in support of your answer. (Two points, about 50 words in total.) [5 + 5]

Candidates may choose to agree or disagree using the following points.

Georges

- He is becoming increasingly intolerant of the girls' behaviour and friends.
- Martha cannot get him to calm down.
- He forbids them to go to their cousins' party because they had stayed out later than allowed on two occasions.
- His decision is final.
- He insisted that they stay for dinner when his boss has been invited.
- He is very angry when they ask to leave the table straight after dessert and sets off to scold them.
- He stays in the car while Martha goes into the cousins' house. Perhaps she thinks he'll be too angry.
- He is furious in the car – Sophie is trembling and at that moment decides that she is going to leave home.

Etc.

Martha

- She sometimes tries to calm Georges, but in vain.
- It is Martha who goes into the cousins' house to collect the girls.
- It takes only one look from Martha, no words, to get the girls to come out to the car immediately.

Etc.

SECTION II: WRITTEN EXPRESSION (100)

TIP: There are four questions in this section. You must answer Question 1 and any two other questions. Question 1 is worth 40 marks or 10% of your overall marks. Spend no more than 25 minutes on this question.

Question 1 (a)

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

According to the text in Section 1, Q.1, 'Circuses are the object of regular criticism from animal rights associations'. It seems cruel to keep wild animals in captivity in zoos and circuses or even in semi-freedom in animal parks.

What do you think?

2. Look at the number of words required. In this case it is a **minimum of 90 words**. You should aim for 135 words.
3. Draw a basic **plan** of how you are going to structure your answer.
- Zoos – advantages
 - Circuses – disadvantages
 - Overview of both
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

Moi personnellement j'aime les zoos. Certains zoos permettent à leurs pensionnaires de vivre en semi-liberté dans de vastes espaces.

Personally I like zoos. Some zoos allow their boarders to live in semi-freedom in vast spaces.

Plusieurs dizaines de milliers d'animaux en captivité vivent ou survivent dans ces centres, représentant plusieurs centaines d'espèces différentes, originaires de toute la planète.

Several hundreds of thousands of animals in captivity live or survive in these centres, representing several hundreds of different species originating from all over the planet.

Les grands zoos, comme celui de San Diego, en Californie, font de la préservation d'espèces menacées d'extinction leur priorité. Ceci est une bonne chose pour la préservation de la nature et pour éduquer les jeunes.

Large zoos, like that of San Diego in California, make preserving threatened species their priority. This is a good thing for preserving nature and educating young people.

Tandis que des cirques ne peuvent leur offrir que des cages. Je n'aime pas voir des animaux dans les cirques.

As circuses can only offer cages. I don't like seeing animals in circuses.

Les animaux ne sont pas des jouets qu'on peut sortir de leur boîte pour l'amusement de quelques-uns.

Animals aren't toys that one can take out of their box for the amusement of some.

Malheureusement il y a ceux qui meurent d'ennui.

Unfortunately there are those who die of boredom.

Il y a ceux qui estiment que les zoos et les cirques ne sont que des lieux de souffrance animale et que les cirques et les zoos restent des prisons.

There are those who consider that zoos and circuses are only places of animal suffering and that circuses and zoos remain prisons.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Certains zoos permettent

Certain zoos allow

- Certains is a good 'subject' to use in formal essays. It is followed as you can see by the 'they' or *ils* form of the verb. It can also be used on its own to mean 'some people'.

E.g. *Certains pensent que* – Some people think that

Permettent à leurs

pensionnaires de vivre

Allow their boarders to live

- Certain verbs in French are followed by prepositions such as *à* or *de* before the infinitive of the next verb.

E.g. *Elle m'aide à étudier.* – She helps me to study.

J'essaie d'étudier. – I am trying to study.

Toute la planète

All over the planet

- *Tout* as an adjective has four forms (*tout, toute, tous, toutes*) and various meanings.

Tous les enfants – All the children

Tout le temps – All the time

Tous les jours – Every day

Toute la journée – All day

Quelques-uns

Some people

- This is followed by the 'they' form of the verb.

- *Quelqu'un* – someone

'Someone' is followed by the 'he' form of the verb, e.g. 'someone who is' – *quelqu'un qui est*. It is also followed by *qui*.

Quelquechose – something

Ceux qui

Those who

- *Ceux* means 'those people' (and is followed by the 'they' or *ils* form of the verb).

- *Celles* means 'those women'

Question 1 (b)

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

*According to Section 1, Q.2, Georges seems to be a very strict father, something that was really normal in the 60s.
In your opinion do parents in Ireland today give a lot of freedom to their children?*

2. Look at the number of words required. In this case it is a **minimum of 90 words**. You should aim for 135 words.
3. Draw a basic **plan** of how you are going to structure your answer.
- Agree / Disagree
 - State whether your parents are strict or not.
 - In what ways are they strict / not strict?
 - Compare with other parents.
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

Je ne suis pas d'accord avec cette déclaration. En fait mes parents sont trop stricts avec moi. Ils ne me donnent pas assez de liberté.

I don't agree with this statement. In fact, my parents are too strict with me. They don't give me enough freedom.

Je me dispute trop souvent avec mes parents.

I argue too much with my parents.

Ils peuvent être stricts quand il s'agit de sortir en ville.

They can be strict when it comes to going out in town.

Ils ne me traitent pas comme un(e) adulte. Ils s'inquiètent trop à cause de la drogue et de l'alcool.

They don't treat me like an adult. They worry too much because of drugs and alcohol.

Ils pensent qu'il y a trop de bagarres à l'extérieur des boîtes de nuit.

They think that there are too many fights outside nightclubs.

Ils se fâchent aussi au sujet de l'école ou si je passe trop de temps avec mes amis.

Also they get angry about school or when I spend too much time with my friends.

C'est moi qui suis le plus âgé à la maison donc j'ai trop de responsabilités et peu de liberté.

I am the eldest at home so I have too many responsibilities and little freedom.

Ils ne comprennent pas que ce n'est pas facile d'être un jeune en Irlande aujourd'hui.

They don't understand that it is not easy to be a young person in Ireland nowadays.

J'ai des amis qui ont des parents qui leur donnent plein de liberté. Ils ont de la chance...

I have some friends who have parents who give them plenty of freedom. They are lucky...

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Je me dispute

I argue

– In reflexive verbs *se* means oneself so *me* means myself, *te* means yourself and so on. Reflexive verbs are commonly used in the French oral when describing your daily routine.

Quand il s'agit de

When it comes to

– This is followed by the infinitive of the next verb.

Au sujet de

about

E.g. *On se dispute au sujet de la politique.* – We argue about politics.

Le plus âgé

The oldest / the most old

– This is a superlative adjective i.e. the biggest, the prettiest, the tallest.

E.g. *Elle est la fille la plus intelligente.* – She is the most intelligent girl.

Il est l'homme le plus intelligent. – He is the most intelligent man.

But *Il est le plus grand homme du siècle dernier.* – He is the greatest man of the last century.

Remember when *grand(e)* is used before the noun it means great, not tall.

Ce garçon est le plus grand. – This boy is the tallest.

Question 2 (a)

TIP: You have a choice of questions here. The diary question is a good option because it is guaranteed to come up every year and you can learn off standard expressions that can be used in any diary entry.

TIP: Good time management is essential! Spend no more than 20 minutes on this question.

TIP: For the diary entry you will be discussing something that has happened or is going to happen so watch tenses and make sure it makes sense.

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

*One of your friends has just had a tattoo, a big, very visible design.
The idea of having a tattoo interests you but you hesitate. What a decision to make!
What do you write in your diary?*

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
3. React to the question being asked. Here, you are basically repeating the diary entry question in the 'I' form. Start off by saying *Cher Journal* (Dear Diary).

Useful introductory expressions

Me revoilà
Here I am again

Quelle catastrophe !
What a disaster!

Devine ?
Guess what?

Quelle bonne nouvelle !
What great news!

Useful expressions for signing off

Bonne nuit cher journal, je suis fatigué(e) maintenant. Il faut que j'aïlle me coucher.
Good night dear diary I'm tired now. I must go
(subjunctive) to bed.

Je vais dormir comme un loir.
I'm going to sleep like a log.

Standard diary expressions

**Qu'est-ce qu'ils sont énervants, les parents !
Ce que mes parents peuvent être énervants !**
How annoying my parents are!

J'en ai vraiment marre d'eux.
I'm really sick of them.

Qui vivra verra.
Time will tell.

Sample Answer

Cher journal,

Dear Diary,

Me revoilà. Devine ?

Here I am again. Guess what?

Je n'en croyais pas mes yeux quand j'ai vu le nouveau tatouage de Marie.

I didn't believe my eyes when I saw Marie's new tattoo.

C'est un grand dessin d'un dauphin qui est très visible.

It is a large, very visible design of a dolphin.

J'étais étonnée et choquée en même temps.

I was surprised and shocked at the same time.

À vrai dire, je ne l'aime pas. C'est plutôt grand et c'est pour toujours.

To tell you the truth I don't like it. It's really big and it's for always.

L'idée d'avoir un tatouage m'intéresse, mais j'hésite. Mes parents m'ont dit que je ne peux pas, que je suis trop jeune !

The idea of having a tattoo interests me, but I hesitate. My parents told me that I can't, that I am too young!

Qu'est-ce qu'ils sont énervants, les parents ! / Ce que mes parents peuvent être énervants !

How annoying my parents are!

J'en ai vraiment marre d'eux.

I'm really sick of them.

Si j'avais le choix, j'aurais un tatouage d'une petite étoile, il ne serait pas trop grand.

If I had the choice, I would have a tattoo of a small star, not too big.

Peut être que dans le futur j'en aurai un.

Perhaps in the future I will have one of them.

Qui vivra verra.

Time will tell.

Bonne nuit cher journal. Je suis fatigué(e) maintenant. Il faut que j'aille me coucher.

Good night dear diary. I'm tired now. I have to go to bed.

Je vais dormir comme un loir.

I'm going to sleep like a log.

Laura xx

Question 2 (b)

How to approach this question

1. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
2. Make sure that you **answer each point being asked**.

TIP: Show that you are familiar with the layout of an email, such as email address and subject line.

TIP: This is an email to a friend so keep the tone informal.

Your French friend Claudine sent you the following email:

You told me that you love sport. Can you tell me a little about a sport that you practise at the moment?

Who is the Irish sportsperson that you admire the most?

3. **Check** your answer for mistakes.
 - Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

Date: le 26 juin

De: marymurphy@yahoo.com

À: claudine@yahoo.fr

Objet: Le sport

Salut Claudine,

Tout se passe bien pour toi ? / Est-ce que tout va bien ?

Everything alright with you?

Oui, le sport est ma passion.

Yes, sport is my passion.

Je joue au foot depuis mon enfance. Je joue avec l'équipe de l'école. Je suis avant.

I've been playing football since my childhood. I play with the school team. I'm a forward.

Je suis un programme de remise en forme. J'ai une séance d'entraînement trois fois par semaine.

I follow a fitness programme. I have a training session three times a week.

Pour moi le sport est un bon moyen pour se détendre / se défouler.

For me sport is a good means of relaxing.

À mon avis le sport est un bon moyen de supporter la pression quotidienne.

In my opinion sport is a good means of putting up with the pressure of daily life.

J'admire surtout Katie Taylor – c'est une bonne boxeuse. Elle a fait beaucoup pour le sport en gagnant aux Jeux Olympiques en 2012.

I especially admire Katie Taylor – she is a good boxer. She did a lot for the sport by winning at the Olympic Games in 2012.

Et toi, tu es sportive?

And you, are you sporty?

Voilà ! C'est tout.

Well that's all!

Dis bonjour à tes parents de ma part.

Say hello to your parents from me.

Écris-moi bientôt

Write soon

Amitiés

Mary

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Je joue au foot

I play football

– *Jouer à* – to play a team sport e.g. *Il joue au rugby.*

– *Faire de* – to play a sport you can play individually e.g. *Je fais de la natation.*

– *Jouer de* – to play a musical instrument e.g. *Je joue de la guitare.*

Je suis un programme de remise en forme.

I follow a fitness programme.

Suivre (to follow) is an irregular verb. The first person (*je*) is the same as the verb *être* so *je suis* can mean 'I am' or 'I follow'.

Le sport est un bon moyen de supporter

Sport is a good means of putting up with

Un bon moyen de + infinitive – a good way to e.g. *Lire est un bon moyen de s'amuser.* – Reading is a good means of enjoying oneself.

La pression quotidienne

Daily pressure (daily is the adjective i.e. *quotidienne*)

Watch the position of adjectives.

The majority of adjectives follow this placement rule:

English: The green dog

French: The dog green

The sporty boy: *Le garçon sportif*

However, there are some exceptions: **Beauty Age Good / bad Size – BAGS** and *certain* and *même*. These follow the English rule.

The small girl: *La petite fille*

En gagnant

By / Whilst winning

Gagnant – This is called the present participle of the verb and is typically formed by taking the 'they' form of the verb, removing the *ent* and adding *ant*, e.g. *En s'achetant*

Question 3 (a)

TIP: Good time management is essential. Spend no more than 20 minutes on this question.

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

*On the subject of touchscreen tablets in class a student tweeted:
It can be fun and can motivate certain students. But the tablets cost a lot and can be stolen or broken.
Are you for or against touchscreen tablets in class?*

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
3. Draw up a **plan** of how you are going to structure your answer.
- Advantages for teachers
 - Advantages for students
 - Cost and what happens if it is broken or stolen
 - Disadvantages
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

Je suis pour les tablettes tactiles en classes.

I am for touchscreen tablets in class.

Il y en a beaucoup d'avantages:

L'accroissement de la motivation, la facilitation de l'évaluation des apprenants, la diversification des stratégies d'enseignement, l'augmentation de l'apprentissage individualisé, le développement des échanges entre pairs ou entre enseignants et élèves.

There are a lot of advantages:

Increase in motivation, facilitation of evaluation of students, diversification of teaching strategies, increase of individualised learning, the development of exchanges between pairs or between teachers and students.

De plus si les tablettes restaient en classe il n'y aurait pas de problème de vol ou de casse.

Also if the tablets were to stay in the classroom there wouldn't be any problems of theft or damage.

L'accès à l'information serait plus facile et, la qualité des présentations réalisées par les élèves serait meilleure.

Access to information would be easier and the quality of the presentations carried out by students would be better.

D'un autre côté, quand 800 tablettes sont connectées en même temps cela peut poser des problèmes de connexion Internet.

On the other hand, when 800 tablets are connected at the same time this could cause Internet connection problems.

Dans mon établissement, le débit Internet est très faible et souvent insuffisant.

In my school, the Internet connection is weak and often insufficient.

La technologie étant partout, il faut l'introduire davantage dans les salles de classe.

Technology is everywhere and we must introduce it soon in classrooms.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Si les tablettes restaient en classe il n'y aurait pas

If the tablets were to stay in class there wouldn't be (type 2)

- *Si* / If clauses use specific tenses. This is a rule sometimes tested in the French oral exam.
- If + present + present, future, or imperative
If I am going, I will tell you.
- If + imperfect + conditional
If I were to win the lotto, I would move to France.
- If + pluperfect + conditional perfect
If I had won that race, I would have earned a gold medal.

Des présentations réalisées

Presentations carried out

- Sometimes past participles (from the *passé composé*) can be used as adjectives, e.g. *J'ai réalisé* I carried out. In this instance, *réaliser* is a verb in the past tense.
 - *Les présentations réalisées* – The presentations carried out.
In this instance *réalisées* is an adjective, so note how an extra 'e' and an 's' has to be added to make the adjective agree with *présentations* which is a feminine plural noun.
 - E.g. *J'ai fermé la porte.* – I closed the door.
La porte fermée – The closed door

Partout

Everywhere

- *Partout* is a very useful word but many students do not know it.

Question 3 (b)**How to approach this question**

1. **Translate** the question into English but do not immediately jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

Shopping and young people, it's a love story. For young people, shopping is a social activity that they like doing in a group. Going shopping, finding jeans that they like for the next night out, buying video games, books or even some perfume. It's great!

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
3. Draw up a **plan** of how you are going to structure your answer.
 - What do you think of fashion?
 - Who do you shop with?
 - Why is shopping important?
4. **Check** your answer for mistakes.
 - Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

J'adore le shopping et c'est toujours pour des vêtements.

I love shopping and it's always for clothes.

Pour moi, porter des vêtements à la mode est un bon moyen de s'exprimer, de se sentir bien dans sa peau.

For me, wearing fashionable clothes is a good way to express oneself, to feel good in one's skin.

Je suis aussi très influencée par mon entourage, mes amis, mes parents.

I am also very influenced by the people around me, my friends, my parents.

Je fais attention à ce que les autres pensent et disent de moi.

I pay attention to what others think and say about me.

On peut dire que je suis une victime de la mode. J'aime les vêtements décontractés, les jeans, les sweat-shirts à capuche, les tee-shirts et les baskets. À vrai dire c'est 'faire comme les autres'.

You could say that I am a fashion victim. I like relaxed clothes – jeans, hoodies, runners. In truth it's to be like others.

Je trouve que c'est / qu'il est difficile de respecter quelqu'un qui s'habille vraiment mal.

I find that it is difficult to respect someone who dresses badly.

Pour moi et mes amis, faire du shopping est un bon moyen de se défouler après une semaine exigeante à l'école.

For me and my friends, going shopping is a good way to relax after a demanding week in school.

J'ai beaucoup d'amis qui ne sont pas dans la même école que moi, donc aller en ville comme ça me donne l'occasion de les voir. Mes amis jouent un rôle important dans ma vie.

I have a lot of friends who aren't in the same school as me so going to town like that gives me the chance to see them. My friends play an important role in my life.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Pour moi

For me

- Moi is a distinctive pronoun to be used with prepositions such as *avec, selon, pour, dans* etc.
- Other pronouns are: *Moi, toi, lui, elle, nous, vous, eux, elles* e.g. *avec elles* with them, *pour lui* for him

Ce que les autres pensent

What others think

Ce que translates as 'that thing which' but in English we typically just say 'what' and this can make it difficult for students to understand its use. E.g. *Ce que je veux, c'est être trilingue*. What (that thing which) I want is to be trilingual.
Sais-tu ce que Pierre a fait ? Do you know what (that thing which) Pierre did?

Quelqu'un qui s'habille

Someone who dresses

- 'Someone' is followed by the 'he' form of the verb, e.g. *Quelqu'un qui est* – someone who is. It is also followed by *qui*.
- *Quelquechose* – something

Ça

That (general thing)

When do we use *ça* and when do we use *cela*?

- *Ceci* and *cela* are used as the subject of all other verbs apart from *être*, e.g. *Ceci va être facile*. – This is going to be easy.
Cela me fait plaisir. – That makes me happy.
- *Ça* is the informal replacement for both *cela* and *ceci*.
E.g. *Qui a fait ça ?* – Who did this?
Ça me fait plaisir. – That makes me happy.

Question 4 (a)

How to approach this question

TIP: Good time management is essential. Spend no more than 20 minutes on this question.

1. **Translate** the question into English. Do not immediately jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

*Cigarettes kill 6 million people per year. There is only one solution: just simply ban smoking completely.
Do you agree?*

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
3. Draw up a **plan** of how you are going to structure your answer.
- Why people smoke
 - Why it is hard to give up
 - Disadvantages of smoking
 - Can we ban it altogether – limitation of freedom
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

On fume quand on est jeune pour se révolter contre les parents, pour copier les autres ou simplement à cause de l'ennui.
One smokes when one is young to revolt against parents, to copy others or simply because of boredom.

Le problème c'est qu'on ne peut pas y renoncer quand on est adulte.
The problem is that one can't give it up when one is an adult.

Bien que fumer soit interdit dans les lieux publics en Irlande on continue à le faire.
Even though smoking is forbidden in public spaces in Ireland, one continues.

Donc interdire purement et simplement la cigarette est difficile.
Therefore, to just simply ban smoking is difficult.

Mais d'un autre côté c'est nuisible à la santé du fumeur et à celle du non-fumeur.
But on the other hand it is harmful to the health of the smoker and to that of the non-smoker.

Le tabagisme coûte cher à l'État.
Smoking costs the state a lot.

Les hôpitaux accueillent des milliers de gens qui souffrent de maladies des poumons, de cœur et de cancer. Et tout cela à cause du tabac!
Hospitals accept thousands of people who suffer from lung and heart problems and cancer, all thanks to smoking.

Donc faut-il défendre le droit du fumeur? La liberté c'est la grande question de cette déclaration.
So must we defend the right of the smoker? Freedom is the big question of this statement.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

On fume

We smoke

The subject *on* is very commonly used in French. It is used to replace *nous*. It has several meanings (we, you, one, I) and takes the 'he' form of the verb.

In English we say – We should recycle more.

In French we say – One should recycle more.

Try to use *on* when you can in your written work.

Pour copier

To copy / In order to copy

Pour means 'for' but it also means 'in order to'. Note that we often leave out 'in order to' in English and we just say 'to'. For example, in English we say 'I study to succeed'. In French we say 'I study in order to succeed', e.g. *J'étudie pour réussir*.

C'est qu'on

It is that one

Note that *que* before a vowel changes to *qu'*. Students often ask whether to use *qui* or *que*.

– Rule:

Use *que* if the next word is a subject e.g. *Le stylo que tu as...*

Use *qui* if the next word is a verb e.g. *Le chat qui est sur la table...*

– In English we often leave out who / which / that.

We say: There's the boy I met at the party.

Rather than: There's the boy who I met at the party.

In French the words *qui* and *que* can never be left out.

Bien que fumer soit

Even though smoking is

Bien que is an expression which is followed by the subjunctive tense. *Soit* is the subjunctive of the 'he' form *est*.

Interdire

To Ban / Banning

If you want to use a verb without including a subject or something like 'whilst', you can use the infinitive of that verb, e.g. *Pratiquer un sport est bon pour la santé*. Practising a sport is good for the health.

Des milliers de gens qui souffrent

Thousands of people who suffer

Expressions of quantity such as 'thousands of', 'too much', 'too few' etc. are followed by *de* or *d'* before a vowel.

Correct: *trop d'alcool*

Incorrect: *trop de l'alcool*

Des milliers de gens would be followed by the 'they' or *ils* form of the verb e.g. *souffrent*.

Faut-il défendre

Is it necessary to defend

– *Il faut* is followed by the infinitive of the next verb.

The French verbs *devoir* and *falloir* can be confusing because they both express obligation and necessity, but in different ways. *Falloir* is the stronger one and is only used with the *il* form.

In addition, each verb has a different meaning when followed by a noun.

E.g. *Je dois partir*. – I have to / must / am supposed to leave

Il faut partir. – It is necessary to leave.

– To change a verb into a question you can flip the verb and the subject and place a hyphen between them.

Il faut – It is necessary

Faut-il? – Is it necessary?

Question 4 (b)

How to approach this question

1. **Translate** the question into English but do not immediately jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

Equality
Men = Women

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
3. Draw up a **plan** of how you are going to structure your answer.
- Women have the same rights as men in work
 - Women's rights around the world
 - Politics
 - I'm lucky
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

Actuellement, en Irlande les femmes ont de plus en plus accès à la vie professionnelle et les hommes partagent le travail familial.

Currently in Ireland women have more and more access to a professional life and men share the work at home.

De nos jours heureusement les femmes ont légalement les mêmes droits que les hommes.

These days, fortunately women legally have the same rights as men.

En ce moment elle se sent libérée mais ce n'est pas le cas partout dans le monde.

At the moment she feels free but this is not the case everywhere in the world.

En Irlande, elle a le droit de percevoir le même salaire que l'homme. « À travail égal, salaire égal » est le slogan de nos jours.

In Ireland, she has the right to receive the same salary as the man. 'Equal work, equal pay' is the slogan nowadays.

Le nombre de femmes qui travaillent augmente continuellement.

The number of women who work is increasing continuously.

En fin de compte, il faut avouer que les femmes peuvent faire le même travail que les hommes.

At the end of the day it is necessary to admit that women can do the same work as men.

Il est à noter que la présence des femmes en politique a augmenté lentement mais sûrement entre 2000 et 2014.

It is worth noting that the presence of women in politics has increased slowly but surely between 2000 and 2014.

J'ai de la chance d'habiter en Irlande !

I'm lucky to live in Ireland!

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Légalement

Legally

- The word 'legally' is an adverb. Adverbs are usually placed after the verb. Most adverbs such as *facilement* are formed by taking the feminine form of the adjective and adding *ment*.
E.g. Careful – *soigneux / soigneuse* (feminine version) – *soigneusement* (adverb)
- *Vite* is an example of an irregular adverb.

Ce n'est pas

It isn't

- *C'est*
It is
- *Ce n'est pas*
It isn't

Elle a le droit de percevoir

She has the right to

Avoir le droit de + infinitive to have the right to

- You need to learn all the different expressions that use *avoir* as they come up frequently in reading and listening comprehensions.
Avoir faim / soif – To be hungry / thirsty
Avoir chaud / froid – To be hot / cold
Avoir raison / tort – To be right / wrong, e.g. *Tu as tort.* – You are wrong.
Avoir peur – To be afraid
Avoir l'air – To seem, e.g. *Il a l'air triste.* – He seems sad.
En avoir marre de – To be sick of
Avoir mal à – To have a pain in
Avoir de la chance – To be lucky, e.g. *J'ai de la chance.* – I'm lucky.
Avoir le droit de – To have the right to, e.g. *On n'a pas le droit de fumer...*

Le nombre de femmes qui travaillent augmente.

The number of women who work is increasing.

Women who work + 'they' form of verb (*travaillent*)
The number is increasing + 'he' form of verb (*augmente*)**En politique**

In politics

La politique = politics

MARKS: The total marks available for each question are shown within square brackets. The actual marks awarded will depend on the standard of your answer. As a guide, a range of sample answers are given, with their corresponding marks in round brackets.

SECTION I: READING COMPREHENSION (120)

QUESTION 1

(60)

1. (i) In which months do we always find hitchhikers in service stations? **(Section 1)**

[5]

- (Les auto-stoppeurs / ils sont toujours en action en) juillet (et en) août **(5)**
- Dans les stations-service et sur les péages.....août (whole sentence) **(4)**
- En action en juillet et août **(4)**

TIP: Appropriate direct quotation OR correct manipulation acceptable in 1(i), 3(i), 4(i) and 4(ii).

TIP: If only one month offered, 2 marks will be deducted.

(ii) Quote the expression that explains why it is forbidden to walk around on foot at the toll booths / toll stations? **(Section 1)**

[5]

- (Parce qu'il est interdit de circuler à pied pour) des raisons de sécurité **(5)**
- Raisons de sécurité **(4)**
- Sécurité **(2)**
- Pour des raisons **(0)**

2. (i) What does Chantal do to indicate the final destination of the two youths? **(Section 2)**

[5]

- Elle / Chantal agite un panneau « Genève » **(5)**
- Sa copine agite un panneau « Genève » **(4)**
- Elle / Chantal agite un panneau **(3)**
- Sa copine agite un panneau **(2)**
- Un panneau « Genève » **(2)**
- Un panneau **(1)**
- « Genève » **(0)**

MARKS: If « et offre aux automobilistes son plus beau sourire » included, 2 marks will be deducted.
If « tandis que » included, 1 mark will be deducted.
If both phrases are offered, the maximum penalty is minus 2 marks.

TIP: Quotation marks not essential.

(ii) What suggests that Robert and Chantal's wait wasn't pleasant?

TIP: Correct manipulation required.

(Section 2) [5]

- Ils / Les deux jeunes ont attendu / passé / patienté etc. (là) presque trois heures en plein soleil (avant de pouvoir monter dans un véhicule) **(5)**
- Ils / Les deux jeunes ont attendu / passé / patienté etc. (là) presque trois heures (avant de pouvoir monter dans un véhicule) **(4)**
- Ils / Les deux jeunes ont attendu / passé / patienté etc. (là) en plein soleil (avant de pouvoir monter dans un véhicule) **(4)**
- Presque trois heures en plein soleil (avant de pouvoir monter dans un véhicule) **(4)**
- Ils / Les deux jeunes devront patienter (ici / là) presque trois heures en plein soleil (avant de pouvoir monter dans un véhicule) **(4)**
- Ils / Les deux jeunes devront patienter (ici / là) presque trois heures (avant de pouvoir monter dans un véhicule)... **(3)**
- Ils / Les deux jeunes devront patienter (ici / là) en plein soleil (avant de pouvoir monter dans un véhicule) **(3)**
- Presque trois heures (avant de pouvoir monter dans un véhicule) **(3)**
- En plein soleil (avant de pouvoir monter dans un véhicule) **(3)**

MARKS: If « presque » omitted, 1 mark will be deducted.
« ici » must be manipulated for full marks, e.g. là.
If « devoir » offered, it must be in the *passé composé* or the *conditionnel*.
If you write the full sentence from « Les deux jeunes à Lyon », you will be awarded 2 marks.

3. (i) Name an advantage of car sharing. **(Section 3)** [5]
- On sait avec qui, où et à quelle heure on part (et aussi si le conducteur est fumeur ou non-fumeur) **(5)**
 - On sait avec qui on part **(5)**
 - On sait où on part **(5)**
 - On sait à quelle heure on part **(5)**
 - On sait si le conducteur est fumeur / non-fumeur **(5)**
 - C'est plus sain que le stop (car il y a un partage des frais et c'est organisé) **(5)**
 - (C'est plus sain que le stop car) il y a un partage des frais (et c'est organisé) **(5)**
 - Le / un partage des frais **(5)**
 - C'est organisé **(5)**
 - L'organisation **(5)**
 - On sait aussi si le conducteur est fumeur / non-fumeur **(4)**
 - On sait avec qui / où / à quelle heure **(3)**
 - C'est plus sain **(3)**
- (ii) According to the third section: [5]
- (a) In general hitchhikers are afraid of the risks
 - (b) With car sharing one pays for his / her part of the journey
 - (c) Usually hitchhikers like competition
 - (d) With car sharing you can always smoke
- Answer (b) With car sharing one pays for his / her part of the journey (5)*
4. (i) Pick a piece of advice that hitchhikers can find on the Internet. **(Section 4)** [5]
- (Sur le Web,) les auto-stoppeurs du monde entier révèlent quelques stratégies pour être pris rapidement et identifient les meilleurs endroits (whole sentence) **(5)**
 - (Sur le Web, les auto-stoppeurs du monde entier révèlent) quelques / des stratégies pour être pris rapidement **(5)**
 - (Sur le Web, les auto-stoppeurs du monde entier identifient) les meilleurs endroits **(5)**
 - (Ils peuvent trouver / Ils trouvent / Ils découvrent / Ils obtiennent des recommandations sur) le comportement en voiture **(5)**
 - (Sur le Web, les auto-stoppeurs du monde entier révèlent) quelques / des stratégies pour être pris **(4)**
 - Ils donnent aussi des recommandations sur le comportement en voiture (Whole sentence) **(3)**
 - Des recommandations sur le comportement **(3)**
 - Le comportement **(2)**
 - Pour être pris rapidement **(2)**
 - (Sur le Web, les auto-stoppeurs du monde entier révèlent) quelques / des stratégies **(2)**
 - Les blogs (d'auto-stoppeurs sont nombreux) **(1)**
 - Des recommandations / pour être pris **(0)**
- (ii) Apart from France where has Julia hitchhiked? **(Section 4)** [5]
- Aux États-Unis (et) en Allemagne **(5)**
 - Les États-Unis (et) l'Allemagne **(5)**
 - Aux États-Unis / les États-Unis **(4)**
 - En Allemagne / l'Allemagne **(4)**
 - L'Hexagone **(0)**

MARKS: If you leave out « on sait » you will receive 0 marks.
If you leave out « on part » or equivalent, 2 marks will be deducted.

MARKS: If « ils » offered instead of « les auto-stoppeurs du monde entier », 1 mark will be deducted.

MARKS: If « l'Hexagone » or « la France » included, 1 mark will be deducted.
If you omit the article or preposition before the country, 1 mark will be deducted.

5. (i) Find a verb in the imperative in the fifth section. [5]

Faites (5)

MARKS: One mark will be deducted for each extra word offered. If an incorrect verb is offered with the correct one you will receive 0 marks.

- (ii) As soon as a car stops for Julia, what does she always do? (Section 5) [5]

- (à chaque fois), elle prend trente secondes pour juger (5)
- (à chaque fois), je prends trente secondes pour juger (4)
- Elle arrive vite à savoir si (oui ou non) elle peut faire confiance (4)
- J'arrive vite à savoir si (oui ou non) je peux faire confiance (3)
- (à chaque fois), elle prend trente secondes (2)
- (à chaque fois), je prends trente secondes (1)

6. Hitch-hiking is a good method of travel for young people today. Do you agree? Refer to the text in support of your answer. (Two points, about 50 words in total.) [5 + 5]

Candidates may choose to agree or disagree using any two of the following points:

Points in agreement

- Often trains are full or too expensive and generally young people / students have no money.
 - Suits young people / students as they generally have a taste for freedom, for the unknown and for risk.
 - It's back in fashion due to the Internet and hitch-hikers can get advice and tips from others online.
 - It works well in France and generally a vehicle will stop after you have been waiting no more than ten or fifteen minutes.
 - It can be a good experience if you take precautions like Julia, taking a moment to check out the occupants or by using GPS to be sure of where you are going.
- Etc.

Points in disagreement

- Sometimes hitch-hikers are not very welcome, for example at toll stations.
 - They may have to wait a long time for a lift.
 - The lift may not get them all the way to their destination.
 - They don't know what kind of person they are going to travel with, for instance if they smoke.
 - It could be dangerous for a girl to take a lift in a car with four boys.
 - Car-sharing is better in many ways.
- Etc.

QUESTION 2

(60)

1. (i) Find the expression in the first section that indicates that there were traffic jams in Paris. [5]

- Les bouchons s'étaient formés dans la ville (5)
- Les bouchons s'étaient formés (4)
- Les bouchons (3)
- Le bus tentait de se faufiler entre les voitures (3)

TIP: Appropriate direct quotation OR correct manipulation acceptable in Q.1 (ii).

TIP: If « Le temps était mauvais et » or « et » included 1 mark will be deducted.
If « les bouchons entre les voitures » offered, 3 marks will be awarded.

TIP: Appropriate direct quotation OR correct manipulation acceptable.

(ii) Quote one of Jeanne's dreams. **(Section 1)**

[5]

- Elle rêvait d'avoir un travail passionnant, de pouvoir (s') acheter une maison avec un grand jardin et d'aller à l'opéra avec un mari charmant (whole sentence) **(5)**
- (Elle / Jeanne rêvait d') avoir un travail passionnant **(5)**
- (Elle / Jeanne rêvait d') un travail passionnant **(4)**
- (Elle / Jeanne rêvait d') un travail **(2)**
- (Elle / Jeanne rêvait d') avoir un travail **(0)**
- (Elle / Jeanne rêvait de) pouvoir (s')acheter une maison avec un (grand) jardin **(5)**
- (Elle / Jeanne rêvait de) (s')acheter une maison avec un (grand) jardin **(4)**
- (Elle / Jeanne rêvait de) pouvoir (s')acheter une maison **(4)**
- (Elle / Jeanne rêvait de) (s')acheter une maison **(3)**
- (Elle / Jeanne rêvait d') une maison avec un (grand) jardin **(3)**
- (Elle / Jeanne rêvait d') une maison **(2)**
- (Elle / Jeanne rêvait d') un (grand) jardin **(1)**
- (Elle / Jeanne rêvait d') aller à l'opéra avec un mari charmant **(5)**
- (Elle / Jeanne rêvait d') aller à l'opéra avec un mari **(4)**
- (Elle / Jeanne rêvait d') aller à l'opéra **(3)**
- (Elle / Jeanne rêvait d') un mari charmant **(2)**
- (Elle / Jeanne rêvait de) l'opéra / (d') un mari **(1)**

TIP: « de » / « d' » acceptable at beginning of each of the above answers.

2. (i) What is the negative aspect of Jeanne's apartment? **(Section 1)**

[5]

- Il / L'appartement est au septième étage sans ascenseur **(5)**
- C'est au septième étage sans ascenseur **(5)**
- Au septième étage sans ascenseur **(4)**
- (Malgré tous ses efforts,) elle n'avait qu'un appartement dans le 20ième, au septième étage sans ascenseur **(4)**
- Il n'y avait / a pas d'ascenseur **(4)**
- Il / L'appartement est au septième étage **(3)**
- C'est au septième étage **(3)**
- (Malgré tous ses efforts,) elle n'avait qu'un appartement dans le 20ième **(2)**
- Elle avait un appartement dans le 20ième **(0)**

TIP: Correct manipulation required.

(ii) Find the word that the pronoun in italics refers to. **(Section 2)**

[5]

- Rapport **(5)**
- Le rapport **(4)**

MARKS: If any other word is offered you will receive 0 marks.

3. (i) According to Jeanne, where will Mathieu find the photocopies? **(Section 2)**

[5]

- (déposées) sur son bureau / le bureau de Mathieu, dans le classeur vert, à gauche. **(5)**
- (déposées) sur le bureau, dans le classeur vert, à gauche **(4)**
- (déposées) sur son bureau / le bureau de Mathieu, dans le classeur vert **(4)**
- (déposées) sur son bureau / le bureau de Mathieu, / dans le classeur **(3)**
- dans le classeur vert, à gauche **(3)**
- (déposées) sur son bureau / le bureau de Mathieu **(2)**
- (Oui, Mathieu,) je vous les ai déposées sur votre bureau, hier soir, dans le classeur vert, à gauche **(2)**
- dans le classeur vert **(2)**
- dans le classeur / (déposées) sur le bureau **(1)**

TIP: Correct manipulation required.

MARKS: If « hier soir » included, 1 mark will be deducted.
If « votre » is not correctly manipulated, 1 mark will be deducted.
If « dans son bureau » offered, 1 mark will be deducted.
If « Jeanne » offered instead of « Mathieu », you will receive 0 marks.

(ii) What words are never used when talking to temporary employees? **(Section 3)** [5]

- « Merci » et « de rien » / « Merci », « de rien » (5)
- « de rien » (3)
- « Merci » (3)

TIP: Quotation marks not essential.

MARKS: If full sentence offered « Merci les intérimaires », 1 mark will be deducted.

4. (i) Find an expression in the third section that indicates that Jeanne uses a computer. [5]

- (Le portable dans la main gauche, essayant en même temps de) cliquer sur la souris (pour envoyer un courriel) (5)
- Le portable dans la main gauche (5)
- (Pour) envoyer un courriel (5)
- Le portable / la souris / un courriel / les saisies informatiques (en tout genre) (4)

(ii) In the third section, Jeanne [5]

- refuses to do the business' admin work.
- hopes to get a permanent job in this office.
- repeats the confidences of the other employees to the owners.
- does all the tasks that her colleagues want to avoid.

Answer (d) Fait toutes les tâches que ses collègues veulent éviter. (5)

5. (i) Find the word that means 'without thinking'. **(Section 4)** [5]

- Machinalement (5)

MARKS: If any extra answers are offered, you will be awarded 0 marks.

(ii) What does the old lady do that shows that she is worried about her dog's comfort? **(Section 4)** [5]

- La vieille femme / Elle remonta le manteau de l'animal (jusqu'à son cou poilu, par peur que son protégé prenne froid) (5)
- La vieille femme / Elle remonta le manteau (3)

TIP: Correct manipulation required.

TIP: Accept present / perfect past / infinitive tenses.

MARKS: If you give the whole sentence « La vieille femme..... froid » you will be awarded 3 marks.

6. Do you think Jeanne is well treated as a temporary employee? Refer to the text in support of your answer. (Two points, about 50 words in total.) [5 + 5]

Candidates may choose to agree or disagree using the following points:

- Other employees are not very polite to her, barely greeting her in the morning, asking straight away for work she has done for them and then never thanking her. She hasn't even time to get a cup of coffee before turning on her computer.
- She's assigned all the tasks in the office that the others want to avoid doing.
- She has to listen to the other employees as they tell her about their misfortunes and about all the problems in the company.
- There is no real concern for her welfare and at the end of the day she is exhausted and her head is ready to burst.
- She uses *vous* when addressing her fellow workers, but they use *tu* when speaking to her. This suggests that they may not respect her.
- Sometimes she has to multi-task, often juggling phones, computer etc. Etc.

SECTION II: WRITTEN EXPRESSION (100)

Question 1 (a)

TIP: Plan your time. Question 1 is compulsory. It is worth 40 marks or 10% of your overall marks. Spend no more than 25 minutes on this question.

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

According to the text in Section 1, Q.1, 'Julia has had a lot of nice encounters and not one bad one' Last week, you hitchhiked for the first time and you had a good experience. Describe what happened. (Your story can be real or imaginary.)

2. Look at the number of words required. In this case it is a **minimum of 90**. You should aim for 135 words.
3. Draw a basic **plan** of how you are going to structure your answer.
- Where you were and why you hitchhiked
 - Who picked you up
 - What happened
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

Devine ? J'ai eu une bonne experience samedi soir.

Guess what? I had a good experience on Saturday night.

J'ai voulu aller chez Marie à Tramore car c'était l'anniversaire de son frère aîné.

I wanted to go to Marie's house in Tramore because it was her older brother's birthday.

Comme j'habite Waterford, à dix kilometres de Tramore, mon amie Stephanie et moi sont allé(s) pour prendre l'autobus.

As I live in Waterford, 10km from Tramore, my friend Stephanie and I went to catch the bus.

On a attendu pendant une heure mais il n'y avait pas d'autobus! On ne savait pas quoi faire !!

We waited for an hour but there wasn't any bus. We didn't know what to do!

Tout d'un coup on a décidé de faire de l'auto-stop. Sinon on serait très tard pour la boum et Marie serait très déçue.

Suddenly we decided to hitchhike. If we didn't, we would be very late for the party and Marie would be very disappointed.

Quel coup de chance ! C'était ma tante Laura qui nous a conduits.

What a stroke of luck! It was my aunt Laura who picked us up.

Elle est tellement sympa. Je peux lui parler ouvertement. Qui plus est, elle m'a donné de l'argent pour m'amuser.
She is really nice. I can speak to her openly. What's more, she gave me some money to enjoy myself.

À la boum plus tard c'était de la folie furieuse !

At the party later, it was madness!

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

J'ai eu

I had

- *Avoir* is an irregular verb in the *passé composé* which means you must learn the past participle e.g. *eu*.
- Remember most irregular verbs in the *passé composé* take *avoir* as their auxiliary verb.
In English we say 'I had'
In French we say 'I have had (*J'ai eu*)'

Chez Marie

Marie's house

- *Chez* means 'to / at the home / office of'
I am going to Mary's house. – *Je vais chez Mary.* **NOT** *je vais à chez Mary*
I am going to the dentist's. – *Je vais chez le dentiste.*

Il n'y avait pas d'autobus

There wasn't any bus.

- When there is an indefinite article (an) in a negative construction, the article changes to *de*, meaning '(not) any'
I have an apple. – *J'ai une pomme.*
I don't have any apples. – *Je n'ai pas de pommes.*

Je peux lui parler

I can speak to her

- French indirect object pronouns are placed after the subject and **in front of the verb.**
E.g. He buys books for them. – *Il leur achète des livres.*
Unless the second verb is an infinitive in which case it is placed before the infinitive.
E.g. *Je peux lui parler.* – I can speak to her.
- **Other indirect Pronouns**
me / m' – to me
te / t' – to you
lui – to him, her
Y – to it
nous – to us
vous – to you
leur – to them

Question 1 (b)

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

*According to Section 1, Q.2, Jeanne went to college but she hasn't found any permanent work.
To succeed in the world of work today, is it necessary to go to college and get a degree?*

2. Look at the number of words required. In this case it is a **minimum of 90 words**. You should aim for 135.
3. Draw a basic **plan** of how you are going to structure your answer.
- Pressure of exams
 - Our education system
 - Without a degree it will be hard to find work.
 - Future prospects
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

Ce n'est pas facile d'être un jeune aujourd'hui surtout avec la crise économique.

It is not easy to be a young person nowadays, especially with the economic crisis.

Il y a beaucoup de pression de réussir aux examens.

There is a lot of pressure to pass exams.

Dans le monde de travail les jeunes sont ambitieux et concurrentiels surtout avec la récession.

In the working world, young people are ambitious and competitive, especially in a recession.

Il faut lutter dur pour gagner un bon poste dans une entreprise.

We have to fight hard to get a good job in a business or company.

Qu'on le veuille ou non notre système d'éducation encourage les jeunes de faire de leur mieux pour réussir.

Whether we like it or not our educational system encourages young people to do their best to succeed.

Moi, je n'aime pas le système de points il nous met beaucoup de pression.

Personally, I don't like the points system, it puts a lot of pressure on us.

Tout dépend d'un seul examen.

Everything depends on one single exam.

À mon avis, sans une licence il serait presque impossible de trouver un bon poste.

In my opinion it would be almost impossible to get a good job without a degree.

Le futur est plein d'incertitude pour moi.

The future is uncertain for me.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Beaucoup de

A lot of

- Some alternatives to *beaucoup de* are:

*Il y a bon nombre de**Il y a un tas de**Il y a plein de**Il y a pas mal de*

Note that expressions of quantity are always followed by *de* or *d'* before a vowel. Don't be tempted to say *beaucoup des*!

Les jeunes sont ambitieux.

Young people are ambitious.

- **Watch agreement of adjectives.**

Adjectives change in French depending on what they are describing. They may be describing something or someone that is masculine or feminine, singular or plural.

E.g. Girl: *je suis heureuse*Boy: *je suis heureux*

- **Watch placement of adjectives.**

The majority of adjectives follow this placement rule:

English: The green dog

French: The dog green

There are some exceptions: **Beauty Age Good / bad Size – BAGS** and *certain* and *même*.

These follow the English rule. E.g. The small girl – *la petite fille*.

Pour gagner

In order to earn

Pour means 'for'. It can also mean 'in order to'. The format is **Pour + infinitive**.

E.g. *Je travaille pour gagner de l'argent* – I work in order to earn money / I work in order to earn money.

In English we often leave out 'in order to' but in French we never do and for this reason some students get confused.

Notre système d'éducation encourage ...

Our education system encourages ...

- Our education system is one thing / one noun and as such it is followed by the 'he' form of the verb.

Students often ask what form of the verb follows 'it'.

You must determine whether 'it' is feminine or masculine and follow with the *elle* or *il* form of the verb. E.g. It [television] is – *Elle est* (because television is feminine).

Question 2 (a)

TIP: Here you have a choice of questions. You must answer two questions out of three. I would recommend doing the **diary** as one of these questions because it is guaranteed to come up every year and you can learn off standard expressions that can be used in any diary entry.

TIP: Good time management is essential! You must answer 2 questions, each worth 30 marks or 7.5% of your overall mark. Spend no more than 20 minutes on each one.

How to approach this question

1. Translate the question.

*Your parents have left to spend the weekend in Paris and they have left you alone in the house. So you have decided to make the most of their absence and organise a party in your house for Saturday night.
What do you write in your diary after the party?*

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.3. React to the question being asked. Here, you are basically repeating the diary entry question in the 'I' form. Start off by saying *Cher Journal* (Dear Diary).

TIP: For the diary entry you will be discussing something that has happened or is going to happen so watch tenses and make sure it makes sense.

Useful introductory expressions

Me revoilà
Here I am again

Quelle catastrophe!
What a disaster!

Devine ?
Guess what?

Quelle bonne nouvelle!
What great news!

Useful expressions for signing off

Bonne nuit cher journal, je suis fatigué(e) maintenant. Il faut que j'aille me coucher.
Good night dear diary I'm tired now. I must go (subjunctive) to bed.

Je vais dormir comme un loir.
I'm going to sleep like a log.

Standard diary expressions

C'était de la folie furieuse
It was madness.

Vivement (samedi soir)
I can't wait for (Saturday night).

Avec un peu de chance
With a little luck

Sample Answer

Cher journal,

Dear Diary,

Me revoilà.

Here I am again.

Devine ?

Guess what?

Mes parents sont partis passer le weekend à Paris and ils m'ont laissé(e) seul(e) dans la maison. Alors, j'ai décidé de profiter de leur absence et d'organiser une fête chez moi ce soir.

My parents have left to spend the weekend in Paris and they left me alone in the house. So I decided to make the most of their absence and organise a party in my house tonight.

On s'est bien amusés. En fait, c'était de la folie furieuse.

We enjoyed ourselves. In fact, it was madness.

Pourtant avant de me coucher j'ai remarqué que quelqu'un avait endommagé la table de la salle à manger.

However, before going to bed I noticed that someone had damaged the dining room table.

Quelle catastrophe !

What a disaster!

Ma mère adore cette table. C'était la table de sa grand-mère.

My mother loves that table. It used to be her grandmother's.

Heureusement c'est une petite éraflure presque pas visible.

Fortunately it is a small scratch that is barely visible.

Avec un peu de chance ma mère ne découvrira rien.

With a little luck my mother will discover nothing.

Peut-être je prétendrai être innocent(e).

Perhaps I will pretend to be innocent.

Vivement samedi soir je vais en parler avec toute la bande.

I can't wait for Saturday night. I'm going to talk about it with all the gang.

Bonne nuit cher journal, je suis fatigué(e) maintenant, il faut que j'aille au lit.

Good night dear diary I'm tired now, I must go to bed.

Je vais dormir comme un loir.

I'm going to sleep like a log.

Question 2 (b)

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

TIP: A message is typically very short so this particular question is not a good choice if you really want to show off your French in the exam.

You are staying with a French family who have gone out for the day. Write the following message:

- *After lunch, their elderly neighbour phoned to ask for help;*
- *She had fallen in the kitchen and had cut her head;*
- *You went to her house and saw that it was serious;*
- *You are accompanying her to the hospital in an ambulance;*
- *You do not know what time you will be back but will phone later.*

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
3. Make sure to **answer each point being asked**. In this case there are five points. It is a good idea to tick off each point as you go.
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

13h 30.

Salut famille,

Juste un petit mot pour vous dire que votre voisine Marie a téléphoné après le déjeuner.

Just a little note to tell you that your neighbour Marie called after lunch.

Elle a eu un accident. Malheureusement elle est tombée à terre dans sa cuisine et elle s'est blessée la tête.

She had an accident. Unfortunately she fell on her kitchen floor and she hurt her head.

Je suis allé(e) directement chez elle.

I went to her house straight away.

Elle était au bord des larmes.

She was on the verge of tears.

J'ai remarquée que c'était grave.

I noticed that it was serious.

Donc j'ai téléphoné une ambulance et je l'accompagne à l'hôpital.

So I phoned an ambulance and I am accompanying her to the hospital.

Je vous téléphonerai plus tard.

I'll call you later.

A tout à l'heure.

See you later.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Elle s'est blessée.

She injured herself.

- *Se blesser* – to be injured is a reflexive verb.
Être is used as the auxiliary (middle) verb with reflexive verbs.
*Je **me** suis levé(e) et **me** suis habillé(e)* – I got up and then I dressed myself.
Être verbs in the *passé composé* agree in number and in gender.
If the subject is feminine add an 'é' to the past participle and if the subject is plural add an 's'.

Je l'accompagne

I am accompanying her

- The present tense has two meanings. For example, in English 'I give' or 'I am giving' are both present tense.
Je finis – I finish and also I am finishing
'He goes' and 'He is going' – *Il va*.
'We arrive' and 'We are arriving' – *Nous arrivons*.
'They put' and 'They are putting' – *Ils mettent*.
- *Être* (to be) is never used to form a verb in the present tense so the correct translation of 'I am accompanying her' is *je l'accompagne* NOT *je suis l'accompagne*
- Also note the direct object 'her' or *la / l'*.
French direct object pronouns are placed after the subject and **in front of the verb**. E.g. She is looking at him. – *Elle le regarde*
NOT *Elle regarde à lui*.
Unless the second verb is an infinitive in which case it is placed before the infinitive. E.g. *Je vais la voir*. – I'm going to see her.

Question 3 (a)

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

*One of the happiest things in life is friendship.
What do you think?*

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
3. Draw up a **plan** of how you are going to structure your answer.
- Why friends are important
 - My best friend
 - Why s/he is important to me
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

Ça me fait du bien d'être avec toute la bande.

It does me good to be with the gang.

Je sais que mes amis sont toujours là pour m'écouter.

I know that my friends are always there to listen to me.

J'adore passer une soirée avec mes amis.

I love spending an evening with my friends.

On sort souvent ensemble et on s'amuse sur la piste de danse.

We often go out together and we enjoy ourselves on the dance floor.

J'ai besoin d'une pause le week-end.

I need a break at the weekend.

Je peux toujours compter sur eux.

I can always count on them.

Ma meilleure amie s'appelle Tanya.

My best friend is called Tanya.

Elle est comme une sœur pour moi.

She is like a sister to me.

Elle est vraiment ma confidente et on a les mêmes centres d'intérêt.

She is really my confidante and we have the same interests.

Elle est super sympa.

She is really nice.

Je trouve que c'est important d'avoir des tas d'amis dans sa vie.

I find that it is important to have lots of friends in your life.

Ils m'aident à faire le vide après une semaine exigeante à l'école.

They help me to switch off after a demanding week in school.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Je sais que

I know that

- There are two verbs in French that mean 'to know'.
Savoir – to know a fact. E.g. *Je sais nager* – I know how to swim.
Connaître – to know a person / place. E.g. *Il connaît bien Dublin* – He knows Dublin well.

J'adore passer

I love to spend / spending.

- *Passer* is a verb that means 'to spend time'. If you are spending time doing something the rule is
Passer + à + infinitive of what you are doing.
E.g. I spend three hours watching TV. – *Je passe trois heures à regarder la télé.*

J'ai besoin d'une ...

I need a ...

- *Besoin* is one of the common expressions that uses *avoir*. You need to know all of them as they often come up in comprehensions and listening comprehensions.
Avoir faim / soif – To be hungry / thirsty.
Avoir chaud / froid – To be hot / cold.
Avoir raison / tort – To be right / wrong. E.g. *Tu as tort* – You are wrong.
Avoir peur – To be afraid.
Avoir l'air – To seem. E.g. *Il a l'air triste* – He seems sad.
En avoir marre de – To be sick of.
Avoir mal à – To have a pain in
Avoir de la chance – To be lucky. E.g. *J'ai de la chance* – I'm lucky.
Avoir le droit de – To have the right to. E.g. *On n'a pas le droit de fumer* – We can't smoke.

Je trouve que

I find that

- In English we often leave out the pronoun 'that'.
E.g. 'I think you are right' instead of 'I think that you are right'.
In French the word for that - *que* - can never be left out. E.g. *Je pense que tu as raison.*

Question 3 (b)

How to approach this question

1. **Translate** the question into English but do not immediately jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

The Gathering is a succession of festivals and meetings organised in Ireland during 2013. The idea is to attract as many Irish people and Irish descendants as possible in order to reinforce the diaspora links and to show visitors all that Ireland has to offer.

What do you think of the Gathering?

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
3. Draw up a **plan** of how you are going to structure your answer.
 - Describe why people come here: the people; the countryside; the cities
 - Repeat the purpose of the Gathering.
4. **Check** your answer for mistakes.
 - Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

Avec le Gathering on essaie d'attirer plus de touristes ici avec un tas de festivals et de réunions organisés pour montrer aux visiteurs tout ce que l'Irlande peut offrir.

The Gathering is an attempt to attract more tourists here with a lot of festivals and meetings organised to show visitors all that Ireland can offer.

Je crois que c'est une très bonne idée parce que beaucoup d'irlandais ont dû émigrer et c'est une bonne raison pour eux de rendre visite à leurs familles et amis qu'ils ne voient pas régulièrement.

I believe that it is a very good idea because a lot of Irish people have had to emigrate and it is a good reason for them to visit their families and friends who they don't regularly see.

Je considère que l'Irlande est l'un des plus beaux pays du monde.

I think that Ireland is one of the most beautiful countries in the world.

Le paysage est tellement magnifique.

The countryside is really magnificent.

Les plages, les montagnes et les lacs sont splendides ici et le paysage est vraiment verdoyant.

The beaches, the mountains and the lakes are really amazing here and the countryside is really green.

La verdure est partout et c'est un endroit idéal pour faire des randonnées.

Greenery is everywhere and it's an ideal place to go on hikes.

À mon avis c'est un pays qui a vraiment une culture et une histoire.

In my opinion it is a country that really has a culture and a history.

En plus, les villes comme Dublin, Kilkenny et Galway bougent beaucoup.

In addition, towns like Dublin, Kilkenny and Galway are very lively.

Bien sur, le pub irlandais est quelque chose de spécial.

Of course, the Irish pub is something special.

Et les irlandais sont très ouverts et sympas.

And the Irish are very open and friendly.

Voilà pourquoi les touristes viennent en grand nombre en Irlande.

This is why tourists come to Ireland in big numbers.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

On essaie d'attirer

We try to attract

- Certain verbs in French are followed by prepositions such as *à* or *de* before the infinitive of the next verb.
Elle m'aide à étudier. – She helps me to study.
J'essaie d'étudier. – I am trying to study.

Rendre visite à

To visit someone

- *Je rends visite à Marie* – I am visiting Marie.
Il lui rend visite – He visits (to) her.
- *Visiter* – to visit a place.
Je visite Waterford – I am visiting Waterford.

Je considère que

I think that

- This is another way of saying *je pense que...* or *j'estime que...* or *je crois que...*

Question 4 (a)**How to approach this question**

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

Today celebrities represent idols for young people and their influence is considerable. Some celebrities can inspire ambitions in young people but other celebrities can have a bad influence on them.

Give your reaction.

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
3. Draw up a **plan** of how you are going to structure your answer.
 - General comment on copying celebrities
 - Positive influence – e.g. environmental work
 - Negative influence – e.g. drink and drugs
4. **Check** your answer for mistakes.
 - Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

Les stars sont énormément copiées.

Stars are greatly copied.

Les jeunes sont influencés par leurs célébrités favoris, ils veulent leur ressembler.

Young people are influenced by their favourite celebrities, they want to copy them.

Ressembler à une personne célèbre et aimée leur permet d'avoir plus confiance en eux.

Resembling a famous and loved person allows them to have more confidence in themselves.

L'influence des ces célébrités est considérable. Elle a beaucoup d'avantages et d'inconvénients.

The influence of these celebrities is considerable. It has a lot of advantages and disadvantages.

Le côté positif dans le fait que les jeunes s'intéressent aux célébrités est qu'ils apprennent à faire de bonnes actions, par exemple, en ce qui concerne la protection de l'environnement.

The positive side in the fact that young people are interested in the celebrities is that they learn how to do good things, for example, protecting the environment.

Si les associations écologiques utilisent une célébrité dans sa publicité les jeunes imiteront leurs idoles et protégeront l'environnement.

If ecological associations use a celebrity in its advertising the young people will imitate their idols and will protect the environment.

Cependant certaines célébrités sont de mauvaises idoles. Les célébrités peuvent être malpolies et malhonnêtes.

However, certain celebrities are bad idols. Celebrities can be impolite and dishonest.

Il y a par exemple quelques célébrités qui sont alcooliques ou toxicomanes.

There are some celebrities who are alcoholics and drug addicts.

Mais il est important quand même que les jeunes sachent contrôler l'influence que ces célébrités peuvent avoir sur eux.

But it is important all the same that young people know how to control the influence that these celebrities can have on them.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

En eux

In themselves

- *Eux* is a distinctive pronoun to be used with prepositions like *avec, selon, pour, dans* etc.
- *Moi, toi, lui, elle, nous, vous, eux, elles.*
Avec elles – with them
Pour lui – for him

De mauvaises idoles

Bad idols

- *Des* changes to *de* before a preceding adjective such as *mauvais*.
E.g. *J'ai de bons amis.* – I have some good friends.

Quelques célébrités

Some celebrities

- *Quelque chose* (pronoun)
Something
- *Quelquefois* (adverb)
Sometimes
- *Quelque part* (adverb)
Somewhere
- *Quelqu'un* (pronoun)
Someone
- *Quelques-uns, quelques-unes* (pronoun)
Some, a few (people)

Peuvent avoir

They can have

- There are three common verbs that are always followed by the **infinitive** of the next verb:
Vouloir: Nous voulons aller au cinéma. – We want to go to the cinema.
Pouvoir: Je peux nager. – I can swim.
Devoir: Il doit faire ses devoirs. – He has to do his homework.

Question 4 (b)

How to approach this question

1. **Translate** the question into English. Do not immediately jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

The horsemeat scandal!
Give your reaction.

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.

3. Draw up a **plan** of how you are going to structure your answer.

- Describe the horsemeat scandal.
- What were the consequences for businesses?
- How a repeat scandal can be prevented

4. **Check** your answer for mistakes.

- Have you used the correct tense?
- Have you used the correct ending for your verb?
- Is your noun masculine or feminine?
- Remember the rule for placement and agreement of adjectives.
- Have you remembered the accents?
- Have you written the correct relative pronoun?
- Check if the verb used needs a preposition.
- Have you turned the subject and verb around? And used a hyphen?
- Know your expressions with *avoir*.
- Have you used object pronouns correctly?

Sample Answer

Moi personnellement, j'étais choqué(e) par le scandale de la viande de cheval!

Personally I was shocked by the horsemeat scandal.

De la viande de cheval était découverte dans de nombreux plats surgelés officiellement à base de boeuf.

Horsemeat was discovered in numerous frozen meals officially supposed to be beef.

Si ce scandale sanitaire ne présente aucun risque pour la santé, il pose la question de la traçabilité des produits.

Even if this health scandal doesn't present any risk to health, it does pose the question of product tracability.

En fait, selon les experts 50 000 tonnes de viande de boeuf vendues en Europe ont contenu du cheval.

In fact, according to the experts, 50,000 tonnes of beef sold in Europe contained horse.

Certains médias l'ont surnommée « Horsegate ».

Some media have nicknamed it 'Horsegate'.

Les conséquences du scandale de la viande de cheval étaient lourdes pour le marché des produits surgelés.

The consequences of the horsemeat scandal were serious for the frozen food market.

Par exemple on a enregistré une chute de 45% des ventes pour les lasagnes.

For example there was a drop of 45% in lasagne sales.

Il faut que le gouvernement fasse de son mieux pour prévenir ce problème dans l'avenir.

The government must do its best to prevent this problem in the future.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

J'étais choqué(e)

I was shocked

- If you want to say 'I was shocked / happy / sad' etc. (adjective) or 'I used to be shocked / happy / sad' you change *être* into the imperfect tense: *J' étais choqué(e) / content(e) / triste(e)*.

*J'étais**Tu étais**Il était**Nous étions**Vous étiez**Elles étaient**C'était* – It was. E.g. *C'était fantastique.* – It was fantastic.**Officiellement**

Officially

- **This is an adverb** (it changes the meaning of a verb.) Adverbs are usually placed after the verb. Most adverbs are formed using the feminine version of the adjective + '-ment'.
E.g. *Soigneux* – Careful
Soigneuse (feminine)
Soigneusement – carefully
- *Vite* is irregular and an exception to this rule because it doesn't change to *vitement*.

Il pose

It poses

- *Poser* is the verb that you use to mean 'ask' a question.

Il faut que le gouvernement fasse

It is necessary that the government

- *Fasse* is the 'he' form of the verb *faire* in the subjunctive tense. One of the situations where you use the subjunctive tense is after verbs / expressions of will which express **an order, a need, advice, or a want** such as after *il faut que*.

MARKS: The total marks available for each question are shown within square brackets. The actual marks awarded will depend on the standard of your answer. As a guide, a range of sample answers are given, with their corresponding marks in round brackets.

SECTION I: READING COMPREHENSION (120)

QUESTION 1

(60)

1. (i) Pick out the expression that shows that Xavier has gone to college. **(Section 1)** [5]
- Diplômé d'une école de commerce (à Grenoble) **(5)**
 - Diplômé (d'une école). **(3)**
 - Diplômé d'une école de commerce à Grenoble, il travaille depuis deux ans pour un constructeur automobile (Whole sentence) **(3)**
- (ii) How much time does Xavier have to spend on the train each day? **(Section 1)** [5]
- Plus de trois heures (de transport quotidien) **(5)**
 - Trois heures (de transport quotidien) **(4)**
2. (i) How does Xavier occupy himself on the RER most days? **(Section 2)** [5]
- (Chaque semaine) il lit (deux ou trois romans policiers en chemin) **(5)**
- (ii) When the train network is blocked how does Xavier warn his employer? **(Section 1)** [5]
- (Quand ça coince,) il envoie un SMS à son patron / employeur **(5)**
 - (Quand ça coince,) il lui envoie un SMS **(5)**
 - (Quand ça coince,) j'envoie un SMS à mon patron **(4)**
 - (Quand ça coince,) il envoie un SMS **(4)**
 - (Quand ça coince,) j'envoie un SMS **(3)**
3. (i) Quote the expression that shows that Xavier spends all night in Paris. **(Section 3)** [5]
- Il dort chez un copain dans la capitale **(5)**
 - Il dort dans la capitale **(4)**
 - Il dort chez un copain **(3)**
- (ii) Find a verb in the conditional tense in the third section.
- Dirait **(5)**
4. (i) What does Xavier find himself obliged to do at the moment? **(Section 4)** [5]
- (Il se trouve obligé de / il doit) vivre / habiter (encore) chez ses parents (parce qu'il n'a pas le choix) **(5)**
 - Xavier / il vit (encore) chez ses parents (parce qu'il n'a pas le choix) **(4)**
 - Si Xavier / s'il vit (encore) chez ses parents c'est parce qu'il n'a pas le choix **(3)**
 - Si Xavier / s'il vit (encore) chez ses parents **(2)**
- (ii) According to the fourth section Xavier: [5]
- (a) could find it difficult to borrow money from the bank
 - (b) should find a better means of transport to Paris
 - (c) would like to negotiate a big salary increase
 - (d) would like to leave his job in the automobile sector
- Answer (a) could find it difficult to borrow money from the bank **(5)**

TIP: Appropriate direct quotation OR correct manipulation acceptable in Q.1(ii) and 2(i).

TIP: If « Il est compréhensif » added, minus 2 marks.

TIP: Every extra expression offered = -1 mark.
 - If incorrect verb offered with the correct one = 0 marks.
 - If « dirait » and « portait » offered = 0 marks.

5. (i) Pick out the expression that suggests that Xavier's parents are deprived of certain things. **(Section 5)** [5]
- (Moyennant) quelques sacrifices **(5)**
 - sacrifices **(3)**
- (ii) Explain why Xavier's cousin has already been able to buy a house. **(Section 5)** [5]
- Il habite / est en Bretagne, où les maisons coûtent moins cher. **(5)**
 - Il n'habite pas la région parisienne, où les maisons sont (très / trop / plus) chères. **(5)**
 - Il habite / est en Bretagne mais ce phénomène est très spécifique à la région parisienne. **(4)**
 - Il habite / est en Bretagne. **(3)**
 - Il n'habite pas la région parisienne. **(3)**
 - (C'est impossible, mais) ce phénomène est très spécifique à la région parisienne. **(2)**
6. Xavier has good reason to be happy with his life. Do you agree? Refer to the text in support of your answer. (Two points, about 50 words in total.) [5,5]

TIP: If « s'offrir leur maison à Sucy » included, minus 2 marks.

You may choose to agree or disagree using any two of the following points:

Points in agreement

- He can live with his parents, without having the cost of a mortgage.
- He has a degree and, as a result, has had a steady well paid job for two years.
- Although his journey to work is long, he can sleep or read in the quiet carriage.
- He has an understanding boss whom he can text if there are delays on the way to work.
- He has hobbies such as kayaking, swimming, cinema and reading.
- He has a good social life, sometimes eating out with friends, and can even stay over at a friend's place in Paris.

Points in disagreement

- Because houses are expensive in the Paris region, he has to live with his parents, sleeping in his childhood bedroom.
- His job is not guaranteed for life, so he can't get a mortgage.
- He has to spend more than three hours travelling to work every day, leaving home at 7.15 a.m. and returning at 8 p.m.
- To be independent and able to afford a property, he would have to move far away from Paris and his friends and spend more time travelling to work.

QUESTION 2

(60)

1. (i) Pick out a sentence in the first section that indicates that the weather is warm. **(Section 1)** [5]
- Le soleil sans vent commence à brûler. **(5)**
 - Le soleil commence à brûler. **(4)**
 - Les troupeaux de vaches qui cherchent l'ombre **(3)**
 - Le soleil sans vent **(2)**
 - Le soleil **(1)**
- (ii) What suggests that there is very little traffic in this area? **(Section 1)** [5]
- Les / de rares voitures passent (sur la route) **(5)**
 - Pendant que les rares voitures passent (sur la route) **(4)**
 - Les / de rares voitures **(3)**
 - Voitures **(1)**
2. (i) Find a possessive adjective in the first section. [5]
- Son **(5)**
- (ii) Quote the expression that shows how the air is being freshened in the restaurant. **(Section 2)** [5]
- Les fenêtres ouvertes **(5)**
 - Malgré les fenêtres ouvertes **(4)**
 - Les fenêtres **(0)**
 - Le gros ventilateur (bleu posé sur le comptoir) **(5)**
 - Le ventilateur (bleu posé sur le comptoir) **(4)**
 - À l'intérieur, l'air est chaud, presque humide, malgré les fenêtres ouvertes et le gros ventilateur (bleu posé sur le comptoir) (Whole sentence) **(3)**
3. (i) Pick out the expression which means 'his telephone rings again once'. **(Section 2)** [5]
- (l'indicatif musical de) son portable retentit à nouveau **(5)**
 - (l'indicatif musical de) son portable retentit **(4)**
 - Son portable **(0)**
- (ii) According to Nora, what is the reason for the call? **(Section 3)** [5]
- (Pour (lui) dire qu'en principe) elle arrive / arrivera dans quelques jours à Paris. **(5)**
 - (Pour (te) dire qu'en principe) j'arrive dans quelques jours à Paris. **(4)**
4. (i) What does Bleriot do so that the other clients don't listen to his conversation with Nora? **(Section 3)** [5]
- Il se lève (précipitamment) pour aller vers les toilettes / aux toilettes (à l'abri des oreilles indiscrètes) **(5)**
 - Il va vers les toilettes / aux toilettes (à l'abri des oreilles indiscrètes) **(5)**
 - aller vers les toilettes / aux toilettes (à l'abri des oreilles indiscrètes) **(4)**
 - pour aller vers les toilettes / aux toilettes (à l'abri des oreilles indiscrètes) **(3)**
 - Il fait en se levant (précipitamment) pour aller vers les toilettes / aux toilettes (à l'abri des oreilles indiscrètes) **(3)**
 - Il se lève (précipitamment) **(0)**

TIP: Appropriate direct quotation OR correct manipulation acceptable in Q.1(ii) and 4(ii).

TIP: Award 5 marks or 0 marks.

TIP: If « dans le vide (de l'après-midi) » included, minus 1 mark.

TIP: Manipulate the text. « Pour te dire qu'en principe, j'arrive dans quelques jours à Paris. » **To let you know that I am arriving in Paris in a few days** must be changed to '**To let him know that she is arriving in Paris in a few days**' « (Pour (lui) dire qu'en principe) elle arrive dans quelques jours à Paris. »

TIP: Past tense is accepted.

(ii) Why does the conversation between Bleriot and Nora end so quickly? **(Section 3)** [5]

- Ils ont été / sont coupés **(5)**
- qu'ils ont été / sont coupés **(4)**
- Il a été coupé / Elle a été coupée **(3)**

TIP: « car » / « parce (qu')' » before the answer is acceptable.

5. (i) According to the fourth section, Blériot: [5]

- (a) Finds it difficult to listen to Nora on the phone.
- (b) Immediately answers when Nora calls him back.
- (c) Leaves a message on Nora's phone.
- (d) Makes efforts to call Nora back.

Answer (d) makes efforts to call Nora back. **(5)**

(ii) Returning to his table, what is the only indication that Bleriot is in trouble? **(Section 4)** [5]

- Le / un léger frémissement de ses mains **(5)**
- (A l'exception) du léger frémissement de ses mains **(4)**
- Le / un léger frémissement **(2)**

TIP: If « léger » omitted, minus 1 mark.

6. In this passage, the writer gives a detailed description of (i) the countryside and (ii) the restaurant.

Do you agree? (Two points, about 50 words in total.)

[5, 5]

Candidates may choose to agree or disagree using the following points:

Points in agreement

(i) Countryside

- A small road lined with flowers and bushes / shrubs, and woods, fields, and herds of cows.
- Peaceful as very few cars pass by.

TIP: In Q.6, if less than the full marks are achieved in either segment, the higher mark is awarded to each segment.

(ii) Restaurant

- Single storey building, surrounded by a wooden terrace / deck and trees, and a hot, humid atmosphere inside, with open windows and a fan. The only customers were three Spanish truckers and an elderly couple.

SECTION II: WRITTEN EXPRESSION (100)

TIP: There are four questions in this section. You must answer Question 1 and any two other questions. Plan your time. Question 1 is compulsory. It is worth 40 marks or 10% of your overall marks. Spend no more than 25 minutes on this question.

QUESTION 1 (a)

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

According to Section I, Q.1, Xavier seems to be a happy young man, 'permanently smiling'; Explain why young people in Ireland today have lots of reasons to be happy.

2. Look at the number of words required. In this case it is a **minimum of 90 words**. You should aim for 135.
3. Draw a basic **plan** of how you are going to structure your answer.
- Ways in which we are lucky compared to other countries e.g. Third World, wars, dictatorships etc.
 - Why you, personally, are happy (family, friends etc.)
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

De nos jours les jeunes irlandais râlent trop à mon avis.

These days young Irish people give out too much in my opinion.

Comme les autres je crains un peu pour l'avenir.

Like others I fear a bit for the future.

Pourtant, bien que nous soyons dans une situation difficile ici en Irlande, depuis mon plus jeune âge je vois les misères qui touchent le Tiers Monde: la pauvreté, les famines, les guerres.

However, even though we are in a difficult situation here in Ireland, since a young age I've seen the miseries that affect the Third World; poverty, famines, wars.

Aussi en Irlande on a la chance de voter, c'est un privilège, à mon avis.

Also in Ireland we are lucky to be able to vote, it is a privilege in my opinion.

Pour ceux qui vivent dans des pays de dictature, ce droit n'existe pas.

For those who live in a dictatorship – this right doesn't exist.

Malheureusement ils n'ont pas le droit de s'exprimer.

Unfortunately they don't have the right to express themselves.

Ils ne peuvent ni changer leur système de gouvernement ni leurs chefs de gouvernement qui sont souvent corrompus.
They can neither change their system of government nor their heads of government, which are often corrupt.

Personnellement j'ai de la chance. Je m'entends très bien avec ma famille, on est vraiment proches.
Personally, I am lucky. I get on really well with my family. We are very close.

Qui plus est j'ai de très bons amis. Ils me comprennent et je peux compter sur eux.
What's more I have some very good friends. They understand me and I can count on them.

Oui, je sais que j'ai de la chance de vivre en Irlande.
Yes, I know I am lucky to live in Ireland.

Donc, comme Xavier je passe la plupart de mon temps à sourire.
Therefore, like Xavier I spend most of my time 'smiling'.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Les jeunes irlandais râlent

Young Irish people give out

- Note the placement of the **adjective after the noun**.
- Note also 'young Irish people' is followed by the 'they' or *ils* form of the verb.

Bien que nous soyons

Even though we are

- *Bien que* is an expression that is followed by the **subjunctive** tense. *Soyons* is the subjunctive of *sommes*.
- The subjunctive tense is another version of the present tense that is used after certain verbs and expressions. It doesn't exist in English hence we find it very confusing. It is used **after verbs of strong emotions, doubt, a need, wish or opinion**.

Plus jeune

Younger

- This is an example of a **comparative adjective**. The French use the word *plus* (more) and *que* (than) before and after the adjective.
Elle est plus belle que son amie. – She is prettier than her friend.
Ils sont plus sympas que leurs cousins. – They are friendlier than their cousins.
- Don't forget to **make your adjective agree**.

On a la chance de voter

We are lucky to vote

- You need to be familiar with your *avoir* expressions such as:
Avoir la chance de + infinitive – To be lucky to...
Avoir le droit de + infinitive – To have the right to...
Tu as le droit de t'exprimer – You have the right to express yourself
- A number of other phrases using the verb *avoir* exist in French.
Avoir faim / soif – To be hungry / thirsty
Avoir chaud / froid – To be hot / cold
Avoir raison / tort – To be right / wrong. E.g. *Tu as tort* – You are wrong
Avoir peur – To be afraid
Avoir l'air – To seem. E.g. *Il a l'air triste.* – He seems sad.
En avoir marre de – To be sick of
Avoir du mal à – To have a pain in

QUESTION 1 (b)

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

According to Section I, Q.2, 'Louis Blériot's telephone suddenly starts to ring'

You have received a call from a friend that surprised you a lot. Say why she called you and what happened after. Your tale can be real or imaginary.

2. Look at the number of words required. In this case it is a **minimum of 90 words**. You should aim for 135.
3. Draw up a basic **plan** of how you are going to structure your answer.
- Who called and how it made you feel.
 - Details of the call: your friend is going to take a year out in Australia and asks you to go with her (this was actually a diary entry question from a previous paper so you could have practised this answer).
 - How you feel about it and what your parents think about it.
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

Quelle bonne nouvelle !

What great news!

Je viens de recevoir un coup de téléphone de mon amie Laura qui m'a beaucoup surprise.

I've just had a call from my friend Laura that surprised me a lot.

Je suis ravie et choquée en même temps.

I am delighted and shocked at the same time.

Je n'en croyais pas les oreilles quand elle a dit qu'elle va passer un an en Australie avant d'aller à la fac et elle m'a demandé de l'accompagner.

I didn't believe my ears when she said that she was going to spend a year in Australia before going to college and she asked me to go with her.

Je peux à peine le croire.

I can hardly believe it.

Que vais-je faire ?

What am I going to do?

Ça me rend excitée d'y penser.

It makes me excited to think about it.

Mes parents m'ont dit que c'est à moi de décider.

My parents have told me that it's up to me.

Je suppose que ça pourrait être pire.

I suppose it could be worse.

Je pourrais passer tout mon temps à m'amuser.

I could spend my time enjoying myself.

Un an sans les parents ça serait de la folie furieuse. On passerait des nuits blanches.

One year without parents – that would be mad. We would have late nights out.

Et l'Australie est un pays qui est tellement varié.

And Australia is a really varied country.

Il y a beaucoup à faire et à voir.

There is a lot to see and do there.

J'ai besoin d'une pause après le Bac !!!

I need a break after the Leaving Cert!!

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Je viens de recevoir

I've just received

- To say you've just done something you need to use the following rule: Use the present tense of *venir* + *de* + infinitive verb of what it is you have just done.
Il vient de manger. – He's just eaten.
Ils viennent de finir. – They've just finished.

Avant d'aller

Before going

- If you want to say before doing something, you need to use the following rule:
Avant + de (or *d'* before a vowel) + infinitive verb of what it is you are going to do
Avant de manger – Before eating

Elle m'a demandé de l'accompagner

She asked me to accompany her

- Here we have a direct object pronoun (her) and an indirect object pronoun (to me).
- In French the verb *demander* is followed by the preposition *à*. In English we say 'she asked me' but in French we say 'she asked to me'.
- Pronouns are placed before the verb** (unless the second verb is an infinitive in which case the pronoun is placed before the infinitive e.g. *Je vais te voir.* – I'm going to see you).
Elle a demandé d'accompagner. – She asked to (the verb *demander* is followed by *de* and the infinitive) accompany me.
Elle m'a demandé de – she asked me to – l'accompagner – to come with her.

Note that the verb *accompagner* is in the infinitive.

J'ai besoin d'une pause.

I need a break.

- Avoir besoin de* – to need a break.
- J'avais besoin d'une pause.* – I needed a break.
The verb *avoir* in this case is in the imperfect tense i.e. I was needing a break.

QUESTION 2 (a)

TIP: The diary question is a good option because it is guaranteed to come up every year and you can learn off standard expressions that can be used in any diary entry.

How to approach this question

1. **Translate** the question.

You've just started a new part-time job in a shop near your house. But your first day of work was difficult and you returned very tired and disappointed.

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.3. Start off by saying *Cher Journal* ('Dear Diary'). React to the question being asked. Here you are basically repeating the diary entry question in the 'I' form. Fill the diary and sign off using some of the standard expressions detailed below.

TIP: Good time management is essential. Spend no more than 20 minutes on this question.

4. **Check** your answer for mistakes.

- Have you used the correct tense?
- Have you used the correct ending for your verb?
- Is your noun masculine or feminine?
- Remember the rule for placement and agreement of adjectives.
- Have you remembered the accents?
- Have you written the correct relative pronoun?
- Check if the verb used needs a preposition.
- Have you turned the subject and verb around? And used a hyphen?
- Know your expressions with *avoir*.
- Have you used object pronouns correctly?

Useful introductory expressions

Cher Journal
Dear Diary

Quelle catastrophe!
What a disaster!

Me revoilà
Here I am again

Quelle bonne nouvelle!
What great news!

Devine ?
Guess what?

Useful expressions for signing off

Bonne nuit cher journal
Good night dear diary

Il faut que j'aille me coucher
I must (subjunctive) go to bed

Je suis fatigué(e) maintenant
I am very tired now

Je vais dormir comme un loir
I'm going to sleep like a log

Standard diary expressions

Je peux à peine le croire. Que vais-je faire ?

**I can hardly believe it.
What am I going to do?**

Qu'est ce qu'ils sont énervants, les parents !!!

How annoying parents are!
(You can change this to friends etc.)

Je suppose que ça pourrait être pire.

I suppose it could be worse.

Sample Answer

Cher Journal

Dear Diary,

Me revoilà.

Here I am again.

Devine ?

Guess what?

Quelle catastrophe !

What a disaster!

J'ai eu la chance de trouver un petit boulot dans un magasin près de chez moi.

I have been lucky to find a part-time job in a shop near my house.

Mais la première journée de travail était difficile et je suis rentrée très fatiguée et déçue en même temps.

But the first day of work was difficult and I returned very tired and disappointed at the same time.

Je peux à peine le croire. Que vais-je faire ?

I can hardly believe it. What am I going to do?

Mes parents m'ont dit que je dois économiser pour aller à l'université en septembre.

My parents told me that I have to save to go to university in September.

Qu'est ce qu'ils sont énervants, les parents !!!

How annoying parents are!

J'en ai marre d'être fatiguée. J'ai besoin d'une pause après le Bac.

I am sick of being tired. I need a break after the Leaving Cert.

Je suppose que ça pourrait être pire. J'irai en vacances fin juillet avec mes amis.

I suppose that it could be worse. I will go on holidays with my friends at the end of July.

Une semaine sans les parents ça va être de la folie furieuse. On va passer des nuits blanches.

One week without parents – that's going to be mad. We will have late nights out.

Demain sera autre jour !!!

Tomorrow is another day.

Bonne nuit cher journal, je suis fatigué(e) maintenant. Il faut que j'aille me coucher.

Good night dear diary, I'm tired now. It is necessary that I go (subjunctive) to bed.

Je vais dormir comme un loir.

I'm going to sleep like a log.

Marie xx

TIP: For the diary entry you will be discussing something that has happened or is going to happen so watch tenses and make sure it makes sense.

DIARY TERMS EXPLAINED

(Refer to underlined expression in sample answer)

J'en ai marre d'être

I am sick of being

- Use *de* + infinitive for verb or use with a noun e.g. *de mes parents*

Question 2(b)

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

Your French friend Jean Luc has sent you the following email:

'In your last email you told me that in schools in Ireland everyone learns Irish. Why study this language? Is it easy? Do you like this subject?'

Write an email to Jean-Luc in which you answer his questions.

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
3. Draw a basic **plan** of how you are going to structure your answer to make sure that you answer all the points requested. Note that this email is to a friend and should therefore be informal in style.
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

Date: le 26 juin

De: marymurphy@yahoo.com

À: jeanluc@yahoo.fr

Objet: L'irlandais

Salut Jean-Luc:

Ça va bien, chez toi ?

Everything alright with you?

J'apprends l'irlandais depuis douze ans et j'ai le niveau Bac.

I have been learning Irish for the past 12 years and I am at Leaving Cert level.

TIP: Show that you are familiar with the layout of an email, such as email address and subject line.

L'irlandais est une matière obligatoire car l'irlandais est notre langue maternelle.

Irish is a compulsory subject because Irish is our first language.

À l'école nous faisons de la grammaire et nous lisons des textes.

At school we do grammar and read comprehensions.

Qui plus est nous étudions la littérature et la poésie irlandaise. J'aime ça car j'aime connaître les écrivains irlandais.

Also, we study Irish literature and poetry. I like that because I like to know about Irish writers.

Je suis assez forte en irlandais. J'adore ma prof. Elle sait faire aimer sa matière.

I am fairly good at Irish. I really like my teacher. She knows how to make you like her subject.

L'aspect de la langue que je trouve le plus difficile est la grammaire.

The aspect of the language that I find the most difficult is the grammar.

Voilà ! C'est tout.

Well that's all!

Dis bonjour à tes parents de ma part.

Say hello to your parents from me.

Écris-moi bientôt

Write soon

Amitiés

Mary

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Depuis

For the past / since

- *Depuis* is used with the **present tense** as you are still doing the action.
J'apprends l'irlandais depuis douze ans.
- In English we say 'I've been studying Irish for the past 12 years' but in French we say 'I am studying Irish for the past 12 years'.

Connaître

To know

- There are two verbs in French that mean 'to know': *savoir* and *connaître*.
- *Savoir* is used to know a fact e.g. *Je sais nager.* – I know how to swim.
- *Connaître* is used to know a person or a place e.g. *Je connais Marie* – I know Marie or *Il connaît Dublin.* – He knows Dublin.

Je suis assez forte en irlandais

I am fairly good at Irish

- To say you are good at something:
Boys say *Je suis fort en anglais* or *Je suis bon en anglais.*
Girls say *Je suis forte en biologie* or *Je suis bonne en biologie.*
- To say you are bad at something:
Boys say *Je suis nul en sport.*
Girls say *Je suis nulle en sport.*

Question 3 (a)

TIP: Good time management is essential. Spend no more than 20 minutes on this question.

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

According to a recent survey, 40% of French people went to a concert in 2011. In your opinion are concerts (for example Oxegen) a great experience or really a waste of money?

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
3. Draw up a basic **plan** of how you are going to structure your answer.
- Do you listen to music and why?
 - Where do you access music from?
 - Have you been to a concert and what was it like?
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

La musique c'est ma passion.

Music is my passion.

J'ai au moins mille chansons sur mon iPod. Chaque week-end j'accède à iTunes pour télécharger mes chansons.

I have at least a thousand songs on my iPod. Each weekend I access iTunes to download my songs.

Chaque chanson coûte un euro.

Each song costs one euro.

Quand mes parents ne sont pas là je mets la musique à fond.

When my parents aren't there I put the music on full blast.

Qui plus est je joue de la guitare depuis mon enfance.

What's more, I've been playing the guitar since my childhood.

La musique m'aide à échapper à la pression du Bac, en fait c'est un bon moyen d'évasion.

Music helps me to escape from the pressure of the Leaving Cert, in fact it's a good means of escape.

L'année dernière je suis allé(e) voir The Killers à Dublin.

Last year I went to see *The Killers* in Dublin.

C'était super cool.

It was really cool.

Je connais toutes leurs chansons par coeur.

I know all their songs by heart.

Les effets spéciaux étaient formidables.

The special effects were great.

Toute la bande y est allée.

All the gang went.

L'ambiance était fantastique.

The atmosphere was fantastic.

Aller à un concert peut coûter dans les quatre-vingt euros mais cela en vaut la peine à mon avis.

Going to a concert can cost around 80 euros but it's worth it in my opinion.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Chaque chanson coûte

Each song costs

- 'Each song' is followed by the 'she' or *elle* form of the verb as 'song' is feminine in French.
- 'The songs' would be followed by the 'they' or *elles* form of the verb.

La musique m'aide à échapper à la pression

Music helps me to escape from the pressure...

- Certain verbs in French are followed by prepositions such as *à* or *de* before the infinitive of the next verb.
- *Elle m'aide à étudier.* – She helps me to study.
- *J'essaie d'étudier.* – I am trying to study.

Je suis allée voir

I went to see

- I went (this is the *passé composé* of the verb *aller*) to see (this is the infinitive of the verb 'to see')
- *Elle est allée manger.* – She went to eat.

C'était

It was

- *Être* is the only irregular verb in the imperfect because the 'we' form in the present tense is *nous sommes* – so there is no 'ons' to knock off. It has an irregular stem 'ét' but uses the same endings as all other verbs in the imperfect. You change verbs into the imperfect when you want to say 'was or used to'. So *Je lisais* can mean 'I used to read' or 'I was reading'.

QUESTION 3 (b)

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

There are too many sport programs on TV; tennis, golf, rugby... and this year with Euro 2012 and all the football matches it's even worse. That annoys me.

Solange, 23 years old.

Give your reactions.

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
3. Draw up a basic **plan** of how you are going to structure your answer.
- Do I like sport and what do I play?
 - Why is sport so important in my life?
 - Why do I watch sports programmes?
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

Je ne suis pas d'accord avec cette déclaration.

I don't agree with this statement.

Le sport c'est ma passion.

Sport is my passion.

Je joue au foot depuis mon enfance. Je joue avec l'équipe de l'école. Je suis avant.

I've been playing football since my childhood. I play with the school team. I'm a forward.

Je suis un programme de remise en forme. J'ai une séance d'entraînement trois fois par semaine.

I follow a fitness program. I have a training session three times a week.

Pour moi le sport est un moyen primordial de se défouler.

For me sport is a good means of relaxing.

À mon avis le sport est un bon moyen de supporter la pression quotidienne.

In my opinion sport is a good means of putting up with the pressure of daily life.

J'adore les émissions de sport en direct.

I love live sports broadcasts.

Ces émissions nous permettent de regarder nos équipes favorites.

These programmes allow us to watch our favourite teams.

Je regarde n'importe quoi; le rugby, le foot, le tennis.

I watch anything; rugby, football, tennis.

Il n'y a rien mieux qu'un bon match de foot à la télé.

There is nothing better than a good football match on TV.

Je les regarde avec mon père. C'est plutôt cool !

I watch them with my Dad. It's really cool.

L'audimat est toujours énorme pour les émissions de sport.

The audience is always huge for sports programmes.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Je joue au foot

I play football

- *Jouer à* – to play a team sport e.g. *Il joue au rugby.*
- *Faire de* – to play a sport you can play individually e.g. *Je fais de la natation.*
- *Jouer de* – to play a musical instrument e.g. *Je joue de la guitare.*

Je suis un programme de remise en forme

I follow a fitness program

- *Suivre* (to follow) is an irregular verb. The first person (*je*) is the same as the verb *être* so '*je suis*' can mean 'I am' or 'I follow'.

Le sport est un bon moyen de supporter

Sport is a good means of putting up with...

- *Un bon moyen de* + infinitive – A good way to e.g. *Lire est un bon moyen de s'amuser.* – Reading is a good means of enjoying oneself.

Ces émissions nous permettent

These programmes allow us to

- If you want to say this or that plus a noun (demonstrative adjective):
Ce + masculine noun e.g. *Ce livre* – this / that book
Cette + feminine noun e.g. *Cette fille* – this / that girl
Ces livres + plural e.g. *Ces livres* or *ces filles*
Cet + masculine noun beginning with a vowel e.g. *Cet homme* – this / that man

n'importe quoi

Whatever / this and that

- *On parle de n'importe quoi.* – We talk about this and that.

Question 4 (a)

TIP: Good time management is essential. Spend no more than 20 minutes on this question.

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

Demonstrating in the streets is a good means of protesting against injustices or political decisions.

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
3. Draw up a basic **plan** of how you are going to structure your answer.
- Corruption exists in politics and why we should do something
 - Social injustices that exist in Ireland and why we should do something
 - Why we should protest in the streets
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

Les irlandais se plaignent souvent des hommes politiques, de la corruption à l'intérieur des partis politiques.

The Irish often complain about politicians, and the corruption in political parties.

Ils m'énervent ! Ils ne font rien pour changer la situation.

They annoy me. They do nothing to change the situation.

L'injustice sociale est causée par certaines barrières qui empêchent de la justice sociale.

Social injustice is caused by certain barriers that prevent social justice.

Certaines des barrières majeures incluent : le préjugé, la discrimination, le racisme, le classisme et le sexisme.

Some of the major barriers include: prejudice, discrimination, racism, classism and sexism.

Qu'on le veuille ou non, en ce qui concerne l'injustice sociale nous sommes hypocrites. Nous voulons changer les choses mais nous prenons pas la peine de le faire.

Whether we like it or not, when it comes to social injustice we are hypocrites. We want to change things but we don't make the effort to do it.

Nous pouvons pourtant le faire en manifestant.

We can however do it by protesting.

À mon avis, pour protester contre l'injustice sociale et contre la corruption à l'intérieur des partis politiques il faut manifester ensemble dans les rues. C'est un bon moyen d'exprimer son avis.

In my opinion to protest against social injustice and against corruption inside political parties you must demonstrate together in the streets. It's a good way to express one's opinion.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Les partis politiques

Political parties

- This is followed by the *ils* or 'they' form of the verb.
Whereas *le gouvernement* is followed by the *il* or 'he' form of the verb.

Ils ne font rien

They do nothing

- Note the placement of the **negative expression**. *Ne* goes after the subject e.g. I, you, he, she and the *pas* or other negative such as *rien* goes after the first verb.
Je ne suis pas allé(e). – I didn't go.

Certaines barrières qui empêchent de la justice sociale

Certain barriers that prevent social injustice

- Note the adjectives – *certaines* and *sociale* – in this expression and **watch your placement of adjectives**.
The majority of adjectives follow this placement rule:
English: The green dog
French: The dog green
So social justice becomes *justice sociale* in French.
However, there are some exceptions and those adjectives would fall under the categories of: **Beauty Age Good / bad Size – BAGS** and also *certain* and *même*.
These follow the English rule. So, the small girl = *la petite fille* and certain barriers = *certaines barrières*
- **Watch agreement of adjectives**.
Adjectives change in French depending on what they are describing.
They may be describing something or someone that is masculine, feminine and singular or plural.
Girl: *Je suis heureuse*.
Boy: *Je suis heureux*.

Question 4 (b)

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

*One can have fantastic holidays in Ireland which don't cost too much. There is no need to go abroad.
Give your opinion.*

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
3. Draw up a basic **plan** of how you are going to structure your answer.
- Why Ireland is great
 - Mention number of tourists that come here.
 - Dublin – fun and lively
 - The Irish themselves
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

Je considère que l'Irlande est l'un des plus beaux pays du monde.

I think that Ireland is one of the most beautiful countries in the world.

Le paysage est tellement magnifique.

The countryside is really magnificent.

Les plages, les montagnes et les lacs sont splendides ici et le paysage est vraiment verdoyant.

The beaches, the mountains and the lakes are really amazing here and the countryside is really green.

À mon avis c'est un pays qui a vraiment une culture et une histoire.

In my opinion it is a country that really has a culture and a history.

L'Irlande est une destination très populaire.

Ireland is a very popular destination.

En fait les touristes viennent en grand nombre ici.

In fact, tourists come here in big numbers.

Pour ceux qui aiment sortir, Dublin est une ville qui bouge beaucoup et moi j'adore la vie nocturne ici.

For those who like to go out, Dublin is a lively city and I love the night life here.

Qui plus est il y a un tas de restaurants et de pubs qui restent ouverts tard le soir.

What's more, there are lots of restaurants and pubs that stay open late in the evening.

Les irlandais sont très ouverts et sympas.

The Irish are very open and friendly.

Voilà pourquoi il n'y a pas besoin d'aller à l'étranger.

That's why there is no need to go abroad.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Je considère que

I think that...

- This is another way of saying *je pense que* or *j'estime que* or *je crois que*. Note: in English we often omit the word 'that' e.g. 'I think he's right' instead of 'I think that he is right'. In French we never omit the word 'that'.

Pour ceux qui aiment sortir

For those who like to go out

- In this instance we really mean 'those people'. If you want to say 'those women' you would say *pour celles qui*. This expression is followed by *qui* (who) and the *ils* (they) form of the verb.

Un tas de restaurants

A heap of restaurants

- Some other alternatives to *beaucoup de*, meaning 'a lot of':
Il y a bon nombre de restaurants
Il y a un tas de restaurants
Il y a plein de restaurants
Note that expressions of quantity are always followed by **de** or **d'** before a vowel so don't be tempted to say *beaucoup des restaurants*.

Aller à l'étranger

To go abroad

- *À l'étranger* means abroad. *Les étrangers* means the foreigners.

SECTION I: READING COMPREHENSION (120)

MARKS: The total marks available for each question are shown within square brackets. The actual marks awarded will depend on the standard of your answer. As a guide, a range of sample answers are given, with their corresponding marks in round brackets.

QUESTION 1

(60)

1. (i) According to the first section, in order to continue with their studies what do the majority of young people do? [5]
- Plus d'un jeune sur deux quitte le domicile de ses parents (afin de poursuivre ses études) (5)
 - La plupart des jeunes / Ils quittent le domicile / la maison de leurs parents (afin de poursuivre leurs études) (5)
 - La plupart des jeunes quitte le domicile de ses parents (afin de poursuivre ses études) (4)
- (ii) Find a difficulty that the students can encounter when they are looking for housing. [5]
- (des) propriétaires peu enclins à louer aux étudiants (5)
 - (Un / Le) manque de confort de l'hébergement (5)
 - (il y a) de moins en moins de logements (5)
 - (Un / Le) manque de confort (4)
 - (Un / Le) manque d'hébergement / de logements (3)
 - (Des) propriétaires peu enclins à louer (3)
2. (i) Quote the sentence that means 'things are really different after 50 years'. [5]
- Un demi-siècle plus tard, l'équation a nettement changé (5)
 - L'équation a nettement changé (3)
 - Un demi-siècle plus tard (1)
- (ii) What prevents the government from building the planned housing? [5]
- Les tentatives se heurtent au manque de terrains disponibles (5)
 - Le / Un manque de terrains disponibles (5)
 - Dans certaines grandes villes le potentiel de construction est très limité (5)
 - Le potentiel de construction est très limité (4)
 - La situation reste tendue dans certaines grandes villes où le potentiel de construction est très limité (3)
3. For Christine, her accommodation in Gabrielle's house has both positive and negative aspects at the same time. [5+5]
- Give an example of an aspect in each case.
- (a) *Positif:*
- One of
- (Elle occupe) une grande chambre (5)
 - Son / L'appartement (est) bourgeois / un appartement bourgeois (5)
 - (Son / L'appartement est) proche de l'université (5)
 - (Sa / La chambre / Son / L'hébergement / Son / Le logement coûte) seulement 80 € par mois (5)
 - (Elle est heureuse de retrouver) un cadre de vie presque familial (5)
 - Elle occupe une grande chambre dans son appartement bourgeois, (proche de l'université, pour seulement 80 € par mois) (5)
 - Grande chambre (4)
 - Appartement bourgeois (4)
 - Cadre de vie presque familial (4)
 - Une participation modique aux charges (3)

TIP: If « Mais atteindre cet objectif disponibles » included, minus 2 marks for excess.

TIP: Appropriate direct quotation OR correct manipulation acceptable.

TIP: Candidates will not be rewarded for more than one positive and one negative aspect. Answers must be on correct lines.

MARKS: Omission of « seulement » / « par mois » = minus 1 mark. Omission of « grande » / « bourgeois » = 0 marks.

(b) *Négatif*:

One of the following:

- (Christine / Elle) doit être présente le soir entre 19 et 20 heures (deux week-ends par mois et la moitié des vacances) **(5)**
- (Christine / Elle) doit être présente deux week-ends par mois **(5)**
- (Christine / Elle) doit être présente la moitié des vacances **(5)**
- Sa liberté est un peu réduite **(5)**
- (Christine / Elle) doit être présente le soir **(2)**

4. (i) What shows that the citadel in Arras had been occupied in the past by soldiers? [5]

- Sur les murs, des panneaux « Défense d'entrer, bâtiment militaire » **(5)**
- Des panneaux « Défense d'entrer, bâtiment militaire » **(4)**
- (« Défense d'entrer, bâtiment militaire ») **(3)**
- (Sur les murs) des panneaux **(3)**
- D'anciennes résidences militaires **(3)**
- Transformer d'anciennes résidences militaires en logements étudiants **(2)**
- Full sentence, i.e. "Une autre solution logements étudiants" **(1)**

(ii) For Julien moving about at night used to pose a problem. How did he find a solution? [5]

- Il a demandé aux propriétaires de lui prêter un vélo **(5)**
- Il a emprunté un vélo aux propriétaires **(5)**
- Il a emprunté un vélo **(5)**
- Les propriétaires lui ont prêté un vélo **(4)**
- Il a demandé un vélo aux propriétaires **(4)**
- Les propriétaires lui ont donné un vélo **(3)**
- Il a demandé un vélo **(3)**
- (Il a trouvé) un vélo **(2)**

TIP: If « elle » offered instead of « il », minus 1 mark (once only).

5. (i) Find a preposition in the 5th section [5]

- par **(5)**
- d' **(5)**
- dans **(5)**
- à / À **(5)**
- de **(5)**
- pour **(5)**
- en **(5)**

(ii) In the 5th section, according to Jean-Baptiste, [5]

- (a) Young people must help old people.
- (b) The measures proposed by the government are acceptable.
- (c) The old containers are a bad temporary solution.
- (d) The students are satisfied with the efforts of their union.

Answer (c) The old containers are a bad temporary solution. **(5)**

6. The French government has proposed a number of imaginative solutions to the student accommodation problem. Do you agree? Refer to the text in support of your answer. (Two points, about 50 words in total.) Candidates may choose to agree or disagree using any two of the following points: **[5, 5]**
- Intergenerational accommodation at reasonable rates.
 - Transforming former military buildings into student accommodation.
 - Accommodation on farms, e.g. Julien
 - Using old / disused containers as accommodation, e.g. in Le Havre
 - Using local authority / subsidised housing to accommodate students, e.g. in Amiens
 - Intergenerational accommodation can have drawbacks, e.g. restrictions on freedom/caring duties expected in return.
 - Military buildings can retain many reminders of their former function.
 - There can be travel difficulties for students lodging on farms.
 - According to Jean-Baptiste Prévost, accommodating students in old containers is degrading.
 - Many of the solutions are of a temporary nature, but, according to Jean-Baptiste Prévost, they may continue to be used.

QUESTION 2**(60)**

1. (i) Pick out the sentence that shows that Goodrich's house was beside the sea. **[5]**
- La plage était tout près. **(5)**
- (ii) Quote the expressions that indicates that Goodrich did not use to live in this house every day. **[5]**
- (Garrett) Goodrich venait ici tous les week-ends **(5)**
 - Venait ici tous les week-ends **(4)**
2. (i) What suggests that Nathan was able to enter the house without being observed? **[5]**
- Le premier voisin se trouvait à plus de cent mètres **(5)**
- (ii) How did Nathan react upon seeing the dog? **[5]**
- Il a reculé d'un pas / Il recula d'un pas **(5)**
 - Nathan / Il a senti / sentit une goutte de sueur glacée lui parcourir le dos **(5)**
 - Il a reculé / Il recula **(4)**
 - Une goutte de sueur glacée lui parcourir le dos **(3)**
 - Nathan / Il a eu peur **(3)**
3. (i) Quote the expression which means that Nathan was almost caught by the dog? **[5]**
- Le jeune homme parvint à l'éviter de justesse **(5)**
 - Le jeune homme parvint à l'éviter **(4)**
 - L'animal essaya de lui sauter au visage **(3)**
- (ii) Pick out a verb in the 'imperfect' in the 3rd section. **[5]**
- était **(5)**
 - fallait **(5)**
 - gardait **(5)**
 - étaient **(5)**
 - s'était occupé **(0)**
 - était plongée **(-1)**
 - étaient classés **(-1)**

MARKS: If whole sentence « On était dimanche week-ends » offered, minus 2 marks for excess.

TIP: Appropriate direct quotation OR correct manipulation acceptable in 2(i), 2(ii) and 5(ii).

MARKS: If « lui parcourir le dos » is not offered, minus 2 marks.

4. (i) What would be the consequence for Nathan if one were to discover him in the house? [5]
- (S'il se faisait prendre là / dans la maison,) il pourrait dire adieu à sa licence d'avocat. (5)
 - (S'il se fait prendre là / dans la maison,) il pourra / peut dire adieu à sa licence d'avocat (5)
 - (dire) adieu à sa licence d'avocat (5)
 - (Si tu te fais prendre ici,) tu peux dire adieu à ta licence d'avocat (5)
 - (S'il se faisait prendre là / dans la maison,) il pourrait dire adieu à sa licence (3)
 - (Si tu te fais prendre ici,) tu peux dire adieu à ta licence (2)
 - (dire) adieu à sa licence (2)
- (ii) Describe exactly what Nathan knocked over in the room? [5]
- (Il a fait tomber / a renversé / renversa) la moitié de la / d'une pile de documents / dossiers (de 1982) (5)
 - (Il a fait tomber / a renversé / renversa) la moitié des documents / dossiers de 1982 (5)
 - (Il a fait tomber / a renversé / renversa) la moitié des documents / dossiers (4)
 - Il a fouillé / Il fouilla dans la / une pile de documents avec tant d'empressement qu'il en a renversé la moitié (3)
 - (Il a fait tomber / a renversé / renversa) des documents / dossiers (3)
 - (Il a fait tomber / a renversé / renversa) la / une pile de / les documents (1)
5. (i) According to the 4th section, Nathan: [5]
- (a) Was fairly troubled on reading the old copybook
 - (b) Was looking for a document about Goodrich's family
 - (c) Had had an accident in the yard of the house
 - (d) Wanted to meet Goodrich as soon as possible.
- Answer (a) Was fairly troubled on reading the old copybook (5)
- (ii) How did he realise that he wasn't alone in the house? [5]
- Quelqu'un / On a allumé / alluma une lumière dans le bureau (5)
 - Quelqu'un / On a allumé / alluma une lumière (5)
 - Une lumière dans le bureau (2)
 - Une lumière (1)
6. Nathan is a cool, calculating person. Do you agree? Refer to the text in support of your answer. (Two points, about 50 words in total.) [5, 5]
- Choose any two of the following points:
- He decides to take advantage of Goodrich's absence to break into the house. (5)
 - He weighs up the risks of being observed, carefully looking around him / noting neighbours are a distance away. (5)
 - He calculates the best way to get into the house, i.e. via the garage roof and balcony. (5)
 - He was fully aware that he was breaking the law, yet he carries on. (5)
 - He fully realises the consequences of being caught, i.e. losing his lawyer's licence, but still continues. (5)
 - He knew that care and speed were essential to avoid being caught once he got into the house. (5)
 - When the dog appears he loses his cool, begins to sweat, steps back and kicks the dog. (5)
 - His frantic efforts to find what he wanted and the knocking over of the documents suggest impatience, even panic. (5)
 - He becomes completely absorbed in what he finds, unaware of the cold or of the car arriving. (5)
 - His trembling hands and fast-beating heart suggest his excited reaction to what he was reading. (5)

SECTION II: WRITTEN EXPRESSION (100)

TIP: There are four questions in this section. You must answer Question 1 and any two other questions.

Question 1 (a)

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

TIP: Plan your time. Question 1 is compulsory. It is worth 40 marks or 10% of your overall marks. Spend no more than 25 minutes on this question.

'The excitement of becoming independent is rapidly replaced by disillusionment.'

All teenagers dream of being independent and of making their own decisions. What about you? Is it important for you to be independent?

2. Look at the number of words required. In this case it is a **minimum of 90 words**. You should aim for 135.
3. Draw a basic **plan** of how you are going to structure your answer.
- Do you have any independence this year?
 - Advantages of being independent
 - Disadvantages of independence
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

Quant à moi cette année c'était boulot, boulot, boulot.

As for me, this year it was work, work, work.

J'en avais marre de passer tout mon temps à bosser.

I was sick of spending all my time swotting.

Je n'avais guère d'indépendance.

I had hardly any independence.

En ce qui concerne l'école mes parents sont plutôt stricts.

My parents are really strict about school.

Mes parents sont un peu vieux jeu et j'ai trop hâte d'aller à la fac l'année prochaine.

My parents are a bit old-fashioned and I can't wait to go to college next year.

Je compte aller à Dublin pour poursuivre mes études.

I plan on going to Dublin to continue with my studies.

Dublin est une ville qui bouge beaucoup et je pense que ça va être extra !
Dublin is a very lively city and I think that that is going to be great.

Il va de soi qu'à Dubin la vie sera carrément différente.
It goes without saying that in Dublin life will be really different.

Je pourrai prendre mes propres décisions quand il s'agit de ma vie sociale et de mes amis.
I will be able to make my own decisions when it comes to my social life and my friends.

Mais il y a le revers de la médaille je serai aussi indépendant(e) financièrement.
But there is the other side of the story and I will also be financially independent.

Je devrai trouver un petit boulot !!!
I will have to find a part-time job.

Honnêtement, j'ai de la chance en ce moment car mes parents me donnent 60 euros par mois.
Honestly I am lucky at the moment because my parents give me 60 euro per month.

Ah oui, qu'on le veuille ou non, l'indépendance a aussi des inconvénients.
Ah yes, whether we like it or not, independence also has some disadvantages.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

En avoir marre de

To be sick of

- *J'en ai marre de mes parents.* – I'm sick of my parents.
- *J'en avais marre de mes parents.* – I was (imperfect) sick of my parents.

Je n'avais guère d'indépendance

I hardly have any independence

- *Ne guère* is a negative expression to mean 'hardly any'.
- Remember that negative expressions like *guère* or *rien* or *jamais* replace *pas*.
- Note the following rule: **ne comes after the subject and pas comes after the first verb** e.g. *Je ne veux jamais visiter la stade.* – I never want to visit the stadium.
- 'Hardly any' is an expression of quantity and therefore is followed by *de* or *d'*...and not *du* or *de la* etc.

Avoir hâte de (plus infinitive)

To can't wait to do something

- *J'ai trop hâte d'aller.* – I can't wait to go.

Carrément

Really (adverb)

- Adverbs are typically positioned straight after the verb.

Quand il s'agit de (plus infinitive)

When it comes to

- *Quand il s'agit d'aller en ville* – When it comes to going into town.

Je devrai

I will have to

- This is the future of the verb *devoir*, which means 'to have to'. It is an irregular verb in the future tense.
- The future stem of *devoir* is *devr*. To this you add the future endings. For *je* the ending is *ai* so *je devrai* means 'I will have to'.
- Note that the verb *devoir* is followed by the infinitive of the next verb. So *je devrai trouver* means I will have to find. The infinitive of a verb is the full verb i.e. to go, to do, to say or *aller, faire, dire*.

Question 1 (b)

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

'Welcome to the illegal world.' In Ireland today crime is becoming a serious problem. Many people no longer feel safe in towns, nor in the countryside. It seems that the number of robberies, burglaries, fights and murders is increasing. What do you think of this problem? Are there solutions?

2. Look at the number of words required. In this case it is a **minimum of 90**. You should aim for 135 words.

3. Draw a basic **plan** of how you are going to structure your answer.

- General comment on violence / crime in Ireland
- What has caused this?
- What is your experience of crime / violence?
- What is the solution?

4. **Check** your answer for mistakes.

- Have you used the correct tense?
- Have you used the correct ending for your verb?
- Is your noun masculine or feminine?
- Remember the rule for placement and agreement of adjectives.
- Have you remembered the accents?
- Have you written the correct relative pronoun?
- Check if the verb used needs a preposition.
- Have you turned the subject and verb around? And used a hyphen?
- Know your expressions with *avoir*.
- Have you used object pronouns correctly?

Sample Answer

Il est vrai sans aucun doute que la criminalité existe en Irlande aujourd'hui.

It is true without any doubt that crime exists in Ireland today.

En fait à mon avis, il y a une escalade de la criminalité dans nos villes.

In fact in my opinion, there is an increase in crime in our towns.

Malheureusement la violence est normale dans une société frustrée surtout dans une société qui se trouve dans une crise économique.

Unfortunately violence is normal in a frustrated society, especially in a society which finds itself in an economic crisis.

Aussi il faut dire que les films et les médias glorifient la violence et l'agression.

Also it is necessary to say that films and the media glorify violence and aggression.

Malheureusement la violence a été banalisée par les films et par les jeux vidéos.

Unfortunately violence has been made normal by films and video games.

Voilà pourquoi le nombre de vols, cambriolages, agressions et meurtres augmente.

This is why the number of robberies, burglaries, aggressions and murders is increasing.

Quant à moi, j'en ai marre de voir la violence partout.

As for myself, I am sick of seeing violence everywhere.

De nos jours la violence fait partie de notre vie quotidienne et il est impossible d'y échapper.

These days violence is part of our daily life and it is impossible to escape from it.

Chaque week-end en ville je vois des bagarres entre les jeunes ivres.
Every weekend in town I see fights amongst drunk young people.

Il y a des bandes de voyous qui rôdent dans les villes.
There are gangs of thugs who roam the streets.

Pour ma part trop de jeunes boivent et cherchent la bagarre.
For my part too many young people drink and look for fights.

Nous devons lutte sans merci contre les délinquants.
We have to fight against the delinquents.

Nous devons introduire des peines de prison plus sévères.
We have to introduce more severe prison sentences.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Une société qui se trouve

A society which finds itself

- 'A society' is a feminine noun (she) so it is followed by the he/she form of the verb *trouver* (trouve).
- *Qui* is a pronoun meaning which / that.
- *Se* is a reflexive pronoun e.g. *je me lave* – I am washing myself, *il se lave* – he / it is washing himself / itself. You can change most verbs into a reflexive verb (myself, yourself, himself etc.) by adding in a reflexive pronoun.

La violence a été banalisée

Violence has been made normal.

- *a été* – has been. This is the verb *être* in the *passé composé*.
- *J'ai été* – I have been.
- *La violence a été* – Violence (she) has been...
- *Banalisée* – this is the past participle of the verb *banaliser* which means 'to make normal'. So, *j'ai banalisé* – I have made normal. *Banalisé* means 'made normal'.

En avoir marre de

To be sick of

- *J'en ai marre de toi.* – I am sick of you.
- *J'en ai marre d'étudier.* – I'm sick of studying (note the infinitive is used for studying).

Faire partie de

To be a part of

- *La violence fait partie de notre vie quotidienne.* – violence is part of our daily life. Remember violence is followed by the he/she form of the verb.
- Another example is *Le sport fait partie de ma vie quotidienne.*

Des bandes de voyous qui rôdent

Gangs of thugs who roam

- Gangs of thugs is followed by the 'they' (ils) form of the verb.
- A typical question that students ask is 'when do you use *de* and when do you use *des*?' In this example **des bandes** is used for 'some gangs'.
- The reason that we use *de voyous* and not *des voyous* is that 'gangs of thugs' is in fact just one noun, just like a football match, whilst two separate words is just one thing / noun i.e. *un match de foot*.

Question 2 (a)

TIP: The diary question is a good option because it is guaranteed to come up every year and you can learn off standard expressions that can be used in any diary entry.

TIP: Good time management is essential! You must answer 2 questions, each worth 30 marks or 7.5% of your overall mark. Spend no more than 20 minutes on each one.

How to approach this question

1. Translate the question.

You've just bought a ticket for the National Lottery and incredibly you've won 10k.

What do you write in your diary?

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.

3. React to the question being asked. Here you are basically repeating the diary entry question in the 'I' form.

Start off by saying 'Cher Journal' ('Dear Diary').

TIP: For the diary entry you will be discussing something that has happened or is going to happen so watch tenses and make sure it makes sense.

Useful introductory expressions

Me revoilà
Here I am again

Quelle catastrophe!
What a disaster!

Devine ?
Guess what?

Quelle bonne nouvelle!
What great news!

Useful expressions for signing off

Bonne nuit cher journal, je suis fatigué(e) maintenant. Il faut que j'aïlle me coucher.
Good night dear diary, I'm tired now. I must go (subjunctive) to bed.

Je vais dormir comme un loir.
I'm going to sleep like a log.

Sample Answer

Cher journal,
Dear Diary

Me revoilà. Devine ?
Here I am again. Guess what?

Quelle bonne nouvelle!
What good news!

Je viens d'acheter un billet pour la Loterie Nationale pour la première fois.
I've just bought a ticket for the National Lottery for the first time.

Et incroyable mais vrai, j'ai gagné €10.000!
And incredible but true, I won €10.000!

Je suis ravi(e) et choqué(e) en même temps.
I am delighted and shocked at the same time.

Je n'en croyais pas les yeux. Je peux à peine le croire.

I can't believe my eyes. I can hardly believe it.

Que vais-je faire avec l'argent ?

What am I going to do with the money?

Tout d'abord il me tarde de sortir ce week-end. Vivement samedi soir ! Ça me rend heureux / euse d'y penser.

First of all I can't wait to go out at the weekend. I can't wait for Saturday night. It makes me happy to think of it.

La mode c'est ma passion et je voudrais m'acheter de nouveaux vêtements.

I am passionate about fashion and I would like to buy myself some new clothes.

Être à la mode ça coûte très cher !

Being in fashion costs a lot.

Malheureusement mes parents m'ont dit que je dois économiser presque tout mon argent.

Unfortunately, my parents told me that I have to save almost all my money.

Qu'est ce qu'ils sont énervants, les parents !!!

How annoying parents are!!!

Bonne nuit cher journal, je suis fatigué(e) maintenant, Il faut que j'aille me coucher. Je vais dormir comme un loir.

Goodnight dear diary, I am tired now, I have to go to bed. I am going to sleep like a log.

Standard diary expressions

Je viens de (plus infinitive)
I've just...

Je suis ravi(e) et choqué(e) en même temps.
I'm delighted and shocked at the same time.

Je n'en croyais pas les yeux.
I didn't believe my eyes.

Je peux à peine le croire.
I can hardly believe it.

Que vais-je faire ?
What am I going to do?

Il me tarde de sortir ce week-end.
I can't wait to go out this weekend.

Vivement samedi soir !
I can't wait for Saturday night.

*Ça me rend **heureux / euse** d'y penser.*
It makes me happy to think about it.

Mes parents m'ont dit que...
My parents told me that...

Qu'est ce qu'ils sont énervants, les parents !!!
How annoying my parents are!!!

Question 2 (b)

How to approach this question

1. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
2. Make sure that you **answer each point being asked**. In this case there are five points. It is a good idea to tick off each point as you go. Also note that this email is to a friend so the tone should be informal.

*Your Belgian friend, Astrid, wants to visit Ireland in October, and has asked your advice.
Write an e-mail in French to her, in which you make the following points:*

- *You think it's a great idea as there will be fewer tourists at that time of year;*
- *Say you have a spare room and invite her to stay with you for a few days;*
- *Suggest a particular tourist spot she should visit, and say why;*
- *Ask her if she is interested in going for long walks in the west of Ireland during her stay;*
- *Tell her that it was very wet in Ireland last autumn, so she should bring a raincoat.*

3. **Check** your answer for mistakes.

- Have you used the correct tense?
- Have you used the correct ending for your verb?
- Is your noun masculine or feminine?
- Remember the rule for placement and agreement of adjectives.
- Have you remembered the accents?
- Have you written the correct relative pronoun?
- Check if the verb used needs a preposition.
- Have you turned the subject and verb around? And used a hyphen?
- Know your expressions with *avoir*.

Sample Answer

Date: le 26 juin

De: marymurphy@yahoo.com

À: astridlevy@yahoo.fr

Objet: Tes vacances en Irlande

Salut Astrid,

Ça va bien, chez toi ?

Everything alright with you?

Une semaine en Irlande en octobre sera fantastique.

A week in Ireland in October will be great.

Il y aura moins de touristes en Irlande en octobre.

There will be fewer tourists in Ireland in October.

Mes parents et moi, on t'invite à rester chez nous dans notre chambre d'amis pendant quelques jours.

My parents and I invite you to stay with us in our guest room for a few days.

On pourrait venir te chercher à l'aéroport.

We could come to collect you at the airport.

Dis-moi ce que tu en penses.

Tell me what you think of it.

Tu devrais visiter Dublin.

You should visit Dublin.

Dublin est une ville qui bouge beaucoup, il y a un tas de restaurants et de pubs qui restent ouverts tard le soir.

Dublin is a very lively city, there are lots of restaurants that stay open late at night.

Tu veux faire des randonnées à pied avec moi ici à Dingle ?

Do you want to hike with me in Dingle?

Il faut que tu prennes un imperméable parce qu'il pleuvait beaucoup en automne l'année dernière.

You must take a raincoat because it rained a lot in Autumn last year.

Dis bonjour à tes parents de ma part.

Say hello to your parents from me.

Voilà ! C'est tout.

Well that's all!

Amités

All the best

Mary

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Moins de

Fewer

- This is an expression of quantity and like *beaucoup de* is always followed by *de* or *d'* (before a vowel). So *moins de touristes* is correct whilst *moins des touristes* is incorrect.

On t'invite

We invite you

- The subject *on* is very commonly used in French. It is used to replace *nous*. It has several meanings (we, you, one, I) and takes the 'he' form of the verb.
In English we say – We should recycle more.
In French we say – One should recycle more.
Try to use *on* when you can in your written work.

Dis moi ce que tu en penses

Tell me what you think of it

- *Dis moi* is from the imperative or command tense. *Dire* is an irregular verb in this tense.
- *Ce que* means 'what' in this instance.
- *Tu en penses* – means you think of it.
- *En* replaces *de* so if you would normally say *ce que tu penses de mon idée*, you can replace *de mon idée* with *en*.

Il faut que tu prennes

It is necessary that you take.

- *Il faut que* is an expression of need which is followed by the subjunctive tense. *Tu prennes* is the subjunctive tense of *prendre*.

Il pleuvait

It was raining

- To describe weather in the past, the imperfect tense is often used. The imperfect tense is used when you want to say 'was' or 'used to'. So to say 'it was raining' you use the imperfect tense of the verb *pleuvoir*.

Question 3 (a)

TIP: Good time management is essential. Spend no more than 20 minutes on this question.

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

'Drinking too much is a nightmare.'

This is the slogan of a prevention campaign aimed at young people and launched by the city of Paris to fight against binge-drinking, a way of consuming alcohol which is particularly common amongst young people. It is the consumption in a single occasion of 5 units of alcohol for men or 4 units for women. Give your opinion.

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
3. Draw up a **plan** of how you are going to structure your answer.
- My own friends
 - Why people drink
 - Consequences
 - Solution
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.

Sample Answer

À mon avis les jeunes boivent trop d'alcool.

In my opinion the young drink too much alcohol.

Malheureusement la biture express est répandue parmi mes amis.

Unfortunately binge drinking is widespread amongst my friends.

En fait j'en connais quelques uns qui dépensent la plupart de leur argent en s'achetant de la bière et d'autres boissons alcooliques.

In fact I know some who spend most of their money buying themselves beer or other alcoholic drinks.

Mais ce n'est pas mon truc. Quand je sors le week-end je bois mais toujours avec modération.

But it isn't my thing. When I go out at the weekend I drink but always in moderation.

J'estime que les jeunes boivent pour oublier la pression des examens.

I think that young people drink to forget the pressure of exams.

Ils boivent pour oublier tous leurs soucis.

They drink in order to forget all their worries.

Ce qui me frappe le plus c'est que l'abus d'alcool est la cause principale des accidents mortels sur nos routes et il provoque des problèmes cardiovasculaires.

What strikes me particularly is that alcohol abuse is the main cause of deaths on our roads and it causes cardiovascular problems.

À mon sens l'éducation est la solution.

In my opinion education is the solution.

C'est une question difficile à résoudre mais on doit montrer aux jeunes les dangers de l'alcool au volant et de la biture express.

It's a difficult question to resolve but we have to show young people the dangers of drink driving and binge-drinking.

De toute façon on ne peut pas nier qu'il y a un grand problème en Irlande avec la biture express chez les jeunes.

In any case, one can't deny that there is a big problem in Ireland with binge-drinking amongst young people.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Les jeunes boivent

Young people drink

- Young people is followed by the they (*ils*) form of the verb, a common mistake is to use the wrong format of the verb.

Trop d'alcool

Too much alcohol

- Expressions of quantity such as 'a lot of', 'too much', 'too few' etc. are followed by *de* and *d'*

Correct: *trop d'alcool*

Wrong: *trop de l'alcool*

Quelques uns

Some people

- This is followed by the 'they' form of the verb.

En

- This can mean some / any e.g. *J'en connais*. – I know some of them.
and
By / Whilst – This is called the present participle of the verb and is typically formed by taking the 'they' form of the verb, removing the 'ent' and adding 'ant'. e.g. *En s'achetant* – while buying themselves.

Pour

For / In order to (plus infinitive)

- In English we often omit 'in order to' and just say 'to' which is why we get so confused with this preposition.
- *Pour oublier* – to forget / in order to forget.

La cause principale

The main cause

- Note that most adjectives go after the noun in French. Whilst we would say 'the main cause', the French would say 'the cause main'.

Montrer aux jeunes

- In English we would say 'to show young people', in French many verbs are followed by a preposition so they would say 'to show to young people'.
- Other verbs followed by the preposition *à* include *téléphoner à*, *servir à*, *répondre à*

On ne peut pas nier qu'il y a

We cannot deny that there are

- *Que* changes to *qu'* before a vowel.

Question 3 (b)

How to approach this question

1. **Translate** the question into English but do not immediately jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

Refereeing in sport

You must accept the decisions of a referee even if he makes a mistake. He deserves the respect of the players and the supporters because he has a difficult role.

Guillaume, 20 years old

There are too many mistakes in refereeing. I lost an important match last week because of a referee. In my opinion it is time to introduce video refereeing.

Nadine, 19 years old

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
3. Draw up a **plan** of how you are going to structure your answer.
- Decide which person you are going to agree with.
 - Why?
 - What is the solution?
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.

Sample Answer

Je suis d'accord avec Nadine. J'estime qu'il est temps d'introduire l'arbitrage vidéo.

I agree with Nadine. I think that it is time to introduce video refereeing.

Je trouve injuste que les erreurs dans l'arbitrage soient ignorées.

I find it unfair that mistakes in refereeing are ignored.

Introduire l'arbitrage vidéo ça me plairait beaucoup.

Introducing video refereeing would please me a lot.

Comme Nadine j'ai perdu quelques matchs à cause de l'arbitre. C'était vraiment irritant !

Like Nadine I have lost several matches because of the referee. It was really annoying.

Souvent, on regarde des matchs injustes avec de nombreuses erreurs d'arbitrage.

Often, we watch unfair matches with numerous refereeing mistakes.

De nos jours les clubs riches ont assez d'argent pour payer l'arbitrage vidéo.

These days rich clubs have enough money to pay for video refereeing.

N'oubliez pas le match France-République d'Irlande, un match de barrage pour la qualification à la Coupe du Monde de football 2010.

Don't forget France vs Ireland in the play-off for qualification into the 2010 World Cup.

Tous les joueurs irlandais se sont précipités à la suite de Shay Given pour protester auprès de l'arbitre qui venait de valider le but malgré la faute de main.

All the Irish players rushed behind Shay Given to protest to the referee, who had just declared a goal despite the handball.

Le match est marqué par la polémique autour de la main de Thierry Henry.

The match is marked by the controversy around Thierry Henry's handball.

Donc je suis en faveur de l'introduction de l'arbitrage vidéo dans les matchs importants.

Therefore I am in favour of the introduction of video refereeing in important matches.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

J'estime que

I think that

- You could use this instead of always saying '*Je pense que...*'

Je trouve injuste que

I find it unfair that

- This is an expression of strong emotion hence it is followed by the subjunctive tense, whereas *je trouve que* would just be followed by the present tense.

À cause de

Because of

- This is used when you are referring to a negative cause. *Grâce à* also means 'because of' and is used when you are referring to a positive cause. E.g. *Grâce à mes parents* – Thanks to my parents.

De nombreuses erreurs

Numerous mistakes

- *Nombreux* is an adjective which comes before the noun.
- When you have an adjective that comes before the noun *des* changes to *de*.
- Also note that *nombreux* changes spelling to *nombreuses* because *erreurs* is feminine plural.
- The majority of adjectives in French come after the noun. In English we say 'the green dog'; in French we say 'the dog green'.

Les joueurs se sont précipités

The players hurried

- The verb *se précipiter* is a reflexive verb. To put reflexive verbs into the past tense you must conjugate them with the middle verb *être*.
- Remember that in the past tense the past participle (hurried – *précipité*) of verbs conjugated using *être* must agree with the subject. E.g. She (has) hurried – *Elle s'est précipitée*
They (have) hurried – *Ils se sont précipités*

Question 4 (a)

TIP: Good time management is essential. Spend no more than 20 minutes on this question.

How to approach this question

- Translate** the question into English but do not immediately jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.
According to a recent study only 21% of young French people consider that religion plays an important role in their lives. Do you believe that in Ireland, like in France, religion has become less important in the lives of young people?
- Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
- Draw up a **plan** of how you are going to structure your answer.
 - Is religion important?
 - What has replaced religion in your life?
 - What is the solution to give religion a more important role in our lives?
- Check** your answer for mistakes.
 - Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.

Sample Answer

Je suis d'accord avec cette déclaration.

I agree with this statement.

À mon sens la technologie est devenue une religion chez les jeunes irlandais.

In my opinion technology has become a religion amongst young Irish people.

Au lieu d'aller à la messe ou de prier ils passent des heures devant la télé ou l'ordinateur.

Instead of going to mass or praying they spend hours in front of the TV or computer.

Qui plus est, les traditions se perdent en Irlande.

What's more, traditions are being lost in Ireland.

Moi, je suis vraiment accro. Je rentre de l'école et je surfe sur Internet.

I am really an addict. I return from school and I surf the Internet.

J'adore les sites de socialisation come Facebook.

I love social networking sites like Facebook.

Chaque jour je tchatte avec mes amis et le dimanche je télécharge mes photos du week-end sur ma page Facebook.

Every day I chat with my friends and on Sundays I upload my photos of the weekend to my Facebook page.

Aussi, j'adore la télévision. Je regarde n'importe quoi. Je zappe.

Also I love TV. I watch anything. I flick.

Je dois dire que ça m'aide à échapper à la pression du Bac.

I have to admit that that helps me to escape the pressure of the Leaving Certificate.

Pour améliorer l'importance de la religion dans les vies des jeunes, à mon avis, c'est aux parents de diriger leurs enfants.

In my opinion, to improve the importance of religion in the lives of young people it is up to the parents to direct their children.

On doit montrer aux enfants et aux jeunes, par les paroles et par des exemples vivants, l'importance de la religion.

We have to show to children and young people through words and living examples, the importance of religion.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Chez les jeunes

Amongst young people

- This is another way of saying *parmi les jeunes*

Au lieu de

Instead of (plus infinitive)

- E.g. *Au lieu d'étudier* – Instead of studying

Ils passent

They spend

- The verb *passer* means to spend time. If you want to say you spend time doing something then you need to follow the verb *passer* with *à* and the infinitive of what you are spending time doing.
E.g. *Je passe des heures à regarder* – I spend hours watching.

Tchatter

Online chatting

- *Bavarder* is the verb to use to chat to someone in person.

Pour

Means 'for' but it also means 'in order to'.

- Note that we often leave out 'in order to' in English and we just say 'to'. For example, in English we say 'I study to succeed'; in French we say 'I study in order to succeed' – *J'étudie pour réussir*.

C'est aux parents de diriger

It is up to parents to direct...

- Note *c'est à* is followed by the person and then *de* and then the infinitive.
- *C'est à moi de travailler*. – It is up to me to work.
- *C'est à lui de travailler*. – It is up to him to work.
- *Moi, toi, lui, elle, nous, vous, eux, elles* = Me, you, him, her, us, you (plural), them. These are very commonly used with prepositions e.g. *Avec toi* (with you) or *Selon lui* (according to him).

Question 4 (b)

How to approach this question

1. **Translate** the question into English but do not immediately jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

What do you think of social networking sites like Facebook or Twitter?

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
3. Draw up a **plan** of how you are going to structure your answer.
- Do you use these sites?
 - Why do you use them?
 - The disadvantages
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.

Sample Answer

Personnellement j'adore les réseaux sociaux comme Facebook.

Personally I love social networking sites like Facebook.

Je n'utilise jamais Twitter mais j'estime que Facebook est une invention formidable.

I never use Twitter but I think that Facebook is a fantastic invention.

Cela me permet de garder contact avec des amis que je ne vois pas régulièrement.

That allows me to stay in touch with friends who I don't see regularly.

En fait je suis vraiment accro. Chaque jour avant de me coucher je tchatte avec mes amis sur Facebook, je mets à jour mon statut et le dimanche je télécharge mes photos du week-end sur ma page Facebook. Je suis à fond dedans.

In fact I am really addicted. Every day before going to bed I chat with my friends on Facebook, I update my status and on Sundays I upload my photos of the weekend on my Facebook page. I am really into it.

De l'autre part dans beaucoup d'écoles il y a bon nombre de victimes de cyber-intimidation sur des réseaux sociaux.

On the other hand in a lot of schools there are a lot of victims of internet bullying on social networks.

Ça m'énerve ! En plus passer trop de temps seul devant un ordinateur se rend passif.

That annoys me. In addition, spending too much time in front of a computers makes one passive.

Pour conclure, qu'on le veuille ou non, les réseaux sociaux font aujourd'hui partie de la culture des jeunes.

To conclude, whether we like it or not, social networking sites are part of the culture of young people today.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Je n'utilise jamais

I never use

- *Ne jamais* is a negative expression meaning never.
- Remember negative expressions like *jamais* replace *pas*. Note that *ne* goes after the subject and *pas* goes after the first verb. *Je ne suis jamais allé(e) en Belgique.* – I have never been to Belgium.

Cela me permet

That allows me

- *Cela* means that thing or general concept and it is followed by the 'he' form of the verb.

Avant de (plus infinitive)

Before doing something

- *Avant de manger* – Before eating

Mettre à jour

To update

E.g. *Je mets à jour ma page Facebook tous les soirs.* – I update my Facebook page every evening.

Le dimanche

Every Sunday / On Sundays

- Put *le* before a day to mean every. But if you want to say 'last Sunday' for example say *dimanche dernier*.

Bon nombre de

A lot of

- Is an expression of quantity that can be used instead of *beaucoup de*.
- Note that expressions of quantity are followed by *de* or *d'* NOT *des*.

SECTION I: READING COMPREHENSION (120)

MARKS: The total marks available for each question are shown within square brackets. The actual marks awarded will depend on the standard of your answer. As a guide, a range of sample answers are given, with their corresponding marks in round brackets.

QUESTION 1

(60)

1. (i) According to the first section, what is the main reason for reforming the drivers licence? [7]
- (Le projet de réforme du permis a été engagé pour améliorer) la sécurité routière (7)
 - (Le projet de réforme du permis a été engagé pour améliorer) la sécurité (6)
- (ii) Quote the expression that explains why the old theory test has been criticised. (Section 1) [7]
- Plusieurs diapositives (utilisées au cours de l'épreuve théorique) étaient trop compliquées (7)
 - L'épreuve théorique étaient trop compliquée (6)
 - Trop compliquée(s) (5)
 - D'abord, pour répondre.....réalisées (whole sentence) (5)
- TIP:** Minus 1 mark if either of the following included:
– « D'abord, pour répondre aux critiques selon lesquelles »
– « des modifications ont été réalisées »
2. (i) At present how are the candidates marked during the practical test? (Section 2) [5]
- One of the following:
- On (leur) retire des points à chaque erreur (or similar) (5)
 - On pénalise les erreurs (or similar) (5)
 - (À l'avenir, le candidat s'en verra attribuer) pour sa conduite générale (5)
 - Plutôt de se voir retirer..... conduite générale. (whole sentence) (5)
 - (Plutôt de se voir) retirer des points à chaque erreur (4)
 - (Pour être reçu,) le(s) candidat(s) / il(s) devra / devront obtenir (au moins) 20 points sur 30 (et ne pas commettre de fautes éliminatoires) (3)
- TIP:** The conditional / present is accepted.
- (ii) For a candidate who breaks a red light, what will the consequence be? (Section 2) [2]
- Il ne réussira pas / Il ratera l'épreuve / Il ne sera pas reçu / Ce sera une faute éliminatoire (or similar) (2)
- TIP:** The conditional / present is accepted.
- (iii) Pick out the word which means 'from this moment on' (Section 2) [2]
- Désormais (2)
 - (À l') avenir (1)
- TIP:** You will lose a point for giving any additional words.
3. (i) According to the third section, what would have been greatly reduced? [5]
- One of the following:
- Le(s) délai(s) (d'attente pour passer les examens) (5)
 - L'attente (pour passer les examens) (5)
 - Le(s) coût(s) du permis (5)
 - Le(s) coût(s) (3)
- TIP:** You will lose a point if either of the following is included:
« L'autre point de la réforme concerne »
« On sait que réduire l'attente, c'est aussi baisser »
- (ii) What are the civil servants authorised to do now? (Section 3) [7]
- (Sur la base du volontariat, tous peuvent désormais) travailler le samedi (whole sentence) (7)

4. According to the 4th section: [1]
- (a) journalists will always publish candidates' bad results.
 - (b) it will be as difficult as in the past to pass the test.
 - (c) there will be a greater risk of accidents for young drivers.
 - (d) the examiners will refuse to carry out the planned changes.
- Answer* (b) it will be as difficult as in the past to pass the test. (1)

TIP: You will lose a point for giving any additional words.

5. (i) Find the sentence which shows how the new computer program increases the work for the examiners / testers. (Section 5) [5]

One of the following:

- (Mais) pour rentrer quatre petites données, on met (désormais) une heure (5)
- On doit passer par ce logiciel pour saisir les résultats des candidats (5)
- (Parmi les griefs,) le nouveau logicielbien mal (whole sentence) (5)
- On travaillait avec le Minitel, un vieil outil, mais au moins ça marchait (4)
- Fonctionne bien mal (3)
- Nous sommes déjà débordés (2)

- (ii) The examiners do not immediately give the results to the candidates. Why? (Section 5) [7]

- (Pour) éviter les agressions d'examineurs par des candidats (mécontents) (7)
- (Pour) éviter les agressions d'examineurs (6)
- (Pour) éviter les agressions (5)
- Les agressions d'examineurs par des candidats (mécontents) (4)
- Les agressions d'examineurs (3)
- Les agressions (2)

TIP: You will lose one point if you include the following: « Comme aujourd'hui, ces derniers seront envoyés par la Poste ».

6. Do you think that candidates will welcome the new driving licence? Refer to the text in support of your answer. (Two points, about 50 words in total.) [6+6]

Candidates may choose to agree or disagree using any two of the following points:

- It will improve road safety.
 - 15 new measures introduced.
 - The slides / photos / pictures being used were too complicated.
 - (100) questions have been dropped or reformulated.
 - (159) other questions introduced.
 - New themes, e.g. "eco-driving", addiction, have been introduced.
 - Marks will no longer be deducted for each error.
 - Credit will be given for one's general driving.
 - There is more emphasis on courteous driving.
 - Waiting time for taking the test will be reduced.
 - The costs involved in taking the test will be reduced.
 - The test can now be taken on Saturdays also.
 - They might think that it will be easier to pass the test.
 - There are problems with the technology being used.
 - The practice of sending results by post will continue.
 - One's marks could be published in a newspaper in the event of an accident.
- Etc.

QUESTION 2

1. (i) Find in the first section an expression that shows that the step-mother wasn't a nice woman. [7]
- One of the following:
- (la belle mère), la voix menaçante (7)
 - (la belle mère, la voix menaçante) les yeux sans pitié (7)
 - Menaçante (6)
 - Sans pitié (6)
 - Tu dois partir (6)
 - Tu vas travailler comme domestique (pour la cousine Fanta, qui a épousé un Blanc et qui vit maintenant en France) (6)
 - (Quand tu seras là-bas, chez elle,) tu nous enverras de l'argent (6)
 - Tu ne dois pas revenir ici (6)
- TIP:** One point will be deducted if you include the following: « Un soir' » « appela Khady » or the full sentence: « Un soir, la belle-mère ... appela Khady »
- (ii) What was the effect of terror on Khady according to the first section? [7]
- One of the following:
- (Elle ne parla pas, ne demanda rien, et son effroi était si grand qu'elle en avait) des nausées (Full sentence). (7)
 - Khady / Elle (en) avait des nausées / la nausée (or similar) (7)
 - (Khady / Elle étouffa) un gémississement (6)
 - Khady / Elle ne parla pas, ne demanda rien (6)
 - Khady / Elle ne parla pas / ne demanda rien (6)
 - ne demanda rien / ne parla pas (5)
2. (i) Which of the following words best summarises the attitude of the man towards Khady? (Section 2) [5]
- (a) Impatience
(b) Intolerance
(c) Impertinence
(d) Indifference
- Answer (d) Indifference (5)
- (ii) What action by Khady shows that she didn't want to leave? (Section 2) [5]
- (Khady / Elle essaya de) s'accrocher au bras de la vieille femme (5)
 - (Khady / Elle essaya de) s'accrocher au bras de la vieille femme, mais celle-ci la poussa d'une main impatiente (4)
 - (Khady / Elle essaya de) s'accrocher au bras de la vieille femme, mais celle-ci la poussa d'une main impatiente, rentra vite à l'intérieur de la maison et referma la porte derrière elle (3)
3. (i) Find a present participle in the third section (e.g. walking, doing, eating) [5]
- Laissant (5)
 - Ne laissant (4)
- TIP:** These are the only answers accepted. Any other words will carry 0 points.
- (ii) What did Khady not have the courage to do? (Section 3) [5]
- (de) (lui) demander (à l'homme) la / sa / leur destination (or similar) (5)
 - Vers quelle destination ? Elle n'osa pas le lui demander (4)
 - Elle n'osa pas le lui demander (3)
 - Vers quelle destination ? (2)

4. (i) Pick out the word which means 'a loud noise'. **(Section 3)** [2]
(le) fracas **(2)**
- TIP:** You will lose a point for including extra words.
- (ii) Quote the expression that shows that the other members of the group were helped to board the boat. **(Section 4)** [2]
- (puis se hissaient dans le bateau,) tirés par ceux qui y étaient (déjà) **(2)**
 - Les gens devant elle étaient (déjà) **(1)**
5. (i) What suggests that the boat wasn't in a good state? **(Section 4)** [5]
- Une odeur (incertaine), putride (montait du bois) **(5)**
 - Une odeur (incertaine) **(3)**
- (ii) According to the fourth section what was Khady afraid of once in the boat? [5]
One of the following:
- (elle craignit d') être étouffée, (écrasée) **(5)**
 - (elle craignit d') être écrasée **(5)**
 - (Il y avait) tant / trop / beaucoup / un tel nombre / un grand nombre de personnes dans le bateau **(4)**
 - Khady resta.....écrasée (Full sentence) **(4)**
 - étouffée / écrasée **(3)**
6. In this extract, Khady appears to be a helpless victim. Do you agree? Refer to the text in support of your answer. (Two points, about 50 words in total.) [6+6]
- You may choose to agree or disagree using any two of the following points:
- Her stepmother is a threatening, unsympathetic figure.
 - She cruelly throws her out of the house.
 - She sends her to France to work.
 - She insists Khady sends money back to Senegal.
 - Khady is terrified of her stepmother.
 - Her stepsisters are unsympathetic: they choose not to talk to her.
 - The man who escorts her to the boat is indifferent: he speaks in a low neutral voice / does not wait for her / seems interested only in the money.
 - She is afraid to ask about her destination.
 - She is physically roughly treated.
 - She is left waiting at the roadside.
 - She's hungry and thirsty.
 - She is dragged along helplessly by the crowd.
 - She is forced on to the boat which is rotting, overcrowded.
 - She is afraid of being stifled or crushed.
 - She tries to hold on to her stepmother's arm.
 - She decides herself to quicken her step and follow the man.
 - However, despite her fears, she takes action and escapes from the boat.

SECTION II: WRITTEN EXPRESSION (100)

TIP: There are four questions in this section. You must answer Question 1 and any other two questions. Question 1 is worth 40 marks or 10% of your overall marks. Spend no more than 25 minutes on this question.

QUESTION 1 (a)

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

Question 1 (Section 1) is about the reform of the driver's licence in France. You have just sat your driving test. Discuss what happened during the test and the result. This can be real or imaginary.

2. Look at the number of words required. In this case it is a **minimum of 90 words**. You should aim for 135 words.
3. Draw a basic **plan** of how you are going to structure your answer.
- How you feel
 - What happened when driving last week
 - What happened during the test. Include information about the examiner.
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

Devine ?

Guess what?

Quelle bonne nouvelle !

What great news!

Je viens de passer mon épreuve de conduire et j'ai réussi !!!

I've just sat my driving test and I passed!

Je n'ai pas envie d'aller au lycée demain.

I don't feel like going to school tomorrow.

Il me tarde de conduire à Dublin pour visiter ma cousine Marie.

I can't wait to drive to Dublin to visit my cousin Marie.

Je suis étonnée et ravie en même temps

I'm surprised and delighted at the same time.

Je peux à peine le croire

I can hardly believe it.

Normalement c'est difficile pour moi de garer la voiture.

Normally it is difficult for me to park the car.

En fait la semaine dernière j'ai légèrement touché une autre voiture en garant.

In fact last week I lightly touched another car whilst parking.

Ma voiture a eu une petite éraflure mais presque pas visible.

My car had a small scrape but almost invisible.

L'épreuve était tellement difficile et il pleuvait!!!

The exam was really difficult and it was raining.

Qui plus est l'examineur était énervant.

What's more the examiner was annoying.

Je ne crois pas qu'il ait eu beaucoup de patience.

I don't believe that he had a lot of patience.

J'ai pensé que je faisais beaucoup de bêtises mais ce n'était pas le cas. Heureusement !

I thought that I made a lot of mistakes but that wasn't the case. Fortunately!

Ça me rend stressée d'y penser.

It makes me stressed to think about it.

J'étais au bord des larmes.

I was close to tears.

Dieu merci maintenant j'ai mon permis de conduire et je me sens soulagée.

Thank God now I have my driver's licence and I feel relieved.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Je viens de passer

I've just sat...

- To say 'I have just' you need to use the following rule.
Use the present tense of *venir* + *de* + the infinitive (full verb) of whatever it is you have just done.
E.g. *Il vient d'arriver.* – He has just arrived. Note: *de* changes to *d'* before vowels.
Nous venons de manger. – We have just eaten.

Je n'ai pas envie d'aller

I don't feel like going

- Avoir envie de* + infinitive – to feel like doing something
E.g. *Il a envie de sortir.* – He feels like going out.
Vous avez envie de manger? – Do you feel like eating?
- You need to learn all the different expressions that use *avoir* as they come up frequently in comprehensions and listening comprehensions.
Avoir faim / soif – To be hungry / thirsty
Avoir chaud / froid – To be hot / cold
Avoir raison / tort – To be right / wrong E.g. *Tu as tort.* – You are wrong.
Avoir peur – To be afraid
Avoir l'air – To seem E.g. *Il a l'air triste.* – He seems sad.
En avoir marre de – To be sick of
Avoir mal à [body part] – To have pain
Avoir de la chance – To be lucky E.g. *J'ai de la chance* – I'm lucky
Avoir le droit de – To have the right to or be allowed to E.g. *On n'a pas le droit de fumer...*

Il me tarde de conduire

I can't wait to drive

- *Il me tarde de* + infinitive – I can't wait to do something.
Il me tarde d'aller. – I can't wait to go.

Il pleuvait

It was raining

- To discuss weather in the past the **imperfect tense** is commonly used.
- The imperfect tense is used when you want to say 'was' or 'used to'. So to say 'it was raining' you use the imperfect tense of the verb *pleuvoir*.

Je me sens

I feel

- This expression uses the verb *se sentir*. It is an irregular verb and a reflexive verb.
- In reflexive verbs *se* means oneself so *me* means myself, *te* means yourself and so on. Reflexive verbs are commonly used in the French oral when describing your daily routine.

QUESTION 1 (b)**How to approach this question**

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

*In section 1, Q.2, Khady's stepmother tells her 'You must go, you have to go and work in France'.
Some people say that emigration is the solution for young people in Ireland today. Explain why you are for
or against this point of view.*

2. Look at the number of words required. In this case it is a **minimum of 90 words**. You should aim for 135.
3. Draw a basic **plan** of how you are going to structure your answer.
 - General comment on economic crisis
 - What the consequence is for young people
 - Why education is important
 - Why some people emigrate
4. **Check** your answer for mistakes.
 - Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

Je suis d'accord avec cette déclaration.

I agree with this statement.

Ce n'est pas facile d'être un jeune aujourd'hui surtout avec la crise économique.

It is not easy to be a young person nowadays especially with the economic crisis.

Dans le monde de travail en Irlande les jeunes sont ambitieux et concurrentiels surtout avec la récession.

In the job market in Ireland young people are ambitious and competitive, especially in the recession.

Il faut lutter dur pour gagner un bon poste dans une entreprise.

You have to fight hard to get a good job in a business or company.

Donc l'éducation est très importante: plus on est diplômé, moins on risqué d'être au chômage.

Therefore, education is very important, the more one is educated the less one risks being unemployed.

Qu'on le veuille ou non notre système d'éducation encourage les jeunes de faire de leur mieux pour réussir.

Whether we like it or not our educational system encourages young people to do their best to succeed.

Moi, je n'aime pas le système de points, il nous met beaucoup de pression.

Personally, I don't like the points system, it puts a lot of pressure on us.

Tout dépend d'un seul examen.

Everything depends on one single exam.

Souvent même avec une bonne éducation la seule solution est d'émigrer.

Even if you have a good education, often the only solution is to emigrate.

Je pense que pas mal de jeunes devront émigrer.

I think that many students will have to emigrate.

Le futur est plein d'incertitude pour moi mais il faut être optimiste.

The future is uncertain for me but we have to be optimistic.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Ce n'est pas facile d'être

It isn't easy to be

- *C'est difficile de travailler* – It's hard to work
- *C'est possible de sortir* – It is possible to go out

Pour gagner

To get

- *Pour* means for but is used a lot in the written section to mean 'in order to' and it is followed by the infinitive. In English we often omit 'in order to' and just say 'to', which is why we get so confused with this preposition.
- *Pour oublier* – to forget / in order to forget.

Les jeunes sont concurrentiels

Young people are competitive

Young people should be followed by the 'they' or *ils* form of the verb and the masculine plural endings of adjectives.

Notre système d'éducation encourage les jeunes de faire de leur mieux

Our education system encourages young people to do their best.

Faire de son mieux

To do one's best

- *Notre système d'éducation* is followed by the 'he' form of the verb.
- The verb *encourager* is followed by a preposition and then an infinitive.
- *Je fais de mon mieux.* – I am doing my best.
- *Nous faisons de notre mieux.* – We are doing our best.

Pas mal de jeunes

A lot of young people

- Alternative ways to say *beaucoup de*, meaning 'a lot of' include:
Il y a bon nombre de jeunes
Il y a un tas de jeunes
Il y a plein de jeunes
Il y a pas mal de jeunes
- Note that expressions of quantity are always followed by *de* or *d'* before a vowel so don't be tempted to say *beaucoup des jeunes*

QUESTION 2 (a)

TIP: You have a choice of questions here. The diary question is a good option because it is guaranteed to come up every year and you can learn off standard expressions that can be used in any diary entry.

TIP: Good time management is essential! Spend no more than 20 minutes on this question.

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.
You've organised a party in your house for December 31st. Unfortunately, because of the snow and ice you've had to cancel at the last minute and celebrate the New Year in front of the TV with your parents.
What do you write in your diary?
2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
3. React to the question being asked. Here, you are basically repeating the diary entry question in the 'I' form. Start off by saying *Cher Journal* ('Dear Diary').

Useful introductory expressions

Me revoilà
Here I am again

Devine ?
Guess what?

Quelle catastrophe !
What a disaster!

Quelle bonne nouvelle !
What great news!

Useful expressions for signing off

Bonne nuit cher journal, je suis fatigué(e) maintenant. Il faut que j'aille me coucher.
Good night dear diary. I'm tired now.
I must go (subjunctive) to bed.

Je vais dormir comme un loir.
I'm going to sleep like a log.

Standard diary expressions

Je n'en croyais pas les yeux.
I didn't believe my eyes.

Cela fait mal.
It's bad news.

J'ai dû annuler
I had to cancel...

Tant pis.
Never mind.

Standard diary expressions

Ça me rend (triste) d'y penser.
It makes me (sad) to think about it.

J'en ai vraiment marre de (mes parents).
I'm really sick of my parents.

Vivement samedi soir.
Bring on Saturday night!

Sample Answer

Cher journal,

Me revoilà

Here I am again

Devine ?

Guess what?

Quelle catastrophe !

What a disaster!

vJ'avais organisé une grande fête chez moi pour le 31 décembre.

Malheureusement, à cause de la neige et du verglas, mes amis n'ont pas pu venir. Au dernier moment, j'ai dû annuler la soirée et célébrer le Nouvel An devant la télé avec mes parents !

I had organised a big party in my house for December 31st.

Unfortunately, because of the snow and ice my friends weren't able to come. At the last minute, I had to cancel the night and celebrate the New Year in front of the TV with my parents.

Je suis furieuse et déprimée en même temps.

I am angry and depressed at the same time.

Je n'en croyais pas les yeux quand j'ai vu la neige ce matin.

I didn't believe my eyes when I saw the snow this morning.

Cela fait mal.

It's bad news.

J'ai dû annuler ma soirée

I had to cancel my night.

Tant pis.

Never mind.

Ça me rend triste d'y penser.

It makes me sad to think about it.

J'en ai vraiment marre de mes parents.

I'm really sick of my parents.

Pourtant j'ai dû passer la nuit à regarder la télé avec eux.

I had to spend the night watching TV with them.

Vivement samedi soir – je vais aller en boîte avec toute la bande.

I can't wait for Saturday night – I'm going to go clubbing with all the gang.

Mais tout dépend du temps.

But it all depends on the weather.

TIP: For the diary entry you will be discussing something that has happened or is going to happen so watch tenses and make sure it makes sense.

TIP: Repeat the diary entry question in the 'I' form

Bonne nuit cher journal, je suis fatigué(e) maintenant, il faut que j'aille au lit.

Good night dear diary I'm tired now, I must go to bed.

Je vais dormir comme un loir.

I'm going to sleep like a log.

QUESTION 2 (b)

How to approach this question

1. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
2. Make sure that you **answer each point being asked**. In this case there are five points. It is a good idea to tick off each point as you deal with it.

You are travelling with some family members to your cousin's wedding in Toulouse. His French fiancée, Stéphanie, has offered to help you organise your trip.

Write an e-mail to Stéphanie, in which you make the following points:

- *You are really looking forward to attending the wedding in France in Spring;*
- *Unfortunately, the flights are expensive because of a rugby match that weekend;*
- *Your plane will arrive in Toulouse at 2.30 p.m. on Friday, 30th April;*
- *Ask her to book you three double rooms in a hotel near her house;*
- *Your mother would like to know if guests at French weddings wear hats.*

3. Check your answer for mistakes.

- Have you used the correct tense?
- Have you used the correct ending for your verb?
- Is your noun masculine or feminine?
- Remember the rule for placement and agreement of adjectives.
- Have you remembered the accents?
- Have you written the correct relative pronoun?
- Check if the verb used needs a preposition.
- Have you turned the subject and verb around? And used a hyphen?
- Know your expressions with *avoir*.
- Have you used object pronouns correctly?

Sample Answer

Date: le mardi 12 avril

De: marie@yahoo.com

À: stephanie@gmail.com

Objet: Votre mariage

Chère Stephanie,

Comment allez-vous là-bas ?

How are you all there?

Merci pour votre gentille invitation !!

Thanks for your kind invitation.

J'attends aller à un mariage en France au printemps avec impatience.

I'm really looking forward to attending a wedding in France in Spring.

Malheureusement les vols étaient très chers parce qu'il y a un match de rugby ce week-end.

Unfortunately, the flights are expensive because of a rugby match that weekend.

TIP: Show that you are familiar with the layout of an email, such as email address and subject line.

TIP: This is an email to a friend so keep the tone informal.

Notre vol arrivera à Toulouse à quatorze heures et demie, vendredi, le trente avril.
Our flight will arrive in Toulouse at 2.30 p.m. on Friday, 30th April.

J'ai mon passeport prêt. J'ai hâte de partir.
I have my passport ready. I'm looking forward to leaving.

Pourriez-vous nous réserver trois chambres-doubles dans un hotel pas cher près de chez vous?
Could you book us three double rooms in a cheap hotel near your house?

Je vous remercie en avance.
Thanks in advance.

Ma mère veut savoir si les invités de la noce en France portent les chapeaux.
My mother would like to know if guests at French weddings wear hats.

C'est tout pour l'instant.
That's all for now.

Je dois vous laisser.
I have to leave you.

J'attends votre réponse avec impatience.
I look forward to hearing from you.

Marie xx

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

J'attends aller à un mariage en France avec impatience

I can't wait to go to a wedding in France.

- J'attends la boum avec impatience. – I can't wait for the party.
- Il attend sortir avec ses amis avec impatience. – He can't wait to go out with his friends.

Les vols étaient très chers

The flights were very expensive.

- When you want to use 'was' to describe something (it was fantastic), as opposed to referencing the past (I went / I ate) you need to change the verb être into the **imperfect tense**. The imperfect is also needed when you want to say 'used to'.
- Être is the only irregular verb in the imperfect because the 'we' form in the present tense is *nous sommes* so there is no 'ons' to knock off. It has an irregular stem '-ét-' but uses the same endings as all other verbs in the imperfect. So, *J'étais triste* – I was sad. *C'était formidable* – It was great.

J'ai hâte de partir

I'm looking forward to leaving.

- Present tense of *avoir* + *hâte* + *de* + infinitive
Il a hâte de sortir. – He can't wait to go out.

Ma mère veut savoir

Mam wants to know

- There are two verbs in French that mean 'to know' – *savoir* and *connaître*.
Savoir is used to know a fact e.g. *Je sais nager* – I know how to swim.
Connaître is used to know a person or a place e.g. *Je connais Marie* – I know Marie or *Il connaît Dublin.* – He knows Dublin.

les invités portent

The guests wear

- The guests (*les invités*) is followed by the 'they' or *ils* form of the verb.
- *Porter* means to wear and to carry. It is a regular verb.

QUESTION 3 (a)

TIP: Good time management is essential. Spend no more than 20 minutes on this question.

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

'Fast-food can be a part of our lifestyle today and can have a place in a healthy diet – it's up to other meals to balance things.'

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.

3. Draw up a **plan** of how you are going to structure your answer.

- Problem with obesity and bad food
- Lack of exercise
- Who is to blame?

4. **Check** your answer for mistakes.

- Have you used the correct tense?
- Have you used the correct ending for your verb?
- Is your noun masculine or feminine?
- Remember the rule for placement and agreement of adjectives.
- Have you remembered the accents?
- Have you written the correct relative pronoun?
- Check if the verb used needs a preposition.
- Have you turned the subject and verb around? And used a hyphen?
- Know your expressions with *avoir*.
- Have you used object pronouns correctly?

Sample Answer

Je suis d'accord avec la déclaration que le « fast food » fait partie du style de vie d'aujourd'hui et il peut tenir une certaine place dans une alimentation saine mais seulement avec modération.

I agree with the statement that fast food is a part of today's lifestyle and that it can have a certain place in a healthy diet, but only in moderation.

Malheureusement de nos jours il y a un grand problème en Irlande avec l'obésité.

Unfortunately these days there is a big problem in Ireland with obesity.

À mon avis c'est la faute de la société moderne.

In my opinion it's the fault of modern society.

L'une des causes principales de l'obésité est la malbouffe.

One of the principal causes of obesity is fast food.

On y mange vite et facilement.

We eat quickly and easily there [fast food restaurants].

Aussi avec tous les nouveaux gadgets, les enfants sont tout à fait contents de mener une vie sédentaire.

Also, with all the new gadgets, kids are completely happy to lead a sedentary life.

Les jeunes enfants ne font pas assez d'exercice.

Young kids don't do enough exercise.

Au lieu de jouer au foot ou d'aller faire un tour à vélo, ils passent des heures devant la télé ou l'ordinateur.
Instead of playing football or going on a bike ride, they spend hours in front of the TV or computer.

Il faut à tout prix limiter l'accès à ce type de passe-temps, pour éliminer le problème.
We must, at all costs, limit access to this type of pastime in order to eliminate the problem.

Aussi il vaudrait mieux apprendre aux parents et aux enfants à équilibrer leurs repas.
Also, parents and kids should be taught how to balance their meals.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

L'une des causes principales de...

One of the main causes of

- Cause is feminine so it is *l'une des* not *l'un des*.

On y mange vite et facilement

We eat quickly and easily there.

- Y means 'there' and is placed before the verb (unless the second verb is an infinitive)
- *J'y vais* – I'm going there
- *Je veux y aller* – I want to go there
- *Vite* and *facilement* are **adverbs**. Adverbs are usually placed after the verb. *Vite* is an irregular adverb. Most adverbs like *facilement* are formed using the feminine version of the adjective and adding 'ment'.
Careful – *soigneux / soigneuse* (feminine version)
Carefully – *soigneusement*

Les enfants sont tout à fait contents de mener

The kids are completely happy to lead...

- *Tout à fait*, meaning completely, is an irregular adverb
E.g. *Je suis content(e) de travailler* – I am happy to work
Il était triste de finir – He was sad to finish
Note that *de* is followed by the infinitive of the verb.

Il vaudrait mieux apprendre

It would be better to learn

- *Il vaudrait mieux* + infinitive – it would be better to...
- *Il vaudrait mieux recycler.* – It would be better to recycle.
This is another option instead of saying *il faut* or *on doit*

QUESTION 3 (b)

How to approach this question

1. **Translate** the question into English but do not immediately jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

Why not become a volunteer?

There are many charities and sport or cultural organisations in Ireland today that need help. Everyone can offer their time, skills or knowledge without being paid and have a good influence on others' lives.

What do you think?

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
3. Draw up a **plan** of how you are going to structure your answer.
- Volunteer services should be more available
 - Special Olympics
 - Lack of volunteers
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

Je suis d'accord avec cette déclaration.

I agree with this statement.

La société devrait offrir du temps, des compétences ou des connaissances pour aider les autres.

Society should offer time, abilities and knowledge to help others.

Les associations caritatives se sentent souvent oubliées.

Charities often feel forgotten.

Les services volontaires devraient être plus accessibles à mon avis.

Voluntary services should be more accessible in my opinion.

Une société mieux adaptée aux associations caritatives rendrait la vie plus facile.

A society better adapted to charities would make life easier.

Ceux qui offrent des services volontaires devraient pouvoir prendre des jours de congés.

Those who offer voluntary services should be able to take a few days off.

Par exemple aux Jeux Olympiques Spéciaux, des volontaires soutiennent les athlètes handicapés pour leur permettre de réaliser leurs meilleures performances.

For example in the Special Olympics, volunteers support disabled athletes to allow them to achieve their best performances.

Il faut encourager les jeunes à participer.

We have to encourage young people to participate.

Depuis quelques années, beaucoup d'organisations de santé et de services sociaux ont de plus en plus de mal à trouver suffisamment de bénévoles pour fournir leurs nombreux programmes.

For many years now a lot of health and social service organisations have found it difficult to find enough volunteers to supply their many programmes.

C'est dommage à mon sens.

It's a pity in my opinion.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

La société devrait offrir

Society should offer

- The verb *devoir* is often used in written pieces. It is an irregular verb that means 'must' or 'to ought to' and it is followed by the infinitive of the next verb.

E.g. *Je dois travailler* – I have to work / I must work

If you want to say 'should' you need to change the verb *devoir* into the conditional tense. **Remember it is always followed by the infinitive of the next verb.**

E.g. *Je devrais travailler* – I should work

Ceux qui offrent

Those who offer

- Ceux* – Those people (and followed by the 'they' or *ils* form of the verb).
- Celles* – Those women.

Leur permettre de réaliser

To allow them to carry out.

- Permettre* is a difficult verb.
Rule: *Permettre* + *à* + *de* + infinitive
- In English we say 'I allow him to . . .' or 'I allow Mark to . . .' but in French we say 'I allow **to** Mark to' – hence the use of *à* and *de* – I allow **to him to**, which requires the use of indirect object pronouns (to him) and not direct object pronouns (him).
Je permets à Mark de sortir. – I allow Mark to go out.
Je lui permets d'aller en ville. – I allow him to go into town.

Depuis quelques années

For the past few years

- Depuis* means 'for the past' / 'since' but it is used with the **present tense** as you are still doing the action. In English we say 'I've been studying Irish for the past 12 years.' In French we say 'I am studying Irish for the past 12 years.' So the correct French is '**J'apprends l'irlandais depuis douze ans**'

QUESTION 4 (a)

TIP: Good time management is essential. Spend no more than 20 minutes on this question.

How to approach this question

1. **Translate** the question into English. Do not immediately jump at a question as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

*Today it seems that fashion is as important for boys as it is for girls.
What do you think?*

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
3. Draw up a **plan** of how you are going to structure your answer.
- Say you are a boy.
 - Who you are influenced by
 - Why you think it is important to dress well
 - The kind of clothes you like
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

Moi, je suis un garçon, tout d'abord pour moi porter des vêtements à la mode est un bon moyen de s'exprimer, de se sentir bien dans sa peau.

I am a boy, and first of all, for me wearing fashionable clothes is a good way to express oneself, to feel good in one's skin.

Je suis aussi très influencé par mon entourage, mes amis, mes parents.

I am also very influenced by the people that surround me, my friends, my parents.

Je fais attention à ce que les autres pensent et disent de moi.

I pay attention to what others think and say about me.

On peut dire que je suis un victime de la mode. J'aime les vêtements décontractés, les jeans, les sweat-shirts à capuche, les tee-shirts et les baskets. À vrai dire c'est 'faire comme les autres'.

You could say that I am a fashion victim. I like casual clothes – jeans, hoodies, t-shirts and runners. In truth it's to be like others.

D'une part je trouve que c'est difficile de respecter quelqu'un qui s'habille vraiment mal.

On the one hand I find that it is difficult to respect someone who dresses badly.

Mais d'autre part j'estime que les gens dépensent de l'argent pour des vêtements qui seront bientôt démodés.

But on the other hand I believe that people spend money on clothes that will soon be out of fashion.

C'est ridicule parce qu'on dit que la personnalité de quelqu'un est beaucoup plus importante que les vêtements qu'on porte.

Ah mais bon de toute façon c'est la vie !

It's ridiculous because we say that personality is a lot more important than the clothes a person wears. Ah well in any case, that's life.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Pour moi

For me

- *Moi* is a distinctive pronoun to be used with prepositions like *avec, selon, pour, dans* etc.
- Other pronouns are: *Moi, toi, lui, elle, nous, vous, eux, elles*
Avec elles – with them
Pour lui – for him

est un bon moyen de s'exprimer

is a good way to express oneself

- *C'est un bon moyen de s'amuser.* – It's a good way to enjoy oneself.
- *C'est un bon moyen de m'amuser.* – It's a good way to enjoy myself.
Note that even if you have to use the infinitive of a reflexive verb the **reflexive pronoun** can change.

Ce que les autres pensent

What others think

- *Ce que* translates as 'that thing which' but in English we typically just say 'what' and this can make it difficult for students to understand its use.

Some examples might help clarify:

Ce que je veux, c'est être trilingue.

What (that thing which) I want is to be trilingual.

Sais-tu ce que Pierre a fait ?

Do you know what (that thing which) Pierre did?

Quelqu'un qui s'habille

Someone who dresses

- 'Someone' is followed by the 'he' form of the verb. So 'someone who is' – *quelqu'un qui est*
It is also followed by *qui*. *Quelquechose* – something.

QUESTION 4 (b)

How to approach this question

1. **Translate** the question into English but do not immediately jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

To fight against truancy in school and encourage the students to come to class, certain schools in France are proposing to compensate them. If the teachers are satisfied with their progress, students will be able to get money to finance a group activity like, for example, a school trip.

Give your reactions.

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
3. Draw up a **plan** of how you are going to structure your answer.
- What causes truancy?
 - What are schools currently doing and how does this compare to what they used to do?
 - Will it work?
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

Je suis d'accord avec cette déclaration.

I agree with this statement.

Dans mon lycée le directeur n'hésite pas à téléphoner à tes parents si tu es absent pour leur demander une entrevue.

In my school the principal doesn't hesitate to phone your parents to ask for a meeting if you are absent.

Mais souvent les parents sont absents !!!

But often the parents are absent!!!

De temps en temps ces jeunes ont des problèmes à la maison.

Often these young people have problems at home.

Sinon ils ont des problèmes liés à l'alcool ou à la drogue.

If not, they have problems linked to alcohol or drugs.

Souvent les directeurs ne savent pas quoi faire.

Often principals don't know what to do.

Au lieu d'oublier ces jeunes il y aurait une autre solution.

Instead of ignoring these young people there should be another solution.

Autrefois les élèves étaient battus avec des cannes. Dieu merci ce n'est pas le cas aujourd'hui.

In the past students were beaten with canes. Thank God it isn't the case today.

À mon avis s'il y a des incitations peut être la situation s'améliorera.

In my opinion, if there are incentives perhaps the situation will improve.

Pour des jeunes aller à un voyage scolaire est une chose très séduisante.

For young people, going on a school trip is a very appealing thing.

Pour les autres un peu d'argent pourrait être une solution.

For others a bit of money could be a solution.

J'estime que ce serait une bonne stratégie pour motiver les élèves à apprendre et à bien se comporter.

I believe that it would be a good strategy to motivate the students to learn and to behave themselves.

Les encouragements et les félicitations sont deux autres pratiques qu'on pourrait effectuer.

Encouragement and praise are two other practices that one could carry out.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Les directeurs ne savent pas quoi faire

The principals don't know what to do

- *Savent* is the 'they' or *ils* form of the irregular verb *savoir*
E.g. *Je ne sais pas quoi à faire.* – I don't know what to do.

Au lieu d'oublier

Instead of forgetting / ignoring

- *Au lieu d'* means 'instead of' and is followed by the infinitive of the verb

Autrefois les élèves étaient battus

In the past the students were beaten.

- Note the use of the imperfect verb *étaient* with 'in the past'.
- *Autrefois les femmes n'avaient pas* – In the past women didn't have (used not have)...

J'estime que

I think that

- This is another way of saying *Je pense que* or *Je crois que*.
- You could also use *je considère que*.

Effectuer

to do / to carry out

- This is a regular verb that has several meanings:
To effect
To work out (a calculation)
To carry out (an experiment)
To execute (an operation)
To bring about (reconciliation)
To hold (a sale)
To accomplish

MARKS: The total marks available for each question are shown within square brackets. The actual marks awarded will depend on the standard of your answer. As a guide, a range of sample answers are given, with their corresponding marks in round brackets.

SECTION I: READING COMPREHENSION (120)

QUESTION 1

(60)

1. (i) (a) & (b) Pick out **two** elements of nature which impressed Soizic and David during their first visit to Quéménès. **(Section 1)**

[5+5]

Two of the following:

- Les fleurs blanches (5)
- Le lichen orangé (5)
- Le bleu de la mer (5)
- Les fleurs blanches, le lichen orangé recouvrant les bâtiments de l'ancienne ferme et le bleu de la mer (4)
- (il faisait) un temps idyllique (4)
- Le lichen orangé recouvrant les bâtiments de l'ancienne ferme (4)
- Le temps idyllique (3)
- Les fleurs (3)
- Le lichen (3)
- La mer (3)
- Le bleu de la mer composaient une étonnante carte postale (3)
- Les fleurs blanches, le lichen orangé recouvrant les bâtiments de l'ancienne ferme et le bleu de la mer composaient une étonnante carte postale (Whole sentence on one line) (3)
- Le beau temps (2)
- Le temps (1)
- Un temps (0)
- (Le) bleu (0)

- (ii) Why was it necessary to have inhabitants on the island again? **(Section 1)**

[5]

- Afin de préserver la flore et la faune (il fallait le repeupler) (5)
- Afin de préserver la flore / la faune (il fallait le repeupler) (3)

TIP: Appropriate direct quotation OR correct manipulation acceptable.

2. (i) Before coming to Quéménès what did Soizic and David used to do to help the environment? **(Section 2)** [5]

- (des petits gestes, comme) le tri sélectif (5)
- comme le tri sélectif (4)
- le tri (3)
- des petits gestes (2)

MARKS: If whole sentence, « Jusque-là ... sélectif » given, even manipulated, 2 marks will be deducted.

- (ii) Quote an expression in the second section which explains why life on the island was hard at the start for Soizic and David.

[5]

One of the following:

- Nous nous lavions à l'eau froide (5)
- Nous nous éclairions à la bougie (5)
- Les débuts ont été très durs: nous nous lavions à l'eau froide, etc. (4)
- Il n'y avait ni eau, ni électricité (2)
- Installer l'eau et l'électricité (0)
- Installer l'eau (0)
- Installer l'électricité (0)
- Notre première mission après notre arrivée a été de rénover la toiture des bâtiments et d'installer l'eau et l'électricité (Whole sentence) (0)

3. (a) & (b) Soizic and David often go to the port of Conquet. Find **two** reasons for this. **(Section 3)** [5+5]
- Two of the following:
- (Pour) acheter de la nourriture **(5)**
 - (Pour) relever leur / le courrier **(5)**
 - (Pour) (simplement) boire l'apéro **(5)**
 - relever notre courrier **(4)**
 - (de la) nourriture **(2)**
 - (leur / le) courrier **(2)**
 - (l') apéro **(2)**
 - Boire **(0)**
- TIP:** Appropriate direct quotation OR correct manipulation acceptable.
4. How do they know that there are a lot of people interested in them? **(Section 4)** [5]
- One of the following:
- (Après un reportage diffusé à la télé au printemps) ils ont reçu huit cents mails. **(5)**
 - Leur blog reçoit trois cents visites par jour. **(5)**
 - Leur blog reçoit trois cents visites **(2)**
 - Huit cents mails **(2)**
 - Tous ceux qui viennent leur rendre visite (ou qui rêvent de le faire) **(0)**
 - (Après) un reportage diffusé à la télé (au printemps) **(0)**
 - Trois cents visites **(0)**
 - Aujourd'hui, il nous sert à garder le contact avec tous ceux qui viennent leur rendre visite ou qui rêvent de le faire **(0)**
- TIP:** Correct manipulation required.
5. (i) According to the **fifth section**, Soizic and David [5]
- (a) Spent a lot of intimate evenings together
 - (b) Think that the island isn't good for children
 - (c) Find that they have to work hard every day
 - (d) Intend to leave the island at the end of their contract
- Answer (c) Find that they have to work hard every day. (5)*
- (ii) For the pronoun in italics (*le*), find the word that it refers to. **(Section 5)** [5]
- Contrat **(5)**
- MARKS:** One mark will be deducted for every extra word offered other than « contrat ».
6. Do you think that Soizic and David have adapted well to living on the island of Quéménès? Refer to the text in support of your answer. **(Two points, about 50 words in total.)** [5+5]
- You may choose to agree or disagree using any two of the following points:
- They carried out renovations of buildings, etc. and introduced modern amenities such as electricity, TV, freezers, Internet, etc. so as to have a more comfortable life. **(5)**
 - They don't feel cut off from the world because they go regularly to the nearby port and they have Internet access. **(5)**
 - They are trying to be self-sufficient by growing their own potatoes and raising their own sheep. **(5)**
 - They are making a living by having guest rooms, etc. **(5)**
 - They say that they would consider extending their contract / raising a family there and sending their children to school by boat. **(5)**
- Etc.

QUESTION 2

(60)

1. (i) Identify a crime that, according to the **first section**, Freddy hasn't committed yet. [5]

One of the following:

- Cambrioler des bureaux de tabac (ou des pharmacies) (5)
- Le cambriolage des bureaux de tabac (ou des pharmacies) (5)
- Cambrioler des pharmacies (5)
- Le cambriolage des pharmacies (5)
- Freddy n'en était pas encore au point de cambrioler des bureaux de tabac (ou des pharmacies) (3)
- Cambrioler / le cambriolage (3)
- Freddy n'en était pas encore au point de cambrioler (3)
- Voler (dans les magasins) (0)

TIP: Appropriate direct quotation OR correct manipulation acceptable.

MARKS: 0 marks will be awarded if « voler » and « cambrioler » are offered in same answer!

- (ii) (a) & (b) Find two expressions which explain why, according to Mélodie, it wasn't possible to steal in the Poulinière supermarket. (**Section 1**) [5+5]

Two of the following:

- On avait collé des antivols sur tout ce qui avait de la valeur (vêtements, CD et DVD, vins et spiritueux) (5)
- (Ils avaient aussi) des caméras vidéo dissimulées dans les plafonds (5)
- Des vigiles anonymes se promenaient partout (5)
- Des antivols sur tout ce qui avait de la valeur (4)
- (Ils avaient aussi) des caméras vidéo dissimulées (4)
- Des vigiles anonymes se promenaient (4)
- Des vigiles anonymes (3)
- (On avait collé) des antivols (3)
- (Ils avaient aussi) des caméras vidéo (3)
- On avait collé des antivols sur tout (2)
- Des vigiles (2)
- Des caméras (2)

2. (i) Quote the sentence which shows that Freddy had prepared himself carefully before leaving. (**Section 2**) [5]
- Il avait mis un pantalon en toile, une chemise propre, et un blazer (5)
 - Il avait mis un pantalon en toile, une chemise propre (3)
 - Il avait mis un pantalon en toile (1)
 - Freddy n'était pas fou (0)

- (ii) According to Mélodie, what is it necessary to avoid doing after shoplifting? (**Section 2**) [5]
- Partir en vitesse / à la hâte (5)
 - (surtout) ne partez pas en vitesse (4)
 - Mais (surtout) ne partez pas en vitesse (3)
 - La hâte (2)
 - Il n'y a rien de pire que la hâte (0)

TIP: Correct manipulation required.

3. (i) How did Mélodie explain how she got her new clothes? (**Section 3**) [5]
- (Elle disait à (sa) maman que) c'étaient des cadeaux de son copain (5)
 - (Je disais à maman que) c'étaient des cadeaux de mon copain (4)
 - Des cadeaux de son copain (4)
 - Des cadeaux de mon copain (3)
 - (Elle disait à (sa) maman que) c'étaient des cadeaux (3)
 - Des cadeaux (2)

TIP: Correct manipulation required.

(ii) Mélodie becomes less vigilant. What was the result of that? **(Section 3)** [5]

- La / une (grande) femme l'a vue / la voit voler (des gants) aux Galeries Lafayette **(5)**
- La / une (grande) femme l'a vue / la voit voler (des gants) **(4)**
- On l'a vue / la voit voler (des gants) aux Galeries Lafayette **(4)**
- On l'a vue / la voit voler (des gants) **(3)**
- La / une (grande) femme interpella la caissière je vous dis qu'elle vole. **(3)**
- (A côté d'elle) une voix se mit à crier: mais elle vole ! **(2)**

TIP: Appropriate direct quotation OR correct manipulation acceptable.

MARKS: Any answer that correctly conveys the information that a woman saw Mélodie stealing in the Galeries Lafayette / in a shop will achieve full marks.

MARKS: 0 marks will be awarded if you fail to mention 'stealing'. E.g. « A côté d'elle » une voix se mit à crier.

4. (i) Find the expression which describes how Mélodie freed herself from the person who seized her. **(Section 4)** [5]

- Je lui donnai un coup de pied dans le tibia **(5)**
- Je lui donnai un coup de pied **(4)**
- Un coup de pied dans le tibia **(3)**
- Un coup de pied **(2)**
- Je lui donnai un coup **(1)**

(ii) Find a feminine plural adjective in the fourth section. [5]

One of the following:

- Bonnes **(5)**
- Noires **(5)**

MARKS: Anything other than « bonnes » or « noires » will be awarded 0 marks.

5. According to the fourth section, Mélodie: [5]

- (a) Is afraid of being immediately arrested.
- (b) Loses her ID card.
- (c) Misses the bus which was going towards her house.
- (d) Goes out slowly from the shop into a deserted street.

Answer (a) Is afraid of being immediately arrested. **(5)**

6. What do we learn about Mélodie's character from this extract? Refer to the text in support of your answer. **(Two points, about 50 words in total.)** [5+5]

Any two of the following points:

- She is easily led because Freddy is able to persuade her to steal.
 - She shows cleverness and skill when stealing, e.g. her choice of BCBG clothes/choice of bag (two internal pockets) / her strategy of making a purchase first / waiting until the cashier was distracted / and not rushing out after the theft.
 - She has no conscience about stealing at the beginning: says she's not ashamed and even boasts that it's easy.
 - She lies to her mother with ease, telling her that the items were presents from her boyfriend.
 - She becomes over-confident, boasts and becomes careless.
 - She has a vivid imagination when considering the scenario of her possible arrest.
 - She's cool in a crisis: grabbed the purse with her ID, slowed down as soon as she got outside and merged with the crowd in the street.
 - She's quite aggressive: she kicks the « grande femme » in the shin!
 - She's not so 'cool' after all: she's frightened at the prospect of being arrested and of upsetting her mother.
 - She's not completely criminal as she swears to give up stealing after her scare.
- Etc.

SECTION II: WRITTEN EXPRESSION (120)

TIP: There are four questions in this section. You must answer Question 1 and two other questions. Plan your time. Question 1 is worth 40 marks or 10% of your overall marks. Spend no more than 25 minutes on this question.

QUESTION 1 (a)

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

In Section 1, Q.1, Soizic says 'we even have an Internet connection.'

In Ireland today a lot of people think that it is impossible to live without the Internet.

What do you think?

2. Look at the number of words required. In this case it is a **minimum of 90 words**. You should aim for 135 words.
3. Draw a basic **plan** of how you are going to structure your answer.
- Do you use the Internet?
 - What for?
 - What are the disadvantages?
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

Je suis d'accord avec cette déclaration. Moi, je suis vraiment accro !

I agree with this statement. I am a real addict.

Personnellement j'adore les sites de socialisation comme Facebook.

Personally I love social networking sites like Facebook.

Je n'utilise jamais Twitter mais j'estime que Facebook est une invention formidable.

I never use Twitter but I think Facebook is a fantastic invention.

Cela me permet de garder contact avec des amis que je ne vois pas régulièrement.

That allows me to stay in touch with friends that I don't see regularly.

Chaque jour avant de me coucher je tchatte avec mes amis sur Facebook, je mets à jour mon statut et le dimanche je télécharge mes photos du week-end sur ma page Facebook. Je suis à fond dedans.

Every day before going to bed I chat with my friends on Facebook, I update my status and on Sundays I upload my photos from the weekend on my Facebook page. I am really into it.

Aussi j'utilise des moteurs de recherche pour faire mes devoirs.

I also use search engines to help with my homework.

De l'autre part dans beaucoup d'écoles il y a bon nombre de victimes de cyber-intimidation sur des réseaux sociaux.

On the other hand in a lot of schools there are quite a few victims of cyber-bullying on social networks.

Ça m'énerve ! En plus passer trop de temps seul devant un ordinateur se rend passif.

That annoys me. Furthermore, spending too much time in front of a computer makes you passive.

Pour conclure, qu'on le veuille ou non, aujourd'hui l'Internet fait partie de la culture des jeunes.

To conclude, whether we like it or not, the Internet is part of youth culture today.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Je n'utilise jamais

I never use

- *Ne... jamais* is a negative expression meaning never.
- **Remember negative expressions like *jamais* replace *pas*.** Note that *ne* goes after the subject and *pas* goes after the first verb.
E.g. *Je ne suis jamais allé(e) en Belgique.* – I have never been to Belgium.

Cela me permet

That allows me

- *Cela* means 'that thing' and it is followed by the 'he' form of the verb.

Avant de (plus infinitive)

Before doing something.

- *Avant de manger* – before eating.

Mettre à jour

To update

E.g. *Je mets à jour ma page Facebook tous les soirs.* – I update my facebook page every evening.

Le dimanche

Every Sunday or on Sundays.

- Put *le* before a day to mean every. If you want to say 'last Sunday' for example say *le dimanche dernier*.

Mes devoirs

My homework

- Homework in French is plural. *Les devoirs* – homework.

Bon nombre de

A lot of

- This is an expression of quantity and can be used instead of *beaucoup de*. Other alternatives are:
 - *Il y a bon nombre de*
 - *Il y a un tas de*
 - *Il y a plein de*
 - *Il y a pas mal de*
- Note that expressions of quantity are always followed by *de* or *d'* before a vowel so don't be tempted to say *beaucoup des*.

QUESTION 1 (b)

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

According to Section 1, Q.2, Mélodie and her mother have had to move house and settle in a new area. Has your family moved house before? Did you have to leave your area, your friends and your classmates? What were your feelings about it? Discuss what happened.

(Your story can be real or imaginary.)

2. Look at the number of words required. In this case it is a **minimum of 90 words**. You should aim for 135.
3. Draw a basic **plan** of how you are going to structure your answer.
- Where you moved from and why it was difficult
 - Who you missed
 - Why you like living in your new area
 - Facebook allows you to stay in touch with your friends.
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.
 - Have you used object pronouns correctly?

Sample Answer

Il y a cinq ans j'ai dû quitter l'Angleterre pour aller habiter dans un nouveau pays.

Five years ago I had to leave England to go to live in a new country.

Au début c'était difficile, mes amis et mon quartier me manquaient.

At the start it was difficult, I missed my friends and my area.

Qui plus est, le système d'éducation était tellement différent en Irlande.

What's more, the education system in Ireland was really different.

Mais je m'y suis habitué(e) et maintenant j'ai beaucoup d'amis irlandais.

But I got used to it and now I have a lot of Irish friends.

Maintenant je considère que l'Irlande est l'un des plus beaux pays du monde.

I think that Ireland is one of the nicest countries in the world.

Le paysage est tellement magnifique.

The countryside is really magnificent.

Les plages, les montagnes et les lacs sont splendides ici et le paysage est vraiment verdoyant.

The beaches, the mountains and the lakes are really amazing here and the countryside is really green.

À mon avis c'est un pays qui a vraiment une culture et une histoire.

In my opinion it is a country that really has a culture and a history.

Les irlandais sont très ouverts et sympas.

The Irish are very open and friendly.

Aussi j'estime que Facebook est une invention formidable.

Also I think that Facebook is a fantastic invention.

Cela me permet de garder contact avec des amis en Angleterre que je ne vois pas régulièrement.

It allows me to stay in touch with friends in England who I don't see regularly.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Pour aller

In order to go

- *Pour* means 'for'. It also means 'in order to'. You should use this in your essays.
- The format is ***pour* (plus infinitive)**. It is a simple rule but we get confused because in English we say 'to go' and often leave out the 'in order to' part.
Je travaille pour gagner de l'argent. – I work to earn money / I work in order to earn money.

Mes amis et mon quartier me manquaient.

I missed my friends and my area.

- *Manquer* is a very unusual verb, at least for English-speaking minds. It means 'to miss'.
- In English we say 'I miss you', but in French to miss someone is *manquer à*, which translates as 'you miss to me' instead of 'I miss you' so it becomes *Tu me manques*.
- In the sample answer we are saying 'I missed them' but what we really mean is 'I used to miss them' so we need to change the verb into the imperfect tense. It literally means 'they used to miss to me'.

Je considère que...

I think that...

- This is another way of saying *je pense que...* or *j'estime que...* or *je crois que...*
- Note that in English we often omit the word 'that' so we might say 'I think he's right' instead of 'I think that he is right'. In French we never omit the word 'that'.

QUESTION 2 (a)

TIP: Here you have a choice of questions. The diary question is a good option because it is guaranteed to come up every year and you can learn off standard expressions that can be used in any diary entry.

TIP: Good time management is essential! You must answer 2 questions, each worth 30 marks or 7.5% of your overall mark. Spend no more than 20 minutes on each one.

How to approach this question

1. Translate the question.

Today you argued with your best friend. After returning home what do you write in your diary?

- Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
- React to the question being asked. Here, you are basically repeating the diary entry question in the 'I' form. Start off by saying *Cher Journal* ('Dear Diary').

Useful introductory expressions

Me revoilà
Here I am again

Quelle catastrophe!
What a disaster!

Devine ?
Guess what?

Quelle bonne nouvelle !
What great news!

Useful expressions for signing off

Bonne nuit cher journal, je suis fatigué(e) maintenant. Il faut que j'aille me coucher.
Good night dear diary I'm tired now. I must go (subjunctive) to bed.

Je vais dormir comme un loir.
I'm going to sleep like a log.

Standard diary expressions

Je n'en croyais pas les oreilles.
I didn't believe my ears.

Ça me rend (triste) d'y penser.
It makes me (sad) to think about it.
(Sad can be changed to other adjectives such as happy, angry etc.)

Cela fait mal.
It's bad news.

Qu'est-ce que je vais faire ?
What am I going to do?

Tant pis.
Ah well!

Vivement samedi soir !
Bring on Saturday night!

Sample Answer*Cher journal,***Dear Diary,***Me revoilà.***Here I am again.***Devine ?***Guess what?***Quelle catastrophe !***What a disaster!***Aujourd'hui je me suis disputé(e) avec ma meilleur(e) ami(e).***Today I argued with my best friend.***Elle m'a dit qu'elle va passer un an en Australie avant d'aller à la fac à Dublin l'année prochaine.***She told me that she was going to spend a year in Australia before going to college in Dublin next year.***Mais, on a eu l'intention d'habiter ensemble à Dublin. Qu'est ce que je vais faire maintenant ?***But we intended to live together in Dublin. What am I going to do now?***Je suis furieuse et déprimée en même temps.***I am angry and depressed at the same time.***Je n'en croyais pas les oreilles.***I didn't believe my ears.***Cela fait mal.***It's bad news.***Tant pis. Elle va me manquer.***Ah well. I'm going to miss her.***Elle est vraiment ma confidente.***I tell her everything.***Ça me rend triste d'y penser.***It makes me sad to think about it.***Vivement samedi soir ! Je vais en parler avec toute la bande.***I can't wait for Saturday night. I'm going to talk about it with all the gang.***Bonne nuit cher journal, je suis fatigué(e) maintenant. Il faut que j'aille au lit.***Good night dear diary I'm tired now, I must go to bed.***Je vais dormir comme un loir.***I'm going to sleep like a log.**

TIP: For the diary entry you will be discussing something that has happened or is going to happen so watch tenses and make sure it makes sense.

QUESTION 2 (b)

You wish to attend the Festival Interceltique in Lorient, Brittany, in August 2009. Write an email to the organisers in which you make the following points:

- Introduce yourself and say you heard about the festival from your French teacher;
- Your teacher attended the festival in 2008 and said it was very enjoyable;
- You are interested in traditional music and dance and you play the violin;
- You speak good French and would like to help at this year's festival;
- You hope they will reply to you soon.

How to approach this question

1. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
2. Make sure that you **answer each point being asked**. In this case there are five points. It is a good idea to tick off each point as you go.
3. **Check** your answer for mistakes.
 - Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.

Sample Answer

Date: le mardi 12 avril

De: stephanie@gmail.com

À: festivalinterceltique@yahoo.com

Objet: Votre festival

Monsieur,

Grâce à ma professeur française, j'ai entendu parler de votre festival 'Interceltique'.

Thanks to my French teacher I heard about your Interceltic festival.

Elle a assisté à votre festival l'année dernière et elle s'est beaucoup amusée.

She attended your festival last year and she really enjoyed herself.

La musique c'est ma passion. Je m'intéresse surtout à la musique traditionnelle et à la danse traditionnelle.

Music is my passion. I am especially interested in traditional music and dance.

En fait je joue du violon depuis mon enfance.

In fact, I've been playing the violin since childhood.

J'ai l'honneur de poser ma candidature au poste de volontaire. J'ai une grande habitude de ce genre de travail.

I would like to apply for the post of volunteer. I have a lot of experience in this type of work.

L'été dernier j'ai travaillé comme volontaire dans un festival de musique à Waterford. Aussi je serai libre tout l'été et je parle couramment le français.

Last Summer I worked as a volunteer in a music festival in Waterford. In addition, I will be free all summer and I speak French fluently.

Je me crois qualifiée pour vous aider et je voudrais perfectionner ma connaissance de la langue française.

I believe myself to be qualified to help you and I would like to perfect my knowledge of the French language.

Veillez trouver ci-joint mon curriculum vitae et des références.

Please find enclosed my CV and references.

Veillez agréer, Monsieur, l'expression de mes sentiments distingués.

Kind regards,

Stephanie Murphy

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Elle a assisté

She attended

- *Attendre* is the verb 'to wait for' e.g. *J'attends l'autobus* – I'm waiting for the bus.
- *Assister à* is the verb 'to attend' e.g. *Il assiste à un concert à Dublin.* – He is attending a concert in Dublin.

Depuis mon enfance

Since my childhood

- *Depuis* means 'for the past' or 'since'. This preposition is used with the present tense as you are still doing the actions. *J'étudie le français depuis 5 ans.* – I'm studying French for the past 5 years.

Tout l'été

All Summer

- *Tout* as an adjective has four forms (*tout, toute, tous, toutes*) and various meanings.
Tous les enfants – All the children
Tout le temps – All the time
Tous les jours – Every day
Toute la journée – All day

Veillez agréer

Would you be so kind as to...

- This is a very formal expression and is used in formal letters.
- It is followed by the infinitive of the next verb.
- It is the subjunctive of the verb *vouloir*.

QUESTION 3 (a)

TIP: Good time management is essential. Spend no more than 20 minutes on this question.

How to approach this question

1. **Translate** the question into English but do not jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

This illustration shows the results of a recent survey on sport. What does sport mean to you?

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
3. Draw up a **plan** of how you are going to structure your answer.
 - Why sport is important for people in general
 - Why it is important for you?
 - Discuss the sports you play.
4. **Check** your answer for mistakes.
 - Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.

Sample Answer

Moi, j'adore le sport. C'est bon pour la santé.

I love sport. It is good for your health.

Ça sert à maintenir une vie équilibrée.

It helps me to keep a balanced life.

C'est important pour former le caractère.

It is character-building.

Certains pensent que le sport contribue au développement personnel.

Certain people think that sport contributes to personal development.

C'est avantageux pour le corps et pour l'esprit.

It's beneficial for the body and the mind.

Pour moi, c'est un moyen promordial de rencontrer les autres.

For me, it's a good way to meet others.

Moi, je joue au foot avec l'équipe locale.

I play football with the local team.

En fait, je joue au foot depuis mon enfance.

In fact, I've been playing since my childhood.

Je suis vraiment accro.

I'm really addicted.

J'ai une séance d'entraînement trois fois par semaine.

I train three times a week.

Ça m'aide à me defouler après une semaine exigeante à l'école.

It helps me relax after a demanding week in school.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

<p>Bon Good</p>	<ul style="list-style-type: none"> • <i>Bon</i> is an adjective (describing word). <i>Elle est bonne.</i> – She is good. • It is not to be confused with <i>bien</i>, which means 'well' and is an adverb. <i>Il joue bien.</i> – He is playing well.
<p>Certains pensent que Certain people think that.</p>	<ul style="list-style-type: none"> • <i>Certains</i> is a good 'subject' to use in formal essays. It is followed as you can see by the 'they' or <i>ils</i> form of the verb. • Don't forget that we often leave out the word 'that' in English whereas it cannot be left out in French, e.g. <i>Je pense qu'il est</i> – I think (that) he is.
<p>C'est un moyen promordial de ... It's a good way to...</p>	<ul style="list-style-type: none"> • <i>C'est un bon moyen de s'amuser.</i> – It's a good way to enjoy oneself. • <i>C'est un moyen important de s'exprimer</i> – It's an important way to express oneself.
<p>Je joue au foot I play football.</p>	<ul style="list-style-type: none"> • <i>Jouer à</i> – to play a team sport e.g. <i>Il joue au rugby.</i> • <i>Faire de</i> – to play a sport you can play individually e.g. <i>Je fais de la natation</i> • <i>Jouer de</i> – to play a musical instrument e.g. <i>Je joue de la guitare.</i>
<p>une semaine exigeante A demanding week</p>	<ul style="list-style-type: none"> • Watch agreement of adjectives. Adjectives change in French depending on what they are describing. They may be describing something or someone that is masculine, feminine and singular or plural. E.g. <i>Girl: Je suis heureuse.</i> <i>Boy: Je suis heureux.</i> • Watch placement of adjectives. The majority of adjectives follow this placement rule: English: The green dog French: The dog green The sporty boy: <i>le garçon sportif</i> However, there are some exceptions and those adjectives would fall under the categories of: Beauty Age Good / bad Size – BAGS and the adjectives <i>certain</i> and <i>même</i>. These follow the English rule. The small girl: <i>la petite fille</i>

QUESTION 3 (b)

How to approach this question

1. **Translate** the question into English but do not immediately jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.

'What's the point in studying literature in school. It isn't at all useful. Poetry, plays and classic novels don't interest me at all.'

Solange, 17 years old

2. Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
3. Draw up a **plan** of how you are going to structure your answer.
- Loving English as a subject in school
 - Give an example of a novel you are reading.
 - Explain why it's important to study literature.
4. **Check** your answer for mistakes.
- Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.

Sample Answer

À mon avis il n'y a rien de mieux qu'un bon livre.

In my opinion there is nothing better than a good book.

La lecture c'est ma passion. Donc, je ne suis pas d'accord avec cette déclaration.

Reading is my passion. Therefore I do not agree with this statement.

Ma matière préférée c'est l'anglais. Je suis assez doué(e) en anglais.

My favourite subject is English. I am fairly talented at English.

Ma prof, elle sait faire aimer sa matière.

My teacher knows how to make you like her subject.

En ce moment on lit un roman merveilleux qui s'appelle 'Never Let Me Go'.

At the moment we are reading a great novel which is called 'Never Let Me Go'.

L'auteur a de l'esprit et j'admire la puissance de son imagination.

The author is witty and I admire the power of his imagination.

J'adore les idées qu'on trouve dans la littérature.

I love the ideas that I find in literature.

En plus, la littérature comme la poésie me passionne.

In addition, literature like poetry, excites me.

Souvent elle suscite la réflexion.

Often it makes you think.

Voilà pourquoi j'adore la littérature. Elle ouvre mes horizons.

This is why I love literature. It broadens my horizons.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Elle sait faire

She knows how to make

- There are two verbs in French that mean 'to know'.
Savoir (to know a fact) e.g. *Je sais nager* – I know how to swim.
Connaître (to know a person / place) e.g. *Il connaît bien Dublin.* – He knows Dublin well.

Qui s'appelle

Which / that is called

- *Qui* means 'who' but it is also used as a relative pronoun meaning 'which / that'.
Students often ask whether to use *qui* or *que*.
Rule:
Use que if the next word is a subject e.g. *Le stylo que tu as...*
Use qui if the next word is a verb e.g. *Le chat qui est sur la table...*
- In English we often leave out who / which / that.
We say: There's the boy I met at the party
Rather than:
There's the boy **who** I met at the party.
In French the words *qui* and *que* can never be left out.

La poésie me passionne

Poetry excites me

- *Me* = me. This is a direct object pronoun.
Pronouns are little words like him / her / us / it which we use to save repeating the nouns.
French direct object pronouns are placed after the subject and before the verb.
me / m' – me *te / t'* – you *le / l'* – him, it *la / l'* – her, it
nous – us *vous* – you *les* – them
E.g. She is looking at him:
Wrong: *Elle regarde à lui*
Correct: *Elle le regarde*
Unless the second verb is an infinitive, then it is placed before the infinitive. For example: *Je vais la voir.* – I'm going to see her.

QUESTION 4 (a)

TIP: Good time management is essential. Spend no more than 20 minutes on this question.

How to approach this question

- Translate** the question into English but do not immediately jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.
*Global warming? Don't worry about it. It's not a serious problem yet.
What do you think?*
- Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
- Draw up a **plan** of how you are going to structure your answer.
 - The damaging effects of global warming
 - Natural reserves diminishing
 - Rubbish everywhere
 - Animals on verge of extinction
 - What is the international community doing?
- Check** your answer for mistakes.
 - Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.

Sample Answer

Dans tous les pays du monde on peut déjà voir les conséquences néfastes de l'activité humaine.

In every country in the world the damaging effects of human activity can already be seen.

Il y a des espèces en danger d'extinction.

There are species in danger of extinction.

Notre environnement est pollué et on voit des ordures partout.

Our environment is polluted and there is rubbish everywhere.

Nos réserves s'épuisent peu à peu.

Our reserves are becoming exhausted little by little.

Une des conséquences du gaspillage de nos réserves d'eau potable est la diminution de la quantité d'eau potable sur terre.

One of the consequences of wasting our reserves of drinking water is the reduction in the quantity of drinking water on earth.

Est-ce que vous savez qu' on consomme cent cinquante litres d'eau pour prendre un bain ?

Do you know that it takes a hundred and fifty litres of water to have a bath?

En plus, avec le réchauffement planétaire, la température moyenne de la terre augmente, et avec ça le retrait de certains glaciers, et il y a d'autres conséquences comme les inondations.

In addition, with global warming, the average temperature of the Earth is increasing, and with that the disappearance of certain glaciers, and there are other consequences like floods.

D'énormes quantités de gaz à effet de serre sont en effet relâchées chaque jour par les industries et les voitures.
Enormous quantities of greenhouse gas are released each day by industries and cars.

De nos jours nous sommes tous conscients des dangers de la pollution.
These days we are all aware of the dangers of pollution.

La communauté internationale essaie d'arrêter la pollution. Il faut respecter l'environnement s'il y aura de l'espoir pour notre planète.
The international community is trying to stop pollution. It is necessary to respect the environment if there is to be any hope for our planet.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Partout

Everywhere

- This is a word that students often do not know. The opposite is *nulle part*.

Une des conséquences . . .

One of the consequences . . .

- *Conséquence* is a feminine word so it uses *une des*.
- 'Problem' is masculine so 'one of the problems' would be *un des problèmes*.

Ça

That (general thing)

- When do we use *ça* and when do we use *cela*?
Ceci and *cela* are used as the subject of all other verbs apart from *être*:
 E.g. *Ceci va être facile*. – This is going to be easy.
Cela me fait plaisir. – That makes me happy.
- *Ça* is the informal replacement for both *cela* and *ceci*.
 E.g. *Qui a fait ça ?* – Who did this?
Ça me fait plaisir. – That makes me happy.

Essaie d'arrêter

Tries to stop

- *Essayer* is followed by the preposition *de*.
 Certain verbs in French are followed by prepositions such as *à* or *de* before the infinitive of the next verb.
 E.g. *Elle m'aide à étudier*. – She helps me to study.
J'essaie d'étudier. – I am trying to study.

QUESTION 4 (b)

How to approach this question

- Translate** the question into English but do not immediately jump in as soon as you see a word you recognise. This is a common mistake in the written paper. Make sure you are answering the question being asked.
In 10 years your life will be without doubt very different. How do you imagine your life in 2019?
- Look at the number of words required. In this case it is a **minimum of 75 words** so you should aim for 115.
- Draw up a **plan** of how you are going to structure your answer.
 - I might be in France.
 - The advantages of studying French in school
 - With the economic crisis many young Irish people will be living abroad in 10 years.
- Check** your answer for mistakes.
 - Have you used the correct tense?
 - Have you used the correct ending for your verb?
 - Is your noun masculine or feminine?
 - Remember the rule for placement and agreement of adjectives.
 - Have you remembered the accents?
 - Have you written the correct relative pronoun?
 - Check if the verb used needs a preposition.
 - Have you turned the subject and verb around? And used a hyphen?
 - Know your expressions with *avoir*.

Sample Answer

Le futur est plein d'incertitude pour moi mais il faut être optimiste.

The future is uncertain for me but we have to be optimistic.

Dans dix ans j'imagine que je serai à l'étranger, peut-être en France.

In 10 years I imagine that I will be abroad, perhaps in France.

Savoir parler français me permettra, plus tard, de voyager dans tous les pays francophones.

Knowing how to speak French will allow me to travel later to any French-speaking country.

Je pourrais peut-être travailler pour l'UE. Ce serait fantastique!

I could perhaps work for the EU. It would be fantastic.

En plus en étudiant une autre langue je pourrai découvrir un autre mode de vie et une autre culture.

In addition, by studying another language, I will be able to discover another way of life and another culture.

Grâce à ma connaissance de la langue, je pourrai trouver un boulot en France.

Thanks to my knowledge of the language I will be able to find a job in France.

Le français va ouvrir mes horizons.

French is going to broaden my horizons.

Je pense que pas mal de jeunes devront émigrer à cause de la crise économique.

I think that many young people will have to emigrate because of the economic crisis.

Et dans dix ans l'Irlande sera tellement différente.

And in 10 years' time, Ireland will be really different.

GRAMMAR TERMS EXPLAINED

(Refer to underlined expressions in sample answer)

Pour moi

For me

- *Moi* is a distinctive pronoun to be used with prepositions like *avec, selon, pour, dans* etc.
- *Moi, toi, lui, elle, nous, vous, eux, elles*
- *Avec elles* – with them
- *Pour lui* – for him

Il faut être

It is necessary to be

- This is a very common expression in French.
- *Il faut* is followed by the infinitive of the next verb.
- The French verbs *devoir* and *falloir* can be confusing because they both express obligation and necessity, but in different ways: *falloir* is the stronger one; *falloir* is only used with *il*. In addition, each verb has a different meaning when followed by a noun.
E.g. *Je dois partir* – I have to / I must / I'm supposed to leave
Il faut partir. – It is necessary to leave.

En étudiant

By studying

- This is an example of the past participle of a verb. The past participle is typically formed by taking the 'they' form of the verb, crossing off 'ent' and adding 'ant' and you generally need to use it with 'en'.

Grâce à

Thanks to / because of

- *À cause de* means 'because of'. It is used when you are referring to a negative cause.
E.g. *À cause de ce problème* – because of this problem.
- *Grâce à* – also means 'because of' but is used when you are referring to a positive cause.
E.g. *Grâce à mes parents* – thanks to my parents.

