Nom : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Education**

**&**

**Future Plans**

**French GCSE**

**Possible questions: Education and Future Plans**

1. What type of school do you go to? (name, built in?, location, size, number of pupils/teachers)
2. How do you get to school and why?
3. Describe a typical day (timetable, daily routine).
4. What do you usually do at break time?
5. What did you do at break time yesterday?
6. What do you usually do at lunchtime?
7. What did you do at lunch time yesterday?
8. Do you eat at the canteen? Why (not)?
9. What do you usually do after school?
10. What did you do after school yesterday?
11. Do you attend any revision/extra-curricular clubs?
12. Are there any extra-curricular activities you would NOT go to? Why?
13. Describe your uniform and what you think of it.
14. French students do not have to wear a uniform; do you think it is a good idea? Why (not)?
15. What subjects do you learn (compulsory? options? how many lessons a week/fortnight?)
16. Which is your favourite subject and why?
17. Which subject do you like the least and why?
18. Which is your favourite teacher and why?
19. Which teacher do you like the least and why?
20. What are the rules in your school?
21. Which school rules do you think are essential and why?
22. Which school rules do you find un-necessary and why?
23. Do you get in trouble at home if you get in trouble at school?
24. Do you get praise/rewards at home for being good at school?
25. If you could change one thing in your school what would it be?
26. What will/are you going to do after your GCSE exams?
27. What kind of job/career will you be doing? Why?
28. Where do you “see yourself” in 20 years? (married? kids? living where? what kind of job?)
29. Describe a successful school trip.
30. Describe a school trip that went wrong.
31. Were there any changes in your school lately (refurbishments, etc.)? What were the consequences?
32. Are there any future projects for your school? What will the impact(s) be?

Questions won’t necessarily be covered/studied in order.

The bullet points for Writing and Speaking Assessments will combine several of these mini-questions

**WHEN WRITING DRAFTS FOR FINAL BULLET BOINTS, YOUR WORK OVERALL MUST INCLUDE:**

* descriptions
* varied vocabulary (don’t keep using the same words and avoid cognates whenever you can)
* I, he/she, we
* impersonal sentences: there is/are, one must, etc…
* at least 2 negative structures (ie using ‘not’)
* at least 5 different opinions with at least 3 justified (‘because’) or complex (‘I think/find that…’)
* at least 5 different connectives (eg: and, but, when, if, however, etc)
* time indicators (eg: next weekend, yesterday, after that, then, etc.)
* present tense
* past/perfect tense (remember the MRS VAN DER TRAMP verbs)
* future tense (going to/will)

**DOPPForget**: **D**escriptions, **O**pinions, **P**ast, **P**resent, **F**uture ☺

*You might not be predicted C or above nothing stops you from going for it!*

1

**School subjects and facilities**

* **describe my school subjects (Q.15)**
* **state where I do them/facilities (will feed into Q1)**

le français

le théâtre

le dessin

le diplôme d’ingénieur

**Les matières:**

la musique

la géographie

la technologie

la cuisine

l’Histoire

l’éducation religieuse

l’éducation civique

l’éducation physique/ l’EPS

l’anglais

l’informatique

l’allemand

l’espagnol

***Copy the subjects in the correct category***

les sciences

les maths

|  |  |
| --- | --- |
| **Les matières que je ne fais pas sont:** (subjects I don’t do are:) |  |
| **Pour mes options j’ai choisi:**(for my options I chose) |  |
| **Mes matières obligatoires sont:**(my compulsory/core subjects are) |  |

2

les sciences

les maths

***Complète les phrases:***

* Je vais à l’assemblée dans \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 *I go to assembly in…*

* Je fais \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dans \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

*I do… in…*

* J’étudie \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dans \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

*I study… in …*

* J’apprends \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dans \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

*I learn… in…*

la bibliothèque

la salle informatique

l’atelier de cuisine

le laboratoire

la salle

le gymnase

le studio

l’atelier de dessin

le hall

l’atelier de technologie

This could be used for Q1

3

**Describing your school** (Q1, last 2 paragraphs Q31+32):

Mon collège:

Bonjour, je m’appelle Julien, j’ai treize ans et je vais te parler de mon collège qui s’appelle

 *I am going to tell you about which*

 « Le Collège Émile Zola ». Il se situe à la campagne à Rennes en France.

 *It is situated in the countryside*

C’est un collège privé, mixte et très grand où il y a environ neuf cents trente élèves et

 *where there are about students*

soixante professeurs.

Il y a trois bâtiments : le bâtiment principal pour les maths, les sciences, le français et les langues

*There are buildings main*

étrangères, celui de technologie et le gymnase. Le bâtiment de technologie est tout neuf

 *the one for brand new*

par contre le gymnase et assez vieux. Nous avons aussi une bibliothèque et quatre salles

*however old also*

informatiques avec trente ordinateurs par salle. Il y a aussi une grande cour dehors pour la

  *with outside*

récréation.

*breaktime*

Mon collège a été construit en 1971 en l’honneur du célèbre écrivain français et il a été rénové en

 *was built in famous French writer was renovated in*

1993. Je trouve que mon collège est vraiment bien parce qu’il est assez moderne mais il a du

 *I find that really it has some*

caractère.

*character*

L’année prochaine, on va y construire une piscine. Je pense que c’est une excellente idée pour

*Next year one/we will build I think that*

faire des cours de natation.

 *swimming lessons*

***Find these key facts about Quilley (use the internet or ask key people in the school):***

* ***When was it built?***
* ***Why is it called “Quilley” or used to be called “Alderman Quilley”?***
* ***When was the sports hall built?***
* ***When was West Block renovated?***
* ***How many students are there?***
* ***How many teachers are there?***
* ***Are there any projects for the future? (eg: swimming pool). If not, make it up ☺***

4

***Re-write this description and change all the underlined elements to describe Quilley.***

**mon emploi du temps**

(my timetable)

* **describe your timetable on a typical day (Q.3)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Days 🡪 | *lundi* |  |  |  |  |
|  | **tutorat** | **tutorat** | **assemblée** | **tutorat** | **tutorat** |
| **leçon 1** |  |  |  |  |  |
| **leçon 2** |  |  |  |  |  |
| **récréation** |
| **leçon 3** |  |  |  |  |  |
| **leçon 4** |  |  |  |  |  |
| **pause déjeuner** |
| **leçon 5** |  |  |  |  |  |
| **leçon 6** |  |  |  |  |  |

***1)******Write the days in the right columns:***

 mercredi / ~~lundi~~ / samedi / jeudi / dimanche / vendredi / mardi

***2) Complete the timetable IN FRENCH with your lessons from week A.***

***3) Complete the sentences (could be used for Q15):***

Eg : J’apprends le français avec Madame Kelly dans la salle WB6.

Je fais maths avec \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dans \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

J’ai anglais avec \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dans \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

J’étudie les sciences avec \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dans \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5

***4) Complete the sentences (could be used for Q15):***

Eg : J’ai français deux ou trois fois par semaine.

J’ai maths \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ fois par semaine.

J’ai E.P.S. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ fois par semaine.

J’ai informatique \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ fois par semaine.

***5) Complete these timings with the missing elements:***

dix

huit

45

heures

11h45

vingt

moins

2h05

40

une

\_\_\_\_\_\_ heures et demie : 8h30

neuf heures moins le quart: 8h\_\_\_\_

dix heures moins \_\_\_\_\_\_ : 9h40

\_\_\_\_\_ heures trente-cinq : 10h35

onze heures \_\_\_\_\_\_ dix : 10h50

douze heures moins le quart : \_\_\_\_\_\_\_\_\_\_\_\_\_\_

douze heures quarante : 12h\_\_\_\_

\_\_\_\_\_\_ heure dix : 1h10

deux heures cinq : \_\_\_\_\_\_\_\_\_\_

trois \_\_\_\_\_\_\_: 3h00

**Telling the time (revision):**

o’clock = heures (eg: neuf heures)

**For any other time, you need to follow the structure “it is ... o’clock” and then talk about the minutes (other way round from English)**

past = just number of minutes (eg: neuf heures cinq)

quarter past = et quart (eg: neuf heures et quart)

half past = et demie (eg: neuf heures et demie)

to = moins + minutes (eg: dix heures moins vingt – 9:40)

quarter to = moins le quart (eg: dix heures moins le quart)

6

***6) This text has 10 mistakes/wrong facts. Underline them then re-write the text with the correct information. Extra: you could add some opinions when relevant (eg: it’s too short) Q3***

À Quilley la journée commence à neuf heures et demie avec le tutorat sauf le lundi quand il y a l’assemblée dans la bibliothèque.

Les cours commencent à neuf heures et quart et nous avons cinq leçons par jour.

La récréation commence à dix heures trente-cinq et dure trente minutes.

La pause déjeuner commence à douze heures quarante-cinq et finit à une heure.

L’après-midi les cours recommencent à deux heures dix et finissent à quatre heures.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Mes activités (Q4,6,9)**

my activities

* Describing what you usually do before and after school, at break and lunch times.

J’arrive au collège à \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Je quitte la maison à \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Je me lève à \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *get up*

Je me réveille à \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *wake up*

***Complete these sentences with the time at which you do those activities:***

7

***Translate these activities into English:***

1. je parle avec mes copains / copines

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. je mange à la cantine

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. je vais à la bibliothèque

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. je travaille à l’ordinateur

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. je joue au foot/rugby/etc dans le champ

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. je reste dans une salle de classe

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. je vais au club de sciences/anglais/etc

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. je vais au club de révision de sciences/maths/etc

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. je rentre chez moi

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. je vais à la gym

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. je fais mes devoirs

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Revision: I 🡪 we**

“je verb+e” 🡪 “nous verb+ons”: je joue 🡪 nous jouons

“je vais” 🡪 “nous allons”

“je fais” 🡪 “nous faisons”

8

***Now place those sentences + daily routine ones, in French, in the grid depending on the time of day at which you do them (yes you can put them in more than one category):***

|  |  |
| --- | --- |
| **avant le collège (before school)** | **à midi (at lunch) – Q6** |
| **pendant la récré (at break time) – Q4** | **après le collège (after school) – Q9** |

**Mes activités hier**

(my activities yesterday)

* Describe what you did yesterday before/after school, for break/lunch (Q. 5, 7, 10)

**Complete the sentences with the missing verbs in the past tense.**

**Some verbs should be used more than once!**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ avec mes copains / copines
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ à la cantine
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ à la bibliothèque
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ à l’ordinateur
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ au foot/rugby/etc dans le champ
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dans une salle de classe
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ au club de sciences/anglais/etc
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ au club de révision de sciences/maths/etc
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ chez moi

9

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ à la gym
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mes devoirs

je suis allé(e) / j’ai joué / j’ai parlé / j’ai mangé / j’ai travaillé / je suis rentré(e) / j’ai fait / je suis resté(e)

**Complete the sentences for yourself (hier = yesterday):**

Hier, avant le collège \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(Q5) Hier, pendant la récré \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(Q7) Hier, à midi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(Q10) Hier après le collège \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

*NB : to understand how to build a past tense, ask me for the step-by-step handout ☺*

10

**Les matières que j’aime et celles que je n’aime pas et pourquoi (Q16,17)**

**(subjects I like and the ones I don’t like and why)**

* expressing justified opinions about subjects
* comparing subjects

***Add an intensifier to improve your work:***très (very), assez (quite), vraiment (really), tellement (so), extrêmement, si (so), un peu (a little)



Write a full sentence for each opinion.

Use a different subject and a different reason every time. If your target is A\*-C, you must use the optional (shaded purple) column.

You can also extend your sentences by using contrasting connectives like: mais (but), cependant / pourtant (however), par contre / en revanche (on the other hand), etc.

11

1. Ma matière préférée c’est \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. J’adore\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. J’aime\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Je n’aime pas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Je déteste\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. J’ai horreur de \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Comparing: the most/least/best**

* L’éducation physique est **plus** active **que** les maths

 *PE is more active than maths*

* L’éducation physique est la matière **la plus** active

 *PE is the most active subject*

* L’Histoire est **aussi** intéressante **que** la géographie

 *History is as interesting as geography.*

* La chimie est **moins** créative **que** le dessin

 *chemistry is less creative than art*

* La chimie est la matière **la moins** créative

 *chemistry is the least creative subject*

12

**Irregular one*: bien (good), just like in English, you don’t say “more/most good”***

* Le théâtre est **mieux que** les maths

 *drama is better than maths*

* Le théâtre est **la meilleure** matière NB : watch out for gender ! le meilleur/la meilleure

 *drama is the best subject*

**Write a different sentence using each way of comparing (more/less than/ as… as…/ the –est):**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13

**Les profs que j’aime et ceux que je n’aime pas et pourquoi (Q18,19)**

**(subjects I like and the ones I don’t like and why)**

* expressing justified opinions about teachers

***Match the characteristics:***

désordonné(e): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

bavard(e) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

chatty

friendly

understanding

funny

polite (x2)

nasty

strict

lazy

disorganised

moody (x2)

emotional

hard-working

noisy/loud

fascinating

entertaining

full of life

happy

welcoming

weird

im/patient

forgetful

kind

rubbish

enjoué(e) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

poli(e) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

plein(e) de vie: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

im/patient(e) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

accueillant(e) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

divertissant(e) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

méchant(e) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

bruyant(e) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

passionnant(e) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

bizarre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

sévère: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

aimable: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

sympa: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

tête en l’air: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

émotionnel(le) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

gentil(le) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

caractériel(le) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

nul(le) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

rigolo(tte) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

paresseux(-euse) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

travailleur(-euse) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

grincheux(-euse) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

compréhensif(-ive) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Write a different sentence using each way of comparing (more/less than/ as… as…/ the –est):**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

14

**Using the table of opinions about school subjects, write a sentence for each opinion but this time about teachers. Same success criteria applies (using quantifiers, connectives, etc).**

**Remember to use the correct gender (see feminine form in brackets in the list)**

**Other adverbs to use to improve work even further:**

rarement : *rarely*

quelques fois / parfois / de temps en temps: *sometimes / from time to time*

souvent: *often*

normalement: *normally*

généralement: *generally*

toujours: *always*

1. Mon/ma prof préféré(e) c’est \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. J’adore\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. J’aime\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Je n’aime pas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Je déteste\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. J’ai horreur de \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

15

**Example of an “A” type of paragraph:**

J’étudie dix matières en ce moment y compris les maths, le français et la géographie. J’adore la géographie parce que c’est vraiment intéressant mais ma passion c’est les maths car je suis fort en maths et ça m’intéresse. En plus le prof est très gentille. En revanche, je déteste la musique car je la trouve très ennuyeuse et ce n’est pas mon truc. Je n’aime pas le théâtre parce que c’est extrêmement nul!

opinions quantifiers adverbs/connectives impersonal structures

***Translate it into English :***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***What is missing to make this text EVEN BETTER ? : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

16

**Mon uniforme, ce que j’en pense et mon uniforme idéal (Q13,14)**

**(my uniform, what I think of it and my ideal uniform)**

* describing your current and ideal uniform
* expressing justified opinions (yes again!)
* using the conditional tense (would)

Pour l’uniforme de mon collège… *(for my school uniform)*

**Foundation: Higher:**

je porte = I wear je dois porter = I must wear

nous portons = we wear nous devons porter = we must wear

les garcons/les filles portent = boys/girls wear les garçons/ les filles doivent porter

 = boys/girls must wear

|  |  |
| --- | --- |
| des basketsune chemiseune jupeun pullun shortun blousonun costumeun maillot de bainun survêtementdes chaussettesune cravateun manteauune robeun tee-shirtdes chaussuresun jeanun pantalonune salopetteune veste | trainersa shirta skirta jumpershortsa jacketa suita swimming suita tracksuitsocksa tiea coata dressa tee-shirtshoesjeanstrousersdungareesa blazer |

en coton = in coton

en cuir = in leather

en laine = in wool

en soie = in silk

bleu(e) = blue

vert(e) = green

noir(e) = black

gris(e) = grey

rouge = red

jaune = yellow

rose = pink

blanc(he) = white

violet(te) = purple

marron = brown *(never changes)*

orange = orange*(never changes)*

clair = light (eg: vert clair)

foncé = dark (eg: vert foncé)

grand = big / large

petit = small / little

**Be careful of word order:**

size – item – colour

size – item – colour – pattern

size – item – material – colour (-pattern)

à carreaux (+masc. plur)= checked

à rayures (+fem. plur) = with stripes

à pois (+masc. plur) = with spots

Pour mon uniforme, je dois porter une petite chemise bleue à pois orange avec le logo du collège. Je porte aussi *(also)* une veste en cuir rose et une cravate en soie jaune. Je porte une petite jupe violette à rayures vertes et des grandes chaussettes blanches. Je porte des baskets jaunes.

17

**Pour ou contre l’uniforme scolaire? (Q13-14)**

**(for or against school uniform ?)**

* expressing arguments/debating

***Write the number of each statement in the correct column depending on whether it is positive or negative. Then translate the main idea for each statement (see examples)***

1) Je suis pour (le port de) l’uniforme

2) c’est ridicule (de nos jours)

3) c’est pratique

5) c’est chic / élégant

6) Je suis contre (le port de) l’uniforme

4) c’est confortable

8) c’est assez cher

7) ce n’est pas bien parce que/puisque que tout le monde se ressemble

9) ce n’est pas pratique

11) c’est une bonne idée parce qu’on sait toujours quoi porter

10) ce n’est pas confortable

12) il n’y a pas de différences entre les classes sociales.

13) on ne peut pas montrer son individualité

14) ce n’est pas à la mode

15) l’uniforme encourage la bonne discipline

18

|  |  |
| --- | --- |
| **les avantages** | **les inconvénients** |
| *1) I am for (wearing) a school uniform* | *2) it is ridiculous (nowadays)* |

***Match descriptions to pictures***

1) outfit \_\_\_\_\_\_ 2) outfit: \_\_\_\_\_\_\_\_\_



**In France:**

1. En France, les élèves ne portent pas d’uniforme /on ne porte pas d’uniforme / il n’y a pas d’uniforme
2. Les élèves et les profs ont le droit de porter un jean et des baskets
3. On peut porter ce qu’on veut
4. sauf les mini-jupes
5. Selon la loi, il est interdit de montrer les signes religieux
6. Par exemple, on ne peut pas porter de croix
7. For example, you cannot wear a cross
8. In France, students don’t wear a uniform/we don’t wear a uniform/there is no uniform
9. According to the law, you can’t show religious signs.
10. You can wear what you want
11. except mini-skirts
12. Pupils and teachers are allowed to wear jeans and trainers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** |
| **b** |  |  |  |  |  |

 ***Match the statements:***

19

**Expressing what you would rather wear (conditional tense)**

Si j’avais le choix (If I had the choice)

Je voudrais / j’aimerais (I would like) porter (to wear)

Je ne voudrais pas / je n’aimerais pas (I would not like)

Je préfèrerais (I would prefer) ne pas porter (not to wear)

Mon uniforme idéal serait (my ideal uniform would be)

Mon uniforme ideal consisterait de (my ideal school uniform would consist of…)

Pour mon uniforme idéale, je porterais (for my ideal uniform I would wear…)

**The conditional – general rule**

1. Find the VERB in the dictionary (called the infinitive).
2. Keep the verb as it is but add a set of letters (ending) depending on WHO would do the action (if the verb ends in –re, get rid of the final –e before adding the ending):

"je/tu" end in –ais 🡪 je porterais (I would wear)

"il/elle/on" end in –ait 🡪 il aimerait (he would like)

"nous” ends in –ions 🡪 nous péférerions (we would prefer)

“vous” ends in –iez 🡪 vous aimeriez (you would like)

“ils/elles” end in –aient 🡪 elles porteraient (they would wear)

**Exceptions**: would like = voudr+ending; would have = aur+ending, would be = ser+ending

***Describe your uniform, what you think of it and what you would rather wear:***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

20

**Le règlement du collège (Q20,21,22)**

**(school rules)**

* saying what you can and cannot do at school using impersonal structures
* describing consequences
* expressing points of view

**Match the French to the English**

1. swear
2. bring our equipment
3. listen to the teachers
4. do our homework
5. be on time
6. be polite
7. respect others
8. chew gum
9. smoke
10. work hard
11. learn our lessons
12. wear jewellery, piercings or make-up
13. eat in class
14. wear a uniform
15. hide our tattoos
16. make an effort
17. use our mobile phone in class
18. behave like an idiot
19. être à l’heure
20. apporter son matériel
21. faire ses devoirs
22. être poli
23. apprendre ses leçons
24. cacher ses tatouages
25. respecter les autres
26. porter un uniforme
27. écouter les professeurs
28. faire des efforts
29. travailler dur
30. porter des bijoux, des piercing ou du maquillage
31. utiliser son portable en classe
32. manger en classe
33. faire l’idiot en classe
34. mâcher du chewing-gum
35. fumer
36. dire des gros mots

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** |
| **e** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

il faut – one must/has to il ne faut pas – one must not followed by the

on doit – one must on ne doit pas – one must not infinitive; ie: the

on peut – one can on ne peut pas – one cannot verb as it is in the

il est autorisé de – it is allowed to il est interdit de – it is forbidden to dictionary

***Complete each sentences with rules in Quilley from the list above:***

Il faut \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On doit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On peut \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Il est autorisé de \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

21

Il ne faut pas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On ne doit pas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On ne peut pas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Il est interdit de \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Si vous ne respectez pas le règlement du collège vous pouvez recevoir :

*If you do not respect the school rules, you could receive:*

* une retenue – *a detention*
* un avertissement – *a warning*
* une lettre à la maison – *a letter home*
* une convocation pour vous parents –*a request for your parents to come in*

Si vous ne respectez pas les consignes du collège vous pouvez être :

*If you do not respect the school rules you could be:*

* mis(e) en isolement pour travailler – *put in isolation to work*
* exclu(e) - *excluded*

Si je travaille bien au collège :

*If I work well at school :*

* je reçois de l’argent de poche/des cadeaux – *I get some pocket money/presents*
* je peux sortir avec mes copains /copines – *I can go out with my mates*
* mes parents sont fiers de moi -  *my parents are proud of me*

Si je ne travaille pas bien au collège :

*If I do not work wekk at school :*

* je dois rester à la maison – *I must stay at school*
* je ne peux pas sortir – *I cannot go out*
* mes parents me grondent – *my parents tell me off*
* je ne reçois pas d’argent de poche – *I do not get any pocket money*

**Are these opinions positive (P) or negative (N)?:**

Je pense que le règlement est important: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Selon moi, le règlement est fondé sur le respect des autres : \_\_\_\_\_\_\_\_\_\_\_\_\_

À mon avis, il n’y a pas assez de liberté : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Je crois que le collège devrait être plus stricte : \_\_\_\_\_\_\_\_\_\_\_\_

Selon moi, le règlement est idiot ! : \_\_\_\_\_\_\_\_\_\_

On est traité comme des enfants : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Vocab :

je pense que (I think that) ; selon moi/à mon avis (in my opinion), je crois que (I believe that), devrait (should be), comme (like)

22

**Reminder comparatives:**

**the most (adjective) :** le plus/la plus (adjective)

*🡪 la règle la plus importante c’est de respecter les autres*

**more (adjective) than:** plus adjective que

*🡪 il est plus important d’arriver à l’heure que d’apporter son matériel*

**as (adjective) as:** aussi adjective que

*🡪 ne pas manger en classe est aussi important que ne pas mâcher de chewing-gum*

**less (adjective) than:** moins adjective que

*🡪 ne pas porter de maquillage est moins important que ne pas fumer*

***Task:***

* ***Describe your school rules using impersonal phrases including negatives (ie: one must / one must not). Vary your sentences!***
* ***Explain the consequences for not following the rules both at school and at home.***
* ***Give your opinion (generally or on specific rules).***

***NB: if looking for extra vocab in the dictionary, make sure to select the right type of word (noun, verb, adjective, etc) and look at the different contexts/examples (often in brackets and/or italics)***

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23

**Si j’étais le directeur/la directrice (Q25)**

**(if I was the headmaster/headmistress)**

* saying what you would change in the school using the conditional tense (would)

**The conditional – general rule (reminder + more exceptions!)**

1) Find the VERB in the dictionary (called the infinitive).

2) Keep the verb as it is but add a set of letters (ending) depending on WHO would do the action (if the verb ends in –re, get rid of the final –e before adding the ending):

"je/tu" end in –ais 🡪 je porterais (I would wear)

"il/elle/on" end in –ait 🡪 il aimerait (he would like)

"nous” ends in –ions 🡪 nous péférerions (we would prefer)

“vous” ends in –iez 🡪 vous aimeriez (you would like)

“ils/elles” end in –aient 🡪 elles porteraient (they would wear)

**Exceptions**: would like = voudr+ending; would have = aur+ending, would be = ser+ending, would be able/allowed to = pourr+ending, one would have to = il faudrait

***Put the missing verbs back in the sentencesthen translate underneath:***

Si j’étais le directeur / la directrice…

*\_\_If I was the headmaster / the headmistress\_\_\_\_\_\_\_\_\_\_*

... les cours \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ à dix heures.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

... la journée \_ \_ \_ \_ \_ \_ \_ \_ plus tôt.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

... il y \_ \_ \_ \_ \_ \_ plus de vacances.

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... j’ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ un uniforme pour les profs aussi.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

... on \_ \_ \_ \_ \_ \_ \_ \_ utiliser son portable en classe.

­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

... les leçons ne \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ que trente minutes.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

... j’ \_ \_ \_ \_ \_ \_ \_ \_ \_ les devoirs et les examens !

­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

dureraient / introduirais / commenceraient / aurait / abolirais / finirait / pourrait

*Struggling to understand those verbs? Look them up in the dictionary by looking for the black part (the infinitive). Whole verb in purple? Then it is an exception, check the list in the rule box!*

24

**Mes projets pour après les examens (Q26,27,28)**

**(my plans for after the exams)**

* referring to the future

**The future tense – the easy way! (going to + action)**

1) use the verb “aller” (to go) in the present tense:

je vais – I am going nous allons – we are going

tu vas – you are going vous allez – you are going (group)

il/elle/on/ça va – he/she/one/it is going ils/elles vont – they/they (girls only) are going

2) add the action by finding the infinitive of the verb in the dictionary

🡪 je vais aller à l’université, nous allons voyager autour du monde, ça va être fantastique

 *I am going to go to university, we are going to travel around the world, it is going to be fantastic*

**The future tense – the hard way but giving more points! (will/shall + action)**

BE CAREFUL: it is very similar to the formation of the conditional tense (would)

1) Find the VERB in the dictionary (called the infinitive).

2) Keep the verb as it is but add a set of letters (ending) depending on WHO would do the action (if the verb ends in –re, get rid of the final –e before adding the ending):

"je" ends in –ai 🡪 je travaillerai (I will work)

“tu” ends in –as 🡪 tu continueras (you will continue)

"il/elle/on" end in –a🡪 il finira (he will finish)

"nous” ends in –ons 🡪 nous partirons (we will leave)

“vous” ends in –ez 🡪 vous voyagerez (you will travel)

“ils/elles” end in –ont 🡪 elles habiteront (they will live)

**Exceptions**: will be = ser+ending; would have = aur+ending, would go = ir+ending, do= fer+ending, will want=voudr+ ending, will be able to= pourr+ending; will know = saur+ending

***Translate these ‘future plans’***

continuer les études au lycée : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

apprendre une nouvelle matière : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

commencer à travailler : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

faire un apprentissage : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

prendre une année sabbatique : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

devenir (vétérinaire) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ voyager et découvrir le monde : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

25

acheter une maison : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

habiter (en Floride) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

avoir des enfants : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

se marier : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

rester célibataire : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

rencontrer de nouvelles personnes : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

monter mon entreprise : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

gagner beaucoup d’argent : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

faire du volontariat/bénévolat : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

devenir célèbre : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Adding extra details:**

Si je réussis mes examens – if I pass my exams

Si j’ai de bons résultats – if I have good results

Si je peux – if I can

Quand je serai plus vieux/vieille – when I am older (yes, the French say “when I will be older !")

L’année prochaine – next year

Dans (dix) ans – in (ten) years

À l’avenir – in the future

J’espère (que) – I hope (that)

***Task: using the list of “future plans” above or some of your own, write about your projects for after your GCSE exams and also long term (in 10 years’ time).***

* You can choose how to build the future tense in each sentence (‘going to’ or ‘will’ or a combination).
* You could also use the conditional ‘je voudrais/j’aimerais’ (I would like) followed by ‘future plan’.
* Make sure you use some of the ‘extra details’ above to set a context to your statement(e)

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26

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27

**Les voyages scolaires**

**(school trips)**

* describing a successful trip (Q29)
* describing a trip that went wrong (Q30)

**Some vocabulary:**

L’année dernière – last year

Il y a deux ans – 2 years ago

En octobre – in october

je suis parti(e) – I went

on est parti – we went (casual) en voyage scolaire à ... – on a school trip to …

nous sommes partis – we went

pour la journée – for the day

pour quelques jours – for a few days

pour une semaine – for a week

nous avons voyagé – we travelled

* en avion – by plane
* en car – by coach
* en bateau – by boat
* en train – by train

nous avons - we (+ beginning of past tense)

* visité des musées – visited museums
* rencontré des gens – met people
* découvert une nouvelle culture – discovered a new culture
* appris quelque chose – learned something
* posé des questions – asked questions

nous nous sommes - we (+ beginning of past tense of a reflexive verb)

* bien amusés – enjoyed ourselves / had fun
* ennuyés – were bored

d’abord – first

ensuite – then

après – after

enfin - finally

28

***Write the number of each statement in the correct column depending on whether it is positive or negative. Then translate the main idea for each statement (see examples)***

1) J’ai adoré le voyage en avion

2) j’étais malade dans le car

3) heureusement

5) on a trop marché

6) je n’avais pas d’argent

4) le guide était nul !

8) malheureusement

7) la visite était très intéressante

9) le car était en retard

11) la nourriture était dégoûtante

10) la vue était magnifique

12) les gens étaient très sympa

13) on a eu beaucoup de travail

14) il a plu tout le temps

15) je voudrais y retourner

29

|  |  |
| --- | --- |
| **positifs** | **négatif** |
| *1) I loved the journey on the plane* | *2) I was/felt sick on the coach* |

***Task: using the vocabulary above and/or some*** **of your own:**

* narrate/write about a successful school trip you went on.
* narrate/write about a school trip you went on which was not good.
* extra: state where you would like to go on a school trip and why (use the conditional tense;

 ie ‘would’ – see rule on previous pages)

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