

GCSE Spanish and French - A guide for students and families.

- Key facts about the exams
- Revision resources
- Vocab revision ideas
- Photo description scaffolding
- Translation practice
- Writing preparation
- Tenses
- Exam instructions
- Final thoughts.

Key facts

- **Listening** -Foundation 35 minutes, Higher 45 minutes
 - **Reading** -Foundation 45 minutes, Higher 60 minutes
 - Tasks for reading and listening include: True / false, Multi choice, Gapfill, Sequencing a story board, Q and A in both French/Spanish and English, Finding matches using synonyms.
 - **Speaking** - Details tbc but this will be made a bit less formal and less difficult this year as one of the exam concessions announced by the DfE. Students will need to be able to speak in French or Spanish about the same topics that they would be able to write about.
 - **Writing** -Foundation - 60 min - pieces of writing on a range of topics going from 4 short sentences to a short paragraph to a short essay and then a short translation. Higher -75 min-short essay (90 words), long essay (150 words) and translation.
- All papers can cover any topics from the course.
- Relationships with family, friends and life partners.
 - Social media and technology
 - Music, Sport, Cinema and TV
 - Food and eating out, healthy/unhealthy living
 - My studies
 - Life at school/college
 - Education post-16
 - Jobs, voluntary work, career choices and ambitions.
 - The environment, poverty/homelessness

Revision sites and guides - use in Supervised Study (Mon and Wed tutor time) and at home.

www.Linguascope.com Username - cfschool, Password - 20twenty
Use the **Beginner** section if you just have a few minutes or want to revise some basics. Use the **Intermediate** section for more in depth work on a range of topics which will almost certainly be in the exams. **Quizlet**, **Seneca learning** and **Bitesize** are also good.

Conjuguemos - a website which offers the chance to revise grammar and vocabulary. Verbs are the main emphasis and there are simple reminder pages with rules as well as games. <https://conjuguemos.com>

CGP workbook - Did you buy one of these? Have you actually used it? Just buy it through the school shop and it will be available in a couple of days. If you haven't used it much then get started. Some pages take 5 minutes but it goes right up to practise exam papers.

Conversation sheets /booklet - This is one of the best things you can focus on as the answers you create and learn will be useful for your writing exams too and the questions and answers are the sort of thing you would hear on the listening.

Get your vocab list...

1. Le lapin
2. le chien
3. le chat

1. el perro
2. el gato
3. los animales

On a new piece of paper get rid of the vowels.

1. L_l_p_n
2. l_ch_n
3. l_ch_t

4. _lp_rr_
5. _lgt_
6. l_s_nm_l_s

Fill in the gaps.

Check your work or get a friend to.... Re-do the dodgy ones.

★ 00:20

Take it further...
Get your vocab list...

1. Le lapin
2. le chien
3. le chat

4. el perro
5. el gato
6. los animales

On a new piece of paper get rid of everything but the first letter.

1. L_L_____
2. l_c_____
3. l_c_____
4. e_p_____
5. e_g_____
6. l_a_____

Fill in the gaps.

Check your work or get a friend to.... Re-do the dodgy ones.

6

Look at the following words/phrases and award them a number (1 – 5) according to the criteria below. (Write the number in the word box.)

1. I can spell this word/phrase and I know what it means.
2. I know what it means.
3. I think I know what it means.
4. I know I have learnt this word/phrase but I can't remember what it means.
5. I have never seen that word/phrase before.

a)	b)	c)	d)
e)	f)	g)	h)
i)	j)	k)	l)
m)	n)	o)	p)

Le soleil
/ el sol

La maison
/ la casa

Les vacances
/ las vacaciones

Colour coded post it notes...

... stuck around your room, ... on your cereal packet,

... in the loo! ...double them up and put the English underneath. Flip to check your answer.

Group types of words and stick them around your room.

Visualise your room and the words.
i.e. opinions stuck to wardrobe

00:11

0



**Record yourself saying groups of 7 or 14 words
(you learn best in 7's apparently!)**...

Step 1
Say the word
Spell the word
Say the English
Repeat until first group
of 7 complete

Step 2
Say the word
Spell the word
Pause for 3 secs
Repeat until first group
of 7 complete

Step 3
Say the word
Pause for 6 secs
Repeat until first
group of 7 complete

Step 4
Say the English
word
Pause for 6 secs
Repeat until first
group of 7 complete

Step 5 Playback
1st pause – give the English meaning
2nd pause – spell the word and give the
meaning
3rd pause – give the Spanish/French meaning
and spell the word.
Repeat until confident !



Visual Learner?
**Make flashcards or a memory
game.**
**If you write the word on the bottom you can fold
it over to test yourself.**

Speaking and Writing - Lots of ideas for GCSE Photo descriptions

To start off:

Dans l'image /la photo	In the image/photo
Il y a...	There is/ are
Je vois...	I see
Je peux voir...	I can see
La photo montre...	The photo shows...

Be specific!

À gauche...	to the left
À droite...	to the right
Près de..	close to
À coté de..	Next to
Devant..	In front of
Derrière	behind
Sur	On (top of)
Sous	Under

Weather

Il y a du soleil	it's sunny
Il fait beau	it's nice weather
Il fait mauvais	It's bad weather
Il pleut	it's raining
Il y a du vent	it's windy
Il neige	It's snowing
Il est nuageux	It's cloudy

Who's there?

Un homme/une femme	a man/woman
Un garçon / une fille	a boy / girl
Une famille	a family
Des élèves	some students
Un professeur	a teacher
Des touristes	some tourists
Un employé	an employee
Beaucoup de / des personnes	lots of/some people

Describing people

Il/elle a l'air ...	he/she seems...
Ils/elles ont l'air...	they seem..
Content(e)(s) / triste(s)	happy / sad
Fatigué(e)(s)	tired
Énervé(e)(s)	angry
Jeune / vieux	young/old
Il / elle a les cheveux ...	He/ she has ... hair
Il / elle est ...	He / she is ...

What are they doing?

Il/elle est en train de	He/she is...
Ils/elles sont en train de	They are...
parler (talking), rigoler (laughing), se disputer (arguing), marcher (walking), travailler (working), jouer (playing), célébrer (celebrating)	

Opinion phrases

Je crois que...	I believe that
Je pense que...	I think that...
J'imagine que...	I imagine that...
Je suppose que...	I suppose that...
Je dirais que...	I would say that

The place

Des édifices	some buildings
Des arbres	some trees
Specific buildings e.g. un café	
Specific areas e.g. en ville	
Adjectives to describe the area e.g. animé (busy), tranquille (quiet), beau (beautiful), laide (ugly)	

Do you like it?

J'aime/j'adore la photo	→	parce que	→	c'est (it is...)	→	e.g. beau (beautiful)
Je n'aime pas/je déteste la photo		car		c'est plein de... (it is full of)		e.g. couleur (colour)

Translation—French to English (reading) and English to French (Writing). TAKE YOUR TIME! You don't need to be 100% perfect but you do need to be close. For instance **I like going to the cinema** – Which one of these is correct? *J'aime le cinéma / J'aime aller au cinéma / Je vais au cinéma*. They are all grammatically correct but only one is a correct translation.



Un bon ami est sympa et gentil, mais aussi modeste. Ma meilleure copine est toujours gentille. Elle aide tout le monde! **Louloute66**

Module 2 – Hobbies

Traduisez ce texte en anglais.

Try to think about what would sound best in English. We wouldn't say 'I have a passion for ...'. We might instead say 'I am ...'.

Although *depuis* is used with the present tense in French, we don't translate it with the present tense in English.

J'ai une passion pour la musique et je joue de la guitare dans un groupe de rock. On joue ensemble depuis deux ans. J'aime aussi créer des playlists avec mes copains. On partage les playlists sur les réseaux sociaux. Ma musique préférée, c'est le rock (évidemment), mais j'apprécie aussi le rap et le reggae.

This means 'we' here.

Module 3 – Every day / special days

Traduisez ces phrases en français.

- Usually, I wear a black hoody with blue jeans.
- In summer, I wear a red cap and white trainers.
- Next Saturday, I am going to wear a green dress with a brown jacket.
- For Nathan's birthday party, I am going to wear shorts and sunglasses!

'For' is *pour*.

Say 'the birthday party of Nathan' – see the third photo caption in exercise 6.

'Jeans', 'shorts' and 'trousers' are plural in English, but singular in French, so use *un*.

Traduisez ces phrases en français.

trop, or *trop de*?

Use *ne ... pas de* (you don't need a word for 'a').

- In my town, there is a shopping centre, but there isn't a cinema.
- My neighbourhood is too quiet and there is nothing for young people.
- There is no longer a leisure centre, so there isn't much to do.
- Before, there was too much traffic, but now it's better, because there is a pedestrian precinct.

Use the imperfect tense in the first half of the sentence and the present tense in the second.

Module 5 – Holidays

Translate the following sentences into French.

Remember to use a definite article before the noun: *le, la, l' or les*?

How do you say 'by'?

1 I like holidays.

2 I travel by boat or by car.

3 There is a big swimming pool at the hotel.

4 My sister goes sailing.

5 Last year I played volleyball at the beach with my friends.

Remember to make adjectives agree. Does this adjective go before or after the noun?

How do you say 'my' here: *mon, ma or mes*?

How do you say 'at the' here?

Use the perfect tense.

How do you say 'at the' here?

Module 6 – School

Which English translation would sound best here?

Does 'a trouser black' make sense?

What does *le* mean in this sentence?

Dans mon collège, il faut porter un uniforme scolaire. Je le trouve démodé et embarrassant. Tout le monde porte un pantalon noir, une chemise blanche, une cravate verte et une veste verte. Il est interdit de porter trop de maquillage ou du vernis à ongles. L'uniforme coûte cher aux parents et, en uniforme, on se ressemble tous. Je voudrais porter mes propres vêtements.

Use the context and how the word looks to guess what this might mean.

Be sure not to miss out small words like this.

How will you translate *on* here?

WRITING – The 90 and 150 (higher only) word tasks will include past, present and future but the other tasks are usually just present tense. It is essential that you really answer the points asked for so take your time checking that you understand the task and thinking of at least one past and one future sentence.

Vous décrivez votre vie familiale pour votre blog.

Décrivez:

- les membres de votre famille
- comment vous vous entendez avec votre famille
- une activité récente avec votre famille
- si vous allez avoir des enfants dans le futur.

Écrivez environ **90** mots **en français**. Répondez à chaque aspect de la question.

Vous écrivez à votre ami(e) français(e) et vous décrivez votre vie d'internaute.

Mentionnez:

- vos activités sur Internet
- votre avis
- un avantage
- un danger.

Écrivez environ **40** mots **en français**.

Vous écrivez un message sur votre vie scolaire à un(e) ami(e) français(e).

Décrivez:

- les horaires de votre école
- votre opinion sur l'uniforme scolaire
- un déjeuner récent au collège
- ce que vous allez faire en septembre.

Écrivez environ **90** mots **en français**. Répondez à chaque aspect de la question.

Vous décrivez des occasions spéciales pour votre blog.

Décrivez:

- votre fête préférée
- les aspects positifs et négatifs d'une fête en famille
- une occasion spéciale récente que vous avez célébrée
- vos projets pour une autre occasion spéciale.

Écrivez environ **90** mots **en français**. Répondez à chaque aspect de la question.



In the 90-word writing task, you will always be required to refer to the present, past and future. Look for words like *récent(e)* and *projets*, which point you towards a particular time frame. Which tense(s) will you use for each? You will also be required to give opinions.

Vous êtes en vacances et vous écrivez une lettre à un(e) ami(e) français(e).

Décrivez:

- où vous logez
- comment vous préférez voyager
- des vacances récentes
- vos projets pour cet été.

Écrivez environ **90** mots **en français**.

Répondez à chaque aspect de la question.

Vous écrivez à un(e) ami(e) français(e) qui va vous rendre visite.

Mentionnez:

- votre maison ou appartement
- votre ville ou village
- la météo
- les activités dans votre région.

Écrivez environ **40** mots **en français**.

The dreaded tenses!

Here is a quick reference to a whole range of verbs and tenses. Obviously the more you know the better but I always say that I'm certain I could get Je suis allé (past) and je vais aller (future) into any topic.

<p>Passé Composé with AVOIR I have ___ed/I ___ed...</p> <p>Phrases for completed actions. Use the subject + auxiliary (1+2) and the past participle (3) to form:</p> <p>J'ai Tu as</p> <p>(1+2) il,elle/on a + Nous avons Vous avez ils/elles ont</p> <p>Regular verbs – PPs</p> <p>(3) Parler - parlé Vendre - vendu Finir - fini</p> <p>Common irregular Past Participles using AVOIR I, You... = J'ai, Tu as... +</p> <p>bu - Drank lu - Read su - Knew vu - Saw dû - Had to cru - Believed pu - Could eu - Had voulu - Wanted reçu - Received connu - Knew couru - Ran mis - Put pris - Took appris - Learn compris - Understood écrit - Wrote dit - Said fait - Did été - Was</p>	<p>P.C. with ÊTRE I have ___ed/I ___ed...</p> <p>Je suis Tu es</p> <p>(1+2) il/elle/on est Nous sommes + Vous êtes ils/elles sont</p> <p>(3) ↓ Monté(e/s/es) - Climbed Retourné(e/s/es) - Returned Sorti(e/s/es) - Went out</p> <p>Venu(e/s/es) - Came Arrivé(e/s/es) - Arrived Né(e/s/es) - Born</p> <p>Descendu(e/s/es) - Went down Entré(e/s/es) - Entered Resté(e/s/es) - Stayed</p> <p>Tombé(e/s/es) - Fell down Rentré(e/s/es) - Went home Allé(e/s/es) - Went Mort(e/s/es) - Died Parti(e/s/es) - Left</p> <p>Reflexive verbs</p> <p>Je me suis Tu t'es</p> <p>(1,2,3) il/elle/on s'est Nous nous sommes + Vous vous êtes ils/elles se sont</p> <p>(4) ↓ Levé (e/s) - Got Up Réveillé (e/s) - Woke up Habillé (e/s) - Dressed Couché (e/s) - Went to bed Douché (e/s) - Showered Amusé (e/s) - Had Fun</p>	<p>Present Tense: regular verbs Normally/Usually I...</p> <table border="0"> <tr> <td>-ER verbs</td> <td>-IR verbs</td> <td>-RE verbs</td> </tr> <tr> <td>Aimer (<i>to like</i>) J'aime - I like</td> <td>Finir (<i>to finish</i>) Je finis - I finish</td> <td>Vendre (<i>to sell</i>) Je vends - I sell</td> </tr> <tr> <td>Tu aimes</td> <td>Tu finis</td> <td>Tu vends</td> </tr> <tr> <td>il/elle/on aime</td> <td>Il/elle/on finit</td> <td>Il/elle/on vend</td> </tr> <tr> <td>Nous aimons</td> <td>Nous finissons</td> <td>Nous vendons</td> </tr> <tr> <td>Vous aimez</td> <td>Vous finissez</td> <td>Vous vendez</td> </tr> <tr> <td>ils/elles aiment</td> <td>ils/elles finissent</td> <td>ils/elles vendent</td> </tr> </table> <p>Present Tense: common irregular verbs/reflexives</p> <table border="0"> <tr> <td>Je me lève - I get up</td> <td>Je suis - I am</td> <td>Je dois - I must</td> <td>Je prends - I take</td> </tr> <tr> <td>Tu te lève</td> <td>Tu es</td> <td>Tu dois</td> <td>Tu prends</td> </tr> <tr> <td>il/elle/on se lève</td> <td>il/elle/on est</td> <td>il/elle/on doit</td> <td>il/elle/on prend</td> </tr> <tr> <td>Nous nous levons</td> <td>Nous sommes</td> <td>Nous devons</td> <td>Nous prenons</td> </tr> <tr> <td>Vous vous levez</td> <td>Vous êtes</td> <td>Vous devez</td> <td>Vous prenez</td> </tr> <tr> <td>ils/elles se lèvent</td> <td>ils/elles sont</td> <td>ils/elles doivent</td> <td>ils/elles prennent</td> </tr> <tr> <td>Je veux - I want</td> <td>Je peux - I can</td> <td>Je fais - I do/make</td> <td>J'ai - I have</td> </tr> <tr> <td>Tu veux</td> <td>Tu peux</td> <td>Tu fais</td> <td>Tu as</td> </tr> <tr> <td>il/elle/on veut</td> <td>il/elle/on peut</td> <td>il/elle/on fait</td> <td>il/elle/on a</td> </tr> <tr> <td>Nous voulons</td> <td>Nous pouvons</td> <td>Nous faisons</td> <td>Nous avons</td> </tr> <tr> <td>Vous voulez</td> <td>Vous pouvez</td> <td>Vous faites</td> <td>Vous avez</td> </tr> <tr> <td>ils/elles veulent</td> <td>ils/elles peuvent</td> <td>ils/elles font</td> <td>ils/elles ont</td> </tr> </table>	-ER verbs	-IR verbs	-RE verbs	Aimer (<i>to like</i>) J'aime - I like	Finir (<i>to finish</i>) Je finis - I finish	Vendre (<i>to sell</i>) Je vends - I sell	Tu aimes	Tu finis	Tu vends	il/elle/on aime	Il/elle/on finit	Il/elle/on vend	Nous aimons	Nous finissons	Nous vendons	Vous aimez	Vous finissez	Vous vendez	ils/elles aiment	ils/elles finissent	ils/elles vendent	Je me lève - I get up	Je suis - I am	Je dois - I must	Je prends - I take	Tu te lève	Tu es	Tu dois	Tu prends	il/elle/on se lève	il/elle/on est	il/elle/on doit	il/elle/on prend	Nous nous levons	Nous sommes	Nous devons	Nous prenons	Vous vous levez	Vous êtes	Vous devez	Vous prenez	ils/elles se lèvent	ils/elles sont	ils/elles doivent	ils/elles prennent	Je veux - I want	Je peux - I can	Je fais - I do/make	J'ai - I have	Tu veux	Tu peux	Tu fais	Tu as	il/elle/on veut	il/elle/on peut	il/elle/on fait	il/elle/on a	Nous voulons	Nous pouvons	Nous faisons	Nous avons	Vous voulez	Vous pouvez	Vous faites	Vous avez	ils/elles veulent	ils/elles peuvent	ils/elles font	ils/elles ont	<p>Future with ALLER I am going to....</p> <p>Je vais Tu vas</p> <p>il/elle/on va + infinitive Nous allons (e.g. faire) Vous vous allez ils/elles vont</p>
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		<p>Phrases for past opinions, descriptions and past habits in the - IMPERFECT:</p> <p>I used to ___/I was ___ing</p> <p>Take the 1st person plural of the present tense (nous form) knock off the ons (e.g. finissons) and add endings:</p> <table border="0"> <tr> <td>Je</td> <td>-ais</td> <td>Être – stem is irregular – ét-</td> </tr> <tr> <td>Tu</td> <td>-ais</td> <td>e.g. c'était – it was</td> </tr> <tr> <td>il/elle/on</td> <td>-ait</td> <td></td> </tr> <tr> <td>Nous</td> <td>-ions</td> <td>il y avait – there was</td> </tr> <tr> <td>Vous</td> <td>-iez</td> <td>quand j'étais petit(e)</td> </tr> <tr> <td>ils/elles</td> <td>-aient</td> <td>- when I was small/young</td> </tr> </table> <p>je jouais/faisais – I used to play</p>	Je	-ais	Être – stem is irregular – ét-	Tu	-ais	e.g. c'était – it was	il/elle/on	-ait		Nous	-ions	il y avait – there was	Vous	-iez	quand j'étais petit(e)	ils/elles	-aient	- when I was small/young	<p>Simple Future tense: I will... Take the infinitive (e.g. chanter) of the verb and add endings:</p> <p>NB: RE verbs for the infinitive stem take off the E (eg vendre)</p> <table border="0"> <tr> <td>Je</td> <td>-ai</td> </tr> <tr> <td>Tu</td> <td>-as</td> </tr> <tr> <td>il/elle/on</td> <td>-a</td> </tr> <tr> <td>Nous</td> <td>-ons</td> </tr> <tr> <td>Vous</td> <td>-ez</td> </tr> <tr> <td>ils/elles</td> <td>-ont</td> </tr> </table> <p>Irregular Future stems:</p> <table border="0"> <tr> <td>Avoir (<i>To have</i>)</td> <td>aur-</td> </tr> <tr> <td>Aller (<i>to go</i>)</td> <td>ir-</td> </tr> <tr> <td>Devoir (<i>to have to</i>)</td> <td>devr-</td> </tr> <tr> <td>Être (<i>To be</i>)</td> <td>ser-</td> </tr> <tr> <td>Faire (<i>To do/make</i>)</td> <td>fer-</td> </tr> <tr> <td>Pouvoir (<i>to be able to</i>)</td> <td>pourr-</td> </tr> <tr> <td>Venir (<i>to come</i>)</td> <td>viendr-</td> </tr> <tr> <td>Vouloir (<i>to want</i>)</td> <td>voudr-</td> </tr> <tr> <td>Voir (<i>to see</i>)</td> <td>verr-</td> </tr> <tr> <td>Pleuvoir (<i>to rain</i>)</td> <td>pleuvr-</td> </tr> </table>	Je	-ai	Tu	-as	il/elle/on	-a	Nous	-ons	Vous	-ez	ils/elles	-ont	Avoir (<i>To have</i>)	aur-	Aller (<i>to go</i>)	ir-	Devoir (<i>to have to</i>)	devr-	Être (<i>To be</i>)	ser-	Faire (<i>To do/make</i>)	fer-	Pouvoir (<i>to be able to</i>)	pourr-	Venir (<i>to come</i>)	viendr-	Vouloir (<i>to want</i>)	voudr-	Voir (<i>to see</i>)	verr-	Pleuvoir (<i>to rain</i>)	pleuvr-																			
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Nous	-ons																																																																							
Vous	-ez																																																																							
ils/elles	-ont																																																																							
Avoir (<i>To have</i>)	aur-																																																																							
Aller (<i>to go</i>)	ir-																																																																							
Devoir (<i>to have to</i>)	devr-																																																																							
Être (<i>To be</i>)	ser-																																																																							
Faire (<i>To do/make</i>)	fer-																																																																							
Pouvoir (<i>to be able to</i>)	pourr-																																																																							
Venir (<i>to come</i>)	viendr-																																																																							
Vouloir (<i>to want</i>)	voudr-																																																																							
Voir (<i>to see</i>)	verr-																																																																							
Pleuvoir (<i>to rain</i>)	pleuvr-																																																																							
		<p>CONDITIONAL TENSE I would/could/should</p> <p>Take the FUTURE STEM of the verb and add IMPERFECT endings:</p> <table border="0"> <tr> <td>Je</td> <td>voudrais</td> </tr> <tr> <td>Tu</td> <td>voudrais</td> </tr> <tr> <td>il/elle/on</td> <td>voudrait</td> </tr> <tr> <td>Nous</td> <td>voudrions</td> </tr> <tr> <td>Vous</td> <td>voudriez</td> </tr> <tr> <td>ils/elles</td> <td>voudraient</td> </tr> </table>		Je	voudrais	Tu	voudrais	il/elle/on	voudrait	Nous	voudrions	Vous	voudriez	ils/elles	voudraient																																																									
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Exam instructions – it's such a shame when people say they weren't sure what to do! Learn the imperative verbs in particular (choose, write etc.)

Vous pouvez utiliser la même lettre plus d'une fois.	You can use the same letter more than once.
C'est qui / quelle personne ? Ecrivez le nom de la bonne personne.	Who / Which person is it? Write the name of the correct person.
Choisissez (deux) phrases qui sont vraies.	Choose (two) correct sentences.
Choisissez la réponse correcte/la bonne réponse.	Choose the correct answer.
Complétez les phrases / le texte suivant avec les mots de la liste ci-dessous en français	Complete the sentences / the following text with words from the list below. in French
Décidez si c'est Vrai (V), Faux (F) ou Pas Mentionné (PM). Ecrivez V, F ou PM.	Decide if it is True (V), False (F) or Not Mentioned (PM). Write V, F or PM.
Donnez (deux) détails.	Give (two) details.
Ecoutez ce passage/cette conversation/cette interview/ce reportage...	Listen to this passage/this conversation/this interview/this report...

Ecrivez la bonne lettre dans chaque case.	Write the correct letter in each box.
Il n'est pas nécessaire d'écrire en phrases complètes.	It is not necessary to write in full sentences.
Lisez ...	Read...
Mentionnez un aspect positif/négatif/avantage/inconvénient.	Mention one positive aspect/negative aspect/advantage/disadvantage
Pour une opinion négative, écrivez N	For a negative opinion, write N
Pour une opinion positive, écrivez P	For a positive opinion, write P
Pour une opinion positive et négative, écrivez P+N	For a positive and negative opinion, write P+N
Remplissez les blancs.	Fill in the blanks.
Répondez à ces questions. en français	Answer these questions. in French.
Ecrivez environ mots / phrases en français. Répondez à chaque aspect de la question.	Write approximatelywords / sentences in French. Write something about each bullet point.
Mentionnez ...	Mention...

And finally... Anything you can do to prepare and revise will pay off.

Families, you just need to help the students to be organised and encourage them. No linguistic expertise is needed! Use this presentation as a tick list of possible tasks if you like, introduce some rewards and sanctions, ask the department for more support if you need it. We do ask that parents check Satchel One regularly as well as students and you do need to make contact if there are any problems with logging in.

We believe that we have really clear expectations and support for students in languages and have been delighted to see that most students have responded well to this. It is hard to please all of the people all of the time but we are saddened to occasionally hear a small number of students making comments about not knowing what is expected, not getting any help, not really caring or not being able to do it. For some this is just a crisis of confidence but for those who know they haven't worked hard enough this needs to change instantly. Anybody who is unclear about expectations, support or who just needs a bit of reassurance must get in touch.

We always enjoy meeting you at Parents' Evening both in person and virtually and thank you for your ongoing support. Please now use your judgement as to how much you need to push your child towards success using the information I have given you. I'm sure you can see that a lot of effort has gone into it. We feel that most students could still make 1 or 2 levels of progress if they used both their time and resources wisely.

Homelearning was so varied and we've had to be very cautious about current grades. There is lots of time left though and **we can do this!**