

Giving Details

Do not give more than what is explicitly necessary!

Comprehension of Questions -> see above with summary technique as the same principles apply. Bring a highlighter with you in the exam!

Some grammatical may be necessary, largely with taking things out of the 1st person to the 3rd (eg. J'aimerais becomes Il/Elle aimerait)

eg. 7.2 (June 2023) il y a eu un coup
Pourquoi est-ce qu'il de tonnerre = 1
n'a pas pu lire le reste les ondes électri-
du télégramme ? ques étaient
Donnez deux raisons. interrompues = 1

Box letters

First of all, it is necessary to understand what the text and the passage is about. See summary comprehension for details of this

Next, identify the types and conjugations/agreements of words.

Is it a noun, adjective/adverb or a verb?

How is it conjugated (what tense- be wary of similarities between them - is is singular, masc/fem, plural? is it a past participle?)

Translate the words wherever possible. Understanding the sense of the text, the sentence and the kind of word it is will help you if you're stuck

Synonyms

In a similar vein to the Box letter question, understanding the word type and the translation will help you find synonyms

Synonyms will always be in the order of the text.

The synonyms will be as such so that they can quite literally replace the word you are looking for. Like the Box letters they will be conjugated and ready to go

Synonyms (cont)

It is imperative that you include all the words in an expression that translate to that meaning. Copy and Paste from the text- do not manipulate (eg Il y ait stays that way instead of becoming Il y a)

eg. en croissance en augmentation

Les pièges communs

Ne...Que Translates to 'Only' - be careful on P/N questions!

Faux Sans doute = probably, Sans
amis aucun doute = definitely, A la
fois = at once, En meme temps
= at the same time, Plusieurs =
several, Une centaine = around
a hundred, a moins que =
unless

Summaries

Remember- 90 words is a maximum! The examiner is required to stop reading after this point. Know what 90 words looks like for you on exam paper before you go in (roughly how many words per line and overall) so that you don't waste time counting in the exam

Therefore, it is imperative that you only write the key 'bullet points' stated in the question. 90 words is less than you think!

1. Read the title and the subtitles.

2. Read the text once before looking at the questions.

3. Study the questions carefully: highlight key words in the questions. Translate the question in English to make sure you are clear what the question is asking before looking for the answer in the text.

4. Knowing what the question is asking will allow you to start your answer properly. Your answer must flow from the question. Translate your answer in English to see whether this is the case

Summaries (cont)

5. Highlight the sentence or sentences in the text which contains the answer. (the questions will follow the order of the text)
6. Do not lift and copy. Manipulation is key. This doesn't mean you have to find a synonym for every word. There are lots of ways to manipulate the language: see below

eg. Le Il a 50 % de plus de sans-a-
nombre de bris/ il a deux fois plus de
sans-abris a sans abris maintenant
doublé

Grammatical Manipulation

Eviter les mots du texte- Pas plus de trois
Chercher des mots consec-
synonymes ou des utifs. eg. Trava-
expressions equiva- l/emploi,
lentes. However, pour/afin de,
choose your battles, as diminuer/
you will not be able to baisser, L'obje-
find a synonym for ctif/ le but, Parce
every single word que / en raison
de

La nominalisation Il a decide -> sa
decision, Il a
reduit -> sa
reduction

Reformuler la cause ou See: La voix
la consequence passive

Le subjonctif eg. Il faut que... ,
Pour Que...,
Il/Elle/ils
est/sont
[Adjectif] que
[+Subjonctif],

Participes présents « En travaillant
(simultaneous action) avec les jeunes,
les associations
préviennent la
délinquance. »



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Grammatical Manipulation (cont)

Negatives eg ne cesse d'augmenter

Translations

Calculated out of 30 'points'

Usually concerns current events around January of the year of the exam (this is when the papers are written)

It's more or less a word for word translation- however, if you're stuck, think of other ways of expressing the phrase (this may also actually lead to the correct answer)

Common points tested: dont, a and de verbs, both future tenses, subjunctive, conditional (+conditional past), recognising differences between imperfect, perfect and pluperfect

Anything could come up though, past papers have also included numbers, question forms, passive voice, and reported speech.

Grammar Overview

Masculine Nouns Days, Months, Seasons (un samedi, le printemps). Languages, Metric Weights and Measures, Imported nouns, especially from English (un sandwich, le football), compound nouns of which the first part is a verb (eg. un gratte-ciel) Endings: -acle, -age, -ail, -eau, -ou, ege, -et, -sme, -ment

Grammar Overview (cont)

Feminine Nouns Most Continents, countries and rivers, Fruit and Veg, occupations or jobs ending in -erie, abstract concepts ending in -graphie, -logie, -sophie, -nomie, -ure (eg. géographie, astronomie, peinture). Other Endings: -(t)te, -anse/ance, -ee.

Subjunctive 'Que' is only the trigger word in clauses expressing subjectivity, uncertainty, or unreality, NOT certainty etc! (endings: -e, -es, -e, -ions, -iez, -ent)

Irregular Subjunctive fass-, puis-, sach-, aill-/all-, vaill/val-, veuill/voul-

Gender Nouns (General Endings) and Possessive Pronouns/Adjectives in agreement.

'Dont' Usually included: 'whose', 'of whom', 'which'

Grammar Overview (cont)

Passive Voice 'Des soucis graves ont été causées par un manque de sécurité.', can be avoided by using 'On' (eg. On m'a envoyé 10 cartes pour mon anniversaire)

Vocab Look through Past Papers- examiners want to know you've been looking and learning!

Verbs containing à + de A general rule of thumb: à verbs tend to be more positive, de verbs usually more negative

Indirect/-Direct Influenced by above! Direct: me/te/le/la/nous/vous/les.

Object/Disjunctive pronouns Indirect: me/te/lui/nous/vous/leur. Disjunctive: moi/toi/lui/elle/nous/vous/eux/elles

Nuances to 'de' clauses eg. 'De plus en plus de' and when 'Beaucoup de' becomes 'Beaucoup des' (i.e when referring to something specific eg. J'ai acheté une chemise dont beaucoup des boutons s'étaient détachés)



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Grammar Overview (cont)

Prepos- 'To' and 'in' a place: En -> Fem
itions- countries & continents, à ->
Countries with definite article w/ masc &
pl countries, mountain ranges
+ w/o an article for cities and
towns (Je vais à Paris)

Condit- Would vs 'Would Have'. -ais, -
ional + ais, -ait, -ions, -iez, -aient
Past
Condit-
ional

Future What will have happened
Antérieur before another event, also
when reporting what someone
said about a future event that
has not yet happened. Eg: Elle
m'a dit qu'elle aurait terminé
son projet avant la fin du mois.

Pluperfect Often used- what has
happened before another
action in the past. Used in
conjunction with perfect tense,
also in reported speech

Grammar Overview (cont)

Future Irregular stems (ser-,aur-,ir-,fer-
,viendr-,devr-,voud-, pourr-, saur-
, verr-), and endings (-ai, - as, -a,
-ons, -ez, - ont)

Determ Plusieurs (invariable)= 'several',
iners can be used w/ or w/o a noun
(eg. j'en ai plusieurs), tel/tels/tel-
le/telles- always preceded by an
article -> such/such a + noun (for
adjective inbetween, 'si'), tout ce
qui/que -> everything/all that
which, tout à fait = quite/com-
pletely (eg. ils étaient tout à fait
inconscient du danger), quelque
part = somewhere

Grammar Overview (cont)

Superl- le/la/les plus/moins (agrees w/
atives noun) -> eg. C'est l'équipe la
plus prometteuse de la ligue,
les produits les plus séduisants,
la solution la moins accept-
able), le moindre = the least/-
lowest/slightest (il est venu
sans la moindre protestation, il
faut chercher le moindre prix),
le pire = the worst, formal/em-
otional reactions. Adverbial
form= does not agree, def
article always le (eg. De tous
les étudiants, c'est Christine qui
parle français le plus couram-
ment), le mieux (best)

Definitive B4 places, talking about nouns
Articles- in a general sense (eg l'espoir),
easy to listing (eg: j'ai oublié le crayon,
miss le papier et la gomme)



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Grammar Overview (cont)

Comparatives	aussi (as)/plus/moins ... que. exceptions: meilleur (better), pire (worse), moindre (less/lower). pire -> only used after être, sembler, abstract sense, use 'plus mauvais' in most cases (eg. je connais un plus mauvais cas. Ces cas sont pires maintenant qu'il y a quelques années) with numbers -> plus/moins de.
Position of Adjectives	Before the noun- BAGS (Beauty, age, goodness, size), eg: une belle maison, un vieux homme. Also: see movable adjectives such as même
Il/Elle est -> C'est	Il/elle est is never! followed by a determinant. (C'est une belle femme)

Grammar Overview (cont)

Perfect vs Imperfect tense	Perfect = finished, one-off/single actions (even if it actually lasted a long time, eg. Hier je suis allé(e) à la plage avec mon club de jeunes). Imperfect = No indication of beginning or end, sets the background. Used to indicate habits/repeated happenings, describe a situation in the past, say what was happening at a particular time (eg. Florence faisait du café), in this sense often used w/ perfect/past historic.
Articles after a negative	Definite articles (le, la, les) stay the same (Il n'ouvra pas la porte), Indefinite (un, une, des) and Partitive articles (du, de, de la) become de (Il n'a pas de chien) sauf avec être (Ce n'est pas un jeu amusant.)

Grammar Overview (cont)

Present tense	-er verbs: -e, -es, -e, -ons, -ez, -ent -ir verbs: -is, -is, -it, -issons, -issez, -issent -re verbs: -s, -s, -t, -ons, -ez, -ent
Participles Passives irreguliers	acquis, appris, atteindre- atteint, eu, bu, compris, conduit, connu, construit, courir- couru, couvrir- couvert, craindre- craint, croire- cru, décevoir- déçu, découvert, dû, dit, écrit, été, fait, instruire- instruit, joindre- joint, lu, mis, mort, né, offert, ouvert, paraître- paru, peint, pu, pris, produire- produit, reçu, savoir- su, souffert, suivi, tenir- tenu, venu, vivre- vécu, vu, voulu
Articles contractés	De + les = des Du + le = du A +le = au A +les = aux
MRS VANDER-TRAMP	descendre, rester, monter, mourir, sortir, venir, arriver, naître, entrer, retourner, tomber, rentrer, aller, partir



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Grammar Overview (cont)

Pendant vs Depuis	"Pendant" refers to the duration of an action that has a definite start and end point, while "depuis" indicates an action that started in the past and is still ongoing
Si clauses	Present + Conditional, Imperfect + Conditional, Plus-que-parfait + Conditional Past

Grammar Overview (cont)

Mieux vs Meilleur	"Mieux" is the adverbial form of "bien" (well), while "meilleur" is the adjective form of "bon" (good). "Mieux" is used to compare actions or verbs, while "meilleur" is used to describe the qualities of nouns. Mieux never changes to agree, meilleur does. J'aime bien ce film, mais l'autre est mieux. => I liked it more, I had more fun, it is better in a very general judgment. J'aime bien ce film, mais l'autre est meilleur => it has better artistic qualities, the acting, directing, etc. can be rated as better.
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Grammar Overview (cont)

Question Forms	Invert verb (parlez-vous francais?) - extra t added when there is vowel (parle-t-elle francais?). Est-ce-que makes the sentence stay the same (Est-ce-que vous parlez francais?), can also be used with pronouns to avoid inversion (Pourquoi est-ce que tu es arrive en retard?)
Indirect Speech	Tenses: Present -> imperfect, future -> conditionnel simple, futur anterieur -> conditionnel passe, passe compose -> plus que parfait. Aujourd'hui -> ce jour-la, hier -> la veille, demain -> le lendemain, (jour) prochain -> le (jour) suivant. est-ce que -> si/s'il, qu'est-ce que/qui -> ce que/qui, Qui est-ce qui -> qui, question inversees = si, L'imperatif -> De + Infinitive
Superlative + Subjunctive	Le pire chose que Hubert
Venir De + Infinitive	(Have just) done something



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Grammar Overview (cont)

Neither/Either Non plus

Time Il etait de 12 heures



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