

## A\* GRAMMAR

Grammatical points	Example	I have seen	I have heard	I have used
<b>Wide range of pronouns</b>	<i>Je suis partie en vacances avec mes parents et ma soeur, <b>nous</b> sommes allés en Grece. Mes parents, eux, <b>ils</b> ont visité les musées locaux mais avec ma soeur, <b>on</b> préférait aller a la plage. <b>Elle</b> restait bronzer sur sa serviette pendant que <b>je</b> me baignais dans la mer.</i>			
<b>Emphatic pronouns</b>  They are very useful to insist on a particular person. We use them a lot, especially to make comparisons between two people.	<i><b>Moi</b>, j'adore le chocolat mais ma soeur, <b>elle</b>, elle déteste ça. – I love chocolate but my sister, she hates it!</i>			
<b>Conditional</b>	<i>D'après ce que j'ai entendu, <b>il serait</b> rentré.- From what I heard, he should be back.</i>			
<b>Pluperfect</b>	<i><b>Elle avait fini</b> quand il est arrivé. - She had finished when he arrived.</i>			
<b>Present participle</b>	<i>Il s'est fait mal <b>en tombant</b>. - He hurt himself <b>by falling down</b>.</i>			
<b>Perfect infinitive</b>	<i>J'ai vu le film après <b>avoir lu</b> le livre. - I saw the film <b>after having read*</b> the book.</i>			

<p><b>Examples of subjunctive</b></p> <p>Learn some “triggers” of the subjunctive and make your own sentences.</p>	<p><i>Il faut que <b>nous allions</b> chez mes grands-parents.</i> - We have to go (it’s important that we go) to my grandparents’.</p> <p><i>Pourvu qu’<b>il fasse beau!</b></i> – Let’s hope/as long as it is sunny!</p> <p><i>J’ai réparé la caravane <u>pour qu’on puisse</u> aller en vacances</i> – I have fixed the caravan so (that) we can go on holiday.</p>			
<p><b>Irregular verbs</b> (in different tenses and using different pronouns)</p> <p><u>Remember!</u> Even though they may not be irregular, try to include some reflexive verbs in different tenses to show off! =</p> <ul style="list-style-type: none"> <li>• <b>S’amuser</b> - to enjoy oneself (infinitive)</li> <li>• <b>Je m’amuse</b> – I enjoy myself (present)</li> <li>• <b>Je me suis amusé</b> – I enjoyed myself (perfect)</li> <li>• <b>Je m’amusais</b> – I used to enjoy myself, I was enjoying myself (imperfect)</li> <li>• <b>Je m’étais amusé</b> - I had enjoyed myself (pluperfect)</li> <li>• <b>Je vais m’amuser</b> – I’m going to enjoy myself (near future)</li> <li>• <b>Je m’amuserai</b> – I will enjoy myself (simple future)</li> </ul>	<p><i>Here are some very common irregular verbs in French:</i></p> <p><b>ETRE</b> (to be), <b>AVOIR</b> (to have), <b>ALLER</b> (to go), <b>FAIRE</b> (to do), <b>POUVOIR</b> (can, to be able to), <b>VOULOIR</b> (to want), <b>DEVOIR</b> (to have to), <b>VENIR</b> (to come), <b>VOIR</b> (to see), <b>PARTIR</b> (to leave), <b>SAVOIR</b> (to know), <b>DIRE</b> (to say), <b>LIRE</b> (to read), <i>etc.</i></p> <p><i>+ Feel free to add to this list!!</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• <i>Nous sommes venus</i> (we came)</li> <li>• <i>Vous faites</i> (you do -plural)</li> <li>• <i>Je verrai</i> (I will see)</li> <li>• <i>Elle était partie</i> (she had left)</li> <li>• <i>Il pourra</i> (he will be able to)</li> <li>• <i>Ils devront</i> (the will have to)</li> </ul> <p><i>Etc.</i></p>			

<ul style="list-style-type: none"> <li>• <b>Je m’amuserais</b> – I would enjoy myself (conditional)</li> <li>• <b>Après m’être amusé</b> – After enjoying myself (past infinitive)</li> <li>• <b>En m’amusant</b> – while/by enjoying myself (present participle)</li> </ul>				
<b>“Si” + imperfect + conditional</b>	<i>Si je gagnais au Loto, j’irais six mois au Brésil</i> – If I won the lottery, I would go to Brazil for six months.			
<b>“Si” + pluperfect + Past Conditional</b>	<i>Si j’avais su, je ne serais pas venu</i> – If I had known, I would not have come.			
<b>Comparatives</b>  <b>Superlatives</b>  <b>+ Irregulars</b>	<ul style="list-style-type: none"> <li>• <i>Beyonce est <b>plus</b> jolie <b>que</b> Rihanna mais elle est <b>moins</b> jeune.</i> - Beyonce is prettier than Rihanna but she is less young.</li> <li>• <i>David Beckham est <b>le plus fort</b>.</i> – David Beckham is the strongest.</li> <li>• <i>Chelsea est <b>la meilleure</b> equipe.</i> – Chelsea is the best team.</li> <li>• <i>One Direction sont <b>les pires</b> chanteurs de tous les temps.</i> One D. are the worst singers of all times.</li> </ul>			
<b>A variety of negatives</b>  <u>Remember!</u> “pas” + quantity = “pas de...”	<i>Je n’aime <b>pas</b> le chocolat.</i> - I don’t like chocolate. <i>Je n’aime <b>plus</b> le chocolat.</i> – I don’t like chocolate anymore.			

<p>= <i>Je ne mange pas de chocolat</i></p>	<p><i>Je n'aime que le chocolat.</i> - I only like chocolate.  <i>Je n'aime ni le chocolat ni la vanille.</i> – Neither do I like chocolate nor vanilla.  <i>Je n'aime rien.</i> - I like nothing.  <i>Je n'aime personne.</i> - I like nobody.  <i>Je ne mange jamais de chocolat</i> - I never eat chocolate.</p>			
<p><b>Negatives in ALL tenses</b></p> <p><u>Remember!</u>  “ne” + vowel = “n”</p> <p>Try to use a negative with an irregular verb or a reflexive verb to impress the examiner!</p> <p>+ Use the previous box to help you vary the negatives you use as well as the tense!</p>	<p><i>On ne fume plus</i> – we don't smoke anymore. (<i>present</i>)  <i>Elle n'a riens mangé</i> – she hasn't eaten anything. (<i>perfect</i>)  <i>Il n'est jamais venu</i> - He never came. (<i>perfect with an ETRE verb</i>)  <i>Je ne parlais pas</i> – I wasn't talking. (<i>imperfect</i>)  <i>Tu n'avais pas dansé</i> – You had not danced. (<i>pluperfect</i>)  <i>Nous n'étions pas descendus</i> – We had not come down. (<i>pluperfect with en ETRE verb</i>)  <i>Tu ne vas pas faire ça!</i> – You are not going to do that! (<i>near future</i>)  <i>Vous ne partirez pas</i> - You will not leave. (<i>simple future</i>)  <i>Il n'achèterait pas de Ferrari</i> – He would not buy a Ferrari. (<i>conditional</i>)  <i>Pourvu que je n'aie pas une retenue!</i> – As long as I don't have a detention! (<i>subjunctive</i>)</p>			

	<p><i>Je regrette de <b>ne pas</b> avoir fait mes devoirs... - I regret not to have done my homework* = I wish I had done my homework (perfect infinitive)</i></p> <p><i>J'ai fait une erreur en <b>ne</b> prenant <b>pas</b> de crème solaire. - I made a mistake by not taking any suncream. (present participle)</i></p>			
<b>Subordinate clauses</b>	<p><i>Il croit <b>que</b> c'est facile! – He believes (that) it's easy!</i></p> <p><i>Le livre <b>que</b> tu m'as prêté – The book (that) you lent me.</i></p> <p><i>Le film <b>dont</b> je t'ai parlé – the film (that) I told about.</i></p> <p><i>On discutait <b>quand</b> tu es arrivé – We were talking when you arrived.</i></p> <p><i>J'ai fait les valises <b>pour que</b> nous partions à temps. - I packed up so (that) we can leave on time.</i></p> <p><i>Je ne sais pas <b>si</b> c'est une bonne idée. – I don't know if it's a good idea.</i></p>			
<b>Exclamative adjectives</b>	<p><i><b>Quel</b> week-end affreux! – What an awful weekend!</i></p> <p><i><b>Quelle</b> aventure! - What an adventure!</i></p> <p><i><b>Comme</b> je suis heureux! - How happy I am!</i></p> <p><i><b>Qu'il</b> est bête! - How stupid he is!</i></p>			

<b>Personal notes</b>				
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## A\* CONTROLLED ASSESSMENT CHECKLIST FOR SPEAKING

<b>STEP</b>	<b>I have Prepared/Included/Revised</b>	<b>Evidence/Examples</b>
Deal with unpredictable and unfamiliar scenarios, contexts, authentic texts and improvisational tasks.	<b>A list of possible “unpredictable” questions that I could be asked</b>	
Apply knowledge of social and cultural contexts relating to French speaking countries.	<b>Answers which show an understanding of how this topic relates to France/French speaking countries</b>	
Demonstrate accurate accent and intonation; particularly cognates.	<b>Recording my answers on to Voki/MP3 recorder and playing them back to check my accent and intonation</b>	
Create opportunities to use complex vocabulary, tenses and structures to develop creative and original responses.	<b>Examples from the A* Grammar list to create complex answers</b>	
Take the initiative and illustrate answers with personal examples and humour.	<b>A humorous personal anecdote which relates to the topic</b>	
Use complex structures e.g. object pronouns, subordinate clauses and tenses confidently with little or no repetition of vocabulary.	<b>Replaced repeated vocabulary with the appropriate object pronouns/Subordinate clauses</b>	
Respond to tasks using French idioms and social conventions.	<b>4-5 French idioms, proverbs, exclamations etc</b>	

## A\* CONTROLLED ASSESSMENT CHECKLIST FOR WRITING

STEP	I have Prepared/Used/Revised	Evidence/Examples
Apply knowledge of social and cultural contexts relating to French speaking countries.	<b>Sentences/Paragraphs which show an understanding of how this topic relates to France/French speaking countries</b>	
Create opportunities to use complex vocabulary, tenses and structures to develop creative and original responses.	<b>Examples from the A* Grammar list to create complex answers</b>	
Take the initiative and illustrate answers with personal examples and humour.	<b>A humorous personal anecdote which relates to the topic</b>	
Demonstrate consistently accurate spellings, genders, agreements and verb forms.	<b>Verb tables to check agreements of verb forms</b>	
Use complex structures e.g. object pronouns, subordinate clauses and tenses confidently with little or no repetition of vocabulary.	<b>A number of examples from the A* Grammar list</b>	
Respond to tasks using French idioms and social conventions.	<b>4-5 French idioms, proverbs, exclamations etc</b>	
Produce a clearly structured and coherent piece of written work which links the piece as a whole	<b>An essay plan to help me to prepare the structure</b>	