

S3/S4 FRENCH

SUPPORT + ADVICE YOU'LL NEED FOR N4+5 FRENCH

+ HOMEWORK SCHEME FOR S3/4 MÉTRO VERT

You will need to make full use of the *Métro Vert* vocabulary lists (which are elsewhere on the school website) for help and support with vocabulary. Otherwise you'll need a dictionary.

**DON'T USE INTERNET TRANSLATION SITES – THEY ARE NOT RELIABLE YET
AND TEND GIVE YOU WRONG DOUBLE MEANING WORDS**

(Eg 'well' = 'a place for water' = *un puits* or 'in a good way' = *bien* Be aware that when a word has two different meanings in English there will be probably be two different words in other languages. In a recent piece a pupil who wanted to say they had 'settled in well' to their new home wrote in French that they had 'moved into a well'! because that's what the translator had given.)

The most important part of learning a foreign language is learning the new words, including both their meanings in English and how to spell them. The most common homework will be to learn VOCABULARY, though there will also be written tasks to complete in the blue homework jotter and preparation of Speaking tasks for each unit assessment.

- Pupils can expect some form of vocabulary learning, reviewing of new material, test preparation or written task to be done at home every week.
- We ask that parents sign written homeworks and where possible help/support pupils in their efforts in learning by heart.
- In S3/S4, homework tasks should each normally take under an hour.
- There will be revision homework for the assessments.
- Roughly 4 homeworks per module: 2 written/speaking; 2 vocab learning.
- All homeworks and preparation tasks require use of module vocab lists.

REMINDER: LEARNING VOCAB and PREPARING SPEAKING TASKS

1 You must write in your Homework Diary exact details of what you have to learn or to say and for when (the homeworks are numbered on the website and explanations are there too). Your teacher will allow between three days and a week before any assessment. Show someone at home what you have to do so they can arrange to help you if necessary. An adult's ideas can be useful in suggesting extra details to improve a Speaking performance.

2 Find a quiet place. **Computers, CDs and TVs will reduce your concentration powers. Hearing words spoken in English while you are learning French words will distract you and make the task harder.** Get out your vocabulary, some spare paper and a pencil. For Speaking tasks look at the questions or the scenario to prepare. **Do ONE thing at once-and do it well!**

3 Remember this routine (You probably used it at your Primary):
LOOK - COVER - WRITE - CHECK. This works! **Just 'looking' isn't enough!**

- i **Look** - look first at the whole list of words you have to learn until you can recognise all of them. Look at the questions you have to prepare for Speaking.
 - ii **Cover** - cover the English meanings first so you can only see the French words. Test yourself on what each word means and how to say it.
 - iii **Cover** - this time cover the French words and see if you can spell or say the French word from memory without copying it.
 - iv **Write** - the French word or answer down.
(THIS IS THE MOST EFFECTIVE BIT SO DON'T BE TEMPTED TO SKIP IT!)
 - v **Check** - your own spellings. **Spelling always matters, so do your best to get it right!** (Be sure to check you have included any 'accents' or little bits in front of the main word such as 'un/une/ le/la/l'/les')
- 4 Finally get someone at home to test you. It does not have to be someone who knows any French. Just show them your list of words or your questions and spell out the answers. (Why not ask if you can get a wee treat if you get them all right?)

**One final piece of advice is not to try to learn too many words at a time.
15 minutes of vocabulary learning at a time is best.
If you have say 20 words to learn, do 10 one day and 10 the next.
'Little and often' is better than leaving it all to do at the last minute.**

Exam preparation – advice and techniques

Reading

- **You are allowed a dictionary**, but there isn't time to look up every single word so you must be selective. Anyway not every word is in the dictionary in the first place!
- Work out how much time you have for each question. In a General Paper you will have 45 minutes for about 10 questions so after 4/5 minutes on each one, move on and come back to it if you have time at the end.
- Read the **RUBRIC** (the short 'context' given above each text which will give you clues for words with double meanings)
- **Before you read the text**, read the questions and check the number of marks per answer so you have an idea how many pieces of information you need to write.
- **You must never give random guesses or alternative answers.** You can have marks taken off if you write down more than was asked for on the off-chance

it might be right. (Eg. If it says “Tick TWO boxes” and you tick all of them you will score 0.) Saying ‘it’s either x or y’ will also be rejected.

- Each question will contain **key words** which help you locate where to look for the information (and will stop you wasting time looking words up unnecessarily).
- If your question contains **key words which you don’t know** in French, look up those words first in the English section and then you can find them in the text.
- Look up the longer words first, but don’t forget the details. (Eg. If the text says “*moins de cinq euros*” and you write simply ‘5€’ this is ‘insufficient’. You would only get the point for ‘less than 5€’) Beyond Foundation Level one word answers are never enough. Write a short sentence to make your meaning clear.
- When the word you’re looking for isn’t there, look for the nearest VERB. (Eg. If you look up *mettent* the nearest word is *mettre* = *to put*. You can then guess that it’s something like ‘*putting*’)

Listening Skills

Do you always think that ‘they talk too fast’ or that ‘you don’t have time to write it all down’?

Learn how to listen and you’ll be able to improve your marks in the skill.

‘Listening’ is not the same as ‘hearing’. Try the following techniques:

- Stop talking English well before the CD starts.
- You can’t think in English and French at the same time, so empty your mind of all that you want to tell your friends in English. Don’t try to make or think up smart comments for a laugh.
- Read the questions as soon as you are allowed to. Check how many points are available for the question. Try to predict what words you might logically hear.
- You may make notes at any time, but make them short.
- Use shorthand. Never write whole words – it will take your concentration away from listening. Noting down the first couple of letters will do.

- If you can, write your notes using the French words you hear. This will save your brain having to think in two languages and you won't miss the next piece of information.
- Use the time in between playings to expand your notes into words.
- Don't panic if you don't get all the information first time. You aren't expected to. Otherwise you wouldn't be hearing it three times.
- Don't start writing out your final answer until after the third playing.

SPEAKING/PRONUNCIATION

Vowel sounds	Pronunciation	Example in French	Examples you've found
a, à	[ah] (short sound)	<i>un cha<u>t</u>, à</i>	
â	[aah] (longer sound)	<i>des pâ<u>t</u>es</i>	
e	[euh]	<i>le zè<u>b</u>re</i>	
è	[eh]	<i>le zè<u>b</u>re</i>	
é	[ay] as in <i>day</i>	<i>l'él<u>é</u>phant</i>	
i	[ee]	<i>le croc<u>o</u>dile, le sou<u>r</u>is</i>	
o	[oh]	<i>le croc<u>o</u>dile</i>	
u	[ew]	<i>une aut<u>r</u>uche</i>	
ai,	[eh] as in <i>echo</i>	<i>J'<u>a</u>i, franç<u>a</u>is</i>	
(e)au	[oh]	<i>une aut<u>r</u>uche, de l'<u>e</u>au</i>	
eu	[euh]	<i>ble<u>u</u>, ne<u>u</u>f</i>	
oi	[wah]	<i>tro<u>i</u>s, no<u>i</u>r</i>	
ou, où	[oouh] (as in <i>through</i>)	<i>le sou<u>r</u>is,</i>	
ui	[wee]	<i>une nu<u>i</u>t, hu<u>i</u>t</i>	
une	[oon]	<i><u>u</u>ne, <u>l</u>une</i>	

Consonants- all sound	the same as in English,	except ...	
Don't pronounce the	final letter unless the	next word begins with	a vowel.
ç	[ss]	<i>fran<u>ç</u>ais</i>	
ch	[shh] (never 'tsch')	<i>une autr<u>u</u>che, un <u>ch</u>ien</i>	
_er, _et, _ez	[ay]	<i>pass<u>é</u>, pass<u>e</u>r, <u>e</u>t pass<u>e</u>z</i>	
_ s, __(s)t, _st, _ent	[_s], [_t] (all silent)	<i>tu <u>e</u>s <u>e</u>t il <u>e</u>st, <u>j</u>ou<u>e</u>nt</i>	
th	[t]	<i>les math<u>s</u></i>	
h-----	[h] (not pronounced)	<i><u>h</u>ôtel, <u>h</u>ôpital</i>	
im__, in__	[ahm], [ahn]	<i><u>i</u>mportant, <u>i</u>ntelligent</i>	
ille	[eee]	<i>fam<u>i</u>lle, fil<u>l</u>e</i>	

Preparing for Speaking Assessments (ALL MODERN LANGUAGES)

You will always be given time to prepare for any assessment, but don't expect any more than one week from the time you are given the task to the time you have to perform it in class. Some assessments may only require a few minutes' preparation time, others may be based on something you've already prepared for a Writing task.

DO

- read instructions and make sure you understand the task before you start to prepare.
- in a conversation type test, try to predict what questions you might be asked so you can prepare a few answers in advance.
- ask for help if you're stuck, but it must be in the foreign language.
- try to sound like a real French (Italian or Spanish) person when you speak.
- remember that sometimes you will have to start off a conversation or ask questions in the foreign language yourself.
- remember that the more correct and suitable language you speak the better your grade is likely to be.
- always try to use a variety of different expressions and ways of saying things to show how much you know.

DON'T

- speak English at any time.
- say just *yes* or *no* or give one-word answers.
- say nothing when you're stuck – ask for help.
- repeat the same expression too often.

Here are some help phrases:

How do you say “....” in French/Italian/Spanish?

Comment dit-on “....” en français?

Come si dice “....” in italiano?

¿Cómo se dice “....” en español?

What does that mean in English?

Qu'est-ce que ça veut dire en anglais?

Che cosa vuol dire in inglese?

¿Qué significa ?

Sorry, I didn't understand

Excusez-moi, je n'ai pas compris.

Mi dispiace, non ho capito.

Lo siento no comprendo.

Sorry, I didn't hear

Excusez-moi, je n'ai pas entendu.

Mi dispiace, non ho sentito.

Lo siento no entiendo.

Can you speak more slowly?

Pouvez-vous parler plus lentement?

Può parlare più lentamente, per favore?

Puede usted hablar lentamente?

Can you repeat that, please?

Pouvez-vous répéter, s'il vous plaît?

Può ripetere, per favore?

Puede usted repetir por favor?

I've forgotten the word for “.....”.

J'ai oublié le mot pour “....”

Ho dimenticato la parola per “....”

He olvidado la palabra

What?

Comment?

Come?

¿Cómo? (don't use more than once!)

HOW TO SUCCEED IN WRITING FRENCH

The SQA markers are looking for a variety of FEATURES and CRITERIA in your written pieces and will weigh up the balance of these features to arrive at your final mark.

- 1 Have you answered ALL the questions and addressed ALL the points?
POINTS WILL BE DEDUCTED IF YOU HAVEN'T.
Points can also be deducted if you have included material which is NOT RELEVANT TO THE TITLE because it will be discounted and you will end up under the minimum number of words required.
- 2 Is the language ACCURATE? Is the SPELLING correct?
Examiners know you have a dictionary on the desk during the exam, so if you have not bothered to check the spelling of common words you can't expect a good mark. Some mistakes are considered more serious than others: for example, in English if you were to write "*I is happy*" or "*She have two brother*" these mistakes show you haven't learned two basic verbs in the Present Tense (*to have + to be*) and you have failed to put an 's' on a Plural Noun. MISTAKES LIKE THESE ARE CONSIDERED 'SERIOUS'.
- 3 Have you tried to use a VARIETY of STRUCTURES (= ways of expressing your ideas)? For example, note the difference between these two ways of saying the same information. Each is 'accurate', but the 'style' is different:

a) *I am 16. I have one brother. He is called John. He is older than me. He likes rugby. I have two sisters. They are called Mary and Elizabeth. Mary is 12 and Elizabeth is 15. Mary is shy. Elizabeth is sporty. I get on well with them.*

b) *In my family there are four of us. Apart from myself, there's my brother John, who is older than me. Rugby is his favourite sport. As for my sisters, they are both younger than me. Mary, who is 12, is a shy person, and then there's Elizabeth who is a year younger than me and is sporty like my brother. I'm pleased to say that we get on well with each other.*

Part (b) would get a better grade than (a) for saying the same information using a wider variety of structures and in a more 'mature' style

- 4 Have you LINKED your ideas together into FLUENT STRUCTURE using clear PARAGRAPHS and linking phrases like '*What's more, Nevertheless, On the other hand*'? Have you given YOUR OWN OPINIONS and clear REASONS for the views you have expressed?

FINAL NOTE

If you manage to do MOST OF the above in a piece of writing you can still score full marks because the marking instructions at Grade A clearly state "**mistakes may occur, but will not be so serious as to impede communication.**"

WRITING PREPARATION (PC version)

How to type accents on a PC in “Word” documents (this may not work on a laptop)

To type an accented letter in “Word” when your keyboard has a separate number keypad follow this set of rules:

1. Set the cursor at the point you want the accented letter.
2. Press ‘Num Lock’ key (you can leave it on for other accents later).
3. Hold down the ‘Alt’ key while you type the number code from the list below on the number keypad (to the far right of the keyboard).
4. Release the ‘Alt’ key and the accented letter will appear.

French

À = alt 0192

à = alt 133 â = alt 131

È = alt 144

é = alt 130 è = alt 138 ê = alt 136

î = alt 140

ô = alt 147

û = alt 150

Ç = alt 128 ç = alt 135

Italian (see also the French list)

ì = alt 141

ò = alt 149

ù = alt 151

Alt+ctrl+e will give you the Euro symbol €

Spanish (see also the French and Italian lists)

Á = shift ctrl alt A

á = ctrl alt a

Í = shift ctrl alt I

í = ctrl alt i

Ó = shift ctrl alt O

ó = ctrl alt o

Ú = shift ctrl alt U

ü = alt 0252

Ñ = alt 0209

ñ = 0241

ï = alt 0161

Apple computers are much more straightforward and it involves using the ‘Alt’ key.
Eg. Alt e + e = é, alt ` + e = è, alt i + e = ê

The alternative (slower) method is to use ‘insert symbol’ and select from the box.