



13+ Scholarship Examinations

FRENCH

1 hour

**You are advised to spend approximately 20 minutes on each section.
Complete sections 1 and 2 in the booklet, and complete section 3 on a
separate piece of paper. Remember to write your name on the booklet and
your writing.**

Total: 75 marks

SECTION 1: READING

A. Read this literary extract. Maya, the narrator, tells us about reading with her father when she was younger. Complete the gaps in this text, choosing from the words below. Be careful – there are more words in the box than there are gaps.

Pour mes neuf ans, une copine m'avait _____ un livre de Michel Tournier. Quand je l'avais montré à Papa, ses yeux étaient devenus tout brillants...

- Ce livre, Maya, est une _____ de Robinson Crusoé, qui était mon livre _____ quand j'étais _____. C'était mon père qui me l'avait offert. Si tu savais le nombre de fois où je l' _____ lu et relu. Je devenais, alors, tour à tour, explorateur, navigateur, _____... Il était toujours posé sur ma _____ de chevet et je ne pouvais m'endormir sans en lire _____ pages.

Depuis que j' _____ toute petite, Papa me lisait des histoires le soir. C'était _____ moment à nous. Il s'installait sur un tabouret et commençait son récit de sa voix grave et posée. Je l'écoutais en frémissant de bonheur. Ce rituel a perduré même après que j'avais su lire toute seule.

adaptation	aventurier
offert	donner
préféré	livre
notre	fini
quelques	table
mort	petit
huit	chambre
ai	étais

(10 marks)

B. Respond to the following questions in French.

i. Qui a donné le livre à Maya et quelle était l'occasion ? (2 marks)

ii. Quelle était la réaction du père de Maya quand il a vu le livre de Michel Tournier ? (1 mark)

iii. Pourquoi le père de Maya aimait-il le livre de Robinson Crusoe? (1 mark)

iv. Comment se sentait Maya quand son papa lui lisait les histoires ? (1 mark)

C. Translate the following extract from the text into English, using the glossary to help you with new vocabulary.

Papa me lisait des histoires le soir... Il s'installait sur un tabouret et commençait son récit de sa voix grave et posée. Je l'écoutais en frémissant de bonheur. Ce rituel a perduré même après que j'avais su lire toute seule.

(10 marks)

GLOSSARY:

un tabouret – a stool

posé – smooth/composed

frémir – to shudder/tremble/shake

perdurer – to endure/last/persist

Total for Section 1: 25 marks

SECTION 2: USE OF FRENCH

A. Read the following sentences and then provide a single word in French which makes sense in the context.

- i. J'habite en France _____ deux ans.
- ii. J' _____ au cinéma demain.
- iii. Hier, il a _____ avec ses amis.
- iv. J'aime beaucoup _____ chats.
- v. Notre professeur est très _____.
- vi. Nous avons acheté une _____ voiture.
- vii. Je voudrais _____ la semaine prochaine.
- viii. Il est allé à la _____.
- ix. _____ vas-tu finir ?
- x. Si j'avais plus d'argent, j' _____ en Italie.

(10 marks)

B. Translate into French

- i. It's raining today. (2 marks)

- ii. Do you have a brother? (2 marks)

- iii. Next year I will go to Portugal. (3 marks)

- iv. Last weekend we went to the cinema with our friends. (4 marks)

- v. If I had the choice, I would live in the countryside. (4 marks)

Total for Section 2: 25 marks

SECTION 3: WRITING

Write between 80-90 words in French in response to the following task:

You are writing an email to your French pen pal telling them about your school. Make sure to include the following bullet points.

- a description of your school
- what you do and do not like about it
- your favourite subject at school and why
- what you did yesterday at school
- what you hope to do for GCSE and why

[25 marks]

Total for Section 3: 25 marks

Modern Foreign Language – Discussion Element

- Part 1 – Picture card (5 minutes total) Pupils will have three minutes to prepare a few questions relating to a picture card. They will then discuss these questions for approximately 2 minutes.
- Part 2 – Pupil presentation and follow up questions (5 minutes approximately) - Pupils are invited to speak for one minute (without notes) in the target language (they must choose from French, German, Mandarin and Spanish). The language of discussion will be assumed to be the 'core' language that has been specified unless we are advised otherwise in advance. Pupils can choose what they speak about and will often choose a topic they have been studying at school. Based on their presentation, pupils will then be asked a few sympathetic follow-up questions in the language for us to get a sense of their level of language.
- Part 3- Short discussion in English (5 minutes approximately) We will have a short discussion in English of what the pupil's background is in the language – i.e. length of study, previous experience of living in the country if applicable and so on.

The main aim of the spoken component is NOT to rank pupils on what they can do now, but to understand their background so that we can assess their needs when they get here, and also to be able better to judge the potential they show in the written paper.

Speaking card

Study the picture below and prepare to answer the questions underneath it. You may make notes on the separate planning sheet provided. You have 3 minutes preparation time.



- Qu'est-ce que tu peux voir sur l'image ?
- Est-ce que tu préfères habiter en ville ou à la campagne ? Pourquoi ?
- Qu'est-ce que tu as fait en ville le week-end dernier ?
- À l'avenir, où voudrais-tu habiter ?