

Complétez les blancs dans les phrases suivantes avec la forme correcte des mots entre parenthèses.

- a L'été dernier j'ai dû un stage. (*faire*)
- b J'ai de travailler à la bibliothèque municipale. (*choisir*)
- c Le travail intéressant: ranger, servir les gens, répondre au téléphone. (*être*)
- d C'est un métier qui exige patience et - bien sûr - un amour de la lecture. (*de*)
- e J'ai déjà lu sortes de livres différents et cela m'a été utile. (*tout*)
- f Je pouvais donner des conseils gens qui ne savaient pas quoi lire. (*à*)
- g Après avoir avec eux, je pouvais chercher des livres qu'ils trouveraient intéressants. (*parler*)
- h À la fin de la semaine, j'ai pris une décision (*important*)
- i Un jour, j' bien être bibliothécaire. (*aimer*)
- j Si je pouvais, je tout de suite. (*commencer*)
- k Mais d'abord il faut que je le bac. (*passer*)
- l Et après, je du travail dans une bibliothèque. (*chercher*)

A thorough knowledge of grammar is what you need for this exercise. In these questions some of the points being tested are: verb tenses, including the difference between the perfect and imperfect tenses, the sequence of tenses used in 'si' clauses and the subjunctive; adjectival agreement; the use of 'du, de la, de l', des' and of 'au, à la, à l' and 'aux' and of the 'après avoir' construction. Grammar is something you definitely get better at with practice, so keep checking up things you are unsure of and asking questions if you don't understand why your teacher has corrected something you have written.

You will have three questions to choose from and should write one essay of 200 words or more. How to do it well? Here are some pointers.

- ▶ Read the question carefully and then answer it. It sounds obvious, but not everyone does it! There will be some stimulus material which might give you ideas, but it's the actual question set you need to write about. Look at this possible question.

Crise d'obésité chez les jeunes

Les boissons gazeuses: provoquent-elles une perte de calcium?

La fumette: pas encore rejetée par les lycéens

Y a-t-il une crise de santé chez les jeunes de votre âge?

The last line is the question you must answer. You can refer to the examples in the headlines if you like, but don't have to. But if you don't explain whether you think your generation is suffering a health crisis - and give examples and reasons for your argument - then you won't score high marks.

Remember that you might be asked to write in different formats. An essay requires an introduction, a series of paragraphs making points relevant to the title and a conclusion. A letter needs to begin and end appropriately - see below. A report, perhaps of a visit you have been on, or a project you worked on, should be written in the first person. And a newspaper article will need an appropriate, eye-catching title and perhaps some sub-headings.

A formal letter should begin 'Monsieur' (Dear Sir) or 'Madame' or, less formally if you know the name of the person you are writing to, 'Cher Monsieur XXX'. An informal letter will begin 'Cher Marc' or 'Chère Lucie'. Appropriate endings are 'Veuillez agréer l'expressions de mes sentiments bien distingués' (formal) and 'Cordialement' or 'Bises', 'Bisous' (informal).

To do well on this section, you need to:

- ▶ write a fully relevant answer with a range of ideas and examples (20 marks)
- ▶ use a wide range of appropriate vocabulary (5 marks)
- ▶ use a wide range of grammatical structures (5 marks)
- ▶ write mainly accurately, although perhaps with a few errors in more complex language (5 marks)

OVERMATTER HERE

Remember that there is grammar practice on the grammar points listed below for you to work through on the CD which comes with this book. There is more practice in the *Élan* Student's Book and in the *Élan* Grammar Workbook.

1 Nouns

1.1 Gender and plurals of nouns

Some nouns have the gender you expect (*acteur/actrice*) and there are 'typical' masculine and feminine endings which make it easier to guess the gender of a noun.

Form most plurals by adding an *-s*, but beware of exceptions such as words ending in *-s*, *-x* or *-z*, which usually stay the same and other typical exceptions such as *animal/animaux* and *jeu/jeux*.

- ① Give the gender of: *alcoolisme, obésité, niveau, tolérance, mariage, certitude*.
Give the plural of: *journal, portable, prix, émission, conflit*.

2.2 de + noun

This construction translates 'some'.

de + le → **du** *de + la* → **de la**
de + l' → **de l'** *de + les* → **des**

1.3 ce

Ce means 'this' and changes according to number and gender: **ce garçon, cet événement, cette difficulté, ces problèmes**.

4.4 tout

Tout means 'all' and changes according to number and gender: **tout le temps, toute la classe, tous les films, toutes les pièces**.

- ② Translate into French: this job, those candidates, some effort, some tourism, all the ideas.

2 Adjectives

2.1 Masculine, feminine and plural adjectives

Adjectives agree in number and gender with the noun they describe: *un bon moment, de bons moments*.

Most adjectives add an *-e* for the feminine version, but there are common exceptions: *premier/première, heureux/heureuse, créatif/créative, public/publique*. Most add an *-s* for the plural, but exceptions include *normal/*

normaux and *beau/beaux*.

Irregular adjectives include *beau, nouveau, long, bon, fou, frais, gros* and *vieux*.

Adjectives usually go after the noun they describe, but certain adjectives go before it; examples include *grand, petit, bon, mauvais, joli, gros* and *excellent*.

- ③ Translate into French: an interesting programme, some good ideas, a fascinating book, bad publicity, an ambitious young actress.

2.2 Possessive adjectives

[set in grid]

m.f.	plural			
my	<i>mon</i>	<i>ma</i>	<i>mes</i>	
your	<i>ton</i>	<i>ta</i>	<i>tes</i>	
his/her		<i>son</i>	<i>sa</i>	<i>ses</i>
our	<i>notre</i>	<i>notre</i>	<i>nos</i>	
your	<i>votre</i>	<i>votre</i>	<i>vos</i>	
their	<i>leur</i>	<i>leur</i>	<i>leurs</i>	

- ④ Give the right possessive adjective: (my) *sport préféré*, (his) *baskets*, (our) *équipe*, (your) *but*, (their) *victoire*.

3 Adverbs

Adverbs are used to say how something is done: easily, quietly, etc.

To form an adverb in French, you usually add *-ment* to the feminine form of the adjective.

normal [arrow] *normale* [arrow] **normalement** = normally

heureux [arrow] *heureuse* [arrow] **heureusement** = happily

Exceptions include adjectives ending in *-ent* or *-ant* which follow the pattern *constant/constamment* and those which change the final *-e* to *-é* such as *précis/précisément* and *énorme/énormément*.

Irregulars include *très, assez, trop, beaucoup* and *bien*.

4 Comparisons

Use *plus, moins* or *aussi* to compare two things.

Julien est plus sportif que Florence.

Elle joue moins bien que lui.

Mais elle joue aussi bien que sa sœur.

The exceptions are *meilleur* (better) and *mauvais/pire* (worse).

Use *le plus* or *le moins* to form a superlative.

C'est la destination de vacances la plus populaire chez les Français.

Le mieux (the best) and *le pire* (the worst) are exceptions.

Elle fait le mieux la cuisine.