

UNPACKING THE VCE FRENCH EXAM



CREATED BY

the Association of French Teachers in Victoria

www.aftv.vic.edu.au

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For the most accurate information on the VCAA examination format and assessment criteria, go to the VCAA website www.vcaa.vic.edu.au and click on VCE.

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VIDEO #1
~INTRODUCTION~
[Link to video](#)

The Oral Exam	The Written Exam
Monday 12 October - Friday 6 November 2020 Notified of dates and times from Monday 17 August	Monday 30 November 2020 3pm-5:15pm

What to take to the Written Exam?

- A clean dictionary with no added notes or tabs (monolingual AND/OR bilingual)
- Water (clear, unlabeled bottle). (You won't make friends by coughing during the listening section)
- Take pens, highlighters, reliable transport and a deep breath!
- Calm breathing, mindfulness and meditation are always good

During Reading Time

- No pens allowed
- Read questions thoroughly, especially listening
- You can refer to your dictionary

Additional information

- The total length of one playing of the three listening texts will be 4½ – 5 minutes.
- The total length of the two reading texts in Section 2 will be approximately 500 words.
- There will be one or two visual texts in this examination.

Relevant references

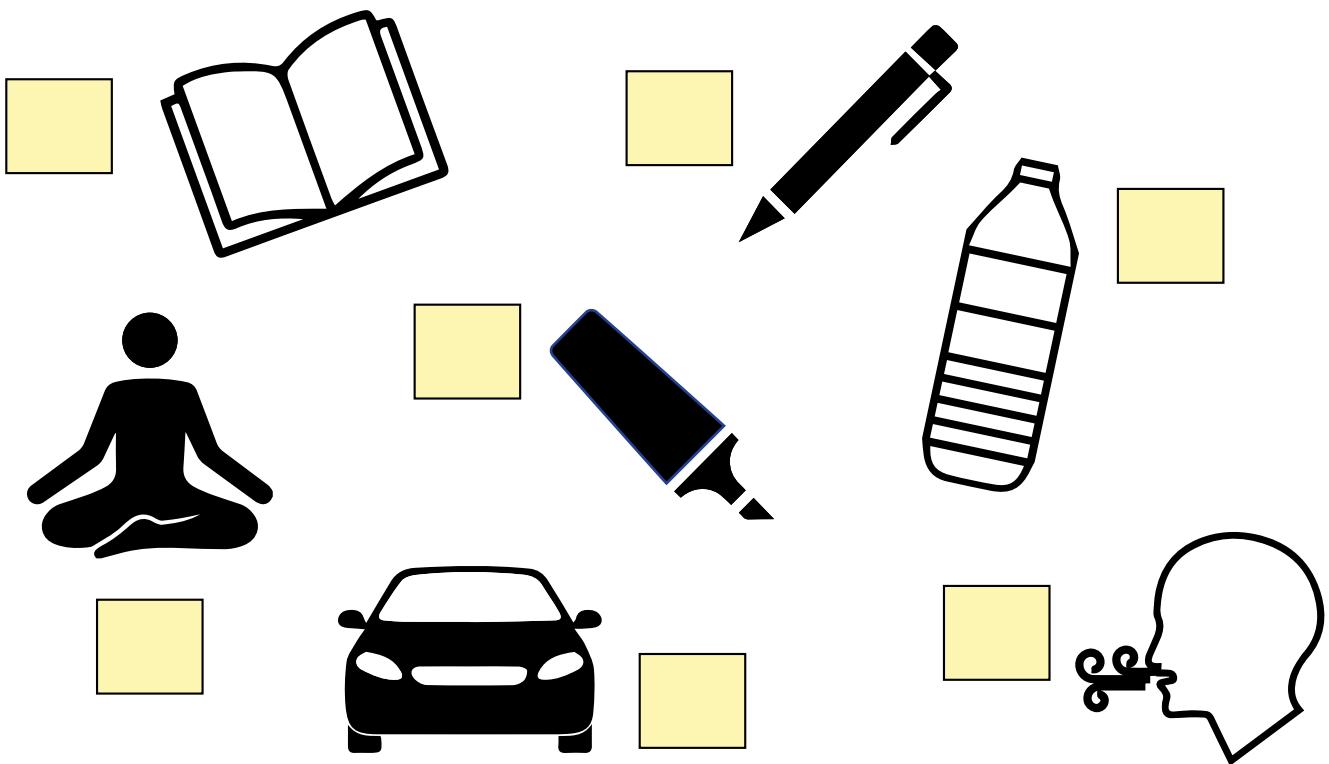
- The following publications should be referred to in relation to the VCE French written examination:
 - VCE French Study Design 2020–2023
 - VCE French – Advice for teachers 2020–2023
 - VCAA Bulletin Advice

Video #1

Introduction

WHAT TO BRING CHECKLIST

- A clean dictionary with no added notes or tabs (monolingual AND/OR bilingual)
- Water (no labels)
- Take pens, highlighters, reliable transport and a deep breath!
- Calm breathing, mindfulness and meditation are always good



VIDEO #2
~ORAL EXAM~
 Section 1 + 2
[Link to video](#)

Monday 12 October - Friday 6 November 2020

Structure	Format	Criteria	Length	Total Marks
				40
Section 1	Conversation	1. Content & communication Information, ideas and opinions about the student's personal world and their interactions with the language and culture as learners 2. Language Accurate and appropriate language structures and vocabulary related to the student's personal world and their interactions with the language and culture as learners	7 minutes	20 marks
Section 2	Discussion	1. Content & communication Information, ideas and opinions related to the chosen subtopic and supporting visual material 2. Language Accurate and appropriate language structures and vocabulary related to the chosen subtopic and supporting visual material	8 minutes	20 marks

Format

- Two assessors
- Upon entering, say your student number in English. This will be the ONLY time English is used in the exam
- Then the examiners will ask you to indicate, in French, your chosen subtopic and the supporting visual material that you have brought with you for the discussion in Section 2
- Supporting visual material is a requirement. This introductory information will not be assessed

Prescribed themes and topics, and suggested subtopics

The individual	The French-speaking communities	The world around us
<ul style="list-style-type: none"> Personal identity and lifestyles For example, personal opinions and values, adolescence, generational differences, health and wellbeing, leisure, rights and responsibilities, gender issues. Relationships For example, family and friends, school relationships, work relationships, pets, relationships through social media. Aspirations, education and careers For example, forward looking to the future, hopes and concerns, challenges and goals, exchanges and gap years, tertiary options, casual work, occupations and careers, lifelong learning, work-life balance. 	<ul style="list-style-type: none"> The francophone world For example, the French overseas departments and territories, living in France and francophone countries, traditions and regional life, the French political system, visiting France. Historical perspectives For example, important historical events, social structures in the past and their influence on the present, colonial France, significant historical figures. French cultural perspectives For example, fashion, cinema, architecture, arts, gastronomy, music, tourism, literature, theatre. 	<ul style="list-style-type: none"> Global and contemporary society For example, cultural and language identity, migration, the place of France in Europe, the European Union's global influence, effects of humans on nature, social justice, volunteering, charities, an ideal world, travel. Communication and media For example, the internet, advertising, social media, our connection to screens, newspapers, TV, radio, entertainment, cinema. Technology and science For example, research, manufacturing, advances and innovations, the impact of technology and science on society, sustainability.

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested subtopics.

Section 1: Conversation

About the student's personal world and their interactions with the language and culture as learners

- General conversation between the student and the two assessors about the student's personal world and their interactions with the French language and culture as learners
- May support your personal reactions by referring to any of the relevant subtopics studied in class from the themes 'The individual' and 'The French-speaking communities'

Les Astuces

- Preparation is key, but so is spontaneity
- Use interesting content and expand on the assessors' questions
- Manipulate the conversation towards your favourite areas
- Build a mind map of different ways in which the conversation could progress
- Run practice orals with teachers and other native French speakers

Possible questions

- Questions ouvertes - en étudiant les relations qu'est-ce que vous avez étudié?
- Est-ce que vous avez étudié qqch qui vous a choqué?
- Qu'est-ce qui était difficile/facile/different/surprenant ?
- Pourquoi apprendre le français quand tout le monde parle anglais ?
- Quel thème avez-vous préféré ?
- Quels conseils donneriez-vous à un.e un élève qui veut étudier le français ? - qu'est-ce que vous recommanderiez?
- Est-ce que l'expérience de [xx] est différente en Australie et en France?
- Comment ça se passe en Australie?
- Est-ce que vos études de français vous ont aidé à mieux comprendre votre langue maternelle?
- Parlez de la présence ou l'absence de la culture française en Australie?
- Qu'est-ce que l'apprentissage de français vous a apporté ?
- Pourquoi faire un échange ?
- Est-ce que vous regardez souvent les émissions françaises, laquelle avez-vous préférée?
- Est-ce que vous avez remarqué des différences entre le français [parlé] en Nouvelle Calédonie/au Canada ?

Section 2: Discussion

About chosen subtopic and supporting visual material

- The subtopic and the supporting visual material must be related to either the prescribed theme 'The French-speaking communities' or the prescribed theme 'The world around us'
- The focus of the discussion will be on exploring aspects of the subtopic, including information, opinions and ideas
- You will be expected to respond to questions on the subtopic itself and the supporting visual material that you have brought with you

Les Astuces

- Research your topic in depth and prepare for a range of sample questions
- Use other texts to discuss your sous-thème - VCAA is looking for spontaneity and to satisfy the needs of the bell curve
- Express your opinion!
- Review vocabulary to describe a photo - au premier plan, à l'arrière plan - et des mots clés
- Discuss your topic in the context of French culture and values. If possible, mention the significance of your topic to France/the world today

Possible questions

- Pourquoi avez-vous choisi cette photo ?
- De quel thème traite cette photo?
- Décrivez la photo
- Comment vous l'interprétez?
- Comment la photo est-elle liée au thème?

Possible questions: 'la voiture électrique'

- Est-ce que c'est la voiture de l'avenir ?
- Est-ce que cette photo représente la France de l'avenir ?
- Pourquoi acheter cette voiture ?
- Est-ce que cette voiture est disponible en Australie?
- Pollution en France par rapport à l'Australie?
- Quel est le message de cette image?
- Décrivez la photo
- Qu'est-ce que c'est que ça? [indiquez qqch]
- Quels sont les effets positifs des voitures électriques ?
- Pourquoi mettre la voiture devant un lac?
- Est que la France est devenue un leader dans la protection de l'environnement ?
- Quel genre de voiture est-ce que vous achèteriez?
- Que savez-vous au sujet de la marque Renault?
- Est-elle populaire en France ?
- Qu'est-ce que vous faites, vous, pour protéger l'environnement ?
- Pensez-vous que tout le monde aura accès à cette technologie à l'avenir ?
- Est-ce qu'il y a de meilleures solutions pour combattre la pollution ?
- Pourquoi la voiture est-elle appelée Zoé ?



Ideas

- Make a resume after studying each theme
- If asked about an area you're less familiar with, you should steer examiners to another area you're more comfortable with

Approved materials & equipment

- Supporting visual material must consist of one image on a piece of paper no larger than A3
- Three-dimensional objects are not permitted
- The quality of the supporting visual material will not be assessed
- The supporting visual material should not include any writing. If the supporting visual material does contain writing, the amount of writing must be minimal [e.g. a heading]
- Dictionaries, notes and cue cards are not permitted

Mock Oral

To watch an interpretation of what the Oral exam might look like, click [HERE](#)

VIDEO #3
~WRITTEN EXAM~
 Listening Part A + Part B
[Link to video](#)

Structure	Format	Type of questions and answers required	Number and type of texts	Allocated marks	Total Marks
Section 1					
Part A	Questions phrased in <u>English</u> for responses in <u>English</u> – no visual	<ul style="list-style-type: none"> • Tables • Charts • Lists • Forms • Multiple choice • Open ended questions • True/False 	Listen to Text 1	10 marks	
Part B	Questions phrased in <u>English</u> and <u>French</u> for responses in <u>French</u> – no visual	Usually the number of marks equals the number of points you should include.	Listen to Text 2	10 marks	20

Simple Tasks to Practise:

- Complete past VCAA papers
- Use any websites which focus on Listening comprehension texts
- Listen to French radio and TV (RFI/ TV5 Monde)
- Download French podcasts, French Youtube!
- Listen to French music, French films
- Set French as the default language on your devices
- Practise with your friends and your teacher
- Immerse yourself in French every day !

Revise

- Numbers, dates, times
- Alphabet (g=gé, j=ji w y i e)
- Directions (tout droit, à droite, au bout de, au coin de)
- Place names (Tours, Montréal)
- Beware of faux-amis
- Acronyms

During the Exam:

Reading Time:

- Try to imagine the context
- Can you predict any answers?
- What are you looking for? Highlight the question word/s. Are you being asked How/Why/Where/When/What/Who? Watch for 2 of these in the same question
- Are full sentences required? Don't waste precious time reiterating the question
- How will you show your best French?

First Playing:

- Take notes in French in the margin
- Keep up with the text
- Transfer your answers if you have time
- DON'T consult a dictionary while listening
- Check you are answering in the correct language

Pause:

- Transfer the answers of which you're confident into the spaces provided if you have time
- Check key words in a dictionary if you have time
- Attention: your spelling may be incorrect!
- Get ready for the 2nd playing

Second Playing:

- Add more info to your notes
- Check your answers – especially numbers and dates
- Transfer your information to the space provided if you have time

After Text 2:

- Transfer all your answers from your notes into the spaces provided
- Check your genders, agreements, accents
- No blanks! Make an educated guess based on the text - You are NOT penalised for incorrect responses
- Everything in the margin will be ignored – even a perfect answer! :(
- Usually the spaces provided give you an idea of how much you should write. If you write more, circle it and draw an arrow to the rest of the answer to show it should be assessed

Tips for Text 2 (answers in French):

- Read questions in French and in English
- Take notes in French and transfer your answers using your best French BUT:
 - Don't copy question forms in your answer.
 - Remove question words. Remove verb inversions
- You may not have to write in full sentences, but you want to show your best French
- Check your genders/ agreement/ spelling/ tenses and use some nice linking words where possible eg: Néanmoins, pourtant, d'ailleurs
- As soon as all your answers have been entered and proofread MOVE ON to section 2!

Summary:

- Take notes in French, using suitable abbreviations and shorthand
- Answer the questions precisely...don't write everything, just what is required
- Transcribe unfamiliar words phonetically and try different possibilities in the dictionary
- During the pauses: check detail, transfer easy answers and highlight any gaps to fill
- Write in full sentences in French. Use the question statement to formulate your answer
- Focus on grasping the overall context of each passage, not losing track of what is happening

PART A

Text 1

Recording: <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/french-continuers-2019-hsc-exam-pack>
(HSC text from 2019 - Question 3 @ 5' 45)

Transcript

FEMALE: Bonjour monsieur, vous désirez ?

MALE: Bonjour madame. J'ai acheté un aspirateur sans sac et très puissant mais je suis déçu qu'il ne marche pas bien.

FEMALE: Alors, je vais remplir un formulaire de remboursement. Dites-moi ce qui ne va pas.

MALE: Eh bien, malheureusement, l'aspirateur met de la poussière partout !

FEMALE: Oui, et quoi d'autre ?

MALE: De plus, le fil n'est pas assez long et je suis obligé d'utiliser une rallonge.

FEMALE: Oui. Quel est le numéro de série ?

MALE: Le CK 79 25 01

FEMALE: Alors, c'est le CK 79 25 01.

MALE: Oui, c'est ça. Ah ! J'ai oublié de dire que cet appareil est aussi très lourd et difficile à pousser.

FEMALE: Bon, voilà. Merci monsieur.

Questions:

1. Describe the item discussed in the text. (2 marks)

2. What indicates that there is an issue with this item: (2 marks)

3. Complete the refund form (6 marks):

Refund form

Item: _____

Serial number: _____

Reasons for returning the item:

- _____
- _____
- _____
- _____

Answers:

1. The item does not have a disposable bag (1 mark) and is very powerful (1 mark)
2. The man is disappointed (1 mark) and says the item does work well (1 mark)
3. 1 mark each:

Item: vacuum cleaner

Serial number: CK 79 25 01

Reasons for returning the item:

- It blows dust everywhere
- The cord is too short
- It is heavy
- It is hard to push around

PART B

Text 2

Recording: https://drive.google.com/file/d/1JDGG8QxBzlW_NQdnz3o9xsz7ka8XkLU5/view?usp=sharing

Transcript

- Oui, Allô ?
- Euh oui, bonjour , je vous appelle au sujet de l'annonce que vous avez mise sur le panneau d'affichage à la fac de Droit
- Ah oui, bonjour, moi, je m'appelle Alizé. Et toi ? On se tutoie, non?
- Oui, oui, bonjour Alizé. Moi, c'est Basile. Alors, tu cherches toujours un ou une colocataire ?
- Eh oui, je devais partager l'appartement avec ma meilleure amie Charlotte. Mais, elle a décidé à la dernière minute de prendre une année sabbatique. Elle va passer une année en Australie. Donc, bref, la chambre est libre.
- Et l'appart est situé où ?
- Dans le quartier latin, rue des Ecoles. Dans le 5 ème arrondissement. Pas loin du Jardin du Luxembourg.
- Super, Et est-ce que la chambre est meublée ?
- Non, non, elle est vide.
- Elle fait combien de mètres carré ?
- 10 mètres carré
- Et le loyer ?
- 1200 euros par mois (toutes charges comprises)
- Donc, eau, électricité, gaz, chauffage ?
- Tout à fait.
- Et la connexion WIFI ?
- Ça , ça sera à partager.
- D'accord. Alors, Alizé, est-ce que je pourrais venir la visiter ?
- Euh oui, alors, j'ai un cours magistral de Droit International qui finit à 18 heures mardi. Du coup, mardi, après 18 heures ça te va ?
- Tu étudies le Droit, aussi ? Génial. Moi, je finis à 17 h30 mardi.
- Eh bien, dans ce cas-là, rendez-vous devant le panneau d'affichage de la fac de Droit à 18 h 30
- Excellente idée, Alizé ! A mardi, 18 heures 30. Devant le panneau d'affichage de la fac de Droit. Au revoir, Alizé
- A mardi, Basile.

Questions:

1. In a short paragraph, give 3 pieces of information about the room available in Alizé's flat.
Ecrivez un paragraphe dans lequel vous donnerez trois détails sur la chambre disponible chez Alizé. (3 marks)

2. Who is Charlotte and why does Alizé mention her?
Qui est Charlotte et pourquoi Alizé parle-t-elle d'elle ? (1 mark)

3. When and where are Alizé and Basile going to meet ?
Où et quand précisément est-ce qu'Alizé and Basile vont se rencontrer ? (1 mark)

Answers:

1. **Three of**
 - Pas meublée
 - 1200 euros par mois
 - dans le 5^e arrondissement
 - près du Jardin du Luxembourg
 - 10 m²
 - eau, gaz, électricité, chauffage compris
 - wifi pas compris
2. La meilleure amie d'Alizé **and**
Devait partager l'appartement avec Alizé **or** Part passer un an en Australie
3. mardi à 18h30 devant le panneau d'affichage (de la fac de Droit)

Assessment criteria

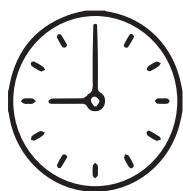
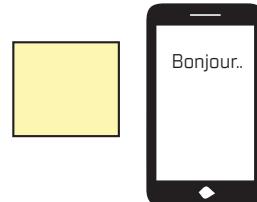
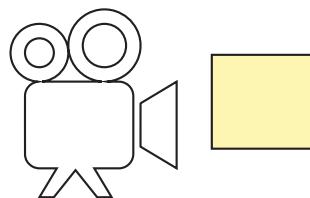
5 marks for capacity to understand general and specific aspects of the text and
5 marks for accuracy and range of language.

Video #3

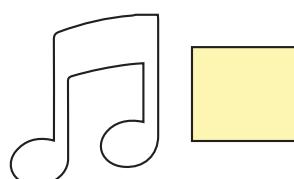
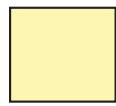
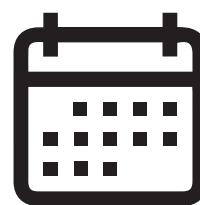
Listening 1 + 2

REVISION CHECKLIST

- Listen to French radio and TV (RFI/ TV5 Monde)
- Download French podcasts, French Youtube!
- Listen to French music, French films
- Set French as the default language on your devices
- Practise with your friends and your teacher
- Complete past VCAA papers
- Immerse yourself in French **EVERY DAY !**
- Dates
- Numbers
- Times
- Alphabet (g=gé, j=ji w y i e)
- Directions (tout droit, à droite, au bout de, au coin de)
- Place names (Tours, Montréal)
- Beware of faux-amis
- Acronyms



g j



VIDEO #4
~WRITTEN EXAM~

Section 2 Part A
 Texts 3A and 3B
[Link to video](#)

Structure	Format	Criteria	Instructions	Total Marks
Section 2				35
Part A	Reading, listening and responding in English	The capacity to understand and convey general and specific aspects of texts.	Read Text 3A	20
			Listen to Text 3B	
Part B Video 5	Reading and responding in French	The capacity to understand general and specific aspects of texts The capacity to convey information and opinions accurately and appropriately.	Read Text 4	15

Specific Instructions

- You have five minutes to read Text 3A
- At the end of the five minutes, Text 3B, a listening text, will be played
- The text will be played twice. There will be a short break between the first and second playings of the text
- You may make notes at any time. Answer the questions in English
- Questions may relate to either Text 3A or Text 3B, or to both texts
- All responses must be based on the texts

During reading time

- Read all questions carefully, especially those pertaining to any spoken text
- During the five minutes allocated to reading Text 3A, read all questions relating to Texts 3A and 3B and clearly identify the ones relevant to Text 3B
- This will help you take notes during the two playings of the spoken text
- Then read the written text. If you don't have time to read Text 3A in its entirety, you can easily go back to it

Les Astuces

- Read the questions carefully and ensure that you do answer them appropriately
- Highlight the key question words: who, what, where, when, why, how
- And whether the information required is contained in Text 3A, Text 3B or both
- Jot down the key question words you have highlighted to help you extract the required information as you hear it
- Answer each question carefully and thoroughly
- Look at the marking scheme and the space provided
- This will allow you to gauge how many pieces of information are required, and the length of the expected answer
- For filling in tables, ensure you put the required information in the appropriate section

SECTION 2

Part A – Reading, listening and responding

Instructions for Section 2-Part A

Texts 3A and 3B Question 3

You have five minutes to read Text 3A.

At the end of the five minutes, Text 3B, a listening text, will be played. The text will be played twice. There will be a short break between the first and second playing of the text. You may make notes at any time.

Answer the questions in **ENGLISH**. Questions may relate to either Text A or Text B, or to both texts.

All responses **must** be based on the texts.

Text 3A



Le Gâteau des Rois



La Galette des Rois

TRADITIONS FRANÇAISES

Présentation d 'Antonin et de Léa - Elèves de CM2

Ecole primaire Jules Ferry

Historique : A l'époque romaine lors des Saturnales qui avaient lieu en décembre-janvier, les Romains désignaient un esclave comme « roi du jour ». Pendant un banquet, les Romains utilisaient une fève cachée dans un gâteau pour désigner le « roi du jour » dont tous les vœux étaient exaucés pendant une journée. Les chrétiens ont repris cette tradition pour fêter l'Epiphanie le 6 janvier. Pour célébrer la visite des trois rois mages qui auraient apporté de l'or, de l'encens et de la myrrhe à l'enfant Jésus. Là encore, on cachait une fève dans un gâteau. Le plus jeune de la famille se mettait sous la table et disait à la personne chargée de distribuer les parts de gâteau à qui donner la part qu'il avait dans la main. Celui ou celle qui trouvait la fève devenait roi ou reine et devait choisir son roi et sa reine. A la révolution française, les révolutionnaires veulent abolir cette tradition. La Galette des Rois est devenue la Galette de la Liberté et l'Epiphanie la Fête du Bon Voisinage. Après la révolution, on a de nouveau la Galette des Rois.

Gâteau des Rois ou Galette des Rois ? : En fait dans le Nord de la France, on mange une Galette des Rois à base de pâte feuilletée et fourrée de frangipane (à base de beurre, d'œufs, de pâte d'amande) alors que dans le Sud de la France le Gâteau du Roi est un gâteau brioché sucré à la fleur d'oranger décoré de fruits confits

Les fèves : Au début, la fève était une vraie fève, puis des pièces de monnaie. Mais, de nos jours, les pâtissiers mettent des figurines en porcelaine ou en plastique et dans le sud de la France des santons miniatures en céramique. Au musée de Blain, près de Nantes, on peut voir une collection de plus de 10 000 fèves.

Bibliographie : Wikipédia

Text 3B

Sound File: https://drive.google.com/file/d/1eXUHnto5RGYoZYdnGFTuC_xR4bOII56/view?usp=sharing

- Dis donc, Colas, ça te dit de venir manger une Galette des Rois ce soir ?
- Ce soir ? Mais, attends, Séverine. On n'est que le 2 janvier.
- Et alors ?
- Mais, si je me souviens bien, les rois se tirent le 6 janvier, le jour de l'Epiphanie, n'est-ce pas ?
- Oh là là, Colas, que tu es vieux jeu. Oui, oui, je sais ... le jour où les trois rois mages auraient apporté de l'or, de l'encens et de la myrrhe. Mais bon, il y a déjà des galettes des rois partout dans les supermarchés et dans les boulangeries.
- Oui, mais enfin, la Galette des Rois, c'est le 6 janvier. Cela me rappelle tant de souvenirs.
- Colas et la nostalgie. Tu ne vas pas me dire : De mon temps....
- Mais si Séverine, de mon temps, on tirait les rois, le 6 janvier pas un jour avant ou pas un jour après.
- Bon, alors tu viens ou pas ?
- D'accord, mais à une seule condition.
- Que tu aies la fève et que tu sois le roi ?
- Ah, ah très drôle... Non, que ce soit moi qui décide qui aura quelle part.
- Je vois, alors tu devras te mettre sous la table et me dire à qui je dois donner la part que je viens de couper.
- Mais, Séverine, on faisait ça aussi de ton temps ?
- Et oui, Colas... De plus, j'étais la plus jeune de la famille.
- Ça c'est drôle. Moi aussi. Et dis-moi, on achète une galette à la frangipane ?
- Bien sûr, il n'y en a pas d'autre. On est à Paris.
- Alors là oui, pour les moins traditionnalistes, il y a des Galettes des Rois au chocolat, aux pommes et même à l'ananas.
- Ah non, non, Colas, à la frangipane. Restons dans les traditions !
- Bon tu achètes la galette et moi, j'achète une bouteille de Champagne.
- Et dis-moi, Colas, si tu as la fève, tu me choisiras comme reine.
- On verra.... Mais, tu sais je trouve que toutes ces fêtes traditionnelles sont devenues beaucoup trop commerciales comme Noël et Pâques
- Je sais, je sais, Colas ... Bon à ce soir, 20 heures.
- A ce soir

Questions:

Question 3- Answer the following questions in **ENGLISH**

Responses in the wrong language will receive no credit.

- a. According to **Text 3A**, what is the oldest origin of this tradition? (1 mark)

- b. According to **Text 3A**, what happened during the French Revolution? (2 marks)

- c. Fill in the table below using information from **Text 3 A** (6 marks)

	Galette des Rois	Gâteau des Rois
Where in France?		
Type of dough?		
Filling		
Decoration		

- d. What can be found in both the *Galette des Rois* and the *Gâteau des Rois* nowadays and what can it be made of? (2 marks)

- e. According to **Text 3B**, when exactly are Séverine and Colas having this conversation? (1 mark)

f. According to **Text 3B**, what three fillings available for this *galette* does Séverine disapprove of? (3 marks)

- _____
- _____
- _____

g. What common pieces of information are mentioned in both **Text 3A** and **Text 3B** (5 marks)

- _____
- _____
- _____

Answers:

Question 3

- a. Roman times (1 mark)
- b. Both:
 - The Cake of the Kings became the Liberty Cake
 - The Epiphany festival became the Good Neighbourhood Festival (2 marks)
- c. Fill in the table : (6 marks)

	Galette des Rois	Gâteau des Rois
Where in France?	North	South
Type of dough?	puff pastry	brioche
Filling	almond cream/paste	
Decoration		candied fruit

- d. A charm/bean/figurine (1 mark) AND plastic (1 mark), AND/ OR china (1 mark) AND/OR ceramic (1 mark)
- e. Jan 2 (1 mark)
- f. Chocolate, Apple & Pineapple (3 marks)
- g. All of:
 - Celebrated 6 January
 - Gold, frankincense, myrrh were brought to baby Jesus
 - The youngest in the family crawls under the table and decides who gets the next slice
 - Slice of galette
 - A king or queen chooses his/her king/queen (5 marks)

VIDEO #5
~WRITTEN EXAM~
 Section 2 Part B
 Text 4
[Link to video](#)

Structure	Format	Criteria	Instructions	Total Marks
Section 2				35
Part A Video 4	Reading, listening and responding in English	The capacity to understand and convey general and specific aspects of texts	Read Text 3A	20
			Listen to Text 3B	
Part B	Reading and responding in French	The capacity to understand general and specific aspects of texts The capacity to convey information and opinions accurately and appropriately	Read Text 4	15

Specific Instructions

- Read the text and then answer the question in approximately 150 words in French
- Your response must be based on the text

Whilst reading Text 4

- Highlight the information you are selecting to include in your response
- Your response must be based on and demonstrate your understanding of Text 4 only
- Make a note of the key features of the required text type (page 12 of the VCE French Study Design 2020–2023) and include them as you write your response

Look out for

- Title, sub headings
- Introductory remarks
- Dates / times
- Email address / URL
- Author
- Punctuation
- Images
- Tone / writer's opinion

During writing time

- Ensure that you spell words or expressions which you are using from the text correctly
- Try to use a variety of more complex sentence structures, which are appropriate to both the text type and the kind of writing, for example:
 - Avant de + infinitive
 - Après + perfect infinitive
 - En + present participle
 - Si clauses
 - Subjunctive

Practice Question

SECTION 2

Part B– Reading and responding in French

Instructions for Section 2 - Part B

Texts 4, Question 4 (15 marks)

Read the text and then answer the question in approximately 150 words in **FRENCH** on the next page. Your response **must** be based on the text.

Renaissance des jardins potagers urbains

17 millions de Français s'affairent dans leur jardin potager tous les weekends. Jardiner leur permet de se détendre de faire une cure anti-stress et de se rapprocher de la nature d'une façon saine et zen.

La “jardinothérapie” ou mettre ses mains dans la terre est désormais reconnue bénéfique pour la santé mentale et physique des citadins. André Le Nôtre, paysagiste et fondateur du site vertdeterre.fr déclare que « de plus en plus de municipalités soutiennent les jardins potagers collectifs où chaque citoyen, jeune ou vieux, peut faire pousser ou voir pousser et même manger ensemble ». Des établissements scolaires, des associations caritatives et des cliniques du troisième âge offrent des programmes de « jardinothérapie » où des jardins potagers sont établis et permettent aux participants de non seulement faire pousser mais aussi de déguster dans la convivialité les fruits de leur labeur.

Les sites, les blogs, les émissions de télévision et de radio consacrées au jardinage sont populaires et font figurer des initiatives des quatre coins de l'Hexagone. Ces jardins enchantent le cœur autant que les estomacs.

Text 4- Answer the following questions in **FRENCH**

Responses in the wrong language will receive no credit.

TASK

Vous avez lu l'article *Renaissance des jardins potagers urbains*. Étant conseiller municipal de votre municipalité, écrivez le discours que vous allez faire pour persuader le conseil municipal de soutenir la création d'un jardin potager dans votre ville.

You have read the *Renaissance des jardins potagers urbains* article. Being a local councillor, write the script of the speech to convince fellow councillors to support the establishment of community vegetable garden in your city.

Writing in French

Questions to answer when planning:

For whom am I writing this piece of writing? (Audience)	
What am I writing? (Text type?)	
What am I trying to do? (Kind of writing)	
What is my topic?	

Plan your response here:

Answers

Part B- Reading and responding in French

- The capacity to understand general and specific aspects of texts
- The capacity to convey information and opinions accurately and appropriately
- (Refer to Section 3: Writing for more information)

Questions to answer when planning:

For whom am I writing this piece of writing? (Audience)	Conseiller municipal
What am I writing? (Text type?)	Speech
What am I trying to do? (Kind of writing)	Persuade
What is my topic?	Écrivez le discours que vous allez faire pour persuader le conseil municipal de soutenir la création d'un jardin potager dans votre ville

Criterion 1: The capacity to understand general and specific aspects of texts

- Bon pour la santé mentale
- Bon pour la santé physique
- Activité conviviale
- Pour tous les âges (jeunes/vieux)
- Jardinothérapie
- 17 millions de Français jardinent
- Manger les fruits de leur labeur ensemble
- Beaucoup de municipalités en ont un
- Bon pour la réputation de la ville (à la télé / à la radio) bon pour tourisme ?
- Bon pour réélection ?

Criterion 2: The capacity to convey information and opinions accurately and appropriately

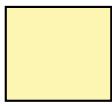
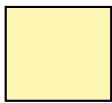
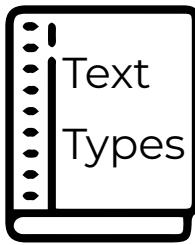
Key features of text	N.B. Features of a speech: title/topic; structure; content; register; style; layout <i>For example:</i> Opener – Bienvenue chers collègues Reason you're there – Je suis là pour vous parler de ... Closer – Merci de m'avoir écouté. Avez-vous des questions?
Kind of writing	Persuasive – techniques?
Key words	conseiller municipal, persuader, conseil municipal, soutenir, jardin potager, votre ville
Tenses	As wide a variety as possible: <ul style="list-style-type: none"> • Passé composé/ imparfait - describe what has happened • Plusqueparfait – what happened prior to that • Subjunctive – suggesting urgency, using certain conjunctions like 'il faut que' • Hypotheses - conditional / si clauses • Predictions - future
Connecteurs logiques	<ul style="list-style-type: none"> • D'abord/ensuite • Premièrement, deuxièmement • Néanmoins • Cependant, etc

Video #5

Section 2 Part B

REVISION CHECKLIST

- Kinds of writing: informative, persuasive, evaluative, personal or imaginative
- Text Types
- Connecteurs logiques
- Sentence structures
- What to look out for in the text



- Avant de + infinitive
- Après + perfect infinitive
- En+ present participle
- Si clauses
- Subjunctive

VIDEO #6
~WRITTEN EXAM~
 Section 3
 Writing
[Link to video](#)

Format	Criteria	Instructions	Total Marks
Section 3			20
Write a text in French that presents ideas and/or information and/or opinions and/or arguments.	Capacity to demonstrate relevance, breadth and depth of content (Relevance, depth and structure) Capacity to demonstrate accuracy, range and appropriateness of vocabulary and grammar (Accuracy, appropriateness and cohesiveness)	Attempt one of the four tasks.	20

Specific Instructions

- Each task is related to one of the prescribed themes & will specify a context, purpose, style of writing (personal, imaginative, persuasive, informative or evaluative), audience and text type
- The four tasks in Section 3 will differ from the task in Part B of Section 2 in both text type and style of writing
- You will be required to write a response of 200–300 words
- The tasks will be phrased in English and French for a response in French
- A visual text may be included in this section of the examination

Kinds of writing

Personal

- Develops a relationship between writer and reader
- Often uses familiar and emotive language
- Your opinion is required

Imaginative

- Aims to create a strong impression
- Includes description to evoke a certain atmosphere by use of language and structure

Persuasive

- Aims to manipulate the reader's emotions and opinions
- Aims to achieve a specific purpose
- Will use certain language with a particular audience in mind

Informative

- Conveys information as clearly as possible
- Uses facts, quotations and references as evidence
- Normally, NO particular point of view to convey

Evaluative

- Presents and discusses facts and ideas logically
- Presents 2+ important aspects of an issue or sides of an argument
- Uses objective style

Text Types

Text types and writing styles

VCE French

Units 1 and 2: 2019–2023; Units 3 and 4: 2020–2023 12

Text types

Students come into contact with a wide range of texts when undertaking VCE French and practise listening, speaking, reading, writing, and viewing skills through texts of all types. The texts used by students to practise receptive language skills (listening, reading and viewing) should be chosen for their suitability to develop student learning in the selected subtopics for each unit. The demands on students are greater when producing original texts (spoken or written). Productive activities must be appropriate to the level of language learning of the students. For the purpose of this study, viewed texts may include photographs, pictures, posters, films or film clips, captioned illustrations or maps related to the subtopic. It is important that students have an awareness of the features, context, purpose and audience of each text used and the text type in general.

The text types that students can reasonably be expected to produce by the completion of this study include:

Article	Email	Review
Autobiographical/Biographical extract	Interview	Role-play
Blog	Journal entry	Script for a speech, film, play or podcast
Brochure/Leaflet	Letter (formal or informal)	
Conversation	Report	Short story

Audience/ purpose

- Identify your audience and ensure you strike the correct ‘tone’
- Is the purpose of your task to persuade, entertain, inform, analyse or criticise?

Plan/Structure

- Introduction - Body - Conclusion
- N.B. Remember to include the appropriate features of the text type:
 - Title? Date? Closing statement?

Verbs/grammar

- Présent, négatif, impératif, interrogatif
- Passé composé, imparfait
- Plus-que-parfait
- Futur proche, futur simple, futur antérieur
- Conditionnel, conditionnel passé
- Subjonctif

Vocabulary

- Have a list of key vocabulary prepared
- N.B. Faux Amis! (examples in the PDF)
- Have a list of expressions prepared
- Try adding appropriate idiomatic expressions suited to register / tone / kind of writing / context

Instructions

- Correct length [200-300 words]
- Solid structure [intro/body/conclusion]
- Accurate grammar [genders/agreements (both adjectives and verbs)] + spelling
- Check over your work!

Writing in French

- Write neatly and clearly
- If you make a mistake, cross it out and rewrite
- Don't use pencil or pale ink
- Keep track of time
- Practise using a dictionary before the exam
- Don't translate directly from English to French

How to prepare

- Practise writing regularly in French on a variety of themes and topics
- Read chief assessor reports of past exams on the VCAA website
- Consult other texts
- Consider attending online workshops

Les Astuces

- Choose your question carefully
- Don't just go for the shortest question; complicated looking topics are often really structured and thus easy to plan for
- Make sure you can master the kind of writing AND the text type
- Do you need to be subjective or objective [persuasive vs informative]?
- If you can't work out what style/text type the question requires, choose another question

VCE Second language examinations 2020–2023

Written examination – End of year

Assessment criteria for Section 3 and expected qualities for the mark range

Assessment criteria

Criterion 1 – Capacity to demonstrate relevance, breadth and depth of content

- relevance of content in relation to task set
- comprehensiveness and sophistication of content
- structuring and sequencing of ideas within and between paragraphs

Criterion 2 – Capacity to demonstrate accuracy, range and appropriateness of vocabulary and grammar

- accuracy and range of vocabulary and grammar
- appropriateness of vocabulary and grammar for the context, purpose, style of writing, audience and text type
- cohesiveness of writing within and between paragraphs

Assessors mark holistically, relating student performance to the published criteria and ranking students over the full range of marks available. Determination of the mark is assisted by the descriptors in ‘Expected qualities for the mark range’. These descriptors have been written to reflect the level of achievement expected at a particular mark or mark range. Both the criteria and the descriptors are fully explored and directly related to the range of student responses during the assessor training process.

Expected qualities for the mark range

Mark(s)	Expected qualities
19–20	<ul style="list-style-type: none"> • demonstrates an original interpretation of the task, always adhering to the task itself • demonstrates sophisticated structuring and sequencing of information and ideas appropriate to the context, purpose and audience specified in the task • demonstrates authentic features of the required style of writing and text type • uses sophisticated and appropriate vocabulary and demonstrates outstanding control of grammatical structures and, where relevant, highly accurate script; minor slips
16–18	<ul style="list-style-type: none"> • conveys highly relevant and significant information, successfully integrating information and ideas in a sophisticated manner throughout the response • demonstrates highly effective structuring and sequencing of information and ideas appropriate to the context, purpose and audience specified in the task • demonstrates highly appropriate features of the required style of writing and text type • uses a broad range of sophisticated vocabulary and complex and accurate grammatical structures and, where relevant, accurate script; few errors
13–15	<ul style="list-style-type: none"> • conveys relevant and significant information, successfully integrating information and ideas throughout the response • demonstrates effective structuring and sequencing of information and ideas appropriate to the context, purpose and audience specified in the task • demonstrates most of the features of the required style of writing and text type • uses a range of appropriate vocabulary, including some complex grammatical structures and, where relevant, mostly accurate script; some errors
10–12	<ul style="list-style-type: none"> • provides relevant information and ideas throughout the response • demonstrates structuring and sequencing of information and ideas appropriate to the task • demonstrates the features of the required style of writing and text type • uses suitable vocabulary and grammatical structures and, where relevant, uses script appropriately • a number of errors with expression and language control
7–9	<ul style="list-style-type: none"> • provides some relevant information and ideas throughout the response • inconsistent structuring and sequencing of information and ideas across the response; audience and purpose not clearly reflected in the response • demonstrates some of the features of the required style of writing, mostly in the required text type • often uses vocabulary and grammatical structures inappropriately • frequent errors with expression and language control and, where relevant, script
4–6	<ul style="list-style-type: none"> • provides basic information and ideas relevant to the task • demonstrates little structuring and sequencing of information and ideas • demonstrates insufficient features of the required style of writing and text type • uses limited vocabulary and grammatical structures • substantial errors with expression and language control and, where relevant, script
1–3	<ul style="list-style-type: none"> • demonstrates very little awareness of the requirements of the task • uses minimal phrases or words
0	<ul style="list-style-type: none"> • no evidence of meeting the criteria

Practice Questions

Imaginative/ Story



Vous êtes auteur.e pour enfants Ecrivez une histoire basée sur cette photo.
You are a children book's author. Write a short story based on this photo.

Informative/ email

Ecrivez un mèl à votre famille d'accueil française, leur expliquant l'impact que COVID-19 a eu sur votre vie personnelle et de lycéen.ne en 2020.

Write an email to your French host family, explaining how COVID-19 has impacted on your personal and school lives during 2020.

Evaluative/Report

Vous venez d'encadrer un programme de six semaines pour jeunes bénévoles. Vous devez maintenant rédiger un rapport évaluant ce programme et contenant des recommandations pour 2021.

You have just led a 6 week volunteering program for young people. You now need to write a report evaluating this program and making recommendations for 2021.

Personal/Diary entry

On vous a offert un stage d'un an dans une organisation internationale. Ecrivez une page dans votre journal intime dans laquelle vous ferez part des réactions, espoirs et craintes que cette offre a suscités.

You have just been offered in a one-year internship in an international organisation. Record in your personal diary your reactions, hopes and fears this offer has conjured up.

Writing in French

Questions to answer when planning:

For whom am I writing this piece of writing? (Audience)	
What am I writing? (Text type?)	
What am I trying to do? (Kind of writing)	
What is my topic?	

Plan your response here:

Example

Informative/ email

Ecrivez un mél à votre famille d'accueil française, leur expliquant l'impact que COVID-19 a eu sur votre vie personnelle et de lycéen.ne en 2020.

Write an email to your French host family, explaining how COVID-19 has impacted on your personal and school lives during 2020.

Questions to answer when planning:

For whom am I writing this piece of writing? (Audience)	My host family
What am I writing? (Text type?)	Email
What am I trying to do? (Kind of writing)	Inform
What is my topic?	Impact of Covid-19 on your personal and school lives

Criterion 1: Capacity to demonstrate relevance, breadth and depth of content

Vie personnelle	<ul style="list-style-type: none"> • Mes amis me manquent • Moins à faire – ennuyant • Obligé de passer plus de temps avec ma famille
Vie de lycéen	<ul style="list-style-type: none"> • Cours en ligne – peur pour mes études • Technologie – les pour et les contres • Mes amis me manquent
Conclusion	

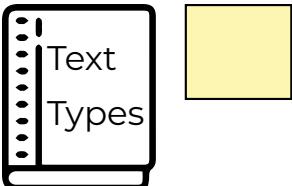
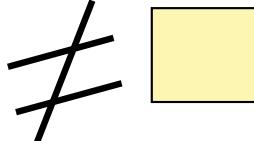
Criterion 2: Capacity to demonstrate accuracy, range and appropriateness of vocabulary and grammar

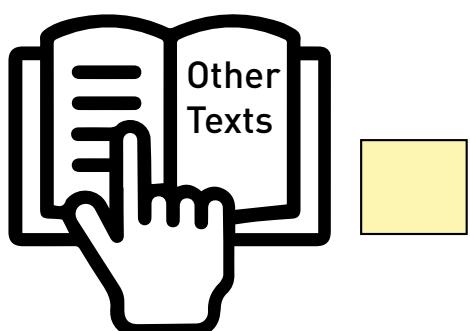
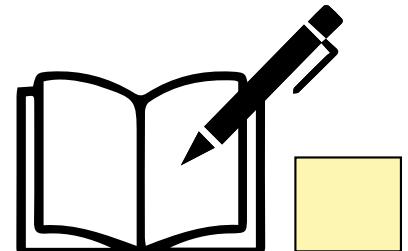
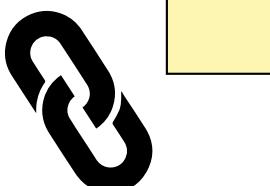
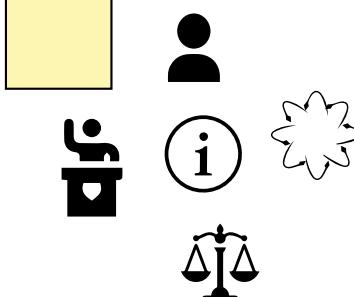
Key features of text	Address; date; salutation; greeting; body (content); farewell; signing off; register; style; layout
Key words	<ul style="list-style-type: none"> • famille d'accueil française • expliquant • l'impact de Covid-19 • votre vie personnelle et de lycéen.ne en 2020
Tenses	As wide a variety as possible: <ul style="list-style-type: none"> • Passé composé/ imparfait - describe what has happened • Plusqueparfait – what happened prior to that • Subjunctive – describing feelings, using certain conjunctions like 'bien que' • Hypotheses - conditional / si clauses • Predictions - future
Connecteurs logiques	<ul style="list-style-type: none"> • d'abord / ensuite • premièrement, deuxièmement • néanmoins, • cependant etc.

Video #6

Section 3 Writing

REVISION CHECKLIST

- Text Types 
- Writing styles 
- Verbs/ Grammar
- Prepare vocabulary list
- Beware of 'Faux-amis'
- Prepare list of expressions
- 'Connecteurs logiques'
- Practise writing regularly in French on a variety of themes and topics.
- Read chief assessor reports of past exams on the VCAA website
- Consult other texts



<https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/French.aspx>

- Présent, négatif, impératif, interrogatif
- Passé composé, imparfait
- Plus-que-parfait
- Futur proche, futur simple, futur antérieur
- Conditionnel, conditionnel passé
- Subjonctif

VIDEO #7

~ANAND'S TIPS + TRICKS~

[Link to video](#)

Intro

- Anand received a study score of 50 in French
- Received a Premier's Award for French
- Cultural ambassador for the Alliance Française
- Author Cambridge Checkpoints study guide for French

Oral Exam

Part 1: Your personal world and your interaction with the French-speaking world (language and cultures)

- Spontaneity is key
- Direct the conversation to those areas that you are most confident in discussing
- Build a mind-map
- Record and listen to your practice orals regularly
- Be open to feedback

Part 2: The French-speaking communities' or the prescribed theme 'The world around us'

- One image, no writing and no larger than A3 size
- Draw thoughtful syntheses and comparisons
- Learn the vocabulary specific to expressing points of view and making connections

Written Exam

- Strong focus on writing
- Fluency with grammar and vocabulary is the backbone of effective writing
- Keep practising these basic skills in the lead-up to the exam

SECTION 1 Parts A + B: Listening

- Two texts, one requiring answers in English and one requiring answers in French
- Important to take effective notes that were targeted to the content of the questions
- Stay focused
- French section: make sure to respond in full sentences
- Keep a positive attitude and don't worry if you miss something
- Practice dictation exercises in class on passages of increasing complexity

SECTION 2 Part A

- Combine and synthesise information from two texts (one spoken and one written)
- Read written text to gain a holistic view and associated context
- Some questions will be specific to a single text
- While others will require you to compare and contrast across the two texts
- If two texts, look through the notes you have written
- Which aspects support/negate the contention of the written piece?

SECTION 2 Part B

- Short written response ~150 words based on a written text
- Support or rebut an author's contention
- Effectively build on the ideas in the text and respond to them in a creative, original way
- Rework the material in the text in your own words
- Use linking words (connectives) to sequence your thoughts
- 'mini-essay' - respect text-type and stylistic conventions
- Look through the reading section of the exams from the old study design from 2016 to 2019

SECTION 3: Writing

- Read through all the prompts and carefully think about which one conforms to your strengths the most
- Plan your essay before starting to write
- Make sure that you have satisfied text-type requirements
- Leave spare time for proofreading
- Vary your vocabulary and grammatical structures over the course of your piece
- Don't force particular constructions
- Your goal is to create a cohesive and effective piece

~Extra Information~

Grammar

Common Faux-amis

There are many words that sound like they can be translated simply from French to English or vice versa, but, in fact they are false friends. A quick search will find lists of false friends.

Eg: <http://www.oxforddictionaries.com/words/difficulties-in-french-false-friends-and-franglais>

English		French		French		English
to achieve	=	réaliser	BUT	achever	=	to complete
actually		en fait		actuellement		at present
character		personnage		caractère		nature/personality
comprehensive		complet		compréhensif		understanding
hazard		danger		hazard		chance
location		emplacement		location		renting, lease
medicine		médicament		médecin		doctor
sensible		raisonnable		sensible		sensitive

Common Acronyms

Given that word order in French is different from word order in English, it is normal that acronyms often surprise us. Try to memorise ones you think will be the most useful to you.

Eg: <http://french.about.com/library/writing/bl-acronyms.htm>

OGM	Organisme Génétiquement Modifié	GMO
SAMU	Secours d'Aide Médicale d'Urgence	Ambulance
SNCF	Société Nationale de Chemins de Fer	National train service
TGV	Train à Grande Vitesse	Very fast train
HLM	Habitation à Loyer Modéré	Housing commission flat
SDF	Sans Domicile Fixe	Homeless person
JO	Jeux Olympiques	Olympic games

Connecteurs logiques/ Connecteurs utiles:

Time Relationship

à la fin <i>at the end</i>	après/et puis/ ensuite <i>after</i>	à peine <i>having just</i>	à partir de ce moment-là <i>from that time onwards</i>
auparavant <i>beforehand</i>	autrefois/jadis <i>in the olden days</i>	bientôt/ d'ici peu <i>soon</i>	peu à peu / petit à petit <i>little by little</i>
de bonne heure/tôt <i>early</i>	tôt ou tard <i>sooner or later</i>	désormais <i>from now on</i>	de temps en temps <i>from time to time</i>

en attendant <i>while waiting</i>	toujours <i>always/still</i>	encore <i>still/again</i>	enfin <i>finally</i>
de nos jours <i>nowadays</i>	actuellement <i>at the moment</i>	lors de <i>during</i>	entre-temps <i>In the meantime</i>
à cette époque <i>in those days</i>	par la suite/plus tard <i>later on</i>	d'abord/ en premier lieu <i>firstly</i>	quelquefois/parfois <i>sometimes</i>
souvent <i>often</i>	déjà <i>already</i>	tout d'abord <i>first of all</i>	tout de suite <i>immediately</i>

Concession

même si <i>even if</i>	bien que/ malgré que <i>despite</i>	sauf <i>apart from</i>	tandis que/ alors que <i>whereas</i>
finalement <i>lastly</i>	mais <i>but</i>	en fait <i>in fact</i>	toutefois/ cependant <i>however</i>
après tout <i>after all</i>	étant donné /vu <i>considering</i>	en effet <i>indeed</i>	

Contradiction

contrairement à <i>contrary to</i>	au moins <i>at least</i>	autrement/ sinon <i>otherwise</i>	toutefois/ cependant <i>/pourtant however</i>
d'autre part/ par contre/ en revanche <i>on the other hand</i>	quand même <i>even though</i>	en tout cas <i>anyway</i>	néanmoins <i>nevertheless</i>

Explanation

c'est à dire <i>that means</i>	c'est la raison pour laquelle <i>it is why</i>	par exemple <i>for example</i>	plus précisément <i>more specifically</i>
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Summing up

à vrai dire/en vérité <i>to be honest</i>	en fin de compte <i>in the end</i>	en tout cas <i>anyway</i>	vraiment <i>truly</i>
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Inference / Implication

apparemment <i>apparently</i>	assurément <i>For sure</i>	certainement <i>certainly</i>	vraisemblablement <i>presumably</i>
sans aucun doute <i>without any doubt</i>	en tout cas <i>in any case</i>	évidemment <i>of course</i>	précisément <i>precisely</i>

Other useful conjunctions

en plus / en outre <i>what's more</i>	bien sûr <i>of course</i>	encore <i>again</i>	certes <i>certainly</i>
ou...ou <i>either...or</i>	d'ailleurs, de plus <i>besides, moreover</i>	ni...ni <i>neither...nor</i>	à cause de <i>because of</i>
soit...soit <i>either...or/ be it... or</i>	grâce à <i>thanks to</i>	vu que <i>seeing that</i>	malgré, en dépit de <i>despite</i>
en particulier, <i>in particular</i>	de plus en plus (de) more and more	de moins en moins (de) <i>less and less of</i>	ceci illustre <i>this illustrates</i>
non seulement <i>not only</i>	dans la mesure où <i>insofar as</i>	premièrement, <i>firstly</i>	ceci vient de .. <i>this comes from ..</i>
car because	tout compte fait <i>all things considered</i>	ceci dépend de <i>This depends on</i>	puisque since

Stylistic devices

avant de + infinitif	=	before doing...
en + participe présent		by/while doing...
après avoir/être + past participle		after doing

si présent	→	futur
si imparfait		conditionnel
si plus-que-parfait		conditionnel passé

BONNE CHANCE !
DE LA PART
DE L'AFTV

