

**MARK SCHEME for the May/June 2011 question paper
for the guidance of teachers**

3015 FRENCH

3015/12

Paper 1 (Translation and Composition),
maximum raw mark 60

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

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General Instructions for Marking Questions 1 and 2

Marks: Communication:	5 marks
Language:	20 marks
Impression:	<u>5 marks</u>
Total:	<u>30 marks</u>

1. Relevance

The essay should, in the opinion of the examiner, be a genuine attempt to answer the question, whether from pictures or rubric. All relevant material should be accepted, even if the candidate has misinterpreted the story or parts of it.

2. Padding

Any material which is clearly irrelevant or deliberately evasive of the subject should be included in the word-count but should be bracketed and ignored in the marking. The word PAD should be written in the left-hand margin.

3. Tenses

Accept either PERFECT or PAST HISTORIC as the narrative tense, **where this is appropriate**. Ignore and accept inconsistencies.

4. Counting words

The definition of a 'word' in the essay questions is any group of letters (including hyphens and apostrophes) between two spaces. Numbers written as figures count as one word. If written as words, follow normal rules. Proper nouns and names count as one word.

5. Titles

Ignore any title supplied by the candidate for both word-counting and marking. In letters, ignore any address and date – start the word count at the prescription.

6. Short essays

These present no problem. They gain fewer ticks.

7. Long essays

The first 150 words ONLY will be assessed for BOTH language AND communication. Put // after the 150th word and ignore everything thereafter. HOWEVER, if the 150th word is part of a following marking unit and is a scoring word, allow it if the unit is correct – Avec // les enfants = 1 IIs// sont partis = 0 IIs sont// partis = 0

8. Marking units

Marking units, which may consist of a single word or a group of words, will be ticked, in accordance with the detailed Language Mark Scheme, if all elements are correct. Please tick ABOVE the marking unit ensuring it is clear to what the tick relates.

Please note that mistakes with accents and hyphens are **not penalised**. Please remember not to penalise punctuation errors, including use/misuse of capitals and splitting words (le super marché) and combining them (pendantque). Please see p. 1, para 8 for treatment of apostrophes.

The exception to this rule is the final –é on the past participle of an –er verb, or of être, which will lose the mark – *il est alle* = 0; *il a été* = 0. Similarly, an unwanted – é on a Present Tense will lose the mark – *il resté* = 0.

Please tolerate *Il est allè* and *elle est alleé* (native speakers are frequently vague in formation and placing of accents).

The rule concerning accents will also apply to Qu. 3.

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9. Plus and Minus symbols

If an examiner feels that a candidate has been excessively rewarded (possibly by gaining ticks repeatedly for identical or nearly identical material) or that s/he has not received all the credit s/he deserves (outstanding vocabulary which only gets one tick or a very brave attempt that gets no tick at all), s/he should indicate this with a – or a + in the right-hand margin.

10. Immediate Repetition

No credit is given for immediate repetition. “Mon Dieu! Mon Dieu!” = 1. Repeated use of particular structures or lexical items should be credited each time, but use minus symbol and bear in mind for Impression mark.

11. Repeated Errors

Repeated vocabulary errors are not treated as consequential in questions 1 and 2. Examiners can compensate by using + symbols in the right-hand margins.

12. Scoring

Language: Draw a line across the page after the first ten ticks and do not count these first ten in the total. An essay with 10 ticks or fewer will score 0. Count subsequent ticks up to a maximum of **60** and divide the total by **3** (round up or down to the nearest whole number – see separate scale on p. 12 for reference). This gives a maximum mark of 20.

Impression: The 5 marks will often be awarded in direct proportion to the Language mark gained, but there is flexibility to move up or down, particularly to reflect the + and – symbols in the right-hand margin. Note that, as the ratio is 1:4, it will sometimes be necessary to make a decision as to whether the Impression mark should go up or down. For example, in the absence of other evidence, a mark of 12 would be awarded an Impression mark of 3; 13 – 3; 14 – 3 or 4; 15 – 4 and so on.

Communication: Five marks are available.

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Marking credit points

1 Verbs

Subject (noun or pronoun) + finite verb correct.

L' amie est arrivée = 1; ils se sont arrêtés = 1.

In compound tenses, failure to make the past participle agree will lose the mark, as will a wrong agreement.

Elle est allé = 0 Elle s'est lavé = 0 Elle s'est lavée les mains = 0

La voiture que (1) j'ai acheté = 0.

Please note that a mistake in the noun invalidates the unit.

Ma amie est arrivée = 0 Cet femme a dit = 0

Negative: Totally correct. Ils n'ont pas vu = 2

Verb correct, mistake in negative. Ils n'ont vu pas = 1. Ils ne ont pas vu. = 1

If there is any mistake in the subject/verb unit, no mark is awarded for the negative. Ils n'ont pas voir = 0. Le fille ne parle pas = 0.

Interrogative: Totally correct. As-tu vu? = 2; Tu as vu? = 2; Est-ce que tu as vu? = 2.

Verb correct but no inversion (or no ? after non-inversion in the interrogative). Tu as vu = 1

If there is any mistake in the subject/verb unit, no mark is awarded for the interrogative. A-t-il fais? = 0 Le fille, est-elle arrivée? = 0

Inversion: Totally correct. "Oui", a-t-il dit = 2. Peut-être (1) viendra-t-il ... = 2

Verb correct but no inversion. "Non", il a répondu = 1

Verb is wrong. "Pierre!" a-t-il crier = 0

Interrogative negative: Totally correct. N'a-t-il pas vu? = 3; Il n'a pas vu? = 3;

Est-ce qu'il n'a pas vu? = 3.

Verb correct, mistake in either negative or interrogative: = 2

Ne a-t-il pas vu? = 2 Il n'a pas vu (When there should be inversion or ?) = 2

Verb correct, wrong negative and inversion = 1

Il n'a vu pas (When there should be inversion or ?) = 1

Verb is wrong. N'a-t-il pas voir? = 0.

Imperative = 1. Viens! = 1; Dépêche-toi! = 1 Negative imperative = 2; Ne sors pas = 2.

Verb is wrong. Ne sort pas = 0

Participle (past or present) = 2; (En) quittant = 2; (Etant) arrivés = 2; Ayant quitté = 2

BUT Vu que = 1

Misrelated Participles: En traversant la rue, la voiture le renversa. Credit the main clause, withhold mark from the participle – likely in most cases to be kinder to the Candidate.

Infinitive Il a décidé = 1d'entrer = 1

Il est allé = 1... regarder = 1

Il s'est mis = 1... à chercher = 1

Il s'est mit = 0... à chercher = 1

Il s'est mit = 0... chercher = 0

After preposition: sans hésiter = 1; avant d'entrer = 1.

Perfect Infinitive = 2 or 0. Après avoir parlé = 2 Après avoir parler = 0

Passive by normal rules: Il a été (1) arrêté = (1). Il a était (0) arrêté (1)

Present Tense: Not acceptable as narrative tense.

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NOTES

- (a) **ALL** verbs score.
J'ai = 1; Il n'a pas = 2; Il était = 1; Est-il = 2, etc.
- (b) Il y a (either meaning) = 1; Il y avait = 1
- (c) Identical subject and verb correct score each time. (But minus in margin)
- (d) Reflexive pronoun is part of verb and does not count separately.
- (e) Plural verb with 2 subjects – accept if either subject correct. Le femme et l'homme ont regardé = 1.
- (f) Incorrect subject with 2 correct verbs – tick second verb. Le femme est sortie et a regardé = 1.
- (g) Two Perfect tense verbs with second auxiliary omitted – accept for *avoir*, reject for *être*.
– Il a frappé (1) et ouvert (1) la porte. Il est entré (1) et monté (0) en haut.

2 Nouns

No reward for a noun preceded only by a definite or indefinite article or a cardinal number. A noun will score only as part of a unit. No consequential allowance for repeated wrong nouns.

- | | |
|--|--|
| (a) Subject and verb (See 1 Verbs) | l'auto est partie = 1 |
| (b) Preposition and noun (unit correct) | dans le lac = 1
en voiture = 1 |
| (c) Demonstrative adjective and noun | cet homme = 1 |
| Possessive adjective (ALL) and noun | mon ami = 1; sa soeur = 1 |
| Interrogative adjective and noun | quel homme? = 1 |
| Partitive article (du, de la, des, de etc) | de l'eau = 1
des gens = 1 |
| With preceding adjective in plural | de petits chats = 2 des petits chats = 1
de petites chats = 1 des petites chats = 0 |
| Expression of quantity | peu de temps = 1;
beaucoup de gens = 1 |
| (d) Idiomatic omission of article | il était (1) fermier = 1 |

NB Identical combination scores each time as with verbs, subject to justification by sense and examiner's ability to indicate disapproval by using minus symbols in the margin.

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3 Pronouns

All pronouns other than *je tu il elle ce on nous* (subject) *vous* (subject) *ils elles* and reflexive score 1 mark each. Correct pronoun, position, order.

(a) Conjunctive (*me te le la* etc) Disjunctive (*moi toi* etc) *y en*. (But *il y a* = 1)
NB Avec lui = 1 Chez moi = 1 Moi aussi = 1

(b) Demonstrative (*celui* etc), *celui qui* = 2 *celui de Jean* = 2

(c) Possessive (*le mien* etc)

(d) Relative (*qui, que, à qui, dont, lequel, ce qui, ce dont*)
Subordinate clauses introduced by *qui* – take the antecedent as the subject:
La femme qui (1) parle (1) La femme que (0) parle (1)
Le femme qui(1) parle (0) Le femme qui (1) est (0) content(e) (0) (No allowance for consequential errors)

(e) Interrogative (*Qui? Que? Qui est-ce qui?* etc) *Avec quoi? Lequel?*
NB Qui (1) parle (1)? Que (1) fais-tu? (2) Qui (1) est-ce qui parle (2)?

(f) Indefinite (*chacun, quelqu'un, quelque chose, tout, cela, ça, ceci*).
Ça (1) m'est (2) égal (1). BUT do not reward in *Ça va* = 1 only
NB Avec ça = 1

(g) Use of un/une: (l')un des garçons = 1

NB Reward pronouns each time. Wrong pronoun does not invalidate correct verb and subject.

Il elle a donné = 1 Il a donné lui = 1

Il lui a donné = 2

J'ai vu = 1 Je l'ai vu = 2

If object fem. or pl., PDO agreement is needed for the mark to be awarded:

(La maison). Je l(1) 'ai achetée...(1) (La maison). Je l(1) 'ai acheté.. (0)

La maison que (1) j'ai achetée...(1) La maison que (1) j'ai acheté.. (0)

(As in 1st section of p. 4 Verbs – Subject)

If antecedent wrong, no mark for verb – Le maison que (1) j'ai acheté (0).

Pronoun may score if verb doesn't. Elle lui (1) a donnée = 0

Order. Elle le lui a donné = 3 Elle lui l'a donné = 2

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4 Adjectives

Adjective and noun or pronoun form a marking unit. Whole unit must be correct with adjective correct form and position.

- (a) un beau jour = 1 le jour était beau = 2 le jour étais (0) beau = 1
BUT Il beau = 0 Il a beau = 0
- (b) une auto rouge = 1 une grande auto rouge = 2
- (c) un jour de soleil = 1 une jour de soleil = 0 (+ in margin) les vacances d'été = 0
- (d) un coup de vent = 1 une jeune fille = 1 un sac à main = 1 un agent de police = 1
- (e) Incorrect adjective does not invalidate unit. Au lac = 1 au beau lac = 2 au bel lac = 1
- (f) Adjective used as noun counts as noun. Les riches = 0 les jeunes = 0

NB Reward identical noun and adjective combination each time, subject to justification by sense and use of minus symbols.

(g) Adjectives based on the past participle of an –er verb should not be credited if the final acute accent is missing.

(h) Comparison: While *plus* TC will now score (See Adverbs, section 6), treat *plus/moins/aussi ... que* and *le plus/moins ... de* as one unit.

Il est (1) plus grand (1) que (1) moi (1). meilleur (1) que (1) moi (1)
C'est (1) le plus grand (1) des (1) trois.
NB Il a (1) le même (1) âge que (1) moi (1).
tel que = 1

5 Prepositions

As part of a unit, all of which must be correct. Identical unit will score each time, subject to usual conditions.

- (a) With verbs sans attendre = 1 avant de sortir = 1
- (b) With nouns au lac = 1 dans la voiture = 1 à pied = 1
de Paris = 1 à Mme X = 1
- (c) With pronouns avec lui = 1 entre nous = 1
- (d) Prepositional phrase au milieu (1) de la rue (1), en train (1) de parler (1)
(at least 3 words) à côté (1) de la rivière (1)
- (e) Voici and voilà voici un ami = 1 le voilà = 1
- (f) Chez ... chez moi/Jean = 1 de chez moi = 2 à côté de chez moi = 2
près de chez moi = 2
- (g) No reward for the omission of prepositions after verbs such as "attendre.

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6 Adverbs

Tick adverbs and adverbial phrases each time they appear, subject to the usual conditions. Include interrogative adverbs: *Où? Quand? Comment? Pourquoi? Combien?*

Adverbial phrases: *à toute vitesse* = 1, *tout de suite* = 1 *à tout à l'heure* = 1
pourquoi (1) *pas* (1) *même si* = 1 *pas/non loin* (1)

Please note treatment of *plus* (Section 4(g)). Treat *si* and *tellement* in the same way:
Il était (1) *si fort* (1) *que* (1)

Do NOT tick: *bien, très, oui, non. All other adverbs are credited.*

7 Conjunctions

Tick all conjunctions except *et* and *mais*. Tick the conjunctive *que*. *Il a dit que* = 2. *But que il* = 0. Reward conjunctions each time subject to usual conditions.

Parce que: Reject at the beginning of a sentence when it should be *puisque* or *comme*.

Comme si = 1 *Comme ça* = 1 *Comme moi* = 1

8 Expressions (time, weather, idioms, interjections, greetings, proverbs etc).

Weather: *Il fait beau* (etc) = 2 (Verb + adverb) *Il est beau* = 1 *Il fait du vent* = 2
Il fait (du) soleil = 2 (NB Treat *faire peur* à q.n. in the same way)
Il fait nuit//sombre/jour = 2

Expressions using **avoir** (except age): *Il a faim* = 2 *Tu as raison* = 2 *Il a lieu* = 2
Il a hâte = 2 *As-tu envie..?* = 3 *Il est peur* = 1. Do not credit if no verb is used; *Il besoin* = 0.

Age – verb only to score (whole unit correct): *J'ai 12 ans* = 1 *Il est 12 ans* = 0
Elle a 12 = 0. Q *Quel âge as-tu ?* = 2

Time: *Il est dix heures* = 2 *Il est dix heures et demie* = 3 *A/Avant* (etc) *dix heures* = 1
Il est 10h30 = 2 *Il est dix heures et demi* = 2

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9 Miscellaneous

un jour = 0 un samedi = 0
 un beau jour = 1
 un beau jour de printemps = 2
 pendant les grandes vacances = 2
 l'année dernière = 1
 dimanche prochain = 1
 au bout d'une heure = 2
 une heure plus tard = 1
 il y a une semaine = 1
 depuis une semaine = 1
 tout est bien qui finit bien = 2
 numbers un deux trois etc = 0
 premier etc = 1
 c'est-à-dire = 1
 à vrai dire = 1
 je vous en prie = 2
 aussitôt que possible = 2
 à mon avis = 1
 merci (beaucoup) = 1
 plus tard = 1 plus tôt = 1

Tautology: à mon avis (0) je pense (1)
 après quelques minutes (2) plus tard (0)

For any phrases not covered here, apply the following rule:

phrase up to 3 words = 1
 phrase of 4 or more words = 2

merci de la lettre = 2
 merci de ta lettre = 3
 n'est-ce pas? = 1
 peut-être = 1
 peut-être (1) que (1)
 s'il vous/te plaît = 1
 Eh bien = 1
 Zut (alors) = 1
 Pardon = 1
 Bonjour = 1
 comme d'habitude = 1
 en même temps = 1
 en ce moment = 1
 pendant ce temps = 1
 après quelques minutes = 2
 pendant quelques minutes = 2
 à ce moment (-là) = 1
 depuis longtemps = 1
 le matin = 1 le soir = 1
 samedi = 1 le samedi = 1
 c'était (1) (un) samedi (matin)
 trop tard = 1
 moi aussi = 1
 peu après = 1
 tout près = 1
 de bonne humeur = 1
 en pleine forme = 1
 tant pis/mieux = 1
 tout droit = 1

d'un côté = 1
 de l'autre côté = 2
 à plusieurs reprises = 1
 (à) demain (matin) = 1
 le lendemain = 1
 (à) ce soir = 1
 D'accord = 1
 Mon dieu = 1
 Voilà = 1
 Au revoir = 1
 tout d'abord = 1
 au même moment = 1
 a leur surprise = 1
 à leur grande surprise = 2
 heureusement (1) que (1)
 (deux) d'entre eux = 1
 à ce moment même = 2
 ça va? = 2 Oui ça va = 1
 ce matin = 1
 ce samedi = 1
 (un) samedi matin = 1
 trop tôt = 1
 tôt le matin = 1
 de plus près = 1
 en plein air = 1
 en bonne santé = 1
 le plus près = 1

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Communication marks

As already indicated, five marks are available in any essay question. In general, the principle followed is that a communication point can only be awarded to a statement containing a finite verb in a recognisable and acceptable tense or a present participle or past infinitive. Therefore, in Qu 1, where a past narrative is required, "*Le minibus arrivet*" would not score for Communication. For past tense narrative, please accept (**for Communication only**) the Imperfect and Pluperfect as well as the Perfect and Past Historic. If a Future is required, please accept the Conditional as well. In the context of Communication, please accept minor spelling errors which do not affect a correct phonetic rendition – *Je m'apelle (sic) = 1, Elle courais (sic) = 1*. Accept *-ait* for *-aient* and vice versa. Reject *et* for *est* and *ons/ont* for *on*. Where compound tenses are used, please accept, provided it is phonetically correct, the use of auxiliary *avoir* in place of *être* plus phonetically reasonable past participles (inc the infinitive of an –er verb, but not the second person plural). Ignore past participle agreement in this context. Do not accept *être* when *avoir* should be used. For the Immediate Future, accept *Je vais allé*, but NOT *Je vais allez/allais*. Confusion between reflexive and non-reflexive verbs is not acceptable. The following grammatically incorrect forms would therefore qualify for a Communication mark:

Les promeneurs ont parti Elle as été soulagée On a retrouver les enfants.

The following would NOT score for Communication:

Ils a cherché On a faire Elle a embrassez La femme est crié

Do NOT accept total omission of auxiliary or muddled tenses:

Ils appellé. Le père a grondait ses enfants.

For Communication, at least 5 of the pictures must be covered. Accept any statement that conforms to the above criteria on the basis of one per picture. Any point relevant to any aspect of each picture may be rewarded, but no more than one point can be gained for each picture reference. Please note that, as stated earlier, all Communication must be achieved within 150 words; we take nothing into account after that point.

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Instructions for Marking Question 2

In general, the instructions for marking Question 1 apply equally to Question 2. The following additional points need to be made.

- (a) **Letter.** *Tu* must be used as it is cued in the rubric. The use of *vous* should be penalised twice only then ignored. Indicate with V1 and V2.

Do not accept the Past Historic as the narrative tense. Penalise (by not ticking) twice only, then ignore. Indicate with T1 and T2.

Start the word count after the given opening phrase. Include the closing *formules* in the count and reward as normal for language if they are appropriate to a maximum of 3 ticks.

The lay-out for this question should theoretically preclude irrelevant preamble and stock openings.

- (b) **Dialogue.** Start the word count and marking after the given opening phrase. Ignore any narrative at any point in the answer and exclude from the count. Accept either *tu* or *vous* when addressing one only of the parents. Deal with inconsistency as in Qu 2a.

Please also treat tenses as in the second para of Qu 2a.

- (c) **Narrative.** Allow either PERFECT or PAST HISTORIC as the narrative tense and do not penalise inconsistency.

Start the word count and the marking after the given opening phrase. Do not accept any unwanted preamble.

Communication: Award one Communication point for an acceptable reference (as defined by the "Communication" rules on p 10) to each of the points set out in the rubrics. In all the questions there are 5 rubric points. As for Qu 1, all communication must be achieved within 150 words for any of the Qu 2 essays.

Copying from the rubrics.

Qu.1: No words are given in the rubric.

Qu.2: Possibilities for using scoring units from the rubric are very limited.

CONVERSION TABLE

Number of ticks: Max 60	Mark out of 20	Impression: Max 5
59–60	20	5
56–58	19	5
53–55	18	4/5
50–52	17	4
47–49	16	4
44–46	15	4
41–43	14	$\frac{3}{4}$
38–40	13	3
35–37	12	3
32–34	11	3
29–31	10	$\frac{2}{3}$
26–28	9	2
23–25	8	2
20–22	7	2
17–19	6	$\frac{1}{2}$
14–16	5	1
11–13	4	1
8–10	3	1
5–7	2	0/1
2–4	1	0
0–1	0	0

NB Impression Mark – please see p.3 para 12.

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Instructions for Marking Question 3

- 1 Each of the five sections (A to E) is divided into **14** Marking Groups as shown in the detailed Scheme. Each Marking Group carries one mark which can be awarded up to a maximum of **12** each of the five sections. Therefore, in each section, 2 errors can be made without penalty.
- 2 Tick each correct Marking Group. There is no need to underline errors, nor to add them up. There are no tolerances; the Marking Group must be correct within the definition given in General Instructions, para 8.
- 3 Repeated errors of vocabulary must not be penalised. Grammatical errors must be penalised each time they occur, even when they are identical with an error already penalised.
- 4 If an examiner decides to accept a version not on the scheme, s/he must put a D in the left-hand margin.
- 5 Do not penalise:
 - (a) consequential errors, except of tenses.
 - (b) failure to keep sections separate.
 - (c) faulty punctuation. (See General Instructions for Qu. 1 and Qu. 2, para 8)
 - (d) accent errors except for –é on a past participle. (“ “ “)
 - (e) words added, unless they contain errors or change the sense of the original text.
- 6 Consequential errors: In the Prose, we should not penalise anything which appears on the Mark Scheme even if it is not consequential following an error made by the Candidate. Thus:
Il monta (1)/ dans la taxi (0)/ qui est parti (1)
qui est partie (1)
La chien noire (0)/ est beau (1)
belle (1)
- 7 Allow the PERFECT or PAST HISTORIC as the narrative tense. Do not penalise inconsistency.

	ACCEPT	REJECT
1. M and Mme D had decided	M et Mme D avaient décidé	
2. to take	d'emmener	
3. their son	leur fils	
4. and their daughter	et leur fille leurs fils et fille = 1/2	
5. to the seaside	au bord de la mer à la mer	plage côte à côté de la mer
6. for the summer holidays.	pour les vacances d'été pendant estivales grandes vacances	dans l'été
7. The children loved	Les enfants adoraient aimaient (bien)	
8. going down	descendre	aller/partir
9. to the beach	(jusqu') à la plage sur	
10. where they made	où ils faisaient/construisaient/bâtissaient	
11. sand castles	des châteaux de sable	
12. and it was amusing	et il était amusant c'était marrant (très = HA)	
13. to play	de jouer	
14. in the water	à l'eau dans	

	ACCEPT	REJECT
1. They chose St. Malo	Ils choisirent St. Malo (Throughout this MS, AC Perf in place of P.Hist)	
2. as their destination.	comme (leur) destination. pour leur ...	pour destination
3. It is an interesting town	C'est une ville intéressante	Il est
4. in which	dans/à laquelle où	
5. there are	il y a il existe/se trouve	
6. many attractions	beaucoup d'attractions	
7. different	différentes (AC before noun)	
8. for young people.	pour les jeunes (gens/personnes). la jeunesse.	
9. For example,	Par exemple,	
10. (there are) several cafés	(il y a IGN) plusieurs cafés/bistro(t)s bars/caféterias	quelques
11. where the customers chat,	où les clients bavardent, causent consommateurs discutent	
12. drink coffee,	boivent du café,	
13. listen to music	écoutent (de) la musique	
14. and play cards.	et jouent aux cartes.	

	ACCEPT	REJECT
1. At the beginning	Au début commencement	
2. of August,	d'août, du mois d'août, 1 + 2 Début août	
3. they set out by car	ils partirent (en voiture/auto IGN here) se mirent en route	sortirent
4. from their home	de leur/la maison/chez eux	depuis
5. in the suburbs of Paris	dans la banlieue parisienne les faubourgs parisiens de Paris en banlieue parisienne	
6. and headed for the coast.	et se dirigèrent vers la côte.	
7. As St. Malo wasn't	Comme St. Malo n'était pas Puisque ne se trouvait pas	
8. far from the capital,	loin de la capitale,	
9. it was very popular	(c'était – IGN) très populaire	
10. and there were	et il y avait	
11. many ... tourists	beaucoup d' touristes de nombreux touristes maints	
12. other	autres	
13. who were following	qui suivaient	
14. the same route.	la même route/le même itinéraire/chemin..	

	ACCEPT	REJECT
1. After travelling	Après avoir voyagé/roulé Ayant	
2. for two hours,	pendant deux heures, durant 2	pour
3. they had	ils durent/devaient/avaient (+ à in 4) furent obligés (+ de in 4)	
4. to stop	s'arrêter/stopper 3 + 4 ils s'arrêtèrent = 1/2	
5. and wait	et attendre	
6. in a traffic jam.	dans un embouteillage. bouchon.	
7. It was very hot	Il faisait très/vraiment chaud	trop
8. and the conditions were not	et les conditions n'étaient pas	
9. very pleasant.	très agréables/plaisantes.	
10. Fortunately,	Heureusement, Par bonheur	
11. the children were able	les enfants purent pouvaient	étaient capables
12. to read the books	lire les livres des bouquins	
13. that they had brought	qu'ils avaient apportés	achetés
14. in order to pass the time	pour (faire) passer le temps. afin de leur	

	ACCEPT	REJECT
1. At last,	Enfin/A la fin/Finalement	
2. the cars started	(Les voitures IGN here) commencèrent se mirent (+ à in 3)	
3. to move forward	à/de (s')avancer/bouger/rouler/se déplacer	
4. again.	de/à nouveau. encore une fois.	encore TC
5. They would arrive	Ils arriveraient/allaient arriver	
6. in an hour	dans une heure en	
7. and then everyone	et puis tout le monde alors chacun ensuite	
8. would be able	pourrait 7 + 8 ils pourraient tous	
9. to get out	descendre sortir	
10. of the car	de la voiture de l'auto(mobile)	
11. and relax.	et se détendre. pour se relaxer. se reposer	
12. Next time,	La prochaine fois,	
13. they would take their (holidays)	Ils prendraient (leurs vacances IGN)	
14. in the spring!	au printemps!	dans le printemps