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**FRENCH**

**3015/12**

Paper 1 Translation and Composition

**May/June 2018**

MARK SCHEME

Maximum Mark: 60

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**Published**

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **19** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**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 page 1, paragraph 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**.

**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 page 9 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:** Allocation of specific points will be discussed at our Coordination Meeting. Five marks are available and should be indicated by writing “1” per communication point in whichever margin you prefer.

Set out the 3 separate marks at the bottom of the question, add together and ring the total.

**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 = 1 ... d'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

Après avoir parlé = 2

1 error = 1/2

Après avoir (1) parler = (0)

Après être (0) parlé = 1

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

Present Tense: Not acceptable as narrative tense.

## 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 <b>1 Verbs</b> )   | l'auto est partie = 1  |
| (b) Preposition and noun (unit correct)      | dans le lac = 1<br>en voiture = 1  |
| (c) Demonstrative adjective and noun         | cet homme = 1  |
| Possessive adjective ( <b>ALL</b> ) 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<br>des gens = 1   |
| With preceding adjective in plural           | de petits chats = 2 des petits chats = 1<br>de petites chats = 1 des petites chats = 0 |
| Expression of quantity                       | peu de temps = 1;<br>beaucoup de gens = 1  |
| (d) Idiomatic omission of article            | il était (1) fermier = 1   |

Note: 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.

**3 Pronouns**

All pronouns other than *je tu il elle ce on nous* (subject) *vous* (subject) *ils elles* and *reflexives* will 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)

Note: 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?*

Note: 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

Note: Avec ça = 1

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

Note: 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 page 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

**4 Adjectives**

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

Note: 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.  
Note: Il a (1) le même (1) âge que (1) moi (1).  
tel que = 1

**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.



**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.**

**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

**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 (Note: 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

**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) 1  
 trop tard = 1  
 moi aussi = 1  
 peu après = 1  
 tout près = 1  
 de bonne humeur = 1  
 en pleine forme = 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

**Communication marks**

As already indicated, five marks are available in any essay question. We shall look at specific question communication points in more detail at the Coordination Meeting, but, in general, the principle to be followed is that a communication point can only be awarded to a statement containing a verb in a recognisable and acceptable tense or a participle. Therefore, in **Qu. 1**, where a past narrative is required, “*Ils préparent un gâteau*” 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*.

The following grammatically incorrect forms would therefore qualify for a Communication mark:

Ils ont partis.      Ils ont préparer un gâteau.      Elle as cassé un œuf.

The following would NOT score for Communication:

Ils a regardé      Ils a ajoutez.      Elle est balayé.

Do NOT accept total omission of auxiliary or muddled tenses:

Ils bu du jus d’orange.      Ils ont préparaient.

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.

**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* would be normal between family members but accept the consistent use of *vous*. Penalise inconsistency twice only then ignore. 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. We shall discuss at the meeting any unforeseen approaches adopted by candidates. Once marking has started, please consult the PE if unsure how to deal with a particular case.

- (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. *Tu* is accepted throughout although *vous* is preferred (conversation with teacher). Deal with inconsistency as in **Question 2(a)**.

Please also treat tenses as in the second paragraph of **Question 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 page 8) to each of the points set out in the rubrics. In all the questions there are 5 rubric points. As for **Question 1**, all communication must be achieved within 150 words for any of the **Question 2** essays.

**Copying from the rubrics.**

**Question 2:** Possibilities for using scoring units from the rubric are very limited. Examiners will make final decisions on how to deal with this when we have scripts to hand.

**CONVERSION TABLE**

<b><u>Number of ticks: Max 60</u></b>	<b><u>Mark out of 20</u></b>	<b><u>Impression: Max 5</u></b>
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	2/3
26–28	9	2
23–25	8	2
20–22	7	2
17–19	6	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

Note: Impression Mark – please see page 3, paragraph 12.



Question	Answer		Marks		
3(a)	<b>Note: Throughout this scheme, Past Historic is accepted for Perfect tense</b>				
		<b>ACCEPT</b>	<b>REJECT</b>		
	1 My parents	Mes parents			
	2 had been married	étaient mariés			
	2 for 25 years	depuis 25 ans			
	4 so I decided	donc / alors j'ai décidé			
	5 to organise a party	d'organiser une fête une boum une surprise partie	une partie		
	6 to celebrate	pour célébrer / fêter			
	7 their wedding anniversary.	leur anniversaire de mariage.			
	8 It was going to be	Ça allait être / Çela allait être / Çela serait	Cela sera		
	9 a surprise for them.	une surprise pour eux.			
	10 My aunt	Ma tante			
	11 said	a dit			
	12 that it was	que c'était			
	13 a good idea.	une bonne idée.			
14 She would help me	Elle m'aiderait. Elle voulait m'aider / voudrait bien m'aider				

Question	Answer			Marks
3(b)		<b>ACCEPT</b>	<b>REJECT</b>	
	1 I phoned	J'ai téléphoné à / J'ai appelé		
	2 most of the members	la plupart des membres		
	3 of our family	de notre famille		
	4 and some friends,	(et NA) des amis/amies quelques		
	5 to inform them	Pour les informer / afin de les informer		
	6 of the date.	de la date.		
	7 Fortunately,	Heureusement,		
	8 everybody	tout le monde		
	9 would be free	allait être libre/disponible serait	libres / disponibles	
	10 on that day.	ce jour- là.		
	11 I invited 80 people.	J'ai invité 80 personnes.		
	12 All the guests	Tous les invités / hôtes		
	13 wanted	voulaient / désiraient/souhaitaient (bien)		
14 to come.	venir / y assister			



Question	Answer		Marks		
3(c)		<b>ACCEPT</b>	<b>REJECT</b>		
	1 We rented a room	Nous avons loué une salle	chambre; pièce		
	2 next to a restaurant	à coté d'un restaurant/resto/d'une brasserie	près d'		
	3 not far	pas loin	tout près		
	4 from our house.	de chez nous / de notre maison.			
	5 It was	Elle était C'était			
	6 large enough	assez grande assez grand			
	7 for our guests.	pour nos (invités N/A)			
	8 One of my cousins	Un de mes cousins Une de mes cousines			
	9 had offered	avait offert			
	10 to buy cakes.	d'acheter des gâteaux / pâtisseries gateaux. (nouvelle ortographe)			
	11 My uncle,	Mon oncle,			
	12 who is a chef,	qui est chef (de cuisine) / cuisinier	Qui est un chef / cuisinier...		
	13 would prepare	préparerait / allait préparer			
14 the rest of the food.	le reste de la nourriture				

Question	Answer		Marks
3(d)		<b>ACCEPT</b>	<b>REJECT</b>
	1 I told my parents	J'ai dit à (mes parents NA)	
	2 that I had booked a table	que j'avais réservé/retenu une table	
	3 for lunch	pour déjeuner/pour le déjeuner	
	4 in a restaurant nearby.	dans (un restaurant N/A) proche/voisin/près d'ici/ tout près de là/du coin.	
	5 Of course,	Bien sûr Naturellement Bien entendu	
	6 this was not true	cela/ça/ceci/ce n'était pas vrai	
	7 but I hoped	mais j'espérais	
	8 to surprise them	les surprendre leur faire une surprise	
	9 at the last minute.	à la dernière minute / au dernier moment.	
	10 At 12 o'clock	À midi / À douze heures	
	11 we left	nous sommes partis on est parti(s)	
	12 by taxi.	en taxi.	par taxi
	13 We arrived there.	Nous y sommes arrivés Nous sommes arrivés là-bas On est arrivé(s) là-bas On y est arrivé(s)	
14 a quarter of an hour later	un quart d'heure plus tard/après		

Question	Answer		Marks		
3(e)		<b>ACCEPT</b>	<b>REJECT</b>		
	1 I told my parents	J'ai dit à (mes parents NA)			
	2 that I had booked a table	que j'avais réservé/retenu une table			
	3 for lunch	pour déjeuner/pour le déjeuner			
	4 in a restaurant nearby.	dans (un restaurant N/A) proche/voisin/près d'ici/ tout près de là/du coin.			
	5 Of course,	Bien sûr Naturellement Bien entendu			
	6 this was not true	cela/ça/ceci/ce n'était pas vrai			
	7 but I hoped	mais j'espérais			
	8 to surprise them	les surprendre leur faire une surprise			
	9 at the last minute.	à la dernière minute / au dernier moment.			
	10 At 12 o'clock	À midi / À douze heures			
	11 we left	nous sommes partis on est parti(s)			
	12 by taxi	en taxi.	par taxi		
	13 We arrived there.	Nous y sommes arrivés Nous sommes arrivés là-bas On est arrivé(s) là-bas On y est arrivé(s)			
14 a quarter of an hour later	un quart d'heure plus tard/après				