

---

**2 0 1 9**

---

**SEMESTER 1 WRITING TEST**

Name .....

Teacher .....

Class .....

# French Y7

## General Instructions

- Reading time – 5 minutes
- Working time – 45 minutes
- Write using black or blue pen

Total marks – 55 marks

*Set by:* SEP

**Question 1. 5 marks.****Fill in this verb table.**

Être- to be		Avoir- to have	
je _____	nous sommes	je/j' _____	nous _____
tu _____	vous _____	tu _____	vous avez
il elle _____	ils elles _____	il elle _____	ils elles _____

**Question 2. 10 marks****Conjugate the verbs below and translate the sentences into English in the space provided.**Follow this example : Je \_\_\_\_\_ joue \_\_\_\_\_ (**jouer**) du piano*English translation : I play piano*1) Catherine \_\_\_\_\_ (**être**) fan de Beyoncé.**English translation.....**2) Ils \_\_\_\_\_ (**chanter**) une chanson.**English translation.....**3) Nous \_\_\_\_\_ (**détester**) la batterie.**English translation.....**4) Vous \_\_\_\_\_ (**écouter**) une chanteuse française.**English translation.....**5) Est-ce que tu \_\_\_\_\_ (**jouer**) de la guitare ?**English translation.....**

### **Question 3. 5 marks**

**Transform the following phrases into the negative by using 'ne' and 'pas'.**

a) Je suis fan du groupe Coldplay.

.....

b) Elsa aime la musique classique.

.....

c) Je danse le rock.

.....

d) Yanis et Léo jouent dans un groupe.

.....

e) Paul adore les chansons françaises.

.....

### **Question 4. 10 marks**

**Fill in the gaps with the missing words.**

1) \_\_\_\_\_ aimes la pop? NON! Je \_\_\_\_\_ la pop !

2) \_\_\_\_\_ jouez de la guitare, madame ? Non. \_\_\_\_\_ ne joue pas de guitare.

3) Tu as un groupe \_\_\_\_\_ ? Oui, mon groupe préféré, c'est Daft Punk.

4) Est-ce que tu \_\_\_\_\_ ? Oui, je chante dans un groupe avec des \_\_\_\_\_.

5) Tu as un surnom ? Oui, \_\_\_\_\_ surnom, c'est French Fries !

6) Qu'est-ce que \_\_\_\_\_ ? C'est un dessin.

7) Karen joue d'un \_\_\_\_\_ de musique.

**Question 5. 10 marks.**

**Translate these short conversations into French on the lines provided. Use the pictures on the left as a guide as to who is talking.**



1) Hello, what is your name?

My name is Catherine.

.....  
.....



2) Goodbye

See you tomorrow!

.....  
.....



3) Hello Marc. How are you?

I'm well, and you?

.....  
.....



4) Bye Kevin!

See you soon!

.....  
.....



5) What are they called?

They are called Isabelle and Anna.

.....  
.....

**Question 6. 5 marks.**

The people in this picture are doing many different activities. In the space below, write 5 sentences about what activities different people are doing, or what they have. You can begin sentences with **he**, **she** or **they**. An example has been done for you. Do not copy the example.

**Example:** Elle écoute la radio.



- 1) .....
- 2) .....
- 3) .....
- 4) .....
- 5) .....

**The test continues on the next page.**

## **Question 7. 10 marks.**

In the space provided below, write a short entry to your **BLOG**.

- Say hello
  - Introduce yourself with your real name and say what your online or nickname is (make it up if you don't have one)
  - Say what kinds of music you like
  - Say what music you dislike
  - Say whether you play an instrument.
  - Say how old you are
  - Say goodbye



Write at least 5 full sentences.

You will be marked with this rubric.

	<b>Excellent 9-10</b>	<b>Very good 7-8</b>	<b>Satisfactory 6</b>	<b>Basic 4-5</b>	<b>Very Limited 1-3</b>
<b>Writing rubric</b>	Few errors.  Excellent knowledge of set vocabulary and grammatical structures.  Excellent command of spelling- almost no spelling errors!	Errors rarely interfere.  Thorough knowledge of set vocabulary and grammatical structures.  Occasional mistakes in spelling but these do not interfere with communication	Errors sometimes impede meaning.  Satisfactory knowledge of set vocabulary and grammatical structures.  Makes occasional mistakes in spelling that interfere with communication.	Frequent errors interfering with intended meaning.  Basic knowledge of vocabulary and grammatical structures studied.  Makes frequent spelling errors which interfere with communication.	Frequent errors interfering with intended meaning.  Very limited knowledge of set vocabulary and grammatical structures.  Makes many spelling errors which impede communication.