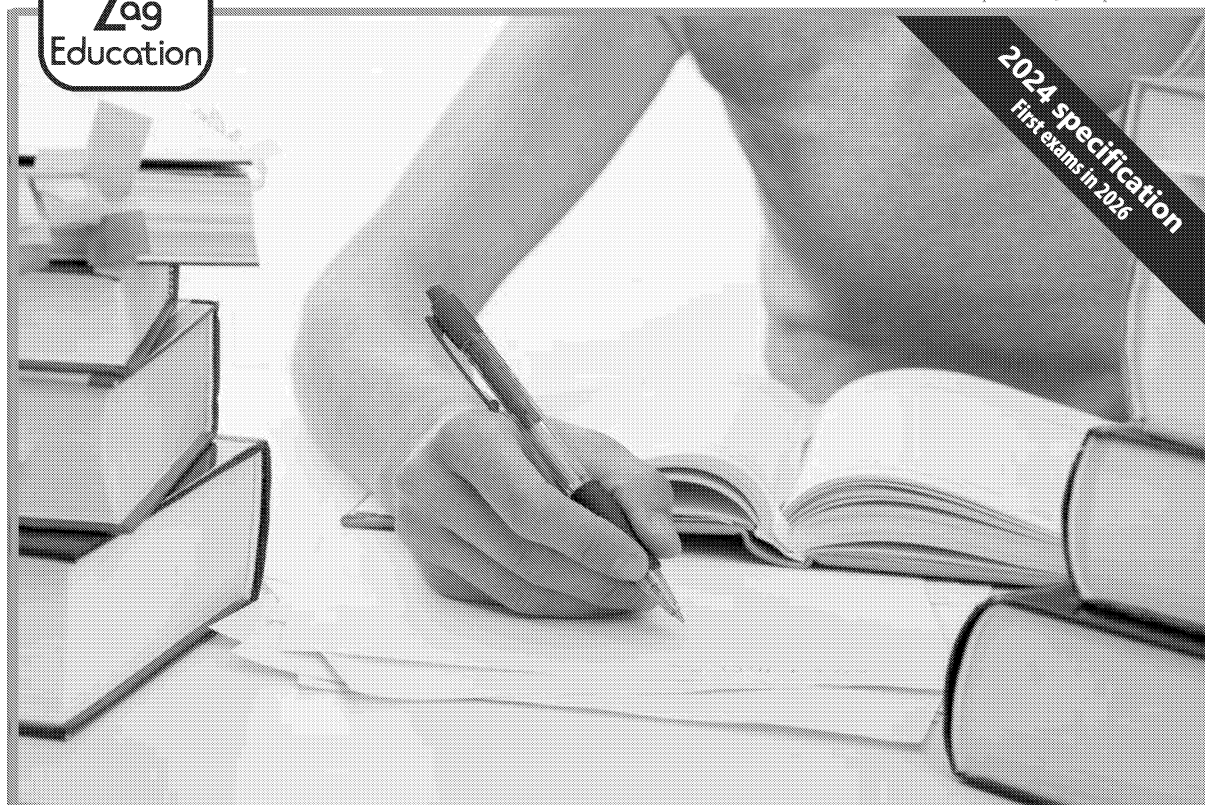




# Differentiated Homeworks

## for GCSE AQA French

L Laborde-Briulet and L Schohn

Update v1.1, May 2025

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# Teacher's Introduction

This pack of differentiated homeworks for GCSE AQA French (first teaching 2024) has been created to consolidate students' learning of the topics and help them to develop skills relevant to their GCSE exams.

Key words from the AQA prescribed vocabulary list have been included for each topic at the appropriate level. Through the use of short, structured tasks, students will build on their vocabulary, apply their knowledge of grammar, and develop their reading, translation and writing skills. While the tasks are not designed to be exam-style, they test knowledge and comprehension, and hone skills useful for the exams.

There are **36 homework sheets** in total, covering all **9 GCSE AQA** topics from Theme 1: People and lifestyle, Theme 2: Popular culture, and Theme 3: Communication and the world around us. For each topic, there are two worksheets in order to cover more breadth. There are, therefore, 18 Foundation level worksheets and 18 Higher level worksheets. These are signposted by the following symbols:

**F** = Foundation level

**H** = Higher level

See the Specification Match page for more information.

A set of answers is provided so that teachers can mark the homework quickly and efficiently. Students can also take part in this stage by peer-assessing their written outcomes, using the mark scheme provided by AQA and thus increasing their knowledge of the marking criteria at the same time.

## Additional Information

The range of reading resources is varied, to comply with the requirements of the new GCSE, and includes articles, testimonies, emails, letters and advertisements.

The grammar exercises have all been carefully checked against the new AQA GCSE specification, to ensure appropriate coverage of the specification and clear, targeted differentiation. The worksheets have been created to complement lessons where grammar and structures are introduced and practised in a formal environment.

Foundation sheets try to give more guidance to the students, by providing grammatical reminders and examples of structures for the written activities.

As the students work through the homeworks, they should attempt to use more of their own language to shape their own written work, rather than relying solely on the model structures provided.

The resource is designed for students to write their answers in their own exercise books to save the amount of paper needed to be photocopied.

*L Laborde-Briulet and L Schohn, June 2024*

## Update v1.1. May 2025

Update to ensure all vocabulary is glossed where it is not included in the AQA vocabulary list and improvements made to formatting.

## Specification Match

| Themes and Topics                                           | Worksheets                                                                                         |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>3.1.1 Theme 1: People and lifestyle</b>                  |                                                                                                    |
| Topic 1: Identity and relationships with others             | Worksheet 1.1: Self and identity<br>Worksheet 1.2: Family, friends, relationships                  |
| Topic 2: Healthy living and lifestyle                       | Worksheet 2.1: Sports, active lifestyle<br>Worksheet 2.2: Healthy eating and habits                |
| Topic 3: Education and work                                 | Worksheet 3.1: School life<br>Worksheet 3.2: Work and aspirations                                  |
| <b>3.1.2 Theme 2: Popular culture</b>                       |                                                                                                    |
| Topic 1: Free-time activities                               | Worksheet 4.1: Hobbies (instruments, reading...)<br>Worksheet 4.2: Activities (cinema, matches...) |
| Topic 2: Customs, festivals and celebrations                | Worksheet 5.1: Typical customs<br>Worksheet 5.2: Typical celebrations                              |
| Topic 3: Celebrity culture                                  | Worksheet 6.1: Celebrities and social media<br>Worksheet 6.2: Celebrities: TV and films            |
| <b>3.1.3 Theme 3: Communication and the world around us</b> |                                                                                                    |
| Topic 1: Travel and tourism, including places of interest   | Worksheet 7.1: Holidays and travel<br>Worksheet 7.2: Francophone locations                         |
| Topic 2: Media and technology                               | Worksheet 8.1: Social media<br>Worksheet 8.2: AI and the future                                    |
| Topic 3: The environment and where people live              | Worksheet 9.1: Home and neighbourhood<br>Worksheet 9.2: The natural world                          |

### Reminder:

There are 18 worksheets for each level – Foundation and Higher signposted by the following symbols:

**F** = Foundation level

**H** = Higher level

### Worksheet allocation:

For students who are working at Crossover level, it may be appropriate to begin by setting a Foundation worksheet (e.g. 1.1) and if they are successful, setting the Higher worksheet for part 2 of the topic (e.g. 1.2). Alternatively, Foundation worksheets could be set for Theme 1, and subsequently Higher worksheets for Themes 2 and 3 depending on progress.

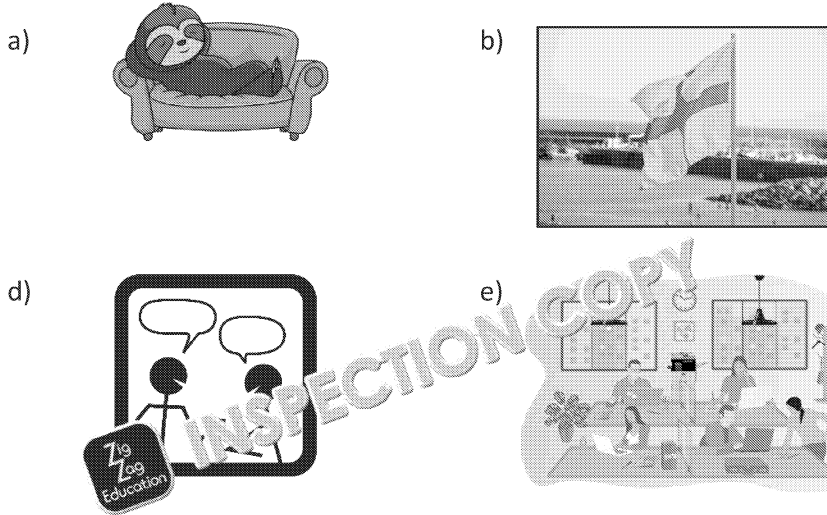
# Worksheet 1.1: Self and identity

## Warm-up vocabulary exercises

1. Match up the French words with the English equivalents:

|                |                |
|----------------|----------------|
| 1. sportif     | a. English     |
| 2. amusant     | b. annoying    |
| 3. travailleur | c. funny       |
| 4. anglais     | d. chatty      |
| 5. paresseux   | e. lazy        |
| 6. intelligent | f. nice        |
| 7. sympa       | g. annoying    |
|                | h. intelligent |

2. Label the pictures below using the vocabulary from the exercise above. More



## Reading exercises

### Introductions

Bonjour ! Je m'appelle Arthur et j'ai 14 ans. Je suis intelligent et amusant, mais pas très grand. J'adore la natation, c'est ma passion depuis que je suis petit ! Ma sœur s'appelle Selma. Elle a les cheveux longs et bruns, et elle aime aussi la natation. Elle a le sens de l'humour.

Salut ! Je m'appelle Caroline et je suis née le 3 février. Je vais bientôt avoir 13 ans. J'ai beaucoup d'amis. J'ai les cheveux noirs et les yeux verts, et je suis handicapée. Mes amis et moi, nous sommes très sportifs. J'habite dans un petit village alors parfois j'un peu. Heureusement, nous sommes tous très amis. Le même village alors nous regardons souvent la télévision après l'école car nous sommes tous très amis.

Challenge – if **Malheureusement** means un luckily, what does **Heureusement** mean?

3. True or False? (If false, give the correct answer)

- a) Arthur is intelligent, funny and hardworking. d) Caroline is not disabled.  
 b) Arthur likes swimming. e) Caroline's friends are not very sporty.  
 c) Selma has long blonde hair.

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## Translation exercises

### 4. Translate

#### a) Into English:

- i) Mes amis sont assez gentils et très sportifs. Moi, je suis calme.
- ii) Je suis très bavarde et j'ai beaucoup de copains.
- iii) J'ai les cheveux courts et noirs et ces grands yeux verts.

#### b) Into French:

- i) I am often working, athletic and sometimes funny.
- ii) I like swimming; it is my favourite sport but I can be lazy.
- iii) I am always watching TV with my friends after school but it is a little boring.

## Grammar exercises

### 5. Match up the characteristic with the correct adjective. Be careful with the feminine plural/singular!

|                    |
|--------------------|
| 1. les cheveux     |
| 2. les yeux        |
| 3. les femmes      |
| 4. l'homme         |
| 5. la personnalité |
| 6. les garçons     |

|              |
|--------------|
| a. amusante  |
| b. gentils   |
| c. longs     |
| d. anglaises |
| e. américain |
| f. bleus     |

### 6. Put the verb in brackets into the correct form of the present tense.

- a) Le garçon et la fille **(être)** le même âge. Ils **(être)** sympas.
- b) Mes amis et moi **(adorer)** nos animaux.
- c) Cécile **(écouter)** bien ses professeurs car elle aime apprendre.
- d) Mes **(appeler)** amis **(s'appeler)** Théo, Maxence et Yassine.
- e) Depuis\* que je **(être)** adolescent, j' **(inviter)** mes copains à la maison ou

## Writing task

### 7. Copy and complete this table in French describing two ideal friends. Use sentences about appearance and character, such as 'elle a les cheveux blonds', 'il est timide', 'il aime le sport' with James'.

|                                                       | Ami(e) 1 |
|-------------------------------------------------------|----------|
| Prénom :                                              |          |
| Âge :                                                 |          |
| Date de naissance (date of birth) :                   |          |
| Apparence physique (physical appearance) :            |          |
| Trait de caractère (personality trait) :              |          |
| Activités préférées (what you like to do with them) : |          |

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# Worksheet 1.1: Self and identity

## Warm-up vocabulary exercises

1. Join up the opposites and write what they mean in English:

|                |                |
|----------------|----------------|
| 1. ennuyeux    | a. gentil      |
| 2. paresseux   | b. dépendant   |
| 3. beau        | c. triste      |
| 4. démodé      | d. affreux     |
| 5. intelligent | e. travailleur |
| 6. heureux     | f. drôle       |

## Reading exercises

### Introductions

Bonjour ! Je m'appelle Arthur et j'ai 14 ans. Je suis intelligent et amusant, mais pas très beaux et courts. J'adore la natation, c'est ma passion depuis que je suis petit ! Ma sœur s'appelle Selma. Elle a les cheveux longs et bruns, et elle aime aussi nager. Elle est assez amusante.

Salut, moi c'est Léo ! J'ai 15 ans, presque 16 car mon anniversaire c'est demain. Je suis grand, les cheveux noirs et les yeux bleus. Je suis heureux, gay et indépendant. Mon ami s'appelle Tom. Il est très intelligent et travailleur. Je suis très proche de mon ami. Hier c'était son anniversaire et nous avons fêté ensemble. J'adore aller au cinéma et jouer au football avec mes copains. Mon équipe est la meilleure car ma famille est espagnole.

Salut ! Je m'appelle Caroline et j'ai 12 ans née le 3 février. Je vais bientôt avoir 13 ans. J'ai beaucoup d'amis. J'ai les cheveux roux et les yeux verts, et je suis handicapée. Mes parents sont très sportifs. J'habite dans un petit village alors parfois c'est un peu ennuyeux. Heureusement j'ai mes amis dans le même village alors nous regardons souvent la télévision après l'école car nous sommes tous très intéressés.

2. True or false? (If false, give the correct answer)

- |                                           |                                |
|-------------------------------------------|--------------------------------|
| a) Arthur likes swimming.                 | d) Arthur and Selma are twins. |
| b) Léo has long black hair and grey eyes. | e) Caroline gets bored easily. |
| c) Caroline is 13 years old.              | f) Léo's family is Polish.     |

## Translation exercises

3. Translate

- a) Into English:
- Je suis très proche de mon ami. Hier c'était son anniversaire et nous avons fêté ensemble.
  - Je suis très amusant et j'ai beaucoup d'amis.
  - Mon ami et moi nous habitons dans le même village donc nous regardons souvent la télévision après l'école.
- b) Into French:
- I love swimming; last year my parents bought a pool and I was really happy.
  - I am quite funny but I can also be very mean.
  - I am always playing football after school but last week I was tired so I didn't play.

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## Grammar exercises

4. Put the adjective into the correct form. Check if the noun is feminine or masculine.
- Les cheveux (**brun**) de mon ami sont beaux.
  - Avec mes amis, nous sommes très (**timide**) .
  - Les amies de Caroline sont (**allemand**) .
  - Je suis ( **paresseux**) alors que Louis est très (**sportif**) .
  - J'ai les yeux (**bleu**) et les cheveux (**brun**) .
  - Mon amie Selma est (**jeune**) et mon ami Tom est (**grand**) .
5. Put the verb in brackets into the correct tense. It could be past (**passé composé**).
- Mes meilleurs amis (**avoir**) le même âge, ils (**être**) jumeaux\*.
  - Hier soir, mes amis et moi (**regarder**) un film d'horreur. J' (**appeler**) mon frère.
  - Caroline (**passer**) du temps à la piscine tous les lundis.
  - Nous (**aider**) des copines l'année dernière car elles étaient fatiguées.
  - Depuis que je (**être**) adolescent, j' (**inviter**) mes copains à la maison ou nous sortons.

## Writing task

6. Write a short paragraph in French about you and a friend using the present tense to describe their name, age, characteristics (physical and behavioural). Do you share some hobbies? Write something you did with them using the past tense. Write at least 90 words.

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# Worksheet 1.2: Family, friends, relationships

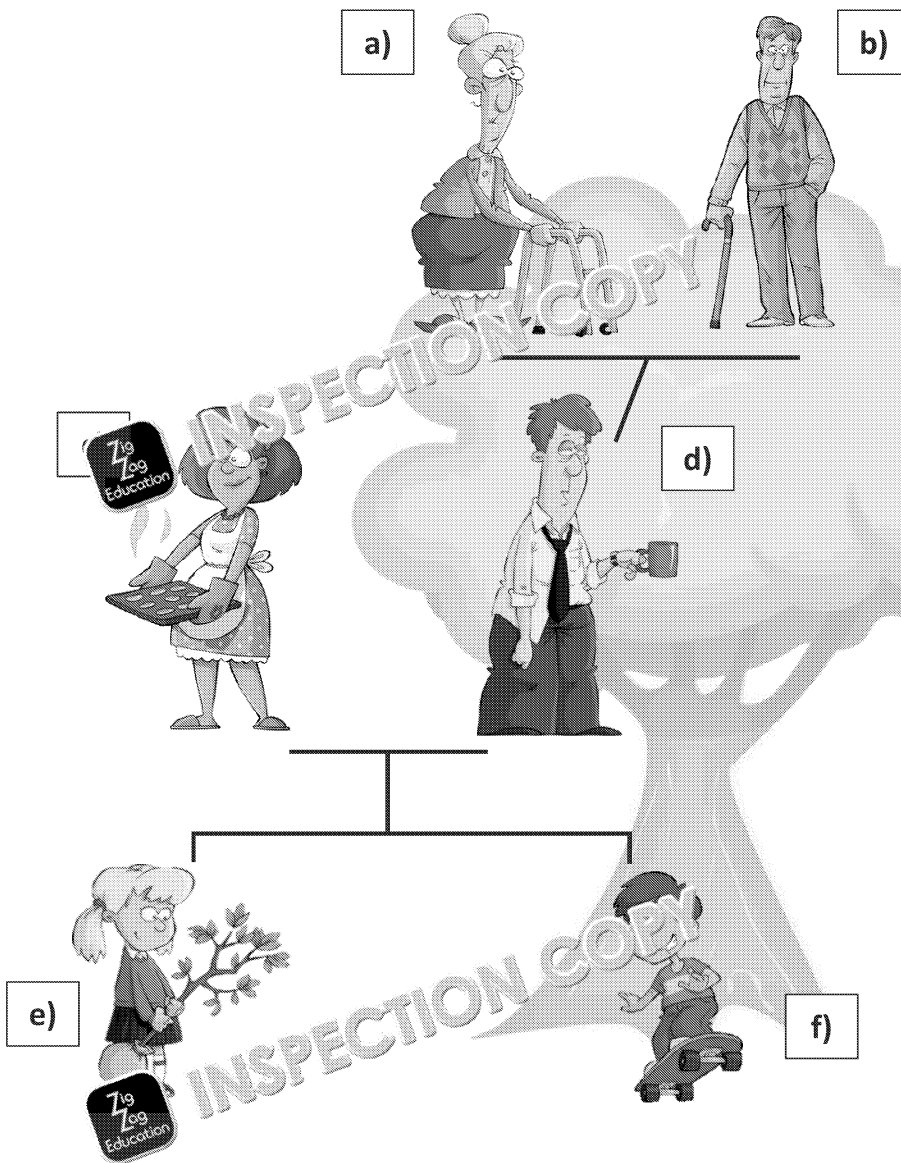
## Warm-up vocabulary exercises

1. Match up the French words with the English equivalent:

|                  |
|------------------|
| 1. mon oncle     |
| 2. ma mère       |
| 3. ma sœur       |
| 4. mon père      |
| 5. mon frère     |
| 6. mon beau-père |
| 7. ma belle-mère |
| 8. mon cousin    |
| 9. ma grand-mère |

|                   |
|-------------------|
| a. my mother      |
| b. my stepfather  |
| c. my stepmother  |
| d. my cousin      |
| e. my sister      |
| f. my father      |
| g. my grandmother |
| h. my brother     |
| i. my uncle       |

2. Complete the family tree below using the vocabulary from the exercise above:



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## Reading exercises

## A Wedding

Je m'appelle Hélène et ma femme s'appelle Jessica. Nous sommes en couple depuis ans et nous nous sommes mariées le 24 juin 2022. C'était un beau mariage pas trop avec toute notre famille et nos amis. J'ai invité mon père, ma petite sœur et mes et Jessica a invité ses deux parents et ses trois frères. C'était important pour moi de marier car mes parents ont divorcé quand j'étais petite, puis ma mère est morte quand j'avais 20 ans. Mon père a dit que je ne lui en ai beaucoup à ma mère le jour de son portait une robe\* blanche. Les parents de Jessica se sont aussi séparés quand elle s'entendent très bien. Ils sont généreux, sympas et toujours positifs. J'ai rencontré l'université. J'ai tombée amoureux\* d'elle immédiatement car elle a de beaux de femme par le monde.

3. Find the French equivalent in the reading text for the following expressions:

- In a relationship
- On her wedding day
- I fell in love with her
- I wouldn't trade my wife for the world

## Translation exercises

4. Translate

- Into English:
  - Le jour de mon mariage, je veux porter des vêtements rouges et blancs.
  - Mes parents vont se marier en mai et je suis heureuse.
  - J'ai rencontré ma femme en Angleterre le jour de mon anniversaire.
- Into French:
  - I invited my cousins, my sister, my stepfather and my uncle.
  - I got on well with my mother because she is kind and fun.
  - A wedding is very expensive when you invite your friends and your family.

## Grammar exercises

5. Write the following adjective in the feminine form, then write its English translation.

- |          |              |                |
|----------|--------------|----------------|
| a) Blanc | c) Beau      | e) Positif     |
| b) Cher  | d) Religieux | f) Intéressant |

6. Find the past tense (passé composé) in the text for the following:

- |                          |                                          |
|--------------------------|------------------------------------------|
| a) Nous nous marions     | d) Les parents de Jessica se sont mariés |
| b) J'invite              | e) Je rencontre                          |
| c) Mes parents divorcent |                                          |

## Writing task

7. Write a paragraph in French for a blog, describing a wedding in French. It could be getting married, for example. You can describe their outfits and explain who the couple's relationship to them. You must use the present tense and it should be at least 100 words.

Use the sentences below to help you:

- Aujourd'hui c'est le mariage de...
- Le marié / La mariée porte...
- Il y a...

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## **Preview of Questions Ends Here**

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## Worksheet 9.2: The natural

1. a) le recyclage – recycling d) la menace – th  
b) les déchets – rubbish e) le sac en plasti  
c) le réchauffement – (global) warming f) la poubelle – b
2. 1. réduire – d. when you make something smaller 3. améliorer – a. wh  
2. protéger – c. when you prevent harm 4. détruire – b. whe
3. i) b ii) a iii) iv) c v) b
4. a) i) Yesterday, I cleaned the river with my brother.  
ii) At secondary school, we organised a recycling system.  
iii) Next weekend, we are going to visit the park with my parents.  
b) i) Hier, nous avons jeté tous les déchets.  
ii) Le réchauffement climatique est une menace pour nos animaux et nos ma  
iii) Nous polluons les mers avec des sacs en plastique ; il faut protéger l'envir
5. a) Vous vous adaptez à votre environnement.  
b) Je me protège des animaux.  
c) Hier, ils ont visité un centre de conservation.  
d) Nous nous sommes préparés un repas végétarien quand nous sommes rentrés du tr  
e) Tu t'es perdu(e) quand tu es allé(e) au parc.
6. a) Nous jetons d) Nous polluons  
b) Tu tries e) Il/elle/on agit  
c) Ils/elles protègent f) Vous améliorez

## Worksheet 9.2: The natural world

1. a) Chez moi, nous avons trois poubelles différentes pour recycler nos déchets.  
b) Le réchauffement climatique fait augmenter les températures sur toute la plan  
c) Quand je vais au supermarché, je n'utilise pas de sac en plastique.  
d) La pollution humaine est une menace pour la nature locale.
2. 1. nettoyer – d. Laver un endroit pour qu'il soit propre.  
2. protéger – c. Empêcher les mauvaises choses d'arriver.  
3. améliorer – a. Rendre les choses meilleures ou plus belles.  
4. détruire – b. Faire disparaître quelque chose par la force.
3. en voie de disparition – l'habitat naturel – le réchauffement – sont tués par – nos riv
4. a) i) Next weekend, we will visit the park with my parents.  
ii) At secondary school, we organised a rubbish recycling system.  
iii) Yesterday, I cleaned the river with my brother because it was very dirty.  
b) i) La semaine dernière, nous avons jeté tous les déchets dans la poubelle ver  
ii) Les sacs en plastique doivent être recyclés et utilisés pour éviter la polluti  
iii) Le réchauffement climatique est une menace pour nos maisons, notre san
5. 1. Je n'ai rien – b. à faire aujourd'hui.  
2. Il utilise des poubelles différentes pour recycler les déchets.  
3. Regarde le système de recyclage – a. que nous avons créé !  
4. Dans les années à venir, les animaux – e. pourront se reproduire.  
5. Il y a des produits inquiétants – c. qui détruisent les sols.
6. a) Nous jetons (present) e) Il, elle ou on améliorerait (past  
b) Je ou tu tries (past) f) Vous finissez (present)  
c) Ils ou elles protégeaient (past) g) Il, elle ou on détruit (present)  
d) Je ou tu peux (present) h) Nous organisons (past)

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## **Preview of Answers Ends Here**

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