

There were still a number of candidates who did not know how to use *passé* and *composé* and *imparfait* correctly. Teachers would do well to spend time preparing candidates to be able to use these tenses correctly.

Most candidates were able to do the second part (which required them to use the future tense) with more ease.

Specific vocabulary problems that teachers can work on: *crier*, *pleurer* and *pleuvoir*, *marcher* and *se promener*, *visiter* and *rendre visite*, *meilleur* and *meilleure* and *mieux*.

SECTION B

Teachers need to spend time getting candidates to assimilate argumentative-type expressions, such as 'il est important que' and 'il faut que'.

Many could not write expressions such as "I agree with..." correctly.

There was still much confusion among candidates regarding the words 'les gens' and 'une personne'.

SECTION C

Although there was a general improvement in the layout of the formal letter, it is clear that many pupils are still using a tone/register that is not suitable, and is too casual. Teachers should stress to pupils that, when making a request in this type of letter, pupils should phrase it politely, using the conditional tense e.g. "Pourriez-vous...." and "Serait-il possible.....".

Pupils should know not to use "tu, ton, ta, tes" in this section.