

FACTFILE: GCSE FRENCH

CONTEXT 1:

IDENTITY, LIFESTYLE AND CULTURE



Free time, leisure and daily routine

Learning Outcomes

You should be able to use French relating to this topic to:

- understand and respond to different types of spoken language (Listening);
- communicate and interact effectively in speech (Speaking);
- understand and respond to different types of written language (Reading) and
- communicate in writing (Writing).

These lists are neither prescriptive nor exhaustive.

Some aspects of this topic include:

- Leisure activities
- Pets/animals
- Shopping
- Daily routine
- Time
- Meals

You might also refer to the Factfile on Social media and new technology as well as some aspects of the Factfile on Social and global issues (such as sport, food and health).

Preparation

Ensure that you have a very good knowledge of **vocabulary** and **grammar and structures** related to the topic of Free time, leisure and daily routine.

Vocabulary

All page numbers in this section refer to the Specification.

- See pages 58-59 and 61-62 for vocabulary of some leisure activities.
- See pages 59-60 for vocabulary of pets and animals.

- See pages 60-61 and 61-62 for vocabulary of shopping.
- See pages 62-63 for vocabulary of daily routine.
- See page 98 for vocabulary of time.
- See page 62 for vocabulary of meals.
- See pages 73-74 for vocabulary of sport and health.
- See pages 57-59 for vocabulary of social media and new technology.

Remember that this is the Core Minimum Vocabulary List – you should always learn other relevant vocabulary that you encounter as you study this topic.

Refer to the **Support** section of the CCEA GCSE French website. Then choose the **Activity** tab. There are three Activity Sheet folders which link to this topic. Each folder contains a PowerPoint presentation with key topic vocabulary and a worksheet to help you practise the key vocabulary.

They are:

- Daily Routine Activity Sheet.
- Fashion and Shopping Activity Sheet.
- Hobbies Activity Sheet.

Grammar and Structures

1. Revise **jouer à** and **jouer de** for this topic. Start with the present tense but also revise the perfect, the imperfect, the future and the conditional tenses of this key verb.

- Remember that French uses **jouer à** for playing sport (more about in factfile on Social and Global issues) and **jouer de** for playing a musical instrument.
- Revise jouer in its different tenses:

Present	Perfect	Imperfect	Future	Conditional
Je joue	J'ai joué	Je jouais	Je jouerai	Je jouerais
Tu joues	Tu as joué	Tu jouais	Tu joueras	Tu jouerais
Il joue	Il a joué	Il jouait	Il jouera	Il jouerait
Nous jouons	Nous avons joué	Nous jouions	Nous jouerons	Nous jouerions
Vous jouez	Vous avez joué	Vous jouiez	Vous jouerez	Vous joueriez
Ils jouent	Ils ont joué	Ils jouaient	Ils joueront	Ils joueraient

(NB: Jouer is a regular -er verb so if you are confident in using jouer in its different tenses, you will be able to use many other verbs which follow the same pattern accurately.)

2. Revise **reflexive verbs** for this topic (pages 62-63 of the Specification). Check back to the Factfile on Social media and new technology to see how they are formed.

You can extend your use of reflexive verbs by including them in sentences with opinions. The rule here to remember is to change the pronoun so that it matches the subject of the opinion verb – see the examples below.

J'aime me lever tard mais mes parents aiment se lever tôt.

Because **Je** is the subject, we must change the infinitive from se lever to **me lever**.

In the part about my parents, **mes parents** is the subject of the opinion verb so we need to use the pronoun which matches mes parents – in this case, **se lever**. You can see some examples of this grammatical point in the Daily Routine PowerPoint in the Activity File.

3. Revise how to write **the time** in French so that you can talk or write about your daily routine in detail. (See vocabulary page 98 of the Specification).

Revision

You can test yourself using some of the Specimen Assessment Materials (SAMs) and also some material from the Specification.

Questions:

Listening:

Foundation Listening – see SAMs page 5 question 2, page 11 question 7 and page 13 question 9.

Higher Listening – see SAMs page 20 question 1.

The recording for the Listening is available on the CCEA website. If you cannot access the recording, you will find the Transcript for the questions in the SAMs, pages 133-140 for Foundation Listening and pages 145-151 for Higher Listening.

Speaking:

Role-play – see SAMs page 40 Situation C.

(The teacher script of this role-play can be found in the SAMs on page 160.)

Role-play – see SAMs page 42 Situation F.
(The teacher script of this role-play can be found in the SAMs on page 163.)

Conversation – see the Specification pages 39-40 for sample questions for this topic.

Reading:

Foundation Reading – see SAMs pages 70-71 question 12.

Higher Reading – see SAMs pages 78-79 question 4 and page 81 question 6.

Writing:

Foundation Writing – see SAMs pages 96-97 question 1 and page 100 question 4a.

Higher Writing – see SAMs page 111 question 2 and page 114 question 4a.

Answers:

You can check your answers to Listening and Reading questions which are included in the SAMs.

Foundation Listening mark scheme: pages 129-132. Higher Listening mark scheme: pages 141-144.

Foundation Reading mark scheme: pages 181-184. Higher Reading mark scheme: pages 185-188.

You will need to ask your teacher or a French speaker to check your answers for the role-play, the speaking questions and any written work that you produce.

