

# FACTFILE: GCSE FRENCH



## CONTEXT 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST



### Community involvement

#### 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:

- Environmental issues
- Endangered species
- Social issues
- Voluntary work

You might also refer to vocabulary linked to part-time jobs (see Factfile on Part-time jobs and money management)

#### Preparation

Ensure that you have a very good knowledge of **vocabulary** and **grammar and structures** related to the topic of Community Involvement.

#### Vocabulary

**All page numbers in this section refer to the Specification.**

- See pages 71-72 for vocabulary of environmental issues.
- See page 72 for vocabulary of endangered species.
- See page 73 for vocabulary of social issues.
- See page 73 for vocabulary of voluntary work.
- See pages 86-87 for vocabulary of part-time jobs.

**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 **two** 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:

- Caring for the Environment Activity Sheet.
- Charity Activity Sheet.

## Grammar and Structures

1. Revise **three main verb groups (-er, -ir, and -re)** for this topic (think of travailler, finir and vendre). Start with the present tense but also revise the perfect, imperfect, future and conditional tenses of these pattern verbs.

Present	Perfect	Imperfect	Future	Conditional
Je travaille	J'ai travaillé	Je travaillais	Je travaillerai	Je travaillerais
Tu travaille	Tu as travaillé	Tu travaillais	Tu travailleras	Tu travaillerais
Il travaille	Il a travaillé	Il travaillait	Il travaillera	Il travaillerait
Nous travaillons	Nous avons travaillé	Nous travaillions	Nous travaillerons	Nous travaillerions
Vous travaillez	Vous avez travaillé	Vous travailliez	Vous travaillerez	Vous travailleriez
Ils travaillent	Ils ont travaillé	Ils travaillaient	Ils travailleront	Ils travailleraient

Present	Perfect	Imperfect	Future	Conditional
Je finis	J'ai fini	Je finissais	Je finirai	Je finirais
Tu finis	Tu as fini	Tu finissais	Tu finiras	Tu finirais
Il finit	Il a fini	Il finissait	Il finira	Il finirait
Nous finissons	Nous avons fini	Nous finissions	Nous finirons	Nous finirions
Vous finissez	Vous avez fini	Vous finissiez	Vous finirez	Vous finiriez
Ils finissent	Ils ont fini	Ils finissaient	Ils finiront	Ils finiraient

Present	Perfect	Imperfect	Future	Conditional
Je vends	J'ai vendu	Je vendais	Je vendrai	Je vendrais
Tu vends	Tu as vendu	Tu vendais	Tu vendras	Tu vendrais
Il vend	Il a vendu	Il vendait	Il vendra	Il vendrait
Nous vendons	Nous avons vendu	Nous vendions	Nous vendrons	Nous vendrions
Vous vendez	Vous avez vendu	Vous vendiez	Vous vendrez	Vous vendriez
Ils vendent	Ils ont vendu	Ils vendaient	Ils vendront	Ils vendraient

2. Refer to page 91 (**comparatives**) and pages 91-92 (**conjunctions and connectives**) of the Specification to prepare some longer phrases and sentences to explain why you do (or do not) do voluntary work.
3. Revise **modal** verbs – useful for saying what you must do etc...  
These verbs are all followed by the infinitive:
- Pouvoir (to be able to), devoir (to have to), vouloir (to want to). Some exemplar sentences:  
Je peux facilement recycler le verre.  
On doit aider les sans-abris.  
Nous voulons faire du bénévolat afin de protéger les espèces menacées.
  - To make these phrases negative, the ne...pas is placed around the modal verb –  
Eg. Je ne peux pas facilement recycler le verre.
  - Il faut is followed by the infinitive and means 'It is necessary to...' eg Il faut économiser de l'eau.
  - To make this phrase negative, the ne...pas is placed around 'il faut' eg il ne faut pas économiser...

## Revision

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

### Questions:

#### Listening:

Higher Listening – see SAMs page 26 question 6.

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 on pages 145-151 for Higher Listening.

#### Speaking:

Role-play – see SAMs page 48 Situation L.

(The teacher script of this role-play can be found in the SAMs on page 169.)

Conversation – see the Specification page 43 for sample questions for this topic.

#### Reading:

Higher Reading – see SAMs page 82 question 7.

#### Writing:

There are no writing questions on this topic in the SAMs; however, there is an additional writing question at the end of this section.

### Answers:

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

Higher Listening mark scheme: pages 141-144.

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.

### Additional Question:

#### Question:

##### Writing:

Foundation & Higher Writing.

Your teacher has asked for some sentences about voluntary work you do.

Write **one** sentence for each answer.

Write in **French**.

- a) What voluntary work you do
- b) When you do this voluntary work
- c) Who you do this voluntary work with
- d) How you feel about this voluntary work
- e) Something you do not like about this voluntary work

#### Answer:

You will need to ask your teacher or a French speaker to check your answers for any written work that you produce.

