

FACTFILE: GCSE FRENCH



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



Social and global issues

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:

- Health and lifestyle
- Sport
- Food and drink
- Body parts
- At the doctor's
- At the pharmacy
- Health

You might also refer to the Factfile on Free time, leisure and daily routine as well as the Factfile on Community involvement.

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 73-74 for vocabulary of sport.
- See pages 74-77 for vocabulary of food and drink.
- See page 77-78 for vocabulary of body parts.

- See page 78 for vocabulary of going to the doctor's or the pharmacy.
- See pages 78-79 for vocabulary of health.

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:

- Eating out and cuisine Activity Sheet.
- Health, Lifestyle Activity Sheet.
- Sport Activity Sheet

Grammar and Structures

1. Revise **jouer de** for musical instruments, **jouer à** for sport and **faire de** for sport.
Link this with the rules for using de + nouns
eg faire **de** l'équitation (because de + l' stays as de l').
Faire **de la** natation (because de + la stays as de la).
Faire **du** ski (because de + le changes to du).
Faire **des** sports nautiques (because de + les changes to des)
2. Revise how to talk about illness; in particular to say which body part is sore. The expression used is: **avoir mal à** and the **à** will change, depending on the gender of the body part after it. Some examples:
J'ai mal **à l'**épaule (because à + l' stays as à l').
J'ai mal **à la** cheville (because à + la stays as à la).
J'ai mal **au** bras (because à + le changes to au).
J'ai mal **aux** dents (because à + les changes to aux).
Refer to the Health, Lifestyle Activity Sheet to find some more examples of this grammatical rule.
3. Revise vocabulary of **comparisons** (page 91) and vocabulary of **opinions and justifications** (pages 95-96) so that you can understand and express opinions on various aspects of a healthy lifestyle.

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 30 question 9.

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 44 Situation H.

(The teacher script of this role-play can be found in the SAMs on page 165.)

Role-play – see SAMs page 46 Situation I.

(The teacher script of this role-play can be found in the SAMs on page 166.)

Conversation – see the Specification pages 43-44 for sample questions for this topic.

Reading:

Foundation Reading – see SAMs pages 60-61 question 4.

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.

Foundation Reading mark scheme: pages 181-184.

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:

Writing:

Foundation & Higher Writing:

Your teacher has asked you to write an article in French for a classroom display on the topic of a healthy lifestyle. You **must** write **five** paragraphs. You must include **all** bullet points.

(Foundation Tier: Aim for 80-100 words. Higher Tier: Aim for 130-150 words.)

- The food you usually eat
- Sport you usually do (or do not do) at school
- How you deal with stress
- What exercise you did last month
- What you will do next year to improve your health

Answers:

Writing:

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

