

# FACTFILE: GCSE FRENCH



## CONTEXT 2:

# LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST



## Travel and tourism

### 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:

- Countries and nationalities
- Places to stay
- Tourist sites, shops and shopping, places in town
- Travel (including methods of transport, travel by car and travel by train)
- Weather
- Leisure
- Food and drink
- Festival and celebrations

You will have revised quite a few aspects of this topic in previous Factfiles:

- Tourist sites, shops and shopping, places in town, travel and weather in the Factfile on My local area and the wider environment)
- Leisure in the Factfile on Free time, leisure and daily routine
- Sport, food and drink in the Factfile on Social and global issues
- Festival and celebrations in the Factfile on Culture, customs, festivals and celebrations.

### Preparation

Ensure that you have a very good knowledge of **vocabulary** and **grammar and structures** related to the topic of My local area and the wider environment.

### Vocabulary

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

- See pages 79-80 for vocabulary of countries and nationalities.
- See pages 80-81 for vocabulary of places to stay.
- See pages 69-70 for vocabulary of methods of transport, travelling by car and travelling by train.
- See pages 67-68 for vocabulary of tourist sites, shops and places in town.
- See pages 60-62 for vocabulary of shopping (think in terms of buying gifts).
- See page 70 for vocabulary of weather.
- See pages 58-59 and 61-62 for vocabulary of some leisure activities.
- See pages 73-74 for vocabulary of sport.
- See pages 74-77 for vocabulary of food and drink.
- See pages 63-64 for vocabulary of some important festivals and greetings.

**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 four 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:

- Destinations Activity Sheet.
- Holiday and Activities Activity Sheet.
- Tourism and places to visit Activity Sheet.
- Travel and Tourism Activity Sheet.

## Grammar and Structures

### 1. Revise how to say **in** or **at with a country**.

Remember that all countries have a gender in French.

Most countries are feminine: la France, la Grèce, l'Irlande, l'Italie, l'Allemagne, la Suède, etc.

(Random fact: all countries which end in -e are feminine APART from le Mexique which is masculine!)

There are some masculine countries: le Canada, le Danemark, le Mexique, le Pays de Galles, etc.

There are a few plural countries: les États-Unis, les Pays-Bas etc.

- Feminine countries use 'en' for in or at – je vais en France, en Grèce, en Irlande, etc.
- Masculine countries use 'au' for in or at – je vais au Canada, au Danemark, au Mexique, etc.
- Plural countries use 'aux' for in or at – je vais aux États-Unis, aux Pays-Bas, etc.

### 2. Revise the adjectives which derive from the country eg

Je suis né en France donc je suis français.

Je suis né au Portugal donc je suis portugais.

The PowerPoint in the Destinations Activity file provides more detail and examples on the above points.

### 3. Revise how to form the conditional tense:

Take the future stem and add imperfect endings. See three sample verbs below:

Conditional of jouer	Conditional of faire	Conditional of aller
Je jouerais	Je ferais	J'irais
Tu jouerais	Tu ferais	Tu irais
Il jouerait	Il ferait	Il irait
Nous jouerions	Nous ferions	Nous irions
Vous joueriez	Vous feriez	Vous iriez
Ils joueraient	Ils feraient	Ils iraient

A useful construction to remember is:

Si + imperfect, then conditional

If I were rich, I would go to France.

Si j'étais riche, j'irais en France.

There are more examples of this grammatical point in the Tourism and places to visit Activity Sheet.

## 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 7 question 4.

Higher Listening – see SAMs page 29 question 8.

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 46 Situation J.

(The teacher script of this role-play can be found in the SAMs on page 167.)

Conversation – see the Specification page 45 for sample questions for this topic.

#### Reading:

Foundation Reading – see SAMs page 62 question 5 and page 63 question 6.

Higher Reading – see SAMs page 90 question 11.

#### Writing:

Foundation Writing – see SAMs page 99 question 3 and page 100 question 4b.

There is no Higher Writing question on this topic in the SAMs but a Higher Tier candidate should do the Foundation Writing questions on this topic – just remember to aim for 130-150 words for a Higher Tier response to question 4b.

### 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.

