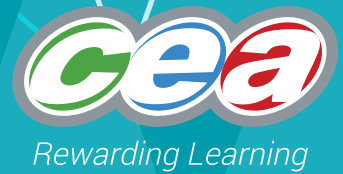


FACTFILE: GCSE FRENCH

Speaking 3

CONTEXT 1: IDENTITY, LIFESTYLE AND CULTURE



Free time, leisure and daily routine



Introduction

Here are some key points to help you study this topic.

Learning Outcomes

You should be able to:

- communicate and interact effectively in speech for a variety of purposes;
- take part in short conversations, asking and answering questions, exchanging opinions and producing extended sequences of speech;
- speak spontaneously, responding to questions, points of view or situations and sustaining communication, as appropriate;
- express information and narrate events coherently and confidently, using and adapting language for new purposes;

- make appropriate and accurate use of a variety of vocabulary and grammatical structures;
- make creative use of the language, as appropriate, to express and justify their own thoughts and points of view; and
- use accurate pronunciation and intonation that would be understood by a native speaker.

These lists are neither prescriptive nor exhaustive.

Skills

- Communication.
- Using ICT.
- Self-management.
- Working with others.
- Managing information.
- Being creative.

Preparation

- Be aware of the specification requirements and grade boundaries.
- Be aware of the assessment format of this component of the GCSE.
- Practise reading aloud at home to gain confidence and fluency.
- Use every opportunity in class to improve your speaking skills (oral exercises/ discussions/ role-plays/ debates, etc.)
- Record yourself on a regular basis and track your progress.
- Use French language podcasts and webcasts to listen to native speakers of French and improve your pronunciation skills.

- Identify areas of weakness that you need to work on, e.g. pronunciation, word order.
- Develop a bank of topic based vocabulary lists.
- Build up a bank of phrases useful for role-play and general conversation, e.g.

Tu te lèves à quelle heure? Je me lève normalement à sept heures.

Qu'est-ce que tu fais dans ton temps libre? / Normalement, je joue au foot. / Je joue au rugby trois fois par semaine. Hier soir j'ai joué au tennis etc.

Practice

- Interviews to find out how different celebrations are celebrated by others in the class.
- Role-play situations for this topic using SAMs from CCEA.
- Other role-plays: Daily habits/ weekend habits/ time/ frequency/ types of transport/ diversity in habits/ particular strengths and weaknesses etc.)
- Topic based 2 minutes oral presentations.
- General conversation questions using SAMs from CCEA.

Revision

- Practise a variety of different topic based scenarios.
- Be familiar with topic based vocabulary related to Free time, leisure and daily routine.
- Revise key verbs related to the topic (Se lever/ Se coucher/ Jouer/ Aimer/ Aller/Aimer/Pratiquer, etc) and use them in different tenses.
- Try to include opinions and justifications in your answers, where appropriate.
- Include idiomatic language, where appropriate.
- Always take into account any feedback from your teacher and/or language assistant to identify areas for improvement.

