

FACTFILE: GCSE FRENCH

CONTEXT 1: IDENTITY, LIFESTYLE AND CULTURE



Myself, my family, relationships and choices

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:

- Myself
- Family members
- Relationships within the family
- Friends
- Relationships with friends
- Physical descriptions
- Descriptions of personality
- Verbs – including verbs of emotion and reflexive verbs
- Pets

You might also refer to leisure activities that you do with your family and friends (Factfile on Free time, leisure and daily routine) as well as jobs and places of work (Factfile on Future plans and career).

Preparation

Ensure that you have a very good knowledge of **vocabulary** and **grammar and structures** related to the topic of Myself, my family, relationships and choices.

Vocabulary

All page numbers in this section refer to the Specification.

- See pages 54-55 for vocabulary of myself, family members, relationships within the family, friends and relationships with friends.
- See pages 55-56 for vocabulary of descriptions – both physical and personality.
- See page 56 for useful verbs – including verbs of emotion and reflexive verbs for this topic.
- See pages 59-60 for vocabulary of pets and animals.
- See pages 90-91 and page 93 for additional adjectives which could be useful for this topic.
- See page 92 for months, page 94 for numbers and pages 95-96 for vocabulary of opinions.

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:

- Family Activity Sheet.
- Friends Activity Sheet.

Grammar and Structures

1. Revise **avoir** and **être** for this topic. Start with the present tense but also revise the perfect and the future tense of these two verbs.

Avoir:

Present	Perfect	Future
J'ai	J'ai eu	J'aurai
Tu as	Tu as eu	Tu auras
Il a	Il a eu	Il aura
Nous avons	Nous avons eu	Nous aurons
Vous avez	Vous avez eu	Vous aurez
Ils ont	Ils ont eu	Ils auront

- Remember that French uses **avoir** for age.
When you want to say how old you are or how old a family member is, you must use avoir AND you must include 'ans' to indicate that you are talking about age.
'J'ai seize ans' translates as 'I am sixteen years old.'
Translate into French; my brother is twelve. (Answer is provided on the next line.)
Mon frère a douze ans.

- Revise the verb **être** for use when describing size, personality and character.

Être:

Present	Perfect	Future
Je suis	J'ai été	Je serai
Tu es	Tu as été	Tu seras
Il est	Il a été	Il sera
Nous sommes	Nous avons été	Nous serons
Vous êtes	Vous avez été	Vous serez
Ils sont	Ils ont été	Ils seront

2. Revise **position** and **agreement of adjectives** for this topic.

Position of adjectives – Remember that most adjectives are placed after the noun, with the exception of BAGS (Beauty, Age, Goodness, Size) adjectives. BAGS adjectives (such as joli, jeune, bon, petit) are placed before the noun.

Agreement of adjectives – Remember that the adjective agrees with the gender of the noun it describes. For regular adjectives, the rules and an example are given in the table below:

Masculine Singular	Masculine plural	Feminine Singular	Feminine Plural
No change	Add -s	Add -e	Add -es
eg court	eg courts	eg courte	eg courtes

There are quite a few adjectives which do not follow these rules exactly – eg bon (bonne), nouveau (nouvelle), vieux (vieille) so be sure to learn them also. Refer to your textbook or ask your teacher for further examples.

3. Revise how to write **dates** in French so that you can say or write birthday dates. (See Factfile on Culture, customs, festivals and celebrations.)

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 4 question 1.

Higher Listening – see SAMs page 31 question 10.

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 38 Situation A.

(The teacher script of this role-play can be found in the SAMs on page 158.)

Conversation – see the Specification page 37 for sample questions for this topic.

Reading:

Foundation Reading – see SAMs page 56 question 1, page 57 question 2 and pages 68-69 question 11.

Higher Reading – see SAMs pages 76-77 question 3.

Writing:

Foundation Writing – see SAMs page 98 question 2.

Higher Writing – see SAMs page 110 question 1.

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.

