

FACTFILE: GCSE FRENCH

CONTEXT 3: SCHOOL LIFE, STUDIES AND THE WORLD OF WORK



Extra-curricular activities

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:

- Types of extra-curricular activities.
- Verbs associated with this topic.
- Opinions and justifications.

You might also refer to descriptions of friends (Factfile on Myself, my family, relationships and choices), your daily routine (Factfile on Free time, leisure and daily routine) as well as vocabulary of sport and health (Social and global issues).

Preparation

Ensure that you have a very good knowledge of **vocabulary** and **grammar and structures** related to the topic of Extra-curricular activities.

Vocabulary

All page numbers in this section refer to the Specification.

- See page 85 for vocabulary of types of extra-curricular activities.
- See page 86 for vocabulary of verbs associated with this topic.
- See pages 95-96 for vocabulary of opinions and justifications.

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:

- Extra-curricular Activities Activity Sheet.
- School Trips Activity Sheet.

Grammar and Structures

1. This topic is a good opportunity to revise the formation of the **perfect** and **future** tenses. Refer to the School Trips Activity File PowerPoint to revise the formation of these two tenses.

2. Revise **pronouns** and word **order**.

Je vais à **l'orchestre** chaque jeudi après les cours. J'**y** vais avec mon amie, Annette.

Je fais **du sport** après les cours. J'**en** fais trois fois par semaine.

In the first example, the noun phrase (à l'orchestre) has been replaced by the pronoun (y) and the pronoun is placed before the verb.

In the second example, the noun phrase (du sport) has been replaced by the pronoun (en) and the pronoun is placed before the verb.

Check your textbook or ask your teacher for further examples of this grammatical point.

Revision

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

Questions:

Listening:

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

Speaking:

Role-play – see SAMs page 50 Situation N.

(The teacher script of this role-play can be found in the SAMs on page 171.)

Conversation – see the Specification page 47 for sample questions for this topic.

Reading:

Higher Reading – see SAMs pages 84-85 question 8.

Writing:

Foundation Writing – there are no Foundation Writing questions on this topic in the Specification but a Foundation Tier candidate can attempt the Higher writing question. Just remember to aim for 80-100 words for a Foundation Tier response!

Higher Writing – see SAMs page 114 question 4c.

Answers:

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

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.

Additional Question:

Listening:

Foundation & Higher Listening:

Read the transcript (or better still, get someone else to read it to you) and complete the summary below.

Anne: Ma copine, Pierrette, adore les activités extra-scolaires. Pierrette a une semaine très chargée – lundi, c'est le club de basket, puis mardi, elle fait du théâtre. Mercredi, elle fait de la course à pied et puis jeudi, elle joue de la clarinette. Le vendredi, elle se repose mais c'est le jour où moi, je vais à la pêche. Donc, après les cours, nous ne pouvons pas nous relaxer ensemble.

Complète le résumé. Choisis les mots dans la case.

occupée du sport	courir	de la musique	pêcher
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Pierrette est presque toujours (a) _____.

Le premier jour de la semaine, elle fait (b) _____.

Pour Pierrette, l'art dramatique est le mardi. Le mercredi, elle va (c) _____.

Anne préfère aller (d) _____.

Answers:

Foundation and Higher listening:

(a) occupée (b) du sport (c) courir (d) pêcher

