

FACTFILE:

GCSE FRENCH

CONTEXT 3:

SCHOOL LIFE, STUDIES

AND THE WORLD OF WORK



Future plans and career

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:

- Careers.
- Future plans (including future study).
- Verbs associated with these topics.
- Opinions and justifications.

You might also refer to your part-time job (Factfile on Part-time job and money management) as well as places of work (Factfile on My local area and the wider environment).

Preparation

Ensure that you have a very good knowledge of **vocabulary** and **grammar and structures** related to the topic of Future plans and career.

Vocabulary

All page numbers in this section refer to the Specification.

- See page 88 for vocabulary of future plans and career.
- See pages 89-90 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 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:

- Employment Activity Sheet.
- Further Studies After GCSE Activity Sheet.
- Future Plans Activity Sheet.

Grammar and Structures

1. Remember that when talking or writing about jobs, French does not use the article (un/une/le or la):
Mon père est boucher (my father is a butcher).
Ma mère est technicienne (my mother is a technician).
Ma sœur travaille comme mécanicienne (my sister works as a mechanic).

Mon frère est patron de sa propre entreprise (my brother is the boss of his own business).

2. Revise the links between jobs (male/female) and places of work:

Boulangier/boulangère (baker)– la boulangerie (bakery)

Boucher/bouchère (butcher) – la boucherie (butcher's shop)

Facteur/factrice (postman/postwoman) - la poste (Post Office)

Compile these lists yourself.

3. Revise different ways to express a future time frame.

- The simple future: aller + infinitive.
Je vais continuer mes études en faculté.
(I am going to continue my studies at university.)
- The future tense: For regular verbs, take the infinitive (remove the final -e from -re verbs) & add the following endings:
-ai, -as, -a, -ons, -ez, -ont
Je continuerai mes études à l'université.
(I will continue my studies at university.)
- The conditional tense: take the future stem and add an imperfect ending.
Je continuerais mes études en faculté, si je pouvais.
(I would continue my studies at university, if I could.)
- Use: avoir l'intention de + infinitive.
J'ai l'intention de trouver un bon emploi.
(I intend to find a good job.)
- Use: espérer + infinitive.
J'espère travailler à l'étranger.
(I hope to work abroad.)
- Use: Je voudrais + infinitive.
Je voudrais travailler en plein air.
(I would like to work outdoors.)
- Use: J'aimerais bien + infinitive.
J'aimerais bien travailler en équipe.
(I would really like to work in a team.)
- Use: Il serait super si je pouvais + infinitive.
Il serait super si je pouvais faire des économies pour acheter.....
(It would be great if I could save money to buy...)

Refer to the PowerPoint presentation in the Future Studies after GCSE Activity Sheet to see some more examples of these expressions.

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 12 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.

Speaking:

Role-play – see SAMs page 52 Situation P.

(The teacher script of this role-play can be found in the SAMs on page 173.)

Conversation – see the Specification pages 48-49 for sample questions for this topic.

Reading:

Higher Reading – see SAMs page 86 question 9.

Writing:

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

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 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:

Questions:

Writing:

Foundation Writing:

Translate the English sentences.

Write **in French**.

- (a) I would like to become a dentist.
- (b) I am going to go to university.
- (c) I love to travel.
- (d) I want to be rich.

Higher Writing:

Translate the English sentences.

Write **in French**.

- (a) My father is a mechanic.
- (b) He is the owner of a garage.

- (c) I like to work with my hands.
- (d) I do not want to go to university.

Answers:

Foundation Writing:

- (a) Je voudrais devenir dentiste.
- (b) Je vais aller à l'université.
- (c) J'adore voyager.
- (d) Je veux être riche.

Higher Writing:

- (a) Mon père est mécanicien.
- (b) Il est propriétaire d'un garage.
- (c) J'aime travailler avec mes mains.
- (d) Je ne veux pas aller à l'université.

