

GCSE FRENCH

Unit 1

Teaching and Learning Resources

Unit 1 2016

Teaching and learning activities should focus on:

- preparing learners for role plays by getting them used to the style/ layout from the SAMs
- practising question formation and practising 'quick-fire' unpredictable questions
- using photos and pictures for starters/ plenaries/ pair work
- preparing learners for familiar/ formal language situations
- preparing conversation questions on each topic
- ensuring that learners can discuss events in the past, present and future.

Resources

The WJEC main website www.wjec.co.uk has access to a resources section where teachers and learners can make use of language tools which are theme based.

Crown House Publishing has also produced a **text book, teacher guide and audio pack** endorsed by the WJEC to support teaching and learning of this specification.



Useful websites

Below is a list of useful websites for teaching and learning purposes. N.B: These are suggestions and not endorsements.

- www.routesintolanguages.co.uk
- www.all-literature.wikidot.com
- www.bbc.co.uk/schools
- www.helenmyers.blogspot.co.uk
- www.rachelhawkes.com
- Search for news in Slow French
- www.memrise.com
- www.quizlet.com
- www.getahoot.com

Unit 1 2017

Role Play

Learners will be expected to use:

- full responses
- a variety of tenses
- give opinions
- answer questions
- respond to an unexpected question
- ask a question
- formal/informal which will require the correct register e.g. “tu/vous”.

Photocard

Question 1

Preparing learners for the photocard question 1

Foundation: « *Décris cette photo.* »

Higher: « *Qu'est-ce qui se passe sur cette photo ?* »

What could the candidate say? Think of....

- Who?
- What?
- Where?
- When?

For example:

Who is in the photo?

What is happening in the photo?

Where is the photo taken/set?

When was it taken? E.g. Summer, winter, holidays?

Remind learners that there are two seen questions, two unseen questions and that more than one time frame could be used.

Remind learners to carefully listen to you, the teacher/examiner asking the unseen questions and to pick up on the tense in which they need to respond.

The discussion of the photocard task will give learners opportunity to:

- narrate events
- speak spontaneously
- exchange opinions
- make creative use of the language
- provide extended responses.

Photo Card Teacher/Examiner tips

- Give learners time to think.
- Do not rephrase the questions – except for minor structural changes or synonyms.
- Vocabulary in the role play prompts and photo card will be used from the vocabulary list in the specification.

Tips for learners

1. Preparation time – try to predict what sort of question the teacher/examiner might ask.
2. Speak clearly and confidently.
3. Listen carefully for the tense of the question.
4. You can ask your teacher to repeat their prompt. If they need to ask for repetition it would be nice to keep the flow going in the assessed language e.g. “*Je ne comprends pas / répétez la question s.v.p.*”
5. Make sure all elements of the task are communicated.
6. Avoid one word answers.
7. Remember you can self-correct.
8. Know your themes! In their revision time in school or at home learners could make notes on each of the sub themes. They could have a few stock phrases learnt for each theme – this would also support the other 3 skills and help with preparation for the role play and the conversation elements of the assessment.
9. Remember good pronunciation.

Classroom ideas

For the role play, the learner will need to be able to form questions. For the role play, the photo card and the conversation learners will need to understand questions. So a major focus for teaching and learning should be on developing the learners' skills in the forming and understanding of questions.

Here are a few more classroom ideas which may be useful.

Who am I?

This is a brilliant game for pair work/group work .

Game set up:

Students have the name of a famous person on their back.

Aim of game: the learner doesn't know who they are and needs to ask questions to find out information about the famous person that they are meant to be. They could ask questions to elicit physical information e.g. « *Est-ce que je suis grand?* » Or they could find out what they do e.g. "*Je joue au rugby?*" or they could find out what type of person they are e.g. "*Suis-je intelligent?*" Or they could find out some personal information e.g. "*Où est-ce que j'habite?*"

The other members of the class will need to answer the questions. You could put a limit on the number of questions asked e.g. 10 before they have to guess who they are, or a time limit. You can scaffold this game by adding a variety of styles of questions each lesson.

Blind date and Speed dating

Blind date and speed dating are similar activities where the learner needs to ask and answer questions.

Digitally set speaking for homework

Don't forget homework! Set a homework where learners can record themselves and send you a sound bite – they will love this! If you have the facility, send them an email to their school email address, asking questions to which the students need to reply to you via a recording in which ever format you and they can access.

Authentic task settings for role plays

You (or if you are lucky to have one) an assistant could conduct a mock role play in the school reception, canteen or sports hall – they love being out of the classroom. Or if you cannot leave the classroom ask the learners to video themselves with a partner carrying out a role play task in a real setting. As you probably already do you can set up your classroom into a café/restaurant/ interview room and make the role plays as realistic as possible.

Having play phones or even real ones can be a good task to do where the learners sit back to back and conduct a role play that you provide them with.

Link other skills with speaking activities

Don't forget to use classroom activities for speaking to support the other skill areas of listening, reading and writing. You could have a dialogue similar to a role play cut up into sections and the students will then put the cards in the correct order – (this would supplement reading skills).

Another reading/writing activity which can enhance their speaking skills is when they are presented with sentences with words in the wrong order and they need to rewrite the sentences for a dialogue in the correct order so that the sentences make sense. Gap filling a dialogue is also a useful task.

To save you time creating resources for these activities go online. Useful ones include www.bonjourdeFrance.com and www.zut.org.uk as well as the on line resources from WJEC. These all have activities to support classroom practice for speaking tasks and covers a wide range of themes.

The key in all these activities is to bring fun back (hopefully it has never left!) into the classroom. If the learner enjoys their class activities and homework activities they will perform better when it comes to the final assessment.

Conversation

- Provide opportunities for learners to access the higher marks.
- Avoid over rehearsal.
- Stick to time limits.
- We often get asked : “ **How many questions** do I have to ask the learner?”
There is no definitive answer. However, weaker learners may need more individual questions.
- Avoid rapid quick fire of questions and above all avoid **a predetermined** list of set questions. Allow conversations to develop.
- Pitch questions at the appropriate level.
- Give learners the opportunity to give opinions and use tenses.
- Familiarise learners with the mark scheme in year 11 or when ready. Play your learners exemplar material and get them to mark it, using the relevant mark schemes. When practising in pairs/groups get them to mark each other.
- Stop the “mini speech”! If they start a “mini speech” / (the one I have prepared earlier speech) during the conversation assessment task, jump in and knock them off course to ensure spontaneity.
- Listen to the candidate. A good conversation can result from the teacher-examiner listening to the learner and following up on what they have said. The better conversations are when centres give learners the opportunity to give opinions, justifications and show off a range of tenses.

Role Play Top Tips

1. Practise, practise, practise – and have fun!
2. Remind learners to listen for the tense used.
3. Advise learners to speak clearly and confidently.
4. Make use of many resources available – don't throw material away!

Make good use of the assessed language in the classroom.

Use as much assessment language as you can and where appropriate in the classroom. This needs to happen from day one, there will be some resistance but the dividends will pay off. This is not just teacher talk but encouraging the learners via a range of activities to speak in the assessed language as much as possible.

Questions, questions, questions ???

Teaching the learner how to understand and ask questions is vital!

Modelling

Modelling answers is already in your toolbox of teaching techniques.

Remind learners to listen out for the tense used – this also applies to the other tasks.

Resources available online

- GCSE Bitesize has a good section on role plays where the learners are asked to compare two different candidate responses to a role play and there are examiner notes commenting on the responses given. This will also help with photo card. The only thing to note here is some of the answers given are a little longer than will be needed.

Photo Card Discussion

The discussion will give learners opportunity to:

- narrate events
- speak spontaneously
- exchange opinions
- make creative use of the language
- provide extended responses.

Photocard

As a starter class activity you could play spot the difference with your learners. In this example there are 7 differences:

- top left shelf 2 jars labelled differently (count this as 2)
- out the window 1 bird on right 2 birds on left
- fork is different
- oven front one has red button
- ice cubes in jug
- spice jars different colours.

This activity is also a good one to do throughout the key stages to prepare the learner for the photocard.

Spot the Difference

LE JEU DES 7 ERREURS



Photocard Scaffolding

A good activity to do over time with the learner is the verbal version of musical chairs / scaffolding as some practitioners may prefer to call it. Gradually taking support away from the learner to develop their skill and confidence.

Décris cette photo



Encourage learners to start by giving a few words for a photo. This activity could be introduced quite easily in KS3.

Décris cette photo



Next start by saying what action is taking place. Learners could add adjectives/adverbs/tenses....Then continue scaffolding sentences as the weeks progress.

Décris cette photo



Next the learner could start answering questions and this would be built up to mock photocards at the appropriate level for the tier.

Décris cette photo

Dans la photo il y a une famille, peut-être aussi des amis. La cuisine est dans la maison de la famille. À gauche, la mère travaille à son ordinateur. Je crois que le père mange un snack ou prépare le dîner. À mon avis la cuisine est moderne.



Finally here is one we prepared earlier! When we timed the response it was 24 seconds – ideal for foundation in response to question 1.

Décris cette photo

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You could use model examples with the learners e.g. highlight yellow – prepositions, purple - high frequency/linking words, aqua- giving opinions, green – action ...

PHOTO CARD DISCUSSION Foundation Tier Set 2

Current and future study and employment



Décris cette photo.

Quelles sont tes qualités personnelles? Donne des détails.

As you come to exemplar exam papers ask the learner to start making notes before they speak – have a look at how much or how little they write and guide them on not making complete sentences and encourage them to write brief notes. Also time the learner in preparing the photocard e.g. 3-4 minutes to prepare a photocard.

The bell game (Photocard)

This is a game that can be used to prepare higher tier learners for extending their speaking, but could also be adapted for foundation tier learners by varying the amount of information required (a single word, or phrase or a whole sentence).



- In teams of 2 or 3, look at the picture
- Give me 3 words/phrases/sentences to do with work
- 1 point for each phrase.
- The bell must be rung before answering!
- A maximum of two goes per person!
- You have 2-3 minutes.

Photocard starter ideas

This list is not prescriptive or exhaustive – it is just a few ideas for the learner.

Dans l'image/la photo...

Il y a...

Je vois...

Je peux voir...

On peut voir...

La photo montre...

Use of prepositions

e.g. "à gauche, devant, près de..."

What?

e.g. un homme, une femme, beaucoup de personnes, des bâtiments...

Weather?

Descriptions

e.g. il a l'air, triste, ennuyeux...

Action

e.g. il est en train de, il fait, parler, jouer, travailler...

Opinions

e.g. Je crois que, Il me semble que, Je pense que...

These are ideas of a strategic way in which the learner could approach the preparation of the photo card – again not prescriptive or exhaustive. It covers ideas for both tiers.

Conversation

Give the learners an opportunity to produce more **extended sequences of speech**

What do we mean by extended speech? The learner could use subordinate clauses, conjunctions etc. Make reference to the grammar section in the specification at higher tier and this will guide you as to what we mean by complex.

Encourage the learner to use a **variety of structures** including opinions and reasons. Learners could make use of comparisons and e.g. advantages/disadvantages. Ensure learners can use a wide variety of vocabulary and make use of different tenses.

We often get asked **how many questions** should be asked in the **conversation**? There is no definitive number, however you will probably find that a weaker learner will require more individual questions.

Conversation advice

If the learner starts to dry up the teacher/examiner can facilitate the conversation by asking the learner:

- ✓ for more detail
- ✓ to give and/or justify their ideas and/or opinions
- ✓ to narrate events or give an account of something that has happened relating to the topic
- ✓ for their future plans relating to the topic

Encourage learners to choose a theme they are interested in or in which they have a personal interest e.g. a part time job, sport...

It is important to pitch the questions at the right level.

Focus on Pronunciation

Pronunciation is the key to good communication. Good content alone is not sufficient to access the higher marks. Some learners can cover a lot of content, however pronunciation can pose problems for some learners. Good classroom activities could include the learner recording themselves – if they can hear their errors they are half way to correcting them.

Common Pronunciation Mistakes in French

- Mispronunciation of cognates
- Pronunciation of consonants at the end of words
- Mispronunciation of numbers
- The “u” and “r” sounds
- Nasal sounds e.g. “un, on, an”

These are frequent errors that we come across in GCSE French that you could focus the learner on in their preparation of their speaking assessments.

Remind learners that the final consonant at the end of a word is rarely pronounced, unless the following word in the same sentence begins with a vowel or an “h”.

Get learners to make funny faces by practising the “u” and “r” sounds in French.

If learners have access to iPhone or iPad “Utter French pronunciation app” provides recordings of native pronunciation of GCSE vocab with advice on how to pronounce words.

Unit 1 2018

The conversation: tips for teacher examiners

- Make it as natural as you can.
- Consider carefully the transitions between questions, so that they are not abrupt changes of subject.
- Listen to what the learner says and respond to it.
- Sequence questions logically so they allow learners to showcase knowledge of tenses and more complex language.
- Aim to find the learner's 'ceiling' – too many easy questions will not move them up the mark grids.



Question types – this is just one approach

Foundation	Higher
<ul style="list-style-type: none"> • Open questions are good to start off a topic area – 'Tell me about....' These allow candidates to take the initiative. • Follow-up with past / present / future factual questions • Then opinions and justifications 	<ul style="list-style-type: none"> • Open questions are good to start off a topic area – 'Tell me about....' These allow candidates to take the initiative. • Follow up with detail questions picking up on what the candidate has said and encouraging the use of complex language. • Ask for points of view – maybe challenge 'but don't you think....?'

Conversation teaching Strategies

There is a variety of teaching activities that can be used to develop learners conversation skills. Here are just a few ideas.

- General Knowledge Quiz with questions fired at each team member – the idea is to get them comfortable with spontaneous talk.
- Pick a topic out of the hat – this is a way to add uncertainty to the theme of the conversation.
- Lots of modelling by the teacher – assessed language use in the classroom is a great help in developing listening skills too.
- Conversations adopting a role or personality of another person.
- Puppets and dressing up boxes can aid confidence by giving something to hide behind – a box of sunglasses is good as a set of props.



Teaching strategy 1

Develop spontaneity by using synthesis grids for speaking activities. In the example below students are randomly given a coordinate (C2 etc) and have to say something about the topic using a particular tense.

	A - Present	B - Past	C - Future	D - Conditional
1 School studies				
2 Family				
3 Environment				
4 Global issues				

This is a grid that can be used in all sorts of permutations to encourage spontaneity. You can fire questions and they have to identify the coordinate. You can give a coordinate and they have to say something, or ask a question that would fit. Again a good support for writing too.



Teaching strategies 2

Use role-play building grids to get students to devise and perform their own role-plays. A is the teacher role – B is the student role. This doubles as a translation task. Other students can then listen and mark responses.

The task	In English what does person A say?	In English what does person B say?	In French what does person A say?	In French what does person B say?
Give a fact				
Answer a question				
Give two details				
Ask a question				
Provide information				

Learners fill in a grid then practise. For weaker students this grid can be part populated. The activity is designed to support question formation, translation, reading and writing as well.



Teaching strategy 3

Surprise your students a little and use the opportunity to add in cultural awareness. Not all photos have to be of the kind we use in the exam.



Resources

www.wjec.co.uk/qualifications/languages

Free subject specific resources available for all to download from our website.

www.resources.wjec.co.uk

Free digital resources to support the teaching and learning of a broad range of subjects.

www.oer.wjec.co.uk

Our free Online Exam Review allows teachers to analyse item level data, critically assess sample question papers and receive examiner feedback.

Reference exemplar material of candidate responses, Principal Examiner commentaries for each question and tier as well as the examination papers used as part of the CPD sessions are available via the WJEC secure website www.wjecservices.co.uk. The commentaries are very useful as a point of reference. The file is named "Wales GCSE French CPD .zip".

Unit 1 2019

“Les enseignants changent le monde un enfant à la fois.”

Role Play

The unseen question

Learners who perform well on this, often listen well to the question being asked and sometimes adapt the question to help them with their response e.g “À ton avis...” to “ À mon avis....”.

Advice here is to undertake more teaching and learning activities involving key question words. This will also help learners with the other skills of listening, reading and writing.

Asking a question

Please note that if learners use “et toi/vous” to ask a question for example “*Je travaille cinq jours, et toi?*” they do not gain the full 3 marks as there is limited evidence of knowledge of grammatical structures.

Learner Responses

Keep it short and use a verb. The learners who perform best, keep the role play responses short. Learners who extend responses tended to self-penalise by making errors.

Photocard

- Remind learners to avoid spending a long time giving a long list e.g. of items of clothes and colours.
- Advise learners to vary and extend their sentences where possible.
- Encourage learners to add different relevant tenses.

Conversation

Teachers should provide learners with a good **range of questions** in the conversation task.

It is important to encourage learners to **extend their responses** by asking open questions.

Please ask learners to avoid the mini presentation. Conversations should be dialogues and please cut in if a learner is starting to give a mini presentation by asking another question and moving them on.

Variety

Learners who perform best, consistently express and justify opinions in detail.

Themes

The themes of School/college life and School/college studies are different in content. Please refer to the teacher guide on the website for more details. Please ensure that the themes of Local and regional features and characteristics of France and French-speaking countries is **not** about the candidates' local region.

Pronunciation

When undertaking pronunciation activities in the classroom, remind learners:

- when using the present tense not to pronounce the “*ent*” in 3rd person plural
- to watch the pronunciation of cognates and consonants. Often the consonants at the end of words in French are not pronounced e.g. gens, et, trop
- to keep an eye out for false friends e.g. “*travail*” and “*voyage*”.



This cartoon nicely sums up the stages of a learners' progress in French! It is an interesting thought that some learners miss the first steps completely and start half-way up! Perhaps you can make use of this cartoon in the classroom. Start by spotting the grammatical errors in the negative and getting the learner to correct it? Or use the question as a basis for key questions? Or even tense practise?

Useful Resources

Internet:

- www.rachelhawkes.com
- www.tes.com
- www.zut.org.uk

Reference exemplar material of candidate responses, Principal Examiner commentaries for each question and tier as well as the examination papers used as part of the CPD sessions are available via the WJEC secure website www.wjecservices.co.uk. The commentaries are very useful as a point of reference. The file is named “Wales GCSE French CPD .zip”.

The following WJEC website – www.resources.wjec.co.uk has a wide range of language learning resources to support all aspects of the GCSE curriculum including:

- language challenge activities
- text manipulation tools
- listening exercises on the GCSE themes.

There is also a link to the HWB platform where there are additional resources.



The WJEC textbook published by Crown House Publishing, has many practice speaking activities across all themes and tasks. There is also a teachers' guide and a revision book. Other textbooks are also useful.

