

# **GCSE FRENCH**

## **Unit 4**

### **Teaching and Learning Resources**

## **Unit 4 2016**

### **Focus for teaching and learning in writing**

Teaching and learning activities could include:

- timed writing practice
- writing different types of text – formal, informal, letters, emails, articles, blogs etc.
- ensuring learners can refer to past, present and future events in writing
- ensuring learners are familiar with social conventions for letter writing
- practising translation into the assessed language.

### **Translation**

Encourage learners to:

- check all verbs and their tenses
- never translate a word at a time and to translate the meaning
- watch out for missed accents, spellings, genders and adjectival agreements.

In teaching activities:

- try to include a mix of tenses and grammar points in your translations that you use in class
- make sure that the translations include theme-specific vocabulary for practice.

## Unit 4 2017

### Foundation question 1

When undertaking teaching and learning activities for this question, the following focus would support learners in producing good answers:

- how to form verbs in the present tense
- how to source relevant vocabulary and common structures (e.g. *il y a*)
- how to write a simple sentence.

### Foundation question 2

When undertaking teaching and learning activities for this question, the following focus would support learners in producing good answers:

- understanding the rubric and instructions and respond appropriately
- forming verbs in the present tense
- adding detail (e.g. where, when, how, how often)
- using a variety of vocabulary and structures
- attempting some more complex structures e.g. some common conjunctions and adverbs (*et, mais, ou*)
- achieving a good level of accuracy in simple sentences
- expressing simple opinions.

### Foundation question 3 / Higher question 1

When undertaking teaching and learning activities for this question, the following focus would support learners in producing good answers:

- understanding the rubric and instructions and respond appropriately by giving relevant information to meet all requirements of the task
- using the appropriate style and register
- forming verbs successfully in order to make reference to the *past, present and future*
- demonstrating a varied range of vocabulary and grammatical structures
- achieving a “very good level of accuracy” (i.e. mainly minor errors)
- focusing on **style and register** i.e. the appropriateness of the piece for the intended audience (e.g. a friend, peers, tourists, teachers), (formal or informal), including verbs and possessive adjectives.

## Summary of expectations of learners for questions 1-3 at foundation tier

(N.B. Question 3 Foundation Tier is also Question 1 at Higher Tier).

Q1	Q2	Q3
<ul style="list-style-type: none"> <li>Write full sentences, giving an appropriate response to each of the headings.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the rubric and instructions</li> <li>Respond appropriately with information, opinions and detail</li> </ul>	<ul style="list-style-type: none"> <li>Understand the rubric and instructions</li> <li>Respond appropriately with facts, ideas and opinions</li> </ul>
<ul style="list-style-type: none"> <li>Form verbs in the present tense</li> </ul>	<ul style="list-style-type: none"> <li>Form verbs in the present tense</li> </ul>	<ul style="list-style-type: none"> <li>Form verbs successfully to make reference to the past, present and future</li> </ul>
<ul style="list-style-type: none"> <li>Source appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Use a simple range of vocabulary and grammatical structures</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a varied range of vocabulary and grammatical structures</li> </ul>
	<ul style="list-style-type: none"> <li>Attempt some more complex structures than in Q1</li> </ul>	<ul style="list-style-type: none"> <li>Attempt complex structures</li> </ul>
<ul style="list-style-type: none"> <li>Write simple sentences correctly with very minor errors</li> </ul>	<ul style="list-style-type: none"> <li>Achieve a good level of accuracy in simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Achieve a 'very good level of accuracy' (i.e. mainly minor errors)</li> </ul>
		<ul style="list-style-type: none"> <li>Use the appropriate style and register</li> </ul>

The table above gives a summary of the skills learners need to produce a good answer. The table also shows the increase in demand/difficulty of the questions.

## PREPARING LEARNERS

### Foundation Tier Questions 1, 2 and 3/Higher Tier Question 1

Teaching and learning activities in the classroom will need to have a more grammatical approach to ensure that students are equipped for the writing examination.

In particular, learners will need:

- regular practice of verb and tense formation
- regular testing of vocabulary
- regular practice constructing sentences (moving from simple to more complex).

A grammatical approach from year 7 is advised. This allows time for revisiting, recycling and consolidating the grammar taught in KS3 at KS4.

## Verb and Tense Formation

The ability to form verbs correctly is key to success in unit 4. Learners will need to know how to form and have regular practice of:

- generic verbs (e.g. être, avoir, faire, aller)
- theme specific verbs (e.g. étudier, travailler, se blesser)
- opinion verbs (e.g. aimer, détester, préférer).

## Resources

The following resources will support teaching and learning activities in the classroom.

[www.resources.wjec.co.uk](http://www.resources.wjec.co.uk)

The grammar section of the new WJEC resources contains activities for practising verbs and other grammatical structures.

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

Languages on line (grammar)

If you don't have access to computers, some of the activities on *Languages on line* can be printed off.

[www.language-gym.com](http://www.language-gym.com)

The language gym (Work outs: grammar modules). The *Work outs* section has many activities for practising verb formation.

[www.ortholud.com/conjugaison.html](http://www.ortholud.com/conjugaison.html)

*Ortholud* is designed for French primary children. Create your own exercises by choosing verb, tense, full conjugation/just endings).

[www.laits.utexas.edu/tex/gr/tools.html](http://www.laits.utexas.edu/tex/gr/tools.html)

French Grammar: more advanced

## Free non-interactive resources:

[www.tes.com/teaching-resources](http://www.tes.com/teaching-resources)

[www.teachitlanguages.co.uk](http://www.teachitlanguages.co.uk)

[www.frenchteacher.net](http://www.frenchteacher.net)

The above sites contain many Powerpoints and worksheets. Though some resources require subscription, many are free.

## Memorising Vocabulary

The most effective way of memorising vocabulary is to see it in a wide range of different contexts and across all 4 skills.

e.g. *J'habite dans une **ville**, Paris est une belle **ville**, la **ville** est très animée, tu préfères la **ville** ou la campagne? C'est une grande **ville** touristique.*

It is less effective to teach/learn items of vocabulary in isolation or to repeatedly see them in same context e.g. re-using the same set of interactive activities/resources. Recycling vocabulary in different contexts is more effective.

## Resources for building and memorising vocabulary

### Interactive resources

[www.memrise.com](http://www.memrise.com)

[www.mflresources.co.uk](http://www.mflresources.co.uk)

[www.language-gym.com](http://www.language-gym.com)  
(vocabulary modules)

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

### Others

[www.tes.com/teaching-resources](http://www.tes.com/teaching-resources)

<http://www.teachitlanguages.co.uk>

[www.frenchteacher.net](http://www.frenchteacher.net)

## Higher question 2

### Expectations of Learners

Learners should be encouraged to make use of the three bullet points provided to help frame the response but are not limited to them. The bullet points give an indication of the kind of information to include. The content must be relevant to the task.

There is an expectation that candidates will go beyond the 'personal' and include an objective, discursive element e.g. advantages/disadvantages; arguments for/against; positive/negative aspects.

There is also an opportunity for them to include their personal experience and points of view.

## **Complex structures**

Complex grammatical structures will include varied and complex word order, extended sentences with a range of structures such as conjunctions, pronouns, adverbs and grammatical items specific to higher tier in the specification (appendix B).

To produce a good answer, learners need to be able to:

- understand the rubric and instructions
- make the 'right choice' when selecting which question to answer. Learners should have practice in looking at questions and consider what information, ideas and opinions they might include and whether they have the appropriate vocabulary and grammatical structures to tackle the question, before making the choice
- organise their material (using the bullet points to help)
- present *relevant and detailed* information
- write objectively and subjectively
- express and justify facts, ideas and opinions clearly
- demonstrate a variety of vocabulary and grammatical structures, including complex structures
- make successful references to past, present and future events
- use the appropriate style and register.

## **Translation**

Teachers need to ensure that their learners are equipped with:

- sound grammatical knowledge
- the appropriate vocabulary.

## **Approaches to teaching translation**

Learners could practise translations using the following approaches.

## DISSECTING

Dissecting the text improves learners' grammatical understanding and forces them to focus on individual lexical items. This method could involve learners:

- underlining in different colours or extracting the nouns, verbs, adjectives etc.
- identifying the tenses of each of the verbs
- identifying the gender of the nouns
- determining the position of adjectives and adjectival agreement
- identifying prepositions etc.

## SCAFFOLDING

As students become more confident, they should require less support, but some form of scaffolding might still be needed. This method could involve learners highlighting word(s) in the text and to alert learners to potential pitfalls e.g. unusual word order, adjectival agreement or a verb followed by a preposition.

## CHECKING

Teachers should encourage their learners to regularly check their work by providing them with a check list. This might be tailored to the translation or to a particular grammatical item. Below is an example of a checklist.

	Checked ✓
Spelling/gender of nouns	
Verbs and tenses	
Adjectival endings	
Prepositions	
Accents	

## Other approaches for teaching and learning activities in translating

- Teach some rules governing gender of nouns e.g. nouns ending in -té are feminine.
- Use dictation as a useful tool for improving grammatical accuracy.
- Discourage online translators.
- Encourage the use of dictionaries e.g. WordReference.com.
- Use online resources to enhance learners skill in translating e.g.

[www.teachitlanguages.co.uk](http://www.teachitlanguages.co.uk)

## Unit 4 2018

### Key Messages

#### Foundation Q1

To produce good answers, learners need to be able to:

- write one simple complete sentence with a verb in the present tense.

#### Foundation Q2

To produce a good answer, learners will need to be able to:

- give information and opinions
- address all three bullet points

#### Foundation Q3/Higher Q1:

To produce a good answer, learners will need to be able to:

- communicate **all** aspects of each bullet point in order to qualify for the top band for Communication and Content
- read the question carefully to ensure that they have fully understood all of the requirements
- attempt past, present and future tenses (as appropriate to the task).

#### What is a complex structure?

Features of complexity include, but are not limited to:

- use of a range of tenses (and perhaps the less common ones)
- use of less common vocabulary
- use of qualifiers (adjectives / adverbs)
- varied clause types (particularly subordinate and relative clauses)
- use of a range of negative expressions
- authentic style and register maintained consistently
- use of interrogatives / rhetorical questions (Did you know that....? Isn't it? Don't you agree?)

#### Focus on communication

##### What is needed?

- Relevant information.
- Detail.
- Facts, ideas and opinions (as appropriate to the task).
- Justification that goes beyond the ordinary.

The following includes some suggested **strategies for teaching**.

### **Teaching strategy 1**

#### **Tense endings**

- Make a grammar manipulation exercise a regular lesson starter, for example giving 10 first person singular verbs in one or more tenses and tasking different groups to manipulate them into a different person. This gives easy differentiation, because 'I' to 'he' is quite easy, but 'I' to 'they' is often less well known.
- Divide the class into groups. Give each group a post-it note with a verb on it. Then tell them to change it to 'first person singular future tense' – they have 30 seconds and can look up and discuss. They then pass on the post-it to the group next to them and you ask them to check and correct and then do another manipulation to another form or tense.

### **Teaching Strategy 2**

#### **Mnemonics and checklists for complexity**

Adjectives

Verb tenses

Opinions

Connectives

Adverbs

Description

Opposites

#### **Peer assessment activities**

These can be done in groups with learners to improve work and enable them to engage with the marking criteria.

- Make student friendly versions of the marking schemes.
- Teach them to reorder clauses to add sophistication.  
*E.g I play football on Tuesdays and I swim twice a week, moving to In fact I normally swim twice a week, on Mondays and Fridays, but I recently started to play football on Tuesdays for my school team.*
- Give students a 30 word text with very basic answers to the bullet points of a question and ask them to 'upgrade' it to 100/150 words. If they can work in a word document, so much the better, because they can add in words and reorder easily.

## Points for consideration in guiding learners

- Keep the focus on improvement for the next piece.
- Get them used to the idea of going through several drafts.
- It is worth considering running more group and shared writing activities in class on flip-chart paper or with whatever ICT platforms you have available, so that you as a teacher can be part of the discussions and gather useful information about the students' understanding.
- Keep feedback positive - praise as well as guide. Give particular praise to students who are using good strategies (looking things up etc) and showing independence.

## Translation into the assessed language

This tests vocabulary and the ability to manipulate grammatical structures in a precise way.

### Teaching translation strategy 1

In the translation into the assessed language, use pre-translation activities such as '*Hazard Detection*' – In this example each number represents a possible hazard, which students need to identify, find the references in their notes/textbooks, and they solve them before they translate.

*During (1) the summer lots of people go (2) on holiday to foreign countries (3). They go because they like (4) the sunshine and they enjoy eating (5) something a bit different. In the past most people spent (6) their summer holiday in the UK; usually they went to the seaside.*

This idea is about training students to spot the hazards before they translate. More able students could work this out for themselves, weaker ones could be given 10 possible hazards and work out which 6 are in play here. The numbers can be placed in different parts of the text for more able or weaker students. The idea is that this is a pre-translation strategy that they can employ, and one which can improve their proof-reading abilities in other areas of writing.

### Teaching translation strategy 2

- Provide Welsh / English versions of the kinds of answers learners might use in their conversations in the speaking test. This makes translation do double duty.
- Produce the text of a writing task in Welsh / English and ask students to translate it and then write what they think the original bullet points said.
- Practise oral translation by doing interpreting exercises – this is good for assessed language use in the classroom – a more able learner interprets for you, and weaker learners are supported by hearing both versions – 'Interpreter of the day'

## Resources

[www.wjec.co.uk/qualifications/languages](http://www.wjec.co.uk/qualifications/languages)

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

[www.resources.wjec.co.uk](http://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](http://www.oer.wjec.co.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](http://www.wjecservices.co.uk). The commentaries are very useful as a point of reference. The file is named "Wales GCSE French CPD .zip".

## Unit 4 2019

### Preparing learners for FT Q1

- Practise present tense formation of common verbs in the context of all of the themes/sub-themes.
- Ensure regular exposure to and practise of the spelling of key items of vocabulary for each of the themes.
- Encourage learners to 'keep it simple'.
- Learners need to be familiar with the present tense formation of verbs common to **all** of the themes/sub-themes. Many of the common verbs are irregular in the present tense so frequent exposure to them is required until they become familiar.
- Regular spelling practice of key vocabulary is advised.

### Preparing learners for FT Q2

- As with Q1, learners need to have regular practice of common and topic specific verbs and vocabulary.
- Encourage learners to go beyond the demands of Q1 by adding more detail.
- Stress the need for **information** and **opinions** and the importance of **addressing all 3 bullet points**.
- Learners need to be familiar with and able to form common verbs and topic-specific verbs in the present tense and they need to be able to spell key vocabulary correctly.

### **Preparing learners for FT Q3/HT Q1**

- Give learners regular practice of verb and tense formation and time markers to ensure that they can make coherent reference to past, present and future events.
- Encourage them to work systematically through the 3 bullet points, paying particular attention to plurals.

### **Preparing candidates for HT Q2**

Learners need practice in:

- writing objectively (in the 3<sup>rd</sup> person) as well as subjectively
- writing discursively
- expressing and justifying opinions
- forming complex structures
- making reference to different time frames.

### **Preparing learners for the translation**

- Ensure learners are given regular practice of the grammar requirements of the specification for each tier.
- Give regular exposure to the key vocabulary for each sub-theme.
- They need to be familiar with (and able to spell) the key vocabulary for each sub-theme.
- Attention to detail is vital to ensure that the correct meaning is conveyed and that there are no omissions.
- Learners should be encouraged to check their work carefully.

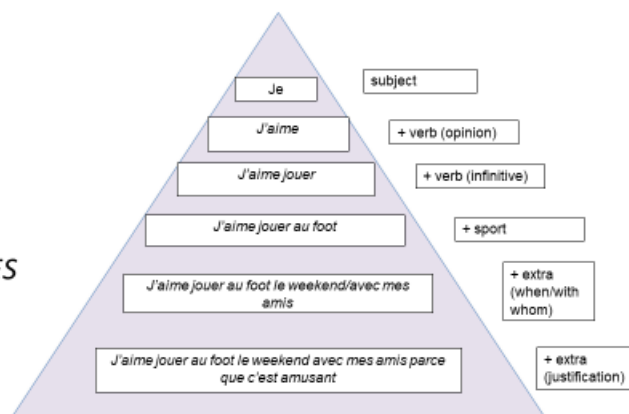
### **Techniques to practise sentence building**

- Jumbled up sentences e.g. *dans grande une habite j' ville* (see Language Tools – WJEC resources)
- Separate the words e.g. *j'habitedansunegrandeville*
- Select sentences with common errors from pupils' work and use them as a starter activity next lesson, displaying on a Power Point for all pupils to spot errors and correct.

Below is a technique for developing longer sentences (adapted from a model on the TES resources website). This can be taken a step further by completing 2 pyramids then linking the 2 sentences with an appropriate conjunction.

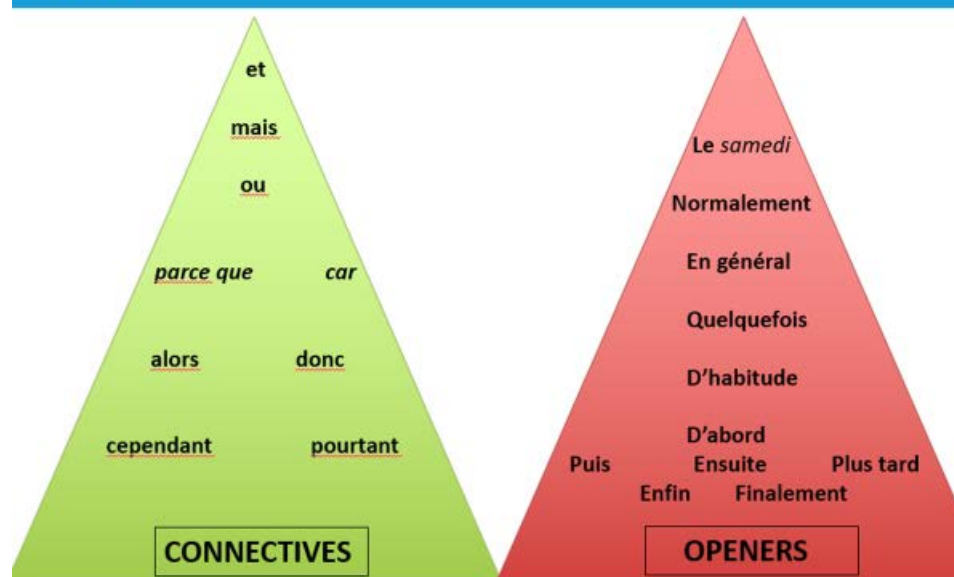
## Pyramid sentences: adding more detail

Source: TES  
resources,  
rhawkes



VCOP is a way of teaching writing, originally designed to improve writing skills in English in primary schools. It focuses on the four main aspects of the writing process: **V**ocabulary; **C**onnectives; **O**peners; **P**unctuation. It can be used effectively in any language. The pyramids shown are designed to increase the range and complexity of connectives and openers to extend sentences.

## VCOP & Big Writing strategies



### Developing learners writing skills:

- practice adding 'complexity'
- practice using a wider range of vocabulary
- use questions in writing, as well as speaking.

### Pointers to help teachers to develop learners writing skills

- Give learners practise in adding complexity to simple sentences '*The cat sat on the mat*' ... add adjectives, adverbs, change the tense, add a subordinate clause, add a negative.
- They could also practise using a wider range of vocabulary – *they don't always need to play football* (replace with hockey) *and go the to the park* (replace with bowling alley) *or eat a pizza* (replace with a local dish). This is something even quite weak candidates can do and would also support listening and reading.
- They might also consider using questions in writing, saying 'Isn't that interesting?' rather than 'It is interesting'.

### Teaching translation

A variety of classroom activities could be undertaken to enhance learners translation skills. The following are some ideas.

- Learners underline the nouns, verbs, adjectives etc. in a text in different colours.
- Learners identify the tenses of each of the verbs, the gender of the nouns, the prepositions etc.
- Learners determine the position of adjectives and adjectival agreement.
- The teacher highlights the word(s) in the text to alert the students to potential pitfalls e.g. unusual word order, adjectival agreement, verb followed by a preposition.
- Encourage learners to get into the habit of checking by providing them with a check list. This might be tailored to the translation or to a particular grammatical item.
- Teach some rules governing gender of nouns e.g. nouns ending in *-té* are feminine.
- Use dictation as a useful tool for improving grammatical accuracy.

## Online interactive and non-interactive resources

Verb and tense formation practice:

[www.resources.wjec.co.uk](http://www.resources.wjec.co.uk)

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.ortholud.com/conjugaison.html](http://www.ortholud.com/conjugaison.html)

[www.laits.utexas.edu/tex/gr/tools.html](http://www.laits.utexas.edu/tex/gr/tools.html)

[www.language-gym.com](http://www.language-gym.com)

[www.tes.com/teaching-resources](http://www.tes.com/teaching-resources)

[www.teachitlanguages.co.uk](http://www.teachitlanguages.co.uk)

[www.frenchteacher.net](http://www.frenchteacher.net)

## Building and memorising vocabulary

[www.memrise.com](http://www.memrise.com)

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](http://www.wjecservices.co.uk). The commentaries are very useful as a point of reference. The file is named "Wales GCSE French CPD .zip".

## Translation Checklist

The checklist below is useful for learners translating into the assessed language. Reinforcement of time phrases in class is useful. They are also a useful signpost for tenses.

# Translation Checklist

<b>VERBS</b>	What form of verb do you need? Who is doing the action? Is it in the right tense?
<b>NOUNS</b>	Are they singular or plural?
<b>ADJECTIVES</b>	Don't forget about these when translating into English/Welsh!
<b>CONNECTIVES</b>	Don't ignore the linking words – remember that you are translating a paragraph.
<b>QUANTIFIERS &amp; INTENSIFIERS</b>	Missing out key words like quite/very etc. could cost valuable marks
<b>TIME PHRASES</b>	Tomorrow, today, yesterday, next week etc.