



Eduqas French

Teacher Guide

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EDUQAS GCSE FRENCH

THEMES

Eduqas GCSE French is divided into three main **themes**. Each theme has three sub-themes which are divided into two modules each. This makes a total of 18 modules to be studied during the course. The book is divided up in the same way and each sub-theme contains:

- Three double pages of activities for each module.
- Double pages of vocabulary for each module.
- ‘Grammar in context’ exercises at the end of the sub-theme.

IDENTITY AND CULTURE	LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST	CURRENT AND FUTURE STUDY AND EMPLOYMENT
<p>YOUTH CULTURE</p> <ul style="list-style-type: none">• Self and relationships• Technology and social media <p>LIFESTYLE</p> <ul style="list-style-type: none">• Health and fitness• Entertainment and leisure <p>CUSTOMS AND TRADITIONS</p> <ul style="list-style-type: none">• Food and drink• Festivals and celebrations	<p>HOME AND LOCALITY</p> <ul style="list-style-type: none">• Local areas of interest• Transport <p>FRANCE AND FRENCH-SPEAKING COUNTRIES</p> <ul style="list-style-type: none">• Local and regional features and characteristics• Holidays and tourism <p>GLOBAL SUSTAINABILITY</p> <ul style="list-style-type: none">• Environment• Social issues	<p>CURRENT STUDY</p> <ul style="list-style-type: none">• School/college life• School/college studies <p>WORLD OF WORK</p> <ul style="list-style-type: none">• Work experience and part-time jobs• Skills and personal qualities <p>JOBS AND FUTURE PLANS</p> <ul style="list-style-type: none">• Applying for work/study• Career plans

INTRODUCING THE EDUQAS GCSE FRENCH TEXTBOOK

The Eduqas GCSE textbook has been designed in conjunction with Eduqas to offer engaging and relevant content with comprehensive coverage of the Eduqas themes and sub-themes, incorporating all of the new exam components.

The modules have been designed for mixed-ability teaching and include a wide range of activities of varying ability to practise all four skills at both Foundation and Higher level.

Throughout the textbook you will see the following icons:

READING



Each module (e.g. 1a Self and relationships) has six reading exercises which include:

- Three shorter reading tasks
- Three longer reading tasks
- Two tasks in the assessed language
- One task on a literary text based on the module
- Verbal and non-verbal questions
- Questions addressing the requirements of the Department for Education scope of study and context and purposes requirements

In addition, there is a translation into English in every module.

LISTENING



Each module contains three listening tasks, one of which is in the assessed language. They cover a range of contexts and use a variety of question styles in order to match the regulatory requirements for the exam.

SPEAKING



Every module contains:

- A photo card with practice questions. The real exam has two seen and two unseen questions. For practice, the photo cards in the textbook have five questions which increase in difficulty to help Foundation and Higher candidates to prepare for the exam.

- The role play in the exam has five interactions including one unpredictable question. In order to help students prepare for this element of the exam, the role play tasks in the textbook have six prompts (two statements, two questions to ask and two tense statements) for students to practise, which will help them get used to the pressures of the preparation time before their speaking exam.
- A list of suggested conversation questions. Each module has six questions which increase in difficulty and will require detailed opinions and a range of tenses. These can form part of a bank of questions to help students revise for this element of the exam.

WRITING



Every module contains carefully structured tasks that are similar in demand to the writing exam. These vary in style to correspond to the requirements of the real exam and can all be adapted to suit Foundation and Higher students. There is also a translation into French in every module.

EXTRA



Some exercises have an Extra section which offers extra language practice or some more challenging questions. These are ideal to stretch and challenge more able pupils.

GRAMMAR



Grammar boxes throughout the modules highlight relevant points that are raised. There is also a 'Grammar in context' section at the end of every sub-theme (two modules) with practice exercises as well as a grammar glossary with verb tables at the back of the book.



Key words, phrases or reminders are identified by this icon throughout the book.



At the end of every module there is a list of useful vocabulary which is based on the Eduqas GCSE specification.

TEXTBOOK OVERVIEW

	Identity and culture	Local, national, international and global areas of interest	Current and future study and employment
Unit 1 Modules 1–3	Youth culture (1a) Self and relationships (1b) Technology and social media	Home and locality (2a) Local areas of interest (2b) Transport	Current study (3a) School/college life (3b) School/college studies
Unit 2 Modules 4–6	Lifestyle (4a) Health and fitness (4b) Entertainment and leisure	France and French-speaking countries (5a) Local and regional features and characteristics (5b) Holidays and tourism	World of work (6a) Work experience and part-time jobs (6b) Skills and personal qualities
Unit 3 Modules 7–9	Customs and traditions (7a) Food and drink (7b) Festivals and celebrations	Global sustainability (8a) Environment (8b) Social issues	Jobs and future plans (9a) Applying for work/study (9b) Career plans



THEME: IDENTITY AND CULTURE

UNIT 1

YOUTH CULTURE

1A SELF AND RELATIONSHIPS (1)

READING



Answers:

The correct statements are 2, 4, 5, 8, 10

READING



Suggested translations:

1. My best friend is funny, nice and understanding.
2. My sister has lots of friends.
3. I get on well with my parents.
4. What qualities does a good friend have?

READING



Answers:

1. Wants to change/be someone different/ change his look/image
2. Shy/timid, boring
3. At the end of secondary school
4. He wants to follow the crowd/he wants to stand out/be individual
5. To wear clothes he likes
6. Will reassure him/give him confidence

EXTRA



Extra – Suggested translations:

je suis timide, ennuyeux

I am shy, boring

mais j'ai aussi peur !

But I am also frightened!

tu n'es pas seul

You are not alone

L'important, c'est que tu portes des vêtements que tu aimes

The important thing is that you wear clothes that you like

LISTENING



Transcript:

Interviewer : Vous êtes stressée dans la vie Madame ?

Charlotte : Oui, bien sûr, je suis stressée par le travail et aussi parce que j'ai des problèmes familiaux.

Interviewer : Et vous, Monsieur ?

Benjamin : Tout me stresse, par exemple, les amis et mes parents.

Answers:

	Métier	Famille	Amis
Charlotte	✓	✓	
Benjamin		✓	✓

Extra

1. parce que j'ai des problèmes
2. tout me stresse

EXTRA



1A SELF AND RELATIONSHIPS (2)



READING



Answers:

1. Eric
2. Sylvie
3. Luc
4. Sylvie
5. Luc
6. Arnaud

READING



Answers:

1. 25 July 1980
2. Her mother had married a man from Cyprus/living in Cyprus
3. Proud
4. Her name
5. Singer
6. It was his mother's name

LISTENING



Transcript:

Je m'appelle Clara. Alors, je suis grande et maigre. J'ai les yeux bruns et les cheveux longs, raides et marron.

Une des filles de ma classe dit que je suis triste et calme, mais ce n'est pas vrai. Je suis contente et bavarde.

Mon père s'appelle Yves, il est comptable. Il donne l'impression d'être intelligent et sérieux, mais en fait il est très bête et pénible. Mais je m'entends bien avec mon père. Il est grand et gros. Il a les yeux marron comme moi.

Ma mère s'appelle Maude, elle reste à la maison. Elle est bête et bavarde. Elle a les yeux verts. Je trouve que ma mère est belle.

Mon frère s'appelle Guillaume et il a cinq ans. Il est pénible. Il est petit et laid. Il a les yeux bleus et les cheveux châtain, courts et raides. Il aime le football et les dinosaures. Je déteste mon frère parce qu'il ne me laisse pas tranquille !

Answers:

Clara

Tall/big, thin, brown eyes, long straight brown hair. She is happy and chatty.

Yves

Tall/big, fat, brown eyes. He is silly and annoying.

Maude

Green eyes, pretty. She is silly and chatty.

Guillaume

Small, ugly, blue eyes. Short, straight brown hair. He is annoying.

1A SELF AND RELATIONSHIPS (3)

READING



Answers:

1. magazines
2. passion
3. ville
4. actrices
5. grandes
6. dernier
7. sont
8. dois

EXTRA



Extra:

1. Tout ce dont j'ai besoin
2. Je dois faire attention
3. J'adore suivre
4. Il faut
5. Je m'inspire

READING



Answers:

1. True
2. False
3. True
4. False
5. False
6. False

LISTENING



Transcript:

Interviewer : Bafétimbi Gomis, vous êtes joueur de football pour l'équipe de France et vous jouez en Premier League au Royaume-Uni. Aujourd'hui, nous avons l'occasion de parler de votre vie. Voulez-vous nous parler de votre enfance ?

Gomis : Je suis né en France mais mes parents sont d'origine sénégalaise. Je suis né le six août en mille neuf cent quatre-vingt-cinq. J'ai grandi dans une banlieue de Toulon. À l'âge de quinze ans, j'ai commencé à jouer dans le championnat professionnel en France.

Interviewer : Parlez-moi de votre vie privée.

Gomis : Je suis très content parce que je viens d'être papa pour la deuxième fois. On a baptisé ma deuxième fille Yzatis. Elle ressemble à une petite princesse. On a annoncé l'heureux événement sur les réseaux sociaux. Je voudrais toutes et tous vous remercier pour vos nombreux messages de félicitations, qui me vont droit au cœur.

Answers:

1. 6 August 1985
2. Suburbs/outskirts
3. Began playing football for France in the Championship/professional football for France
4. Birth/arrival of his daughter/new baby/just become a dad for second time
5. Congratulations messages

Suggested translations:

1. Karl est l'ami de sa mère.
2. Isabelle est mannequin depuis juillet dernier.
3. Isabelle est mannequin de lunettes de soleil.
4. Karl l'a connaît la moitié de sa vie.

WRITING



The *Crown House Eduqas GCSE French Teacher Guide* is the teacher's companion to the *Crown House Eduqas GCSE French Textbook*, which offers engaging and relevant content with comprehensive coverage of the Eduqas themes and sub-themes and incorporates all of the new exam components.

The modules have been designed for mixed-ability teaching and include a wide range of activities to allow students working at both Foundation and Higher level to practise the four key skills of listening, reading, speaking and writing. The book provides:

- an overview of the course content and structure
- answers to the questions in the student book
- transcripts for the listening exercises in the student book

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