

**French**

**Future Plans - Foundation  
Sets 3 and 4  
Year 9**

Name \_\_\_\_\_

Tutor Group \_\_\_\_\_

Teacher \_\_\_\_\_

Given out: Monday 2 March

Hand in: Monday 9 March

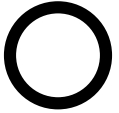
Parent/Carer Comment

Staff Comment

Target

This homework booklet will help you to develop and practise your skills in languages and give you a chance to reflect on your progress.

Each exercise is labelled as:



**Must:** All students **must try** to complete.



**Should:** All students **should** attempt.



**Could:** **Some** students could try to complete.

All learning objectives are in accordance with the new Key Stage 3 framework for languages.



Read the article below and write 10 facts you didn't know before reading it at the bottom

## Which foreign languages will be most important for the UK post-Brexit?

*'The UK's language capabilities remain a concern'*. Source © IpsosMori poll for the British Council.

A new report looks at the state of British foreign language learning and the priority languages for the UK's future. Insight's Alice Campbell-Cree explains the findings.

### THE UK'S URGENT NEED FOR INTERNATIONAL SKILLS

The United Kingdom's exit from the European Union will fundamentally change its relationships with the countries of the EU, and with the rest of the world. We will need to reach out, within and beyond Europe, to maintain and improve our economic position, to build trust, strengthen our international influence and cultural relationships, and to keep our country safe. The extent to which we can do this in the long term depends greatly on the ability of our young people to understand and connect with people around the world. International and intercultural awareness and skills are crucial for the UK' success on the world stage yes, but also in enabling the UK's next generation to play a meaningful role in the global economy and in an increasingly networked world. The ability to communicate in more than one language is central to this. Speaking another language is not just about facilitating a basic transaction; it deepens cultural understanding and opens doors to

international experience and opportunity. But which languages will be most important for the UK? And how well is the UK equipped to meet the current and future language need?

Five languages top the list: Spanish, Mandarin, French, Arabic and German [Languages for the Future](#), a new report by the British Council has identified the priority languages for the UK's future prosperity, security and influence in the world. It updates an earlier report on the same theme published by the British Council in 2013. The report considers the outlook for the supply and demand for language competence in the years ahead and looks at the linguistic dimension of a variety of economic, geopolitical, cultural and educational factors, scoring languages against these. As in the 2013 report, the same five languages top the list: Spanish, Mandarin, French, Arabic and German. They appear some way ahead of the next five, which are: Italian, Dutch, Portuguese, Japanese and Russian. Though not in the top 10, other languages which also scored highly and may well grow in importance in future include Polish, Malay, Turkish, Hindi and other Indian languages.

### ONLY 1 IN 3 BRITONS CAN SPEAK ANOTHER LANGUAGE

But with only just over one in three Britons reporting that they are able to hold a conversation in another language, the UK's language capability remains a concern. Language provision in many schools looks increasingly vulnerable. A 2016 review of language teaching in English secondary schools noted that only 34 per cent of pupils obtain a good GCSE in a language, and less than 5 per cent do so in more than one language. Official JCQ figures highlight a 7.3 per cent drop in the number of pupils taking GCSE language exams in the past year – and a 1 per cent drop at A Level. In Wales, only around one in five pupils takes a modern foreign language to GCSE and take up is less than 10 per cent of the cohort in more than a third of secondary schools. There have been some positive developments in education policy such as the English Baccalaureate – which requires pupils to enter GCSEs in English, maths, a science, either history or geography and a foreign language; the Scottish '1+2' language education policy – which aims to introduce every child to two new languages in addition to English by the end of primary school; and the Welsh 'Global Futures' strategy – which aims to make Wales 'bilingual plus one' and introduces foreign language teaching in primary schools. Despite this, entry numbers for language examinations are still dropping in all four home nations. Declining numbers for these exams means a smaller pool of students taking higher level qualifications is increasingly a problem throughout the UK, despite some previously positive signs from Scotland.

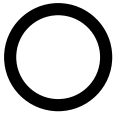
This is taking its toll. Research for the Department of Business (now dissolved) shows that deficient language skills and the presumption that international business partners will speak English costs the UK economy about 3.5 per cent of GDP. A study which asked the views of more than 600 employers found that UK nationals without language skills lose out not simply because they are limited in their ability to communicate, but as a knock-on effect of having restricted access to overseas work experience, a lack of international business sense, a failure to appreciate that other cultures have different ways of doing things and a misunderstanding of the [global importance of British culture](#). Indeed, language competence is far more than just one tool in the box, it's a prerequisite and a facilitator for the development of a wide spectrum of other vital capabilities and attributes. Lack of language skills has been identified as the major reason young people do not take up opportunities to [gain international experience](#). And with UK employers and business

leaders reporting growing concern with graduates' international cultural awareness - 74 per cent of 500 business leaders surveyed by Think Global and the British Council worried that young people's horizons are not broad enough to operate in a globalised economy; 39 per cent of employers surveyed in the 2017 joint CBI-Pearson Education and Skills Survey were dissatisfied with graduates' international cultural awareness, up from 30 per cent the previous year - the language deficit is a key barrier to overcome.

The UK has reached an important juncture where investment in upgrading the nation's language skills is critical. Now is the moment to initiate a bold new policy which should be cross-government, cross-party and focussed on sustaining improvement in language capacity over the medium to long-term. Languages should be prioritised alongside STEM subjects in schools, with strategic emphasis on building capacity in Arabic and Mandarin Chinese alongside French, Spanish and German, as the five languages consistently most important to the UK's strategic interests. Individuals - as parents, young people and adults - should also consider the need for, and benefits of, language learning, and take responsibility for their own learning using the formal education system, private providers or the plethora of free language teaching resources.

The extent to which the country can achieve the vision of a truly 'Global Britain', and the UK's next generation can succeed in an internationally competitive environment, depends on our ability to understand and engage with the rest of the world. Language learning has a vital part to play.

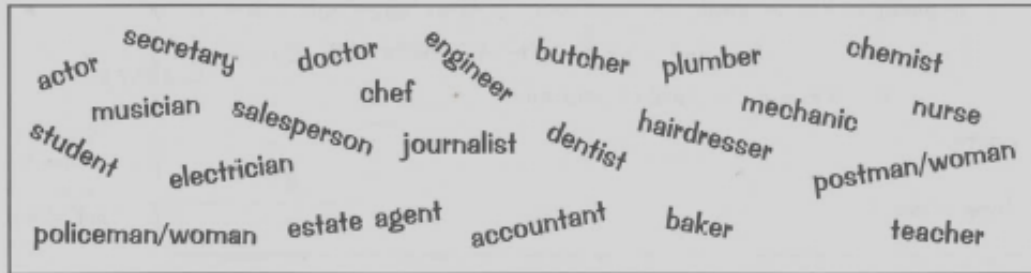
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



### Exercise 1

Match the French job titles to their English equivalents.

- |                                 |                                    |                               |
|---------------------------------|------------------------------------|-------------------------------|
| a) le/la comptable              | i) l'acteur / l'actrice            | p) le facteur / la factrice   |
| b) le/la secrétaire             | j) le/la musicien(ne)              | q) l'agent immobilier (masc.) |
| c) l'ingénieur                  | k) le vendeur / la vendeuse        | r) le/la dentiste             |
| d) le/la mécanicien(ne)         | l) le/la journaliste               | s) le/la pharmacien(ne)       |
| e) l'électricien(ne)            | m) le/la prof(esseur)              | t) l'infirmier / l'infirmière |
| f) le plombier                  | n) le coiffeur / la coiffeuse      | u) le médecin                 |
| g) le/la chef de cuisine        | o) le gendarme / la femme policier | v) l'étudiant(e)              |
| h) le boulanger / la boulangère |                                    | w) le boucher / la bouchère   |



- |                       |          |
|-----------------------|----------|
| a) ...accountant..... | m) ..... |
| b) .....              | n) ..... |
| c) .....              | o) ..... |
| d) .....              | p) ..... |
| e) .....              | q) ..... |
| f) .....              | r) ..... |
| g) .....              | s) ..... |
| h) .....              | t) ..... |
| i) .....              | u) ..... |
| j) .....              | v) ..... |
| k) .....              | w) ..... |
| l) .....              |          |



Exercise 2

Read these job adverts and answer the questions in English.

**(A)**

**SI VOUS CHERCHEZ  
UN JOB POUR LES VACANCES**  
adressez-vous à  
**CAMÉO VIDÉO**  
562.43.22  
16, Rue de la Mer  
Nous cherchons un(e) assistant(e)

**(B)**

Elegant et raffiné  
**Salon de thé**  
Cherche  
SERVANT/SERVEUSE  
Immédiatement  
33 Avenue de la plage  
BÉNODET — 67 41 08 92

**(C)**

confiserie  
CHERCHE  
**VENDEUSE**  
Quatre heures par jour,  
du lundi au vendredi  
485.62.78

a) What kind of job is being advertised in advert A? Can both males and females apply for it?

.....

b) What job is being advertised in advert B?

.....

c) Could both men and women apply?

.....

d) When is the job for?

.....

e) What kind of place is advertising in advert C?

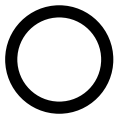
.....

f) What do they want?

.....

g) What are the hours of the job?

.....

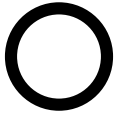


### Exercise 3

Below are some of the different masculine/feminine versions of job titles e.g. un serveur/une serveuse. Underneath are some job locations. Match each statement (a-h) with the correct version of the job title.

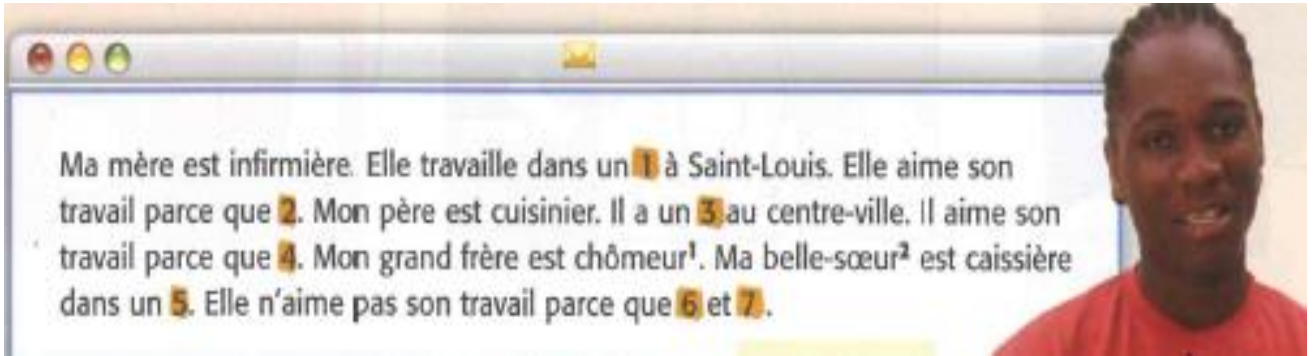


- a) Elle travaille dans un restaurant. Elle est .....*serveuse*.....
- b) Il travaille dans un théâtre. Il est .....
- c) Elle travaille dans un garage. Elle est .....
- d) Il travaille dans un supermarché. Il est .....
- e) Elle travaille dans un hôpital. Elle est .....
- f) Il travaille dans un bureau. Il est .....
- g) Il travaille dans une gendarmerie. Il est .....
- h) Il travaille dans une banque. Il est .....



### Exercise 4

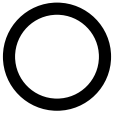
Read this email from Moussa about his family and the jobs they do. Decide which phrase from the box below will best fit in gaps 1-7.



c'est délicieux	restaurant	c'est ennuyeux
	magasin	hôpital
c'est intéressant		le salaire n'est pas bon

- 1).....
- 2).....
- 3).....
- 4).....
- 5).....
- 6).....
- 7).....





### Exercise 5

This is a GCSE question from a foundation reading paper. Read the job vacancies then decide which would best suit the people on the next page.

#### Job vacancies

A

### **Boucherie Mathis**

**cherche employé(e)**

**lundi - vendredi**

B

### **Salon de coiffure**

cherche apprenti(e)

le lundi et mardi soirs

C

### **Hypermarché**

cherche vendeur/vendeuse

seulement pour le samedi matin

D

### **Station-service**

cherche caissier/caissière

samedi et dimanche, juillet - août

E

### **Fermier**

cherche jeune

pour aider à la ferme

4 semaines en mars

---

Find a suitable job for the following people. Write the correct letter in each box.

5 (a)



Serge is a student looking for work in the summer holidays.

(1 mark)

5 (b)



Anne-Cécile is looking for part-time evening work.

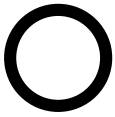
(1 mark)

5 (c)



Tariq likes to keep the evenings and weekends free for sport.

(1 mark)



## Exercise 6

Here is another GCSE question. Read these young people's career intentions then complete the table on the next page.

### Career intentions

What job do these young people hope to do and in which country?



Je veux faire comme mon père. Il est prof de maths en Tunisie, où nous habitons. (**Franck**)



J'aime aider les gens. Je voudrais être infirmière et travailler dans un autre pays, par exemple en Suisse. (**Cécile**)



J'aime travailler en plein air. Mon ambition est d'être fermier. Je voudrais bien travailler au Pays de Galles, où j'ai passé de bonnes vacances à la campagne. (**Armand**)



Chez moi, en Inde, il y a des régions, surtout au sud, où il n'y a pas beaucoup d'hôpitaux. Donc j'espère devenir médecin et travailler là-bas. (**Lafti**)

Job	Country
-----	---------

Example:

Franck	Maths teacher	Tunisia
--------	---------------	---------

4 (a)

Cécile		
--------	--	--

(2 marks)

4 (b)

Armand		
--------	--	--

(2 marks)

4 (c)

Lafti		
-------	--	--

(2 marks)

Exercise 7  
Look up these phrases

En ce moment, je \_\_\_\_\_  
 L'année prochaine, \_\_\_\_\_  
 Plus tard, \_\_\_\_\_  
 J'ai l'intention de \_\_\_\_\_  
 Mon rêve, c'est de \_\_\_\_\_  
 Dans 20 ans, je \_\_\_\_\_

Exercise 8  
The Near Future Tense : Read the reminder of how the tense is formed below then match the French sentences to the English equivalents.

### Future using Aller

Q1 You can talk about the future in French using the verb **aller** (to go), kind of like we do in English. You can say you're 'going to' do something. Match the French sentences with their English translations.



eg 1) *Je vais jouer au tennis.* → D) *I'm going to play tennis.*

- |   |  |
|---|--|
| 1) Je vais jouer au tennis.                         | A) You're going to do the shopping this morning.     |
| 2) Dimanche, nous allons aller au cinéma.           | B) She's going dancing next week.                    |
| 3) La semaine prochaine, elle va danser.            | C) He's going to do the washing up.                  |
| 4) Ce soir, je vais regarder la télévision.         | D) I'm going to play tennis.                         |
| 5) Après le film, mes amis vont manger de la pizza. | E) After the film my friends are going to eat pizza. |
| 6) Vous allez faire le shopping ce matin.           | F) On Sunday we're going to the cinema.              |
| 7) Il va faire la vaisselle.                        | G) I'm going to watch TV this evening.               |

- |              |         |
|--------------|---------|
| 1. ...D..... | 5. .... |
| 2. ....      | 6. .... |
| 3. ....      | 7. .... |
| 4. ....      |         |

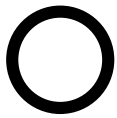
### Exercise 9

Fill in the gaps to complete these future tense sentences. The verb options are in the box at the bottom.

- 1) Je vais ..... l'aspirateur - I'm going to vacuum
- 2) Il va ..... sa chambre - He's going to tidy his room
- 3) Nous allons ..... beaucoup de chocolat - We're going to eat lots of chocolate
- 4) Vous allez ..... au parc avec votre chien - You're going to go to the park with your dog
- 5) Demain, tu vas ..... du ski - You are going to go skiing tomorrow\*
- 6) Elles vont ..... au theatre - They are going to go to the theatre

\*In French you DO skiing

faire	aller	manger	passer
	ranger	aller	



### Exercise 10a

Below is a verb table for *aller* to help you form the future tense. Fill in the gaps on the sentences below with the correct form.



To speak about the future, use:

- the present tense for an event that will take place very soon
- *aller* + infinitive for an event that will take place further in the future

je vais	nous allons	+	commencer
tu vas	vous allez		
il/elle/on va	ils/elles vont		

**2**

Fill in each sentence with the correct form of *aller*.

- a Je \_\_\_\_\_ travailler ce soir après l'école.
- b Nous \_\_\_\_\_ visiter le musée samedi prochain.
- c Il \_\_\_\_\_ passer son examen le 18 mai.
- d Les profs \_\_\_\_\_ donner les bulletins demain.
- e Vous \_\_\_\_\_ étudier quoi à l'université?
- f Tu \_\_\_\_\_ faire une formation d'électricien?

### Exercise 10b

Finally, translate the sentences into English e.g. a) I am going to work this evening after school.

- a) .....
- b) .....
- c) .....
- d) .....
- e) .....
- f) .....

aller - to go (present tense)		
Pronoun	Conjugation of aller	infinitive
Je (I)	vais	manger/jouer/boire
Tu (you)	vas	manger/jouer/boire
Il/elle/on (he/she/we)	va	manger/jouer/boire
Nous (we)	allons	manger/jouer/boire
Vous (you)	allez	manger/jouer/boire
Ils/elles (they)	vont	manger/jouer/boire

### Future time phrases

Le weekend prochain - next weekend

L'année prochaine - next year

Dans le futur - in the future

Demain - tomorrow

### Connectives

et - and

après - after

puis/ensuite - then

tout d'abord - first of all

enfin - finally

avec - with

aussi -also

par exemple - for example

### -er verbs

parler (to talk)

écouter (to listen )

aider (to help)

téléphoner (to phone)

manger (to eat

acheter (to buy)

regarder (to watch/look)

jouer (to play)

nager (to swim)

étudier (to study)

trouver (to find)

voyager (to travel)

aller (to go)

quitter (to leave)

travailler (to work)

rencontrer (to meet)

habiter (to live)

### -ir verbs

choisir (to choose)

dormir (to sleep)

finir (to finish)

voir (to see)

avoir (to have)

### -re verbs

attendre (to wait)

perdre (to lose)

vendre (to sell)

dire (to say)

boire (to drink)

faire (to do/make)

lire (to read)

prendre (to take)

être (to be)

### Vocab

à l'université – to university

au lycée – to college

le collège – school

un apprentissage –an apprenticeship

médecin – doctor

professeur - teacher

des enfants – children

heureux/heureuse – happy

du bénévolat – charity work

à seize ans – when I'm sixteen

une belle voiture – a nice car

une grande maison – a big house

une licence de marketing - a degree in marketing

pompier – fireman

mécanicien - mechanic

riche – rich

à l'étranger - abroad

le/la partenaire de mes rêves – partner of my dreams



