

Scrúduimhir  
Examination Number

AN ROINN OIDEACHAIS AGUS EOLAÍOCHTA

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SCRÚDÚ na hARDTEISTIMÉIREACHTA, 2002  
LEAVING CERTIFICATE EXAMINATION, 2002

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FRAINCS — ARDLEIBHÉAL  
FRENCH — HIGHER LEVEL

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TRIAIL CHLUASTUISCEANA (80 marc)  
LISTENING COMPREHENSION TEST (80 marks)

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DÉ MÁIRT, 11 MEITHEAMH, 12.10 go dtí 12.50  
TUESDAY, 11 JUNE, 12.10 to 12.50

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STAMPA AN IONAIID  
(Centre Stamp)

ROINN I	
ROINN II	
ROINN III	
ROINN IV	
ROINN V	
Iomlán	

*N.B.* Bíodh d'fhreagraí as Gaeilge, ach ní gá go mbeadh siad i bhfoirm abairtí iomlána. Tá cead agat leithead iomlán an leathanaigh a úsáid do na freagraí.

*N.B.* Questions to be answered in English, not necessarily in complete sentences. You may use the full width of the page when answering.

## ROINN I

Cloisfidh tú agallamh anois le máthair, Michelle, a bhfuil mac di, Benoît, díreach tar éis filleadh ó chúrsa feabhsúchán teanga i Sasana.

Cloisfidh tú an t-ábhar **trí huairé**, an chéad uair ó thosach deireadh, ansin **i trí mhír** a mbeidh sos eatarthu, agus ansin arís ó thosach deireadh.

1. (a) Cad é an chéad fhadhb a bhí le sárú ag an ngrúpa ón bhFrainc ar shroichint Shasana dóibh?

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(b) Scríobh pointe **amháin** a dhéanann Michelle i dtaobh Bhean de Brún.

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2. Scríobh síos **dhá** shlí inar chaith Benoît aire a thabhairt dó fein.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

3. Scríobh síos rud **amháin** a thaitin le Benoît i Sasana.

## SECTION I

You will now hear an interview with a mother, Michelle, whose son, Benoît, has just come back from a language improvement course in England.

The material will be played **three times**: first right through, then in **three segments** with pauses and finally, right through again.

1. (a) What was the first problem encountered by the French group when it arrived in England?

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(b) Write down **one** point Michelle makes about Mrs. Brown.

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2. Write down **two** ways in which Benoît had to look after himself.

- 
3. Write down **one** thing that Benoît enjoyed in England.

## ROINN II

Tá a ghnólacht díreach díolta ag Jacques Maillot. Eagraí turas saoire ba ea é ach is léir dó go bhfuil fadhbanna san earnáil seo.

Cloisfidh tú an t-ábhar **trí huairé**, an chéad uair ó thosach deireadh, ansin **i trí mhír** a mbeidh sos eatarthu, agus ansin arís ó thosach deireadh.

1. Dar le Jacques Maillot, cén fáth a bhfuil sé deacair d'eagraithe turas saoire ón bhFrainc airgead a dhéanamh?

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2. (a) Cad a deirtear i dtaobh an chostais ar shlándaíl?

(b) Cad iad na díolacháin saoire a bhfuil ag éirí go maith leo?

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3. Cad a mholann Jacques Maillot mar chúnamh don tionscal taisteal saoire?

## SECTION II

Jacques Maillot has just sold his business. He was a tour operator but finds that there are problems in this sector.

You will hear the material **three times**: first right through, then in **three segments** with pauses and finally, right through again.

1. According to Jacques Maillot, why are French tour operators finding it difficult to make money?

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2. (a) What is said about the cost of security?

(b) Which holiday sales are going particularly well?

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3. What does Jacques Maillot suggest would help the French travel trade?

### ROINN III

### SECTION III

Cloisfidh tú agallamh anois le hOdile Mougeotte, socheolaí Francach. Tá sí tar éis taighde a dhéanamh ar éifeacht na seachtaine oibre 35 uair a tugadh isteach le déanaí.

Cloisfidh tú an t-ábhar **trí huair**, an chéad uair ó thosach deireadh, ansin **i gceithre mhír** a mbeidh sos eatarthu, agus ansin arís ó thosach deireadh.

You will now hear an interview with Odile Mougeotte, a French sociologist. She has been researching the effects of the recently introduced 35 hour working week.

The material will be played **three times**: first right through, then in **four segments** with pauses and finally right through again.

1. Cén ghné den tseachtain 35 uair a bpléann an tuarascáil seo léi?

1. Which aspect of the 35 hour week does this report deal with?

2. Scríobh síos **dhá** bhuntáiste a bhaineann na Francaigh as an tseachtain 35 uair.

2. Write down **two** ways in which the French are benefiting from the 35 hour week.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

3. (a) Cén chaoi ar theip ar an gcóras scolaíochta athrú in oiriúint don tseachtain 35 uair?

3. (a) In which way has the school system failed to adapt to the 35 hour week?

(b) Scríobh síos slí **amháin** inar athraigh an córas iompair poiblí in oiriúint don leasú.

(b) Write down **one** way in which public transport has adapted to the changes.

4. Cén **dá** thraidisiún ar chóir meas a léiriú orthu?

4. Which **two** traditions should be respected?

(a) \_\_\_\_\_

(b) \_\_\_\_\_

ROINN IV

SECTION IV

Bhog Delphine agus a tuismitheoirí go Páras le déanaí ó Arnay-le-Duc, baile beag sa Bourgogne. Sa bhialann di, ina scoil nua, an lycée Louis-le-Grand, labhraíonn sí le Marie-Ange.

Cloisfidh tú an t-ábhar **trí huaire**, an chéad uair ó thosach deireadh, ansin **i gceithre mhír** a mbeidh sos eatarthu, agus ansin arís ó thosach deireadh.

Delphine and her parents have recently moved to Paris from Arnay-le-Duc, a small town in Burgundy. In the canteen of her new school, the lycée Louis-le-Grand, she talks with Marie-Ange.

The material will be played **three times**: first right through, then in **four segments** with pauses and finally right through again.

1. Tá imní ar Delphine i dtaobh an bheirt tuismitheoirí aici. Cén fáth sin?

(a) *athair / father*: \_\_\_\_\_

\_\_\_\_\_

(b) *máthair / mother* : \_\_\_\_\_

\_\_\_\_\_

2. (a) Cén fáth nár thosaigh máthair Delphine ag obair fós?

2. (a) Why has Delphine's mother not started work yet?

- (b) Cén chomhairle a chuir Delphine ar a máthair?

- (b) What advice has Delphine given to her mother?

\_\_\_\_\_

3. Cad a deir Delphine i dtaobh an lycée Louis-le-Grand? (**Dhá** phointe, mar a leanas)

3. What does Delphine say about the lycée Louis-le-Grand? (**Two** points, as follows)

(a) *múinteoirí / teachers*: \_\_\_\_\_

\_\_\_\_\_

(b) *atmaisféar / atmosphere*: \_\_\_\_\_

\_\_\_\_\_

4. (a) Cén fáth nach bhfuil na mothúcháin chéanna ag Marie-Ange i dtaobh Louis-le-Grand agus atá ag Delphine?

4. (a) Why does Marie-Ange not share Delphine's feelings about Louis-le-Grand?

- (b) Ag deireadh an chomhrá, braitheann Delphine níos fearr i dtaobh Louis-le-Grand. Cén fáth sin?

- (b) At the end of the conversation, Delphine begins to feel better about Louis-le-Grand. Why?

\_\_\_\_\_

**ROINN V****SECTION V**

Cloisfidh tú gach ceann de na **trí** mhír nuachta **faoi dhó**.

You will hear each of **three** news items **twice**.

1. (a) Cé a mbeidh ar stailc amárach?

1. (a) Who will be on strike tomorrow?

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(b) Cén t-éileamh is mó atá acu?

(b) What is their principal demand?

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2. Cén locht a fhaightear anseo ar na boinn nua cent (€0.01, €0.02, €0.05)?

2. What fault is found here with the new cent coins (€0.01, €0.02, €0.05)?

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3. Cad a léiríonn an píosa taighde seo? (Pointe **amháin**)

3. What does this piece of research show? (**One** point)

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**CRÍOCH**

**END**