

## Theme 1: Les changements dans la société française

Theme 1 is set in the context of France only and covers social issues and trends.

### Sub-theme: Les changements dans les structures familiales

*Les changements dans les attitudes envers le mariage, les couples et la famille.*

Aspects of this theme and vocabulary will have been studied at KS4 so this theme serves as a good starting point for year 1. It is important, however, that the theme is approached at a higher level and that students are reminded of the need to bring more analysis and depth into their arguments, more complex structures and grammar into their writing and speaking assessments.

### Suggested activities

Topic	Activity	Skill	Teacher notes
<b>Family</b>	<p><b>Introduction to the topic</b></p> <p><a href="https://m.youtube.com/watch?v=42qLwz1IVNw">https://m.youtube.com/watch?v=42qLwz1IVNw</a></p> <p>Provide a transcript of the trailer or students could simply rely on the visual stimuli to list the emerging themes in French.</p>	Listening/film work	This is the trailer of a 'The first day of the rest of your life', that captures the shift in French families. The whole film could be watched and studied or the trailer could be a good introduction to the topic of the new French family.
<b>Family structure</b>	<p>Produce two pictures of a traditional family and a more modern family. Students describe the two families. Which one is more 'normal' today?</p> <p>Students embark on the definition of a normal family in the 21st century.</p>	Speaking	
<b>Pacs v marriage</b>	<p>Explain the differences between le Pacs and marriage. Why do we still get married when we could just be in a civil partnership? Carry out a whole-class debate.</p>	Listening and speaking	A careful definition of civil partnership will need to be drawn previously.
<b>Overview of marriage in France</b>	<p><a href="http://www.doctissimo.fr/html/psychologie/amour/8830-engagement-couple.htm">http://www.doctissimo.fr/html/psychologie/amour/8830-engagement-couple.htm</a>.</p> <p>Cut, paste and adapt the article for the class to read, translate and answer comprehension questions.</p>	Reading and translation	Good authentic article which gives an excellent overview of marriage and other forms of engagement in France.
<b>Same sex marriage</b>	<p><a href="https://m.youtube.com/watch?list=PL7h1upgZ_vhJxVyrZdqGryeJCFzThEjx&amp;params=OAFIAVjDAQ%253D%253D&amp;v=ITzEZz99Akk&amp;mode=NORMAL">https://m.youtube.com/watch?list=PL7h1upgZ_vhJxVyrZdqGryeJCFzThEjx&amp;params=OAFIAVjDAQ%253D%253D&amp;v=ITzEZz99Akk&amp;mode=NORMAL</a> Use as a gap fill and translation exercise.</p>	Listening	

<b>Family issues</b>	Students write a fictional letter to an agony aunt about family/personal issues.	Writing	Ensure students start to show evidence of more complex structures and A level grammar.
<b>Teenage issues</b>	Role-play: seeking permission from parents to go out mid-week. Imagine the conversation between teenage son/daughter and parents.	Speaking	This is a good task to encourage confidence in speaking as it should be on a topic they are familiar with.
<b>Relationships</b>	<a href="http://www.poetica.fr/poeme-2150/richard-taillefer-a-ma-mere/">http://www.poetica.fr/poeme-2150/richard-taillefer-a-ma-mere/</a> Study and analyse the poem with the class.	Reading and analysis	A simple but very beautiful poem which could be used to introduce literary analysis.
<b>Childhood</b>	Using two literary extracts from <i>La Gloire de Mon Père</i> and <i>Les Petits Enfants du siècle</i> , explore differences in context and voice. Students write a page in the diary of one of the characters in <i>Les Petits Enfants du siècle</i> .	Literary analysis/writing	More in-depth analysis work in preparation for literary study.
<b>Family and relationships</b>	Revision of: <ul style="list-style-type: none"> <li>• present tense in describing your family and relationships</li> <li>• perfect and imperfect tenses in describing family events (such as an argument) and describing emotions felt by different parties</li> <li>• adjectives (agreements, position, irregular) in describing qualities of good parents, faults of bad parents or simply describing one's family</li> <li>• subject pronouns and emphatic/disjunctive pronouns in the context of relationships (<i>nous nous entendons bien, je m'entends bien avec eux</i>).</li> </ul>	Grammar	
<b>Childhood/family/relationships</b>	Set film: <i>Chocolat</i> , dir. Claire Denis Set film: <i>Les 400 Coups</i> , dir. François Truffaut Set text: <i>No et Moi</i> , Delphine de Vigan Set text: <i>Le Blé en Herbe</i> , Colette Set text: <i>La Place</i> , Annie Ernaux	Film and literary analysis	Use SAMs.

	Set text: <i>Thérèse Desqueyroux</i> , François Mauriac		
<b>Condition of women</b>	Set text: <i>Une si longue lettre</i> , Mariama Bâ	Literary analysis	Use SAMs.

### Sub-theme: L'Éducation

*Le système éducatif et les questions estudiantines.*

This theme can be approached through comparisons: comparisons between education systems (UK and French), comparisons between school of the past and school of today, and between school of today and school of the future. There are opportunities for excellent classroom discussions. It is interesting to note that most students will know very little about the French education system unless they have participated in a school exchange and have spent some time in the host school.

This is also a good theme through which to introduce one of the set texts or films, such as *Les Choristes* or *Entres les murs* (A level only), *Le Gone du Chaâba* (A level only).

Topic	Activity	Skill	Teacher notes
<b>French education system</b>	Presentation on the French school and university system.  Ask either the French assistant or the rest of the class to draw a list of questions prior to this. Alternatively groups to research and present to the class.	Speaking/listening/research	
<b>French education system</b>	Extracts from <i>La Journée de la jupe</i> , <i>Entre les murs</i> , <i>Les Choristes</i> . Students to answer comprehension-type questions or create a voice-over.	Listening/writing – film analysis	Use the SAMs for essay practice
<b>Education in general</b>	Give students a list of 50 words relating to the topic of education. They then organise them into categories (of their choice) and label the categories. They write a short piece including as many of the words as possible and using grammar they have covered that week.	Vocabulary and grammar	Use SAMs speaking task 1. Discussion on memorising techniques, good websites for memorising (Quizlet) pronunciation (Voki), how to (re)activate vocabulary etc.
<b>Education</b>	Students watch the last 20 minutes of Truffaut's <i>L'Argent de poche</i> . Students transcribe the teacher's speech or give it to them as a gap-fill exercise, followed by translation.	Listening and writing	This is a very modern speech about what modern education is for. To what extent do students of today relate to it? Possible interesting discussion or follow-up written work.
<b>Laïcité</b>	<a href="https://m.youtube.com/watch?list=PL7h1upgZ_vhJxVyrZdqGryeJCFzThEejx&amp;params=OAFIAVhd&amp;v=TFdOCfU859w&amp;mode=NORMAL">https://m.youtube.com/watch?list=PL7h1upgZ_vhJxVyrZdqGryeJCFzThEejx&amp;params=OAFIAVhd&amp;v=TFdOCfU859w&amp;mode=NORMAL</a>	Listening	Excellent listening comprehension stimulus on <i>laïcité</i> and how it affects those in school.

	<a href="http://www.lemonde.fr/campus/article/2016/04/13/interdiction-du-voile-a-l-universite-valls-reliance-le-debat_4901346_4401467.html">http://www.lemonde.fr/campus/article/2016/04/13/interdiction-du-voile-a-l-universite-valls-reliance-le-debat_4901346_4401467.html</a> debate the issues of laïcité at university.	Speaking and research	
<b>Le bac</b>	<a href="https://m.youtube.com/watch?list=PL7h1upgZ_vhJxVyrZdqGryeJCFzThFejx&amp;params=OAFIAVivAQ%253D%253D&amp;v=vlqI3tbjDS4&amp;mode=NORMAL">https://m.youtube.com/watch?list=PL7h1upgZ_vhJxVyrZdqGryeJCFzThFejx&amp;params=OAFIAVivAQ%253D%253D&amp;v=vlqI3tbjDS4&amp;mode=NORMAL</a> Students to summarise the video.	Listening and summary	This video provides a simple explanation of <i>le bac</i> and is good practice for the final exam.
<b>Various</b>	<a href="http://www.lefigaro.fr/musique/2014/09/02/03006-20140902ARTFIG00141-la-rentree-des-classes-en-dix-chansons-culte.php">http://www.lefigaro.fr/musique/2014/09/02/03006-20140902ARTFIG00141-la-rentree-des-classes-en-dix-chansons-culte.php</a> Teachers could produce comprehension and gap-fill exercises on the text and then help students explore the themes of each song.	Listening	Some varied songs on the topic of school: France Gall ( <i>Sacré Charlemagne</i> ), Jacques Brel ( <i>Rosa</i> ), Sheila ( <i>L'école est finie</i> ), Yves Simon ( <i>Diabolo Menthe</i> ). Songs without lyrics are also available. Songs usually have lots of metaphors and different vocabulary so they are useful for exposing students to different types of language.
<b>Education from a personal perspective</b>	Students conduct a classroom survey: people's plans for the future, aspirations, what they really like/dislike about being in the sixth form, whether they feel that their education prepares them well for the future, their views on having a job whilst studying, A level versus baccalauréat, <i>redoublement</i> . Students write a summary of their findings using the third person pronoun and making all suitable syntactical/grammatical changes.		This would be a good exercise in turning notes into a coherent written summary.
<b>Mai 68</b>	<a href="https://www.youtube.com/watch?v=cjqSSSZuVbk">https://www.youtube.com/watch?v=cjqSSSZuVbk</a> Students research events of <i>mai 68</i> then conduct a class debate. Some of the famous slogans used during the revolution could be translated and analysed.	Independent research/debate	Some background on <i>mai 68</i> will be required before students carry out this exercise.

<b>Education</b>	<a href="http://www.liberation.fr/debats/2016/04/18/l-ecole-ce-lieu-d-apprentissage-des-inegalites_1446991">http://www.liberation.fr/debats/2016/04/18/l-ecole-ce-lieu-d-apprentissage-des-inegalites_1446991</a> <a href="http://www.lemonde.fr/vie-etudiante/">http://www.lemonde.fr/vie-etudiante/</a>	Reading and summary	
<b>Impact of education</b>	Set text work: <i>No et Moi</i> .	Literary analysis	Use SAMs.

### Sub-theme: Le monde du travail

*La vie active en France et les attitudes envers le travail; le droit à la grève; l'égalité des sexes.*

Topic	Activity	Skill	Teacher notes
<b>Equality</b>	<a href="https://m.youtube.com/watch?list=PL7h1upgZ_vhJxVyrZdqGryeJCFzThEeix&amp;v=nKwVOTntIVc">https://m.youtube.com/watch?list=PL7h1upgZ_vhJxVyrZdqGryeJCFzThEeix&amp;v=nKwVOTntIVc</a> Students watch and produce own written summary (in French or English depending on level).	Listening and written summary	C'est quoi l'égalité entre les filles et les garçons?
	A classroom debate on equality in the workplace. Has it been achieved? Why (not)? Who are strong female role-models in the world of work?		
	Students watch <i>Potiche</i> then answer one of the following questions: <ul style="list-style-type: none"> <li>Est-ce que vous pensez que les personnages du film sont stéréotypés? Pourquoi?</li> <li>Il y a une morale dans ce film? Laquelle?</li> </ul> <p>(<a href="https://www.tynesidecinema.co.uk/documents/_view/5294b6097cbb88d01d0018dd">https://www.tynesidecinema.co.uk/documents/_view/5294b6097cbb88d01d0018dd</a>)</p>	Writing – film analysis	In this link there are lots of other class activities.
<b>Protest</b>	<a href="https://m.youtube.com/watch?list=PL7h1upgZ_vhJxVyrZdqGryeJCFzThEeix&amp;params=OAFIAVh-&amp;v=CJYZ4Yhb4bs&amp;mode=NORMAL">https://m.youtube.com/watch?list=PL7h1upgZ_vhJxVyrZdqGryeJCFzThEeix&amp;params=OAFIAVh-&amp;v=CJYZ4Yhb4bs&amp;mode=NORMAL</a> Students watch and prepare an oral summary.	Speaking summary	<i>C'est quoi une manifestation?</i>
	Students watch Louise-Michel and prepare a short presentation.	Independent research and speaking	To be done over the half-term.

<b>Strikes</b>	<a href="https://m.youtube.com/watch?list=PL7h1upgZ_vhJxVyrZdqGryeJCFzThEeix&amp;params=OAFIAVijAQ%253D%253D&amp;v=p29LE4I4FfQ&amp;mod_e=NORMAL">https://m.youtube.com/watch?list=PL7h1upgZ_vhJxVyrZdqGryeJCFzThEeix&amp;params=OAFIAVijAQ%253D%253D&amp;v=p29LE4I4FfQ&amp;mod_e=NORMAL</a>	Listening comprehension	<i>C'est quoi une grève?</i>
<b>Work</b>	Class debate between employers and employees, e.g. on no pay increase or increased working hours.	Speaking	Teacher to prepare scenario.
<b>Le 35 heures/grèves de 2016</b>	Students research the proposed change to the law and the impacts the proposed change has had, perhaps followed by a class debate.  <a href="http://www.liberation.fr/societe/2016/05/26/pour-comprendre-les-greves-en-france-contre-la-loi-travail_1455389">http://www.liberation.fr/societe/2016/05/26/pour-comprendre-les-greves-en-france-contre-la-loi-travail_1455389</a>  <a href="http://www.lemonde.fr/les-decodeurs/article/2016/03/08/ce-que-contient-la-loi-travail-dans-le-detail_4878792_4355770.html">http://www.lemonde.fr/les-decodeurs/article/2016/03/08/ce-que-contient-la-loi-travail-dans-le-detail_4878792_4355770.html</a>	Research and analysis/speaking	<b>Some background information may be necessary.</b>
<b>Attitudes to work</b>	<i>L'attitude des français face au travail</i> : students conduct research into the different working conditions and the attitude of French people towards their work.	Independent research	This could form the basis of a portfolio for the independent research task.
<b>Work in general</b>	Set film work: <i>Deux Jours, une Nuit</i> .		Use SAMs.

## Theme 2: La culture politique et artistique dans les pays francophones

Theme 2 is set in the context of francophone countries and communities. This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media).

### Sub-theme: La musique

*Les changements et les développements; l'impact de la musique sur la culture populaire.*

Topic	Activity	Skill	Teacher notes
<b>Traditional song writers/artists</b>	Explore <i>chansons populaires</i> .  Give students a list of 'traditional' singers to research in class: George Brassens; Edith Piaf; Jacques Brel; Léo Ferré, Yves Montand; Serge Gainsbourg.	Research/listening	Students should develop an understanding of <i>la chanson à texte</i> . The concept needs to be grasped as the music is often less important than the lyrics.
<b>Contemporary song writers</b>	Discuss the place of lyrics in French contemporary songs, for example in an artist like Stromae. Students research how music styles have evolved in France and		

	the influence of other francophone cultures. Contemporary artists to research: Stromae; Christine and the Queens; Coeur de Pirate; Noir Désir; Manu Chao; Zaz; Françoise Hardy; Carla Bruni; Daft Punk and Phoenix (though English lyrics).		
	<i>La chanson francophone en cours de Français</i> by Carmen Vera Pérez. <a href="http://carmenvera.eoidehellin.es/hotpot/chansons/index.htm">http://carmenvera.eoidehellin.es/hotpot/chansons/index.htm</a>	Grammar and vocabulary	A great website for ready-made gap-fill exercises on songs by topics.
<b>Changes in francophone music</b>	<a href="https://fr.news.yahoo.com/la-musique-rai-et-son-triomphe.html">https://fr.news.yahoo.com/la-musique-rai-et-son-triomphe.html</a>	Reading and summary	Could be used to introduce the idea of immigration and music.
<b>Music</b>	Students research a French artist and prepare a presentation to the class.	Research/ speaking	
<b>Music in film</b>	Students watch <i>La Vie en Rose</i> or <i>Les Choristes</i> and write an essay.	Film analysis	Use SAMs.

#### Sub-theme: Les médias

*La liberté d'expression; la presse écrite et en ligne; l'impact sur la société et la politique.*

Topic	Activity	Skill	Teacher notes
<b>Newspapers</b>	Pourquoi y a-t-il plusieurs journaux en France? <a href="https://m.youtube.com/watch?list=PL7h1upgZ_vhLjjOhqLb9n_xVgSPg3C81k&amp;v=BbJYy0KtbLA">https://m.youtube.com/watch?list=PL7h1upgZ_vhLjjOhqLb9n_xVgSPg3C81k&amp;v=BbJYy0KtbLA</a> Students watch the video and summarise.	Writing	It may help to structure the summary – see SAMs for example of how the summary is done in the assessment.
<b>Use of the internet</b>	<i>Les clés des médias: nous sommes tous médias:</i> <a href="https://www.youtube.com/watch?v=k8Yls_2Ih00">https://www.youtube.com/watch?v=k8Yls_2Ih00</a> Students watch and discuss in class their own experiences.	Listening and speaking	A short cartoon showing the dangers of writing things on the net.
<b>Social media</b>	<i>En quête d'actualité – Facebook, Twitter les réseaux sociaux sont ils vraiment nos amis</i>	Listening and research	A long video but full of facts and personal testimonies. Could be used for independent research (NB topic must relate to France or francophone culture).
<b>La liberté d'expression</b>	Freedom of expression in the press and on the internet – <i>Les</i>	Listening exercise	A good introduction to what is and is not allowed

	<i>clés des médias: la liberté d'expression et ses limites:</i> <a href="https://www.youtube.com/watch?v=-PqpU3n_W6s">https://www.youtube.com/watch?v=-PqpU3n_W6s</a>		with regards to freedom of expression.
	Freedom of expression in light of Charlie Hebdo attacks: <a href="http://www.lemondepolitique.fr/cours/libertespubliques/libertes/liberte_expression.htm">http://www.lemondepolitique.fr/cours/libertespubliques/libertes/liberte_expression.htm</a> <a href="http://www.lemonde.fr/les-decodeurs/article/2015/01/14/de-charlie-a-dieudonne-justu-ou-va-la-liberte-d-expression_4555180_4355770.html">http://www.lemonde.fr/les-decodeurs/article/2015/01/14/de-charlie-a-dieudonne-justu-ou-va-la-liberte-d-expression_4555180_4355770.html</a>	Class debate	This is a challenging subject so needs to be handled objectively. Also some background on the legal points may be required.
<b>Media in France</b>	<a href="http://ejc.net/media_landscapes/france">http://ejc.net/media_landscapes/france</a>	Weblink	Good introduction to the media in France (in English) with lots of links.

### Sub-theme: Les festivals et les traditions

*Les festivals, fêtes, coutumes et traditions.*

Topic	Activity	Skill	Teacher notes
<b>Festivals and traditions</b>	<i>Quelle est l'origine du carnaval?</i> <a href="https://m.youtube.com/watch?list=PL7h1upgZ_vhLjJOhqLb9n_xVgSPq3C81k&amp;v=xh30zFDqDJ0">https://m.youtube.com/watch?list=PL7h1upgZ_vhLjJOhqLb9n_xVgSPq3C81k&amp;v=xh30zFDqDJ0</a>	Listening	
	Students research a specific French bank holiday – 1st May – and its origins in labour rights. Students research origins and traditions of 14th July. They present their findings orally.	Independent research/speaking	
	Students access the official site of <i>Fête de la Musique</i> and extract key information on this annual French festival. <a href="http://fetedelamusique.culturecommunication.gouv.fr">http://fetedelamusique.culturecommunication.gouv.fr</a>	Independent Research	Some of the SAMs speaking tasks could be used.

### Theme 3: L'immigration et la société multiculturelle française

Theme 3 is set in the context of France only. This theme covers social issues and trends.

#### Sub-theme: L'impact positif de l'immigration sur la société française

*Les contributions des immigrés à l'économie et à la culture.*

Topic	Activity	Skill	Teacher notes
<b>Positive impacts of immigration</b>	<a href="http://www.marieclaire.fr/immigration-danger-utile,20123,396809.asp">http://www.marieclaire.fr/immigration-danger-utile,20123,396809.asp</a> <a href="http://www.lefigaro.fr/economie/le-scan-">http://www.lefigaro.fr/economie/le-scan-</a>	Reading/summary	The articles explore the positive aspects of immigration. Use SAMs translation tasks. These articles may need to be carefully edited by the



	<a href="http://eco.decryptage/2015/09/14/29002-20150914ARTFIG00195-salaires-chomage-comptes-publics-comment-l-immigration-impacte-l-economie-francaise.php">eco/decryptage/2015/09/14/29002-20150914ARTFIG00195-salaires-chomage-comptes-publics-comment-l-immigration-impacte-l-economie-francaise.php</a>  Activity 1: Students read and carry out reading comprehension and summary activities  Activity 2: Use as a stimulus for Speaking task  Activity 3: Translate French to English		teacher before they are given to the students as they are complex texts.
<b>Positive aspects of immigration</b>	Students research a French personality from an immigrant background, who is a strong role-model (in the world of sport/art/politics/music/media) and present their findings to the class.	Speaking	Teacher guidance may be necessary.

**Sub-theme: Répondre aux défis de l'immigration et l'intégration en France**

*Les activités des communautés; la marginalisation et l'aliénation du point de vue des immigrés.*

Topic	Activity	Skill	Teacher notes
<b>Challenges of immigration</b>	<a href="http://www.insee.fr/fr/themes/theme.asp?theme=2&amp;sous_theme=5&amp;type=2&amp;nivgeo=0&amp;produit=OK">http://www.insee.fr/fr/themes/theme.asp?theme=2&amp;sous_theme=5&amp;type=2&amp;nivgeo=0&amp;produit=OK</a>  Teach the vocabulary relating to discussing figures, proportions, increases and decreases, comparisons etc.	Vocabulary and background reading	Document with statistics on immigration in France.
<b>Immigration</b>	There are many songs dealing with the topic of immigration. Use these as listening comprehension exercises and discuss and exploit their themes in class. Students express their likes and dislikes relating to music and lyrics in a whole-class discussion.  <a href="https://www.acim.asso.fr/spip.php?article141">https://www.acim.asso.fr/spip.php?article141</a>	Listening and speaking	This is a very thorough list of titles and singers.
<b>Introduction to immigration</b>	Philippe Lioret's <i>Welcome</i> provides an excellent start to this complex topic.  Many follow-up activities can be planned from this film: creative essays, discursive essays, whole-class discussions, role plays as	Film work	There are many pedagogical guides available on line. If teachers do not wish to study the whole film, they can study the trailer, which raises the main themes of

	well as comprehension activities based on the film.		immigration, complex local responses and humanity.
<b>Life in La Jungle de Calais</b>	<p>Students investigate life in <i>La Jungle de Calais</i>. Students read documents made available by their teacher and write the diary of a Calais charity worker. There is a series of authentic articles available from the following link.</p> <p><a href="http://www.lexpress.fr/actualite/societe/migrants-de-calais_1703094.html">http://www.lexpress.fr/actualite/societe/migrants-de-calais_1703094.html</a></p>	Reading and research	These articles could help develop an understanding of the complex issues relating to immigration in Calais.
	<p><a href="http://info.arte.tv/fr/nulle-part-en-france-de-yolande-moreau">http://info.arte.tv/fr/nulle-part-en-france-de-yolande-moreau</a></p> <p>Students watch in class and then debate the issues presented. Teachers could provide an accompanying document with key vocabulary.</p> <p>This could also be used for summary practice with teachers providing key headings and then students summarise what they have heard.</p>		Great documentary with Yolande Moreau who spent 10 days in <i>La Jungle</i> and <i>Grande-Synthe</i> in January 2016.
	<p>Poem by Jacques Prévert called <i>Etranges Etrangers</i>.</p> <p><a href="http://bmirgain.skyrock.com/3176859357-Etranges-etranagers-Prevert-Explication-de-texte.html">http://bmirgain.skyrock.com/3176859357-Etranges-etranagers-Prevert-Explication-de-texte.html</a></p> <p>Class study of the poem followed by short written analysis.</p> <p>Students use the poem on <i>les justes</i>, written by some French school children to write their own:</p> <p><a href="http://www.clg-mauriac-louvres.ac-versailles.fr/spip.php?article457">http://www.clg-mauriac-louvres.ac-versailles.fr/spip.php?article457</a></p>	Literary analysis and writing	
<b>Basic introduction s to immigration</b>	<p><a href="https://m.youtube.com/watch?list=PL7h1upgZ_vhIVpCsHqx8nESetOrAXAS56&amp;v=yoTIEKB_4Ng">https://m.youtube.com/watch?list=PL7h1upgZ_vhIVpCsHqx8nESetOrAXAS56&amp;v=yoTIEKB_4Ng</a></p> <p><i>Pourquoi des migrants sont-ils bloqués à Calais?</i></p> <p><a href="https://m.youtube.com/watch?list=PL7h1upgZ_vhIVpCsHqx8nESetOrAXAS56&amp;v=rswfa1XiYYc">https://m.youtube.com/watch?list=PL7h1upgZ_vhIVpCsHqx8nESetOrAXAS56&amp;v=rswfa1XiYYc</a></p>	Listening using web links	Use links to produce gap-fill exercises, comprehension questions, and translation tasks. They can also be exploited for topic-specific vocabulary.

	<p><i>C'est quoi un expatrié?</i>  <a href="https://m.youtube.com/watch?list=PL7h1upqZ_vhIVpCsHqx8nESetOrAXAS56&amp;v=ju60UW2SnCk">https://m.youtube.com/watch?list=PL7h1upqZ_vhIVpCsHqx8nESetOrAXAS56&amp;v=ju60UW2SnCk</a></p> <p><i>C'est quoi l'espace Schengen?</i>  <a href="https://m.youtube.com/watch?list=PL7h1upqZ_vhIVpCsHqx8nESetOrAXAS56&amp;v=sBNyt7F20Qw">https://m.youtube.com/watch?list=PL7h1upqZ_vhIVpCsHqx8nESetOrAXAS56&amp;v=sBNyt7F20Qw</a></p>		
<b>Integration</b>	Set film work: <i>La Haine</i> .		Use SAMs.

### Sub-theme: L'extrême droite

*La montée du Front National; les leaders du Front National; l'opinion publique.*

Topic	Activity	Skill	Teacher notes
<b>Rise of populism</b>	<p><a href="http://tempsreel.nouvelobs.com/monde/20160519_OBS0816/mondovision-montee-des-perils-en-europe-mais-que-font-la-france-et-l-allemaqne.html">http://tempsreel.nouvelobs.com/monde/20160519_OBS0816/mondovision-montee-des-perils-en-europe-mais-que-font-la-france-et-l-allemaqne.html</a></p> <p>Students write a discursive essay on the reasons for the rise of populist parties in Europe, exploring facts, dangers ahead of us and solutions.</p>	Reading, translation and research	An excellent article on the rise of populism.
<b>Far right</b>	Students research and prepare a debate on the far right.	Speaking	
<b>Marine Le Pen</b>	<p><a href="https://www.youtube.com/watch?v=XVkJTcGcPLW8">https://www.youtube.com/watch?v=XVkJTcGcPLW8</a></p> <p>Select sections and use as listening comprehension and for debate.</p>	Listening	Marine Le Pen's address to the Oxford Union in French with English subtitles. A long session but useful especially for those researching and preparing a debate on the far right.
<b>Jean-Marie Le Pen</b>	There are several YouTube videos as well as Le Pen's own site which teachers could look at in order to provide students with some background.	Research	
<b>General</b>	Prepare oral pair work on the topic of immigration. Key questions could be discussed by students at the end of the topic.	Speaking	
<b>Grammar</b>	<p>The subjunctive sits well within this unit and should be practised.</p> <p>Also students can practise using comparatives and superlatives in talking about statistics.</p>	Grammar	

<b>Films on immigration</b>	Students to watch <i>Le Havre</i> . Teachers provide essay questions.	Film analysis	Could be used for a mock exam.
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#### Theme 4: L'Occupation et la Résistance

Theme 4 is set in the context of France only. This theme covers political culture.

##### Sub-theme: La France occupée

*La collaboration; l'antisémitisme.*

Topic	Activity	Skill	Teacher notes
<b>Anti-semitism</b>	There are many short documents on the camp of Drancy on YouTube. Students could view these and teachers could provide a fact sheet for them to fill in as they watch. As a follow-up task students could write a summary of what life was like in a camp or a letter from one of the local residents explaining circumstances and feelings.  <i>Les Années Noires</i> is an excellent book about everyday life in occupied France.	Research and writing	
<b>Occupied France</b>	YouTube offers a very good range of documentaries on Oradour-sur-Glane, some in English and some in French.	Listening and research	642 of its inhabitants, including women and children, were massacred by a Nazi Waffen-SS company.
	<a href="http://secondeguerre.tableau-noir.net/pages12/la-france-occupee.html">http://secondeguerre.tableau-noir.net/pages12/la-france-occupee.html</a>  The link provides information on life in occupied France and gap fill exercises and quizzes on the information provided.		
	Select a range of pictures from website below. In groups students could describe and give titles to the pictures.  <a href="http://www.pariszigzag.fr/histoire-insolite-paris/paris-sous-occupation-allemande">http://www.pariszigzag.fr/histoire-insolite-paris/paris-sous-occupation-allemande</a>		
<b>Occupied France/anti-semitism</b>	Set text and film work: <i>Au Revoir les Enfants</i> (film) <i>Le Dernier Métro</i> (film) <i>Un Sac de Billes</i> (text).	Film/literary analysis and essay work	Use SAMs.

	Other films not on the prescribed text and film list include: <i>Diplomatie</i> <i>Suite Française</i> <i>Le Sang des Autres</i>  <i>Le Chagrin et la Pitié.</i>		
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**Sub-theme: Le régime de Vichy**

*Maréchal Pétain et la Révolution nationale.*

Topic	Activity	Skill	Teacher notes
<b>La Révolution Nationale</b>	<a href="http://histoiregeolyceerombas.ovier-blog.com/article-31913642.html">http://histoiregeolyceerombas.ovier-blog.com/article-31913642.html</a> Students to read and analyse documents in class.	Reading	Excellent documents put together by French students.
<b>Maréchal Pétain</b>	Students read two key documents of the time: Maréchal Pétain's speech following the signature of the armistice and Charles de Gaulle's call to resistance. These documents could be turned into gap-fill exercises and teachers could provide comprehension and follow-up analysis questions.	Grammar and reading	
<b>Vichy France</b>	Students plan a whole-class trial, being given various roles and perspectives. The trials could be for Pétain and Laval. The trial could be recorded or filmed.	Speaking	
	<a href="http://www.quizz.biz/quizz-489071.html">http://www.quizz.biz/quizz-489071.html</a>  Provide a whole-class quiz on the key facts of occupied France.	Research	The link provides an excellent quiz on Vichy.

**Sub-theme: La Résistance**

*Jean Moulin, Charles de Gaulle et les femmes de la Résistance; la résistance des français.*

Topic	Activity	Skill	Teacher notes
Resistance	Students read and discuss the poem 'Courage' by Paul Eluard: <a href="https://www.mtholyoke.edu/courses/nvaqet/370sp05/chants%20et%20poemes.html">https://www.mtholyoke.edu/courses/nvaqet/370sp05/chants%20et%20poemes.html</a>  Can they think of a similar poem in English written during WW2 or even WW1? A comparison could be made.	Literary analysis	

	Study literary document 'Le chant des Partisans', sung by Yves Montand. <a href="https://m.youtube.com/watch?v=9Q7IFZpITxs">https://m.youtube.com/watch?v=9Q7IFZpITxs</a>	Listening	A series of pictures of the time accompany the song. These can be upsetting.
<b>Resistance</b>	Set film work: <i>Le Dernier Métro</i> , dir. François Truffaut	Film analysis	Use SAMs.
	There are many other films about the resistance which are not on the prescribed list including: <i>Monsieur Batignole</i> , dir. Gérard Jugnot <i>Lacombe Lucien</i> , dir. Louis Malle <i>Lucie Aubrac</i> , dir. Claude Berri. There are excellent pedagogical guides available online to guide teachers and students through them. TV: Resistance, Channel 4	Film work	Set similar film analysis questions.
	Students investigate and produce presentations to the rest of the class on some of the key personalities.	Independent research and presentation	Provide guidelines as to what should be in the presentations in order to avoid too much unnecessary cutting and pasting.
<b>Grammar</b>	Students practise complex structures involving the subjunctive, <i>après avoir/être (après avoir signé l'armistice)</i> , present participles and gerund ( <i>en dénonçant les collaborateurs, les résistants risquaient...</i> ), use of imperfect, pluperfect, conditional past. Teachers provide quite complex translation tasks on the subject.	Grammar and translation	By this stage, students should be able to access a wide range of structures and grammar.