

The  
**EDEXCEL CERTIFICATES** in Languages

## **The Edexcel Certificate in French Schemes of work**

We are happy to provide these new enhanced schemes of work for you to amend and adapt to suit your teaching purposes.

We hope you find them useful.

## Practical support to help you deliver this specification

### Schemes of work

These schemes of work have been produced to help you implement this Edexcel specification. They are offered as examples of possible models that you should feel free to adapt to meet your needs and are not intended to be in any way prescriptive. It is in editable word format to make adaptation as easy as possible.

These schemes of work give guidance for:

- Content to be covered
- Approximate time to spend on different key themes
- Ideas for incorporating and developing the assessment skills related to each unit.

### Suggested teaching time

This schedule is based on a two year course covering five and a half terms with an allocation of two hours of curriculum time per week.

This would be a 63 week course with total teaching time of approximately 126 hours. Suggests time allocations for the different skill areas:

- Paper 1: Listening. 28 hours
- Paper 2: Reading: 28 hours  
Writing: 28 hours
- Paper 3 Speaking: 42 hours
- Total 126 hours, to incorporate assessment intervals in accordance with the scheme of work.

### Other course planning support

# The EDEXCEL CERTIFICATES in Languages

You will find other support for planning the course in the Teacher's Guide. This is a free downloadable resource that you can access at [www.edexcel.com/certificate](http://www.edexcel.com/certificate).

## Edexcel Subject Advisors

Edexcel has a team of specialist subject advisors available to help you with implementation of this specification. You can contact them by email or phone.

Email: [LanaguagesSubjectAdvisor@edexcelexperts.co.uk](mailto:LanaguagesSubjectAdvisor@edexcelexperts.co.uk) Phone: 0844 576 0035

## Edexcel additional support

- Ask the Expert — puts you in direct email contact with over 200 of our senior subject experts
- Edexcel's community — these message boards are designed to enable you to access peer-to-peer support from fellow Edexcel teaching and delivery staff in schools and colleges.



## Module 1

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
Week 1	<b>Topic Area C – House, home and daily routine</b>  Self, family and friends	<ul style="list-style-type: none"> <li>1<sup>st</sup>/3<sup>rd</sup> person present tenses</li> <li>interrogative (inversion / <i>quel</i>)</li> </ul> Skill: Manipulating the present tense (C)	<ul style="list-style-type: none"> <li>alphabet (C)</li> <li>numbers (C)</li> <li>adjectives (physical features) (C + A)</li> </ul>	<ul style="list-style-type: none"> <li>Reading / Listening: Young people introducing themselves</li> <li>Speaking: Find a person who ... (ice-breaker)</li> </ul>
Week 2	<b>Topic Area C – House, home and daily routine</b>  Self, family and friends	<ul style="list-style-type: none"> <li>reflexive verbs</li> </ul> Skill: Manipulating a wider range of verb types (C+A)	<ul style="list-style-type: none"> <li>family members (C)</li> <li>basic professions (C)</li> </ul>	<ul style="list-style-type: none"> <li>Writing: Fill in form with personal information about self or others</li> <li>Writing: E-mail to a new penfriend</li> </ul>
Week 3	<b>Topic Area C – House, home and daily routine</b>  Self, family and friends	<ul style="list-style-type: none"> <li>basic negatives</li> </ul> Skill: Using the negative to describe real and invented people	<ul style="list-style-type: none"> <li>adjectives (characteristics) (C+A)</li> </ul>	<ul style="list-style-type: none"> <li>Speaking: Identify someone in class by describing him / her</li> <li>Listening: Guess the famous person from spoken description (pictures on wall)</li> <li>Writing: Write to a friend saying why you both love and dislike your parents / siblings (50 words)</li> </ul>
Week 4	<b>Topic Area E – Social activities, fitness and health</b>  Hobbies, interests, sports, exercise	<ul style="list-style-type: none"> <li>telling the time</li> <li>basic <i>passé composé</i></li> <li><i>jouer à / de</i></li> <li>pronoun <i>en</i></li> </ul> Skills: Referring to the past (C); appreciation of the importance of _____	<ul style="list-style-type: none"> <li>sports (C)</li> <li>sports venues (C)</li> </ul>	<ul style="list-style-type: none"> <li>Listening / Reading: Teenagers arranging outing (times)</li> <li>Listening / Reading: Teenagers saying what they like doing</li> <li>Listening / Reading: Teenager talking about what s/he has done (sports)</li> <li>Speaking: Arranging an outing with a partner (pair work)</li> </ul>

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
		prepositions used in conjunction with verbs (A)		<ul style="list-style-type: none"> <li>• Speaking: What I did over the weekend (information-gap exercise OR catch the ball and say something OR memory build-up exercises)</li> <li>• Writing: What I do on holiday, etc. (50 words)</li> <li>• What I did on holiday (150 words)</li> </ul>
Week 5	<p><b>Topic Area E - Social activities, fitness and health</b></p> <p>Sport</p> <p><b>Topic Area C - House, home and daily routine</b></p> <p>Friends</p>	<ul style="list-style-type: none"> <li>• more on <i>passé composé</i></li> <li>• <i>depuis</i> + present tense</li> </ul> <p>Skills: Recognition of idiomatic uses of tenses (C+A)</p>	<ul style="list-style-type: none"> <li>• sports wear (C)</li> <li>• clothes in general (C+A)</li> <li>• expressions of opinion (C+A)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading / Writing: My favourite sports personality</li> <li>• Listening / Reading: My hobby / My favourite sport</li> <li>• Listening: For or against (various) sporting activities</li> <li>• Speaking: Talking for up to one minute about a picture</li> <li>• Speaking: Making longer sequences about what you like doing</li> </ul>
Week 6	<p><b>Topic Area E - Social activities, fitness and health</b></p> <p>Sport</p> <p><b>Topic Area C - House, home and daily routine</b></p> <p>Friends</p>	<ul style="list-style-type: none"> <li>• modal auxiliaries</li> <li>• <i>aller faire</i> future tense</li> </ul> <p>Skill: Flexibility in recognising and using three basic tenses</p>	<ul style="list-style-type: none"> <li>• stretch more able students on all above categories (A)</li> </ul>	<ul style="list-style-type: none"> <li>• Writing: 100-150 word essay on future activities</li> <li>• Speaking: In pairs – interview with a famous person</li> <li>• Reading: Picture of a sporting event with True and False statements</li> </ul>

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
Week 7	<p><b>Assessment or revision week</b></p> <p><b>Topic Area E - Social activities, fitness and health</b></p> <p><b>Topic Area C - House, home and daily routine</b></p>			<p>Assessment for more able students using exercises mirroring the higher level question on the examination paper:</p> <ul style="list-style-type: none"> <li>• Writing: GCSE past papers Q3</li> <li>• Writing: Newspaper article on a famous person (150 words)</li> <li>• Reading: Text with open-ended questions in French</li> <li>• Speaking: Talking about picture of family (using three tenses)</li> <li>• Listening: Answering listening questions by using brief phrases</li> </ul>

## Module 2

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
Week 1	<p><b>Topic area D – The modern world and the environment</b></p> <p>The media</p>	<ul style="list-style-type: none"> <li>emphatic pronouns (e.g. <i>moi, lui</i>)</li> </ul> <p>Skill: Awareness of distractors, <i>faux amis</i> and cognates</p>	<ul style="list-style-type: none"> <li>film categories</li> <li>programme types</li> <li>time references</li> <li>opinion adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Listening: Grid completion including film time, where to meet in town and type of film on offer (C)</li> <li>Writing: Write 50 words about a visit to the cinema (C)</li> <li>Reading: Identifying positive, negative and mixed reactions to TV programmes (C)</li> <li>Listening: Cinema in France – multiple choice task (IGCSE past paper)</li> <li>Speaking: Profile of favourite cinema actor</li> </ul>
Week 2	<p><b>Topic Area E – Social activities, fitness and health</b></p> <p>Hobbies, interests, sports and exercise</p>	<ul style="list-style-type: none"> <li>use of basic negative</li> <li>present tenses of modal verbs</li> <li>direct object pronouns</li> </ul> <p>Skill: Using a range of pronouns to create more complex sentences (C+A)</p>	<ul style="list-style-type: none"> <li>typical routine tasks</li> <li>recreational routines</li> <li>time references such as: yesterday, tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>Listening: Identifying who likes / dislikes a range of recreational activities (C)</li> <li>Writing: Sentence practice incorporating modal verbs and various daily routines</li> <li>Reading: Categorizing a range of time references within correct tense columns (C)</li> <li>Speaking: Carousel task – five excuses for refusing an invitation (C)</li> </ul>
Week 3	<p><b>Topic Area E – Hobbies, interests, sports, exercise</b></p> <p>Hobbies, interests, sports and exercise</p>	<ul style="list-style-type: none"> <li>perfect tense with <i>avoir</i> and <i>être</i></li> </ul> <p>Skill: Using two past tenses to describe recent events</p>	<ul style="list-style-type: none"> <li>adjectives to describe interests</li> </ul>	<ul style="list-style-type: none"> <li>Speaking: Open discussion on last weekend's activities (A)</li> <li>Listening: Identify reactions to an evening's activities as positive, negative or a mixture of both (C)</li> <li>Writing: How to add intensifiers to a brief account of last Saturday evening (A)</li> </ul>
Week 4	<p><b>Topic Area D – The modern world and the</b></p>	<ul style="list-style-type: none"> <li>comparative and superlative</li> </ul>	<ul style="list-style-type: none"> <li>range of adjectives linked to narratives</li> </ul>	<ul style="list-style-type: none"> <li>Listening: Gap-fill task on film, with distractors</li> <li>Reading: Extract from authentic target</li> </ul>



Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
	<b>environment</b>  The media	Skill: Using language associated with a narrative	<ul style="list-style-type: none"> <li>• key vocabulary for chosen text / film</li> </ul>	language text (A) <ul style="list-style-type: none"> <li>• Speaking: Opposites / synonyms activity, based on adjectives (pair work)(C)</li> <li>• Writing: Account of a book I read recently (150 words)</li> </ul>
Week 5	<b>Topic Area E – Hobbies, interests, sports, exercise</b>  Hobbies, interests, sports and exercise	<ul style="list-style-type: none"> <li>• <i>passé composé</i> conjugated with <i>être</i></li> </ul> Skill: Using synonyms to avoid repetition	<ul style="list-style-type: none"> <li>• sport vocabulary</li> <li>• adjectives conveying opinion</li> <li>• entertainment</li> </ul>	<ul style="list-style-type: none"> <li>• Reading / Writing: Experiences at a sporting event</li> <li>• Listening / Reading: Gap-fill based upon a recent rugby / football cup final Listening: For or against (various) sporting activities</li> <li>• Speaking: One-minute presentation, based upon a famous cycle race (A)</li> </ul>
Week 6	<b>Topic Area D –The modern world and the environment.</b>  Information and communication technology	<ul style="list-style-type: none"> <li>• <i>pour</i> + infinitive</li> <li>• present tense</li> </ul> Skill: Establishing correct word order when using expressions of frequency	<ul style="list-style-type: none"> <li>• expressions of frequency</li> <li>• new technology</li> </ul>	<ul style="list-style-type: none"> <li>• Writing: 150 word essay on your experiences of the internet (A)</li> <li>• Speaking: In pairs – One-minute presentation on picture of modern office scene.</li> <li>• Reading: Selecting four from eight statements about school internet use (IGCSE past paper)</li> <li>• Listening: Select one positive and one negative comment from recordings of people's experiences of mobile phones</li> <li>• Reading: Short target-language responses to an article arguing the case for both mail and e-mail (A)</li> </ul>
Week 7	<b>Assessment or revision week</b>  <b>Topic Area E – Social activities, fitness and health</b>		<ul style="list-style-type: none"> <li>• Films</li> <li>• TV</li> <li>• Frequency</li> <li>• Opinions</li> <li>• Sports events</li> <li>• New technology</li> </ul>	<ul style="list-style-type: none"> <li>• Reading: Article based upon attitudes towards sport, with open-ended questions in French (A)</li> <li>• Speaking: One-minute presentation plus three-minute discussion, based on pros /cons of cinema and television</li> <li>• Listening: Task with very brief target-language responses, covering three forms of media (three extracts)(A)</li> <li>• Reading: selecting four correct responses from</li> </ul>

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
	<b>Topic Area D – The modern world and the environment</b>			eight, based upon the positive impact of recent technological advances (C) <ul style="list-style-type: none"> <li>• Short target-language responses on TV across the world (IGCSE past paper)(A)</li> <li>• Writing: Account of visit to cinema, possibly based upon question set in previous IGCSE series (150 words)</li> </ul>

## Module 3

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
Week 1	<b>Topic Area A – Home and abroad</b>  Directions	<ul style="list-style-type: none"> <li>• elision of <i>à</i> (C)</li> <li>• elision of <i>de</i> (C)</li> </ul> <p>Skill: using the imperative</p>	<ul style="list-style-type: none"> <li>• directions (C)</li> <li>• places in town</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and Listening: Understanding instructions on how to find a given place</li> <li>• Speaking: Knowledge-gap exercise based on “paired” maps – giving directions</li> <li>• Writing: Simple e-mail notes on how to reach a given destination</li> </ul> <p>Skill: Distinguishing between <i>tu</i> and <i>vous</i> when giving instructions</p>
Week 2	<b>Topic Area A – Home and abroad</b>  Life in town	<ul style="list-style-type: none"> <li>• irregular adjectives</li> <li>• position of adjectives</li> </ul> <p>Skill: Using a wide range of adjectives to enliven speech and writing (dictionary skills)</p>	<ul style="list-style-type: none"> <li>• transport</li> <li>• problems in town (A)</li> </ul>	<ul style="list-style-type: none"> <li>• Listening / Reading: <i>La vie en ville</i></li> <li>• Speaking: <i>Je présente ma ville</i> (C)</li> <li>• Speaking: <i>Je décris une image d'une ville</i> (exam skills)</li> <li>• Writing: <i>Ma ville</i> (50 words) (C)</li> <li>• Writing: <i>Difficultés de vivre en ville</i> (150 words) (A)</li> </ul> <p>Skill: Using paragraphs in longer essays</p>
Week 3	<b>Topic Area A – Home and Abroad</b>  Life in town and rural life	<ul style="list-style-type: none"> <li>• the imperfect tense</li> </ul> <p>Skill: Identifying / using key words which introduce the imperfect</p>	<ul style="list-style-type: none"> <li>• places in the countryside</li> </ul>	<ul style="list-style-type: none"> <li>• Listening: <i>Où j'habite / j'habitais</i></li> <li>• Reading / Writing: <i>Brochures sur une ville / région</i> (C)</li> <li>• Writing: <i>courriel à un corresp: Où j'habite</i> (50 words) (C)</li> </ul> <p>Skill: Listening for the endings of verbs to distinguish present from imperfect</p>

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
Week 4	<b>Topic Area A – Home and abroad</b>  Travel, transport	<ul style="list-style-type: none"> <li>Revision of <i>passé composé</i> including reflexive verbs (e.g. <i>se reposer, s'ennuyer</i>)</li> </ul> <p>Skills: identifying the difference between the <i>passé composé</i> and the imperfect; intensifying adjectives by using adverbs (e.g. <i>trop, très</i>, etc.)</p>	<ul style="list-style-type: none"> <li>"contrasting" (e.g. <i>par contre</i>) (A)</li> <li>expressing opinion</li> </ul>	<ul style="list-style-type: none"> <li>Speaking: <i>Présentation à la classe à propos de mes vacances</i> (C)</li> <li>Speaking: <i>J'explique pourquoi je préfère vivre en ville / à la campagne</i> (A)</li> <li>Writing: <i>Article – Pourquoi c'est mieux de vivre en ville / à la campagne</i> (150 words) (A)</li> </ul> <p>Skill: First steps in defending a position when putting forward an argument</p>
Week 5	<b>Topic Area A – Home and abroad</b>  Holidays	<ul style="list-style-type: none"> <li>Comparative and superlative of adjectives</li> </ul> <p>Skill: Using comparative adjectives with past tenses.</p>	<ul style="list-style-type: none"> <li>hotel (e.g. <i>ascenseur, réceptionniste</i>)</li> </ul>	<p>"Tripadvisor.fr" activities:</p> <ul style="list-style-type: none"> <li>Listening / Reading: <i>Quel est le meilleur hôtel des 3 / 4 / 5 décrits sur Tripadvisor?</i></li> <li>Writing: <i>Notre séjour à l'Hôtel X était ... (article pour Tripadvisor)</i></li> <li>Speaking: <i>Commentaires à propos d'unun hôtel (basés sur une image)</i> exam practice</li> </ul> <p>Skill: Using target language internet site to retrieve information</p>
Week 6	<b>Topic Area E – Social activities, fitness and health</b>  Sports	<ul style="list-style-type: none"> <li>Revise modal auxiliaries</li> <li>Revise connectives</li> </ul> <p>Skill: Producing longer sentences</p>	<ul style="list-style-type: none"> <li>sporting activities</li> <li>geographical features (A)</li> <li>revise weather</li> </ul>	<ul style="list-style-type: none"> <li>Listening / Reading: <i>Les activités sportives dans ma ville / ma région / en vacances – factual</i> (C); critical (A)</li> <li>Writing: <i>Une région francophone</i> (50 words) (C)</li> <li>Writing: <i>visiter une région francophone – an essay based on exam type questions with 4 or 5 bullet points to be addressed and which cover three tenses</i></li> <li>Reading / Writing: <i>Open-ended questions on a text</i> (A)</li> </ul>
Week	<b>Topic Area A</b>	Skills: Knowing and being able to use a wide range of		The international aspect of the examination

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
7	<p><b>Home and abroad</b></p> <p>Life in town / county</p> <p>Weather and climate</p> <p>Travel, transport, directions</p>	<p>basic vocabulary, including adjectives and two basic tenses (present and <i>passé composé</i>) (C); knowing and being able to use all the necessary vocabulary for sub-topics 1 – 3 of Topic Area A as well as three basic tenses (A)</p>		<p>should be stressed. Past IGCSE paper may be used as assessment material OR students could be encouraged to research the French-speaking areas of the world.</p> <p>Skill: Awareness of the range of countries which use French and the range of towns / types of countryside / holiday destinations to be found</p>

## Module 4

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
Week 1	<p><b>Topic Area E – Social activities, fitness and health</b></p> <p>Shopping and money matters</p> <p><b>Topic Area C – House, home and daily routine</b></p> <p>Food and drinks</p>	<ul style="list-style-type: none"> <li>• partitive article</li> <li>• agreement of adjectives of colour</li> </ul> <p>Skill: Express quantities in a variety of ways, dependent upon the food / drink item being mentioned</p>	<ul style="list-style-type: none"> <li>• basic food items</li> <li>• clothing</li> </ul>	<ul style="list-style-type: none"> <li>• Reading: Matching food vocabulary to pictures</li> <li>• Listening: Identifying who is wearing what</li> <li>• Speaking: Topic-based discussion on recent concert experience and future visit (A)</li> <li>• Speaking: Describing what people in the room are wearing, as practice for picture-based discussion (C)</li> <li>• Writing: 50 word task on <i>Le shopping</i></li> <li>• Listening: Match prices with products (C)</li> </ul>
Week 2	<p><b>Topic Area E – Social activities, fitness and health</b></p> <p>Hobbies, interests, sports and exercise</p>	<ul style="list-style-type: none"> <li>• Future tense of regular / irregular verbs</li> </ul> <p>Skills: Linking of a more extended piece of writing, using a range of future time references; making the distinction between different food items with similar pronunciation</p>	<ul style="list-style-type: none"> <li>• transport</li> <li>• social event terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Writing: 150 word essay on planned weekend concert (A)</li> <li>• Reading: Select food and drink items mentioned on a shopping list</li> <li>• Listening: Decide which aspects of a forthcoming musical event are mentioned in a radio advertisement (C)</li> <li>• Listening: Profile of singer Youssou N'dour – selecting four from eight statements (IGCSE past paper) (A)</li> <li>• Speaking: Carousel task based on the</li> </ul>

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
				challenge of creating an increasingly long monologue about <i>Le week-end prochain</i> ... (A)
Week 3	<p><b>Topic Area A – Home and abroad</b></p> <p>Travel, transport and directions</p> <p>Services</p>	<ul style="list-style-type: none"> <li>perfect tense conjugated with <i>être</i></li> <li>use of <i>on / nous</i></li> <li>revision of question forms</li> </ul> <p>Skill: Be able to formulate questions on travel arrangements</p>	<ul style="list-style-type: none"> <li>travel</li> <li>question forms</li> <li>personal belongings</li> <li>banking transactions</li> <li>post-office terminology</li> </ul>	<ul style="list-style-type: none"> <li>Reading: Identifying signs at the railway station</li> <li>Listening: Departure / arrival times and other announcements (C)</li> <li>Writing: Advantages and disadvantages of rail transport (A)</li> <li>Speaking: One-minute presentation based on busy airport scene</li> <li>Reading: Understanding various signs within a post office (C)</li> <li>Listening: Experiences of a bank employee (IGCSE past paper) (A)</li> <li>Reading: Instructions on use of ATM machine (C)</li> <li>Reading: Multiple-choice task relating to leaflet in hotel room, concerning the making of telephone calls</li> <li>Speaking: One-minute presentation on post-office scene, plus discussion</li> </ul>
Week 4	<p><b>Topic Area E – Social activities, fitness and health</b></p> <p>Shopping and money matters</p>	<ul style="list-style-type: none"> <li>demonstrative adjectives</li> <li>demonstrative pronouns</li> <li>basic application of condition tense</li> </ul> <p>Skill: Distinguish between a range of demonstratives</p>	<ul style="list-style-type: none"> <li>items of clothing</li> <li>shop terminology</li> </ul> <p>Skill: Knowledge of synonyms</p>	<ul style="list-style-type: none"> <li>Speaking: Shop dialogue to practise clothing, colour, size</li> <li>Writing: <i>Grand magasin contre petite boutique</i> (150 words) (A)</li> <li>Writing: <i>aller au magasin</i> -50 word account (C)</li> <li>Reading / Listening: Matching statements with areas within department store (C)</li> </ul>

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
Week 5	<p><b>Topic Area E – Social activities, fitness and health</b></p> <p>Special occasions</p> <p><b>Topic Area A – Home and abroad</b></p> <p>Customs and religion</p>	<ul style="list-style-type: none"> <li>imperfect tense of <i>avoir</i> and <i>être</i></li> <li>revision of future tense</li> </ul> <p>Skill: Using context to aid understanding</p>	<ul style="list-style-type: none"> <li>special occasions</li> <li>religious and other key celebrations</li> </ul>	<ul style="list-style-type: none"> <li>Speaking: Picture-based presentation based on birthday / religious celebration</li> <li>Listening: Gap-fill depicting birthday celebration in two francophone countries (C)</li> <li>Writing: <i>Ma journée du 14 juillet à Paris</i> (150 words)(A)</li> <li>Reading: Article about a wedding in a francophone country requiring short responses in target language (A)</li> </ul> <p>Skill: Ensuring that each bullet point is addressed in an extended piece of writing</p>
Week 6	<p><b>Topic Area E – Social activities, fitness and health</b></p> <p>Shopping and money matters</p>	<ul style="list-style-type: none"> <li>the present tense</li> <li>the perfect / imperfect tenses</li> </ul> <p>Skill: Using a range of tenses and more complex vocabulary to justify and expand upon opinions on fashion</p>	<ul style="list-style-type: none"> <li>further examples of clothing and fashion</li> </ul>	<ul style="list-style-type: none"> <li>Reading: Target-language responses to questions on young people's diverse views of fashion (A)</li> <li>Listening: Identify four correct responses from eight sentences, on an account of a visit to a shopping centre (C)</li> <li>Speaking: Three-minute open discussion on recent shopping experiences and personal preferences</li> <li>Writing: 150 word essay on a shopping trip (A)</li> </ul>
Week 7	<p><b>Topic Area E – Social activities, fitness and health</b></p> <p><b>Topic Area A – Home and abroad</b></p>	<ul style="list-style-type: none"> <li>revision of a range of tenses</li> </ul> <p>Skills: Be able to deploy a range of three / four tenses within the same task; be able to discriminate between vocabulary required at a range of grades, e.g. regarding clothing / fashion</p>	<ul style="list-style-type: none"> <li>food</li> <li>clothing</li> <li>travel</li> <li>special occasions</li> </ul>	<ul style="list-style-type: none"> <li>Writing: Response of 150 words, describing / explaining own fashion views and those of friends (A)</li> <li>Writing: 50 word response on the subject of <i>L'uniforme scolaire</i> (C)</li> <li>Reading: Short target-language responses based upon the experiences</li> </ul>



Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
				and challenges faced by Coco Chanel (A) <ul style="list-style-type: none"> <li>• Listening: Annual shop sales including times, prices, dates and a series of distractors</li> <li>• Speaking: One-minute presentation on regional customs / religious festivals involving other family members</li> </ul>

## Module 5

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
Week 1	<b>Topic Area B – Education and employment</b>  School life and routine	<ul style="list-style-type: none"> <li>agreement of adjectives</li> </ul> Skill: Using intensifiers to express likes and dislikes	<ul style="list-style-type: none"> <li>school subjects (C)</li> <li>clothes (C and extended for A)</li> <li>colours</li> </ul> Skill: Telling the time	<ul style="list-style-type: none"> <li>Listening / Reading: Matching descriptions to pictures</li> <li>Speaking: Information-gap pair-work on times (present tense)</li> <li>Speaking: Presentation of picture of school (people / uniform / buildings)</li> <li>Writing: Labelling pictures (C)</li> <li>Writing: <i>Mon uniforme idéal</i> (A)</li> </ul>
Week 2	<b>Topic Area B – Education and employment</b>  School life and routine  Childhood	<ul style="list-style-type: none"> <li>revise the imperfect tense: What I used to do at school; what I used to do when I was small</li> </ul>	<ul style="list-style-type: none"> <li>false friends (<i>passer; collègue; exposé; interro; journé; veste; avertissement; notes</i>)</li> </ul> Skill: Distinguishing between true and false cognates	<ul style="list-style-type: none"> <li>Reading / Speaking: Research the French school system based on exemplar school / make presentation on that school</li> <li>Writing: E-mail – <i>Je présente mon école</i> (50 words) (C) or (150 words) (A)</li> <li>Writing: Article – <i>Le collège comparé à l'école primaire</i></li> <li>Reading / Writing: Texts on small children in French-speaking countries</li> </ul>
Week 3	<b>Topic Area B – Education and employment</b>  School life and routine  Childhood	<ul style="list-style-type: none"> <li>revise the <i>passé composé</i> of reflexive verbs</li> <li>comparative of adjectives</li> </ul> Skill: Distinguishing between imperfect and <i>passé composé</i> by identifying adverbial expressions which are often associated with past tenses (e.g. <i>d'habitude + imperfect; un jour + passé composé</i> )	<ul style="list-style-type: none"> <li>phrases to express opinion</li> </ul> Skill: Moving beyond <i>j'aime / je n'aime pas</i>	<ul style="list-style-type: none"> <li>Speaking / Writing: <i>La vie scolaire sur la planète Mars / dans le désert / sous la mer (illustré)</i> (C)</li> <li>Writing: <i>Les avantages et les inconvénients du système scolaire dans mon pays</i> (150 words) (A)</li> <li>Writing: <i>L'histoire de mon école en BD / L'histoire de notre école</i> (150 words)</li> <li>Speaking/Writing: <i>Une visite scolaire (quand j'étais petite)</i></li> </ul>
Week 4	<b>Topic Area B – Education and</b>	<ul style="list-style-type: none"> <li>the negative</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary of rules and discipline</li> </ul>	<ul style="list-style-type: none"> <li>Speaking: <i>Pourquoi j'ai toujours / je n'ai jamais de retenue</i></li> </ul>

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
	<p><b>employment</b></p> <p>School life and routine</p>	<p>Skill: To distinguish between the negative and positive</p>	<ul style="list-style-type: none"> <li>• Make-up / jewellery</li> </ul>	<ul style="list-style-type: none"> <li>• Listening / Reading: <i>Un(e) francophone au Royaume-Uni / Un(e) anglophone dans un pays francophone</i> (putting these key phrases into a search engine will bring up both videos and texts)</li> <li>• Writing: <i>Ma liste de règles pour l'école</i> (C)</li> <li>• Writing: <i>Ma visite d'une école en France</i> (150 words)</li> </ul> <p>Skill: Structuring a longer presentation / piece of writing</p>
Week 5	<p><b>Topic Area B – Education and employment</b></p> <p>Future plans</p>	<ul style="list-style-type: none"> <li>• the future tense</li> <li>• use of future tense after <i>quand</i></li> </ul> <p>Skill: Recognising (C) and using appropriately (A) both the near future and the future tense</p>	<ul style="list-style-type: none"> <li>• higher education / apprenticeships / professional training</li> </ul>	<ul style="list-style-type: none"> <li>• Reading / Listening: Information about higher education etc. in a French-speaking country</li> <li>• Reading / Listening: Information about language courses abroad (research on internet)</li> <li>• Speaking: <i>Dans un an je serai / aurai ... Dans 2 ans je ... / Dans 3 ans ...</i> round class followed by "recall who said what"</li> <li>• Writing: Write down some of the answers for exercise above (C)</li> <li>• Writing: <i>Mon avenir</i> (150 words structured around 4 or 5 bullet points) (A)</li> </ul>
Week 6	<p><b>Topic Area B – Education and employment</b></p> <p>Future plans</p>	<ul style="list-style-type: none"> <li>• Pronouns</li> </ul> <p>Skill: To distinguish direct from indirect pronouns</p>		<ul style="list-style-type: none"> <li>• Listening: Short texts using pronouns. Pupils tick icons representing the nouns</li> <li>• Reading / Writing: Which words do the pronouns replace in this text?</li> <li>• Reading / Writing: Open-ended questions on a text (A)</li> </ul>

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
Week 7	<p><b>Topic Area B – Education and employment</b></p> <p>School life and routine</p> <p>Future plans</p>	<p>Skills: Knowing and being able to use a wide range of basic vocabulary, including adjectives and three basic tenses (present, future and <i>passé composé</i>) as well as modal verbs (C); knowing and being able to use confidently all the necessary vocabulary for Topic Area B as well as four basic tenses (present, future, <i>passé composé</i> and imperfect), and modal verbs and pronouns (A)</p>	<ul style="list-style-type: none"> <li>• Revision of all vocabulary in this module</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking / Writing skills: Answering open-ended questions (C) with an increasingly wide range of structures and vocabulary (A)</li> </ul> <p>Exercises on answering open-ended questions in writing are to be found in all past International GCSE papers as far back as 2003.</p>

## Module 6

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
Week 1	<p><b>Topic Area C – House, home and daily routine</b></p> <p>Helping around the house</p>	<ul style="list-style-type: none"> <li>indirect-object pronouns (e.g. <i>moi, toi, lui</i>)</li> <li>partitive article</li> </ul> <p>Skill: Improving dictionary skills to ensure accuracy of definition</p>	<ul style="list-style-type: none"> <li>housework</li> <li>more pocket-money purchases</li> </ul>	<ul style="list-style-type: none"> <li>Writing: Write 50 words about pocket money (C)</li> <li>Listening: Matching household tasks with descriptions (C)</li> <li>Reading: Identify whether opinions of housework are positive, negative or mixed</li> <li>Speaking: One-minute presentation on housework picture (this would form basis of longer discussion)</li> </ul>
Week 2	<p><b>Topic Area B – Education and employment</b></p> <p>Work / Careers</p>	<ul style="list-style-type: none"> <li>present tenses, including modal verbs</li> <li>question forms</li> </ul> <p>Skill: Spotting words and phrases which completely change the meaning of a sentence</p>	<ul style="list-style-type: none"> <li>part-time jobs</li> <li>places of work</li> <li>opinions</li> </ul>	<ul style="list-style-type: none"> <li>Listening: Target-language gap-fill activity based on a student's weekend job (A)</li> <li>Writing: <i>Mon petit boulot</i> (50 word response) (A)</li> <li>Reading: Identifying five out of ten people who like their part-time job (C)</li> <li>Speaking: One-minute presentation of photo depicting holiday job, followed by a discussion (A)</li> <li>Speaking: Carousel task –four advantages and disadvantages of working in a shop</li> </ul>
Week 3	<p><b>Topic Area B – Education and employment</b></p> <p>Work / careers</p>	<ul style="list-style-type: none"> <li>different ways of forming the interrogative</li> </ul> <p>Skill: Use of negative <i>pas</i>, including less common examples</p>	<ul style="list-style-type: none"> <li>question forms</li> <li>professions/Jobs</li> <li>work related terminology</li> </ul>	<ul style="list-style-type: none"> <li>Speaking: Group-work task on advantages and disadvantages of working abroad, in a francophone country (A)</li> <li>Listening: Short target-language responses, to identify positive, negative attitudes to different jobs (A)</li> <li>Writing: <i>Le travail de mes rêves ...</i> (150 words) (A)</li> <li>Reading: Gap-fill task, depicting the positive and negative aspects of working in an office (C)</li> </ul>

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
Week 4	<p><b>Topic Area B – Education and employment</b></p> <p>Future plans</p>	<ul style="list-style-type: none"> <li>Distinction between informal / formal applications of <i>tu / vous</i></li> </ul> <p>Skill: Formal letter-writing</p>	<ul style="list-style-type: none"> <li>work-related skills</li> <li>personal qualities</li> <li>more professions</li> </ul>	<ul style="list-style-type: none"> <li>Listening: Selecting four from a choice of eight qualities needed for a specific job</li> <li>Listening: Who does which job? (IGCSE past paper question)</li> <li>Reading: Target-language responses to the description of an interview (A)</li> <li>Speaking: Pair-work video task – mock interview in target language</li> <li>Writing: 150 word essay on future studies and possible career plans, including what motivated this decision (A)</li> </ul>
Week 5	<p><b>Topic Area B – Education and employment</b></p> <p>Work / careers</p>	<ul style="list-style-type: none"> <li><i>qui</i> and <i>que</i></li> </ul> <p>Skill: Pronunciation of cognates and near cognates</p>	<ul style="list-style-type: none"> <li>problems at work</li> <li>working environment</li> <li>near cognates</li> </ul>	<ul style="list-style-type: none"> <li>Reading: identifying problems at work, from a list of options (C)</li> <li>Listening: Brief target-language responses to recording positive / negative experiences in the workplace (C)</li> <li>Listening: Identifying the qualities of an ideal boss (A)</li> <li>Speaking: One-minute photo presentation on an ideal working environment (photo includes the three strands of people, objects and interaction)</li> </ul>
Week 6	<p><b>Topic Area B – Education and employment</b></p> <p>Work / careers</p> <p>School life / routine</p>	<ul style="list-style-type: none"> <li>perfect / imperfect tenses</li> </ul> <p>Skills: Differentiating between perfect / imperfect actions; seeking clues from tone of voice / key phrases</p>	<ul style="list-style-type: none"> <li>work-place verbs, e.g. <i>servir, réparer</i></li> <li>personality</li> <li>more places of work</li> </ul>	<ul style="list-style-type: none"> <li>Writing: 150 word essay on work experience (A)</li> <li>Listening: Note whether a work placement was a positive, negative or mixed experience (C)</li> <li>Speaking: On return to school, one-minute group presentation, using actual photo from work placement, followed by related questions from other members of the group (A)</li> </ul>
Week 7	<p><b>Assessment or revision week</b></p> <p><b>Topic Area B – Education and employment</b></p>	<p>Skills: Be able to move freely between a range of tenses; know when and how to apply a formal or informal form of address</p>	<ul style="list-style-type: none"> <li>all aspects of the world of work</li> <li>helping around the house</li> </ul>	<ul style="list-style-type: none"> <li>Writing: Letter of application for a summer job in a francophone country (150 words)(A)</li> <li>Reading: Multiple-choice task involving the selection of the correct profession (C)</li> <li>Speaking: One-minute presentation, plus three-minute discussion, involving a previous weekend job, including reason(s) for leaving (A)</li> <li>Listening: Brief target-language responses, based</li> </ul>

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
	<b>Topic Area C</b> <b>House, home and daily routine</b>			upon experiences at two very different interviews (A) • Reading: Brief target-language responses based upon the experiences of a librarian (IGCSE past paper) (A)

## Module 7

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
Week 1	<b>Topic Area A – Home and abroad</b>  Weather	<ul style="list-style-type: none"> <li>idiomatic expressions (e.g. <i>il fait beau; il faut aller; il y a; je le crois</i>)</li> </ul> <p>Skill: Increasing sensitivity to “natural” as opposed to simply grammatically correct French</p>	<ul style="list-style-type: none"> <li>weather – revise and extend</li> </ul>	<ul style="list-style-type: none"> <li>Listening / Reading: Matching weather forecast to map</li> <li>Speaking: Presenting a weather forecast for a French-speaking country / region</li> </ul>
Week 2	<b>Topic Area A – Home and abroad</b>  Transport  Holidays and tourist information	<ul style="list-style-type: none"> <li>revise comparative of adjectives</li> <li>superlative of adjectives</li> </ul>	<ul style="list-style-type: none"> <li>transport vocabulary – revise and extend</li> <li>tourist destinations (e.g. <i>hotel; camping; names of countries</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Reading: Internet research on transport (TGV etc.) in French-speaking countries</li> <li>Speaking / Writing: <i>Un voyage désastreux</i> (50 or 150 words)</li> </ul>
Week 3	<b>Topic Area A – Home and abroad</b>  Everyday life in French-speaking countries	<ul style="list-style-type: none"> <li>conditional tense</li> <li>adverbs</li> </ul> <p>Skill: To use adverbs and adjectives to make a speech / writing more interesting</p>	<ul style="list-style-type: none"> <li>geographical features – revise and extend</li> <li>daily life – revise and extend</li> </ul>	<ul style="list-style-type: none"> <li>Listening / Reading: Life in French-speaking countries</li> <li>Speaking: <i>Mon voyage en (imaginaire) en X</i></li> <li>Writing: <i>La vie en X</i> (50 words) (C)</li> <li>Writing: <i>Pourquoi j’aimerais visiter X</i> (150 words) (A)</li> </ul>



Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
				Skill: Improving awareness of global reach of the French language
Week 4	<p><b>Topic Area A – Home and abroad</b></p> <p>Customs and religion</p> <p><b>Topic Area E – Social activities, fitness and health</b></p> <p>Special occasions</p>	<ul style="list-style-type: none"> <li>modal auxiliary verbs</li> <li>present tense</li> </ul> <p>Skill: Using the present tense as a narrative tense for events in the past</p>	<ul style="list-style-type: none"> <li>important events (e.g. <i>mariage; Noël</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Reading / Listening: Internet research on customs and religion in French-speaking countries (including music and song)</li> <li>Speaking: Describing a (family) photo of a special event or celebration</li> <li>Speaking / Writing: <i>Un événement important dans ma vie</i></li> </ul>
Week 5	<p><b>Topic Area C – House, home and daily routine</b></p> <p>Food and drinks</p>	<ul style="list-style-type: none"> <li>idiomatic expressions – revise and extend (e.g. <i>avoir faim; avoir besoin de</i>)</li> <li>the perfect infinitive</li> </ul> <p>Skill: Structuring sentences to avoid purely linear narrative</p>	<ul style="list-style-type: none"> <li>food and drinks – revise and extend</li> </ul>	<ul style="list-style-type: none"> <li>Reading / Writing: Simple menus (C)</li> <li>Reading / Writing: <i>Comment on mange en X</i></li> <li>Speaking / Writing: <i>Quand j'étais en X on mangeait ...</i> (including opinions) (150 words (A))</li> </ul>
Week 6	<p><b>Topic Area A – Home and abroad</b></p> <p>Holidays and tourist information</p>	<ul style="list-style-type: none"> <li>conditional tense – revise and extend</li> <li>pluperfect tense</li> </ul>	<p>Skill: Recognising cognates (e.g. <i>golf; port</i>) and near cognates (e.g. <i>pédestre</i>)</p>	<ul style="list-style-type: none"> <li>Reading / Listening: <i>Les activités en vacances</i> (with open-ended questions for more able pupils)</li> </ul> <p>Skill: Picking out precise</p>

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
				detail  • Speaking / Writing: <i>Mes vacances</i>  Skills: Using a wide range of tenses (A); expression opinions (A)
Week 7	<b>Topic Area A – Home and abroad</b>  Holidays and tourist information	Skills: Knowing and being able to use a wide range of basic vocabulary, including adjectives and four basic tenses (present, future, <i>passé composé</i> and imperfect) (C); knowing and being able to use confidently all the necessary vocabulary for sub-topics 4-7 of Topic Area A as well as five basic tenses (present, <i>passé composé</i> , imperfect, conditional and pluperfect) (A)		<ul style="list-style-type: none"> <li>• Listening: Using past International GCSE papers to practice listening for detail</li> <li>• Reading: Open-ended questions on a 250 word text (A)</li> <li>• Speaking: Practice work on presenting an image for Part 1 of Paper 3 (C)</li> <li>• Speaking: Pair work – pupils develop questions and play the role of the teacher / examiner (A)</li> <li>• Writing: Practice writing 50 words of very accurate French within a time limit</li> <li>• Writing: Practice structuring 150 word essay using wide range of vocabulary and grammatical structures</li> </ul>

## Module 8

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
Week 1	<p><b>Topic Area C – House, home and daily routine</b></p> <p>Food and drink</p>	<ul style="list-style-type: none"> <li>• use of pronoun <i>en</i> to replace partitive article</li> <li>• revision of present tense</li> <li>• Skill: responding to negative questions</li> </ul>	<ul style="list-style-type: none"> <li>• food</li> <li>• drinks</li> <li>• meals</li> </ul>	<ul style="list-style-type: none"> <li>• Writing: Write 50 words about mealtime routines (C)</li> <li>• Listening: Multiple choice, identifying what people eat and drink</li> <li>• Reading: Identifying attitudes towards certain foods (C)</li> <li>• Speaking: One-minute presentation based on what a young person eats during a typical weekend</li> </ul>
Week 2	<p><b>Topic Area E – Social activities, fitness and health</b></p> <p>Accidents, injuries, common ailments and health issues</p>	<ul style="list-style-type: none"> <li>• <i>avoir</i> used in certain expressions</li> <li>• <i>au / à la</i> in minor ailments</li> <li>• <i>il faut / il vaut mieux ...</i></li> <li>Skill: Understanding certain words by finding clues to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• parts of the body</li> <li>• minor ailments</li> <li>• pharmacy / hospital terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Listening: Identifying minor ailments (C)</li> <li>• Writing: 150 word essay on a catastrophic weekend of sport and its consequences (A)</li> <li>• Reading: Identifying five out of ten comments on solutions to ailments</li> <li>• Speaking: Pair work – health reasons for refusing various recreational activities (A)</li> <li>• Listening: Noting date and time of various medical / dental appointments</li> </ul>
Week 3	<p><b>Topic Area C House, home and daily routine</b></p> <p>Food and drink</p>	<ul style="list-style-type: none"> <li>• how to form adverbs, including exceptions to the rules</li> <li>Skill: Use of subordinate clause</li> </ul>	<ul style="list-style-type: none"> <li>• food and drink</li> <li>• adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking: Five-stage pupil response to eating certain foods (includes description, opinion, reason, development and initiative) (A)</li> <li>• Listening: Identifying who eats what at certain meals</li> <li>• Writing: <i>Aller au restaurant</i> (50 words) (IGCSE past paper) (C)</li> <li>• Reading: Selecting four of eight responses relating to sugar (C)</li> </ul>
Week 4	<p><b>Topic Area C – House, home and</b></p>	<ul style="list-style-type: none"> <li>• using expressions of time</li> </ul>	<ul style="list-style-type: none"> <li>• healthy / unhealthy eating</li> </ul>	<ul style="list-style-type: none"> <li>• Listening: Selecting four from a choice of eight responses during a dialogue on healthy eating</li> </ul>

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
	<p><b>daily routine</b></p> <p>Food and drink</p> <p><b>Topic Area E – Social activities, fitness and health</b></p> <p>Sports and exercise</p>	<p>Skills: Using mixture of perfect / imperfect tenses in written accounts</p>	<ul style="list-style-type: none"> <li>• sport</li> </ul>	<p>(IGCSE past paper)</p> <ul style="list-style-type: none"> <li>• Listening: Brief answers in target language, based on two diverse accounts on sport (A)</li> <li>• Reading: Target-language responses on an interview with a sports personality (A)</li> <li>• Speaking: One-minute presentation based on picture of fast-food restaurant scene</li> <li>• Writing: 150 word account on diverse attitudes to healthy living (A)</li> </ul>
Week 5	<p><b>Topic Area E – Social activities, fitness and health</b></p> <p>Accidents, injuries, common ailments and health issues</p>	<ul style="list-style-type: none"> <li>• expressions using different negative forms</li> </ul> <p>Skill: Listening for opinion, e.g. in relation to problems facing young people</p>	<ul style="list-style-type: none"> <li>• problems facing adolescents.</li> <li>• minor ailments and serious medical conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Reading: Identifying four from eight reasons for which people begin to smoke, consume alcoholic drinks, or similar</li> <li>• Listening: Identifying which adolescent is referring to which problem (C)</li> <li>• Listening: Brief target-language responses to two recordings about smoking and stress (A)</li> <li>• Speaking: Photo presentation lasting one minute, on topic of availability of alcohol (or tobacco) to young people</li> </ul>
Week 6	<p><b>Topic Area C – House, home and daily routine.</b></p> <p>Information about self, family and friends</p>	<ul style="list-style-type: none"> <li>• modal verbs</li> <li>• reflexive verbs</li> </ul> <p>Skills: Differentiating between perfect / imperfect actions; learning a few transferable key phrases requiring the subjunctive</p>	<ul style="list-style-type: none"> <li>• relationships</li> <li>• family</li> <li>• friends</li> </ul>	<ul style="list-style-type: none"> <li>• Writing: 150 word essay on a recently attended wedding (IGCSE past paper)</li> <li>• Listening: Gap-fill based on attitudes towards brothers and sisters (C)</li> <li>• Speaking: One-minute photo presentation on <i>J'adore la vie en famille</i>, plus discussion.</li> <li>• Reading: Multiple-choice task, based on three adolescents' views on marriage</li> </ul>
Week 7	<p><b>Assessment or revision week</b></p> <p><b>Topic Area E – Social activities, fitness and</b></p>	<ul style="list-style-type: none"> <li>• superlative</li> <li>• range of negatives</li> </ul>	<ul style="list-style-type: none"> <li>• food and drink</li> <li>• parts of the body</li> <li>• minor illness</li> <li>• lifestyles</li> <li>• adverbs</li> <li>• problems of</li> </ul>	<ul style="list-style-type: none"> <li>• Writing: Essay on subject of healthy eating (150 words) (IGCSE past paper) (A)</li> <li>• Reading: Health and safety when swimming (IGCSE past paper)</li> <li>• Speaking: Three-minute open discussion on personal attitude towards food types and their</li> </ul>

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
	<b>health</b>  <b>Topic Area C – House, home and daily routine</b>	Skill: Be able to deploy verbs which use a preposition	adolescence • family	influence on health (include other factors, such as sport and tobacco) • Listening: Brief target-language responses, based upon why people like or dislike certain foods / drinks (A) • Reading: Identifying negative opinions of fast food (C)

## Module 9

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
Week 1	<b>Topic Area D – The modern world and the environment</b>  Environmental issues	• modal verbs – revise all tenses  Skill: Being able to express what can be / ought to be done to protect the planet	• global dangers (e.g. <i>terrorisme; SIDA; réchauffement</i> )	• Reading: Internet research on threats to French-speaking areas (atolls / islands etc.) • Listening: What others are doing to protect against global dangers • Speaking: <i>Ce que je fais contre ...</i>
Week 2	<b>Topic Area D – The modern world and the environment</b>  Environmental issues	• pronouns – revise and extend	• human impact (e.g. <i>marée noire</i> )	• Listening: <i>Les dangers écologiques</i> (verbal answers) (A)  Skills: Recognising the role played by pronouns; using French to give <u>concise</u> answers

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
				<ul style="list-style-type: none"> <li>• Reading: <i>Les dangers écologiques</i> (open-ended answers) (A)</li> </ul> <p>Skill: Writing no more than is required to give an answer</p> <ul style="list-style-type: none"> <li>• Writing: <i>Une question écologique qui m'intéresse</i> (150 words) (A)</li> </ul> <p>Skill: Structuring an essay to give more than just a list of aspects</p>
Week 3	<p><b>Topic Area D – The modern world and the environment</b></p> <p>Environmental issues</p>	<ul style="list-style-type: none"> <li>• <i>après avoir</i> – revise and extend</li> <li>• <i>avant de</i></li> </ul>	<ul style="list-style-type: none"> <li>• climate (e.g. <i>sécheresse, inondations</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Listening / Reading: <i>Ceux qui protègent l'environnement</i></li> <li>• Writing / Speaking: <i>Ce que je ferais si j'étais ministre de l'environnement.</i></li> </ul>
Week 4	<p><b>Topic Area D – The modern world and the environment</b></p> <p>Current affairs and social issues</p>	<ul style="list-style-type: none"> <li>• negative – revise and extend</li> </ul> <p>Skill: Expressing the negative side of life</p>	<ul style="list-style-type: none"> <li>• local difficulties (e.g. <i>chômage; déchets</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading: Internet research on difficulties within French society (including <i>SIDA</i>, etc.)</li> <li>• Listening / Speaking: <i>Les problèmes dans ma ville</i></li> <li>• Writing: <i>Ce qui m'inquiète le plus aujourd'hui</i> (150 words)</li> </ul>
Week 5	<p><b>Topic Area D – The modern world and the environment</b></p> <p>Current affairs and social issues</p>	<ul style="list-style-type: none"> <li>• the passive</li> </ul>	<ul style="list-style-type: none"> <li>• local difficulties – extend</li> </ul>	<ul style="list-style-type: none"> <li>• Reading / Listening: <i>Les effets de la pollution / des embouteillages</i> etc.</li> <li>• Speaking: Commenting on a newspaper picture</li> <li>• Speaking: Debate – <i>pour et contre</i> (e.g. <i>la limite de vitesse / le recyclage</i> etc.)</li> <li>• Writing: <i>Un article de journal sur un événement récent</i></li> </ul>

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities and practical skills
				Skill: To defend an argument
Week 6	<p><b>Topic Area D – The modern world and the environment</b></p> <p>Current affairs and social issues</p>	<ul style="list-style-type: none"> <li>pronouns – revise and extend</li> </ul>	<ul style="list-style-type: none"> <li>local and national news (French-speaking countries)</li> </ul>	<ul style="list-style-type: none"> <li>Reading and Speaking / Writing: Presentation / article (150 words) on an item of news (any topic)</li> <li>Listening and Writing: Making notes on a news broadcast</li> <li>Reading and Writing: open-ended questions on a 250 word text</li> <li>Skills: Improving pupil autonomy when faced with (semi) authentic texts in the TL</li> </ul>
Week 7	<p><b>Topic Area D – The modern world and the environment</b></p> <p>Current Affairs and social issues</p> <p>Environmental issues</p>	<p>Skills: Knowing and being able to use a wide range of basic vocabulary, including adjectives and four basic tenses (present, future, and <i>passé composé</i> and imperfect) (C); some knowledge of pronouns, conjunctions(C); the ability to recognise the passive (C); knowing and being able to use confidently all the necessary vocabulary for sub-topics 1 and 2 of Topic Area D as well as five basic tenses (present, <i>passé composé</i>, imperfect, conditional, pluperfect) (A); ability to use a range of pronouns and the passive (A)</p>		<p>The internet will provide an extensive range of materials for all the test types used in the International GCSE</p>