



Pearson

International Advanced Level Modern Foreign Languages (French)

Scheme of work
with grammar, structures and suggested resources

Introduction

The following scheme of work provides an overview of the content of the International Advanced Level (IAL) French specification and shows how the content could be taught as an example approach only. Schools can adapt it to fit their timetabling and staffing arrangements.

This scheme of work should be read in conjunction with the Pearson Edexcel [IAL French Specification](#).

The scheme of work is based on an allocation of 5 hours per week or 10 hours per fortnight across timetables using a two-week cycle, with teaching divided between two teachers. The scheme of work is based on the assumption that the IAL level will comprise of 35 teaching weeks (or 175 hours) in each year. Provision is made for revision and preparation for the Unit 1 and Unit 2 examinations at the end of Year 1, and for revision and preparation for the Unit 3 and Unit 4 examinations at the end of Year 2. It is possible for the course to be taught as a linear course, with all four units taken at the end of the two-year course.

Note that the number of guided learning hours for A level is 360. The total number of guided hours in this scheme of work is 350, which allows time for assessments and examination practice.

Grammar

The IAL specification requires students to develop knowledge of the grammatical structure of the language as detailed in the specification. Many of the grammatical points required will have already been met but will need to be revisited and reinforced during the course. The grammar requirements are outlined in the grammar list in the specification.

Vocabulary

There are no lists of prescribed vocabulary for IAL French. For each of the topics candidates are expected to have knowledge of a wide range of topic-specific vocabulary. Potential sources of vocabulary lists for topic areas are given in the "Resources" section of this scheme of work, but these are neither prescriptive nor exhaustive. Students should be encouraged to make their own lists of relevant vocabulary for each topic area. A good starting point for these would be the [Sample Assessment Material](#) and [past examination papers](#) for this specification, text books and texts studied in class.

Skills

The IAL French assessments require the following skills:

- Understand and respond to spoken French in spoken and written language
- Understand and respond to written French in spoken and written language
- Write an extended piece of writing in French responding critically to themes and ideas from the topic, text or film studied (Year 2)
- Discuss, in spoken French, one of the topic areas chosen for the Unit 1 test (Year 1 Unit 1)
- Discuss, in spoken French a chosen issue and further unpredictable issues (Year 2 Unit 3)
- Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.

All of these skills should be practised throughout the course, as appropriate. Teachers will find examples of the question types in the Sample Assessment Material and past examination papers available on the Pearson website and further details of the assessment types in the specification.

How to use this scheme of work

The prescribed topic areas for IAL French and the amount of time allocated to each in this scheme of work are:

Year 1

- Topic Area 1 – Youth matters (40 hours)
- Topic Area 2 – Lifestyle, health and fitness (40 hours)
- Topic Area 3 – Environment and travel (40 hours)
- Topic Area 4 – Education and Employment (40 hours)
- Revision and preparation for Unit 1 and Unit 2 exams (15 hours)

Year 2

- Topic Area 5 – Technology in the French world (40 hours)
- Topic Area 6 – Society in the French-speaking world (40 hours)
- Topic Area 7 – Ethics in the French-speaking world (40 hours)
- Study of a topic, text or film (30 hours)
- Revision and preparation for the Unit 3 and Unit 4 exams (25 hours)

The columns in this lesson plan indicate:

- an overview of the time allocated to each topic/subtopic based on 175 teaching hours per year.
- the grammar and structures to be covered at each point of the course.

Why transferable skills?

In recent years, higher education institutions and global employers have consistently identified the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. To support the design of our qualifications, we have mapped them to a transferable skills framework. The framework includes cognitive, intrapersonal skills and interpersonal skills and each skill has been interpreted for each specification to ensure they are appropriate for the subject.

Further information on transferable skills is available on the Pearson Edexcel IAL [French webpage](#).
Pearson materials, including this scheme of work, will support you in identifying and developing these skills in students.

Assessment Objectives

- AO1** Understand and respond, in speech and writing, to spoken language.
- AO2** Understand and respond, in speech and writing, to written language.
- AO3** Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.
- AO4** Respond critically to themes and ideas from selected topics, cultural texts or films.

General Topic Areas

Each of the seven topic areas is divided into a series of sub-topics as detailed below. Topic Areas 1, 2, 3 and 4 are tested in the AS units 1 and 2, all seven topic areas are tested in the A level units 3 and 4. All the topic areas should be studied in the context of the French-speaking world.

Topic Area 1: Youth matters

Subtopics:

- Family relationships and friendships
- Peer pressure and role models
- Music and fashion
- Technology and communication

Topic Area 2: Lifestyle, health and fitness

Subtopics:

- Food and diet
- Sport and exercise
- Health issues
- Urban and rural life

Topic Area 3: Environment and travel

Subtopics:

- Tourism, travel and transport
- Natural disasters and weather
- Climate change and its impact
- Energy, pollution and recycling

Topic Area 4: Education and employment

Subtopics:

- Education systems and types of schooling
- Pupil/student life
- Volunteering and internships
- Jobs and unemployment

Topic Area 5: Technology in the French-speaking world

Subtopics:

- Scientific advances
- Technological innovations
- Impact on life and environment

Topic Area 6: Society in the French-speaking world

Subtopics:

- Migration
- Equality
- Politics
- Customs

Topic Area 7: Ethics in the French-speaking world

Subtopics:

- Beliefs
- Law and order
- Moral issues (e.g. euthanasia, adoption, genetic modification)

IMPORTANT NOTE about the “Suggested areas for study”

Only the Topic Areas (1-7) and the **subtopics** of these areas (listed above) are prescribed by Pearson Edexcel for examination. In this scheme of work, the “suggested areas for study” for each subtopic are provided to help teachers identify possible areas to explore further within the subtopics, but are in **no way definitive or prescriptive**.

YEAR 1 (Based on two teachers 2 with 5 hours per fortnight of teaching each)				
Week	Teacher 1 – Topic Area	Teacher 1 – Grammar and structures	Teacher 2 – Topic Area	Teacher 2 – Grammar and structures
1–4 20 hours	Topic Area 1 – Youth Matters Subtopic: Family relationships and friendships Suggested areas for study: • Different types of family units • Relationships within the family • The influence of family on a young person's decisions • Differences between generations • Attitudes to marriage and relationships • The importance of friendship • What makes a good friend	Grammar/structures: • Gender of nouns • Singular and plural of nouns • Definite, indefinite and partitive articles • Co-ordinating conjunctions (e.g. <i>et, ou, mais</i>) • Subordinating conjunctions (e.g. <i>puisque, parce que, comme, jusqu'à ce que</i>) • Simple prepositions (e.g. <i>sous, sur</i>) • Discourse markers (e.g. <i>au contraire, en fait</i>) • Fillers (e.g. <i>par exemple, alors, bon, allez, quand même</i>)	Topic Area 1 – Youth Matters Subtopic: Peer pressure and role models Suggested areas for study: • Peer pressure in relation to music and fashion • Peer pressure in relation to behaviour and habits • How to deal with peer pressure • Pop stars, celebrities and sportspeople as role models • Family and friends as role models • Why young people need and how they choose role models	Grammar/structures: • Personal subject pronouns, including <i>on</i> • Modes of address (i.e. <i>tu, vous</i>) • Present tense of verbs (regular –er, –ir and –re verbs, modal verbs, principal irregular verbs, reflexive verbs) • Use of negative articles (e.g. <i>ne...pas, ne...personne, ne...que</i>)
5–8 20 hours	Topic Area 1 – Youth Matters Subtopic: Music and Fashion Suggested areas for study: • The importance of music and fashion in the lives of young people	Grammar/structures: • Agreement of adjectives (gender and number) • Position of adjectives • Comparative and superlative adjectives • Colours and their agreement and position	Topic Area 1 – Youth Matters Subtopic: Technology and communication Suggested areas for study: • Different types of technology	Grammar/structures: • Imperative mood of verbs, including <i>nous</i> form • Future and near future (<i>aller + infinitive</i>) tense of verbs • Verbs followed by an infinitive (with or without a preposition) • Conditional tense of verbs

	• Francophone musicians • The place of Francophone music in the world • What does it mean to be fashionable? • Is Paris the fashion capital of the world? • The importance of following fashion	• Invariable adjectives derived from nouns (e.g. <i>orange, marron</i>) • Adjectives used as nouns (e.g. <i>le vieux, les Anglais</i>) • Quantifiers (<i>assez, beaucoup, moins, plus, très, trop, tant, plusieurs, la plupart, presque</i>)	• The advantages and disadvantages of technology • The role of technology in entertainment • The role of technology in education and the work place • Are we too dependent on technology?	
9-12 20 hours	Topic Area 2 – Lifestyle, Health and Fitness Subtopic: Food and Diet Suggested areas for study: • Different types of food and meals • Food as a reflection of culture • The importance of food in society • The advantages and disadvantages of different diets (e.g. vegetarian diets, the Mediterranean diet) • What is a balanced diet? • The importance of knowing how to cook	Grammar/structures: • Interrogative forms of verbs • Interrogative pronouns (e.g. <i>qui, que, quoi</i>) • Interrogative adjective (<i>quel</i>) • Interrogative adverbs (including <i>combien (de), comment, où, pourquoi, quand</i>) • Inversion of verbs in interrogation, including with nouns	Topic Area 2 – Lifestyle, Health and Fitness Subtopic: Sport and Exercise Suggested areas for study: • Different types of and the popularity of different types of sport and exercise • How to encourage people to take exercise and to play sport • Should sport be compulsory at school? • The importance of the Olympic Games and other major sporting events • Would you like to be a professional sportsman / sportswoman?	Grammar/structures: • Cardinal numbers • Ordinal numbers • Numerals in expressions of time and date • Perfect tense of verbs (including past participle agreement with <i>être</i> verbs) • Verb forms used as adjectives (e.g. <i>fatigué, intéressant</i>)

13-16 20 hours	Topic Area 2 – Lifestyle, Health and Fitness Subtopic: Health issues Suggested areas for study: • Major health issues in society • The health service • How can we help those with health issues? • What is a healthy lifestyle? • Is sleep important? • The work/life balance	Grammar/structures: • Demonstrative adjectives (<i>ce, cet, cette, ces</i>) • Indefinite adjectives (including <i>autre, chaque, même, quelque</i>) • Possessive adjectives (<i>mon, ma, mes</i> etc.) • Exclamatory adjectives (<i>quel ... !</i> etc.)	Topic Area 2 – Lifestyle, Health and Fitness Subtopic: Urban and rural life Suggested areas for study: • The advantages and disadvantages of life in a town or city • The advantages and disadvantages of life in the countryside • Urban migration • Issues facing rural communities • Megapolis – can a city be too big?	Grammar/structures: • Formation of adverbs in <i>-ment</i> • Comparative and superlative of adverbs • Imperfect tense of verbs
17-20 20 hours	Topic Area 3 – Environment and travel Subtopic: Tourism, travel and transport Suggested areas for study: • The advantages, disadvantages and popularity of different types of transport • Public transport • The importance of travel • Different types of tourism • The impact of tourism on a community	Grammar/structures: • Direct object pronouns • Indirect object pronouns (e.g. <i>lui, y, en</i>) • Position and order of object pronouns • Preceding direct object agreement	Topic Area 3 – Environment and travel Subtopic: Natural disasters and weather Suggested areas for study: • Different types of natural disasters • Case study of the consequences of a natural disaster • Can we manage natural disasters? • Different types of weather • The effects of different types of weather on people and their ways of life	Grammar/structures: • Use of <i>il y a (ago)</i> • Present and imperfect tense use with <i>depuis</i> • Use of <i>venir de</i>

21-24 20 hours	Topic Area 3 – Environment and travel Subtopic: Climate change and its impact Suggested areas for study: • What is climate change? • The causes of climate change • The effect of climate change on communities • The effect of climate change on the planet • Can we manage and/or control climate change?	Grammar/structures: • Reflexive pronouns • Disjunctive or emphatic pronouns as subject or object (e.g. <i>moi, moi-même</i>, etc.)	Topic Area 3 – Environment and travel Subtopic: Energy, pollution and recycling Suggested areas for study: • Different types of energy (e.g. renewable energy / fossil fuels / nuclear energy) • The future of energy • The causes and consequences of pollution • How can we reduce pollution? • The importance and impact of recycling • Schemes to encourage recycling	Grammar/structures: • Impersonal verbs • Perfect infinitive • Passive voice in the present tense
25-28 20 hours	Topic Area 4 – Education and employment Subtopic: Education systems and types of schooling Suggested areas for study: • Different subjects and programmes of study • Different types of school • The baccalaureate and other exams • Education systems in Francophone countries	Grammar/structures: • Simple relative pronouns (e.g. <i>qui, que, dont, ce qui, ce que</i>) • Demonstrative pronouns (e.g. <i>celui, celle, ceux, celles</i> and <i>celui-ci/celui-là</i> etc.)	Topic Area 4 – Education and employment Subtopic: Pupil/student life Suggested areas for study: • Issues at school (e.g. subject choices, homework, uniform, discipline) • Extra-curricular opportunities • Studying at university, life as a student • Studying abroad	Grammar/structures: • Subjunctive mood in the present tense • Common uses of the subjunctive mood

	Single-sex versus mixed education		University funding and fees	
29-32 20 hours	Topic Area 4 – Education and employment Subtopic: Volunteering and internships Suggested areas for study: - Different types of volunteering and volunteer organisations - The benefits of volunteering - Should everybody be encouraged to volunteer? - A case study of a voluntary organisation - The advantages of internships - Different types of internships	Grammar/structures: Use of the infinitive, present participle (e.g. <i>en arrivant</i>) and past participle	Topic Area 4 – Education and employment Subtopic: Jobs and unemployment Suggested areas for study: - Opportunities for employment - Comparing different types of jobs and workplaces - How to find employment - The causes and consequences of unemployment - How to solve the problem of unemployment	Grammar/structures: Subjunctive mood in the perfect tense
33-35 15 hours	Revision and preparation for Unit 1 and Unit 2 exams			

YEAR 2 (Based on two teachers 2 with 5 hours per fortnight of teaching each)					
Week	Teacher 1 – Topic Area	Teacher 1 – Grammar and structures / Skills		Teacher 2 – Topic Area	Teacher 2 – Grammar and structures
1–12 30 hours	Study of topic, text or film	Skills: Preparation for writing the essay based on a topic, text or film for Unit 4: Section C	1–6 15 hours	Topic Area 5 – Technology in the French-speaking world Subtopic: Scientific advances Suggested areas for study: - Advances in medicine - Space exploration and technology - The future of transport - Housing of the future	Grammar/structures: - Change of meaning of certain adjectives using position <i>de</i> replacing <i>des</i> before a plural preceding adjective - Qualified adjectives without agreement (e.g. <i>une voiture bleu foncé</i>) - Quantifiers
			7–10 10 hours	Topic Area 5 – Technology in the French-speaking world Subtopic: Technological innovations Suggested areas for study: - Satellite technology - The work of technological innovators - The future of the internet and digital technology	Grammar/structures: - Acronyms used as nouns (e.g. <i>la SNCF, la SNCB, l'ONU</i>) - More advanced prepositions (e.g. <i>au-delà de, au-dessous de</i>)
13–16 10 hours	Topic Area 6 – Society in the French-speaking world Subtopic: Migration Suggested areas for study: - Reasons for migration - Issues arising as a result of migration - Measures to facilitate integration	Grammar/structures: - Conjugation of less common irregular verbs (e.g. <i>convaincre, s'asseoir</i>) - Tense use with <i>depuis</i> in the negative	11–16 15 hours	Topic Area 5 – Technology in the French-speaking world Subtopic: Impact on life and environment Suggested areas for study: - The impact of technology on the individual at home and at work - The impact of technology on society - Cyber-security	Grammar/structures: - Order and formation of object pronouns in positive commands - More advanced relative pronouns (e.g. <i>lequel</i> etc., <i>auquel</i> etc.)

	The experience of migrants			- The impact of modern technological farming methods on the planet - Opportunities provided by modern technology	
17-20 10 hours	Topic Area 6 – Society in the French-speaking world Subtopic: Equality Suggested areas for study: - The history of equal rights - Current and changing attitudes to equality - Do men and women have different roles in society? - Do “men’s jobs” and “women’s jobs” exist? - A case study of the fight for equal rights	Grammar/structures: - Dependent infinitives (e.g. <i>faire faire</i>) - Tenses of the passive voice other than present	17-20 10 hours	Topic Area 6 – Society in the French-speaking world Subtopic: Politics Suggested areas for study: - The political system of a Francophone country / countries - A career in politics - Study of a famous political figure - Are young people interested in politics? - Is it important to vote?	Grammar/structures: - Future perfect tense of verbs - Conditional perfect tense of verbs
21-24 10 hours	Topic Area 6 – Society in the French-speaking world Subtopic: Customs Suggested areas for study: - Traditions and customs in a Francophone country / Francophone countries - Reasons for and the origins of customs - Changing attitudes to traditional customs	Grammar/structures: - Indefinite pronouns (e.g. <i>quelqu’un, quelque chose</i>) - Possessive pronouns (e.g. <i>le mien</i>)	21-26 15 hours	Topic Area 7 – Ethics in the French-speaking world Subtopic: Beliefs Suggested areas for study: - Spirituality - Religion - The place of spirituality and religion in society - Superstition	Grammar/structures: Past historic tense of verbs

	The importance of customs in a community				
25-30 15 hours	Topic Area 7 – Ethics in the French-speaking world Subtopic: Law and order Suggested areas for study: - Systems of law and order - Reasons for criminal behaviour - Measures to reduce crime and reoffending - Prison and alternatives to prison	Grammar/structures: - Use of <i>ne</i> with negative subjects (e.g. <i>Personne n'est venu</i>) - Inversion after adverbs (e.g. <i>peut-être</i>)	27-30 10 hours	Topic Area 7 – Ethics in the French-speaking world Subtopic: Moral issues Suggested areas for study: - Ethical issues related to medicine - Cloning - The arguments surrounding GM crops - Wealth and poverty - Homelessness	Grammar/structures: - Indirect speech and related tense uses - Inversion after indirect speech
31-35 25 hours	Revision and preparation for Unit 3 and Unit 4 exams (including revision of Topic Areas 1 – 4 and the grammar and structures covered in Year 1)				

Suggested resources – IAL French

The following text books and websites contain useful texts and teaching resources:

Textbooks and online courses

Élan books 1 and 2 – Oxford University Press (<https://global.oup.com>)

Edexcel A level French – Hodder (www.hoddereducation.co.uk)

Attitudes16 – dolanguages (<http://www.dolanguages.com>)

Grammar and vocabulary

Action Grammaire - www.hoddereducation.co.uk

Mot à Mot - www.hoddereducation.co.uk

Useful Websites

Websites for sources of texts etc. on A level topics:

www.frenchteacher.net (small subscription required, very good source of topic based teaching material)

www.tf1.fr

www.lemonde.fr/

www.lefigaro.fr/

www.francophonie.org/

<http://www.lapresse.ca/>

www.globalnews.ca/tag/francophone

www.tes.com/teaching-resources

<https://zigzageducation.co.uk/>

<http://www.lapressedefrance.fr/phosphore.htm>

Websites for sources of grammar teaching and practice, and vocabulary practice:

www.frenchteacher.net (small subscription required, very good source of grammar teaching resources)

www.lawlessfrench.com/

www.quizlet.com

<https://mfl.jimdo.com>

www.tes.com/teaching-resources

www.memrise.com

<https://zigzageducation.co.uk/>

Teaching topics, texts and film

<https://zigzageducation.co.uk/> - material for teaching Geography and History topics

www.frenchteacher.net - material including "Jules et Jim", "Jean de Florette" and "Manon des Sources"

www.dolanguages.com - material including "Manon des Sources" and "Kiffe Kiffe Demain"

www.cinepacks.co.uk – material including "Jules et Jim", "Jean de Florette" and "Manon des Sources"

NB: Correct at time of writing, but these publishers are adding new titles to the material they produce, so check for updates.