

FOURTH and FIFTH YEAR FRENCH YEAR PLAN and Resources

There are four teaching groups in the 4th and 5th year, these comprise two setted groups in two option bands. There are three 45 minute lessons per week. There is one lesson in the Multi-media Centre per fortnight. It is expected that all pupils will be prepared for the higher tier papers, though this will be reviewed in the fifth year. There will be small group and individual oral practice sessions with Miss Taylor in the 4th yr and with the Assistante in the 5th yr.

Assessments and mock exams will be common to all groups.

Frequent reference is made to the AQA Specifications and Teacher's information on specifications and on line. Timing of topic coverage may vary from group to group, but teachers will ensure no area is omitted. Each teacher will use their discretion concerning the inclusion and exclusion of certain exercises according to the ability and pace of their group. See Topics and Themes

Preparation for the 4th year Exchange visit will be included in the Spring term lessons.

FOURTH YEAR

CHRISTMAS TERM

Unit 1 – “Jeunes sans Frontieres”	5 weeks	15 lessons
Unit 2 – “En Ville et a la Campagne”	5 weeks	15 lessons

Assessments

November - Listening

SPRING TERM

Unit 3 – “Bon Voyage!”	3 weeks	9 lessons
Unit 4 – “Un Sejour en France”	5 weeks	15 lessons

Assessments

February – Writing

SUMMER TERM

Unit 5 – “Une Semaine Typique	5 weeks	15 lessons
Revision and examinations	2 weeks	6 lessons
Unit – “Bon Appetit”	3 weeks	9 lessons

Internal Examinations take place during the week after half-term. There will be a listening test in class and oral tests will be arranged during or just before the exam period. Time is allowed for revision and review of exams.

FIFTH YEAR

Time is restricted, and teachers monitor the pace and coverage of the topics according to the ability of their groups in order to ensure that all the essential material is included.

CHRISTMAS TERM

Unit 7 – “Ça m'intéresse”	4 weeks	12 lessons
Unit 8 – “Nouveaux Horizons”	4 weeks	12 lessons

The first GCSE writing assessment will be done in December

The final few lessons of term are devoted to preparation for the Mock examinations ie reading, listening and oral tests.

SPRING TERM

Mock Examinations take place in the first ten days of term. Oral examinations are conducted by the teachers of all groups. The reading and listening papers will comprise AQA sample GCSE examination papers. Return and discussion of papers follow the examination period. Unit 10 should be done before Unit 9 after mock exams

Mock examinations and follow-up	3 weeks	
Unit 10 – “Projets d’Avenir”	4 weeks	12 lessons
Unit 9 – “A Votre Santé”	4 weeks	12 lessons

**The second GCSE written assessment will be conducted in March
GCSE oral tests will be conducted at the end of the Spring term**

SUMMER TERM

There are generally three or four weeks, that is, approximately 15 lessons before Study Leave begins. The programme of teaching will comprise:

- ◆ revision of topics, vocabulary, and grammar
- ◆ examination technique discussion and instruction
- ◆ practice of past papers

Each group teacher will adapt their teaching to the needs and abilities of their pupils, making use of ICT, CDs and department resources.

Resources

Student's coursebook ENCORE TRICOLORE 4 Nouvelle Edition

AQA GCSE Students' Guide

Teacher's Book

Repromaster and Assessment File

Tricolore Grammar Exercise book

CDs 1 – 8

Encore Tricolore Revision (book and cassette)

LCP copymasters,

Etincelle and LCP listening material

Authentik practice reading and listening material

Single copies of Metro 4 and other coursebooks (Room 20)

ICT

CDs 1 – 8 on server in Multi-media Centre

Past GCSE role-plays recorded for practice - MMC

Gilles Practice in French Conversation – presentations, questions and role-plays

Websites

www.linguascope.org.uk

www.zut

www.languagesonline.uk.org

www.mflpowerpoint

GCSE Bitesize

Ashcombe Site

See Teacher's book for websites relevant to topics

SOW 1 5 weeks (15 lessons) **4th Year Encore Tricolore 4**

Unit 1 “Jeunes Sans Frontières”

Objectives: pupils will be able to

- Exchange information about yourself and your family
- Seek information about people's family, hobbies and interests, opinions and preferences. Understand details of celebrities
- Exchange letters with penfriend
- Discuss festivals, special events and send greetings
- Understand information and opinions about family life In France. Talk and write about themselves and their family
- Exchange information about everyday life and their favourite day
- Use *depuis* to say how long they have been doing something
- Describe a person's physical appearance and clothing, exchange opinions about a person's character

- Make arrangements to go out. Make and respond to invitations
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See also:

- “French Teaching” file in Languages Shared – 4th year, Unit 1
- Red Drawer marked Enc Tric 4 Unit 1
- CA VA magazines – current and past (see detailed list)
- AQA Nelson Thornes: p 38 – 39
- Expo: p6 – 14,
- A Plus: p134 – 139, p18 - 27
- Equipe Dynamique: p 9 – 24, p 125 - 130

New GCSE Themes and Topics:

Lifestyle – Relationships with family and friends

Leisure – Freetime activities

NB To Add – Marriage/ Partnership (see Expo p158 and AQA Nelson Thornes p 36)
Social issues and equality (see AQA Nelson Thornes p 38 – 44)

Written Assessment (October): ability of pupils will determine the level of response and the coverage of suggestions

“Les Rapports avec les Autres” AQA Nelson Thornes P52-53

1. How you get on with your family
2. Describe the person you get on with best
3. What you do with that person
4. What happened last time you went out as a family
5. Details about your friends

6. Where you intend to live in the future
7. What you intend to do when you leave home

Topics	Grammar	ICT	Skills and Targets
Personal and family Information – name, age, nationality, likes and dislikes, animals and hobbies Revision of alphabet and numbers	Prepositions Asking and answering questions	Word process - <i>fiche personnelle</i> Create own vocab file	<u><i>Listen and understand:</i></u> Personal details Words spelled in French Dates, ages and numbers Questions about personal details Description of good and bad day Details about activities and opinions
Festivals and greetings Telephoning to and from France	Prepositions with towns and countries	Email or letter to real or imaginary penpal introducing self	<u><i>Talk about or respond to:</i></u> Personal details, nationality, family, hobbies, likes and dislikes . Spelling of names and addresses Questions about self and family, questions using <i>depuis</i> A person's appearance and character Arrangements to go out and invitations
Family life Everyday life, favourite day	Present tense <i>Depuis</i> Gender and agreement – gender and determiners, possessive adjectives, reg and irreg adjectives and position of adjectives	Authentic digital. Linguascope “Stars” – relevant exercises. Zut – GCSE sections.	<u><i>Write:</i></u> Message describing personal details Answers to questions Sentences using present tense , <i>depuis</i> , possessive adjectives, reg & irreg adjectives Account of (un) favourite day Description of person's character and appearance (clothes etc)
Physical appearance and clothing. Character and personality		Conversation topics – Gilles MMC	<u><i>Read and understand:</i></u> Personal descriptions and opinions Descriptions of relationships

Making arrangement to meet – accepting and declining			Account of good and bad day Greetings, invitation and arrangements to go out.
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SOW 2 5 weeks (15 lessons) **4th Year Encore Tricolore 4**

Unit 2 “En Ville Et A La Compagne”

Objectives: pupils will be able to

- Give and seek descriptions of towns, neighbourhood and region
 - Understand, seek and give directions to places in towns
 - Seek and exchange information and opinions about a tourist attraction
 - Use the perfect tense with *avoir* and *être*
 - Understand and use negative expressions
 - Express, seek and explain views about living in the countryside
 - Exchange information about accommodation, house contents and features
 - Use direct pronoun objects
 - Exchange information and opinions about environmental issues and measures taken to protect the environment
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See also:

- “French Teaching” file in Languages Shared – 4th year, Unit 2
- Red Drawer marked Enc Tric 4 Unit 2
- CA VA magazines –current and past
- AQA Nelson Thornes: p94 -111, p112 – 113, p 116 - 123
- Expo: p48 -64
- A Plus: p32 – 44
- Equipe Dynamique: p25 – 40

New GCSE Themes and Topics:

Home and Environment - Home and Local area
Being environmentally friendly within home and local area

Oral assessment (end Nov/early Dec) – see AQA Nelson Thornes p 124-5

“Chez Moi”

1. What you live and what your house is like
2. Who lives in your house
3. What your room is like
4. Discuss meal times
5. What your local town is like
6. What you do to help protect the local area and conserve energy in your house

Topics	Grammar	ICT	Skills
Town, neighbourhood and region Directions in town	Perfect tense with <i>avoir</i> prepositions	Word-process letter to penpal describing own town	<u><i>Listen and understand:</i></u> Description of towns Details of environmental problems and solutions – at home and in town Directions in town Account of visit to theme park Description of weekend activities Negatives Arguments for and against living in countryside Description of house and rooms Description of bedroom
A tourist attraction A past visit		Devise graph to show results on environmental problems and measures in town	<u><i>Talk about or respond to:</i></u> Own town and area and its qualities Town or country preferences Environmental problems and solutions – at home and in town Visit to theme park or similar Accommodation and facilities Questions with negative responses

			Own house and vicinity Own bedroom (ideal bedroom)
The countryside Environmental issues and measures	Perfect tense with <i>être</i> Negatives	Authentic digital Linguascope “Stars” – relevant exercises. Zut – GCSE sections Langsonline – perfect tense	<u>Write:</u> Pamphlet/Letter describing own town Post card/Letter/account of visit using perfect Details about environmental problems and solutions – at home and in town Description of own house Description of own room
Accommodation – types of housing, location, rooms etc House contents and features of home	<i>Ne.....que</i> Direct object pronouns	Conversation topics – Gilles MMC Search Internet for information on French towns	<u>Read and understand:</u> Description of towns, houses, areas and their qualities Opinions about location preferences Directions in town Details about environmental issues and solutions Personal environmental practice Descriptions of different rooms Description of bedroom Verbs in perfect tense

SOW 3 (3 weeks max) 9 lessons **4th Year Encore Tricolore 4**

Unit 3 “Bon Voyage!”

Objectives; Pupils will be able to

- Discuss and explain views on the advantages and disadvantages of different forms of transport
 - Give an account of a journey and describe past situations using the imperfect tense
 - Understand traffic and road information and buy petrol
 - Give account of unexpected events during a journey (breakdown etc)
 - Express and explain views about travel in cities
 - Give and seek information about public transport – bus, underground, rail
 - Understand and give an account of a journey and an accident using perfect and imperfect tense
 - Exchange and understand information about air travel
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See also:

- “French Teaching” file in Languages Shared – 4th year, Unit 3
- Red Drawer marked Enc Tric 4 Unit 3
- CA VA magazines –current and past (see detailed list)
- AQA Nelson Thornes: p57
- Expo: p 74
- A Plus: p88 – 89, 94 – 95, 164 -165
- Equipe Dynamique: p91 - 93

New GCSE Themes and Topics:

Leisure

Holidays - what to see and getting around

Home and Environment

Being environmentally friendly in local area

Topics	Grammar	ICT	Skills
Forms of Transport A Journey (unexpected events)	Imperfect tense	Study French train, plane, bus timetables and itineraries on Internet	<u>Listen and understand:</u> Advantages and disadvantages of different transport Details of an itinerary Report on road conditions Service station situations Breakdown situations How transport has changed Introduction of tram Conversations - bus and train
Traffic and road Information Petrol station and Breakdown services Travelling by car	<i>Au, à la, à l'</i> The pronoun <i>y</i>	Research public transport systems Create sondage on class travel habits	<u>Talk about or respond to:</u> Advantages and disadvantages of different types of transport Own habits and preferences of transport Questions at service station and reporting breakdown Bus, Metro, train and plane situations Details of an accident
Public transport – train, bus, tram etc Air travel	Using perfect and imperfect tense <i>Venir de + infin</i>	Authentic digital Linguascope “Stars” – relevant exercises. Zut – GCSE sections	<u>Write:</u> About own habits and preferences of transport An account of a difficult journey Report on public transport in area About how life has changed Accident witness report (perf and imperf) Description of car accident
Car breakdowns and traffic accidents	Imperative	Conversation topics – Gilles MMC	<u>Read and understand</u> Advantages and disadvantages of different types of transport

			Details about driving in France Details of public transport and procedures – bus, train, tram, metro and plane Details about cycling holiday Accounts of accidents
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SOW 4 5 weeks, 15 lessons **4th Year Encore Tricolore 4**

Unit 4 “Séjour en France”

Objectives: pupils will be able to

Exchange information about future plans

Discuss holiday and weekend activities: say what will (or will not) happen if something else takes place

Discuss what to take when staying with family

Ask and answer questions and ask for help if they do not understand something

Exchange information and opinions about TV programmes and personalities

Ask and answer questions when in France or when receiving a visitor

Make comparisons between home country and France (customs, hospitality, national character, specialities)

Report lost property and describe missing items

Say who something belongs to

Thank someone for hospitality

See also:

- “French Teaching” file in Languages Shared – 4th year, Unit 4
- Red Drawer marked Enc Tric 4 Unit 4
- CA VA magazines –current and past (see detailed list)
- AQA Nelson Thornes: p 74 - 82
- Expo: p 72 – 74, 126 - 146
- A Plus: p 74 - 77

- Equipe Dynamique: p 57 - 73

New GCSE Themes and Topics:

Leisure

Holidays – plans , preferences, experiences

Freetime activities

Written assessment (end Feb/ beg March) – coordinated with exchange

1. Un séjour en France
2. Details about the family
3. Where they live and the surrounding area
4. What you will take with you
5. What you will do
6. The differences between English and French life (any context)

Topics	Grammar	ICT	Skills
Future plans Holiday and weekend activities	Aller + infin (near Future) Future tense Si + present + future tense	Word-process letter proposing visit with penpal Email reply to visit invitation	<u>Listen and understand:</u> Description of holiday plans Ideas about life in future Questions on arrival in family What you need and want on arrival in family, introductions. TV progs, opinions and preferences Questions about household tasks Reporting lost property Phone calls to say thank you
Family visit in France – what to take, what to say, answering questions and asking for help Thanking for stay Television	Emphatic pronouns Adjectives	Sondage for class on household tasks and frequency	<u>Talk about or respond to:</u> Holiday plans What to pack in case for visit Questions on arrival in family What you need/want on arrival in, introductions. TV programmes, opinions and preferences Household tasks Reporting lost property Saying thank you
Household tasks – offering help		Authentic digital Linguascope “Stars” – relevant exercises. Zut – GCSE sections Langsonline – future tense	<u>Write:</u> Letter/email proposing (or replying to) invitation for visit with penpal Sentences using si + present + future About holiday activities – future Post card/letter to thank hosts

Reporting lost property	Possession – à + name, de + noun	Conversation topics – exchange visit – Gilles MMC	<u>Read and understand</u> Description of holiday plans Ideas about life in future Letter invitation for visit with penpal What to pack in case for visit Impressions of French family life Advice about good practice during visit Lost property details and accounts Post cards to thank hosts
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SOW 5 5 weeks (15 lessons)

4th Year Encore Tricolore 4

Unit 5 “Une Semaine Typique”

Objectives; pupils will be able to

Exchange information about daily routine and describe a typical day

Exchange opinions about school life in France and own school. Discuss possible improvements

Say what must and must not be done and talk about rules

Exchange information about a recent day or weekend using reflexive verbs in the perfect tense

Understand information about different shops and services. Plan shopping trip

Find out about reductions and special offers

Find out what is available in a shop and say which you prefer when offered a choice

Shop for clothes. Specify and modify requirements. Make complaints and ask for refund or replacement

Exchange views and opinions about clothing and fashion. Describe recent shopping trip

See also:

- “French Teaching” file in Languages Shared – 4th year, Unit 5
- Red Drawer marked Enc Tric 4 Unit 5
- CA VA magazines –current and past
- AQA Nelson Thornes: p 132 - 138
- Expo: p 4 – 14, p 78 - 82
- A Plus: p 74 - 77
- Equipe Dynamique: p 41 - 56

New GCSE Themes and Topics:

School/College and future plans

What school/ college is like

Pressures and problems

Leisure

Shopping and Fashion trends

Oral assessment (June examination) - see AQA French GCSE p162 - 163

1. The facilities in your school
2. Your school routine and rules and your school uniform
3. What you did last school day
4. Your subject and teachers and your friends
5. Extra-curricular activities
6. Comparison with French school
7. Your ambitions for the future
8. ! (unknown element)

Written assessment for examination – fashion, pocket money and shopping? (details to be decided)

Topics	Grammar	ICT	Skills
Daily Routine Last weekend	Reflexive verbs – present tense Reflexive verbs – perfect tense	Word-process school report Research French school system on Internet (exchange school)	<u>Listen and understand:</u> Description of various school days Subjects and timetable details School description What has to be done Comparison of French and English schools Description of shopping centre Advertisements for shop articles Complaint about purchases Opinions about fashion
School life Rules Descriptions of school	<i>Devoir and il faut + infinitive</i>	Write website page for own school Make poster of school rules Research French brand names and compare with British	<u>Talk about or respond to:</u> School day and routine Classroom scene School subjects and timetables Progress and opinions about different subjects Own school and facilities What has to be done – school rules Past routine using perfect reflexives Shops and bank dialogues Complaint about purchases Give opinions about fashion
Shopping Buying clothes, souvenirs, books, cakes etc	<i>Celui, celle, ceux, celles</i>	Authentic digital. Linguascope “Stars” – relevant exercises. Zut – GCSE	<u>Write</u> Sentences using reflexive verbs Description of school day Brochure or account of own school and facilities

		sections	School rules Advert on website Report on progress Article about own school School rules (poster?) An account of an "extraordinary day" using perfect reflexive
Fashion and its importance	<i>Quel, lequel etc</i>	Conversation topics – Gilles MMC	<i>Read and understand</i> Description of various school days Details of French school life Details about subjects and timetables Negatives, infinitives & present tense School description Description of school day Account of ideal day Description of shopping centre Customer and shop assistant roles Opinions about fashion

SOW 6 4 weeks (12 lessons)

5th Year Encore Tricolore 4

Unit 6 “Bon Appétit!”

Objectives: Pupils will be able to

- Exchange information about meals and eating habits. Discuss traditional or special meals
- Ask and answer questions at a family meal, express food and drink preferences and discuss typical meals and specialities
- Give and seek information about healthy eating and discuss vegetarianism
- Buy food, explaining what they want. Understand adverts and announcements about food
- Exchange information and opinions and opinions jobs in food industry.
- Say what has just happened and what will happen
- Order drinks and snacks in a café, point out mistakes and deal with payment
- Explain and discuss the advantages and disadvantages of eating in fast-food restaurants
- Choose a French restaurant, book a table, discuss menu and order meal. Point out problems and deal with payment
- Understand some views about picnics

See also:

- “French Teaching” file in Languages Shared – 5th year, Unit 6
- Red Drawer marked Enc Tric 4 Unit 6

- CA VA magazines –current and past
- AQA Nelson Thornes: p 16 - 20
- Expo: p 148
- A Plus: p 46 - 55
- Equipe Dynamique: p 73 – 77

New GCSE Themes and Topics:

Lifestyle: Healthy and unhealthy lifestyles and their consequences

Home and Environment: special occasions celebrated in the home

Work and Education: Current and Future jobs

Written assessment (October) – details to be decided

Topics	Grammar	ICT	Skills
Meals – traditional and special Family meals, typical meals Preferences for food and drink		Word –process description of celebration meal with illustration	<u>Listen and understand:</u> Favourite and traditional meals Descriptions of breakfasts Interview about vegetarianism Food shop dialogues Advertisements for food Past and Future used together Orders for food and drinks in a cafe Opinions about Fastfood and traditional restaurants Reserving table and ordering meals Complaints in restaurant
Healthy eating and vegetarianism	The pronoun <i>en</i>	Research restaurants on French Internet	<u>Talk about or respond to:</u> Family meal questions/situation

			<p>A typical British dish Own food preferences Questions about what ate and drank in past Food shop situations Orders for food and drinks in a cafe Opinions about Fastfood and traditional restaurants Reserving table and ordering me Complaints in restaurant</p>
<p>Buying food Jobs in the food industry</p>	<p><i>Venir de</i> and <i>aller</i> + infinitive</p>	<p>Authentic digital Linguascope “Stars” – relevant exercises. Zut – GCSE sections</p>	<p><u>Write:</u> A description of a celebration meal/account of a meal Sentences using <i>Venir de</i> and <i>aller</i> + infinitive About own opinions on fastfood and traditional restaurants</p>
<p>Cafés Restaurants – traditional and fast food Menus and complaining Picnics</p>	<p>Direct and indirect pronouns (<i>me, te, lui, leur, nous, vous..</i>)</p>	<p>Conversation topics – Gilles MMC</p>	<p><u>Read and understand</u> Favourite and traditional meals Details about healthy foods Food shop dialogues Interviews with employees in food industry – (<i>venir de</i> and <i>aller</i> + infin) Fastfood and traditional restaurants (views) Menus and advice on eating in France Articles about picnics</p>

SOW 7 (5 weeks) **5th Year Encore Tricolore 4**

Unit 7 “Ca M’Intéresse”

Objectives: pupils will be able to

- Exchange information about leisure activities and talk about using the Internet
- Exchange information about music, sport and sporting events
- Understand and use adverbs
- Exchange information and opinions reading and describe main features of a book
- Understand and use the pluperfect tense
- Find out about French press and discuss newspapers and magazines
- Understand information about events, make arrangements to go out (or not go out). Respond to and decline invitation
- Make excuses and apologise for arriving late or forgetting to do something
- Exchange information and opinions about cinema and films. Narrate main features of a film
- Give an account of an event or performance in the past

See also:

- “French Teaching” file in Languages Shared – 5th year, Unit 7
 - Red Drawer marked Enc Tric 5 Unit 7
 - CA VA magazines –current and past (see detailed list)
 - AQA Nelson Thornes: p 56 - 68
 - Expo: p 16 – 22, p 28 -40, p76
 - A Plus: p 60 - 70
 - Equipe Dynamique: p 16 – 19, p 155 -168
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New GCSE Themes and Topics:

Leisure:

Freetime and the Media – freetime activities

NB to add

Advantages and disadvantages of new technology - see AQA Nelson Thornes: p 66, Expo: p 40, Equipe Dynamique: p 162

Oral assessment –November (or Mock exam?)

Topics	Grammar	ICT	Skills
Leisure activities – information and preferences Using the Internet Sports (Listening to the radio – to omit?)	<i>Jouer à and jouer de</i> <i>Faire + du/de la + sport</i>	www.languagesonline.org.uk adverbs, faire/jouer + sport, pluperfect	<u>Listen and understand:</u> Details about interests and leisure activities Uses of the Internet (Listening to radio habits) Interview with Sports personality Adverbs Descriptions of books Pluperfect tense Arrangements to go out or do activity Excuses and apologies Descriptions of films Details about last weekend activities
Reading – habits and description of a book Newspapers and magazines	Adverbs	Internet research on current films on release in France	<u>Talk about and repond to:</u> Own interests and leisure activities Questions about using the Internet Sports – frequency and opinions Questions/details asking/explaining how an activity is done (adverbs) Reading habits- newspapers, magazines and a book read
Events Cinema and theatre	Pluperfect tense	Authentic digital. Linguascope “Stars” – relevant exercises. Zut – Yr 10 and 11 sections.	<u>Write:</u> Letter detailing own interests and leisure activities About using the Internet Sentences using <i>Jouer à and jouer de</i> Sentences using adverbs Description of a book read Description of a film

			Letter/email describing weekend
Making excuses	Comparative and superlative tense	Conversation topics – Gilles MMC	<u>Read and understand:</u> Details about activities and sport Interview with sports personality Descriptions of books

SOW 8 (5 weeks) **5th Year Encore Tricolore 4**

Unit 8 “Nouveaux Horizons”

Objectives: pupils will be able to

- Exchange information about different types of holiday and preferences. Talk about location, activities, going with parents
 - Discuss future holiday plans ideal holiday
 - Use the conditional tense
 - Understand information about French-speaking countries
 - Give and seek information about a town or region (hotels etc). Understand information about visits and tourist facilities
 - Seek information about hotel accommodation. Deal with complaints and problems.
 - Describe weather conditions, understand information and give predictions
 - Use different tenses and time expressions to refer to past, present and future
 - Discuss advantages and disadvantages of camping, book a site and discuss facilities
 - Give and seek information about youth hostels and how to hire bikes
 - Describe and express opinions about a past holiday
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See also:

- “French Teaching” file in Languages Shared – 5th year, Unit 8
- Red Drawer marked Enc Tric 4 Unit 8
- AQA Nelson Thornes: p 74 - 82
- Expo: p 126 - 146
- A Plus: p 74 – 83, p 90
- Equipe Dynamique: p 57 - 72

New GCSE Themes and Topics:

Leisure:

Holidays – Plans preference, experiences
What to see and getting around

Topics	Grammar	ICT	Skills
Types of holidays and preferences Future holiday plans Past holidays	Future tense Past and future – recognising the difference Perfect and Imperfect tense revision	Word-process letter booking campsite and/or letter of complaint to hotel	<u>Listen and understand:</u> Reasons for going on holiday and activities Details about holiday destination Description of dream and ideal holidays Conversations in tourist office Weather reports Description of ideal holidays Hotel booking and services Complaints and problems at hotel Weather described in past, present and future Accounts of past holidays Booking and arriving at a campsite Comments on responsible tourism
Ideal holiday or weekend French-speaking	Conditional tense	Email reply to holiday invitation Research French and Francophone holiday	<u>Respond to and talk about</u> Reasons for going on holiday and activities Dream and ideal holidays Ideal weekend Tourist office services

countries Information about region		destinations on Internet.	Hotel booking and services Complaints and problems at hotel Weather in past, present and future Past holiday details Hiring equipment Arriving at youth hostel
Hotel accommodation – bookings Complaints Campsites Youth Hostels	<i>Après avoir/etre</i> + past participle	Authentic digital Linguascope “Stars” – relevant exercises. Zut – GCSE sections	<u>Write:</u> About reasons for going on holiday and activities Future tense in sentences Email reply to holiday invitation Ideal holiday Letter about holiday activities –pres & future <i>Après avoir/etre</i> + past participle in sentences Description of past holiday
Climate and weather Hiring equipment		Conversation topics – Gilles MMC	<u>Read and understand</u> Details about holiday destinations Description of dream and ideal holidays Description of ideal weekend Letter to Tourist office Details about hotel Weather described in past, present and future Details about campsite Details about youth hostel

SOW 9 4 weeks (12 lessons) **4th Year Encore Tricolore 4**

Unit 9 “A Votre Santé”

Ojectives:

Understand and discuss information about common holiday ailments and treatment. Consult a chemist

Use que and qui to link sentences.

Describe parts of the body and give information about pain or injury

Use the present participle to describe things that happened at the same time

Give information about an accident and the emergency services

Make an appointment at the doctor's and describe symptoms

Understand information about AIDS

Exchange information and opinions about personal feelings and problems, smoking, drugs, alcohol and addiction.

Discuss and compare healthy and unhealthy lifestyles

Understand information about charities

See also:

- “French Teaching” file in Languages Shared – 5th year, Unit 9
- Red Drawer marked Enc Tric 4 Unit 9
- CA VA magazines –current and past (see detailed list)
- AQA Nelson Thornes: p 150 -157
- Expo: p 126 - 146
- A Plus: p 52, p 124 – 127 p 178
- Equipe Dynamique: p 78 - 85

New GCSE Themes and Topics

Lifestyle

Health – healthy and unhealthy lifestyles and their consequences

Social issues and equality

Work and Education

Pressures and problems

NB to add Social Issues and Equality (racism, rich and poor etc); see AQA Nelson p38 – 42, Expo p166

Topics	Grammar	ICT	Skills
Ailments and treatments Consulting chemist,	<i>Avoir</i> expressions	Word –process note of absence	<u>Listen and understand:</u> Symptoms of health problems Conversation at the chemist's

doctor and dentist	Relative pronoun <i>qui</i> and <i>que</i>		<p>Descriptions of aches and pains Explanations of how injuries occurred Emergency phone calls and advice Appointment details (dentist) Conversations with doctor and dentist Discussions about stress Teenage problems Details about smoking, alcohol and drugs How to keep fit</p>
Injuries and advice	<p>Reflexive with parts of the body</p> <p><i>Avoir mal</i> and <i>se faire mal</i></p>		<p><u>Talk about:</u> Feeling ill and symptoms Medical problems and advice How you have been injured Dental problems with dentist Medical problems with doctor Daily problems and stress Smoking, alcohol and drugs - opinions How to keep fit</p>
Aids	<p><i>En</i> + present participle</p> <p><i>Il faut</i> + infinitive</p>	<p>Authentic digital Linguascope “Stars” – relevant exercises. Zut – GCSE sections</p>	<p><u>Write:</u> Avoir expressions in sentences Sentences using <i>qui</i> and <i>que</i> About injuries and causes using <i>En</i> + present participle Account of an accident About stress and how to avoid it Keeping fit</p>
Smoking, alcohol and drugs	Partitive article	<p>Conversation topics – Gilles MMC</p>	<p><u>Read and understand</u> Holiday health problems Details about chemists in France Definitions of parts of the body Descriptions of accidents</p>

			<p>Aids information Details about stress and advice Information about smoking, alcohol and drugs and how to avoid. How to keep fit. Médecins sans Frontières.</p>
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SOW 10 4 weeks (12 lessons) **4th Year Encore Tricolore 4**

Unit 10 “Projets d’Avenir”

Objectives: pupils will be able to:

Discuss the future, talk about exams and discuss own plans

Understand information about exam preparation and discuss

Exchange information and opinions about work experience

Discuss different types of further education and careers, unemployment and tips for finding a job

Understand job adverts and discuss different aspects of a job

Discuss pocket money and weekend jobs

Find out information about holiday work and write application letter

Use conditional tense to discuss what they would do

See also:

- “French Teaching” file in Languages Shared – 5th year, Unit 10
- Red Drawer marked Enc Tric 4 Unit 10
- CA VA magazines –current and past
- AQA Nelson Thornes: p 150 -157
- Expo: p 108 - 124
- A Plus: p144 – 153, p 172 - 177
- Equipe Dynamique: p p107 - 122

New GCSE Themes and Topics

Work and Education

School/College and future Plans – pressures and problems

Current and future jobs – looking for and getting a job
 advantages and disadvantages of different jobs

Topics	Grammar	ICT	Skills
The Future Exams and after school	Future tense Expression of intention	Word-process letter of application	<u>Listen and understand:</u> Interview about plans after school How to prepare for exams Descriptions of work experience Reasons for job choice What they would like to do as career Job details and opinions Disadvantages and benefits of working at home Messages on ansaphone (conditional) Petits boulots
Work Experience	Two verbs together – à or de or nothing	Sondage of class on job preferences Reaearch job adverts in France	<u>Respond to and talk about</u> Predictions about the future Plans for after school Work experience Career plans and motivation Pocket money Casual jobs
Jobs and Careers	Conditional tense (polite request)	Authentic digital Linguascope “Stars” – relevant exercises. Zut – GCSE sections	<u>Write:</u> Account of work experience Career plans and motivations Letter of application for a job
Pocket money	Conditional and imperfect	Conversation topics	<u>Read and understand</u>

Casual jobs	tense	- Gilles MMC	How the future might be Examination preparation Job types and avoiding unemployment Job advertisements Casual job details Job application letter
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