

## **SIXTH FORM FRENCH TEACHING**

A and AS Level French is generally taken by pupils who have gained at least a grade B, but preferably A or A\* GCSE French.

**AQA** is the examining board.

Students have 6 x 45 min lessons per week. There will also be a conversation lesson in a group of two or three students with the French Assistante.

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### ***Homework and Independent Study***

Over a two-week period students are expected to do at least:

- one set listening task
- one reading comprehension
- one oral task – eg. preparation of subject for presentation or discussion.
- one piece of writing in French
- one learning task for a written test – eg. Verbs, vocabulary, grammar point

Students are also encouraged to:

- read French magazines and newspapers
- watch French television news on internet and listen to French radio

- visit useful French websites as advised (press etc)
- participate in the October half-term work experience visit in 4<sup>th</sup> term

## **RESOURCES FOR A LEVEL FRENCH**

The coursebooks used over the two years of study are “**AQA French**” **AS** and “**AQA French**” **A2**.

**KERBOODLE** - All teacher and student resources are supplied on line by Nelson Thornes. Copies of worksheets etc can be found in a ringbinder in the Languages Office and saved on the school server in French Teaching, Languages Shared

### ***Topic Related resources:***

- Interactive activities for Reading and Listening
- Work/support sheets for Speaking and Writing
- Worksheets for Grammar and Skills
- A Summary Quiz
- A Vocabulary List

Some chapters also have Audio Record activities and Video material.

### ***Support and Assessment Resources***

- Examination Style questions
- “On your marks” – an interactive analysis tool for written and spoken responses
- Examiner’s Tips
- A Vocabulary Builder
- An Audio Record

### ***Teachers Support***

- Teacher Notes – transcripts and solutions of student material
- Vocabulary lists – printable version
- Bridging Section – identifies suitable post-GCSE material
- Use Guide for Nelson Thornes learning space and resources.

Each student will also have a copy of:

**Practice in French Grammar** by Michel Gross  
**Advanced French Vocabulary** by Philip Horsfall  
**Chez Nous** – 6 copies per year + availability of audiocassettes

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Teaching material can be drawn from many other textbooks and sources, the main ones being:

**Au Point** – student's book  
**Zenith** and accompanying resources  
**Essor** and accompanying resources

**AS and A2 French File 1** (MGP) by Joe Jeanetta  
**AS and A2 French File 2** (MGP) by Joe Jeanetta

**Thematique 1- 9 and Thematique Actuelle** + audiocassettes (MPG)  
**Dossiers France** (+ videocassette + audiocassette)  
**Télétextes** – booklet and videocassette  
**Authentik** – past copies+audio-cassettes

**Communiquez** + audiocassettes (particularly for interpreting exercises)  
**Tout Droit** +audiocassettes  
**Matières Premières** Mark Stroud  
**Tendances** Mark Stroud  
**Prévisions** MGP  
**Realisations** MGP  
**Horizons** (+audiocassettes)  
**Contrasts**  
**Nous Les Francais** Book 1 +audiocassettes  
**Nous Les Francais** Book 2 + audiocassettes  
**French For Business** Bower and Barbarin (+ audiocassettes)  
**The French at Work** Bishop and Dear  
**Opinions** (+audiocassettes)  
**Le Monde en Face** (+ audiocassettes)

**Institutions de la France** Nathan Press  
**A la Ligne**  
**Pour et Contre**  
**Compo 2000**  
**FACT FILE** – editions 1,2 3

**Collections** BBC Videotaped + course notes

### **ICT AND MULTI-MEDIA RESOURCES**

Websites

[www.linguascope.org.uk](http://www.linguascope.org.uk)

[www.zut](http://www.zut)

[www.languagesonline.uk.org](http://www.languagesonline.uk.org)

[www.mflpowerpoint](http://www.mflpowerpoint).

**Nelson ThornesAu Point online**

There is an ever increasing number of sites accessible for research and information. Lists of sites are compiled, updated at regular intervals and given to students.

**French Grammar Central** can be used extensively for grammar learning.

**A LEVEL FRENCH** (6<sup>th</sup> form) **TEACHING PLAN – TOPICS TAUGHT SEPARATELY**

<b>Time</b>	<b>Topic AQA Spec TEACHER 1</b>	<b>Topic AQA Spec TEACHER 2</b>	<b>Student bk</b>
Weeks 1-4 Aug 28 – Sept 26	Media: Television Viewing habits, range of programme, range of channels, benefits and dangers of television	Popular Culture: Cinema Types of film, changing trends, a good film I have seen, the place of cinema in popular culture, alternative ways of viewing	Les Médias; <b>1</b> La Télévision, Chap 1, pages 9 -16  <b>2</b> La Culture Populaire: Le cinéma Chap 4 pages 33 - 40
Weeks 5 – 8 Sep 29 – Nov 10	Healthy Living/ Livfstyle: Sport/exercise Traditional and sun sports, links between exercise and health, reasons for taking part, factors influencing participation	Family/Relationships: Relationships within the family. Role of parents, changing models of family and parenting, attitudes of young people towards other family members, conflicts	<b>1</b> Une Vie Saine: Le Sport Chap 7 pages 57-64  <b>2</b> La Famille et les Relations personnelles: En Famille Chap 10 pages 81 - 88
Weeks 9 – 12 Nov 10 – Jan 19	Media: Advertising Techniques and purposes, curbs eg tobacco, alcohol, benefits and drawbacks of advertising.	Popular Culture: Music Types of music, changing trends, music I like, the place of music in popular culture, how music defines personal identity.	<b>1</b> Les Médias: La Publicité Chap 2 pages 17 – 24  <b>2</b> La Culture Populaire: La Musique Chap 5 pages 41 -48

Weeks 13 – 16 Jan 19 – Feb 18	Healthy Living/ Lifestyle: Health and Well-being Alcohol, tobacco, other drugs, diet and eating disorders, the “work-life balance”, risks to health through accidents	Family/ Relationships: Friendships Characteristics and roles of friends, importance of friends, conflicts with friends, friendship compared with love.	<b>1</b> Une Vie Saine: La Santé et le bien-être Chap 8 pages 65 -72  <b>2</b> La Famille et les Relations personnelles: Bons Copains Chap 11 pages 89 - 96
Weeks 17 – 20 Feb 23 – Mar 23	Media: Communication Technology Current and potential use of the internet, its benefits and dangers, popularity and benefits/dangers of mobile phones, MP3 players etc	Popular Culture: Fashion/Trends How we can alter our image, does how we look define who we are? Lifestyle and leisure activities, the cult of celebrity.	<b>1</b> Les Médias: Les Nouvelles Technologies Chap 3 pages 25 – 32  <b>2</b> La Culture Populaire La Mode et L’Image Chap 6 pages 49 - 56
Weeks 21 – 24 Mar 24 – May 24th	Healthy Living/Lifestyle: Holidays Types of holiday activities, purposes and benefits of holidays, impact of tourism on holiday destinations, changing attitudes to holidays.	Family/ relationships: Marriage/ Partnerships. Changing attitudes towards marriage or cohabitation, changing roles within the home, separation and divorce, benefits and drawbacks of staying single.	<b>1</b> Une Vie Saine: Les Vacances Chap 9 pages 73 – 80  <b>2</b> La Famille et les Relations personnelles: Entre nous Chapter 12 pages 97 - 104

Examinations will be taken after half term and will test all skills and all topics covered during the course thus far.

## **AS SCHEMES OF WORK**

**Theme: “Les Médias”**

**Topic 1: “ La télévision”**

**Pages 9 - 16**

**Time: 10 -12 lessons**

### **Objectives – be able to**

Talk about TV viewing habits

Express personal preferences fo different types of programme

Discuss the range and appeal of TV and express opinions on TV in general

Discuss the benefits and dangers of watching TV

Use present tense of regular and irregular verbs

Use adjectives with *c'est*

Use present tense of modal verbs

Comprehend and respond to longer listening texts

Comprehend and respond to longer reading passages

Exchange views and argue a case.

### **Other Resources**

Chez Nous

Jan/Feb 08 Tele-realite Star a tout prix

Jan 06 Zoom: les jeux videos

	<b>Writing and Grammar</b>	<b>Speaking</b>	<b>Reading and Internet exploitation</b>	<b>Listening and Interactive</b>
<b>A. On regarde la télé</b>	<p>Present tense of regular verbs</p> <p>Adjectives with <i>c'est</i></p> <p>Correct written errors</p>	<p>Discuss viewing habits</p> <p>Express preferences for different types of programme</p>	<p>A la Zapette</p> <p>French television websites</p>	<p>Video interview with Thomas and Sarah + interactive exercise</p> <p>Record (and film?) conversation</p>
<b>B. Les émissions, le pour et le contre</b>	<p>Present tense irregular verbs</p> <p>Agreements of adjectives</p> <p>Replace underlined expressions and words</p> <p>Write opinions on type(s) of TV programme</p>	<p>Discuss range and appeal of TV</p> <p>Express opinions about TV in general</p> <p>Talk about pros and cons of reality TV</p>	<p>La télé mobile</p> <p>A votre avis, c'est l'âge d'or de la télé?</p>	<p>5friends talk about reality TV + interactive exercise</p>
<b>C. La télé: danger ou bienfait?</b>	<p>Present tense modal verbs</p> <p>Article "La télé: danger ou bienfait?"</p>	<p>Discuss benefits of TV</p> <p>Exchange opinions about dangers and benefits of TV</p>	<p>Influence of television</p> <p>Blog-TV - Marcus' opinion</p>	<p>Amelie's opinion +interactive exercise</p>

**Theme: “Les Médias”**  
**Topic 2: “ La publicité ”**  
**Pages 17 - 24**  
**Time: 10 -12 lessons**

**Objectives – be able to**

- Discuss the purposes of advertising
- Discuss advertising techniques
- Discuss the benefits and drawbacks of advertising and the curbs on advertising
- Use infinitive constructions *afin de*, verb + *à/de* + infinitive
- Use imperative
- Use regular and irregular adjectives and use comparative adjectives
- Make counter controversial statements
- Analyse and give reasons

**Other resources**

Chez Nous

Sept 06 Tobacco ad and Formula 1

cd1 track 3

Sept/Oct 2008 (+listening Piste 4 LA PUBLICITE) “Moins de Pub = Plus de Culture? P14-15

	<b>Writing and Grammar</b>	<b>Speaking</b>	<b>Reading and Internet exploitation</b>	<b>Listening and Interactive</b>
<b>A. A quoi sert la pub?</b>	<p>Use infinitive constructions <i>afin de</i>, verb + <i>à/de</i> + infinitive</p> <p>Paragraph on aims of advertising and what you expect</p>	<p>Discuss the purposes of advertising</p> <p>Group discussion on what you expect from advertsing.</p>	<p><a href="http://www.snptv.org/actualites/vusalat/ele.php">www.snptv.org/actualites/vusalat/ele.php</a></p> <p>Aims of advertising article + interactive exercise</p> <p>Correct underlined errors</p>	<p>Video of French adverts</p> <p>Opinions on advertising and interactive exercise</p> <p>Léo and Yasmine –pos or neg?</p>
<b>B. Les Techniques de la publicité</b>	<p>Imperatives</p> <p>Write a blog on two adverts – successful and unsuccessful</p>	<p>Describe and comment on chosen TV advertisement</p> <p>Present and film own/pair advertisements</p>	<p>Le But de la Pub</p>	<p>Interviews on advertising</p> <p>Video of advertisements – agree with opinions?</p>
<b>C. Les avantages et les inconvénients de la publicité</b>	<p>Adjectives and comparison.</p> <p>Write on “La publicité: voie de communication ou voie sans issue?”</p>	<p>Discuss benefits of TV</p> <p>Mini-debate on advantages and disadvantages of advertsing</p>	<p>Pos and neg opinions</p>	<p>Advantages of advertising+ interactive exercise.</p> <p>Disadvantages of advertising + note changes</p> <p>Model answers and record own responses</p>

**Theme: “Les Médias”**

**Topic 3: “ La Nouvelle Technologie ”**

**Pages 25 - 32**

**Time: 10 -12 lessons**

**Objectives – be able to**

- Talk about popularity and personal use of technological equipment
- Discuss benefits and dangers of modern technology
- Discuss current and potential usage of the internet
- Discuss benefits and dangers of the internet
- Use reflexive in the present tense
- Use future tense including modal verbs
- Use (and avoid using passive voice)
- Skim texts for gist, scan for detail and write summaries in English
- Use a dictionary efficiently
- Use French pronunciation of technological terms

Other resources:

**Chez Nous**

Mar 07 Micro Chips

Jan 06 Gadgets a Gogo: le chien robot

Mar 07 100% Debats: Les systemes a puces

Nov/Dec 08 A la recherche de l'enfant parfait?

listening

cd 1 Track 10

cd 2 track 3

cd1 track 7

	<b>Writing and Grammar</b>	<b>Speaking</b>	<b>Reading and Internet exploitation</b>	<b>Listening and Interactive</b>
<b>A. La technologie mobile</b>	<p>Reflexive verbs</p> <p>Summary in English</p>	<p>Discuss use of technological equipment – technophile or technophobe?</p> <p>Talk about opinions on mobile technology – persuade partner</p>	<p>Article on technology + interactive exercise</p> <p>Opinions on mobile technology</p>	<p>Inventions and interactive exercises</p> <p>Opinions on mobile technology and interactive exercises</p>
<b>B. Le rôle d’Internet</b>	<p>Future tense</p> <p>Write presentation on role of the Internet and its future</p>	<p>Discuss use of Internet</p> <p>Presentation (M. Logiciel): role of the Internet and its future</p>	<p>L’informatique mais pas seulement les “geeks” + interactive exercise</p>	<p>Interview about use of Internet and interactive exercise</p>
<b>C. Internet:avantages et dangers</b>	<p>Using and avoiding passive voice</p> <p>Summary in English</p>	<p>Discuss advantages and disadvantages of the Internet.</p> <p>Defend opinions for and against the Internet</p>	<p>Article about advantages and disadvantages of Internet</p>	<p>Interviews and interactive exercise</p>

**Theme: “La Culture Populaire”**

**Topic 4: “ Le Cinéma”**

**Pages 33 - 40**

**Time: 10 -12 lessons**

**Objectives – be able to**

- Talk about different types of film and express preferences
- Understand changing trends in cinema-going
- Understand descriptions of films
- Understand the role of cinema in French culture
- Describe a film that you have seen recently
- Discuss different ways of viewing a film
- Talk about your film viewing preferences
- Use present tense of regular and irregular verbs
- Make adjectives agree
- Use the conditional, including modal verbs

**Other Resources**

**Chez Nous**

Apr 08 BD/cinema Persepolis

Nov/Dec 07 Deborah Francois

Mar Publicite - Le Printemps de cinema cd 2 track 4

Jan/Feb 09 Aissa Maigaactrice noire

June 09 Nora Arnezeder Faubourg 36

June 09 Le Futur des jeux videos cd2 track 14

	<b>Writing and Grammar</b>	<b>Speaking</b>	<b>Reading and Internet exploitation</b>	<b>Listening and Interactive</b>
<b>A. Les films et les tendances changeants du cinéma</b>	Present tense – reg and irreg verbs	Discuss different types of films and express preferences  Verbal ping-pong with definitions  Talk about changing cinema trends	Film descriptions and interactive exercises  Martine tapescript	Advertisements for 3 films  Delphine – choice of cinema and home + interactive exercises Martine + interactive exercise
<b>B. L'importance du cinema dans la culture populaire</b>	Adjectives  Summary in English  Translation to French  Paragraph on film seen	Sondage questions	L'importance du cinéma pour les Français  Un bon film que j'ai vu  The history of film + interactive exercises  French cinema website	Interview with film actor + interactive exercises  Interview with Asif, Manon and Stephanie
<b>C. Les différents moyens de regarder un film</b>	The conditional (inc <i>pouvoir</i> and <i>devoir</i> ) Summary in English  Paragraph covering responses to questions – how do you watch films?	Discuss watching films at cinema and at home – defend point of view	Le forum des messages + interactive exercises.  Article – Tu aimes aller au cinema ou prefers-tu cinema au domicile? Text on horror films +interactive exercise	Interviews and interactive exercise  Youtube and www.dailymotion commentaries

**Theme: “La Culture Populaire”**

**Topic 5: “La Musique ”**

**Pages 41 - 48**

**Time: 10 -12 lessons**

**Objectives – be able to**

- Understand and give short descriptions and opinions of different kinds of music
- Explore trends in music and music technology
- Discuss the role of reality TV and music
- Explore the relationship between music and personality
- Give an account of a music event
- Form and use adverbs
- Use the immediate future and the future tense
- Use the perfect and imperfect tenses
- Give and justify opinions
- Form questions
- Have strategies to check your work

**Other resources**

**Chez Nous**

Sept/Oct 07 Le Slam	cd 1 track 3
Mar 07 Anis -Profile of a Fr singer	
Mar 07 Culture club: Les Victoires de la musique	cd 2 track 1
May 06 The Dude French rock band	
Mar 08 Les Baby Rockers	cd 2 track 3
Mar 08 Yelle ou la nouvelle chanson francais	cd 2 track 8
Nov/Dec 08 Shocking! They sing in English	cd1 track 8
Apr 09 Lionel Bringuier conductor at 14 yrs	cd2 track 8
Apr 09 Ludo Pin - rock, rap musician	

	<b>Writing and Grammar</b>	<b>Speaking</b>	<b>Reading and Internet exploitation</b>	<b>Listening and Interactive</b>
<b>A. La musique et les tendances changeantes</b>	<p>Adverbs</p> <p>Write about music preferences</p>	<p>Discuss different types of music</p> <p>Talk about trends in music and music technology</p> <p>Express personal preferences and justify choices</p>	<p>Results of sondage + interactive exercise</p> <p>3 texts on music – identify whose opinion</p> <p>Read about sources of music + interactive exercise</p> <p>Presentation on 5 artistes + interactive exercises</p>	<p>Listen to music and do interactive exercise</p> <p>Elise interview and interactive exercise</p>
<b>B. L'importance de la musique</b>	<p>The future tense</p> <p>Paragraph on opinions about programmes like X-factor</p>	<p>Formulate and ask questions about programme "Nouvelle Star"</p> <p>Discuss opinions about programmes like X-factor</p>	<p>Celebrity and "Star Academy" – read text</p> <p>Article – Nouvelle Star</p> <p>Interview with a member of the jury +interactive exercises</p> <p>Interview with a singer +interactive exercises</p>	<p>Celebrity and "Star Academy" – listen</p> <p>Judgements and interactive exercises</p>
<b>C. La musique et la personnalité</b>	<p>Perfect tense</p> <p>Imperfect tense</p> <p>Description of a festival or concert</p>	<p>Discuss images and musical preferences</p> <p>Speak for 2 mins about music in France</p>	<p>Preferences of young people p46</p> <p>Le forum and interactive exercises</p> <p>Temoignage d'un festival</p> <p>Research Festival de la Musique</p>	<p>Video and interactive exercises</p>

**Theme: “La Culture Populaire”**

**Topic 6: “La Mode et l’Image ”**

**Pages 49 - 56**

**Time: 10 -12 lessons**

**Objectives – be able to**

- Talk about fashion and its influences
- Discuss changes of image
- Discuss consumerism and the power of buying
- Discuss shopping as a leisure activity
- Discuss reactions to celebrity
- Talk about the life of a celebrity
- Use irregular verbs in present and perfect tenses
- Use possessive adjectives
- Use the imperfect tense
- Use demonstrative adjectives and pronouns
- Use direct and indirect speech
- Recognise the subjunctive
- Give and justify opinions
- Plan essays
- Express extreme reactions

**Other resources**

Chez Nous

March 07 La haute Couture

Nov/Dec 08 Connaissez-vous les Parisiennes Fashion)

Nov/Dec 08 Jean Paul Gaultier cd 1 track 9

Apr 09 Antisocial/Tendances - tatouages cd2 tack 9

Realites booklet 2009

	<b>Writing and Grammar</b>	<b>Speaking</b>	<b>Reading and Internet exploitation</b>	<b>Listening and Interactive</b>
<b>A. Victime de la mode?</b>	<p>Irregular verbs in present and perfect tense</p> <p>Possessive adjectives</p> <p>Are you like Daniele - response</p>	<p>Express opinions about appearance</p> <p>Explain what Julia says</p> <p>Put ideas in order of importance – discuss reasons (group)</p> <p>Respond to questions about clothes choices</p>	<p>Catherine, Julie et Daniele – identify</p>	<p>Video on size 0 and tattooing + interactive exercise</p> <p>Interactive test “Es-tu victime de la mode?”</p>
<b>B. La mode de la vie et les loisirs</b>	<p>Imperfect tense</p> <p>How do explain compulsive buying/buying fever?</p>	<p>Ask questions and summarise responses (indirect speech)</p> <p>Dialogue in a clothes shop</p>	<p>Article on buying fever p52</p> <p>Quatre quartiers de Paris... + interactive exercises</p>	<p>Sandrine, Louise and Catherine talk about sales + interactive exercises</p>
<b>C. Le culte de la célébrité</b>	<p>Direct and indirect speech</p> <p>Summary in English</p>	<p>Ask questions then offer judgement on importance of fame</p> <p>Respond to statements on fame</p> <p>Respond to questions on sheet</p>	<p>Le culte de la célébrité</p> <p>Riches et ados</p>	<p>Conversation with stars – what willing to do to be adored.</p> <p>Mini-test interactif “Serais-tu un bon millionnaire?”</p> <p>Listen to model replies, then record own responses and listen</p>

**Theme: “Une Vie Saine”**

**Topic 7: “Le Sport ”**

**Pages 57 - 64**

**Time: 10 -12 lessons**

**Objectives – be able to**

- Talk about traditional sport and preferences
- Discuss fun sports such as rollerblading
- Talk about the reasons for taking part in sport and other type of physical exercise
- Examine links between physical exercise and health
- Use the preposition *depuis*
- Use *venir de*
- Use the pluperfect tense
- Use negative forms
- Recognise the past historic tense
- Use the future tense
- Use indirect speech
- Recognise “faux amis” tackle gap-filling exercises

**Other resources**

Chez Nous

Sept/Oct 07 Rugby

Apr 07 Dirt Windsurfing - new sport

Mar 08 JO - Quel sportif etes-vous? cd 1 track 11

Nov/Dec 08 Tony Parker - profile of basketball player

Nov/Dec 08 Le Sport fait-il de bons citoyens? cd1 track 6

Mar 09 Maud Fontenoy -sailed round world in yacht

Apr 09 Le marathon des sables cd track 2

	<b>Writing and Grammar</b>	<b>Speaking</b>	<b>Reading and Internet exploitation</b>	<b>Listening and Interactive</b>
<b>A. Les Sports traditionnels et les sports nouveaux</b>	<p>The preposition <i>depuis</i></p> <p><i>venir de</i></p> <p>Paragraph on favourite sport</p> <p>Paragraph on preference for traditional or new sports</p>	<p>Ask and respond to questions about sport</p> <p>Explain answers to article</p>	<p>Read and identify definitions</p> <p>Ce que j'aime dans le parkour..</p>	<p>Young people talk about sport + interactive exercise</p>
<b>B. Pourquoi fait-on du sport?</b>	<p>The past historic</p> <p>"Faux amis"</p> <p>Negatives</p> <p>Paragraph on sport that you follow or player whom you admire</p>	<p>Recommend a sport for various categories</p>	<p>Article p60 + written Fr answers</p> <p>Temoignage d'un supporter + ans in Eng + interactive exercise</p>	<p>Popularity of sports + interactive exercises.</p> <p>Interview about sport and interactive exercise</p>
<b>C. Les bienfaits du sport</b>	<p>Future tense</p> <p>Gap-filling exercises</p> <p>Article to encourage young people to do sport</p>	<p>Persuade partner to do a sport with yu</p>	<p>Benefits of 6 sports - identify</p> <p>L'activité physique p63</p> <p>Article on psychological effects of sport + interactive exercise</p>	<p>Video interview + Eng ans and interactive exercise</p>

**Theme: “Une Vie Saine”**

**Topic 8: “La Santé et le Bien-Être ”**

**Pages 65 -72**

**Time: 10 -12 lessons**

**Objectives – be able to**

- Discuss the dangers to health posed by alcohol, tobacco and other drugs
- Discuss diet including eating disorders
- Discuss the demands of work-life balance
- Understand the risk of accidents at work, on roads and at home
- Use direct and indirect object pronouns
- Use verbs followed by an infinitive
- Use the present subjunctive
- Use *faire* + infinitive Structure a debate, giving arguments for and against
- Express doubt and uncertainty
- Use synonyms to widen vocabulary

**Other resources**

**Chez Nous**

Nov/Dec 07 Sain ou Rien

Nov/ Dec 06 Micro Trottoir - Sante

cd 1 track 6

Jan 07 Notre Monde - Sante

cd 1 track 9

May 06 Drink driving

Sept/Oct 06 Coup de Pub

cd 1 track 3

Apr 07 Le Tabagisme - new law

Apr 07 Le Blog du Jeune -health

list

Apr 07 Journée de la sante - alternative medecine

cd 2 track 6

Jan/fev 08 Journée mondiale contre le cancer

cd 1 track 12

Jan/Feb 09 Boire - alcool

Jan/Feb 09 Herme Pierre - Picasso de la

patisserie

cd1 track 15

Mar 09 Fumer

cd2 track 2

	<b>Writing and Grammar</b>	<b>Speaking</b>	<b>Reading and Internet exploitation</b>	<b>Listening and Interactive</b>
<b>A. Les risques pour la santé</b>	<p>Verbs followed by an infinitive</p> <p>Direct and indirect pronoun</p> <p>Design poster for anti-smoking campaign</p>	<p>Discuss smoking habits health posed by alcohol</p> <p>Debate on decriminalisation of cannabis</p>	<p>Read slogans and do interactive exercise</p> <p>Pourquoi les jeunes fument-ils?</p> <p>Interview on alcohol + interactive exercise</p> <p>Interview on drugs + interactive exercise</p> <p>Argument for and against decriminalisation of cannabis</p>	<p>Interviews with three who do not smoke + identify + interactive exercise</p>
<b>B. L'alimentation</b>	<p>Subjunctive</p> <p>Write sentences which express certainty or doubt.</p>	<p>Discuss school canteen meals</p>	<p>Article on vegetarian diet + interactive exercise.</p> <p>Interview with a chef (feuille)</p> <p>Anorexie: les victimes de la mode?</p>	<p>Interactive quiz</p> <p>Interviews about eating habits</p> <p>Interviews about school canteen</p>
<b>C. L'équilibre travail-vie personnelle</b>	<p><i>Faire</i> + infinitive</p> <p>Summary in English</p> <p>Write about main provocations of stress and how to manage stress.</p>	<p>Discuss reasons for stress</p> <p>Interpret and invent background situations for accident pictures</p>	<p>Sondage – results prediction</p> <p>Le Stress p70 Sentences on stress + interactive exercise</p> <p>La Vie est dangereuse p71</p> <p>Article on rules for sleeping well + interactive exercise.</p>	<p>6 people talk about stress</p>

**Theme: “Une Vie Saine”**  
**Topic 9: “Les Vacances ”**  
**Pages 73 - 80**  
**Time: 10 -12 lessons**

**Objectives – be able to**

- Talk about holiday destinations
- Examine the impact of tourism
- Discuss types of holiday and holiday activities
- Discuss purpose and benefits of holidays
- Examine changing attitudes to holidays
- Use prepositions
- Use the perfect tense with correct agreement of past participles
- Use the present participle
- Use the perfect infinitive
- Tackle a grammatical cloze test
- Adapt from first to third person
- Form and answer questions in French

**Other resouces**

Chez Nous

Nov/Dec 07 Le Paradis des Touristes	cd below
Nov/Dec 07 la France est le pays le plus visite	cd 1 track 8
Apr 07 Le Tourisme polonais - advertising	
June 09 Partir ou Rester?	cd2 track 11

	<b>Writing and Grammar</b>	<b>Speaking</b>	<b>Reading and Internet exploitation</b>	<b>Listening and Interactive</b>
<b>A. Destinations de vacances et le tourisme</b>	<p>Prepositions</p> <p>Cloze tests</p> <p>Paragraph on benefits and disadvantages of given types of holiday</p>	<p>Justify choice of accommodation</p> <p>Find someone who...+extra details</p> <p>Presentation of Francophone holiday destination.</p>	<p>Article on tourism + exercise</p> <p>Avis sur l'impact du tourisme = interactive exercise</p> <p>Research French holiday destinations</p>	<p>Interviews with five talking about holidays + identify + interactive exercise</p>
<b>B. Activités de vacances</b>	<p>Perfect tense and agreement of past participle (PDO)</p> <p>Reply to Claire-give advice</p>	<p>Discuss holiday activities</p> <p>Role-play – persuade parents to let go on holiday with friends</p>	<p>Comment les Français passent-ils leurs vacances? P76</p>	<p>Young peoples talk about “colonie de vacances” + interactive exercise</p> <p>Claire speaks about her holidays</p>
<b>C. les attitudes envers les vacances</b>	<p>Present participle</p> <p>Perfect infinitive</p> <p>Summary of listening</p> <p>Composition on the importance of holidays</p>	<p>Discuss reasons for stress</p> <p>Interpret and invent background situations for accident pictures</p>	<p>Interactive reading and exercise</p> <p>Read Sarah, Tristan etc –ans in Eng</p> <p>Article on original holidays + interactive exercise</p>	<p>Interview with M Pléart about holiday types</p> <p>Listen to model answers then record own answers</p>

**Theme: “La Famille et les Relations Personelles”**

**Topic 10: “En famille ”**

**Pages 81 - 88**

**Time: 10 -12 lessons**

**Objectives – be able to**

- Discuss the role of parents and the importance of good parenting
- Discuss conflict and the attitudes of young people towards other family members
- Discuss changing models of family and parenting
- Use the conditional
- Use reflexive verbs
- Use adverbs and adverbial phrases
- Use relative pronouns
- Use direct object pronouns
- Use the passive voice in the perfect tense
- Plan essays and presentations

**Other resources**

Chez Nous

Sept/ Oct 07 Family

Jan/Feb 09 Ingrid Bettancourt - hostage of FARC

	<b>Writing and Grammar</b>	<b>Speaking</b>	<b>Reading and Internet exploitation</b>	<b>Listening and Interactive</b>
<b>A. Bons parents mauvais parents</b>	<p>Conditional</p> <p>Reflexive verbs</p> <p>Adverbs and adverbial phrases</p>	<p>Take role of son or daughter in family (list)</p> <p>Discuss (imaginary) parents – pos and neg</p> <p>Discuss responses to mini-test.</p> <p>Role-play (mother/father)</p>	<p>Research “Le Livret de famille”</p> <p>Les bons parents n’accusent pas! P82</p> <p>Mini-test à la recherché de bons parents</p>	<p>Family interview + speaking task</p> <p>Description of couples + interactive exercise</p> <p>Young people talk about roles of mother and father + interactive exercises</p>
<b>B. Enfants et adultes</b>	<p>Direct object pronouns</p> <p>Relative pronoun</p> <p>Email about (imaginary) family problems</p>	<p>Guess the family member</p> <p>Role-play – complain about family to partner</p>	<p>Read texts on family relations + interactive exercises</p> <p>Alex et Enola</p> <p>Le courrier de Céline p85 + exercise + replace underlined phrases</p>	<p>Three young people talk about their families + interactive exercise</p>
<b>C. Ma nouvelle famille</b>	<p>Passive voice – perfect tense</p>	<p>Debate on styles of family life.</p> <p>Presentation of role of Anais, David, Alison or Léo</p> <p>Compare own family life with a friend’s</p>	<p>Les familles, c’est compliqué – read and do interactive exercises</p> <p>La famille: evolution ou revolution?</p>	<p>Opinions on remarriage + interactive exercises</p> <p>New styles of family life+ interactive exercises</p> <p>Record own opinions</p>

**Theme: “La Famille et les Relations Personelles”**

**Topic 11: “Bons copains ”**

**Pages 89 - 96**

**Time: 10 -12 lessons**

**Objectives – be able to**

- Talk about characteristics and roles of friends
- Discuss the importance of friends and conflict between friends
- Talk about love versus friendship
- Use relative pronouns
- Use perfect and imperfect tense
- Use infinitive constructions
- Avoid repetition of phrases and structures
- Use different writing styles
- Adapt from first to third person
- Understand poetry in French and attempt own poem

**Other Resources**

Chez Nous

	<b>Writing and Grammar</b>	<b>Speaking</b>	<b>Reading and Internet exploitation</b>	<b>Listening and Interactive</b>
<b>A. Qualités d'un ami</b>	Relative pronouns  Write profile of star's partner	Describe photos  In pairs role-play stars	Question de la semaine  Avis sur les amis + interactive activity + exercise	Remue-méningues on friendship  Question de la semaine – listen and compare ideas  Video: Les bons copains + interactive exercise
<b>B. Amis, conflits</b>	Perfect and imperfect tenses  Complete text - add own reasons  Write article on friends and conflict  Poem (?) on break-up between friends, add advice	Comment on images Discuss story of Charlotte and Amélie	Courrier de la semaine p92  French poetry on theme of love	Behaviour of young people + interactive activities  Amélie talks about Charlotte and her group + interactive activity
<b>C. Amitié ou l'amour?</b>	Infinitive constructions  Write up psychologist's commentary  Pieces of advice	Definitions game	P94 Three texts on friendship and love + interactive exercise	Opinion of psychologist + interactive exercise + find equivalents



**Theme: “La Famille et les Relations Personelles”**

**Topic 12: “Entre Nous”**

**Pages 97 - 103**

**Time: 10 -12 lessons**

**Objectives – be able to**

- Talk about changing attitudes towards marriage and cohabitation
- Talk about separation and divorce
- Discuss benefits and drawbacks of staying single
- Talk about changing roles within the home
- Use demonstrative pronouns
- Use impersonal verbs
- Use direct and indirect speech
- Use the future tense
- Use expressions followed by *de* + infinitive
- Summarise factual texts
- Widen the scope of discussions adapt and blend texts

**Other resources**

Chez Nous

Jan/Feb 09 Meilleurs Amis

cd 1 track 11

Jan/Feb 09 Meilleurs Amis

cd 1 track 11

	<b>Writing and Grammar</b>	<b>Speaking</b>	<b>Reading and Internet exploitation</b>	<b>Listening and Interactive</b>
<b>A. Conjoints ou concubins</b>	<p>Impersonal verbs</p> <p>Demonstrative pronouns <i>celui, celle</i> etc</p> <p>Summary of article P99</p>	<p>Pairwork – defining phrase and term</p> <p>Fact or opinion – life of a couple in 20<sup>th</sup> cent (pairwork)</p>	<p>Research PACs</p> <p>Graph p98 and explanations</p> <p>Qui veut se marier? P99 – fill gaps</p>	<p>Listen to definitions and terms</p> <p>Marriage and alternatives + interactive exercises</p>
<b>B. Séparés ou divorcés?</b>	<p>Direct and indirect speech</p> <p>Write TV reality programme</p>	<p>Give opinions about who is in the wrong in broken family</p>	<p>Identify definitions of terms</p> <p>Bouleversement (et fin?) de la vie de couple P100</p> <p>Speech bubbles p101 – identify family</p>	<p>Sondage on role of parents</p> <p>Interview with family members + interactive exercises</p> <p>Film TV reality programme?</p>
<b>C. Célibataires: autonomie ou solitude?</b>	<p>Future tense</p> <p>Expressions followed by <i>de</i> + infinitive</p> <p>Essay on family/marriage and/or personal relations</p>	<p>Extend sentence as far as possible</p> <p>Express opinions about article and expand explanation.</p>	<p>Adjectives and nouns + interactive exercise</p> <p>Sauvons la France! P 103 + find equivalents + interactive exercise</p>	<p>Stéphanie and Daniel + interactive activity + ex p102</p>