

# GCSE French – Curriculum Overview

**Module 1 – Qui suis-je?**  
8 weeks

**GCSE theme: Identity and culture**

Learning Objectives	Vocabulary (Vocab sheet in brackets)	Grammar (Grammar sheet in brackets)	Assessment	Common Misconceptions	Careers Links	Employability Skills
<b>Point de départ 1</b> (F and H, pp. 6–7) <ul style="list-style-type: none"> <li>Revising family and describing people</li> </ul>	<ul style="list-style-type: none"> <li>Members of family (V7)</li> <li>Personality (V6)</li> </ul>	<ul style="list-style-type: none"> <li>Adjectival agreement (G8)</li> <li>The present tense of –er verbs (G5)</li> <li><i>avoir</i> and <i>être</i> in the present tense (G3)</li> </ul>		Applying grammatical rulers to gender of nouns, adjectival position and agreement accurately in writing  Conjugating irregular verbs in present tense  Possessive adjectives work differently in French and English  Combining tenses with accuracy	Sociologist: <a href="https://www.unifrog.org/students/careers/keywords/sociologist">https://www.unifrog.org/students/careers/keywords/sociologist</a>	Aiming high <b>Literacy</b> Creativity <b>Numeracy</b> Leadership Independence <b>Listening</b> <b>Communication</b> <b>Presenting</b> <b>Teamwork</b> Problem solving Staying positive
<b>Point de départ 2</b> (pp. 8–9) <ul style="list-style-type: none"> <li>Revising places in town and activities</li> </ul>	<ul style="list-style-type: none"> <li>Places in town (V27)</li> <li>Prepositions (V28)</li> <li>Time (V24)</li> </ul>	<ul style="list-style-type: none"> <li>Definite and indefinite articles (G2)</li> <li><i>aller</i> in the present tense (G3)</li> <li>The preposition <i>à</i> (G22)</li> </ul>	Topic 1A speaking presentation: <i>Parle-moi de toi</i>			
<b>1 A comme amitié</b> (pp. 10–11) <ul style="list-style-type: none"> <li>Talking about friends and what makes a good friend</li> <li>Using irregular verbs in the present tense</li> </ul>	<ul style="list-style-type: none"> <li>Age (V2)</li> <li>Birthday (V3)</li> <li>Physical Description – recap (V5)</li> </ul>	<ul style="list-style-type: none"> <li>Irregular verbs in the present tense (G3 and G7)</li> <li>The relative pronoun <i>qui</i></li> </ul>	Topic 1A Speaking Questions: 4) <i>Parle-moi de ton meilleur ami</i> 5) <i>C'est quoi un bon ami pour toi?</i>			
<b>2 C'est de famille!</b> (pp. 12–13) <ul style="list-style-type: none"> <li>Talking about family relationships</li> <li>Using reflexive verbs in the present tense</li> </ul>	<ul style="list-style-type: none"> <li>Relationship with friends and family (V8)</li> </ul>	<ul style="list-style-type: none"> <li>Possessive adjectives (G4)</li> <li>Reflexive verbs in the present tense (G6)</li> </ul>	Topic 1A Speaking Questions: 1) <i>Parle-moi de ta famille</i> 2) <i>Tu t'entends bien avec ta famille?</i>			
<b>3 On va voir un spectacle?</b> (pp. 14–15) <ul style="list-style-type: none"> <li>Making arrangements to go out</li> <li>Using the near future tense</li> </ul>	<ul style="list-style-type: none"> <li>Activities (V9)</li> <li>Likes and dislikes (V. A)</li> <li>Opinions (V. B)</li> <li>Frequency (V. C)</li> </ul>	<ul style="list-style-type: none"> <li>The near future tense</li> </ul>	Topic 1A Speaking Questions: 3) <i>Tu vas faire quoi ce week-end avec ta famille?</i>			
<b>4a Une sortie</b> (Foundation pp. 16–17) <ul style="list-style-type: none"> <li>Describing a day out</li> <li>Using the perfect tense with <i>avoir</i></li> </ul>	<ul style="list-style-type: none"> <li>Activities recap (V9)</li> <li>Time markers (V. D)</li> <li>Connectives (V. E)</li> </ul>	<ul style="list-style-type: none"> <li>The perfect tense with <i>avoir</i> (G 9)</li> </ul>				
<b>4b Quelle soirée!</b> (Higher pp. 16–17) <ul style="list-style-type: none"> <li>Describing a night out with friends</li> <li>Using the perfect tense with <i>être</i></li> </ul>	<ul style="list-style-type: none"> <li>Relationship with friends and family (V8)</li> <li>Activities recap (V9)</li> <li>Connectives (V. E)</li> </ul>	<ul style="list-style-type: none"> <li>The perfect tense with <i>être</i> (G 10)</li> </ul>				
<b>5 Il était une fois...</b> (pp. 18–19) <ul style="list-style-type: none"> <li>Talking about your life when you were younger</li> <li>Using the imperfect tense</li> </ul>	<ul style="list-style-type: none"> <li>Activities recap (V9)</li> <li>Personality recap (V6)</li> </ul>	<ul style="list-style-type: none"> <li>The imperfect tense</li> </ul>				
<b>6 La personne que j'admire</b> (pp. 20–21) <ul style="list-style-type: none"> <li>Discussing role models</li> </ul>		<ul style="list-style-type: none"> <li>Using the present, perfect and imperfect tenses</li> <li>Using a variety of tenses</li> </ul>	Topic 1A Speaking Questions: 6) <i>Qui est ton modèle?</i>			

• Using the present, perfect and imperfect tenses						
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**Assessment:** End of unit summative reading and listening test

**Homework:** Weekly homework using resources from the MFL drive, vocabulary revision on StudyStack

<b>Module 2 – Le temps des loisirs</b> 8 weeks	<b>GCSE theme: Identity and culture</b>
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Learning Objectives	Vocabulary (Vocab sheet in brackets)	Grammar (Grammar sheet in brackets)	Assessment	Common Misconceptions	Careers Links	Employability Skills
<b>Point de départ 1</b> (Higher, pp. 30–31) • Revising sport and music	• Sports (V11) • Music (V14) • Frequency (V. D)	• The verb <i>faire</i> • Using <i>jouer à</i> and <i>jouer de</i>				
<b>Point de départ 2</b> (pp. 32–33) • Revising technology, films and TV	• Cinema (V13) • Technology (V16)	• Perfect tense – irregular verbs (V10)	Topic 1B speaking presentation: <i>Parle-moi de ton temps libre</i>			
<b>1 Tu es plutôt foot, tennis ou basket?</b> (pp. 34–35) • Talking about sport • Using <i>depuis</i> + the present tense	• Sports – recap (V11) • Likes and dislikes – recap (V. A) • Opinions – recap (V. B)	• <i>depuis</i> + the present tense	Topic 1B Speaking Questions: 1) <i>Est-ce que tu fais du sport?</i> 2) <i>Tu aimes la musique?</i>	Use of present tense with <i>depuis</i> (not past)		
<b>2 Ma vie d'internaute</b> (pp. 36–37) • Talking about your life online • Using the comparative	• Technology – recap (V16) • Social Media (V17)	• Irregular verbs in the present – recap (G7) • The comparative (G13a)	Topic 1B Speaking Questions: 4) <i>Que fais-tu quand tu es connecté?</i> 5) <i>Que penses-tu des réseaux sociaux?</i> 6) <i>Quels sont les dangers du portable ou d'Internet?</i>	Memorising irregular verbs in the present tense	Broadcast journalist: <a href="https://www.unifrog.org/student/careers/keywords/broadcast-journalist">https://www.unifrog.org/student/careers/keywords/broadcast-journalist</a>	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
<b>3 La lecture</b> (pp. 38–39) • Talking about books and reading • More practice of the imperfect tense	• Reading (V15)	• The imperfect tense – recap (G15)	Topic 1B Speaking Questions: 3) <i>Tu aimes lire?</i>	Correct pronunciation of cognates and near-cognates (especially sports)		
<b>4 Mes émissions préférées</b> (pp. 40–41) • Talking about television programmes • Using direct object pronouns ( <i>le, la, les</i> )	• Television (V15)	• Direct object pronouns (G20)		Correct conjugation of irregular verbs in the present tense		
<b>5a Une soirée entre amis</b> (pp. 40–41) • Talking about a night out with friends • More on the perfect tense	• Opinions – recap (V. B) • Time markers (V. D) • Connectives (V. E)	• The perfect tense with <i>être</i> – recap (G10)				
<b>5b Zoom sur le cinéma</b> (pp. 42–43) • Talking about actors and films • Using superlative adjectives	• Cinema (V13)	• The superlative (G13b)				

**Assessment:** End of unit summative reading and listening test

**Homework:** Weekly homework using resources from the MFL drive, vocabulary revision on StudyStack

## Module 3 – Jours ordinaires, jours de fête

8 weeks

## GCSE theme: Identity and culture

Learning Objectives	Vocabulary (Vocab sheet in brackets)	Grammar (Grammar sheet in brackets)	Assessment	Common Misconceptions	Careers Links	Employability Skills
<b>Point de départ 1</b> (pp. 52–53) <ul style="list-style-type: none"> <li>Talking about food and meals</li> </ul>	<ul style="list-style-type: none"> <li>Food and Drink (V18)</li> <li>Quantities (V19)</li> </ul>	<ul style="list-style-type: none"> <li>The partitive article (G2)</li> <li>The irregular verbs <i>boire</i> and <i>prendre</i> + <i>il faut</i> (G7)</li> <li>Recap : <i>à + le = au</i> (G1)</li> </ul>	Topic 1C speaking presentation: <i>Parle-moi de ton régime alimentaire</i>	Correct use of the partitive article  Combination of preposition <i>à</i> and nouns  Agreement of interrogative and demonstrative adjectives  Word order when forming questions	Fashion designer: <a href="https://www.unifrog.org/student/careers/keywords/fashion-designer">https://www.unifrog.org/student/careers/keywords/fashion-designer</a>	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
<b>Point de départ 2</b> (pp. 54–55) <ul style="list-style-type: none"> <li>Discussing and shopping for clothes</li> </ul>	Clothes (V22)	<ul style="list-style-type: none"> <li>Recap : Adjectives agreement (G8)</li> <li>Irregular verb : <i>mettre</i> (G7)</li> <li>Subject and object pronouns (G 20)</li> </ul>				
<b>1 C'est bientôt dimanche?</b> (Foundation, pp. 56–57) <ul style="list-style-type: none"> <li>Describing your daily life</li> <li>Using <i>pouvoir</i> and <i>devoir</i></li> </ul>	<ul style="list-style-type: none"> <li>Daily Routine (V23)</li> <li>Time (V23)</li> </ul>	<ul style="list-style-type: none"> <li>Modal verbs <i>pouvoir</i> and <i>devoir</i> (G7)</li> <li>Using <i>chez</i></li> </ul>	Topic 1C speaking questions: 1) <i>Décris une journée typique pour toi</i>			
<b>2 Vous faites quelle taille?</b> (pp. 56–57) <ul style="list-style-type: none"> <li>Shopping for clothes</li> <li>Using <i>quel(s) / quelle(s)</i> and <i>ce / cet / cette / ces</i></li> </ul>	<ul style="list-style-type: none"> <li>Clothes (V24, second side)</li> </ul>	<ul style="list-style-type: none"> <li>Interrogative adjectives <i>quel / quelle / quels / quelles</i></li> <li>Demonstrative adjectives <i>ce / cet / cette / ces</i> (G17)</li> </ul>	Topic 1C speaking questions: 4) <i>Tu aimes porter quoi le week-end?</i>			
<b>3 On peut se tutoyer?</b> (pp. 60–61) <ul style="list-style-type: none"> <li>Using polite language</li> <li>Asking questions in the <i>tu</i> and <i>vous</i> forms</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Living (V21)</li> </ul>	<ul style="list-style-type: none"> <li>Forming questions in the <i>tu</i> and <i>vous</i> forms</li> <li>Switching between <i>tu</i> and <i>vous</i></li> </ul>				
<b>4 Félicitations!</b> (pp. 62–63) <ul style="list-style-type: none"> <li>Describing family celebrations</li> <li>Using <i>venir de</i> + infinitive</li> </ul>	<ul style="list-style-type: none"> <li>Festivals and celebrations (V25)</li> </ul>	<ul style="list-style-type: none"> <li><i>Venir de</i> + infinitive</li> <li>Using <i>il y a</i> (there is /are .. ago)</li> </ul>	Topic 1C speaking questions: 3) <i>C'est quoi, ta fête préférée?</i>			
<b>5 C'est la fête!</b> (pp. 64–65) <ul style="list-style-type: none"> <li>Describing festivals and traditions</li> <li>Using a combination of tenses</li> </ul>	Festivals and celebrations (V25)	<ul style="list-style-type: none"> <li>Using time phrases and dates</li> <li>Using a combination of tenses</li> </ul>	Topic 1C speaking questions: 2) <i>Comment vas-tu fêter ton prochain anniversaire?</i> 5) <i>Parle-moi d'une occasion spéciale que tu as fêtée en famille.</i>			

**Assessment:** End of unit summative reading and listening test

**Homework:** Weekly homework using resources from the MFL drive, vocabulary revision on StudyStack

## Module 4 – De la ville à la campagne

8 weeks

## GCSE theme: Local area, holiday and travel

Learning Objectives	Vocabulary (Vocab sheet in brackets)	Grammar (Grammar sheet in brackets)	Assessment	Common Misconceptions	Careers Links	Employability Skills
<b>Point de départ 1</b> (Foundation, pp. 72–73, Higher pp.74-75) <ul style="list-style-type: none"> <li>Talking about where you live, weather and transport</li> </ul>	<ul style="list-style-type: none"> <li>Where you live (V. 26)</li> <li>What you can do in your town</li> <li>Weather (V. 31)</li> <li>Transport (V. 32)</li> </ul>	<ul style="list-style-type: none"> <li><i>Pouvoir</i> recap</li> </ul>		Pronunciation of key words <i>dans, ville, on peut</i>	Historian: <a href="https://www.unifrog.org/student/careers/keywords/historian">https://www.unifrog.org/student/careers/keywords/historian</a>	Aiming high Literacy Creativity Numeracy

<b>Point de départ 2</b> (pp. 76–77) <ul style="list-style-type: none"> <li>Describing a town and asking the way</li> </ul>	<ul style="list-style-type: none"> <li>Places in town (V. 27)</li> <li>Directions (V. 28)</li> </ul>	<ul style="list-style-type: none"> <li>The imperative</li> <li>Negative</li> </ul>		Negating sentences using negative phrases  Translating phrases with the pronoun y to and from English  Combining tenses	<a href="https://www.unifrog.org/students/historian">t/careers/keywords/historian</a>  Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
<b>1 Ma région est top!</b> (pp. 78–79) <ul style="list-style-type: none"> <li>Describing a region</li> <li>Using the pronoun y</li> </ul>	<ul style="list-style-type: none"> <li>Where you live (V26) – reinforcement</li> <li>What you can do in your region (V. 29)</li> </ul>	<ul style="list-style-type: none"> <li>The pronoun y</li> </ul>	Topic 2A speaking presentation: <i>Parle moi de là où tu habites</i>		
<b>2 Ville de rêve ou ville de cauchemar?</b> (pp. 80–81) <ul style="list-style-type: none"> <li>Talking about your town, village or district</li> <li>Using negatives</li> </ul>	<ul style="list-style-type: none"> <li>Advantages and disadvantages (V. 30)</li> <li>Places in town (V. 27) – reinforcement, focus on negatives</li> </ul>	<ul style="list-style-type: none"> <li>Negatives</li> <li>Listening for synonyms</li> </ul>			
<b>3 C'est pour un renseignement...</b> (pp. 82–83) <ul style="list-style-type: none"> <li>Discussing what to see and do</li> <li>Asking questions using <i>quel/quelle/quels/quelles</i></li> </ul>	<ul style="list-style-type: none"> <li>Directions (V. 28) – reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>Asking questions using <i>quel</i></li> <li>Making your speaking more authentic</li> </ul>	Topic 2A speaking questions: 1- <i>Qu'est-ce qu'il y a à faire dans ta région ?</i> 2- <i>Quels sont les inconvénients de ta ville / ta région ?</i> 3- <i>Tu vas faire quoi ce week-end ?</i> 4- <i>Tu préfères habiter en ville ou à la campagne ?</i>		
<b>4 Il fera beau demain?</b> (pp. 84–85) <ul style="list-style-type: none"> <li>Discussing plans and the weather</li> <li>Using the future tense</li> </ul>	<ul style="list-style-type: none"> <li>Weather (V. 31) – reinforcement</li> <li>Activities (V. 9) in the future tense</li> </ul>	<ul style="list-style-type: none"> <li>The future tense (G 14)</li> </ul>	Topic 2A speaking questions: 5- <i>La météo est comment dans ta région ?</i> 6- <i>Tu vas comment à l'école ?</i>		
<b>5 En pleine action!</b> (pp. 86–87) <ul style="list-style-type: none"> <li>Describing community projects</li> <li>Using the present, perfect and future tenses</li> </ul>		<ul style="list-style-type: none"> <li>The present, perfect and future tenses</li> <li>Answering target language questions</li> </ul>			

**Assessment:** End of unit summative reading and listening test

**Homework:** Weekly homework using resources from the MFL drive, vocabulary revision on StudyStack

**Module 5 – Le grand large...**  
**8 weeks**

**GCSE theme: Local area, holiday and travel**

Learning Objectives	Vocabulary (Vocab sheet in brackets)	Grammar (Grammar sheet in brackets)	Assessment	Common Misconceptions	Careers Links	Employability Skills
<b>Point de départ 1</b> (pp. 96–97) <ul style="list-style-type: none"> <li>Talking about what you normally do on holiday</li> </ul>	<ul style="list-style-type: none"> <li>Countries and Cities (V. 33)</li> <li>Transport (V. 32)</li> </ul>	<ul style="list-style-type: none"> <li>Reflexive verbs – present tense</li> </ul>		User of reflexive and non-reflexive verbs together	Hotel manager: <a href="https://www.unifrog.org/students/hotel-manager">https://www.unifrog.org/students/hotel-manager</a>	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting
<b>Point de départ 2</b> (pp. 98–99) <ul style="list-style-type: none"> <li>Talking about holidays (past, present and future)</li> </ul>	Time Markers (V. C)	<ul style="list-style-type: none"> <li>Using different time frames</li> <li>Looking and listening for time expressions and tenses</li> <li>Talking about the future</li> </ul>	Topic 2B speaking presentation: <i>Parle-moi de tes vacances</i> Topic 2B speaking questions: 6- <i>Tu as des projets de vacances ?</i>	Correct spelling and pronunciation of verbs in the conditional		

<b>1 Des vacances de rêve</b> (pp. 100–101) <ul style="list-style-type: none"> <li>Talking about an ideal holiday</li> <li>Using the conditional</li> </ul>		<ul style="list-style-type: none"> <li>The conditional</li> <li>Making your answers sound authentic</li> </ul>		Agreement of past participle when using pronominal verbs and être as an auxiliary		Teamwork Problem solving Staying positive
<b>2 Les hôtels, mode d'emploi ...</b> (pp. 102–103) <ul style="list-style-type: none"> <li>Booking and reviewing hotels</li> <li>Using reflexive verbs in the perfect tense</li> </ul>	<ul style="list-style-type: none"> <li>Accommodation (V. 34)</li> </ul>	<ul style="list-style-type: none"> <li>Reflexive verbs in the perfect tense</li> </ul>	Topic 2B speaking questions: 1- La dernière fois que tu es allé en vacances, c'était où ?	Combining tenses in writing and speech		
<b>3 Bon appétit!</b> (pp. 104–105) <ul style="list-style-type: none"> <li>Ordering in a restaurant</li> <li>Using <i>en</i> + the present participle</li> </ul>	<ul style="list-style-type: none"> <li>Eating at a restaurant (V. 20) - reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>Using the formal form <i>vous</i></li> <li><i>en</i> + the present participle</li> </ul>	Topic 2B speaking questions: 4- Tu es sorti(e) au restaurant pendant tes vacances ?			
<b>4 En route!</b> (pp. 106–107) <ul style="list-style-type: none"> <li>Talking about travelling</li> <li>Using <i>avant de</i> + the infinitive</li> </ul>	<ul style="list-style-type: none"> <li>Transport (V. 32) - reinforcement</li> </ul>	<ul style="list-style-type: none"> <li><i>avant de</i> + the infinitive</li> <li>Using <i>si</i> + imperfect tense + conditional</li> </ul>	Topic 2B speaking questions: 2- Tu as voyagé comment ?			
<b>5 Mes vacances</b> (pp. 98–99) <ul style="list-style-type: none"> <li>Saying what you do and did on holiday</li> <li>Using the present and perfect tenses</li> </ul>	Holiday Activities (V. 35)	<ul style="list-style-type: none"> <li>Reflexive verbs in the past</li> <li>Using the present and perfect tenses together</li> </ul>	Topic 2B speaking questions: 3- Tu as fait quoi pendant tes vacances ? 5- Il faisait quel temps ?			
<b>6 C'était catastrophique!</b> (pp. 110–111) <ul style="list-style-type: none"> <li>Talking about holiday disasters</li> <li>Using the pluperfect tense</li> </ul>	<ul style="list-style-type: none"> <li>Holiday Activities (V. 35) - reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>The pluperfect tense</li> <li>Past participles of modal verbs</li> </ul>				

**Assessment:** End of unit summative reading and listening test

**Homework:** Weekly homework using resources from the MFL drive, vocabulary revision on StudyStack

**Module 6 – Au collège...**  
**8 weeks**

**GCSE theme: School**

Learning Objectives	Vocabulary (Vocab sheet in brackets)	Grammar (Grammar sheet in brackets)	Assessment	Common Misconceptions	Careers Links	Employability Skills
<b>Point de départ</b> (pp. 120–121) <ul style="list-style-type: none"> <li>Revising school subjects and talking about your timetable</li> </ul>	<ul style="list-style-type: none"> <li>School subjects (V. 38)</li> </ul>	<ul style="list-style-type: none"> <li>Using the definite article</li> </ul>	Topic 3A speaking questions: 3- Quelles sont tes matières préférées?	Using the correct gender of definite article for each noun	ESL teacher: <a href="https://www.unifrog.org/students/careers/keywords/esl-teacher">https://www.unifrog.org/students/careers/keywords/esl-teacher</a>	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
<b>1 Mon bahut</b> (pp. 122–123) <ul style="list-style-type: none"> <li>Talking about your school</li> <li>Using the pronouns <i>il</i> and <i>elle</i></li> </ul>	My school (V. 36)	<ul style="list-style-type: none"> <li>Comparisons</li> <li>Working out the meaning of new words</li> <li>Present tense: the third person singular</li> </ul>	Topic 3A speaking presentation: <i>Parle moi de ton collègue</i>	Tackling complex texts with unknown language		
<b>2 L'école chez nous, l'école chez vous</b> (pp. 124–125) <ul style="list-style-type: none"> <li>Comparing school in the UK and French-speaking countries</li> </ul>	My school (V. 36) - reinforcement	<ul style="list-style-type: none"> <li>Present tense: the third person plural</li> <li>Using sound-spelling links to work out meaning</li> <li>Inferring answers from a text</li> </ul>	Topic 3A speaking questions: 4- <i>Parle moi d'une journée typique au collège</i>	High accuracy in translation		

<ul style="list-style-type: none"> <li>Using the pronouns <i>ils</i> and <i>elles</i></li> </ul>					
<b>3 Liberté, égalité, fraternité?</b> (pp. 126–127) <ul style="list-style-type: none"> <li>Discussing school rules</li> <li>Using <i>il faut</i> and <i>il est interdit de</i></li> </ul>	<ul style="list-style-type: none"> <li>School Rules (V. 39)</li> </ul>	<ul style="list-style-type: none"> <li>Using <i>il faut</i> and <i>il est interdit de</i></li> <li>Listening to see if someone agrees or disagrees</li> <li>Watching out for negatives</li> </ul>	Topic 3A speaking questions: 1- <i>Le règlement est strict dans ton collège ?</i> 2- <i>Qu'est-ce qu'il faudrait changer dans le règlement ?</i>		
<b>4 Vive la scolarité!</b> (pp. 128–129) <ul style="list-style-type: none"> <li>Talking about getting the best out of school</li> <li>Using the imperative</li> </ul>	<ul style="list-style-type: none"> <li>My Future plans (V. 40)</li> </ul>	<ul style="list-style-type: none"> <li>Making your translations sound natural</li> <li>The imperative</li> <li>The future tense</li> </ul>			
<b>5 En échange</b> (pp. 130–131) <ul style="list-style-type: none"> <li>Talking about a school exchange</li> <li>Using past, present and future timeframes</li> </ul>	<ul style="list-style-type: none"> <li>School trips and exchanges (V. 39)</li> </ul>	<ul style="list-style-type: none"> <li>The pronoun <i>on</i></li> </ul>	Topic 3A speaking questions: 5- <i>Tu as participé à une sortie scolaire ?</i>		

**Assessment:** End of unit summative reading and listening test

**Homework:** Weekly homework using resources from the MFL drive, vocabulary revision on StudyStack

**Module 7 – Bon travail!**  
**8 weeks**

**GCSE theme: Future aspirations, study and work**

Learning Objectives	Vocabulary (Vocab sheet in brackets)	Grammar (Grammar sheet in brackets)	Assessment	Common Misconceptions	Careers Links	Employability Skills
<b>Point de départ</b> (pp. 140–141) <ul style="list-style-type: none"> <li>Discussing jobs and work preferences</li> </ul>	<ul style="list-style-type: none"> <li>Jobs (V. 42)</li> </ul>	<ul style="list-style-type: none"> <li>Job nouns</li> <li>Using job nouns</li> <li>The conditional</li> </ul>				
<b>1 Quelle orientation t'attire?</b> (pp. 142–143) <ul style="list-style-type: none"> <li>Discussing career choices</li> <li>Saying 'better/worse' and 'the best/worst thing'</li> </ul>	Jobs (V. 42) – page 2	<ul style="list-style-type: none"> <li>Discussing career choices</li> <li>Saying 'better/worse' and 'the best/worst thing'</li> </ul>	Theme 4A speaking questions: 1- <i>Quel genre de travail voudrais-tu faire à l'avenir ?</i> 2- <i>Et tes parents, ils font quoi comme métier ?</i>	Masculine, feminine and invariable forms of common job roles  Using complex verb forms such as the perfect infinitive and the subjunctive	Interpreter: <a href="https://www.unifrog.org/student/careers/keywords/interpreter">https://www.unifrog.org/student/careers/keywords/interpreter</a>	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
<b>2 Il faut que je fasse ça!</b> (pp. 144–145) <ul style="list-style-type: none"> <li>Talking about plans, hopes and wishes</li> <li>Understanding the subjunctive</li> </ul>	Future plans (V. 40) - reinforcement	<ul style="list-style-type: none"> <li>The perfect infinitive</li> <li>The subjunctive</li> <li>Using the subjunctive to express wishes, thoughts, possibility or necessity</li> </ul>	Theme 4A speaking questions: 4- <i>À part le travail, qu'est-ce que tu voudrais faire à l'avenir ?</i>	Spelling of adverbs		
<b>3 Les langues sont un atout!</b> (pp. 146–147) <ul style="list-style-type: none"> <li>Discussing the importance of languages</li> <li>Using adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Languages (V. 44)</li> </ul>	<ul style="list-style-type: none"> <li>Adverbs</li> <li>Using useful expressions, e.g. <i>ne...aucun(e)</i> and <i>seulement</i></li> <li><i>en</i> + the present participle</li> </ul>	Theme 4A speaking questions: 5- <i>Parler d'autres langues, c'est important pour toi ?</i>	Combining past tenses		

<b>4 Mon petit boulot</b> (Foundation pp. 140–141) <ul style="list-style-type: none"> <li>Talking about how you earn money</li> <li>Using the present, perfect and conditional</li> </ul>	<ul style="list-style-type: none"> <li>Part-time job (V. 43)</li> </ul>	<ul style="list-style-type: none"> <li>Using different tenses</li> </ul>	Theme 4A speaking questions: 3- Tu as un petit boulot ?		
<b>5 C'était une bonne expérience?</b> (Foundation pp. 142–143) <ul style="list-style-type: none"> <li>Discussing work experience</li> <li>Using the perfect and imperfect tenses</li> </ul>	<ul style="list-style-type: none"> <li>Work experience ((V. 41)</li> </ul>	<ul style="list-style-type: none"> <li>The perfect and imperfect tenses</li> <li>Using qualifiers to make your speaking more interesting</li> <li>Verbs followed by <i>à</i> or <i>de</i></li> </ul>	Theme 4A speaking presentation: Presentation : Parle moi de ton stage		

**Assessment:** End of unit summative reading and listening test

**Homework:** Weekly homework using resources from the MFL drive, vocabulary revision on StudyStack

**Module 8 – Un oeil sur le monde...**  
**8 weeks**

**GCSE theme: International and global dimension**

Learning Objectives	Vocabulary (Vocab sheet in brackets)	Grammar (Grammar sheet in brackets)	Assessment	Common Misconceptions	Careers Links	Employability Skills
<b>1 Notre planète</b> (pp. 162–163) <ul style="list-style-type: none"> <li>Discussing problems facing the world</li> <li>Making connections between word types</li> </ul>	<ul style="list-style-type: none"> <li>Problems of the environment (V. 45a)</li> </ul>	<ul style="list-style-type: none"> <li>Making connections between word types</li> </ul>	Theme 5A speaking presentation: <i>Les problèmes environnementaux</i>	Understanding a recalling complex vocabulary and phrases  Spelling, pronunciation and conjugation of modal verbs  Awareness and knowledge of global production  Identifying subject, object and verbs in a sentence  Distinguishing between direct and indirect objects	Astronaut: <a href="https://www.unifrog.org/student/careers/keywords/astronaut">https://www.unifrog.org/student/careers/keywords/astronaut</a>	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
<b>2 Protéger l'environnement</b> (pp. 164–165) <ul style="list-style-type: none"> <li>Talking about protecting the environment</li> <li>Using the modal verbs <i>pouvoir</i> and <i>devoir</i> in the conditional</li> </ul>	Protecting the environment (V. 45b)	<ul style="list-style-type: none"> <li>Using the modal verbs <i>pouvoir</i> and <i>devoir</i> in the conditional</li> <li>Learning verbs in the infinitive form</li> <li>Using a variety of tenses</li> </ul>	Theme 5A speaking questions: 2 – quel est ton opinion sur le recyclage? 3 – qu'as tu fait pour aider l'environnement dans le passé? 4 – que feras-tu pour économiser l'électricité?			
<b>3 D'où vient ton tee-shirt?</b> (pp. 166–167) <ul style="list-style-type: none"> <li>Discussing ethical shopping</li> <li>Using the passive</li> </ul>	Ethical Shopping (V. 47)	<ul style="list-style-type: none"> <li>The passive</li> <li>Making your French sound more authentic</li> </ul> <i>Les produits pas chers sont souvent fabriqués dans des conditions inacceptables.</i> <i>Le tissu a été fabriqué...</i> <i>Ton tee-shirt sera vendu...</i> <i>Les ouvriers sont sous-payés et exploités.</i> <ul style="list-style-type: none"> <li><i>On devrait boycotter les grandes marques.</i></li> </ul>	Theme 5A speaking questions: 5 – quel est le problème le plus grave dans le monde selon toi?			
<b>4 Je suis solidaire</b> (pp. 168–169) <ul style="list-style-type: none"> <li>Talking about volunteering</li> <li>Using indirect object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Charity organisations and charity work (V. 46)</li> </ul>	<ul style="list-style-type: none"> <li>Indirect object pronouns</li> <li>Manipulating language to make it your own</li> </ul> <i>Tu lui offres un café.</i> <i>Tu leur rends visite.</i> <i>Ça me donne le sentiment d'être utile.</i>	Theme 5A speaking questions: 6 - Tu voudrais faire du travail bénévole dans le futur? Pourquoi (pas)? 7 Quels sont les problèmes pour les sans-abri? 8 Qu'est-ce que tu as fait pour aider les autres?			

		<i>C'est important de participer à la vie en société</i>				
<b>5 Les grands événements</b> (pp. 170–171) <ul style="list-style-type: none"> <li>• Discussing big events</li> <li>• Giving arguments for and against</li> </ul>	<ul style="list-style-type: none"> <li>• Big events and big festivals (V. 48)</li> </ul>	<ul style="list-style-type: none"> <li>• Giving arguments for and against</li> </ul>	Thème 5A speaking questions: 9 - Quels sont les avantages des grands événements sportifs?			
<b>Assessment:</b> End of unit summative reading and listening test						
<b>Homework:</b> Weekly homework using resources from the MFL drive, vocabulary revision on StudyStack						