

# AQA Scheme of Work

## Year 1 weekly overview

### Year 1 Term 1.1

#### Notes

- **Staffing** It is expected that most centres will have two members of staff. Teacher A will cover 3 hours and Teacher B 2 hours per week.
- **Grammar** Students will need to spend a good amount of their time in the first weeks in Year 1 going over **grammar** in order to develop the productive skills needed for the demands of the course. It is suggested that Teacher B spend the first 6 weeks on revisiting basic grammar. Some grammar points will be covered also by Teacher A through the content of the sub-units. It would therefore be useful for students to revise the grammar rules with Teacher B before Teacher A covers them through the topics to enable students to access the materials with more confidence.
- **Skills** Students will need to use certain skills and it is advisable to spend some time learning them. Some skills are exemplified in some sub-units of the textbook. Teacher B could cover these skills. Students will get exposure to the skills needed in the different parts of the examination by completing the different tasks in each sub-unit.
- NB Strategies are exemplified throughout the textbook.
- **Content** It is expected that the coverage of the first few sub-units will take longer than subsequent ones due to settling in period and approach to new demands.
- **Homework tasks** It would be expected that teachers will set some of the textbook activities for independent work in order to ensure full coverage of the content. Vocabulary learning using the vocabulary lists provided will also support students with the new topics.
- It is important that students keep up-to-date with the themes so it would be advisable to set tasks to read/listen to the news and compile notes about the topics.

| Week        | Theme   | Dynamic Learning resources for each unit   | Teacher A  |  |       |  | Teacher A or B                    | Teacher B   | Dynamic Learning resources for each sub-unit  |
|-------------|---|--|--|--|-------|--|-----------------------------------|---|---|
|             |   |  | Unit   | Subject content                              | Pages | Grammar covered in sub-units and applicable interactive grammar tests ( <i>shown in italics</i> )                    | Strategy                          |   |   |
| Weeks 1 + 2 | Theme 1<br>Aspects of French-speaking society: current trends | <ul style="list-style-type: none"> <li>Unit 1 Teacher notes (including answers)</li> <li>Unit 1 Audio transcripts</li> <li>Unit 1 Vocabulary list</li> <li>Unit 1 Video test (a) La France championne des naissances !</li> <li>Unit 1 Video test (b) Le mariage pour tous</li> <li>Unit 1 Translation test (easy): Notre famille recomposée</li> <li>Unit 1 Translation test (medium): Le mariage ou le PACS?</li> <li>Unit 1 Translation test (hard): Des soucis</li> <li>Unit 1 End of unit test</li> </ul> | 1.1 <i>Notre famille est speciale</i>  | Different types of modern family             | 14    | Present tense – regular and irregular verbs (H1) ( <i>Les verbes au présent; Les verbes irréguliers au présent</i> ) | Bilingual and online dictionaries | Revision of the following essential grammar rules. Some of them will be revisited in certain sub-units. The number in brackets indicates in which sub-units these grammar rules will be covered.<br>Some aspects will need more coverage than others but it is important that students revisit these.<br>Suggested grammar rules:<br>H1 Present tense (1.1) ( <i>Les verbes au présent</i> )<br>H8 Future tense (1.2) ( <i>Le futur; Le futur proche</i> )<br>H4 Perfect tense (2.4) ( <i>Le passé composé; Avoir ou être au passé composé ?; Les accords au passé</i> )<br>H6 Imperfect tense (5.3) ( <i>L'imparfait</i> )<br>H11 Conditional tense (6.2) ( <i>Le conditionnel</i> )<br>A1 Nouns – gender pattern ( <i>Le genre des noms</i> )<br>A3/A4 Nouns – articles (2.1) ( <i>Les articles définis et indéfinis</i> )<br>B6 Possessive adjectives ( <i>Les adjectifs possessifs</i> )<br>B3 Adjectives (2.3) ( <i>La place des adjectifs</i> ) | Audio file 1.1.4<br>1.1 Vocabulary test English to French<br>1.1 Vocabulary test French to English (with audio) |
| Weeks 2 + 3 |   |  | 1.2 <i>Se marier – oui ou non ?</i>  | Recent changes in relationships and marriage | 18    | Future tense – immediate future (H8) ( <i>Le futur; Le futur proche</i> )  | Internet research                 | J Negatives (4.2) ( <i>Les formes négatives; Les formes négatives 2</i> )<br>D Adverbs (6.3) ( <i>Les adverbes; Les comparatifs adverbiaux</i> )<br>G Connectives<br>A5 Expression of quantities ( <i>Les expressions de quantité</i> )   |   |
| Week 4      |   |  | 1.3 <i>Que de soucis !</i>   | Concerns and problems of three generations   | 22    | Interrogative forms (E1/E2) ( <i>Les formes interrogatives</i> )   | Organising notes                  | H17 Two verbs together (4.4) ( <i>L'infinitif; Les constructions infinitives</i> )<br>H11 <i>Si</i> structures ( <i>Le conditionnel; Le conditionnel passé</i> )<br>H15 Introduction to some examples of the subjunctive ( <i>Le subjonctif</i> )<br>Additional grammar skill: Translating into English   | Audio file 1.3.4<br>1.3 Vocabulary test English to French<br>1.3 Vocabulary test French to English (with audio) |
|             |   |  | <u>Notes</u> It would be useful to spend some time this week organising notes on |  |       |  |                                   |   |   |

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|   |  |   | the first unit before starting unit 2.                                |   |    |  |   |   |
| <b>Week 5</b>   |  | <ul style="list-style-type: none"> <li>Unit 2 Teacher notes (including answers)</li> <li>Unit 2 Audio transcripts</li> <li>Unit 2 Vocabulary list</li> <li>Unit 2 Video test (a) L'Afrique imprime en 3D</li> <li>Unit 2 Video test (b) Non à la surveillance de masse !</li> </ul> | 2.1 <i>La technologie et la vie quotidienne</i>                       | Technology in everyday life               | 28 | Definite and indefinite articles (A3/A4)<br>( <i>Les articles définis et indéfinis</i> )               | Reading skills                            | Audio file 2.1.4<br>2.1 Vocabulary test English to French<br>2.1 Vocabulary test French to English (with audio) |
| <b>Week 6</b>   |  | <ul style="list-style-type: none"> <li>Unit 2 Translation test (easy): The new technologies</li> <li>Unit 2 Translation test (medium): The dangers of new technologies</li> </ul>   | 2.2 <i>La technologie et les jeunes</i>                               | The world of cybernauts                   | 32 | Reflexive verbs (H2)<br>( <i>Les verbes réfléchis</i> )  | Memorisation techniques                   | Audio file 2.2.4<br>2.2 Vocabulary test English to French<br>2.2 Vocabulary test French to English (with audio) |
| <b>Week 7</b>   |  | <ul style="list-style-type: none"> <li>Unit 2 Translation test (hard): The new technological Africa</li> <li>Unit 2 End of unit test</li> </ul>   | 2.3 <i>Les pièges de plus en plus sophistiqués de la cybersociété</i> | The dangers of the e-society              | 36 | Position and agreement of adjectives (B3)<br>( <i>La place des adjectifs; L'accord des adjectifs</i> ) | Translating from French into good English | Audio file 2.3.4<br>2.3 Vocabulary test English to French<br>2.3 Vocabulary test French to English (with audio) |
|   |  |   | 2.4 <i>Le boom technologique en Afrique francophone</i>               | What the new technological Africa is like | 40 | Perfect tense (H4)<br>( <i>Le passé composé</i> )  | Checking and editing written work         | Audio file 2.4.4<br>2.4 Vocabulary test English to French<br>2.4 Vocabulary test French to English (with audio) |
| <b>Notes</b> It would be expected to set some tasks of 2.4 for homework for half-term and note organisation for unit 2. |  |   |   |   |    |  |   |   |

## Year 1 Term 1.2

### Notes

- **Content** The starting point of the content of Term 1.2 will depend on half-term and the coverage of units 1 + 2. There is flexibility in Term 1.2 to cover the content of Theme 1.
- **Staffing** Teacher A – Themes (Reading and Listening skills) and Speaking following the Speaking Exam format  
Teacher B – Grammar and Literature/Film  
Centres with Foreign Language Assistants should use them to start preparing the students according to the new Speaking Exam format.
- **Grammar** Teacher B will introduce the grammar covered in the sub-units and Teacher A will reinforce the rules with the coverage of the sub-units.
- **Skills**
  1. **Translation** to and from English should be focused on with Teachers A and B
  2. **Reading and Listening** though coverage of units
  3. **Essay-writing** skills through Film and Literature coverage
  4. **Speaking** through themes coverage with Teacher A and FLA

NB Strategies are exemplified throughout the textbook.
- **Film and Literature** Teacher B (or A) introduces film and literature skills (depending on chosen work).
- **A book or a film can be studied in Year 1 but if a film has been studied in Year 1 a book must be studied in Year 2. The study of two films is not permitted.**
- **Speaking Examination format** Teacher A (or B) introduces students to the speaking format.
- **Homework tasks** It would be expected that teachers will set some of the textbook activities for independent work in order to ensure full coverage of the units. Vocabulary learning using the vocabulary lists provided will also support students with the new topics.
- It is important that students keep up-to-date with the themes so it would be advisable to set tasks to read/listen to the news and compile notes about the topics.

| Week          | Theme   | Dynamic Learning resources for each unit   | Teacher A  |  |       |   | Teacher A or B                               | Teacher B  |   | Dynamic Learning resources for each sub-unit  |
|---------------|---|--|--|--|-------|---|--|--|---|---|
|               |   |  | Unit   | Subject content                              | Pages | Grammar covered in sub-units and applicable interactive grammar tests ( <i>shown in italics</i> )         | Strategy                                     | Grammar covered in sub-units and applicable interactive grammar tests ( <i>shown in italics</i> )                                    | Work  |   |
| Week 8 or 9   | Theme 1<br>Aspects of French-speaking society: current trends | <ul style="list-style-type: none"> <li>• Unit 3 Teacher notes (including answers)</li> <li>• Unit 3 Audio transcripts</li> <li>• Unit 3 Vocabulary list</li> <li>• Unit 3 Video test (a) L'aide française pour lutter contre l'Ebola</li> <li>• Unit 3 Video test (b) L'hébergement d'urgence des migrants à Paris</li> <li>• Unit 3 Translation test (easy): Le bénévolat</li> <li>• Unit 3 Translation test (medium): Lutter contre le tabagisme</li> <li>• Unit 3 Translation test (hard): Le volontariat international</li> <li>• Unit 3 End of unit test</li> </ul> | 3.1 <i>Aider les défavorisés – pourquoi et comment ?</i> | Why people become volunteers                 | 46    | Comparative and superlative adjectives (B8/B9)<br>( <i>Les adjectifs comparatifs; Le superlatif</i> )     | Summing up and highlighting key ideas        | Direct and indirect object pronouns<br>Place and order<br><i>y, en</i> (C1.1/C1.3)<br>( <i>Les pronoms personnels; 'y' et 'en'</i> ) | Discussion of the work to be studied  | Audio file 3.1.4<br>3.1 Vocabulary test English to French<br>3.1 Vocabulary test French to English (with audio) |
| Week 9 or 10  |   |  | 3.2 <i>Le bénévolat transforme les vies</i>              | The importance of charity                    | 50    | Imperfect tense (H6)<br>( <i>L'imparfait</i> )<br>Pluperfect tense (H7)<br>( <i>Le plus-que-parfait</i> ) | The formation of words                       | Subordination with <i>qui, que, où</i> and <i>dont</i> (whose) (C2)<br>( <i>Les pronoms relatifs</i> )                               | Familiarisation through other works and exposure to a wider range of authentic materials.<br>The following skills are exemplified in the textbook and will give the students good understanding of the <b>skills needed</b> when studying their Work. | Audio file 3.2.4<br>3.2 Vocabulary test English to French<br>3.2 Vocabulary test French to English (with audio) |
| Week 10 or 11 |   |  | 3.3 <i>Une expérience de volontaire</i>                  | The value of volunteering for those who help | 54    | Direct and indirect object pronouns (C1.1/C1.3)   | Strategies for answering questions in French | Subordination with <i>dont</i> (verbs with <i>de</i> ) (C2)<br>( <i>Les pronoms relatifs qui, que, dont</i> ) Introduction to the    | Teachers may decide to cover all or some of the skills in lessons and/or homework   | Audio file 3.3.4<br>3.3 Vocabulary test English to French<br>3.3 Vocabulary test French                         |

|               |  |  |  |  |  |   |  |  |   |                         |
|---------------|--|--|--|--|--|---|--|--|---|-------------------------|
|               |  |  |  |  |  | (Les pronoms d'object direct; Les pronoms compléments d'objet direct et indirect; 'y' et 'en')  |  | subjunctive with regular verbs and common triggers (H15)<br>(Le subjonctif)  | tasks.<br>Film or novel synopsis<br>page 110 or 112<br>Character portrayal<br>pages 114<br>Film comparison<br>pages 116 | to English (with audio) |
|               |  |  |  |  |  |   |  | Continuation of grammar and revision   | Comment on the plot<br>page 120<br>Character analysis<br>page 124   |                         |
| Week 11 or 12 |  |  |  |  |  | It is expected that teachers will have an end-of-unit assessment at this point based on Theme 1 and some of the new skills, e.g. translation. |  | Introduction to the subjunctive with regular verbs and common triggers (H15)<br>(Le subjonctif; Le subjonctif présent; Le passé du subjonctif; Les conjonctions qui déclenchent le subjonctif)<br>Continuation of grammar and revision | The last few weeks of Term 1.2 should be spent on starting the study of the chosen work.                                |                         |

## Year 1 Term 2.1

### Notes

- **Content** Theme 2 and chosen work.
- **Staffing** Teacher A – Themes (Reading and Listening skills) and Speaking following the Speaking Exam format  
Teacher B – Grammar and Literature/Film  
Centres with Foreign Language Assistants should use them to start preparing the students according to the new Speaking Exam format.
- **Grammar** Teacher B will introduce the grammar covered in the sub-units and Teacher A will reinforce the rules with the coverage of the sub-units.
- **Skills**
  1. **Translation** to and from English should be focused on with Teachers A and B
  2. **Reading and Listening** through coverage of units
  3. **Essay-writing** skills through Film and Literature coverage
  4. **Speaking** through themes coverage with Teacher A and FLA
  5. **Summarising in English**

NB Strategies are exemplified throughout the textbook.
- **Film and Literature** Teacher B (or A) covers the study of the chosen work and essay-writing skills.
- **Speaking Examination format** Students practise the new speaking format.

| Week   | Theme  | Dynamic Learning resources for each unit   | Teacher A   |  |       |   | Teacher A or B                       | Teacher B   |   | Dynamic Learning resources for each sub-unit  |
|--------|--|--|---|--|-------|---|--------------------------------------|---|---|---|
|        |  |  | Unit  | Subject content                                | Pages | Grammar covered in sub-units and applicable interactive grammar tests ( <i>shown in italics</i> ) | Strategy                             | Grammar covered in sub-units and applicable interactive grammar tests ( <i>shown in italics</i> )   | Work  |   |
| Week 1 | Theme 2<br>Artistic culture in the French-speaking world | <ul style="list-style-type: none"> <li>• Unit 4 Teacher notes (including answers)</li> <li>• Unit 4 Audio transcripts</li> <li>• Unit 4 Vocabulary list</li> <li>• Unit 4 Video test (a) Bien plus qu'un œuf de Pâques !</li> <li>• Unit 4 Video test (b) Charles Quint à Bruxelles</li> <li>• Unit 4 Translation test (easy): What can be part of our heritage?</li> <li>• Unit 4 Translation test (medium): Can modern structures be part of our heritage?</li> <li>• Unit 4 Translation test (hard): The pros and cons of being a World Heritage site</li> <li>• Unit 4 End of unit test</li> </ul> | 4.1 <i>C'est quoi exactement, le patrimoine ?</i>                               | Heritage, a cultural and physical phenomenon   | 60    | Perfect tense – irregular verbs (H4) ( <i>Le passé composé</i> )                                  | Effective listening techniques       | Continuation of the subjunctive (H15) ( <i>Le subjonctif; Le subjonctif présent; Le passé du subjonctif; Les conjonctions qui déclenchent le subjonctif</i> ) | Study of Work 1 and practice of essay-writing skills<br>Refer to page 142 | Audio file 4.1.4<br>4.1 Vocabulary test English to French<br>4.1 Vocabulary test French to English (with audio) |
| Week 2 |  |  | 4.2 <i>Le patrimoine – un atout pour le tourisme ?</i>                          | UNESCO World Heritage Sites                    | 64    | Negatives (J) ( <i>Les formes négatives; Les formes négatives 2</i> )                             | Compare viewpoints, express opinions | Continuation of the subjunctive (H15) ( <i>Le subjonctif; Le subjonctif présent; Le passé du subjonctif; Les conjonctions qui déclenchent le subjonctif</i> ) |   | Audio file 4.2.4<br>4.2 Vocabulary test English to French<br>4.2 Vocabulary test French to English (with audio) |
| Week 3 |  |  | 4.3 <i>Architecture et gastronomie – deux aspects du patrimoine francophone</i> | Architecture and gastronomy in French heritage | 68    | The passive voice and <i>on</i> (H16) ( <i>Le passif</i> )  | Reading comprehension techniques     | The passive voice and <i>on</i> (H16) ( <i>Le passif</i> )  |   | Audio file 4.3.4<br>4.3 Vocabulary test English to French<br>4.3 Vocabulary test French to English (with audio) |
| Week 4 |  |  | 4.4 <i>Peut-on créer du patrimoine</i>  | Creating a modern francophone                  | 72    | Infinitive constructions (H17)  | Checking written work for            | The passive voice and <i>on</i> (H16) ( <i>Le passif</i> )  |   | Audio file 4.4.4<br>4.4 Vocabulary test English to French   |

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|--------|--|--|--|----------|--|---|----------------------|---|--|--|
|        |  |  | <i>moderne ?</i>                         | heritage |  | ( <i>L'infinitif; Les constructions infinitives</i> ) | grammatical accuracy | Verbs followed by indirect objects in French<br>e.g. <i>on leur a dit</i> – they have been told (C1.2)<br>( <i>Les pronoms personnels</i> ) |  | 4.4 Vocabulary test French to English (with audio) |
| Week 5 |  |  | Continuation of unit 4, grammar and work |          |  |   |                      |   |  |  |
| Week 6 |  |  | Revision                                 |          |  |   |                      |   |  |  |
|        |  | <u>Notes</u> It is expected that some centres will plan a mock examination sometime around February half-term. |  |          |  |   |                      |   |  |  |



## Year 1 Term 2.2

### Notes

- **Content** Theme 2 and chosen work.
- **Staffing** Teacher A – Themes (Reading and Listening skills) and Speaking following the Speaking Exam format  
Teacher B – Grammar and Literature/Film  
Centres with Foreign Language Assistants should use them to start preparing the students according to the new Speaking Exam format.
- **Grammar** Teacher B will introduce the grammar covered in the sub-units and Teacher A will reinforce the rules with the coverage of the sub-units.
- **Skills** Students should now have had exposure to all the skills and exam tasks of the new assessment format.
  1. **Translation** to and from English should be focused on with Teachers A and B
  2. **Reading and Listening** through coverage of units
  3. **Essay-writing** skills through Film and Literature coverage
  4. **Speaking** through themes coverage with Teacher A and FLA
  5. **Summarising in English**
 NB Strategies are exemplified throughout the textbook.
- **Film and Literature** Teacher B (or A) covers the study of the chosen work and essay-writing skills.
- **Speaking Examination format** Students practise the new speaking format. (AS + A2)
- Mock examination planned by most centres.

| Weeks  | Theme  | Dynamic Learning resources for each unit  | Teacher A   |   |       |   | Teacher A or B                     | Teacher B   |   | Dynamic Learning resources for each sub-unit  |
|--------|--|---|---|---|-------|---|------------------------------------|---|---|---|
|        |  |   | Unit  | Subject content                               | Pages | Grammar covered in sub-units and applicable interactive grammar tests ( <i>shown in italics</i> ) | Strategy                           | Grammar covered in sub-units and applicable interactive grammar tests ( <i>shown in italics</i> )   | Work  |   |
| Week 7 | Theme 2<br>Artistic culture in the French-speaking world | <ul style="list-style-type: none"> <li>• Unit 5 Teacher notes (including answers)</li> <li>• Unit 5 Audio transcripts</li> <li>• Unit 5 Vocabulary list</li> <li>• Unit 5 Video test (a) La musique au Sénégal</li> <li>• Unit 5 Video test (b) Festival Gnaoua d'Essaouira</li> <li>• Unit 5 Translation test (easy): Écoutons des chansons françaises !</li> <li>• Unit 5 Translation test (medium): La musique africaine</li> <li>• Unit 5 Translation test (hard): La chanson française</li> <li>• Unit 5 End of unit test</li> </ul> | 5.1 <i>Sauvez la musique francophone !</i>                        | Protecting French contemporary music          | 78    | Imperatives (H14)<br>( <i>Le présent de l'impératif</i> )   | Producing interesting sentences    | Complex subordination (H22)   | Study of Work and practice of essay-writing skills<br>Refer to page 142<br>*Past historic – Teacher B could spend more time on the Past historic if the tense is used in the Work studied | Audio file 5.1.4<br>5.1 Vocabulary test English to French<br>5.1 Vocabulary test French to English (with audio) |
| Week 8 |  |   | 5.2 <i>Connaissez-vous la musique francophone contemporaine ?</i> | The diversity of today's French music         | 82    | Past historic tense (R)* (H10)<br>( <i>Le passé simple</i> )                                      | Translating from English to French | Complex subordination (H22)   |   | Audio file 5.2.4<br>5.2 Vocabulary test English to French<br>5.2 Vocabulary test French to English (with audio) |
| Week 9 |  |   | 5.3 <i>Vous écoutez de la musique francophone ?</i>               | Canadian music and young people's preferences | 86    | Imperfect tense (H6)<br>( <i>L'imparfait</i> )  | Accurate pronunciation             | The use of present and past participles in structures such as <i>en, après avoir</i> (H3/H5)<br>( <i>Le participe présent comme modificateur du substantif; Le gérondif</i> ) |   | Audio file 5.3.4<br>5.3 Vocabulary test English to French<br>5.3 Vocabulary test French to English (with audio) |

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|---------|--|--|---|-----------------------------------|----|--|-------------------------|---|--|---|
| Week 10 |  |  | 5.4 <i>La musique francophone africaine</i>   | African songs and music festivals | 90 | Present and past participles (H3/H4)<br>( <i>Le gérondif; Le passé composé</i> ) | Fluency in conversation | The use of present and past participles in structures such as <i>en, après avoir</i> (H3/H5)<br>( <i>Le participe présent comme modificateur du substantif; Le gérondif</i> ) |  | Audio file 5.4.4<br>5.4 Vocabulary test English to French<br>5.4 Vocabulary test French to English (with audio) |
| Week 11 |  |  | There is flexibility this half-term to allow for mock examination at some point for both AS and A-level students. |                                   |    |  |                         |   |  |   |
| Week 12 |  |  |   |                                   |    |  |                         |   |  |   |



## Year 1 Term 3.1

### Notes

- **Content** Theme 2 and chosen work.
- **Staffing** Teacher A – Themes (Reading and Listening skills) and Speaking following the Speaking Exam format  
Teacher B – Grammar and Literature/Film  
Centres with Foreign Language Assistants should use them to start preparing the students according to the new Speaking Exam format.
- **Grammar** Teacher B will introduce the grammar covered in the sub-units and Teacher A will reinforce the rules with the coverage of the sub-units.
- **Skills** Focus on exam skills.
- **Film and Literature** Teacher B (or A) covers the study of the chosen work and essay-writing skills.
- **Speaking Examination – students will be taking their Speaking examination before or after Easter.**
- For students taking the AS: intense preparation for the Speaking examination and exam skills practice.
- For students not taking AS: revision and preparation for Year 2.

| Week            | Theme  | Dynamic Learning resources for each unit  | Teacher A  |  |       |   | Teacher A or B                   | Teacher B   |   | Dynamic Learning resources for each sub-unit  |
|-----------------|--|---|--|--|-------|---|----------------------------------|---|---|---|
|                 |  |   | Unit   | Subject content                                  | Pages | Grammar covered in sub-units and applicable interactive grammar tests ( <i>shown in italics</i> ) | Strategy                         | Grammar covered in sub-units and applicable interactive grammar tests ( <i>shown in italics</i> ) | Work  |   |
| Week 1          | Theme 2<br>Artistic culture in the French-speaking world | <ul style="list-style-type: none"><li>• Unit 6 Teacher notes (including answers)</li><li>• Unit 6 Audio transcripts</li><li>• Unit 6 Vocabulary list</li><li>• Unit 6 Video test (a) Abdellatif Kechiche sur La Graine et le Mulet</li><li>• Unit 6 Video test (b) Le boum du cinéma haïtien</li><li>• Unit 6 Translation test (easy): French cinema</li><li>• Unit 6 Translation test (medium): French cultural exception</li><li>• Unit 6 Translation test (hard): The New Wave film movement</li><li>• Unit 6 End of unit test</li></ul> | 6.1 Le cinéma: un art populaire  | The appearance of cinema and its place in France | 96    | Common forms of the present subjunctive (H15)<br><i>(Le subjonctif présent)</i>                   | Useful exam listening techniques | <i>Venir de</i> and <i>depuis</i> – present tense/imperfect tense (H13)<br><i>(Depuis)</i>        | Study of Work and practice of essay-writing skills<br>Refer to page 142 | Audio file 6.1.4<br>6.1 Vocabulary test English to French<br>6.1 Vocabulary test French to English (with audio) |
| Week 2          |  |   | 6.2 Les moments forts du cinéma en France  | 20th century developments in French cinema       | 100   | Conditional mood (H11)<br><i>(Le conditionnel)</i>  | Revision techniques              | Direct and indirect speech (H18)  |   | Audio file 6.2.4<br>6.2 Vocabulary test English to French<br>6.2 Vocabulary test French to English (with audio) |
| Week 3          |  |   | 6.3 La passion du cinéma   | The popularity of cinema in France               | 104   | Adverbs (D1)<br><i>(Les adverbes)</i>   | More sophisticated language      | Revision  |   | Audio file 6.3.4<br>6.3 Vocabulary test English to French<br>6.3 Vocabulary test French to English (with audio) |
| Weeks 4 + 5 + 6 |  |   | For all students:<br>Revision of units 1 and 2<br>Practice of:<br>1. <i>Translation</i> to and from English<br>2. <i>Reading and Listening</i><br>3. <i>Essay-writing</i> skills<br>4. <i>Summarising in English</i><br>For students taking the AS:<br><ul style="list-style-type: none"><li>• intense preparation for the Speaking examination and exam skills practice</li></ul> |  |       |   |                                  |   |   |   |

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|  |  | <p>For students taking the 2-year A-level:</p> <ul style="list-style-type: none"> <li>• work on Literature/Film to meet A-level standard</li> <li>• development of Research skills</li> <li>• intro to second Work/Literature</li> <li>• revision of AS grammar</li> <li>• notes on topics studied in Year 1</li> </ul> |  |
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## Year 1 Term 3.2

### Notes

- A-level students remaining in lessons.
- Lessons may be affected by A-level French students being on study leave for other AS subjects.
- Once the AS examination has been taken it would be a good practice for the A-level students to take the examination.

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| Weeks 7–11 |  | <b>Teacher A</b> <ul style="list-style-type: none"> <li>• Development of Research skills</li> <li>• Notes on topics studied in Year 1 + top-up</li> <li>• Revision of AS grammar</li> <li>• Preparation for Themes 3 and 4 through research and presentation</li> </ul> |  |
|            |  | <b>Teacher B</b> <ul style="list-style-type: none"> <li>• Work on Literature/Film to meet A-level standard</li> <li>• Introduction to A-level skills with textbook spreads pp126–140</li> <li>• Intro to second Work/Literature</li> </ul>                              |  |
|            |  | AS examination practice   |  |

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| <b>Suggested tasks for the Summer:</b>  |
| <ul style="list-style-type: none"> <li>• top-up notes on Themes 1 and 2 with updated information</li> <li>• research on Themes 3 and 4</li> <li>• tasks on Work 2 similar to tasks set for Work 1</li> <li>• essay-writing skills on Work 1</li> <li>• research skills tasks</li> </ul> |