

### 7<sup>th</sup> Form French September 2009

Wk	Topic – Teacher 1	Topic – Teacher 2
1 and 2	L'Immigration C (assuming 1 or 2 lessons per week on cultural topic)	Richesse et Pauvreté C (assuming 1 or 2 lessons per week on cult topic)
3	<b>5.</b> L'Integration A	<b>1.</b> La Pollution A
4 and 5	L'Integration B	La Pollution B
6	L'Integration C	La Pollution C
7	<b>8.</b> L' Ordre Public A	<b>2.</b> L'Energie A
8	L' Ordre Public B	L'Energie B
9	L' Ordre Public C	L'Energie C
10	Revision of AS topics	Revision of AS topics
11	Revision of AS topics Mock Examination	Revision of AS topics Mock Examination
12	Results and review Revision of AS topics	Results and review Revision of AS topics

### Spring Term 2009

Week	Topic	Topic
1,2,3	Exams	Exams

4 and 5	<b>6. Le Racisme A</b> (assuming 1 or 2 lessons per week on cultural topic)	<b>9. Sciences et Tech A</b> (assuming 1 or 2 lessons per week on cultural topic)
6	Le Racisme B	Sciences et Tech B
7	Le Racisme C	Sciences et Tech C
8	Oral and listening preparation	<b>3. Protection de la Planete A</b>
9	Oral and listening preparation	Protection de la Planete B
10	Oral and listening preparation	Protection de la Planete C

### **Summer Term**

It is hoped that all topic and cultural work will have been completed by the end of the Spring Term. Work will have been set for the Easter holidays, however, which might include final study of the text and extension of the cultural topics, in addition to practising all language skills.

There will generally be four weeks of normal lessons before study leave starts.

The first 8 -10 lessons will be devoted to preparation and practice for the oral examinations which will take in the second week (or the third week at the latest). As both cultural and general topics are discussed there will be a full programme of revision covering all work done during the year.

The final week of classes will be devoted to practice of examination listening, writing and reading. Time will be devoted to specific examination techniques and to addressing individual students' weaknesses in order to ensure optimum performance.

It is also likely that some students will retake Units 1 and 2 in order to improve their grades. Preparation and provision will be made for these examinations.

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## **A2 SCHEMES OF WORK (from Sept 2009)**

**Theme: “La Société Multiculturelle**

**Topic 4: “ L’Immigration”**

**Pages 34-39**

**Time: 10 lessons**

### **Objectives – be able to**

- Explore the reasons for immigration
- Talk about government policy to curb immigration
- Discuss the benefits and problems of immigration
- Talk about immigration within the enlarged European community
- Use numbers competently
- Use the future perfect tense
- Use indirect speech
- Express proportion and statistics
- Defend a viewpoint
- Present and oral analysis of the advantages and disadvantages of immigration

### **Other resources**

Chez Nous

Jan/Feb 08 les Enfants de Sangatte

	<b>Writing and Grammar</b>	<b>Speaking</b>	<b>Reading and Internet exploitation</b>	<b>Listening and Interactive</b>
<b>A. La France, terre d'accueil?</b>	<p>Revise numbers</p> <p>Write paragraph on protection of refugees and own opinion about them.</p>	<p>Discuss reasons for immigration.</p> <p>Express proportions and statistics.</p> <p>Roleplay</p>	<p>Les Immigrés en France, une situation qui évolue</p> <p><a href="http://www.histoire-immigration.fr">www.histoire-immigration.fr</a></p>	<p>La Convention de Geneve</p> <p>Audio replay on immigration - written questions and interactive exercise</p> <p>Record role-pplay</p>
<b>B. Immigration Choisie</b>	<p>Future perfect tense</p> <p>Write two paragraphs on development of statement "Les immigrants ....chomage... parfois exploites"</p>	<p>Discuss government policy to curb immigration; benefits and problems of immigration.</p> <p>DNA testing</p>	<p>Nouvelle loi sur l'immigration</p> <p><a href="http://www.sosracisme.fr">www.sosracisme.fr</a></p>	<p>Report on new immigration law.</p> <p>Exploitation of immigrants – listening and interactive exercise.</p>
<b>C. Immigration au sein de L'Union Europeene</b>	<p>Indirect speech.</p> <p>Translate to English</p> <p>Prepare questions on text.</p> <p>Transcribe listening passage.</p> <p>Email to friend about plans for family to</p>	<p>Talk about immigration within the enlarged EU.</p> <p>Analyse advantages and disadvantages of immigration</p> <p>Discuss pros and cons of free movement</p> <p>Expose on welcoming new European</p>	<p>Paris accélère les expulsions de roms avant la trêve d'hiver</p>	<p>Schengen agreement and free movement</p>

	live in France	immigrants.		
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**Theme: “La Société Multiculturelle**

**Topic 5: “ L’Integration”**

**Pages 42-47**

**Time: 10 lessons**

**Objectives – be able to**

- Talk about factors facilitating integration
- Discuss which culture immigrants should show loyalty to
- Consider factors making integration difficult
- Talk about the experiences of individual immigrants
- Use conjunctions
- Use demonstrative pronouns *celui, celle, ceux, celles*
- Use relative pronouns with prepositions *dans lequel, auquel, duquel, don’t*
- Express well-informed opinions in a debate
- Give precise descriptions using complex sentences
- Express obligation and support someone’s rights

**Other resources**

Chez Nous

Mar 09 L'inegale de l'homme

cd4 track 4

Apr 09 La Voix des banlieues - Faiza Guene

	<b>Writing and Grammar</b>	<b>Speaking</b>	<b>Reading and Internet exploitation</b>	<b>Listening and Interactive</b>
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<p><b>A. Multiculturalisme</b></p>	<p>Conjunctions</p> <p>Write personal views on integration of immigrants</p>	<p>Discuss factors facilitating integration</p> <p>Discuss which culture immigrants should loyalty to- defend a stand</p>	<p>Blacks, blancs, beurs a la meme enseigne</p>	<p>Newspaper extract – identify subjects and people</p> <p>Chinese woman in France + interactive exercise</p>
<p><b>B. La Désintégration de la France</b></p>	<p>Demonstrative pronouns; <i>celui, celle, ceux, celles.</i></p> <p>passive</p> <p>Write what learned from article.</p> <p>Letter to the mayor to complain about riots</p>	<p>Discuss factors making integration difficult.</p> <p>Journalist's interview of group of young people</p>	<p>Les racines du malaise</p>	<p>Report on riots in Villiers-le bel</p> <p>Decaration of the mayor</p> <p>Audio roleplay on the riots</p>
<p><b>C. Immigration au sein de L'Union Europeene</b></p>	<p>Relative pronouns with prepositions; dans lequel etc</p>	<p>Talk about experiences of individual immigrants</p> <p>Express obligation and support someone's rights</p>	<p>L'intégration des enfants issus de l'immigration</p>	<p>An audio roleplay on integration</p>

**Theme: “La Société Multiculturelle**

**Topic 6: “ Le Racisme”**

**Pages 50 - 55**

**Time: 10 lessons**

**Objectives – be able to**

- Discuss the reasons for racism
- Talk about discrimination in employment and education
- Talk about the victims of racism
- Use possessive pronouns
- Use present and past tenses of passive voice
- Use the perfect subjunctive
- Express clear ideas about important issues
- Discuss anti-racism initiatives
- Develop a personal explanation

**Other resources**

Chez Nous

Nov/Dec 06 100% Debats: Racisme	cd 1 track 5
Jan 07 Debats Racisme	cd 1 track 12
Nov/Dec 08 Cesaire - Negre je suis, negre je resterai	cd1 track 10

	<b>Writing and Grammar</b>	<b>Speaking</b>	<b>Reading and Internet exploitation</b>	<b>Listening and Interactive</b>
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<p><b>A. Raciste. Moi ?</b></p>	<p>Possessive pronouns</p> <p>Essay - "Etre raciste" ca veut dire quoi a votre?</p>	<p>Discuss reasons for racism</p>	<p>Le racisme, d'où ça vient?</p>	<p>A video on racism</p>
<p><b>B. Discrimination</b></p>	<p>Passive voice – present and past tense.</p> <p>Write assessment of measures taken to combat racism</p>	<p>Discuss discrimination in employment and education</p>	<p>Garnier, condamné pour discrimination raciale</p> <p>Research measures taken to combat racism</p>	<p>Abdel and Nejma – their experience in world of work.</p> <p>SOS Racisme report</p>
<p><b>C. Victimes</b></p>	<p>Perfect subjunctive.</p> <p>Letter of apology to Quentin family</p>	<p>Discuss victims of racism.</p> <p>Articulate personal explanation</p>	<p>Un petit alsacien d'origine congolaise victime d'attaques racistes</p>	<p>An audio roleplay on racism.</p> <p>Report on profanation of muslim graves.</p> <p>Reactions of Mrap president, of Sarkowsy and M Fillon.</p>

**Theme: L'Environnement**

**Topic 1: "La Pollution"**

**Pages 9 - 16**

**Time: 10 lessons**

**Objectives – be able to**

- Talk about different types, causes and effects of pollution
- Explore measures to reduce pollution
- Discuss individual and collective action
- Describe transport issues related to pollution
- Use past and present tenses of the passive voice
- Use modal verbs
- Use the present subjunctive
- Formulate questions
- Express your own views
- Present alternatives

**Other resources**

Chez Nous

Sept 07 Journee internationale sans voiture	cd 1 track 1
Mar 08 Amoco Cadiz	cd 2 track 1
Apr 06/07 Interview - La Journee de la Terre	cd 2 track 5

	<b>Writing and Grammar</b>	<b>Speaking</b>	<b>Reading and Internet exploitation</b>	<b>Listening and Interactive</b>
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<b>A. La pollution fléau de la planète</b>	Passive – past and present.  Write 10 questions for journalist in Mexico flood area.	Discuss different types, causes and effects of pollution Formulate questions	La pollution par les déchets en France. Les types de pollution et leurs causes. Les effets de la pollution	Interview on pollution  Report and interactive exercise.
<b>B. Comment réduire la pollution?</b>	Modal verbs.  Write about what each individual can do to reduce pollution	React to pictures and express feelings. Discuss measures to reduce pollution – individual and collective action	L'environnement – c'est un grand souci pour nous	Video on pollution  Listen to programme extract.
<b>C. Le Transport</b>	Present subjunctive  Describe means of transport in Paris, how pollution is being managed and compare with own town.	Discuss transport issues related to pollution. Present pros and cons of different types of transport. Record responses to dialogue	Le défi des transports – solutions  Est-ce qu'on voit une révolution des transports urbains?	An audio roleplay on transport  Report on transport in Paris.  Dialogues for spoken response.

**Theme: L'Environnement**

**Topic 2: "L'Energie"**

**Pages 17 - 24**

**Time: 10 lessons**

**Objectives – be able to**

- Talk about different sources of fossil fuels
- Discuss the role of nuclear energy in France
- Discuss the need for renewable energy sources
- Explore changing attitudes to energy consumption
- Use present tense endings with competence
- Use present and conditional forms to express necessity
- Use verbs followed by an infinitive
- Debate controversial issues
- Express necessity, consequences and contrast
- Evaluate lifestyle using alternative forms of energy

**Other resources**

Teletexts – nuclear video

	<b>Writing and Grammar</b>	<b>Speaking</b>	<b>Reading and Internet exploitation</b>	<b>Listening and Interactive</b>
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<b>A. Les énergies non renouvelables</b>	Revision of present tense endings.  200 word article on opinion about nuclear energy (be for or against)	Discuss different sources of fossil fuels and role of nuclear energy in France.  Group debate – given stance	L'offre d'énergie en France.  Les énergies non renouvelables.	Report on fossil fuels and interactive exercise.  Interviews with Laurent. Amandine and Julie.
<b>B. Les énergies renouvelables</b>	Present and conditional forms (to express necessity)  Write comparison of two forms of renewable energy	Express necessity, consequence and contrast. Explain definitions. Compare two chosen forms of renewable energy	See 4 websites p21 greenpeace, defipourla terre etc.  Energies renouvelables	Report on jobs concerned with energy. Interactive exercises
<b>C. Les attitudes changeantes</b>	Verbs followed by an infinitive.  Describe what you can do in daily life to safeguard the environment.	Group discussion on conservation of energy. Verbal reaction to photos of dwellings – ideal town/village. Record answers to questions on conservation.	La solution par innovation.	An audio roleplay on energy and conservation  Report on town in China – interactive exercise.

**Theme: L'Environnement**

**Topic 3: "Protection de la planete"**

**Pages 25 - 32**

**Time: 10 lessons**

**Objectives: be able to**

- Describe the impact of consumerism on the environment and explore how to change behaviour
- Examine the role of pressure groups and their initiatives to promote awareness
- Discuss the need for collaboration and cooperation
- Be able to use interrogative pronouns
- Use the subjunctive
- Use the immediate future and the future tense
- Recommend future measures
- Use language to promote a cause
- Express awareness of positive and negative impact

**Other resources**

Chez Nous

	<b>Writing and Grammar</b>	<b>Speaking</b>	<b>Reading and Internet exploitation</b>	<b>Listening and Interactive</b>
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<p><b>A. Comment minimiser les dangers?</b></p>	<p>Interrogative pronouns</p> <p>Summary in English</p>	<p>Describe impact of consumerism on environment and explore how to change behaviour. Recommend future measures.</p> <p>Presentation of chosen product and its ecological impact</p>	<p>Tracez l’empreinte écologique.</p> <p>Qu’est-ce que L’empreinte écologique?</p> <p>Research ecological impact of chosen product</p>	<p>Interactive exercise</p> <p>6 possibilities for minimising impact on the environment</p>
<p><b>B. Les Groupes de Pression</b></p>	<p>Revision of subjunctive and its usage.</p> <p>Transcribe what heard.</p> <p>Translate to French.</p> <p>Write article for website on cause.</p>	<p>Discuss role of pressure groups and their initiatives to promote awareness</p> <p>Promote a cause – endangered animal or plant</p>	<p>Protection des Espèces</p> <p>Website for L’association AVES France</p> <p>Research chosen endangered animal or plant</p>	<p>Message of L’Association AVES</p>
<p><b>C. Notre responsabilité envers les autres pays</b></p>	<p>Immediate future and future tense.</p> <p>Translate into English</p> <p>Essay on importance of tropical forests</p>	<p>Express awareness of positive and negative impact. Presentation for conference on biodiversity</p>	<p>Climat: les principaux polluers entament deux jours de débats.</p> <p><a href="http://terresacree.org/foreviieg.htm">http://terresacree.org/foreviieg.htm</a></p>	<p>Report on biofuels and electroniques waste</p> <p>Interactive exercise</p> <p>Record responses to questions</p>

**Theme: Problèmes Sociaux et Contemporains**

**Topic 7: “Richesse et Pauvreté”**

**Pages 58 - 63**

**Time: 10 lessons**

**Objectives: be able to**

- Talk about wealth and poverty, including links to health and social unrest
- Discuss the causes of poverty in Europe and developing countries
- Discuss debt and aid programmes in developing countries
- Use the conditional perfect
- Use comparative and superlative adjectives
- Use dependent infinitives
- Adapt others' opinions to express your own construct dialogues using various sources
- Adapt online text and data for presentations

**Other resources**

	<b>Writing and Grammar</b>	<b>Speaking</b>	<b>Reading and Internet exploitation</b>	<b>Listening and Interactive</b>
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<b>A. L'embarras des riches</b>	<p>Conditional perfect</p> <p>Translation to English</p> <p>Transcribe in French.</p> <p>Write own opinions on listening interview</p> <p>Write on five given subjects</p>	<p>Discuss wealth and poverty including links to health and social unrest.</p> <p>Adapt other's opinions to express own</p>	<p>Société Malade?</p>	<p>Two people talk about their lives + interactive exercise.</p> <p>Two students talk about Mathieu and Jérôme</p>
<b>B. Les Racines de la misère</b>	<p>Comparative and superlative adjectives</p> <p>Essay on causes of poverty in Eastern Europe and in France</p>	<p>Conduct dialogues using various sources (+figures)</p>	<p>L'emploi en France</p> <p>Eastern Europe facts and figures</p>	<p>Interactive exercise on Eastern Europe.</p> <p>Dialogue between Elona and Antonin</p>
<b>C. Solidarité Globale?</b>	<p>Dependent infinitives</p> <p>Essay – Global solidarity – only solution or impossible dream?</p>	<p>Discuss debt and aid programmes in developing countries.</p> <p>Repeat answers heard on line</p> <p>Rehearse interview heard on line</p>	<p>Dette, aide et autonomie</p> <p>Les Objectifs du Millénaire de Développement</p>	<p>Answers to questions on Debt, Aid and Autonomie</p> <p>OMD – interactive exercise</p> <p>Record conversation</p>

**Theme: Problèmes Sociaux et Contemporains**

**Topic 8: “L’Ordre Public”**

**Pages 65 - 72**

**Time: 10 lessons**

**Objectives – be able to**

- Talk about crime, especially among young people
- Talk about reasons for criminal and anti social behaviour.
- Discuss effectiveness of measures to reduce crime
- Consider the alternatives to imprisonment
- Use the perfect tense
- Use infinitive constructions
- Use future tense of the passive voice
- Structure an coherent analysis of causes and effects of crime
- Combine data with opinions in debates and presentations
- Consider the values society holds on major issues

**Other resources**

Chez Nous

Mar 07 La Justice apres Outreau

Apr 07 Le Tabagisme - new law

Jan/Feb 09 Tous en Prison?

cd track 12

Apr 09 Pour s'engagent-ils? Why enlist

cd2 track 7

	<b>Writing and Grammar</b>	<b>Speaking</b>	<b>Reading and Internet exploitation</b>	<b>Listening and Interactive</b>
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<p><b>A. La délinquance : cause et effets</b></p>	<p>Perfect tense</p> <p>Translation to English</p> <p>250 word article on causes and effects of crime</p>	<p>Discuss crime, especially among young people</p> <p>Discuss reasons for criminal and anti social behaviour.</p> <p>Mini-debate on social rejection</p>	<p>Individualisme ou société?</p> <p>La société n'existe pas?</p>	<p>Discussion about crime</p>
<p><b>B. La criminalité en baisse?</b></p>	<p>Infinitive constructions</p> <p>Written version of oral presentation on decrease in crime rate.</p>	<p>Discuss effectiveness of measures to reduce crime</p> <p>Oral presentation on whether crime is really decreasing</p>	<p>Baisse continue de la délinquance enregistrée depuis cinq ans</p> <p>Les Prisons</p> <p>Research prisons and crime figures in France</p>	<p>Charlotte and Natacha discuss crime</p> <p>Les Prisons</p>
<p><b>C. Crime et châiment</b></p>	<p>Future tense of passive voice.</p> <p>Summary in English</p> <p>Group task on crime; causes and effects, successful and unsuccessful solutions, individualist social attitudes and solutions.</p>	<p>Discuss methods of punishment</p> <p>Discuss alternatives to prison</p>	<p>Plus ça change.....?</p> <p>La Justice</p> <p>Le role de la prison.</p> <p>Les alternatives à l'incarcération.</p>	<p>Interview on justice and interactive exercise</p> <p>Record replies to questions on prison.</p>

**Theme: Problèmes Sociaux et Contemporains**

**Topic 9: “Sciences et technologie:avances ou regression?”**

**Pages 73 - 80**

**Time: 10 lessons**

**Objectives – be able to**

- Discuss advantages and drawbacks of ICT at home and at work
- Consider pros and cons of satellite technology
- Discuss ethical issues relating to scientific, technological and medical progress and research
- Use present participles
- Use interrogative pronouns
- Invert verb and subject after direct speech and adverbs
- Summarise opposing views and draw balance of conclusions
- Make and counter controversial statements about contentious issues
- Use anticipation and nuance to advance debates

**Other resources**

Chez Nous

Mar 07 Micro Chips	list
Jan 06 Gadgets a Gogo: le chien robot	cd 1 Track 10
Mar 07 100% Debats: Les systemes a puces	cd 2 track 3
Nov/ Dec 08 A la recherche de l'enfant parfait?	cd1 track 7

	<b>Writing and Grammar</b>	<b>Speaking</b>	<b>Reading and Internet exploitation</b>	<b>Listening and Interactive</b>
<b>A. Diagnostic: informatique</b>	<p>Present participles</p> <p>Sentences on advantages and drawbacks of ICT</p> <p>Write article on positive and threatening future of ICT</p>	<p>Discuss advantages and drawbacks of ICT at home and at work</p>	<p>Solidarité virtuelle?</p>	<p>Video interview and interactive exercises</p>
<b>B. On va où exactement?</b>	<p>Interrogative pronouns</p> <p>Essay on advantages and drawbacks of satellite technology.</p>	<p>Discuss pros and cons of satellite navigation</p>	<p>Points de repère?</p> <p>Le Projet Galileo</p> <p>Online text and interactive exercise</p>	<p>Interview about satellite</p> <p>Discussion about surveillance</p>
<b>C. Science ne rime pas toujours avec conscience</b>	<p>Inversion of subject and verb after adverbs and direct speech.</p> <p>In pairs write two sides of debate on whether science and technology is the victory of reason over emotion and lack of understanding</p>	<p>Discuss ethical issues relating to scientific, technological and medical progress and research</p>	<p>Les bénéfices de l'innovation</p>	<p>Various opinions relating to scientific, technological and medical progress and research. - put in order</p> <p>Dialogue on issues</p> <p>Interactive exercises</p> <p>Record own responses</p>