

| Theme/ Topic | Grammar | Topic/ Objectives | Teaching Ideas |
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| <p>Theme 3 : Current and future study and employment</p> <p>Topic 1: My Studies</p> <p>Topic 2: Life at school/ college</p> <p>Theme 2: Local, national, international and global areas of interest.</p> <p>Topic 2: Healthy/ unhealthy living</p> | <ul style="list-style-type: none"> • Using the pronouns 'il' and 'elle' • Using the pronouns 'ils' and 'elles' • Using 'il faut' and 'il est interdit de..' • Using the imperative • Using the present and future tenses. • Using past, present and future timeframes. • <i>ce qui/ce que ... c'est...</i> sentence pattern • building on <i>si</i> clauses with present and future • more complex two verb structures (<i>avoir l'intention de/avoir envie de/avoir le droit de</i>) | <ul style="list-style-type: none"> • Talking about your timetable • Giving opinions on your school subjects. • Talking about your school • Comparing school in the UK and French-speaking countries • Discussing school rules • Discussing healthy living • Discussing vices • Talking about a school exchange | <p>Les matières scolaires</p> <p>Mon établissement scolaire</p> <p>Four in a row: school</p> <ul style="list-style-type: none"> • <i>devoir</i> + infinitive (see Mes études: Teaching notes and Mes études: Presentation) • <i>il faut</i> + infinitive (compulsory subjects) • perfect tense regular <i>avoir</i> verbs (<i>choisir/décider de/laisser tomber</i> - options) (see Mes options: Teaching notes and Mes options: Presentation slides 4-5) • two verbs together eg <i>aimer/aimer mieux/préférer</i> • comparative and superlative in expressing opinions about subjects (see Mes options: Teaching notes and Mes options: Presentation slides 6-8) • use of <i>tu</i> and <i>vous</i> in informal/formal exchanges |

- [La vie au lycée: pressions et problèmes](#)
- [Four in a row: school](#)
- transfer *devoir/pouvoir/il faut/vouloir* to school rules context (see [Le règlement: Worksheet and Teaching notes](#))
- *si* clauses using imperfect and conditional
- quantity words
beaucoup/trop/assez/pas assez + de (including with plurals)
- perfect tense with avoir using regular and common irregular verbs (*ce que j'ai fait comme devoirs*) (see [Perfect tense \(avoir\) – revision: Worksheet](#))
- [Les expressions idiomatiques](#)

See resources: Healthy Living

[Sorting foods](#)

[Vocab starters: la santé](#)

[C'est bon pour la santé](#)

[Docteur: j'ai un problème](#)

[Les jeunes et l'alcool](#)

[Phrasing questions](#)

[Verbs that take infinitives](#)

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| | | | Symptômes et prescriptions |
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| <p>Theme 2</p> <p>Topic 3: Education post 16</p> <p>Topic 4: Jobs, career choices and ambitions</p> | <ul style="list-style-type: none"> • Saying <i>better/ worse or the best/ worst thing</i> • Understanding the <i>subjunctive</i> • Understanding DOP in the perfect tense • Verbs followed by <i>à</i> and <i>de</i> | <ul style="list-style-type: none"> • Discussing jobs and work preferences • Talking about plans/ hopes and wishes • Applying for jobs • Understanding case studies | <ul style="list-style-type: none"> • Studio Module 7 • comparative and superlative in expressing opinions about subjects (see Mes options: Teaching notes and Mes options: Presentation slides 6-8) <p>Starter on jobs</p> <p>Les emplois</p> <p>Work experience: last one standing</p> <p>Mon stage en entreprise</p> <p>Encore une fois: mon stage en entreprise</p> |

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| <p>Theme 2 : Local, National, International and global areas of interest.</p> <p>Topic 2 : Charity/ voluntary work</p> <p>Topic 3 :</p> <ul style="list-style-type: none"> • The environment • Poverty/homelessness | <ul style="list-style-type: none"> • Making connections between different word types • Using the verbs '<i>pouvoir</i>' and '<i>devoir</i>' in the conditional • Using the passive • Using indirect object pronouns • Giving arguments for and against | <ul style="list-style-type: none"> • Talking about what makes you tick • Problems facing the world • Talking about protecting the environment • Discussing ethical shopping • Talking about volunteering • Describing community projects • Discussing big events | <p>Studio Module 8 + Module 4 Unit 5</p> <p>Indirect object pronouns</p> <p>Poverty/ homelessness</p> <ul style="list-style-type: none"> • <i>si j'étais ...</i> • <i>à la place de ...</i> with conditional completions <p><i>il faut + infinitive</i> and <i>il faut que + subjunctive</i> (see Combattre la pauvreté: Worksheet and Teaching notes)</p> <ul style="list-style-type: none"> • <i>vouloir + infinitive</i> • <i>vouloir que + subjunctive</i> <p><i>il est possible que + subjunctive</i> (see Travailler comme bénévole: Worksheet and Teaching notes)</p> <p>Environment: last one standing</p> <p>Environment: read and draw</p> <p>Des gestes pour sauver la planète</p> |

Year 11 Term 4

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|--------------------|---------|-------------------|----------------|
| Revision programme | | | |