Key to the abbreviations used in the AQA Text book.

G= Groundwork
F= Foundation
H= Higher

(G+F are in the green book. F+H are in the red book)

All students have:

1) A booklet of AQA spec vocabulary - organised by topic and following the SOW.

2) A speaking booklet containing help and advice for role plays and photo cards and a full list of the speaking Qs for the GCSE speaking exam

3) A digital copy of AQA green and AQA red text books which they can access at home on their PC/phone/tablet for HW. (Paper copies to be made available for students who have no IT access at home)

Additional resources:
http://www.1jour1actu.com/
http://fr.maryglasgowplus.com/teachers see box*
http://lightbulblanguages.blogspot.co.uk/
http://www.linguascope.com/ - see your teacher for the user name and password
http://www.languagesonline.org.uk/Hotpotatoes/Index.htm
https://www.teachitlanguages.co.uk/
http://zut.languageskills.co.uk/index.html (have to pay for during the school day – free in evenings – use for HW)

Year 10 Unit 1. Theme 1: Identity and Culture Topic 2: Technology in Everyday Life + The present tense

Sub-topic	Language area	Grammar		Teachit resources	Assessment
Unit 2.1. G On garde le contact	Family member vocab/ friends vocab Preferences: j'adore etc + infinitive Present tense revision	The present tense of regular -er verbs Using avec and sans F text book page 38	Memorising phrases		
Unit 2.1. F Les réseaux sociaux	Vocab for online activities Frequencies : souvent / tous les jours etc On peut + infinitve Higher : depuis /Certains disent que	The present tense of common irregular verbs Using grâce à F text book page 39	Coping strategies	consolidation of present tense including irregular verbs sortir, prendre, mettre, voir, vouloir (see Present tense revision: Worksheet) Critiques des internautes	
Unit 2.1 H Avantages et inconvénients des réseaux sociaux	Higher : language for debate On voit que / on peut dire que	The present tense of regular –ir and –re verbs Using on H text book page 38	Pronunciation of verb endings		
Unit 2.2 G Tu es technophile?	Vocab for electronic equipment e.g. portable / ordinateur Using negatives: C'est ce n'est pas. J'ai je n'ai pas / il est / il n'est pas J'aime / je n'aime pas	'It' and 'that': ce, c', ça Interrogative adjectives	Adding extra information :speaking for as long as you can	Talking about the technology we use	
Unit 2.2 F Tu t'en sers souvent?	Using the vocab in the Q in your answer(e.g. tu aimes…? / oui j'aime Mes copains dissent que .. Etre accro	Aller, faire and other common irregular verbs The pronouns moi, toi, lui and elle F text book page 39 Higher : je l'utilise / je le mets/ je le trouve	Building your speaking and writing skills		
Unit 2.2 H Bienfaits et dangers	C'est ce que je préfère Je trouve ça intéressant Je ne suis pas d'accord Le risque de + infinitive Higher : Je vais lui en donner / je vais lui en acheter	Present tense of more irregular verbs Il est possible que + subjunctive H text book page 39	Collecting useful phrases		
Speaking exam	Theme 1 : Topic 2 questions				

Year 10 Unit 2. **Theme 1: Identity and Culture** **Topic 1: Me, My family and Friends + the future tense**

Sub-topic	Language area	Grammar	Skill area	Teachit resources	Assessment
Unit 1.1 G Ma famille et moi	Family members Numbers for ages	Using avoir (to have) and être (to be) – present tense Foundation: Using in je and il/elle form and understanding all forms Possessive adjectives (my, your, his, her) F text book page 26	Learning vocabulary (see technique swagbag – on vocab booklet)	Family relationships The Simpsons family: reading and writing Photocard: family Je cherche un correspondant en ligne Les verbes réguliers au présent Direct object pronouns	
Unit 1.1 F Ma famille et mes amis	Adjectives for describing people's character (see vocab booklet) Souvent / parfois S'entendre avec / se disputer avec - + other reflexive verbs	Reflexive verbs Adjective agreement F text book page 26 Comparatives (and superlatives) F text book page 27	Ignoring words which are not needed		
Unit 1.1 H La famille et l'amitié	Foundation : meilleur ami Higher : Meilleur ami / s'entendre mieux – the difference meilleur/mieux	Direct object pronouns F text book page 27 / H text book page 27 – extra detail (Comparatives and) superlatives H text book page 26	Using cognates and near-cognates	Friendship	
Unit 1.2 G On se marie?	Physical descriptions - hair/height etc (see vocab booklet) Introduction to speaking exam photo card OLDI (clothes briefly – as comes up in unit 3) Ideal partner – Foundation= est / Higher = serait	Position of adjectives Using qui and que F text book page 26	Including adjectives	Je voudrais me marier Le courrier du cœur Revision of future tenses Direct object pronouns Indirect object pronouns	
Unit 1.2 F Tu aimerais te marier?	Vocab for marriage / divorce etc Verbs for future plans marier/ quitter / étudier/travailler / acheter	The immediate future and the future tense Foundation: Use immediate future – recognise simple future including serai/irai Direct and indirect object pronouns	Understanding near-cognates when listening		
Unit 1.2 H Seul ou en couple?	Introduce si clauses	The future tense Higher : Using and recognising je form and il/elle form of simple future Using don't H text book page 27	Answering unprepared questions		
Speaking exam	Theme 1 : Topic 1 questions				

Year 10 Unit 3 **Theme 1: Identity and Culture** **Topic 3: Free-time activities + the perfect tense**

Sub-topic	Language area	Grammar		Teachit resources	Assessment
Unit 3.1 G Qu'est-ce que tu aimes faire?	J'aime + infinitive Vocab for TV and film genres frequencies	Revision of the present tense of regular verbs Question words (see back section of vocab booklet for full list) F text book page 60	Using visual clues to understand texts	Un portrait de Vanessa Paradis Les Minions: bande-annonce Voir, regarder, aller, aimer Un portrait de Didier Drogba Alain Robert Grammar in focus: negatives Revision of future tenses 1 jour 1 actu - what's on at the cinema http://www.1jour1actu.com/culture/les-sorties-cinema-de-la-semaine-75021/	
Unit 3.1 F Qu'est-ce que tu as fait ce weekend?	verbs for leisure e.g. jouer / faire / regarder / aller (sports are in section 3.3)	The perfect tense of regular verbs Higher: irregular The perfect tense with être (see Perfect tense (être)-revision: Worksheet)	Adding opinions to produce more complex sentences	My favourite hobbies My hobbies placemat Ma routine du week-end dernier	
Unit 3.1 H Le weekend, qu'est-ce que tu fais ?	Vebs for leisure activities – irregular future tenses	Revision of the future tense Time phrases	Making use of grammatical markers		
Unit 3.2 G On parle de la nourriture	Food quantities Food items Meals	Quantities Adverbs of frequency F text book page 60	Drawing to convey information		
Unit 3.2 F Qu'est-ce que tu aimes manger?	Regional food specialities Types of cuisine + preferences Je ne peux pas / on peut / on doit / j'aime / on va + infinitive	Verb + infinitive The pronoun en	Listening for detail	Au restaurant et au snack: pair work Food in Guadeloupe and England	
Unit 3.2 H	Regional food specialities Ne.. jamais / ne…rien	Demonstrative pronouns (celui / celle)	Translation strategies		

Sub-topic	Language area	Grammar		Teachit resources	Assessment
Que mange-t-on dans le monde?	Perfect tense – somewhere you've been and what you ate	Using more complex negatives H text book page 61			
Unit 3.3 G Tu fais du sport?	Sports +leisure activities Difference jouer + faire the difference aller+ place / faire + activity je m'entraine / mon entrainement frequencies understanding a leaflet – opening times – revision of understanding times	Using subordinating conjunctions (parce que / puisque) Jouer à / faire de F text book page 60	Reading for detail		
Unit 3.3 F Le sport, c'est ma passion!	Quand j'avais 7 ans … J'ai découvert / J'ai toujours aimé	Developing sentences (using quand, lorsque and si) Opinion verbs F text book page 61	Using common patterns between French and English when reading		
Unit 3.3 H Les sports extrêmes		Using the pronouns en and y F text book page 61 Emphatic pronouns H text book page 61	Structuring a debate	http://www.1jour1actu.com/sport/monaco-40357/ Monaco grand prix	
Clothes and clothes Shopping	Not in the text book – see vocab booklet for clothes Clothes items Shop language Complaining and returning items Trop + adjective			Adjectifs et pronoms démonstratifs et interrogatifs	
Speaking exam	Theme 1 : Topic 3 questions Revision of all three topics so far				

Year 10 Unit 4 **Theme 1: Identity and Culture** **Topic 4: Customs and Festivals**

Sub-topic	Language area	Grammar		Teachit resources	Assessment
Greetings	greetings – see vocab booklet				
Unit 4.1 G On fait la fête!	Main festivals (see vocab booklet for AQA required ones)	Revision of the perfect tense with être The rules of agreement in the perfect tense F text book page 72	Using a mnemonic	Les festivités A tradition in Guadaloupe http://www.1jour1actu.com/france/11_jours_fris_en_france/ When the French national holidays are http://www.1jour1actu.com/culture/cest-quoi-noel-44920/ What is Christmas? http://www.1jour1actu.com/culture/1er-janvier-histoire-fete/ Why do we celebrate new year? http://www.1jour1actu.com/france/quest-ce-que-la-toussaint/ What is Toussaint?	
Unit 4.1. F La fête chez nous	Giving opinions using c'était Describing a visit / a festival in the perfect tense Se lever / se coucher / se reposer	Reflexive verbs in the perfect tense – Foundation Using en, au / aux / à + countries and towns F text book page 73	Requesting help	describing a past event/festival; actions and opinions (see Le Festival de Sakifo: Worksheet and Teaching notes)	
Unit 4.1 H La fête, c'est quoi pour toi?	Opinions about festivals contd. from above – more sophisticated opinions (see yellow box – page 67) Je suis pour… / je suis contre …	Using the perfect infinitive (après avoir / après être) H text book page 135 Rules of agreement with the perfect infinitive	Using a word which refers to a similar item		
Unit 4.2 G Partout, c'est la fête!	Understanding leaflets describing events – e.g. music festivals Describing a recent visit to a festival C'était / j'étais / il y avait / j'avais/ il faisait (see white box page 69)	Using common expressions in the imperfect tense Indefinite articles F text book page 72	Developing confidence when speaking		
Unit 4.2 F La fête pour tout le monde!	Understanding international (francophone) festivals Describing a recent visit to a festival contd. From above More use of the imperfect	The imperfect tense of common verbs Deciding between the perfect and imperfect tenses	Making use of social and cultural context when reading		

Sub-topic	Language area	Grammar		Teachit resources	Assessment
Unit 4.2 H Les fêtes en famille, tu aimes?	Giving opinions about spending festivals with your family	Using the imperfect and perfect tenses together Revision of the imperfect tense	Developing knowledge of French-speaking countries		
Speaking exam	Theme 1 : Topic 4 questions Revision of all four topics so far				
	Complete role plays and photo cards on page 80-81 green book + red book – peer assess				

Year 10 Unit 5 **Theme 2: Local, national, international and global areas of interest** **Topic 1: Home, town, neighbourhood and region**

Sub-topic		Grammar		Teachit resources	Assessment
Unit 5.1 G À la maison	Furniture, adjectives for material verbs for helping at home	Revision of the position and agreement of adjectives Plurals of nouns F text book page 92	Using adjectives to enhance descriptions	prepositions (see Prepositions – directions: Lesson activities and Prepositions – directions: Slides)	
Unit 5.1 F Des maisons différentes	House/apt (more types of house in 5.2G) Rooms in the house Using negatives (ne pas/ne plus/ ne jamais) Opinions about your house J'ai de la chance parce que … L'un des avantages de ma maison c'est que … Le problème c'est que …	Negative phrases followed by de Partitive articles F text book page 92	Recognising key topic words in reading and listening tasks		
	Jobs around the house – briefly			Jobs at home Le ménage	
Unit 5.1 H Ma maison idéale	Extended Vocabulary to describe a house – e.g. murs/fenetres More unusual rooms – e.g. sale de musculation	The conditional of regular verbs The conditional of irregular verbs H text book page 93	Building longer sentences		

Sub-topic		Grammar		Teachit resources	Assessment
	Si clauses – si j'avais beaucoup d'argent / si j'étais riche / Comparison of ideal and current house				
Unit 5.2 G Là où j'habite	Compass points A la montagne/ bord de la mer etc Types of houses etc	Habiter and vivre C'est and il y a F text book page 92 Not in text book – teach on peut + infinitive	Using verbs which start with a vowel	Where I live placemat Ma ville http://zut.languageskills.co.uk/intermediate/year10/10425.html pouvoir + infinitive (see Pouvoir: Teaching notes and Pouvoir: Team game)	
Unit 5.2 F Trouver ta ville jumelée idéale	Describing where you live Adjectives Attractions- (château etc) see vocab booklet for full list Advantages and disadvantages (see yellow box page 91 green book / 89 red book)	Demonstrative adjectives Prepositions F text book page 93 H = enhancing descriptions using qui/que/dont (see Enhancing descriptions: qui/que/dont: Presentation)	Simplificaton and paraphrasing		
Unit 5.2 H Ma région	Understanding longer texts – wider range of vocab about regions Describing own region Seasons	Recognising possessive pronouns Revision of comparative and superlative adjectives H text book page 93	Using intensifiers	Ma ville: présent et imparfait irregular verbs aller/faire (see Irregular verbs: aller and faire: Teaching notes and Irregular verbs: aller and faire: Presentation)	
Speaking Exam	Theme 2 : Topic 1 questions				

Year 10 Unit 8 Theme 2: Local, national, international and global areas of interest Topic 4: Travel and Tourism

Sub-topic	Language area	Grammar		Teachit resources	Assessment
Unit 8.1 G On part en vacances!	Countries – destinations (see vocab booklet) Understanding a leaflet describing a holiday destination Say what there is (revision of 5.2F) Vocabulary for methods of transport + essence etc (see booklet) Describing a photo with buildings/transport in it (see yellow box page 127 green book)	Using prepositions for countries and modes of transport (à,au,en,aux,) Using negatives F text book page 134	Using negatives to improve writing	Vocab crunch: holidays Inference grids: holidays Holiday writing stimulus GCSE writing guide: holidays Lydia's holiday Les vacances cauchemardeques de M. Bean Four in a row: holidays Visite de Paris	
Unit 8.1 F Moi, je préfère …	Types of holidays Present tense holidays and preferences + some revision of perfect tense holidays	Sequencing words and phrases Depuis + the present tense H text book page 134 The pronoun y H text book page 134	Paraphrasing		
Weather	Weather vocabulary Weather in 3 tenses				
Unit 8.1 H Quelles vacances!	Describing a past holiday in detail - more complex language + weather from above (see yellow box, page 129)	Revision of using the imperfect and perfect tenses together Après avoir / être + past participle H text book page 135 Venir de + infinitive H text book page 135	Adding complexity to written and spoken language	consolidation of perfect and imperfect tenses (see resources: Imperfect tense – Vacances d'enfance: Lesson activities, Imperfect tense – Vacances d'enfance: Presentation and Imperfect tense – Vacances d'enfance: Practice)	
Accommodation (not in text book)	Types of holiday accommodation Saying what accommodation you prefer Describing holiday accommodation in the perfect tense				
Unit 8.2 G	Talkin about activities on holiday Saying what you did and didn't so	Revision of the perfect tense with avoir	Expressing opinions and using intensifiers		

Sub-topic	Language area	Grammar		Teachit resources	Assessment
Qu'est-ce que tu as fait?		Revision of the perfect tense with être F text book page 134 Using negatives in the perfect tense F text book page 134			
Unit 8.2 F Découverte de la France	Talking about what you did on holiday using the imperfect (for F groups for recognition only)	Revision of the imperfect tense of –er verbs Revision of the imperfect tense of avoir, être and faire H etxt book page 134	Recognising cognates and near-cognates when reading		
Unit 8.2 H Les vacances en ville	Talking about what there is to do on holiday, what you did and what you will do	Using three-time frames : past, present and future Revision of the imperfect tense H text book page 135	Reading for gist		
Weather (not in text book)	Describing weather in 3 tenses Link weather to activities Quand il fait beau, je … Le premier jour il faisait beau, donc j'ai …				
Speaking exam	Theme 2 Topic 4 questions				

YEAR 11

Year 11 Unit 6 **Theme 2: Local, national, international and global areas of interest** **Topic 2: Social Issues**

Sub-topic	Language area	Grammar		Teachit resources	Assessment
Unit 6.1 G Les associations caritatives	Understanding texts about charities Saying what charity work you want to do – Je veux lutter / combattre / aider etc	Vouloir + infinitive Indefinite pronouns F text book page 104	Using a glossary or bilingual dictionary		
Unit 6.1 F Mon travail bénévole	Saying what charity work you would like to do – Je voudrais lutter / combattre / aider etc	The conditional of vouloir and aimer En + present participle F text book page 104	Using verbal context when listening	il est possible que + subjunctive (see Travailler comme bénévole: Worksheet and Teaching notes)	
Unit 6.1 H Pourquoi a-t-on besoin d'associations?	Understanding longer texts Translation activities Write what kind of charity you would like to create	Vouloir que + subjunctive Using ce que (H text book page 105) il est possible que + subjunctive (see Travailler comme bénévole: Worksheet and Teaching notes)	Using questions and texts to formulate answers	Helping other people: giving blood http://www.1jour1actu.com/france/comment-ca-se-passe-le-don-du-sang-45296/ http://www.1jour1actu.com/france/une-journee-avec-les-compagnons-demmaus-94332/ voluntary work	
Unit 6.2 G Un régime alimentaire équilibré?	Revise food items from unit 3.2 Say what you eat and drink and whether it's good for you Je dois manger plus de… / moins de… etc…	Devoir and pouvoir + infinitive Il faut + infinitive F text book page 104	Using adverbs to enhance sentences	Sorting foods Vocab starters: la santé C'est bon pour la santé Verbs that take infinitives	
Unit 6.2 F Mon mode de vie avant et maintenant	Saying what you used to eat / do /smoke/drink Compare with now (see yellow box page 103 green book, 101 red book)	Imperfect tense of être, avoir and faire Expressions of quantity F text book page 105 Recognising the pluperfect tense F text book page 105	Recognising common patterns in French when listening	Docteur: j'ai un problème Phrasing questions Symptômes et prescriptions	
Unit 6.2 H Opération 'remise en forme'	Understanding longer texts Saying what you are going to do to improve your health	Il vaut / il vaudrait mieux Revision of negative constructions H text book page 105	Using negatives to add complexity	Les jeunes et l'alcool http://zut.languageskills.co.uk/intermediate/year10/10409.html	

Year 11 Unit 7 **Theme 2: Local, national, international and global areas of interest** **Topic 3: Global Issues –**

Theme	Language area	Grammar		Teachit resources	Assessment
Unit 7.1 G Ma ville, mon environnement	Environmental problems (there is / on utilise) Environmental solutions (you should) Use the yellow box in F text book page 115	Environmental problems – present tense Environemntal solutions - Revision of devoir and pouvoir + infinitive Recognising pouvoir, vouloir and devoir in the conditional F text book page 122	Revising known words and phrases	Environment: last one standing Environment: read and draw Des gestes pour sauver la planète	
Unit 7.1 F Les problèmes de l'environnement	Saying what environmental problems there are Si on recycle ,, on peut … Not in text book – revise 3 tenses of key verbs for problems so that students can answer the questions in the speaking booklet – key verbs on page 117 F text book yellow box + in vocab booklet	Using si + present tense Si clauses + present tense + future tense – H text book page 122	Making use of social and cultural context when listening		
Unit 7.1 H Planète en danger	Saying what environmental problems there are – Using the superlative to say what the most serious problem is – relate to other social problems if students able to (feed into next topic)	Recognising and using the pluperfect tense Revision of en and y H text book page 122	Tackling 'Positive, Negative or Positive + Negative' tasks		
Unit 7.2 G Des problèmes sociaux	Key vocabulary for discussing poverty and homelessness	The imperative (vous form) The imperative (tu form)	Justifying answers		
Unit 7.2 F Les inégalités	What is SDF ? Talking about what we should do to help SDF – use yellow boxes page 121 green book	Verbs of possibility Permettre de + infinitive H etxt book page 122 si j'étais … à la place de … with conditional completions	Agreeing and disagreeing in a discussion	Article on SDF in Mary Glasgow – search "SDF"	
Unit 7.2 H La pauvreté	What should we do about poverty?	The subjunctive Present-tense forms of the subjunctiveH text book page 123	Dealing with longer texts	il faut + infinitive and il faut que + subjunctive (see Combattre la pauvreté: Worksheet and Teaching notes) article on "pauvreté" in Mary Glasgow	
Speaking booklet					

Year 11 Unit 9+10 Theme 3: Current and Future Study and Employment Topic 1+2: School and Subjects, Life at school and College

Sub-topic	Language Area	Grammar		Teachit resources	Assessment
Unit 9.1 G L'école et les matières	School subjects Describing school buildings / site A school report – write your own school report	Using adverbs Using de after quantities H = comparative and superlative in expressing opinions about subjects (see Mes options: Teaching notes and Mes options: Presentation slides 6-8)	Forming longer sentences	Les matières scolaires Mon établissement scolaire Four in a row: school	
Unit 9.1 F La journée scolaire	Timings of the school day Saying what you did at school yesterday	Revision of using the perfect tense of regular –er verbs Perfect tense (avoir) – revision: Worksheet) Emphatic pronouns F text book page 154 Adverbs of time and place H text book page 154	Describing physical properties		
Unit 9.1 H Des écoles différentes	Schools in other countries Describing a school in more detail	Revision of the perfect tense of –ir and –re verbs Revision of the perfect tense of irregular verbs Revision of the perfect tense with être H text book page 155	Pointing and demonstration		
Unit 10.1 G La vie scolaire	School in UK v school in France Using on to say what we do as a country e.g. En Angleterre on mange …. Using 3rd person plural les français font	Using the comparative of adverbs Superlative adverbs	Agreeing or disagreeing	La vie au lycée: pressions et problèmes	
Unit 10.1 F Le règlement scolaire	School rules Il faut / il ne faut pas / il est interdit de … School uniform – revision of clothes from Y10	Revision of using pouvoir, vouloir and devoir Revision of il faut (H text book page 155) devoir + infinitive (see Mes études: Teaching notes and Mes études: Presentation)	Using visual and verbal context in reading	transfer devoir/pouvoir/il faut/vouloir to school rules context (see Le règlement: Worksheet and Teaching notes)	
Unit 10.1 H Améliorer son école	Si j'étais le directeur , la directrice … Myu ideal school	Revision of the conditional Time phrases – H text book page 155	Using more than one tense in the same sentence		

Year 11 Unit 11+12 **Theme 3: Current and Future Study and Employment** **Topic 11+12: Education post-16, Jobs, career choices and ambitions**

Theme	Language Area	Grammar		Teachit resources	Assessment
Unit 11.1 G Continuer ses études ou non?	Using je veux + infinitive / je voudrais + infinitive to say what you want to do What is the bac? Different types of bac? Not in text book: Année sabbatique – what are the different options?	Using the pronouns ce qui and ce que Using intensifiers F text book page 166 Not in text book: Using the near future to say what you are going to do after your GCSEs	Using less common prepositions		
Unit 11.1 F L'orientation	Talking about different options in the future, ones own strengths and weaknesses Yellow box page 161 for key structures	Revision of si clauses in the present tense Si clauses with the future tense – H text book page 166 perfect tense regular avoir verbs (choisir/décider de/laisser tomber - options) (see Mes options: Teaching notes and Mes options: Presentation slides 4-5)	Ignoring words which are not needed in listening tests	Article on orientation in Mary Glasgow – saved on dropbox	
Unit 11.1 H Université ou apprentissage?	Saying what you are going to do in teh future See page 161 H text book yellow box	Using quand clauses with the future tense Two-verb structures – H text book page 166	Being aware of faux-amis when translating into English		
Unit 12.1 G L'avenir	Vocabulary for jobs – see vocab booklet + page 163 Vocabulary for places of work / conditions of work (full time / outside etc) What job you'd like to do and why – see F text book page 163 Work experience – perfect tense Giving more sophisticated opinions	Using verbs of liking and disliking Using verbs of liking and disliking in the conditional	Using exclamations	Starter on jobs Les emplois Work experience: last one standing Mon stage en entreprise Encore une fois: mon stage en entreprise	
Unit 12.1 F Comment obtenir un emploi	Saying what your qualities are / what you like doing - see F text book page 165 yellow box Not in text book : doing a CV Answer interview questions – why you want the job etc	The passive voice in the present tense Revision of comparatives and superlatives – H text book page 167	Using qui and que to help you refer to something		
Unit 12.1 H Métiers: les avantages et les inconvénients	Advantages and disadvantages of different kinds of jobs See H text book page 165 yellow box)	Avoiding the passive Recognising the passive in the past and the future	Using French idioms – see example list on page 165 H text book		

Year 11 – Exam revision - preparation

Theme	Language Area	Grammar		Teachit resources
Topic revisión				

Differentiation

The grammar progression above might be over-demanding for some students. For each language point and grammar area, you'll need to decide the appropriate scope for each group of students – for example, you might need to be selective about teaching modal verbs (je peux, on peut…) if the full conjugation proves too demanding. Similarly, very able students need to be stretched and challenged. This scheme of work is not prescriptive: it's a programme that you can use to find the level that's right for your students.