

Introduction

Course description

GCSE French Studio for Edexcel provides complete preparation for the new GCSE (9-1) French specification.

It is an expertly-developed course designed to help all students achieve their potential in GCSE (9-1) French. It is fully differentiated with parallel Higher and Foundation books. The course provides seamless progression from Studio Key Stage 3 but can also be used as a stand-alone resource.

The course provides sound grammatical progression. The carefully-constructed scheme of work ensures that grammar is introduced in a logical order and at the right pace for learners. Concepts are revisited and gradually combined with other concepts. The recycling of grammar helps students to grasp concepts and to use grammar independently across contexts.

All four language skills are systematically developed through the course and there is a focus on skills such as translation, understanding authentic and literary texts and spontaneous speaking.

Exam preparation units in the Student Book, together with the tests in the Assessment Pack ensure that students are prepared for the terminal examinations.

Throughout the course a focus on cultural content and on 'learning something new' helps to give students a sense of purpose and brings language learning to life.

GCSE (9-1) French: components

Student Book	1 Higher 1 Foundation
ActiveLearn Digital Service	1 service for Higher and Foundation including: <ul style="list-style-type: none">• Front-of-Class teaching resources• Homework• Teacher's Guides• Assessment Pack
Teacher Guides, Assessment Packs and Audio Files are available as separate downloadable items (each at Higher or Foundation).	
Activebooks	1 Higher 1 Foundation (Digital version of book with audio for student use at home)
Grammar and Translation Workbook	1 Workbook covering Higher and Foundation
Vocabulary Book	1 Higher 1 Foundation

Student Book

The Student Book is designed to last for two years and contains all the language required for the preparation of the GCSE examination.

It consists of eight core modules which are subdivided as follows:

- An introductory unit or units (*Point de départ*) to practise and reinforce language learnt in Key Stage 3.
- Between 4 and 6 core units
- An exam preparation section
- A vocabulary section containing all the key language for the module.

At the back of the Student Book there are three further sections:

- *Module de révisions* - revision activities with an exam preparation focus. The section is ideal for end-of-course, in-class revision.
- *À toi*, self-access reading and writing activities. These are linked to each Module and are ideal for use as homework.
- *Grammaire* section

It is expected that Modules 1-5 will be completed in the first year of the course and Modules 6-8 plus revision in the second.

ActiveLearn Digital Service

The ActiveLearn Digital Service comprises:

- Front-of-class teaching resources
- On-line homework
- Teacher Guides
- Assessment Packs
- The above cover both Higher and Foundation.

Front-of-class teaching resources

The front-of-class resources combine the book on screen with a wealth of supporting materials – providing you with the perfect tool for whole-class teaching.

The resources enable you to:

- use the on-screen Student Book with the whole class.
- play the audio for the listening activities and see the audioscripts.
- zoom in on areas of text and activities to facilitate whole-class teaching.
- build your own lessons and add in your own resources to help personalise learning.
- show answer grids when doing activities or when going through answers with the class.
- review answers to activities using PowerPoint® presentations.
- use the video clips (one per Module) to introduce students to the lives of young people in the target-language country. Transcripts and a worksheet are provided.
- teach and revise grammar using PowerPoint® presentations.
- download and print off skills worksheets.

The following worksheets are provided for each module:

- A literary or authentic text worksheet
- Two translation worksheets (into and from the target Language)
- A speaking skills worksheet
- A video worksheet

These complement the resources in the student book, providing additional practice and scaffolded support in key areas. Answers are provided at the end of the worksheets and these can be given to students separately.

On-line homework

The on-line homework comprises sequences of exercises providing further practice in listening, reading, grammar and vocabulary.

The following activities are provided for each core unit at a choice of Higher or Foundation level.

- Listening skills activity
- A reading or grammar skills activity
- A vocabulary activity with learn and test modes

Students' performance in the activities is tracked and recorded, making it easy for them and you to review their progress throughout the year.

Teacher's Guides

The *Teacher's Guides* (one for Higher and one for Foundation) contain all the support required to help you use the Student Books effectively in the classroom. They provide:

For long and medium-term planning:

- Matching grids showing the coverage of the specification in the Student Book
- Grid (on page 9-11 of this introduction) showing topics covered specifically in the speaking and writing exam preparation units at the end of each Module
- Grid (on page 11 of this introduction) showing coverage of literary texts in the Student Book
- Overview grids at the beginning of each Module highlighting grammar content and skills coverage
- A customisable Scheme of Work offering complete help with planning, and showing how the course covers the new Edexcel GCSE (9-1) French specification

For short-term planning:

- Information boxes for each unit showing coverage of the specification topic, key learning objectives and key structures. Cross-referencing to the Grammar and Translation Workbook is also included.
- Full transcripts of the recorded material – audio and video
- Answers to all Student Book activities
- Suggestions for lesson starters and plenaries
- Teacher's prompt cards for the speaking activities in the exam preparation units

Assessment Pack

The Assessment Pack covers Higher and Foundation Student Books. The questions follow the style of the questions in the examination papers and give valuable practice in developing examination skills.

The Assessment Pack provides the following tests:

- End-of-Module test for each of Modules 1-8
- End-of-year 9 test (for those following a three-year GCSE course)
- End-of-year 10 test for those following a three-year course
- End-of-year 10 test for those following a two-year course
- End-of-course year 11 test

Each test covers all four skills.

The following components are available as digital downloads for those schools not subscribing to the ActiveLearn Digital Service.

- Teacher's Guides
- Assessment Pack
- Audio Files

Grammar and Translation Workbook

The Grammar and Translation Workbook consolidates grammar learning and develops translation skills.

It covers both Higher and Foundation tiers and provides:

- Grammar explanations and exercises to consolidate understanding and to help students practise applying grammar in different contexts
- Translation exercises (into and from the target language)
- Revision translation exercises to use at the end of the course
- Tips and strategies
- Links to the grammar coverage in the Student Book to make planning easy

Vocabulary Books

Vocabulary is presented in bite-size chunks making the books an ideal learning tool for students to use through the course and for revision.

How the course works

Progression

The course is underpinned by sound grammatical progression. The order and pace in which grammar is introduced, revised and extended is carefully planned so that students make good progress.

Each new module starts at a level that is accessible to all and then gradually increases in difficulty. There is a gradual increase of difficulty through the course as a whole. The customisable Scheme of Work provides mapping of the course to the Pearson Progression Scale.

Structure of a Module

Point de départ

The first one or two double-page spreads of each module (*Point de départ*) are devoted to language that should already be familiar to students from Key Stage 3. This helps to build students' confidence and establishes a firm foundation for the new content.

Core units

There are between 4 and 6 core units in each Module. The objectives for these units are clearly listed at the top of the page in the Student Book. They consist of two objectives, usually covering the **topic** content, the **grammar** in the unit, and a **skills** objective that will help language learning.

Lesson starters and plenaries

The Teacher's Guide includes suggestions for one lesson starter and one plenary for each core unit of the Student Book.

The starters are simple activities that allow students to review previous knowledge and prepare for new language to be learnt in the unit. They are designed to get the lesson off to a brisk start, focusing students' attention and promoting engagement and challenge.

The plenaries aim to draw out the learning points and actively involve students. They encourage them to explain and demonstrate what they have learnt in the lesson and to identify links between what they have learnt so far and what they will learn later.

Grammar boxes

Key structures introduced in a unit and reminders of grammar points previously introduced are presented in grammar boxes, providing support for the activities in the unit. Grammar boxes contain page references to the *Grammaire* section at the back of the Student Book, where the structures are explained and practised more fully.

Skills and strategies

Tip boxes appear throughout the Student Book to help students improve their language-learning skills and to equip them with strategies that will enhance their performance in the examination. These are easily recognised by the tip box symbol – a star. This symbol is also used on the *Contrôle oral* and *Contrôle écrit* to identify tips or activities which will help improve exam performance.

Exam preparation units

There are three double-page spreads of exam preparation material for each Module:

- listening/reading test
- writing test
- speaking test

Students are guided through the exam-style tasks with handy tips for how to approach the tasks and how to create a better response.

The speaking activities include a model answer that students can listen to and evaluate. The Teacher's Guide provides a teacher's prompt card.

For the writing activities an Answer Booster is provided giving helpful guidance on writing a good answer.

Vocabulary pages

Vocabulaire: at the end of each module there is a summary of the vocabulary and phrases covered, arranged by topic. This will serve as a valuable revision tool.

Further support

Revision Module:

The revision Module provides material that is ideal for end-of-course, in-class revision. It comprises quick refresher activities and exam-style questions. There is a double-page spread of revision material linked to each of Modules 1-8.

À toi:

At the back of the Student Book is the *À toi* section. This provides a double-page spread of further reading and writing practice for each module, supplying variety of types of 'authentic' texts to work on. These pages are ideal for independent work or for cover lessons.

Grammaire:

At the end of the Student Book the grammar section explains in more details the grammar points introduced in the Student Book and includes exercises to give active practice in some of the more important points.

Theme and topic coverage: Edexcel GCSE (9-1) Higher

Key: M=Module, U=Unit, PdD = Point de départ, CLE = Contrôle de lecture et d'écoute, CO = Contrôle oral, CE = Contrôle écrit, R = Revision module

Theme: Identity and Culture

2016 Edexcel topic	Module and Unit	Pages
Who am I?		
Relationships	M1U1, M1U2, M1CO, RM1	10–13, 24–25, 180–181
When I was younger	M1U5, M1CLE, M1CO	18–19, 22–25
What my friends and family are like	M1PdD1, M1U1, M1U2, M1CLE, M1CE, RM1	6–7, 10–13, 22–23, 26–27, 180–181
What makes a good friend	M1U1, M1CLE, M1CO, M1CE, RM1	10–11, 22–27, 180–181
Interests	M1U1, M1U2, M1U4, M2PdD1, M2PdD2, M2U1, M2U2, M2U3, M2U4, M2U5	10–13, 16–17, 30–43
Socialising with friends and family	M1PdD2, M1U3, M1U4, M1CLE, M1CO, M1CE, RM1	8–9, 14–17, 22–27, 180–181
Role Models	M1U6, M1CLE, RM1	20–23, 180–181
Daily Life		
Customs and everyday life	M3U1, M3U3, M3CO, M3CE	56–57, 60–61, 68–71
Food and drink	M3PdD1, M3U2, M3CLE, M3CE, RM3	52–53, 58–59, 66–67, 70–71, 184–185
Shopping	M3PdD1, M3PdD2, M3CLE, M3CO	52–55, 66–69
Social media and technology (use of, advantages and disadvantages)	M2PdD2, M2U2, M2CLE, M2CO, RM2	32–33, 36–37, 44–47, 182–183
Cultural life		
Celebrations and festivals	M3U2, M3U4, M3U5, M3CLE, M3CO, M3CE, RM3	58–59, 62–71, 184–185
Reading	M2U3, M2CLE, M2CO	38–39, 44–47
Music	M2PdD1, M2CO, M2CE	30–31, 46–49

Sport	M2PdD1, M2U1, M2CLE, M2CO	30–31, 34–35, 44–47
Film and television	M2PdD2, M2U4, M2U5, M2CLE, M2CO, M2CE, RM2	32–33, 40–49, 182–183

Theme: Local area, holiday and travel

2016 Edexcel topic	Module and Unit	Pages
Holidays		
Preferences, experiences and destinations	M5PdD1, M5PdD2, M5U1, M5U6, M5CLE, M5CO, M5CE, RM5	96–101, 110–111, 112–117, 188–189,
Travel and tourist transactions		
Travel and accommodation	M5U2, M5U4, M5CLE, M5CO, M5CE	102–103, 106–107, 112–117
Asking for help and dealing with problems	M4U3, M4CO, RM5	82–83, 90–91, 188–189
Directions	M4PdD2	76–77
Eating out	M5PdD2, M5U3, M5CO	98–99, 104–105, 114–115
Shopping	M3PdD1, M3PdD2, M5U5, M8U3	52–55, 108–109, 166–167
Town, region and country		
Weather	M4PdD1, M4U4, M4CLE, M4CO, M4CE	74–75, 84–85, 88–93
Places to see	M1PdD2, M4PdD1, M4PdD2, M4U1, M4U3, M4CLE, M4CO, RM4, RM5	8–9, 74–79, 82–83, 88–91, 186–189
Things to do	M4PdD1, M4U1, M4U2, M4U3, M4U4, M4CLE, M4CO, M4CE, RM4	74–75, 78–85, 88–93, 186–187

Theme: School

2016 Edexcel topic	Module and Unit	Pages
What school is like		
School types	M6U1, M6U2, M6CE, RM6	122–125, 136–137, 190–191
School day	M6U1, M6CLE, M6CO, RM1	122–123, 132–135, 190–191
Subjects	M6PdD, M6CLE, M6CO, M6CE, RM1	120–121, 132–137, 190–191

Rules and pressures	M6U3, M6CLE, M6CO	126–127, 132–135
Celebrating success	M6U4, M6CE	128–129, 136–137
School activities		
School trips, events and exchanges	M6U4, M6U5, M6CO, M6CE, RM1	128–131, 134–137, 190–191

Theme: Future aspirations, study and work

2016 Edexcel topic	Module and Unit	Pages
Using languages beyond the classroom		
Forming relationships, travel and employment	M7U3, M7CO, M7CE	146–147, 154–157
Ambitions		
Further study and training	M7U2, M7CLE, M7CO, M7CE, RM7	144–145, 152–157, 192–193
Volunteering	M4U5, M8U4, M8CLE, M8CO, M8CE, RM7, RM8	86–87, 168–169, 172–177, 192–195
Work		
Jobs, careers and professions	M7PdD, M7U1, M7U4, M7U5, M7CLE, M7CO, M7CE, RM7	140–143, 148–151, 152–157, 192–193

Theme: International and global dimension

2016 Edexcel topic	Module and Unit	Pages
Bringing the world together		
Sports and music events	M8U5, M8CLE, M8CO	170–175
Campaigns and good causes	M4U5, M4CE, M8PdD1, M8U3, M8CLE, M8CO, M8CE, RM8	86–87, 92–93, 160–161, 166–167, 172–177, 194–195
Environmental issues		
Being 'green'	M8U2, M8CLE, M8CO, RM8	164–165, 172–175, 194–195
Access to natural resources	M4CLE, M8U1	162–163

Topic coverage in Edexcel *Contrôle oral* and *Contrôle écrit* units

Module	Unit	Edexcel Themes and topics
Module 1 <i>Qui suis-je ?</i>	<i>Contrôle oral</i> (pp. 24-25) Role play Picture-based discussion	Theme: Identity and culture Topic: Who am I? Discussing going out with a friend Discussion of family relationships, based on a photograph of four brothers and sisters
	<i>Contrôle écrit</i> (pp. 26-27) Short writing task Translation	Theme: Identity and culture Topic: Who am I? Writing about what you like in a friend, your best friend's personality, what you have done recently with friends and what you plan on doing at the weekend with friends Translation of a passage about a friend
Module 2 <i>Le temps des loisirs</i>	<i>Contrôle oral</i> (pp. 46-47) Picture-based discussion General conversation	Theme: Identity and culture Topics: Daily life and Cultural life Discussion of reading and technology, based on a photograph of a girl reading on an eReader Questions on music, films, sports, technology and reading
	<i>Contrôle écrit</i> (pp. 48-49) Short writing task Translation	Theme: Identity and culture Topic: Cultural life Writing about the type of TV programmes you like, what you watched yesterday, why you like (or don't like) watching TV and what you are going to do tomorrow evening Translation of a passage about TV and films
Module 3 <i>Jours ordinaires, jours de fête</i>	<i>Contrôle oral</i> (pp. 68-69) Role play General conversation	Theme: Identity and culture Topics: Daily life and Cultural life Returning an item of clothing to a shop Questions on clothes, daily life, celebrations and food
	<i>Contrôle écrit</i> (pp. 70-71) Extended writing task Translation	Theme: Identity and culture Topics: Daily life and Cultural life Writing about a festival in your country, including how you celebrate it, what you did last time to celebrate it, your opinion on the importance of traditional festivals and your plans for another festival Translation of a passage about daily life, food and celebrations
Module 4 <i>De la ville à la campagne</i>	<i>Contrôle oral</i> (pp. 90-91) Role play General conversation	Theme: Local area, holiday and travel Topics: Travel and tourist transactions and Town, region and country Asking for information in a tourist office Questions on your town, village, home and region and on local projects
	<i>Contrôle écrit</i> (pp. 92-93) Extended writing task	Theme: Local area, holiday and travel Topic: Town, region and country Writing about a local project you participate in, what you have done so far to improve the situation, what you would like to have in your

	Translation	town/village and why it is important for young people to participate in such projects Translation of a passage about a French town
Module 5 <i>Le grand large ...</i>	<i>Contrôle oral</i> (pp. 114-115) Role play Picture-based discussion	Theme: Local area, holiday and travel Topics: Travel and tourist transactions and Holidays Buying a train ticket Discussion of holidays and eating out, based on a photograph of two ski holidaymakers eating outside
	<i>Contrôle écrit</i> (pp. 116-117) Extended writing task	Theme: Local area, holiday and travel Topics: Holidays Writing about a memorable holiday, your opinion of family holidays, a problem that you experienced on holiday and what your ideal holiday would be like
	Translation	Translation of a passage about a hotel
Module 6 <i>Au collège</i>	<i>Contrôle oral</i> (pp. 134-135) Role play General conversation	Theme: School Topic: What school is like Discussing school rules with a friend Questions on your school, school subjects, school day, school rules and primary school, and on the education systems in France and the UK and your plans for the future
	<i>Contrôle écrit</i> (pp. 136-138) Extended writing task	Theme: School Topics: What school is like and School activities Writing about the most interesting subjects in your school, your opinion on the school facilities, a recent event at school that you are proud of and what you would change in your school if you were the head teacher
	Translation	Translation of a passage about an exchange trip to France
Module 7 <i>Bon travail!</i>	<i>Contrôle oral</i> (pp. 154-155) Picture-based discussion General conversation	Theme: Future aspirations, study and work Topics: Ambitions and Work Discussion of career plans, based on a photograph of a female firefighter Questions on work experience, the type of work you'd like to do, future ambitions aside from work, your parents' jobs, and if you'd like to go to university
	<i>Contrôle écrit</i> (pp. 156-157) Extended writing task	Theme: Future aspirations, study and work Topics: Using languages beyond the classroom and Work Writing about work experience, part-time work, your future plans and the advantages of speaking another language
	Translation	Translation of a passage about career plans
Module 8 <i>Un œil sur le monde</i>	<i>Contrôle oral</i> (pp. 174-175) Picture-based discussion	Theme: International and global dimension Topics: Bringing the world together and Environmental issues Discussion of large events, including their consequences, and volunteering, based on a photograph of young people at a music festival
	General conversation	Questions on the environment, poverty and homeless people

	<i>Contrôle écrit</i> (pp. 176-177)	Theme: International and global dimension Topics: Bringing the world together and Environmental issues
	Extended writing task	Writing about what sort of volunteer work you'd like to do, why it's important to volunteer, volunteer work you've already done and how volunteering will help you in the future
	Translation	Translation of a passage about ethical shopping

Coverage of literary texts

Module	Page number	Literary text extracts
Module 1	p. 19 p. 22	Poem: <i>L'Épouvantail</i> by Pierre Coran Extract from <i>Kiffe kiffe demain</i> by Faïza Guène
Module 2	p. 45	Extract from <i>La Fille qui n'aimait pas les fins</i> by Yaël Hassan and Matt7ieu Radenac
Module 3	p. 66	Extract from <i>Le Petit Nicolas, c'est Noël!</i> by Jean-Jacques Sempé and René Goscinny
Module 4	p. 88	Extract from <i>Le Petit Prince</i> by Antoine de Saint-Exupéry
Module 5	p. 112	Extract from 'La Plage' in <i>Instantanés</i> by Alain Robbe-Grillet
Module 6	p. 132	Extract from <i>Le Temps des secrets</i> by Marcel Pagnol
Module 8	p. 163 p. 172	Extract from <i>Aqua™</i> by Jean-Marc Ligny Extract from <i>FDD Fatou Diallo Détective</i> by Emmanuel Trédez
<i>Module de révisions</i>	p. 183 p. 187	Extract from <i>Je voudr@is que tu ...</i> by Frank Andriat Extract from 'Voyager sur un planisphère' in <i>C'est toujours bien</i> by Philippe Delerm
<i>À toi</i>	p. 203	Poem: <i>Le Cancre</i> by Jacques Prévert

Recommended pathways

This course is designed so it can be used by those following both a 2-year and a 3-year scheme of work at KS4. We strongly recommend you work through the modules in order as this will allow for the best progression and consolidation of language and grammar.

These are the recommended pathways:

3-year scheme of work

Year	Term	Module	Assessment
9	Autumn Term	Module 1	Module 1 Assessments
	Spring Term	Module 2	Module 2 Assessments
	Summer Term	Module 3	Module 3 Assessments
End of Year 9 Assessments are suitable for use here.			

10	Autumn Term	Module 4	Module 4 Assessments
	Spring Term	Module 5	Module 5 Assessments
	Summer Term	Module 6	Module 6 Assessments
End of Year 10 Assessments (3-year) are suitable for use here.			
11	Autumn Term	Module 7	Module 7 Assessments
	Spring Term	Module 8	Module 8 Assessments
	Summer Term	Revision Module	
End-of-Course Assessments (3-year) are suitable for use here.			

2-year scheme of work

Year	Term	Module	Assessment
10	Autumn Term – Half-term 1	Module 1	Module 1 Assessments
	Autumn Term – Half-term 2	Module 2	Module 2 Assessments
	Spring Term – Half-term 1	Module 3	Module 3 Assessments
	Spring Term – Half-term 2	Module 4	Module 4 Assessments
	Summer Term – Half-term 1	Module 5	Module 5 Assessments
	Summer Term – Half-term 2	Module 5	Module 5 Assessments
End of Year 10 Assessments (2-year) are suitable for use here.			
11	Autumn Term – Half-term 1	Module 6	Module 6 Assessments
	Autumn Term – Half-term 2	Module 7	Module 7 Assessments
	Spring Term – Half-term 1	Module 8	Module 8 Assessments
	Spring Term – Half-term 2	Revision Module	
	Summer Term – Half-term 1	Revision Module	
End-of-Course Assessments (2-year) are suitable for use here.			