

AQA GCSE French

Language learning you know and trust



Your complete
guide to our
published resources

Language learning you know and trust



Studio resources for AQA GCSE French are designed to help all of your students shine. Providing strong continuation from our popular KS3 courses, these brand new resources will drive engagement through interesting, culture-focused content, and support you to prepare your students for the AQA GCSE (9–1) assessments.

Five great reasons to choose Studio for AQA GCSE French

1. Resources designed to help students of all abilities achieve their potential

Our differentiated Higher and Foundation tier resources help give students the skills to apply language to the best of their ability. Each unit and module gradually progresses in difficulty, building confidence and ensuring every student can access some content from every topic area.

2. Support to understand the new assessments and to teach the skills required

Studio resources help embed skills such as translation, understanding authentic and literary texts and spontaneous speaking, and will clarify what is expected at each tier in the 9–1 assessments.

3. Cultural content that motivates and brings languages to life

Students are most motivated when they are learning something new, and our resources use real life contexts and authentic material to give a sense of purpose to language learning. They include topics that are popular with students, that teachers have told us they like teaching and that link to the French culture.

4. ‘Building blocks’ approach to grammar and vocabulary supports independent language use

Our carefully planned progression and accessible approach help students develop the skills needed to manipulate language independently across a range of contexts. Our Student Books are supported by a Grammar and Translation Workbook and Vocabulary Books to help reinforce these skills.

5. Seamless transition from our popular KS3 courses

Studio for AQA GCSE French provides strong continuation from KS3 Studio and our brand-new Dynamo KS3 course that introduces KS3 pupils to aspects of the new GCSE, such as authentic and literary texts, role-play, picture-based discussions and translation. Our resources are aligned to the Pearson MFL Progression Scale to help you track progress from 11–16.

Find out more about the Progression and Assessment Materials for MFL at [pearsonschools.co.uk/mflprogression](https://www.pearsonschools.co.uk/mflprogression)

Studio for AQA GCSE French

Course components at a glance

Student Books Foundation and Higher

Structured to support all abilities, with engaging culturally-relevant content.



ISBN 978 1292117751 (Foundation)

ISBN 978 1446927199 (Higher)

Grammar and Translation Workbook

Embeds understanding and gives extra practice for both tiers.

ISBN 978 1292132884



Vocabulary Books

Key vocabulary arranged by topic for learning and revision.

ISBN 978 1292133454 Higher (pack of 8)

ISBN 978 1292172644 Foundation (pack of 8)

ActiveBooks*

A digital Student Book, with audio for listening activities.

ISBN 978 1292132808 (Foundation)

ISBN 978 1292132815 (Higher)

Audio Files

For all listening exercises in the Student Books.

Target

Intervention workbooks.

ISBN 978 0435189099

(Grade 5 Reading Workbook)

ISBN 978 0435189129

(Grade 5 Writing Workbook)

ISBN 978 1292246055

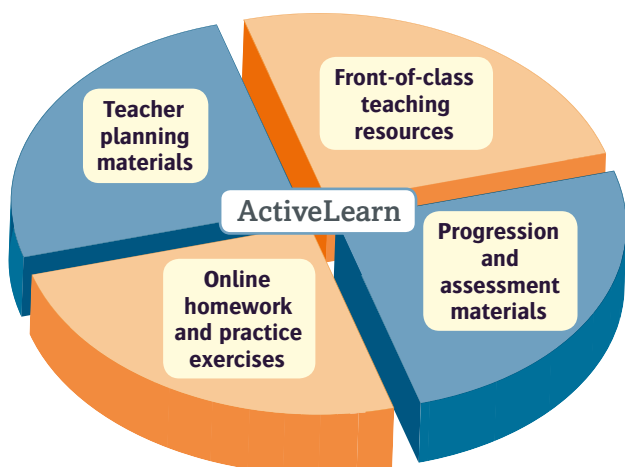
(Grade 9 Reading Workbook)

ISBN 9781292246024

(Grade 9 Writing Workbook)

ActiveLearn*

Time-saving, easy-to-use tools and resources to support planning, teaching and learning.



Revise

Easy-to-use Revision Guides and Workbooks for question practice, classroom revision and independent study.

ISBN 978 1292131429 (Revision Guide)

ISBN 978 1292131351 (Revision Workbook)

*Available by annual subscription.

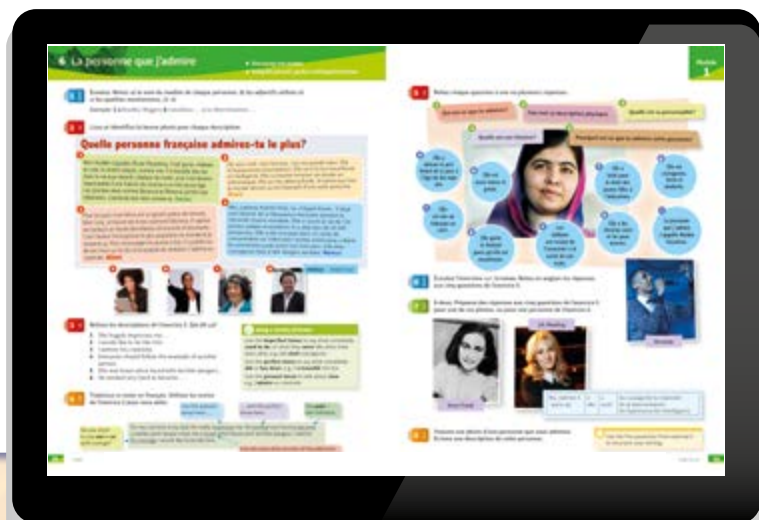
Expertly structured Student Books

Our Student Books provide a carefully designed programme of learning in which students master the 'building blocks' of grammar and vocabulary, giving them the tools to manipulate language to the best of their ability.

- **'Point de départ'** units provide a smooth transition from KS3, and every unit and module is structured to allow gradual progression, ensuring all students can access some content from every section.
- Some overlap in level of demand between the Higher and Foundation tier books ensures Foundation students are not limited in their progress, and helps you to gauge which tier is most suitable for each of your learners.
- **Exam preparation units** are included for Reading and Listening, Speaking, and Writing.
- **A revision module** at the end of the book supports class-based revision for the new assessments.
- **A range of authentic materials and literary texts** helps students become familiar with them and build confidence in coping with unknown vocabulary.

ActiveBooks

The ActiveBook, a digital version of the Student Book, is available for Foundation and Higher tiers, with audio for all listening activities. Available by annual subscription.



Embedding grammar skills

Key grammar concepts are taught in appropriate topics and are **revisited, recycled and revised** throughout the Scheme of Work to embed understanding and allow practice within different contexts. An equal focus on all four skills and the interplay between them also helps reinforce learning: students encounter grammar in reading and listening, and put it into practice in speaking, writing and translation activities.

revisit → recycle → revise

'Building blocks' approach breaks grammar down into manageable chunks to help students develop a sound understanding.

Higher tier: a taster

Activities to develop translation skills.

5 Il était une fois ...

1 Lisez et trouvez la bonne fin pour chaque phrase.

2 Écoutez et vérifiez vos réponses.

3 Écrivez deux articles pour décrire l'enfance de ces personnes. Utilisez l'imparfait.

4 Comment étiez-vous quand vous étiez plus jeune? Trouvez une photo et préparez une présentation.

Module 1

1 Lisez l'article et traduisez-le en anglais.

2 Écrivez deux articles pour décrire l'enfance de ces personnes. Utilisez l'imparfait.

3 Écoutez. Copiez les catégories de l'exercice 2 et complétez pour ce personnage historique.

4 Lisez le poème à haute voix puis mettez les images dans le bon ordre.

Regular opportunities to develop speaking skills.

Students 'learn something new' about French culture.

Students develop the skills they need to tackle literary texts.

Foundation tier: a taster

Regular opportunities to develop speaking skills.

2 C'est de famille!

1 Lisez l'article. Dans le texte, cherchez l'équivalent français des verbes en anglais.

2 Lisez les phrases. C'est qui? Écrivez Edith, Priscilla ou Michel.

3 Écoutez. Copiez et complétez le tableau en français.

Module 1

1 Lisez l'interview. Écrivez V (vrai) ou F (faux) pour chaque phrase.

2 Relisez l'interview et trouvez l'équivalent français de ces expressions.

3 Écoutez la description de la famille d'Arthur. Dans quel ordre parle-t-il des sujets suivants?

4 Écoutez encore une fois. Notez en anglais des détails pour chaque sujet de l'exercice 6.

5 À deux, regardez la photo. Vous faites partie de cette famille. Décrivez votre famille.

6 Inventez une nouvelle famille pour C'est de famille! Écrivez une description de la famille.

Students learn to tackle authentic texts.

Exam preparation unit: a taster

Answer booster helps students to see how to write a good answer.

Model answer helps students understand what is required.

Module 1 Contrôle écrit

Answer booster	Aiming for a solid answer	Aiming higher	Aiming for the top
Verbs	Different tenses: present, perfect and near future	Different tenses and persons of the verb: not just je but il/elle/on/nous/ils/elles Reflexive verbs	Different tenses: present, perfect, near future and imperfect
Opinions	Je pense que ... J'aime/Je n'aime pas ... parce que ... C'est .../C'était .../Ça va être ... (super, nul, etc.)	À mon avis, ... Je trouve que ... Pour moi, ... Moi, j'admire ...	Pour ma part, ... De mon côté, ... J'aimerais ... (+ infinitive)
Conjunctions and connectives	et, mais, aussi, parce que	puis, ensuite, quand, où, car	En plus, ... Comme, ...
Other features	Qualifiers: très, assez, extrêmement, plutôt, vraiment Time phrases: le week-end dernier, récemment, samedi soir	The emphatic pronoun moi after prepositions e.g. pour moi Negatives: ne ... pas, ne ... jamais	Other emphatic pronouns after prepositions e.g. avec lui, comme nous, pour eux Abstract nouns e.g. le courage, la créativité, l'amitié The relative pronoun qui (e.g. Un bon ami est quelqu'un qui...)

A – Short writing task

1 Look at the task. For each bullet point, make notes on:

- the main tense you will need to use (the task will probably need you to show that you can use the **past, present and future**)
- the verbs and structures you could include
- any details or extra information you could include to develop your answer.

Les amis

Vous décrivez votre vie d'adolescent(e) pour votre blog. Décrivez:

- la sorte d'ami(e) que vous préférez
 - la personnalité de votre meilleur(e) ami(e)
 - ce que vous avez fait récemment avec vos amis
 - vos projets pour ce week-end avec vos amis.
- Écrivez environ 90 mots en français. Répondez à chaque aspect de la question.



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vingt-six

Students develop strategies for approaching the task.

Module
1

2 Look at how Emily has responded to the task. In her answer, find examples of:

- a the different tenses and pronouns she uses
- b opinions she expresses, and opinion phrases she includes
- c details she adds to make her answer more interesting
- d conjunctions and connectives
- e impressive vocabulary and structures she uses.

À mon avis, les traits de personnalité importants chez un ami sont la patience et le sens de l'humour. Je pense qu'un bon ami est quelqu'un qui voit le bon côté des choses.
Ma meilleure amie, Anna, est très compréhensive. Je m'entends bien avec elle parce qu'elle n'est jamais de mauvaise humeur et parce qu'elle me fait rire! Hier, je suis allée faire les magasins à Norwich avec deux copines. Comme nous adorons faire du shopping, nous avons passé une belle journée ensemble. Le soir, nous avons mangé dans un restaurant et c'était bien.
Samedi soir, je vais sortir avec mes copains. Nous allons voir un spectacle en ville et je pense que ça va être vraiment super.

Make sure that you:

- cover all four of the bullet points, writing a couple of sentences for each one
- vary your language – try to show what you know and avoid repetition
- proofread your work: in particular, check your verb forms and tenses.

3 Now write your own answer to the question. Use ideas from Emily's response and the Answer booster for help.

B – Translation

1 Read the English text and Matthew's translation of it. Copy it out and fill in the missing verbs.

My sister, Amélie, is very kind and I get on well with her. She often goes out with her boyfriend, but last night she stayed at home and we made a pizza. Amélie used to work hard when she was at primary school. She loves children; I think she is going to be an excellent mother one day.

Ma sœur, Amélie, 1 très gentille et je 2 bien avec elle. Elle 3 souvent avec son petit ami, mais hier soir, elle 4 à la maison et nous 5 une pizza. Amélie 6 très dur quand elle 7 à l'école primaire. Elle 8 les enfants; je 9 qu'elle 10 une excellente mère un jour.

2 Translate the following passage into French.

My friend Georges is very hard-working and funny and I get on well with him. He used to like football when he was little. Now he plays video games. Yesterday I went into town with Georges and we saw a film at the cinema. Tomorrow night we are going to eat in a restaurant with my family.

The exam translation will include a range of tenses.
When you read through the English text, pay close attention to the verbs. Ask yourself:
• what tense do I need?
• how do I form the verb?
If you need ...
the **present tense**, is the verb regular, irregular or maybe a reflexive verb?
the **past tense**, should you use the perfect or the imperfect?
If you use the perfect, is the auxiliary avoir or être?
Watch out for irregular past participles and agreement with être verbs!
the **near future**, then use aller + an infinitive.

vingt-sept

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Students develop translation skills. For example – strategies for accurate verb formation.

Grammar and Translation Workbook

A dedicated workbook to support and consolidate grammar learning and translation skills, spanning Higher and Foundation tiers and supporting you to teach students to use language independently.

- Explanations of key grammar points, verb tables, and exercises to embed grammatical knowledge.
- Translation exercises and strategies for translation both into French and into English.
- A bank of revision translations bringing together grammar and vocabulary from throughout the course.
- Clear links to the Student Books for easy planning.



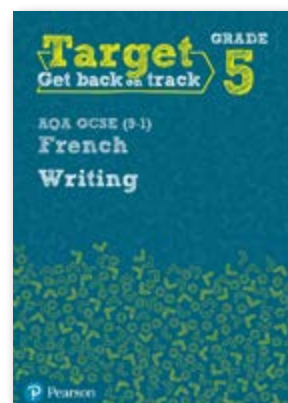
Vocabulary Books

A handy vocabulary learning tool containing key vocabulary.

- Key vocabulary arranged by topic.
- Ensures students always have the vocabulary they need for learning and revision.
- Workbooks available in packs of 8 for Higher and Foundation tiers.

Target

Intervention workbooks for students that need an extra boost or to focus on particular skills at each grade range. See page 10.



Would you like to discuss teaching and learning resources with someone?
Request an appointment at [pearsonschools.co.uk/gcsefrench](https://www.pearsonschools.co.uk/gcsefrench)

ActiveLearn

ActiveLearn brings together easy-to-use, time-saving tools and resources to help you plan, teach, track and assess. It provides all you need to create a personalised teaching and independent learning experience both in and outside the classroom.

Front-of-class resources for inspirational lessons

The full Student Book on screen, with audio, video and a wealth of other resources to support your lessons.

With all the audio for the Student Book provided, you can do listening activities at the click of a button.

Zoom in on key tasks.

2 C'est de famille!

1 Lisez le texte et trouvez l'équivalent français de chaque phrase.

2 Réécoutez le texte. Qui parle?

3 Écoutez. Il y a de nouveaux personnages dans la série. Copiez et complétez le tableau en anglais. (3-4)

4 Lisez l'interview. Écrivez (en) ou F (faux) pour chaque phrase.

5 Inventez une nouvelle famille pour C'est de famille! Écrivez une description de chaque membre de la famille.

Video launches into action from the pages of the Student Book, bringing each module to life.



Online homework and practice exercises

Online homework and practice exercises provide listening, reading, vocabulary and grammar activities linked to the Student Book.

- Instant self-marking motivates learners to try again or proceed with further work.
- Differentiated activities help pupils progress at their own pace and level.
- Learning aids such as vocabulary lists can be accessed for support.
- Reports give teachers an overview of a student's or group's progress.
- Two-way feedback helps give a clear picture of how students are feeling about a topic to allow effective follow-up.

Teacher Planning Materials

Complete support to help you plan and deliver lessons, including:

- simple, easy-to-follow teacher notes
- schemes of work to save you valuable planning time
- ideas for starters and plenaries for every lesson
- answers and transcripts for all audio.

These materials are also available to purchase separately.

Support your 11–16 planning with our new free interactive schemes of work*

Progression and Assessment Materials

Our progress assessments, and accompanying marking guidance and markbooks, help you to see easily if students are making progress or require extra support in each area.

- Formulate 9–1 grade predictions easily.
- Identify strengths and weaknesses.

Find out more about the progress assessments for MFL at pearsonschools.co.uk/mflprogression

Audio Files

All audio files for the Student Books are provided with ActiveLearn, so you can do listening exercises at the click of a button. These resources are also available to purchase separately as online downloadable files for use in a language lab.

*The full 5-year scheme of work will be available in 2020 when all Dynamo course components are available.

Try out ActiveLearn at pearsonschools.co.uk/gcsefrench

Target Get back on track

Intervention: As needed throughout KS4

Focused intervention support

- Targets the key misconceptions, skills and barriers holding students back.
- Use when your students need an extra boost or to focus on particular skills.
- Helps students to overcome key barriers to learning at each grade range, with a unique structured approach.

Structured activities break down the skill into focused 'skills boost' sections

Get started

1 Adding interest and clarity to your writing

This unit will help you learn how to add interest to your writing. The skills you will build are to:

- add interest to your descriptions
- make your descriptions more compelling
- write more accurately.

In the exam, you will be asked to tackle writing tasks such as the ones below. This unit will help you to plan and write your own response to these questions. For these two questions, write clearly and be as interesting as you can.

Exam-style question

Vous postez cette photo sur des réseaux sociaux.



Qu'est-ce qu'il y a sur la photo? Écrivez quatre phrases en français.

Exam-style question

Vous envoyez un message à votre ami(e) français(e) sur un réseau social. Mentionnez:

- l'apparence physique de votre ami(e)
- les qualités de votre ami(e)
- vos activités le week-end avec votre ami(e)
- vos activités le week-end avec votre ami(e)

Écrivez environ 40 mots en français.

The three key questions in the **skills boosts** will help you to improve your writing.

How do I add interest to my descriptions?

Look at the sample student answers on the next page.

Unit 1 Adding interest and clarity to your writing

Skills boost

1 How do I add interest to my descriptions?

When you write a description you can add interest by using precise and varied vocabulary.

- Use the words in the box to fill the gaps in the sentences describing this photo.

à côté à droite à gauche assis debout dans sur

Sur la photo, on voit quatre jeunes un parc.
..... il y a un groupe de trois jeunes.
Ils sont
un garçon est un bon.



à côté (de) next to
à droite (de) on the right (of)
à gauche (de) on the left (of)
en face (de) opposite
devant in front (of)
derrière behind
entre between
sous under
en haut at the top
en bas at the bottom

- To add interest, vary the information you give. The table gives some types of information you could put in a description of any photo. Use your imagination and jot down other examples in the right-hand column.

Types of information	Information	How to add interest	Examples
Where?	Il est à la maison.	Where exactly?	Il est dans la cuisine.
When?	C'est l'été.	What about other times of the year?	C'est le week-end. C'est le matin.
Weather?	Il fait beau.	Other weather expressions?	Il y a du soleil.
Who?	Il y a une femme.	Physical features?	grand(e)
What?	Elle porte un pull bleu.	Other items of clothing?	un gros manteau
	Il y a un chien.	Animals? Objects? Accessories?	Il y a des arbres.
Actions?	Il joue au foot. Elle fait du vélo.	Other actions?	Il court.
Feelings?	Elle a l'air contente. Il a l'air triste.	Other feelings?	Elle sourit.

- Look again at the photo and sentences in (1). On paper rewrite the sentences adding more information and ideas, using the table in (2) to help you.

Unit 1 Adding interest and clarity to your writing 3

Introduce key skill or barrier for which intervention is needed

Consolidate understanding of the skill in the context of an exam-style question

Get back on track

Your skills

Write a good answer to the exam-style question on page 7. Tick the column to show how well you are following.

Not quite	Nearly there	Get it
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Write a response to the exam-style tasks below.



(8 marks)

Envoyez un message à votre ami(e) français(e). Mentionnez:

(16 marks)

Write a good answer you need to include:

- a relevant description, with extra detail if possible, for interest
- sentences that are linked together
- as little repetition as possible
- accurate use of the present tense and adjectives.

How confident do you feel about each of these skills? Colour in the bars.

How do I add interest to my descriptions?	How do I make my descriptions more compelling?	How do I write descriptions more accurately?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 1 Adding interest and clarity to your writing

Use the **Target** and **REVISE** series to prepare students fully for AQA GCSE (9-1) French, German and Spanish

REVISE

Revision: Final preparation for exams and mocks

The smart way to revise GCSE content

- Whole-course content revision for every ability and level.
- Use at key revision times to recap, check and practise skills and knowledge.
- Step by step, recap the course with one topic per page.

Cover revision of course content thoroughly with one topic per page

Step-by-step revision of all topics

Level indicators on the page allow students to progress at a speed that is right for them

Had a go ☐ **Nearly there** ☐ **Nailed it!** ☐ **Identity and culture**

Role models

1 Lisez cet e-mail de Marcel au sujet de son oncle.

Mon oncle m'a toujours inspiré parce qu'il a réussi dans la vie sans avoir beaucoup d'argent. Il a commencé sa propre entreprise à l'âge de seize ans et maintenant, il a une grande maison de luxe avec une piscine en plein air dans le sud de la France. Il vient de prendre sa retraite, après avoir gagné plein d'argent. Cependant, je ne pense pas que l'argent soit la chose la plus importante au monde. Au contraire, je respecte mon grand-père qui a élevé cinq enfants, y compris mon père, après la mort de sa femme. Il est vraiment têtu mais aussi travailleur et responsable.

Trouvez les quatre bonnes phrases. Écrivez les bonnes lettres dans les cases.

A	L'oncle de Marcel a toujours été très riche.	<input type="checkbox"/>
B	Son oncle a fondé une entreprise quand il était jeune.	<input type="checkbox"/>
C	Il ne travaille plus.	<input type="checkbox"/>
D	Il a perdu plein d'argent.	<input type="checkbox"/>
E	Marcel pense que l'argent est la chose la plus importante dans la vie.	<input type="checkbox"/>
F	Son grand-père a lutté contre des difficultés.	<input type="checkbox"/>
G	La grand-mère de Marcel est morte.	<input type="checkbox"/>
H	Marcel ne respecte pas ceux qui sont têtus.	<input type="checkbox"/>

Don't forget to look out for negatives in both the passage and the statements. Don't just assume that because a word is in both, it is the correct answer!

Les gens qui m'inspirent (4 marks)

2 Écoutez Lucie qui parle des gens qui l'inspirent. Complétez les phrases. Écrivez la bonne lettre dans chaque case.

(a) Lucie admire ...

A	la musique de Carla Bruni.	<input type="checkbox"/>
B	le look de Carla Bruni.	<input type="checkbox"/>
C	l'argent de Carla Bruni.	<input type="checkbox"/>

(b) Le père de Lucie ...

A	a trouvé Carla impolie.	<input type="checkbox"/>
B	n'a jamais rencontré Carla Bruni.	<input type="checkbox"/>
C	pense que Carla est modeste.	<input type="checkbox"/>

(c) Lucie est impressionnée par ...

A	le travail bénévole de Carla.	<input type="checkbox"/>
B	le mariage de Carla.	<input type="checkbox"/>
C	la famille de Carla.	<input type="checkbox"/>

(d) Carla est ...

A	née en France.	<input type="checkbox"/>
B	mère de famille.	<input type="checkbox"/>
C	mécontente.	<input type="checkbox"/>

5

Role models

You may need to speak or write about role models or people who inspire you. It's useful to explain why and how they do this.

Les modèles

ado (mf)	adolescent / teenager
C'est une personne qui ...	He / She's a person who ...
célèbre	famous
connaissance (f)	acquaintance / friend
idéal(e)	ideal
Il / Elle m'a inspiré(e).	He / She inspired me.
Il / Elle m'inspire.	He / She inspires me.
Je voudrais être comme ...	I'd like to be like ...
jeunesse (f)	youth (life stage)
mec (m)	guy / dude / bloke
personnalité (f)	personality / character
s'entendre avec	to get on with
avoir de l'humour (m)	to have a sense of humour
star (f)	celebrity
trait (m)	(character) trait
vie (f)	life

iming higher

Try to use relative pronouns **qui** (who, which) and **que** (which) as these can add a complex way.

Ma cousine, qui fait toujours mieux et qui a sa propre entreprise, est mon modèle.

My cousin, who always does better and who has her own business, is my role model.

There are other ways to say 'because' (because), **puisque** (since) or **grâce à**.

Ma mère m'inspire parce qu'elle a travaillé dur pendant toute sa vie.

My mother inspires me because she has worked hard all her life.

Read all questions carefully and answer those in French. Pay attention to the question words. In question 2, this is **pourquoi** and in question 2 this is **comment**.

Worked example

Vous écoutez ces deux jeunes qui parlent des stars qui les inspirent. Écrivez les bonnes lettres dans les cases.

David Beckham m'inspire parce qu'il a réussi dans la vie grâce à son talent et sa personnalité. Il a gagné beaucoup d'argent, c'est vrai, mais ce qui importe, c'est qu'il est toujours modeste et agréable.

1 Pourquoi est-ce que David Beckham est un modèle, selon cet ado? (Donnez deux détails.) (2 marks)

A Il a du talent. C Il est modeste. ☐ ☐

B Il est doué pour le foot. D Il est riche. ☐ ☐

La star qui m'a toujours inspirée, c'est Simon Cowell. Il est célèbre partout dans le monde et ce mec est vraiment cool et dit toujours la vérité.

2 Comment est-ce qu'elle décrit Simon Cowell? (Donnez deux détails.) (2 marks)

A Il est riche. C Il est honnête. ☐ ☐

B Il est cool. D Il est modeste. ☐ ☐

New try this

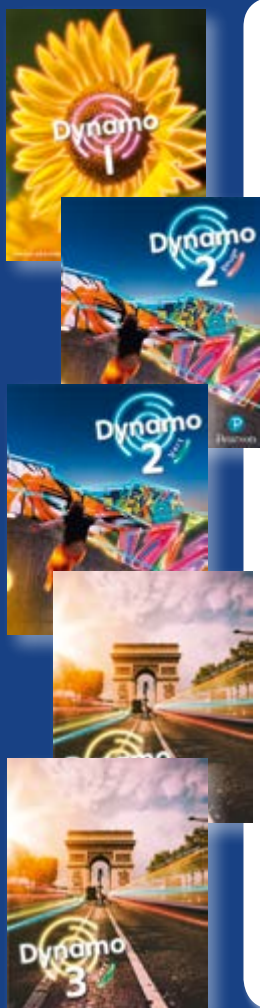
Descrivez votre modèle. Expliquez votre choix. Écrivez environ 40 mots en français. (12 marks)

Remember to use: adjectives (and make them agree); qui and que; and **parce que**, **puisque** and **grâce à**.

Practise bringing everything together with exam-style questions

Using **Target** for intervention at the points students most need it, and **REVISE** to support students as they prepare for exams, you can help each of your students to achieve their full potential at GCSE.

Dynamo for KS3 French



Your KS3 path to GCSE success

Dynamo, our brand-new course for KS3 French with up-to-date cultural content and our active approach to learning grammar will motivate and engage your pupils.

- Builds key language skills at KS3 providing a seamless transition to our GCSE (9–1) French courses, ensuring pupils are ready for the demands of the new GCSE.
- A robust and pupil-friendly approach to the challenges of learning grammar, promoting active engagement and building on logical progression.
- Gives your pupils a real taste of French culture, with up-to-date resources that brings language learning to life.
- Our proven approach to differentiation, included in both our print and interactive digital resources, enables pupils of all abilities to progress.

Easy-to-customise assessments that help you monitor and report progress and help your pupils familiarise themselves with GCSE-style tasks.

Support 11–16 progression with ActiveLearn

Dynamo is fully integrated with ActiveLearn, the UK's no.1 online language learning service in schools.

Download samples and try ActiveLearn for yourself at:

pearsonschools.co.uk/dynamo

Next steps

Order online

Receive up to 20% discount on printed resources, plus free postage and packing on orders over £100.

Request an appointment

Would you like to discuss teaching and learning resources with one of our experts? Visit pearsonschools.co.uk/gcsefrench and request a call back to discuss your options, a member of our team will get in touch with you at a convenient time.

Find out more at pearsonschools.co.uk/gcsefrench



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