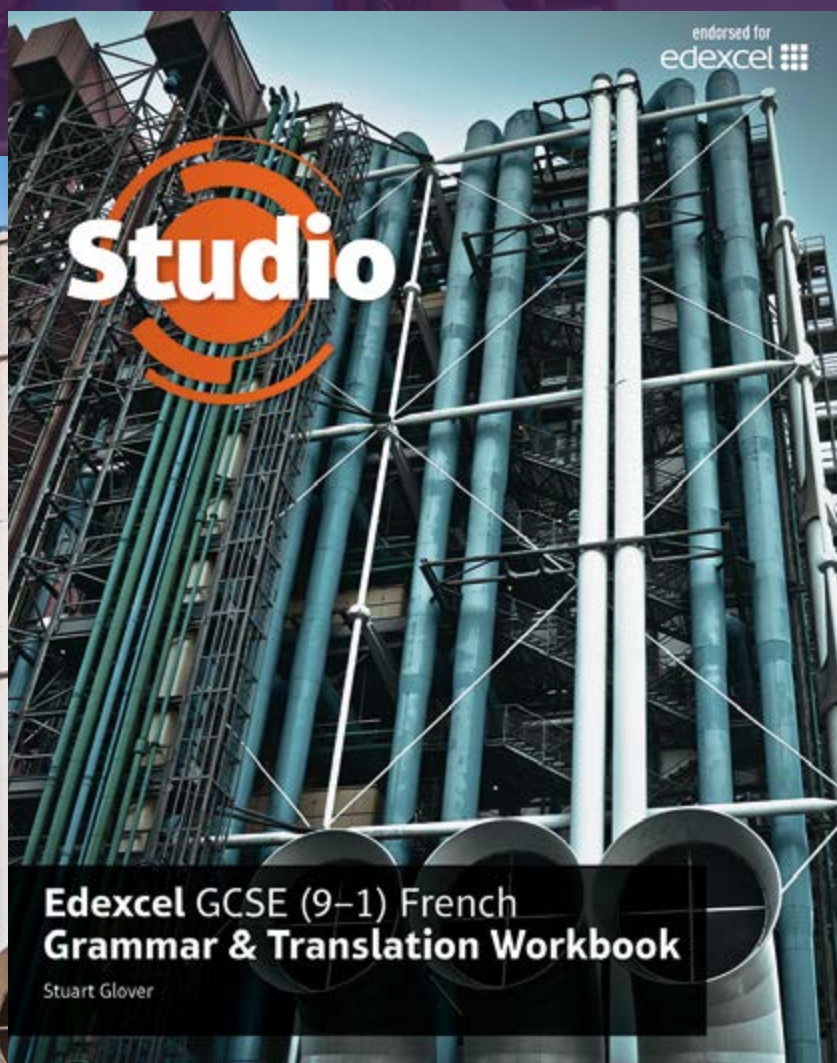
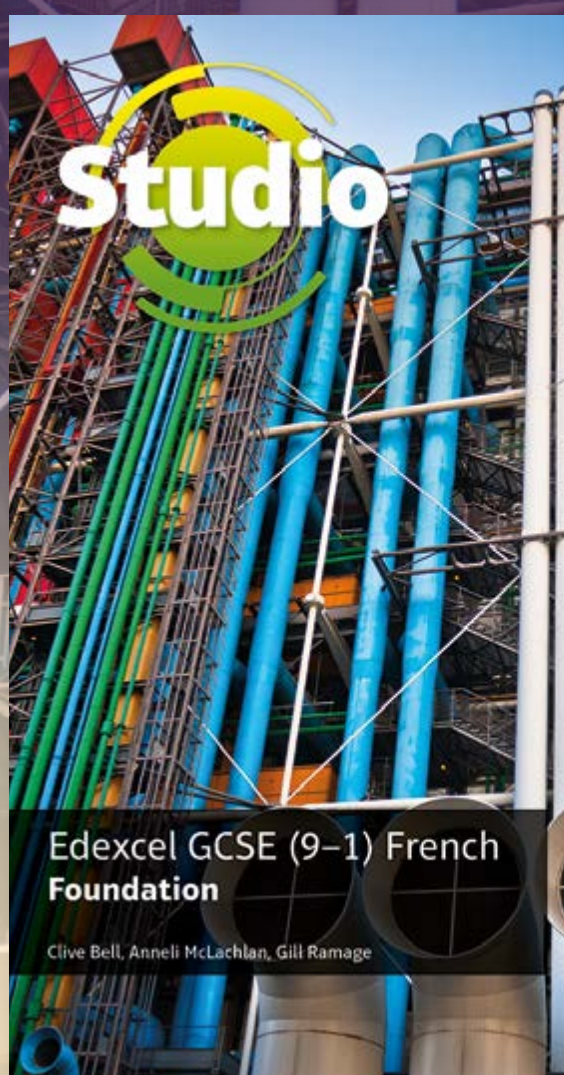


# Pearson Edexcel GCSE (9–1) French

Languages for all



Look out for **FREE**  
support for our  
Pearson Edexcel GCSE  
(9–1) qualification



Your complete  
guide to our  
published resources



# Languages for all

**Studio** resources for Pearson Edexcel GCSE (9–1) 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 Pearson Edexcel GCSE (9–1) assessments.

## Five great reasons to choose Studio for Pearson Edexcel GCSE (9–1) 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 module and unit 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 new linear assessments.

### Supporting you every step of the way

We also offer extensive free support as part of the Pearson Edexcel GCSE (9–1) qualification, to help you plan for and teach the new qualifications, track and assess students' progress, and develop your professional knowledge and skills.

**See pages 4–5 for full details.**



### 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 supports independent language use

Our carefully planned progression and accessible approach helps 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 a Vocabulary Book to help reinforce these skills and ensure students always have the tools they need to learn and revise.

#### **Embedding grammar skills: Revisit > Recycle > Revise**

Key grammar concepts are revisited, recycled and revised from module to module, 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.

### 5. Seamless transition from our popular KS3 courses

Studio for Pearson Edexcel GCSE (9–1) 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://pearsonschools.co.uk/mflprogression)



# Supporting you every step of the way

Our new Studio resources for GCSE French, and the extensive free support offered as part of our Pearson Edexcel GCSE (9–1) qualification, have both been designed with the same ‘Languages for all’ approach. Together, they’ll provide you with all the support you need to help your students make the most of their potential.

## Plan

We’ll help you navigate the changes and design your new GCSE course.

### Teacher planning materials ActiveLearn

Complete support to help you plan and deliver lessons. **See page 11.**

### Schemes of work and course planners

For 2-year and 3-year KS4 courses.

### Course materials

Accredited specifications and sample assessment materials.

### Mapping charts

To help you switch to Pearson Edexcel qualifications.

### Getting Started guide and Student guide

All the key details about the Pearson Edexcel GCSE (9–1) qualifications to help you get started.

### Ask the experts

Our specialist languages team, including **subject adviser Alistair Drewery**, are on hand to answer your questions.

☎ 020 7010 2187

✉ [teachinglanguages@pearson.com](mailto:teachinglanguages@pearson.com)

🐦 [@PearsonMFLquals](https://twitter.com/PearsonMFLquals)



## Teach

Our high-quality support will help you teach the skills students will need.

### Student Books – Foundation and Higher tiers

Expertly structured to support all abilities, with engaging, culturally-relevant content. **See page 6.**

### Grammar and Translation Workbook

Embeds understanding and gives valuable practice for both tiers. **See page 9.**

### Vocabulary Book

A handy learning tool, with vocabulary from the Pearson Edexcel specification. **See page 9.**

### Front-of-class teaching resources ActiveLearn

The Student Book on screen, with audio, video and a wealth of other resources to support your lessons. **See page 10.**

### ActiveBooks

A digital Student Book with audio for listening activities. **See page 7.**

### Target

Intervention workbooks for students that need an extra boost or to focus on particular skills at each grade range. **See page 12.**

### Revise

Easy-to-use revision guides and workbooks for question practice, classroom revision and independent study. **See page 13.**

### ‘How to’ guides and videos featuring teaching strategies

Grammar and translation, using literary texts, spontaneous speaking, integrating culture, answering questions in the target language, vocabulary learning and rubrics.

### Translation and literary text activities booklets

For use in the classroom or for homework to give students valuable practice.



## Key:

**Paid-for resources from Pearson: Studio for Pearson Edexcel GCSE (9–1) French**

**Free awarding body support for our Pearson Edexcel GCSE (9–1) French qualification**

## Track and assess

We'll help you track every student's progress and prepare for the new assessments.

### Online Homework, Practice and Support

ActiveLearn

Helps you track progress and encourage independent learning, with activities linked to the Student Books. **See page 11.**

### Progression and Assessment Materials

ActiveLearn

Support materials to monitor student progress in all four skills. **See page 11.**

### Marked student exemplars

To help you understand the standards expected at each tier.

### Support for the speaking assessment

Video guide to conducting the new style of speaking assessment and past training materials.

### ResultsPlus

Analysis of your students' exam performance.

### examWizard

Past questions, mark schemes and examiners' reports.

### Free Access to Scripts

View candidates' marked scripts online or download as a PDF.

## Develop

Our events support great languages teaching – and also count towards your CPD hours.

### Professional Development events

Events to help you get the most out of our products, services and qualifications, which, combined, will have a greater impact on learning.

### New to Pearson Edexcel events

Online events where you can discover more about the structure, content and assessment of our new qualifications and explore teaching and delivery strategies.

### Network events

Free network events in spring and autumn will focus on key aspects of language teaching and assessment and give you an opportunity to network with other local schools.

### Programme of PD

Interactive workshops, delivered by experienced teachers and trainers.

Workshops include:

- Building strong foundations at KS3
- Developing and mastering speaking and writing skills
- Developing and mastering listening and reading skills
- Mastering grammar and translation
- Teaching and learning strategies for film and literature



# 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.
- A revision module at the end of the book supports class-based revision for the new assessments.

'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** Écoutez. Copiez et complétez le tableau pour chaque personne. (1-4)

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

**5** The imperfect tense is used to describe what things were like in the past/what used to happen.

To form the imperfect tense:

- Take one off the present tense form of the verb, e.g. *aimais*
- add the imperfect endings:

*je aimais* nous aimions  
*tu aimais* vous aimiez  
*il/elle/on aimait* ils/elles aimaient

The verb *être* has the stem *ét-*, e.g. *étais* (I was).

**6** Lisez l'article et traduisez-le en anglais.

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

Exemple: Quand il était petit, Victor Hugo habitait à Paris. Il ...

**8** Écoutez. Copiez les catégories de l'exercice 6 et complétez pour ce personnage historique.

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

**10** Écrivez un poème.

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!

• Talking about family relationships  
• Using reflexive verbs in the present tense

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

Les anthropologues britanniques admettent finalement, les Français, regardent Plus belle la vie au fait que 11,36% des Français ont pratiqué un nouveau français: C'est de famille!

**C'est de famille** est une série de télévision qui raconte l'histoire d'une famille d'immigrés algériens qui s'installent en France. La famille Benali est une famille importante dans la série.

**Précilia Benali** est une jeune femme qui se fait parer contre sa mère mais se moque à elle quand elle a des problèmes. Par contre, son frère **Adrien**, est un garçon sérieux. Précilia et Adrien s'aiment beaucoup mais ils se disputent de temps en temps.

**Adrien Benali** est un jeune homme qui se fait parer contre sa mère mais se moque à elle quand elle a des problèmes. Par contre, son frère **Adrien**, est un garçon sérieux. Précilia et Adrien s'aiment beaucoup mais ils se disputent de temps en temps.

**Michael Benali** est le grand père de la famille. Benali est le patron du café local. C'est un homme fort et sympathique. La femme est morte. Il a plusieurs enfants: il a quatre enfants, mais quatre-vingt ans, c'est difficile.

**Thomas Benali** est le fils de Michael et de sa femme d'abord. Mais maintenant, il a un petit frère avec lui. Il habite au centre-ville avec son compagnon.

**Pratiquer l'anglais** → Page 101

|             | je         | tu           | il/elle    | on           | nous         | vous         | ils/elles    |
|-------------|------------|--------------|------------|--------------|--------------|--------------|--------------|
| regarder    | regarde    | regardes     | regarde    | regarde      | regardons    | regardez     | regardent    |
| aimer       | aime       | aimes        | aime       | aime         | aimons       | aimez        | aiment       |
| se disputer | se dispute | se disputent | se dispute | se disputent | se disputent | se disputent | se disputent |

**2** Belisez le texte. Qui parle?

- Je me fâche parfois contre ma mère.
- Je m'entends bien avec toute la famille.
- Ma belle-fille et moi, nous nous disputons quelquefois.
- Je m'occupe de mes enfants.
- Je me confie à maman quand j'ai des difficultés.
- Je me chamaille avec ma sœur de temps en temps, mais nous nous aimons quand même!
- Je m'intéresse à mes petits-enfants.

**Pratiquer l'anglais** → Page 101

These verbs have a reflexive pronoun in front of the verb. Example: se disputer (to argue).

| je me dispute         | nous nous disputons    |
|-----------------------|------------------------|
| tu te disputas        | vous vous disputez     |
| elle/ils se disputent | ils/elles se disputent |

The reflexive pronoun can be used to mean 'each other' - e.g. ils s'aiment (they love each other).

Some of these reflexive verbs are followed by a preposition. This is not always the same preposition that is used in English.

| se disputer         | se confier à        | se chamailler   | se intéresser à     |
|---------------------|---------------------|-----------------|---------------------|
| to get on well with | to be interested in | to quarrel with | to be interested in |
| to get on well with | to be interested in | to quarrel with | to be interested in |

**3** Écrivez. Il y a de nouveaux personnages dans la série. Copiez et complétez le tableau en anglais. (1-4)

| Character | Family Information |
|-----------|--------------------|
| 1. Casper |                    |
| 2. Agathe |                    |
| 3. Dylan  |                    |
| 4. Sara   |                    |

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

L'actrice Nina Charpentier va jouer dans le nouveau feuilleton C'est de famille!

**1** Nina Charpentier va jouer le rôle de Juliette.

**2** Elle a plein d'énigmes.

**3** Juliette est la femme d'Oléane.

**4** Elle a quatre enfants.

**5** Elle est divorcée.

**6** Oléane est paresseuse et méchante.

**7** Noémie et sa mère se disputent souvent.

**8** Noémie et Mathys s'entendent bien.

**5** Travaillez ces phrases en français.

- I get on well with her.
- I argue with them (me).
- I look after him.
- I am interested in them (it).
- I confide in him.
- We get angry with him.
- She is interested in me.
- They (me) look after us.

**6** À deux, lisez les quatre questions de l'interview de l'exercice 4 et répondez-y en utilisant ces notes.

**Personnage 1: Adèle Benali**  
Caractère: amical/voyageur  
Famille: beau père (Adrien)/mère (Laure)/deux frères (Nicolas)  
Rapports: + parents - Nolan

**Personnage 2: Boukary Bangoura**  
Caractère: fort/débrouillard  
Famille: grand frère (Adrien)/sœur (Amel)/deux frères (Nicolas)  
Rapports: + Amel - Amel et Joseph

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

| Character | Family Information |
|-----------|--------------------|
| 1. Casper |                    |
| 2. Agathe |                    |
| 3. Dylan  |                    |
| 4. Sara   |                    |

Students learn to  
tackle authentic texts.

Looking for more sample material?  
See more samples online at:  
[pearsonschools.co.uk/gcsefrench](https://www.pearsonschools.co.uk/gcsefrench)



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

Exam preparation  
unit (higher tier):  
a taster

Model answer helps students understand what is required.

Module 1

1

Answer booster

Aiming for a solid answer

Aiming higher

Aiming for the top

| Verbs          | Different tenses: present, perfect and near future  | Different tenses and past forms of the verb: not just in the past but also in the future                   | Different tenses: present, perfect, near future and imperfect   |  |
|----------------|---|--|---|--|
| Options        | Je pense que ...<br>Je pense / je suis sûr que ...<br>C'est ... C'est ...<br>C'est ... C'est ...                            | Je suis sûr que ...<br>Je suis sûr que ...<br>C'est ... C'est ...<br>C'est ... C'est ...                   | Il est sûr que ...<br>Il est sûr que ...<br>C'est ... C'est ...<br>C'est ... C'est ...  | Il est sûr que ...<br>Il est sûr que ...<br>C'est ... C'est ...<br>C'est ... C'est ... |
| Connections    | et, mais, donc, parce que   | mais, ensuite, après, ou, car  | Car, parce, mais, donc, après, ou, car  |  |
| Other features | Qualifiers: très, sans, tellement, du tout, vraiment<br>Time phrases: in week and other recurrent situations, several times | The emphasis: present and after preparation: e.g. Je suis sûr que ...<br>Negative: ne ... pas, ne ... plus | The emphasis: present and after preparation: e.g. Je suis sûr que ...<br>Negative: ne ... pas, ne ... plus<br>The relative pronoun: qui, où, dont, et, dont, dont, dont |  |

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 connectives

e impressive vocabulary and structures she uses.

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 when you know and avoid repetition

proofread your work in several stages, check your verb forms and tenses.

A – Short writing task

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 and extra information you could include to develop your answers.

B – Translation

Read the English text and Matthew's translation of it. Write down the missing verb for each gap.

My wife, Anne, 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. Anne will be working very hard when she was at primary school. The poor children. I think she is going to be an excellent mother one day.

Ma wife, Anne, est très gentille et j'ai une bonne relation avec elle. Elle va travailler dur quand elle sera à l'école primaire. Les pauvres enfants. Elle va être une excellente mère un jour.

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.

Students develop strategies for approaching the task.

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

**Also available:  
ActiveBooks\***

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

\* Available on an annual subscription

[illegible]



# Grammar and Translation Workbook

A dedicated workbook to help 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.



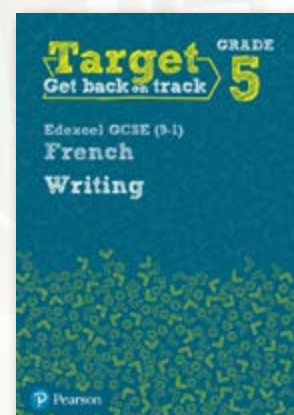
## Vocabulary Books

A handy vocabulary learning tool containing key vocabulary from the Pearson Edexcel specification.

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

## Target

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



**FREE support for teaching grammar, translation, vocabulary and more!**

Don't miss out on free downloadable **teacher guides** and **videos**, **classroom activities** and more. Explore the range of free support provided as part of the Pearson Edexcel GCSE (9–1) French qualification at [quals.pearson.com/modernlanguages](https://quals.pearson.com/modernlanguages)



# 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.

The screenshot displays two pages from a French Student Book. The left page, '2 C'est de famille!', features a reading activity where students identify French equivalents for verbs in English. It includes a 'Nouvelle série' section with a family photo and a 'Méthode vidéo' section with a video player. The right page, '4 Lisez l'interview...', contains a listening activity where students read an interview and mark statements as true or false. It also includes a 'Méthode vidéo' section with a video player. The interface is designed to be interactive, with buttons for audio, video, and zooming in on specific tasks.

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 or grammar boxes 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.

### Try out ActiveLearn

Try new front-of-class resources and online homework and practice exercises for free, and see how they can help you bring languages to life in your classroom, encourage independent learning and track student progress.

[pearsonschools.co.uk/gcsefrench](https://pearsonschools.co.uk/gcsefrench)

## 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 to exercises 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](https://pearsonschools.co.uk/mflprogression)

### Audio Files

All audio files for the Student Books are provided, within ActiveLearn front-of-class material. 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.

# 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 Writing interesting descriptions

This unit will help you learn how to write interesting descriptions. The skills you build are to:

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

In the exam, you will be asked to tackle a writing task such as the one below. This unit will help you to plan and write your own response to this question. The first part of the task asks you to write a description. (You will work on the second part of the task in Unit 2.)

Exam-style question



Tu postes cette photo sur des réseaux sociaux pour tes amis. Écris une description de la photo et exprime ton opinion sur les sorties. Écris 20-30 mots environ 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.

How do I make my descriptions more compelling?

Skills boost

### 2 How do I make my descriptions more compelling?

You can also add interest to your descriptions by:

- avoiding repetition
- listing information in threes ('tripling'), using the connectives **et** or **ou**
- using adverbs, comparatives and superlatives.

1 Read this description of the photo: it is correct but rather repetitive.

Sur la photo, on voit deux filles. On voit trois garçons. On voit une fille blonde et une fille brune. On voit un skate park. On voit des arbres.



Now read the improved version below and use the phrases in the box to fill the gaps.

C'est l'été. On porte derrière, il y a mais ils se promènent et

Sur la photo, on voit deux filles ..... trois garçons. La fille blonde a un tee-shirt rose ..... la fille brune ..... un blouson. .... il fait beau et ..... dans un skate park. .... des arbres.

2 Now have a go at 'tripling' (listing three details), using a connective. Describe the clothes they are wearing.

C'est le printemps, l'été ou l'automne. Le garçon à gauche porte .....

Le garçon à droite porte .....

3 You can use grammar to good effect too. Compare the two descriptions below. In the second one, find and circle:

- two adverbs
- an adjective in the comparative ('more ...')
- an adjective in the superlative ('the most ...').

Remember:  
• French adverbs end in -ment or are words like **bien**, **très**, **assez**  
• comparative adjectives begin with **plus** or **moins**  
• superlative adjectives begin with **le/la/les plus** ...

A C'est l'été. On voit trois garçons et deux filles. Ils ont l'air sportif. Un garçon porte un tee-shirt vert. La fille à droite est petite.

B C'est probablement l'été. On voit trois garçons et deux filles et ils ont l'air assez sportifs. Le plus grand garçon porte un tee-shirt vert. La fille à droite est plus petite que les autres.

4 Now write on paper a short description of the photo of boys in a park, on page 3. Make it compelling by using some of the techniques you have learned on this page.

4 Unit 1 Writing interesting descriptions

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

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"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Now respond to the exam-style question below:



(12 marks)

- as little repetition as possible
- accurate use of the present tense and adjectives
- an opinion

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 Writing interesting descriptions

Use the **Target** and **REVISE** series to prepare students fully for Pearson Edexcel 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 look ☐ Nearly there ☐ Nailed it! ☐

### Natural resources

Natural resources are precious and you may need to discuss ways of saving them.

#### Les ressources naturelles

réfléchir  
empreinte carbone (t)  
paivre  
exploiter  
éteindre  
robinet (m)  
fermer

partager  
panneaux solaires (mpl)  
récupérer  
arroser  
sécheresse (f)

#### The passive

You might want to use the passive to talk about things that are done someone / something). You use *être* whichever tense you need, follow *participe* (which must agree with the subject).  
Le coton **est cultivé** en Afrique.  
Cotton **is grown** in Africa.  
Les produits **sont transportés**.  
The products **are transported**.  
Les ouvriers **ont été exploités**.  
Workers **have been exploited**.

Le coton est toujours récolté à la main dans certaines régions d'Afrique.

#### Worked example

Translate this passage into English. (7 marks)

Dans certains pays africains, la sécheresse est un problème grave et on manque d'eau. Il pleut rarement et il fait toujours très chaud. L'année dernière, j'ai visité le Burkina Faso avec un groupe scolaire et nous avons vu les conditions de vie difficiles des habitants. Après être rentrés en France, mes amis et moi avons essayé d'économiser l'eau.

In certain African countries drought is a serious problem and people lack water. It rarely rains and it's always very hot. Last year I visited Burkina Faso with a school group and we saw the inhabitants' difficult living conditions. Since coming home to France my friends and I have tried to save water.

#### EXAM TIP

- Take care with 'one' in English translated as 'un'.
- Make sure you're in the right position – they're nouns in French but they're pronouns in English.
- Make sure you use the right subject for the verb – it's often je but not always (nous avons vu – we saw).
- Remember that it doesn't always mean 'he'. It can also mean 'it' (il pleut, il faut).

#### Now try this

What ideas for saving natural resources are suggested?

- Put a cross ☒ by the correct answers.
- |   |  |
|---|--|
| <input type="checkbox"/> A collecting rain water            | <input type="checkbox"/> D turning the tap off when brushing teeth |
| <input type="checkbox"/> B using solar panels               | <input type="checkbox"/> E not buying bottled water                |
| <input type="checkbox"/> C taking showers rather than baths | <input type="checkbox"/> F turning lights off                      |
- (3 marks)

Had a go ☐ Nearly there ☐ Nailed it! ☐

International and global dimension

### Natural resources

#### Changing resources in Mali

1 You hear this report about Mali on French radio. Listen to the recording and answer the following questions in English.

- (a) What new crop has been harvested in Mali? (1 mark)
- (b) What are the consequences of this change in production? Give two details. (2 marks)
- (c) Why will rivers become polluted? (1 mark)
- (d) What does the report propose? (1 mark)

#### Le commerce équitable

2 Lis ce texte de Marcel.

Mon oncle achète souvent des produits issus du commerce équitable car il pense que ça vaut la peine, même si il faut payer un peu plus. Par exemple, le week-end dernier je suis allé en ville avec lui et nous avons acheté du café du Brésil issu du commerce équitable. Malheureusement, mes copains disent que ces produits sont trop chers, mais ils veulent acheter responsable quand-même, alors ils achètent un produit équitable une fois sur deux.

Trouve les trois bonnes réponses. Mets une croix [x] dans la case correcte.

- |   |  |                          |
|---|--|--------------------------|
| A | L'oncle de Marcel n'achète pas souvent des produits issus du commerce équitable. | <input type="checkbox"/> |
| B | La semaine dernière, Marcel a fait du shopping.                                  | <input type="checkbox"/> |
| C | On a acheté du chocolat brésilien.   | <input type="checkbox"/> |
| D | Les produits du commerce équitable coûtent plus cher.                            | <input type="checkbox"/> |
| E | Les amis de Marcel achètent quelques produits du commerce équitable.             | <input type="checkbox"/> |
| F | Les copains de Marcel n'achètent jamais responsable.                             | <input type="checkbox"/> |
- (3 marks)

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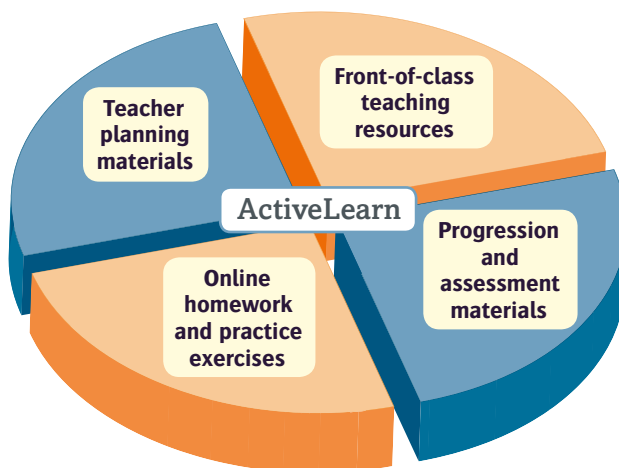
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