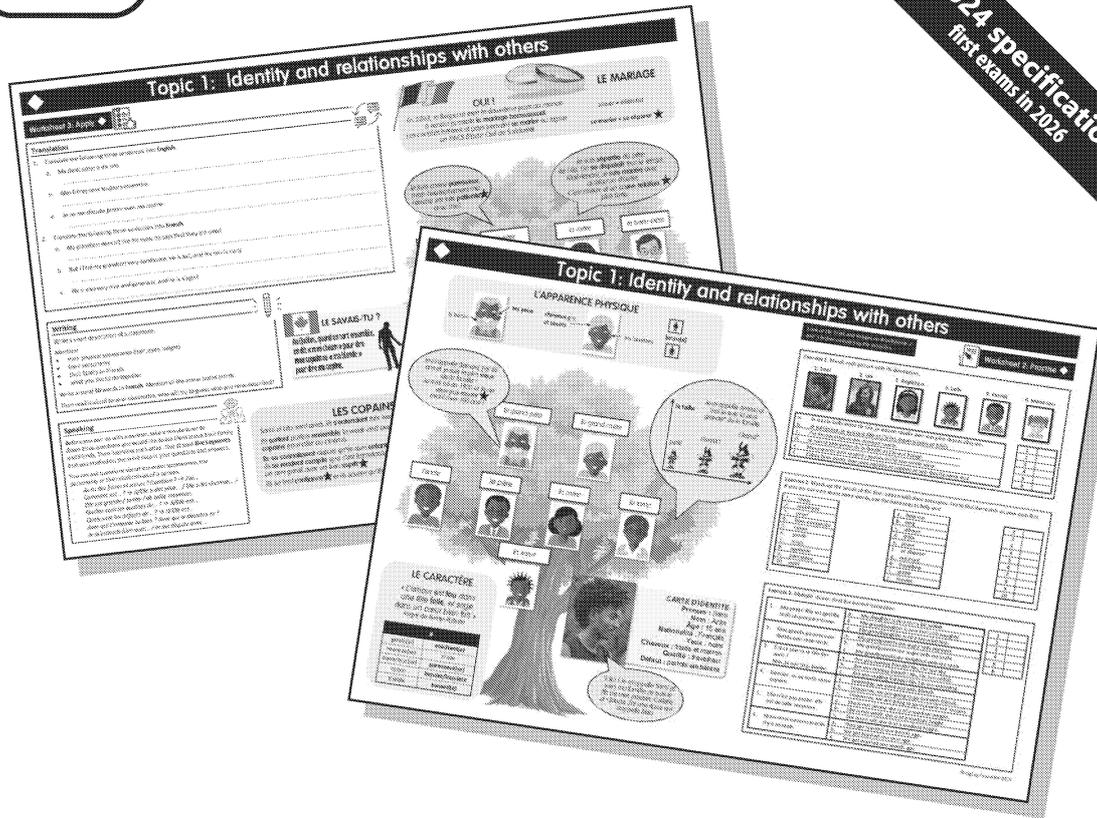


**2024 specification  
first exams in 2025**



# Topic on a Page for GCSE AQA French

## Theme 1: People and Lifestyle

Update v1.1, November 2025

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# Teacher's Introduction

This Topic on a Page resource aims to help students of GCSE AQA French to learn, consolidate and revise relevant vocabulary from the 2024 specification with topic-specific images and activities.

## Topics

This resource covers:

### Theme 1: People and lifestyle

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

### Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

Packs for Themes 2 and 3 are also available.

## Structure

This resource is co-teachable as the worksheets are differentiated into Foundation (◆), Crossover (●) and Higher tier (★). Each topic and tier includes three worksheets.

Worksheets increase in level of difficulty, starting with a vocabulary list and simple word memorisation exercises (**Worksheet 1: Learn**), moving on to non-verbal activities for skill development and consolidation of the topic vocabulary (**Worksheet 2: Practise**) and finally on to revision through verbal tasks (**Worksheet 3: Apply**).

**Worksheet 1** is provided in this A4 pack with the answers. It has been marked as Crossover (●) as it is for use by both Foundation and Higher students, with additional vocabulary marked as ★ for Higher.

**Worksheets 2 and 3** are presented in two formats: as separate A4 sheets and as double-sided A3 sheets with key vocabulary, images, expressions, quotes and culturally relevant facts about the topic from different countries. These are marked as either Foundation (◆) or Higher (★), with differentiated activities created for each level. The imagery used for both levels is the same to promote class discussion and enable further co-teachability. The symbol ★ is used to indicate words and sentences with vocabulary from Higher tier.

Although questions are not all intended to be exam-style, many practise exam skills and are based on question types found in the exam.

## Answers

Answers are provided at the end of the resource, including sample responses for open questions.

*March 2024*

### Update v1.1, November 2025

The A4 booklet and A3 worksheets have been updated to further align with the new specification vocabulary requirements. Relevant words that enhance learning of the topic are now glossed as 'extra vocab' if they are either off-spec or are not easily identifiable cognates (words with the same or very similar spelling and with identical meaning).

# 1. Identity and relationships w

## Worksheet 1: Learn



### Vocabulary

| French                      | English |
|-----------------------------|---------|
| 1. affreux/affreuse         |         |
| 2. bavard/bavarde           |         |
| 3. les cheveux (m)          |         |
| 4. connaître                |         |
| 5. le copain / la copine    |         |
| 6. court/courte             |         |
| 7. se disputer              |         |
| 8. embêtant/e               |         |
| 9. enfant                   |         |
| 10. ensemble                |         |
| 11. s'entendre (avec)       |         |
| 12. inquiet / inquiète      |         |
| 13. le mariage du même sexe |         |
| 14. se marier               |         |
| 15. méchant/méchante        |         |
| 16. paresseux/paresseuse    |         |
| 17. (se) séparer            |         |
| 18. la taille               |         |
| 19. vieux/vieil/vieille     |         |
| 20. les yeux (m)            |         |



| French               | English |
|----------------------|---------|
| 1. africain/africain |         |
| 2. arabe (m/f)       |         |
| 3. chinois/chinoise  |         |
| 4. l'enfance (f)     |         |
| 5. étonnant/e        |         |
| 6. l'esprit (m)      |         |
| 7. indépendant       |         |
| 8. la relation       |         |
| 9. responsable       |         |
| 10. patient/patiente |         |
| 11. soutenir         |         |
| 12. vif/vive         |         |

- 1) a. Highlight the words you already know, and write their English translation in the second column. How many words do you already know?

Your teacher will now give you Worksheets 2 and 3 where most of those words will appear in dialogues and texts.

- b. Find as many words as you can, and suggest translations for them.

You are more likely to remember a word later on if you associate it with an image.

- 2) Compare your answers with a classmate. Have you translated the words differently? Put them in context again, and try to agree on a translation. Did the rest of the class find it difficult?

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👉 You didn't find the meanings of all the words? Further exercises will help you. Fill in your list as you go along, until it's complete.

★ Me

| French | English                    |
|--------|----------------------------|
| 1.     | dreadful, awful            |
| 2.     | chatty, talkative          |
| 3.     | hair                       |
| 4.     | to know / be familiar with |
| 5.     | (boy)friend / (girl)friend |
| 6.     | short                      |
| 7.     | to argue                   |
| 8.     | annoying                   |
| 9.     | child                      |
| 10.    | together                   |
| 11.    | to get on (with)           |
| 12.    | worried, anxious           |
| 13.    | same-sex marriage          |
| 14.    | to marry                   |
| 15.    | nasty, naughty             |
| 16.    | lazy                       |
| 17.    | to separate                |
| 18.    | size, height               |
| 19.    | old                        |
| 20.    | eyes                       |

| French |
|--------|
| 1.     |
| 2.     |
| 3.     |
| 4.     |
| 5.     |
| 6.     |
| 7.     |
| 8.     |
| 9.     |
| 10.    |
| 11.    |
| 12.    |

3) You've already seen these words in French. Now work with a classmate to try and put them back into French. Which ones did you remember?

👉 It is always a little trickier working from your native language into French, so take enough time to actually learning French words, rather than just being able to

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## 2. Healthy living and life

### Worksheet 1: Learn



### Vocabulary



| French                        | English | French                                   |
|-------------------------------|---------|--|
| 1. l'alcool (m)               |         | 1. le bonheur                            |
| 2. le déjeuner                |         | 2. conscient/e                           |
| 3. le dîner                   |         | 3. le conseil                            |
| 4. dormir                     |         | 4. conseiller<br>(à ... de + infinitive) |
| 5. la drogue                  |         | 5. l'esprit (m)                          |
| 6. équilibrée / déséquilibrée |         | 6. régulièrement                         |
| 7. éviter                     |         | 7. le tabac                              |
| 8. la faim                    |         |  |
| 9. l'habitude (f)             |         |  |
| 10. jeune                     |         |  |
| 11. malade                    |         |  |
| 12. la maladie                |         |  |
| 13. le médecin                |         |  |
| 14. mieux                     |         |  |
| 15. le petit-déjeuner         |         |  |
| 16. se relaxer                |         |  |
| 17. sain/saine                |         |  |
| 18. la santé                  |         |  |
| 19. le souci                  |         |  |
| 20. suivre                    |         |  |

1) a. Highlight the words you already know and write their English translation.  
How many words do you already know?  /

b. Sort the words you know into these categories.

| Verbs | Nouns | Adjectives |
|-------|-------|------------|
|-------|-------|------------|

Your teacher will now give you Worksheets 2 and 3 where most of those words are used in the images and texts.

c. Use the images and texts to complete the categories, and suggest a translation.

2) a. Compare your answers with a classmate. Have you translated the words into their context again, and try to agree on a translation. Did the rest of the class agree?

You didn't find the meanings of all the words? Further exercises will help you. Fill in your list as you go along, until it's complete.

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| French | English        | French |
|--------|----------------|--------|
| 1.     | alcohol        | 1.     |
| 2.     | lunch          | 2.     |
| 3.     | dinner         | 3.     |
| 4.     | to sleep       | 4.     |
| 5.     | drugs          | 5.     |
| 6.     | balanced       | 6.     |
| 7.     | to avoid       |        |
| 8.     | hunger         |        |
| 9.     | habit          |        |
| 10.    |                |        |
| 11.    |                |        |
| 12.    | illness        |        |
| 13.    | doctor         |        |
| 14.    | better         |        |
| 15.    | breakfast      |        |
| 16.    | to relax       |        |
| 17.    | healthy        |        |
| 18.    | health         |        |
| 19.    | worry, concern |        |
| 20.    | to follow      |        |

- 2) b. You've already seen these words in French. Your partner will now ask you many can you get right? Now switch roles.

If your partner struggles to remember a word, show them in which category it belongs to.

Now fill in the rest of the missing French words

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# 3. Education and work

## Worksheet 1: Learn



### Vocabulary

★ Memorise

| French                             | English | French                       |
|------------------------------------|---------|------------------------------|
| 1. l'avenir (m)                    |         | 1. ancien/ancien             |
| 2. le bac(calauréat)               |         | 2. l'avocat (m)              |
| 3. le boulot                       |         | 3. la connaissance           |
| 4. le bureau                       |         | 4. la coopération            |
| 5. l'emploi (m)                    |         | 5. la cour                   |
| 6. le directeur / la directrice    |         | 6. divers/diverse            |
| 7. l'élève (m/f)                   |         | 7. la direction              |
| 8. l'entreprise (f)                |         | 8. l'étude (f)               |
| 9. l'entretien (m)                 |         | 9. enseigner                 |
| 10. fort                           |         | 10. la formation             |
| 11. fois                           |         | 11. l'industrie (f)          |
| 12. le lycée                       |         | 12. la passion               |
| 13. la matière                     |         | 13. professionnel            |
| 14. le professeur / la professeure |         | 14. la rentrée               |
| 15. la récré(ation)                |         | 15. (l'année) sabbatique (f) |
| 16. réussir (un examen)            |         | 16. sérieux (m)              |
| 17. la salle (de classe)           |         | 17. technique                |
| 18. seconde                        |         | 18. le terrain (de sport)    |
| 19. le stage                       |         |                              |
| 20. le tableau                     |         |                              |

- 1) a. Highlight the words you already know, and write their English translation.
 

Your teacher will now give you Worksheets 2 and 3 where most of those words are used in the images and texts.
- b. Now complete your list of words. Did the rest of the class translate them?
- c. You now have one minute to memorise the words on the list.

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| French | English                                   | French |
|--------|---|--------|
| 1.     | future                                    | 1.     |
| 2.     | high school final exam<br>(like A Levels) | 2.     |
| 3.     | work, job                                 | 3.     |
| 4.     | desk, office                              | 4.     |
| 5.     | job                                       | 5.     |
| 6.     | head teacher, manager                     | 6.     |
| 7.     | pupil                                     | 7.     |
| 8.     | company                                   | 8.     |
| 9.     | interview, maintenance                    | 9.     |
| 10.    | strong                                    | 10.    |
| 11.    | time                                      | 11.    |
| 12.    | college, sixth form                       | 12.    |
| 13.    | subject                                   | 13.    |
| 14.    | teacher                                   | 14.    |
| 15.    | break time                                | 15.    |
| 16.    | to pass (an exam)                         | 16.    |
| 17.    | (class)room                               | 17.    |
| 18.    | second, Year 11                           | 18.    |
| 19.    | work experience                           |        |
| 20.    | board, picture, painting                  |        |

2) a. Pair up with a partner. You now have one minute to write down all the

b. How many words did you get right?  /

c. Now fill in the rest of the missing French words.

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# Answers

## 1. Identity and relationships with others

### Worksheet 1: Learn

| French                    | English                    |
|---------------------------|----------------------------|
| 1. affreux/affreuse       | dreadful, awful            |
| 2. bavard/bavarde         | chatty, talkative          |
| 3. les cheveux (m)        | hair                       |
| 4. connaître              | to know / be familiar with |
| 5. le copain / la copine  | (boy)friend / (girl)friend |
| 6. court/courte           | short                      |
| 7. se disputer            | to argue                   |
| 8. embêtant/e             | annoying                   |
| 9. enfant                 | child                      |
| 10. ensemble              | together                   |
| 11. s'entendre            | to get on (with)           |
| 12. inquiet/inquiète      | worried, anxious           |
| 13. le mariage homosexuel | same-sex marriage          |
| 14. se marier             | to marry                   |
| 15. méchant/méchante      | nasty, naughty             |
| 16. paresseux/paresseuse  | lazy                       |
| 17. (se) séparer          | to separate                |
| 18. la taille             | size, height               |
| 19. vieux/vieil/vieille   | old                        |
| 20. les yeux (m)          | eyes                       |

★ More

| French                |
|-----------------------|
| 1. africain/africaine |
| 2. arabe (m/f)        |
| 3. chinois/chinoise   |
| 4. l'enfance (f)      |
| 5. étonnant/e (m)     |
| 6. l'esprit (m)       |
| 7. indépendant/e      |
| 8. la relation        |
| 9. responsable        |
| 10. patient/patiente  |
| 11. soutenir          |
| 12. vif/vive          |

### Foundation

#### Worksheet 2: Practise

##### Exercise 1:

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| e | f | a | b | c | d |

##### Exercise 2:

|   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| e | d | b | f | j | g | a | c | h | i  |

##### Exercise 3:

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| c | b | a | b | b | c |

#### Worksheet 3: Apply

##### Translation

- My stepsister is ten years old.
  - My brothers are always together.
  - I never argue with my (girl)friend.
- Mon grand-père n'aime pas ses yeux, il dit qu'ils sont trop petits.
  - Je trouve mon grand-fils très intelligent. Il est travailleur.
  - Il est aussi gentil et amusant, et il est célibataire !

##### Writing

Possible sentences for each bullet point:

- Elle a les **cheveux longs** et **noirs**, ses **yeux** sont bleus et elle est de **taille** moyenne. Elle a
- Elle n'est pas **paresseuse**, mais elle est **bavarde** et généreuse.
- Elle a deux petites sœurs et un grand frère. Ils sont **embêtants** parfois.
- On aime regarder des dessins animés et lire des bande-dessinées **ensemble**.

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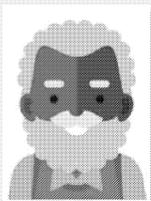
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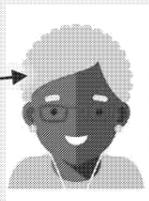
This is a limited inspection copy. Sample of answers ends here to stop students looking up answers to their assessments. See contents page for details of the rest of the resource.

# Topic 1: Identity and relationships

## L'APPARENCE PHYSIQUE



cheveux gris  
et courts



beau(x)



Extra Vocabulary:  
le plus vieux – the oldest  
sage – wise  
jeunes – young  
incroyable – incredible

Je m'appelle Bernard, j'ai 84 ans et je suis le plus **vieux** de la famille !  
Je suis né en 1935 et je ne veux pas **mourir** avant mes 100 ans.



le grand-père

la grand-mère



l'oncle

le père

la mère

la tante



la sœur

## LE CARACTÈRE

« L'amour est **fou** dans une tête **folle**, et sage dans un cœur **bien**. »  
Roger de Bussy-Robert



| ≠               |                  |
|-----------------|------------------|
| gentil(le)      | méchant(e)       |
| heureux(se)     | triste           |
| travailleur(se) | paresseux(se)    |
| calme           | inquiet/inquiète |
| timide          | bavard(e)        |

## CARTE D'IDENTITE

Prénom : Sami  
Nom : Azza  
Âge : 15 ans  
Nationalité : Français  
Yeux : noirs  
Cheveux : courts et noirs  
Qualité : travailleur  
Défaut : parfois embêtant



Salut ! Je m'appelle Sami et voici ma famille. Je suis le fils de mes parents, Collette et Claude. J'ai une sœur qui s'appelle Mila.

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# Topic 1: Identity and relationships

## Worksheet 3: Apply



### Translation

1. Translate the following three sentences into **English**.

a. Ma demi-sœur a dix ans.

.....

b. Mes frères sont toujours ensemble.

.....

c. Je ne me dispute jamais avec ma copine.

.....

2. Translate the following **English** sentences into **French**.

a. My grandson doesn't like his grandparents; he says that they are small.

.....

b. I find my grandson very intelligent. He is hardworking.

.....

c. He is also very nice and funny, and he is single!

.....



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En 20

Les co

Je suis  
mais h  
femme

la be

### Writing

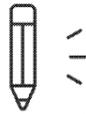
Write a short description of a classmate.

Mention:

- their physical appearance (hair, eyes, height)
- their personality
- their family or friends
- what you like to do together

Write around **50** words in **French**. Mention all the above bullet points.

Then read it aloud to your classmates, who will try to guess who you have described!



### LE SAVAIS-TU ?

Au Québec, quand on sort ensemble, on dit « mon cheum » pour dire **mon copain** ou « ma cheum » pour dire **ma copine**.



### Speaking

Before you pair up with a partner, take a minute to write down three questions you would like to ask the next person in your family and friends. Then interview each other at home using **five keywords** that you studied on the mind map. Write down the questions and answers.

You can ask questions about the appearance, the personality or the relationships of a person.

- As-tu des frères et sœurs ? Combien ? → J'ai...
- Comment est... ? → Il/Elle a des yeux... / Elle a les cheveux... / Elle est grande / petite
- Quelles sont les qualités de... ? → Il/Elle est...
- Quels sont les défauts de... ? → Il/Elle est...
- Avec qui t'entends-tu bien ? Avec qui te disputes-tu ? Je m'entends bien avec... / Je me dispute avec...



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### LES COPAINS

Que fait un bon copain ? Sans doute, il faut s'entendre bien et partager quelques intérêts. On peut sortir parfois, ou même se relaxer ensemble. Un bon copain doit être amusant et agréable, mais jamais méchant. Avoir confiance en les copains est aussi important. Si un copain est grand ou petit, plus vieux ou plus jeune, gay ou hétéro - ça m'est égal.



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# Topic 2: Healthy living and

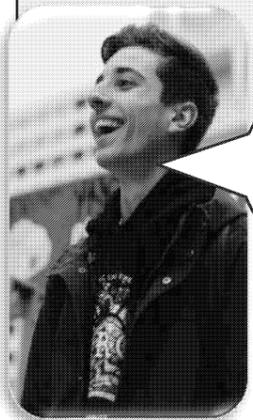
## LA NOURRITURE

Pour être en bonne **santé**, il est important de manger **équilibré** : des fruits et des légumes.  
Il est aussi important d'avoir de **bonnes habitudes**, par exemple manger trois **repas sains** par jour.

Oh là là ! Je devrais suivre les **conseils** pour un mode de vie plus **sain**!

Extra vocabulary:  
devoir – should  
conseils – advice  
sucré – sugary/sweet  
les bonbons – sweets

Moi, j'adore tout ce qui est sucré comme les gâteaux et les bonbons. Maintenant, j'essaie de bien manger les légumes. Quand j'ai **faim**, je mange des fruits. Je me sens beaucoup mieux et j'ai plein d'énergie !



Le lait

Le gâteau

La glace

L'eau

Le café

Le vin

Le petit-déjeuner

Le dîner

Les fruits

Les légumes

Le déjeuner

Le poisson

Les frites

La viande

Le fromage

Le poulet ★

Certains **jeunes** choisissent d'être végétariens ou végans. Les végans ne mangent pas de produits d'origine animale, comme la viande, les œufs, le lait et le fromage.

Look and

- Exercice
1. s
  2. é
  3. a
  4. r
  5. b
  6. f
  7. j
  8. s
  9. a

- Exercice
- a. a
  1. Il
  2. Je
  3. Il
  4. Le
  5. Je
  6. Ce

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# Topic 2: Healthy living and

## Worksheet 3: Apply



### Il faut + infinitive verb

To help you translate 'il faut', here are some more examples of when it's used.

Examples: Il faut aider les plus pauvres / Il faut boire de l'eau / Il ne faut pas prendre de drogues.

### Translation

1. Translate the following three sentences into **English**.

a. Pour rester en bonne santé, on doit prendre le temps de se relaxer.

.....

b. Il faut aussi manger des repas sains trois fois par jour.

.....

c. Il est important d'avoir de bonnes habitudes.

.....

2. Translate the following sentences into **French**.

a. I need to go to the dentist because my eyes have a headache.

.....

b. I worry a lot; I have to relax.

.....

c. You have to stop smoking to keep fit.

.....

Tip: use 'il faut que' + infinitive



À l'école, j'ai un problème sans cesse. Guad

### Writing

Write a blog article about the health of young people.

Mention:

- food
- addictions
- how to eat well
- how to keep fit

Write around **50 words** in **French**. Mention all the above bullet points.

For further practice, come back to this activity for revision and write 90 words. How can you improve your previous version? Consider the vocabulary and grammar you have used.

### Speaking

With a small group of your classmates, you are the student council leading a healthy lifestyle campaign at your school.

Together, decide on a name for your campaign, then list the key aims of the campaign and how you will achieve them.

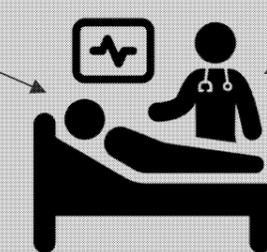
Then, with your group, prepare a few questions to ask another group about their campaign. You should have at least one question each to ask. Use the suggestions below for ideas.

- Quel est le but / l'objectif de votre campagne ? → Notre but/objectif est...
- Pourquoi est-il important de suivre un mode de vie sain ? → C'est important parce que...
- Quel est le plus grand obstacle pour les jeunes à suivre un mode de vie sain ? → Le plus grand obstacle, c'est...
- Pourquoi avez-vous choisi... ? → Nous avons choisi...



### LES MALADIES

Le malade



Le médicament

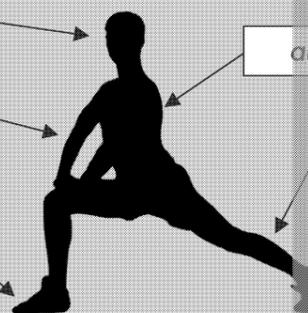


J'ai mal...

à la tête\*

au bras

au pied



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# Topic 3: Education and

MARINE



Bonjour !  
Je m'appelle Marine, j'ai 16 ans.  
Je viens de faire ma rentrée ★ au lycée Victor Hugo de Paris. Je suis en seconde.  
J'ai 10 matières différentes.  
Dans deux ans, je vais passer un examen important : le baccalauréat. Si je ne réussis pas cet examen, je ne peux pas aller à l'université.

Extra Vocabulary:  
l'Economie – Economics

|       | LUNDI      | MARDI        | MERCREDI            | JEUDI      | VENDREDI            |
|-------|------------|--------------|---------------------|------------|---------------------|
| 8h    | Français   | Maths        | Musique             | Économie ★ | Histoire-géographie |
| 9h    | Maths      | Maths        | Musique             | Français   | Économie ★          |
| 10h   | Science    | Informatique | Histoire-géographie | Français   | Religion            |
| RÉCRÉ |            |              |                     |            |                     |
| 11h15 | Science    | Informatique | Histoire-géographie | Anglais    | Religion            |
| REPAS |            |              |                     |            |                     |
| 14h15 | Économie ★ | Science      |                     | Anglais    | Maths               |
| 15h15 | Anglais    | Science      |                     | Art        | Maths               |
| 16H   | Anglais    |              |                     | Art        |                     |



**M. Roger**  
M. Roger enseigne ★ les maths cette année. Je ne l'aime pas beaucoup, il est toujours en colère !



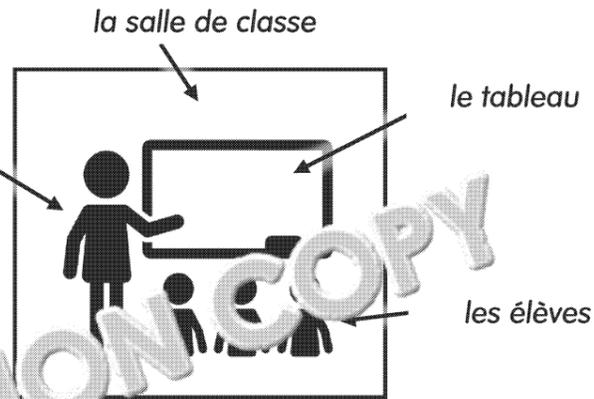
**Mme Marteau**  
C'est ma professeure ★ de sciences. C'est elle qui m'a inspiré ★ et m'a donné une passion ★ pour les sciences !



**Mme Mousse**  
C'est la directrice du lycée. Elle travaille beaucoup et elle est très sérieuse, mais elle a toujours l'air inquiète.



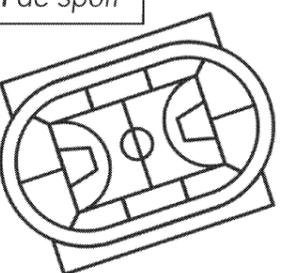
Extra Vocabulary:  
enseigne = teach  
ancienne = former  
inspiré = inspired



## ÉQUIPEMENT DU LYCÉE

★ le terrain de sport

Au lycée Victor Hugo, il y a 30 salles de classe, une cour, et un grand terrain de sport moderne



Look at the table and 3 before

Exercise 1: A

Use the

1. Marin
2. Marin
3. Mme
4. M. Ro
5. Mme
6. Le lyc

Exercise 2: A



a. Mat

- 8H
- 9H
- 10H
- 11H
- 12H
- 14H
- 15H
- 16H

This exerc  
words ar  
To help y

Exercise 3:

a. Is each  
the que

1. J
2. L
3. M
4. L
5. L
6. J

b. Match

1. a
2. f
3. e
4. b

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# Topic 3: Education and

## Worksheet 3: Apply



### Translation

1. Translate the following three sentences into **English**.

a. À 11h, j'ai cours de français et c'est ma matière préférée.

b. Je commence mon travail à 10h, donc je peux dormir longtemps.

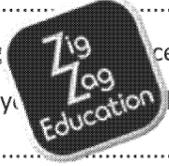
c. À l'avenir, je voudrais être journaliste parce que c'est mon rêve.

2. Translate the following three sentences into **French**.

a. What subjects do you like in school?

b. I loved my English teacher when I was little.

c. I would like to do work experience at an international company.



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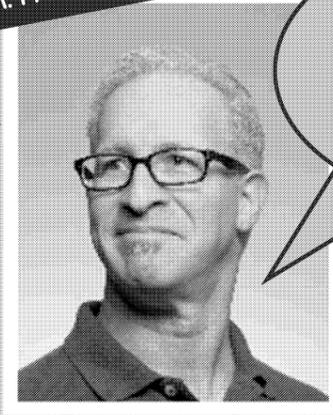
le policier / la policière



le facteur



M. PAVAUD



Certains étudiants ont un stage pendant l'expérience de leur début de carrière dans une entreprise.

### Writing

Write an email to your friend telling them about your first week of college.

#### Mention:

- your favourite subject
- your least favourite subject
- your favourite teacher
- what job you would like to do in the future

Write around **50** words in **French**. Mention all the above bullet points.

For further practice, come back to this activity for revision and write 90 words. How many words did you use? How many words did you improve your previous version? Consider the vocabulary and grammar you used.

### Speaking

Write two job titles on two different pieces of paper, including a job you would be interested in doing. Get into groups of three. Your classmates will now pick one of these pieces of paper and ask you questions in order to find out whether or not the job they've picked is the one you're interested in.

You can use the following phrases to help you construct your sentences.

- Es-tu intéressé par (les mathématiques / l'anglais / l'histoire...)?
- Préfères-tu travailler (à l'intérieur / à l'extérieur)?
- Est-ce que tu aimes (aider les gens / donner des cours / résoudre des problèmes...)?
- Rêves-tu de (vivre à l'étranger / être le patron d'une entreprise / vivre à la campagne...)?



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Pour trouver un **boulot**, il faut commencer par écrire un CV.

L'**employeur** va **recevoir** beaucoup de CV de **candidats**. Il faut que votre CV soit différent et original.

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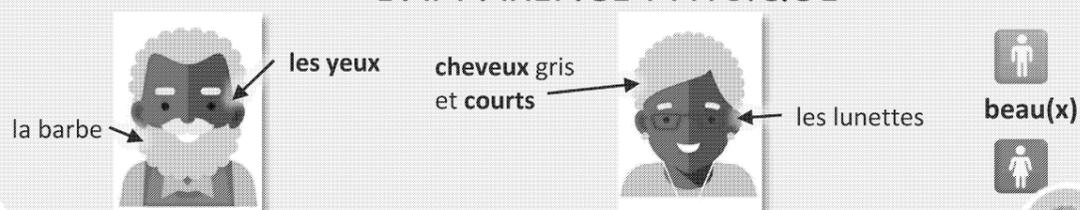
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# Topic 1: Identity and relationships

## L'APPARENCE PHYSIQUE



Je m'appelle Bernard, j'ai 84 ans et je suis le plus vieux de la famille !  
Je suis né en 1935 et je ne veux pas mourir avant mes 100 ans !



le grand-père



la grand-mère

### la taille

Je m'appelle Anissa et moi je suis la plus grande\* de la famille.

petit



moyen



Grand\*



l'oncle



le père



la mère



la tante



la sœur



Extra Vocabulary:  
frisé - curly  
incroyable - incredible  
engagement - engagement

## LE CARACTÈRE

« L'amour est fou dans une tête folle, et sage dans un cœur bien sage »  
Roger de Bussy-Robert



| ≠               |                  |
|-----------------|------------------|
| gentil(le)      | méchant(e)       |
| heureux(se)     | triste           |
| travailleur(se) | paresseux(se)    |
| calme           | inquiet/inquiète |
| timide          | bavard(e)        |

## CARTE D'IDENTITE

Prénom : Sami

Nom : Azza

Âge : 15 ans

Nationalité : Français

Yeux : noirs

Cheveux : frisés et marron

Qualité : travailleur

Défaut : parfois embêtant

Salut ! Je m'appelle Sami et voici ma famille. Je suis le fils de mes parents, Collette et Claude. J'ai une sœur qui s'appelle Mila.

Look at the text and 3 before

### Exercice 1: Match

#### 1. Sami



- Je suis grand.
- Je suis petit.
- J'ai de beaux yeux.
- J'en ai de mauvais.
- Mes parents sont séparés.
- J'aime travailler.
- Je suis paresseux.
- Je suis gentil.

### Exercice 2: Match

Try to find the match.

- Je suis grand.
- J'ai de beaux yeux.
- Elle fait du sport tous les jours.
- Ma sœur est séparée de son mari.
- Je ne suis pas paresseux.
- Mon père est gentil.
- Elle travaille.
- Ma mère est intelligente.
- Son caractère est tout à fait opposé au sien.
- Il a peur de son père.
- Elle aime travailler.
- On ne peut pas travailler.

### Exercice 3: Match

- Ma mère est paresseuse.
- Je n'ai pas de frères et sœurs.
- Avant, mes parents étaient mariés.
- Les jeunes ne vont pas à l'école.
- Mon frère est embêtant.
- Mes parents sont séparés et s'entendent mal.

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# Topic 1: Identity and relationships

## Worksheet 3: Apply ★



### Translation

1. Translate the following three sentences into **English**.

a. Mon frère et mon demi-frère ont le même âge mais ils ne s'entendent pas!

.....

b. Mes sœurs n'ont pas une bonne relation ; elles se disputent toute la journée.

.....

c. Ma meilleure copine est très sympa et patiente.

.....

2. Translate the following sentences into **French**.

a. I have known my best friend for fifteen years!

.....

b. He is patient and calm; I love going out with him.

.....

c. He was very sad when his parents split up last year, but now he is fine.

.....



Did you know that some tenses are used differently in French and in English?

What tense do we use to describe an action that started in the past but has not ended yet?

For example: 'I have lived here for three years.'

⚠️ **DON'T** translate it as 'J'ai habité ici pendant trois ans', as we use that tense in French for fully completed actions.

⚠️ **DO** translate it as 'J'habite ici depuis trois ans'.



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### Writing

**Scenario:** One of your parents comes back from a parent-teacher meeting and is angry with you.

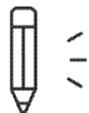
Write out a role play between you and one of your parents.

Mention:

- a description of your parent and reasons why they are angry
- your response and explanation to the situation
- how the situation is resolved

Write around **90** words in **French**. Mention all the above bullet points.

👉 For further practice, come back to this activity for revision and write 150 words. How can you improve your presentation? Consider the vocabulary and grammar you have learned.



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### Speaking

Before you pair up with a partner, take a minute to write down four questions you would like to ask them about their family and friends. Then interview each other. Use at least **eight keywords** that you studied on the mind map in your questions and answers.

You can ask questions about the outer appearance, the personality or the relationships of a person.



### LE SAVAIS-TU ?

Au Québec, quand on sort ensemble, on dit « mon cheum » pour dire **mon copain** ou « ma b... » pour dire **ma copine**.



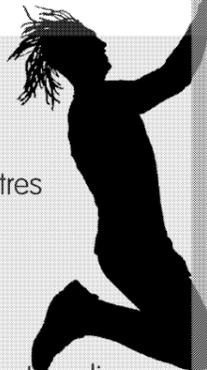
### LES COPAINS

Sami et Léa sont amis, ils **s'entendent** très bien !

Ils **sortent** parfois **ensemble** le week-end avec d'autres **copains** pour aller au cinéma.

Ils **se connaissent** depuis qu'ils sont **enfants** et ils **se rendent compte** que c'est formidable d'avoir un ami gentil avec un bon **esprit**. ★

Ils se font **confiance** ★ et ils savent qu'ils peuvent tout se dire.



En 20...

Les co...

Je suis...  
mais h...  
femme

la be...

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# Topic 2: Healthy living an

## LA NOURRITURE

Pour être en bonne **santé**, il est important de manger **équilibré** : des fruits et des légumes.

Il est aussi important d'avoir de **bonnes habitudes**, par exemple manger trois **repas sains** par jour.



Moi, j'adore tout ce qui est sucré, comme les gâteaux et les bonbons. Maintenant, j'essaie de bien manger les légumes. Quand j'ai faim, je mange des fruits. Je me sens beaucoup mieux et j'ai plein d'énergie !

Oh là là ! Je devrais suivre les **conseils** pour un mode de vie plus sain!



Extra Vocabulary  
Je devrais suivre les conseils  
pour un mode de vie plus sain.  
Les bonbons – sweets



Le lait

Le gâteau

La glace

L'eau

Le café

Le vin

Le petit-déjeuner

Les fruits

Les légumes

Le poisson

Le poisson

Les frites

La viande

Le fromage

Le poulet

Certains **jeunes** choisissent d'être végétariens ou végétariens. Les végétariens ne mangent pas de produits d'origine animale, comme la viande, les œufs, le lait et le fromage.

Look and 3

Exerc

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Exerc

- a.
- f.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Exerc

- 1.
- 2.
- 3.
- 4.
- 5.

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# Topic 2: Healthy living and

## Worksheet 3: Apply ★



### Il faut + infinitive verb

To help you translate 'il faut', here are some more examples of when it's used.

Examples: Il faut aider les plus pauvres / Il faut boire de l'eau / Il ne faut pas prendre de drogues.

### Translation

1. Translate the following three sentences into **English**.

a. Pour rester en bonne santé, il faut faire de l'exercice et se relaxer régulièrement.

b. Écoutez les conseils des médecins pour suivre un mode de vie sain.

c. J'étais toujours malade et je manquais d'argent, j'ai donc allé chez le médecin.

2. Translate the following sentences into **French**.

a. I've managed to stop smoking tobacco now.

b. The doctor advised me to be more conscious of my health.

c. Health and happiness are the most important things in life.



À l'école, j'ai parlé de mon problème de santé. Guadalupe

### Writing

Write a blog article about the health of young people.

Mention:

- what young people eat and advice on how to eat well
- bad habits
- advice on how to keep fit

Write around **90** words in **French**. Mention all the above bullet points.

For further practice, come back to this activity for revision and write 150 words. How can you improve your previous version? Consider the vocabulary and grammar you have used.

### Speaking

With a small group of your classmates, you will be the student council leading a healthy lifestyle campaign at your school.

Together, decide on a name for your campaign, then list the key aims of the campaign and how you will achieve them.

Then, with your group, prepare a few questions to ask another group about their campaign. You should have at least one question each to ask. Use the suggestions below for ideas.

- Quel est le but / l'objectif de votre campagne ? → Notre but/objectif est...
- Pourquoi est-il important de suivre un mode de vie sain ? → C'est important parce que...
- Quel est le plus grand obstacle pour les jeunes à suivre un mode de vie sain ? → Le plus grand obstacle, c'est...
- Pourquoi avez-vous choisi... ? → Nous avons choisi...



### LES MALADIES

Le malade



Le médicament

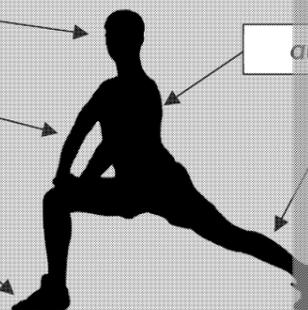


J'ai mal...

à la tête\*

au bras

au pied



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# Topic 3: Education and

MARINE



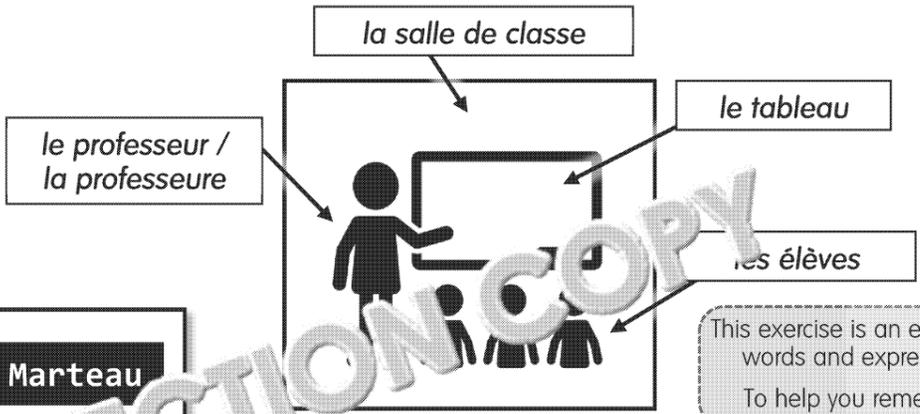
Bonjour !  
 Je m'appelle Marine, j'ai 16 ans.  
 Je viens de faire ma rentrée ★ au lycée Victor Hugo de Paris. Je suis en seconde.  
 J'ai 10 matières différentes.  
 Dans deux ans, je vais passer un examen important : le baccalauréat. Si je ne réussis pas cet examen, je ne peux pas aller à l'université.



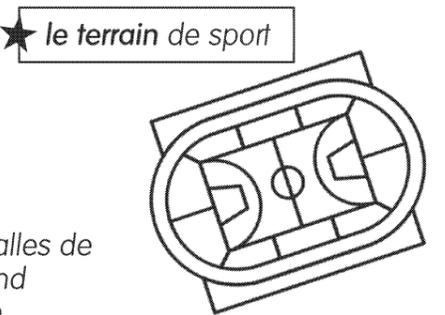
|       | LUNDI      | MARDI        | MERcredi            | JEUDI      | VENdREDI            |
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| RÉCRÉ |            |              |                     |            |                     |
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| 14h15 | Économie ★ | Science      |                     | Anglais    | Maths               |
| 15h15 | Anglais    | Science      |                     | Art        | Maths               |
| 16H   | Anglais    |              |                     | Art        |                     |

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**Mme Marteau**  
 C'est la directrice du lycée. Elle travaille beaucoup et elle est très sérieuse, ★ mais elle a toujours l'air inquiète.



## ÉQUIPEMENT DU LYCÉE



Au lycée Victor Hugo, il y a 30 salles de classe, une cour, et un grand terrain de sport moderne

Look at the text and 3 before

### Exercice 1: A



- a.
- 8H
- 9H
- 10H
- 11H
- 12H
- 14H
- 15H
- 16H

### Exercice 2:

1. Je
2. Le
3. M
4. L'é
5. La
6. Je
7. Je
8. Le

|   |
|---|
| 1 |
|---|

This exercise is an exam-style activity. Write down words and expressions that describe the equipment. To help you remember them you

### Exercice 3: Pu

1. Ma l'éco
2. Tu année
3. Je décor
4. Je choisi

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# Topic 3: Education and

## Worksheet 3: Apply ★



### Translation

1. Translate the following three sentences into **English**.

a. Le pire c'est le jeudi parce que j'ai deux heures de physique après le repas, et je trouve ça très ennuyeux.

.....  
.....

b. Penses-tu que tu seras un bon avocat ?

.....  
.....

c. À l'avenir, je voudrais travailler dans un domaine que c'est ma passion.

.....  
.....

2. Translate the following three sentences into **French**.

a. During my gap year, I want to learn a new language.

.....  
.....

b. At the start of the year, I'm going to begin college, and in three years, I am going to take my final exams.

.....  
.....

c. Are you free tomorrow evening for an interview with the head of the company?

.....  
.....

### Writing

Write an email to your friend telling them about your first week of college.

#### Mention:

- your favourite and least favourite subject
- one of your teachers
- what job you would like to do in the future

Write around **90** words in **French**. Mention all the above bullet points.

For further practice, come back to this activity for revision. Write 150 words. How can you improve your previous version? Consider the vocabulary and grammar you have used.

### Speaking

Write two job titles on two pieces of paper, including a job you would be interested in doing. Get into groups of four. Your classmates will now pick one of these pieces of paper and ask you questions in order to find out whether or not the job they've picked is the one you're interested in.

You can use the following phrases to help you construct your sentences.

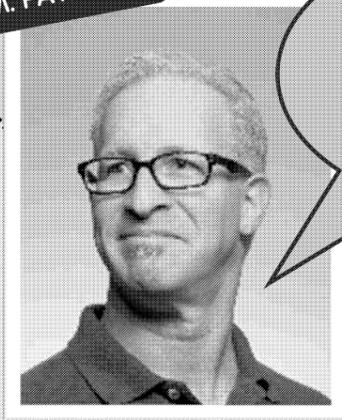
- Es-tu intéressé par (les mathématiques / l'anglais / l'histoire...)?
- Préfères-tu travailler (à l'intérieur / à l'extérieur) ?
- Est-ce que tu aimes (aider les gens / donner des cours / résoudre des problèmes...)?
- Rêves-tu de (vivre à l'étranger / être le patron d'une entreprise / vivre à la campagne...)?



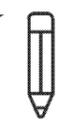
le policier / la policière



M. PAVAUD



Certains ont un stage pendant l'expérience de début de carrière dans une entreprise.



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Pour trouver un **boulot**, il faut commencer par écrire un CV.

L'**employeur** va **recevoir** beaucoup de CV de **candidats**. Il faut que votre CV soit différent et original.

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