

Scheme of Work

Cambridge O Level French 3014 for centres in Mauritius

For examination from 2025



Français

© Cambridge University Press & Assessment 2023 v1

Cambridge Assessment International Education is part of Cambridge University Press & Assessment. Cambridge University Press & Assessment is a department of the University of Cambridge.

Cambridge University Press & Assessment retains the copyright on all its publications. Registered centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within a centre.

Contents

Introduction	4
1. Everyday activities	6
2. Personal and social life	12
3. The world around us	17
4. The world of work.....	24
5. The international world.....	28

Introduction

This scheme of work has been designed to support you in your teaching and lesson planning. Making full use of this scheme of work will help you to improve both your teaching and your learners' potential. It is important to have a scheme of work in place in order for you to guarantee that the syllabus is covered fully. You can choose what approach to take and you know the nature of your institution and the levels of ability of your learners. What follows is just one possible approach you could take and you should always check the syllabus for the content of your course.

Suggestions for independent study (**I**) and formative assessment (**F**) and areas where sustainability may be addressed (**S**) are included. Throughout the scheme of work we have included reference to the Sustainability Development Goals (SDGs), if and where they are relevant and applicable.

Opportunities for differentiation are indicated as **Extension activities**; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgement of the teacher.

Guided learning hours

Guided learning hours give an indication of the amount of contact time you need to have with your learners to deliver a course. Our syllabuses are designed around 130 hours for Cambridge O Level courses. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below give some guidance about how many hours we recommend you spend on each topic area.

Topic	Suggested teaching time (hours / % of the course)	Suggested teaching order
Everyday activities	About 32 hours / 25% of the course	1st or 2nd
Personal and social life	About 32 hours / 25% of the course	1st or 2nd
The world around us	About 20 hours / 15% of the course	3rd
The world of work	About 20 hours / 15% of the course	4th or 5th
The international world	About 26 hours / 20% of the course	4th or 5th

Mauritius School Support website

Specimen and past question papers and mark schemes for 3014 are available on [Mauritius School Support](#). This scheme of work is available as PDF and an editable version in Microsoft Word format. If you are unable to use Microsoft Word you can download Open Office free of charge from www.openoffice.org

Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

This scheme of work provides some ideas and suggestions of how to cover the content of the syllabus. The following features to help guide you through your course.

Learning objectives help your learners by making clear the knowledge they are trying to build. Pass these on to your learners by expressing them as ‘We are learning to / about...’.

Suggested teaching activities give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

Sustainability Development Goals (S) references to further classroom activities with a focus on sustainability.

Extension activities provide your more able learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

Independent study (I) gives your learners the opportunity to develop their own ideas and understanding without direct input from you.

Formative assessment (F) is ongoing assessment which informs you about the progress of your learners. Don’t forget to leave time to review what your learners have learnt – you could try question and answer, tests, quizzes, ‘mind maps’, or ‘concept maps’. These kinds of activities can be found in the scheme of work.

Syllabus ref.	Learning objectives	Suggested teaching activities
holiday travel transport and accommodation	<p>Discuss tourism abroad</p> <p>Make complaints juxtaposing the perfect and pluperfect tenses</p> <p>Life in other countries and communities</p> <p>Write a blog</p>	<p>Read an article about the impact of aviation, for example: https://greenly.earth/fr-fr/blog/actualites-ecologie/empreinte-carbone-vol-en-avion (S SDG 13)</p> <p>This could lead to a piece of written work on the subject of whether overseas tourism can ever be environmentally friendly, or whether travel abroad can really be justified. (F)</p> <p>Learners suggest possible issues with hotel visits. Examples may be found at: www.podcastfrancaisfacile.com/podcast/hotel.html</p> <p>Learners write a formal email to a hotel complaining about poor service. (I)</p> <p>Extension activities: Learners watch a video about an environmentally friendly hotel / campsite and complete a comprehension activities: http://enseigner.tv5monde.com/file/suede-la-premiere-chaine-decouverte (SDGs 11 and 13)</p> <p>Learners write a blog about the country they have researched, giving reasons why they would or would not like to visit that country. (I)</p>

Past and specimen papers

Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support

Past papers, specimen papers and mark schemes are available for you to download at: www.cambridgeinternational.org/support

Using these resources with your learners allows you to check their progress and give them confidence and understanding.

1. Everyday activities

Syllabus ref.	Learning objectives	Suggested teaching activities
Home life	Compare life in town and countryside	<p>Present texts outlining advantages and disadvantages of living in town and countryside. Learners note useful vocabulary and phrases. Examples of suitable texts may include: www.movinga.com/fr/fr/hub/campagne-avantage/ www.engelvoelkers.com/fr/blog/perspectives-immobilieres/tendances-du-march%C3%A9/vivre-en-ville-quels-avantages/</p> <p>Learners use ideas to say why they like or dislike living where they are. They may be able to add further ideas from their own experience.</p>
	Communicate information, explanations, ideas and feeling	<p>Learners write an article for a magazine about where they would like to live in the future and why.</p> <p>Reading comprehension based on a person writing about why they moved from the city to the country. For example: https://alexalacampagne.com/a-propos/pourquoi-jai-decide-de-vivre-a-la-campagne/</p>
	Use time expressions and reflexive verbs in the perfect tense	<p>Give learners a picture of a famous French-speaking person. Learners consider the characteristics of that person and imagine a typical day in the life of that person, and their interaction with others and complete a report of the person's previous day. They can do this individually or in pairs.</p> <p>Use the opportunity to revise the perfect tense of reflexive verbs concentrating on the agreement of the past participle.</p> <p>Learners present their work to a larger group or to the class who must guess who their famous person is and justify their response.</p>
School	<p>Describe school and school routine</p> <p>Use different tenses</p> <p>Write with imagination</p>	<p>Provide learners with an explanation of the school system in France: www.franksprog.dk/fiches/le-systeme-scolaire-en-france</p> <p>Learners complete a series of reading comprehension activities on the school system in France: www.franksprog.dk/fiches/le-systeme-educatif-francais. (F)</p> <p>Learners compose a list of differences between the school system in France and schools in Mauritius.</p> <p>Reading comprehension:</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>Write about experiences, express ideas, feelings and opinions</p> <p>Write a persuasive article</p>	<p>www.frenchschoobocaraton.com/systegraveme-eacuteducatif-franccedilais.html is a text highlighting the advantages of the school and the French system. It may lend itself to the note taking form of comprehension task, and may also be used to highlight persuasive techniques.</p> <p>Learners discuss the advantages and disadvantages of the French and Mauritian systems then decide in which country they would rather study in, writing, “I would rather be at school in XXX because ...”</p> <p>Extension activity: Learners describe what their ideal school would be like, using the conditional tense.</p> <p>Further extension: Learners write an article persuading a parent to send their child to this ideal school.</p> <p>Learners describe their primary school, saying what it was like and what they used to do, using the imperfect tense. They could also ask parents or grandparents about their memories of school. Descriptions of school in the imperfect tense are at: https://ticsenfle.blogspot.com/2015/09/comment-etait-lecole-lepoque-de-tes.html</p> <p>Learners compare the past to the present, giving opinions and justifications.</p>
	<p>Discuss school rules</p> <p>Justify reasons</p> <p>Use impersonal verbs to express obligation</p> <p>Write about personal experience and with imagination</p> <p>Write an email</p> <p>Write a report</p>	<p>Give learners a list of school rules. For an example go to: http://webetab.ac-bordeaux.fr/college-ernest-gabard/index.php?id=18358.</p> <p>Learners read the following reason that have been supplied for absence from school: https://cmonweb.fr/comment-justifier-une-absence-au-college/ Say whether not these are acceptable giving reasons.</p> <p>Learners explain to their partner whether they agree with the reasons provided – why/why not? – the following provides examples of phrases to suggest agreement/disagreement: www.frenchpod101.com/french-vocabulary-lists/must-know-expressions-for-agreeing-and-disagreeing</p> <p>Give learners guidance to select key vocabulary and reformulate sentences from the list using impersonal expressions of obligation: <i>il faut, il ne faut pas, il est interdit de</i> + infinitive.</p> <p>Give learners a text in which a young person describes the rules and regulations in their school. Use a gap fill exercise, comprehension questions or note taking on what is and isn't allowed in the school. Learners compare the school in the text with their own school and decide which they think has the fairest rules. (I)</p> <p>Learners then read or listen to different opinions about school uniform. An example is at: www.1jour1actu.com/france/uniforme-a-lecole-ce-quen-pensent-les-eleves-32072/ Learners note in a table</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>the extent to which they agree/disagree (e.g. options 'Strongly agree', 'Agree to some extent', 'Neither agree nor disagree', 'Disagree to some extent', 'Strongly disagree') with these opinions and why. (I)</p> <p>Give learners a list of qualities to describe teachers and ask them to classify the qualities by order of importance. For a list of characteristics go to: http://pedagopsy.eu/decalage_prof.html</p> <p>Learners write a description of their ideal teacher or imagine what sort of teacher they would be if they chose teaching as a profession. (I)</p> <p>Learners contribute to a class group writing exercise summarising what is good/bad about the school and what could be changed, with each group focusing on one area of school life. Put suggestions together to produce a final report.</p> <p>Extension activity: Learners write their own version as an email to the head teacher, using formal language. (I) Learners use the conditional tense to describe what they would change about their school and why.</p>
Food, health and fitness	<p>Discuss food and meals</p> <p>Use the partitive article (<i>du, de la, des</i>)</p> <p>Give opinions about food</p> <p>Use the partitive article (<i>du, de la, des</i>)</p> <p>Discursive writing</p>	<p>Give learners texts in which young people talk about their eating habits and their favourite food / typical food from their region and country e.g. https://fr.quora.com/Quel-est-votre-type-de-nourriture-pr%C3%A9f%C3%A9r%C3%A9 Learners answer the questions.</p> <p>Learners make a mind map to include as much as they can around sustainable food/agriculture and healthy eating. Some ideas to begin with are : <i>Exemples d'aliments durables : les haricots, les moules, les légumes biologiques, les légumes-feuilles, les lentilles, les fruits biologiques...</i></p> <p><i>Visitez des magasins vendant des produits cultivés localement, des marchés de producteurs, des magasins à la ferme et des festivals gastronomiques (S SDGs 2 and 3)</i></p> <p>Learners complete a sheet with information about their favourite dish and drink, what they love and hate to eat, what they are allergic to, what they have never eaten and what they want to try. A worksheet for this activity is at: https://fle.mondolinguo.com/moi-et-la-nourriture</p> <p>Extension activity: Learners ask and answer a series of open-ended questions encouraging opinions and justifications. They can do this as a speaking exercise, or they can prepare answers in writing and use them as prompts for an extended writing exercise.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>Understand recipes</p> <p>Use the imperative form of the present tense</p> <p>Use expressions of quantity</p>	<p>Revise rules for using verbs in the imperative, especially 'tu' form of -er verbs.</p> <p>Learners complete the gaps in a recipe with the correct form of the imperative of the appropriate verb: https://cftrefle.wordpress.com/2016/12/03/serez-vous-une-bonne-candidate-de-master-chef/</p> <p>Give learners the name of a typical dish from any French-speaking country to research. They write the recipe using verbs in the imperative and illustrate it for a class display. (I) Learners highlight the expressions of quantity in the recipe, e.g. <i>150 grammes de, un peu de, une pincée de</i>.</p> <p>They choose a typical dish from their country, write a short description of it and then present their description to their partner/group to see if they can guess what it is. (I)</p>
	<p>Discuss healthy eating</p> <p>Use the pronoun <i>en</i></p> <p>Write about personal experience</p> <p>Write a report</p> <p>Write an article</p>	<p>Revise the use of the pronoun <i>en</i> with examples, e.g. <i>Je mange des fruits, j'en mange cinq portions par jour. J'adore les sucreries mais il ne faut pas en manger trop.</i></p> <p>Learners can practise this structure with the following resource: https://fr.islcollective.com/resources/67884</p> <p>Do a class survey to see who has a healthy diet. Learners work first in small groups and then feed back their results to the rest of the class.</p> <p>Lead a class discussion on what learners should do to maintain a healthy lifestyle.</p> <p>Learners report the results in a piece of writing comparing their own eating habits to that of the whole class.</p> <p>Extension activity: Learners write articles to promote healthy eating in which they can include examples of modal verbs, verbs used in the imperative and the pronoun <i>en</i>.</p>
Health and fitness	<p>Consider vegetarianism as a lifestyle choice</p> <p>Communicate information, explanations, ideas and feelings</p> <p>Argumentative writing</p>	<p>Read a text on the dangers of vegetarianism. http://maigrirsansfaim.net/les-inconvenients-et-dangers-detre-vegetarien/</p> <p>Learners note the main points in preparation for a presentation to the class. This is similar in style to a task on Paper 1 Reaching and usage. (F)</p> <p>Discuss whether there are arguments that may be made in favour of vegetarianism. If there are learners in the group who are in favour of or against this kind of lifestyle choice, a debate could be set up, whereby opposing sides attempt to persuade the others of their point of view.</p> <p>Follow up with a piece of writing, presenting both sides of the argument. (I)</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>Discuss healthy and unhealthy lifestyles</p> <p>Use the future and conditional tenses</p> <p>Use correct conventions according to situation and reader</p> <p>Write an essay</p> <p>Write an article</p>	<p>Learners write a short account of their own lifestyle including opinions of whether they lead a healthy lifestyle or not. Include a variety of tenses by saying what they should do or what they will do in the future. (I)</p> <p>Provide learners with a table containing different questions about healthy living and lifestyles, e.g. <i>Qu'est-ce que tu fais pour rester en forme? Que penses-tu de la cigarette? Quels sont les inconvénients de la restauration rapide?</i> (I)</p> <p>Learners complete an extended writing exercise. This could be a essay promoting a healthy lifestyle, an article for a school magazine warning of the danger of cigarettes and alcohol, or an email to the head of the school recommending changes to the meals at school, using formal language. (I)</p> <p>Extension activity: Learners watch a video about the dangers of alcohol and imagine the life of the person in the video. This leads to a class debate or essay writing about the dangers of alcohol. Encourage learners to express opinions and use a wide range of vocabulary: https://leszexpertsfle.com/ressources-fle/parler-alcool-fle</p>
	<p>Discuss reasons for doing sport</p>	<p>Learners work in small groups to produce a fact file about the French footballer Kylian Mbappé https://fr.wikipedia.org/wiki/Kylian_Mbapp%C3%A9</p> <p>Learners scan the text and highlight key information such as <i>date de naissance, jeunesse and carrière</i> and then produce a table with ten key facts about the footballer.</p> <p>Reading Comprehension: www.gala.fr/stars_et_gotha/kylian_mbappe This could be done as a gap fill exercise to practice grammar points and vocabulary. This is similar in style to task in Paper 1 Reading and usage. (F)</p> <p>Extension activity: Learners watch video <i>A quoi ca sert de faire du sport</i>: www.1jour1actu.com/info-animee/a-quoi-ca-sert-de-faire-du-sport. Learners identify key structures, cognates and familiar vocabulary to enable understanding of texts about sport.</p>
Wellbeing	<p>Discuss issues of stress</p> <p>Plan and organise ideas to produce structured text in paragraphs</p> <p>Write an article</p>	<p>Learners discuss in small groups what they think causes stress. Feed back to class group and compile list of causes.</p> <p>Learners read an article about combatting stress. www.coeuretavc.ca/articles/7-astuces-pour-combattre-le-stress</p> <p>Learners note which ideas they already use, which they might find useful for the future, and which they think they will not find useful.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Class discusses these findings and help each other to understand how they may be able to implement each idea. Does the class have any methods of their own which they use to combat stress?</p> <p>Learners write an article explaining the main causes of stress, why it is necessary to avoid stress and how they consider it best to do so. (I)</p>
Past and specimen papers		
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/mauritius (F)</p> <p>Home Life AO1 Reading 3014_01 Specimen Paper Question 14 <i>tenir un journal intime</i></p> <p>Health and Fitness AO2 Writing 3014_02 Specimen Paper Exercise 4 Question 2 «<i>Le téléphone portable : utile ou dangereux ?</i>».</p>		

2. Personal and social life

Syllabus ref.	Learning objectives	Suggested teaching activities
Self, family, pets, personal relationships	<p>Discuss whether keeping pets is ethical</p> <p>Communicate precisely and relevantly, developing an argument</p>	<p>In small groups, learners give reasons why they think people have pets.</p> <p>Read a text which exposes the potential issues of having a pet. www.fondation-droit-animal.org/nos-combats/animaux-de-compagnie/</p> <p>This could lead to a class debate as to whether having pets is good for the animal or not.</p> <p>Learners write an email to a newspaper giving their views on the topic of pets. They should be encouraged to consider their audience, and their choice of vocabulary. (I)</p>
	<p>Discuss character traits</p> <p>Revise adjective agreements</p>	<p>Learners choose, (or give them), the name of a French-speaking personality (sportsman, singer, actor, etc.), find out information about them (date and place of birth, physical description, character traits, etc.) and their families (name and nationality of parents, number of brothers and sisters, etc.). Learners present the information as a poster.</p> <p>This is an opportunity to revise the spelling rules for agreement of adjectives.</p>
	<p>Discuss friendship and what makes a good friend</p> <p>Use irregular verbs in the imperfect tense</p> <p>Use conjunctions to develop and justify opinions</p>	<p>Give learners reading comprehension activities about friendship. You can find these in many textbooks. This is a good moment to review some key irregular verbs in the present tense such as <i>faire (confiance)</i>, <i>prendre (soin de moi)</i>, <i>dire (la vérité)</i>, <i>sortir (avec moi)</i>, <i>croire (en moi)</i>, <i>rire (ensemble)</i>, etc.</p> <p>Learners describe friendships from when they were younger, <i>quand j'étais petit / quand j'habitais ailleurs</i>.</p> <p>Learners highlight examples from the previous activities on friendship to introduce justifications, e.g. <i>Ce sont mes meilleures amies parce que je m'entends très bien avec elles. Elle est assez timide mais quand on la connaît bien c'est super</i>, etc.</p> <p>Give learners the names/pictures of famous people (real or fictional) and ask them to say whether they think that person would make a good friend or not, justifying their opinion. Lead a class debate and vote on which personality would make best-friend material. (I)</p> <p>Learners consider how they would welcome a new student to the school using the conditional tense.</p>
House and home	Consider the environmental impact of houses	Reading comprehension:

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>www.buderus.com/be/fr/conseils/nos-publications/blog/technologie/comment-les-maisons-seront-chauffees-en-2030-/ (F) (S SDGs 9 and 11)</p> <p>Learners discuss the ideas in the text and imagine how houses may look in the future.</p> <p>Ask learners to design an environmentally friendly house and explain the advantages of the features they have included. (I)</p>
Leisure and entertainment	Discuss leisure activities and use the verbs <i>jouer</i> and <i>faire</i> correctly	<p>Learners do a series of reading comprehension exercises in which young people discuss what they do to help around the house. They fill in a grid or gap fill to demonstrate understanding. For worksheets and activities go to: www.lepointdufle.net/penseigner/lexique_la_maison-fiches-pedagogiques.htm</p> <p>Learners discuss whether they do household tasks, giving reasons, and say how long they have been doing them, or when they stopped doing them.</p> <p>Learners listen to the song <i>Les Tâches ménagères</i> by the group <i>Les Torps</i>: www.youtube.com/watch?v=b0IyeWt_LwY. Provide learners with gap fill and comprehension tasks.</p> <p>To consolidate learning about family and home, learners watch the introduction to a French series about friends or families, e.g.: Extra French: www.youtube.com/watch?v=EaNqp4FXh-s&t=1293s or <i>Fais pas ci fais pas ça</i>: www.youtube.com/watch?v=RCRCzXJYDoU</p> <p>Learners identify the relationships between the characters, anticipate how the relationships evolve during the series and describe where the characters live.</p> <p>Learners put together what they have learnt by writing the scenario for an imaginary soap opera, including a list of characters, a short description of where they live and the relationship between them as well as an outline of what happens in the first episode. They could present this in an illustrated storyboard. (I)</p> <p>Give learners a list of statements about leisure and entertainment, for example:</p> <ul style="list-style-type: none"> • “Everybody can afford to go to the theatre” • “Nobody goes to the cinema anymore; it is easier to watch films at home.” • “People think that classical music is old-fashioned” • “Technology has replaced live music” • “People read less that they used to” • “Paper books will not exist for much longer now that novels can be accessed digitally”

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Learners put these statements in one of three categories:</p> <ul style="list-style-type: none"> • This is happening already • This is the future • This will never happen <p>Learners add justifications to why they have chosen each category and are encouraged to add statements of their own to suggest to the whole class. There is no correct answer here, opinions can, and will, differ.</p> <p>Read the article below about Michael Goldman, French Director and Producer and note how his opinion is communicated about his famous father: www.gala.fr/l_actu/news_de_stars/jean-jacques-goldman-fait-la-fierte-de-son-fils-michael-lavoir-comme-pere-cest-comme_501053</p> <p>Learners make a list of phrases that Michael uses to convey his opinions such as <i>'le nom Goldman, ça va forcément aider.'</i></p>
	<p>Discuss entertainment in different French-speaking countries</p> <p>Write a report</p>	<p>Learners research information about what learners in other French-Speaking countries do after school and at the weekend for entertainment? This may encourage links with a school in another country. Are they involved with the same as activities enjoyed by learners in Mauritius? (I)</p> <p>Learners analyse their own approach to research:</p> <ul style="list-style-type: none"> • I researched about ... • I looked for information in/on (sources of information) ... • I already knew that ... • I didn't know that ... • I learned that ... • I was surprised to learn that ... <p>Learners write a report on their findings, in order to justify whether they consider that young people are more active in the country they have studied or Mauritius.</p>
	<p>Discuss television programmes</p> <p>Use preceding direct object with correct agreement of the past participle</p>	<p>Learners read a variety of texts in which young people discuss their favourite and least favourite TV programmes: https://fr.quora.com/Quelle-est-votre-%C3%A9mission-de-t%...</p> <p>Learners complete a variety of reading comprehension exercises. Select texts that include examples of direct object pronouns, e.g. <i>C'est mon émission préférée. Je la regarde souvent.</i></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>This could take the form of choosing which person a statement refers to, similar in style to a task in Paper 1 Reading and usage. (F)</p> <p>Write sentences in perfect tense with preceding direct object to practise agreements e.g. <i>Je regarde souvent les actualités, en fait je les ai regardées ce matin. C'est une série que j'ai beaucoup aimée.</i></p>
	<p>Compare different TV programmes and use superlative adjectives</p> <p>Write a review</p> <p>Write an essay</p>	<p>Learners write a review of a popular TV programme, without naming it. Then learners then read the reviews and guess the title. Learners then complete sentences comparing the different TV programmes, enabling them to practise comparative and superlative structures. (F)</p> <p>Learners conduct a survey in groups to find out what the most and least popular TV programmes are and why. Share the results to produce a whole class survey, or write a report about the results.</p> <p>Give learners similar activities to discuss films. Learners complete writing tasks such as TV/film reviews or essays comparing types of entertainment, e.g. <i>Le cinéma contre la télé, Aller au cinéma est une perte d'argent, Mon avis sur la télé-réalité.</i> (I)</p> <p>Extension activity: Learners discuss and give their opinion on the title sequences of a television programme http://enseigner.tv5monde.com/fle/travailler-avec-des-generiques-demission#a2</p>
	<p>Write clear, detailed description of experience, narrating events and expressing emotions</p>	<p>Learners look at the following examples of how to begin a review of a film www.tes.com/teaching-resource/writing-film-reviews-in-french-6393418 and then produce a review of a film they have seen recently – <i>je suis allé(e) au cinéma.../j'ai regardé un film chez moi...</i></p> <p>Learners may use the following website to support their review www.allocine.fr/diaporamas/cinema/diaporama-18705836/</p>
<p>Eating out</p>	<p>Order food in a restaurant</p> <p>Write about personal experience and with imagination</p> <p>Write a review</p>	<p>Learners read local restaurant reviews and identify positive and negative statements.</p> <p>Learners write a (real or imaginary) review of a restaurant where they have eaten in the past. Or they write a description of their dream meal in a restaurant using the conditional tense, including who they would have as guests around the table and why. (I)</p> <p>Learners complete a reading comprehension exercise describing unusual restaurants: www.autoeurope.fr/travel-blog/top-8-des-restaurants-insolites-dans-le-monde/</p> <p>Learners design their own restaurant and menu and produce publicity in poster or brochure form. (I)</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
Festivals and special occasions	<p>Discuss special occasions</p> <p>Use verbs followed by <i>à</i> and <i>de</i> + infinitive</p> <p>Write an article</p>	<p>Explore vocabulary surrounding festivals and special occasions in Mauritius. Have learners experienced similar (or different) events elsewhere in the world?</p> <p>Give learners a list or pictures of religious celebrations from different cultures, e.g. <i>Noël, l'Aïd, Diwali, Yom Kippour</i>. Learners match the names or pictures of the celebrations to short descriptions and the name of the relevant religion. Include examples of verbs governing an infinitive, e.g. <i>On commence à fêter Noël le 24 décembre au soir. Pendant Diwali on allume des lampes pour aider la déesse à trouver son chemin.</i></p> <p>Learners write an article about a festival they have heard of or have been to, including a description of that festival, why they like it and what they have done in the past to celebrate it. This can also include birthdays or any local festivals and special occasions.</p> <p>Extension activities: For more activities on New Year celebrations and Epiphany go to: https://ticsenfle.blogspot.com/2013/12/activites-nouvel-epiphanie-fete-de-rois.html</p>
Holidays	<p>Select and organise ideas into coherent paragraphs and longer texts using a range of linking devices</p>	<p>Give learners a list of the main public holidays in France or another French speaking country www.clubcampings.com/jours-feries-en-france</p> <p>Learners select one or more of the holidays and research the history and culture surrounding the holiday, and how it is celebrated in the chosen country.</p> <p>Learners present their findings using appropriate paragraphing and organisation of information. (I)</p>
Past and specimen papers		
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/mauritius (F)</p> <p>Family relationships AO1 Reading 3014_01 Specimen Paper Question 14 <i>tenir un journal intime</i></p>		

3. The world around us

Syllabus ref.	Learning objectives	Suggested teaching activities
Home town and local area	<p>Describe a region and use the pronoun <i>y</i></p> <p>Write an essay</p>	<p>Give learners reading comprehension activities for texts in which young people talk about the region where they live and give their opinion about them. You can find these texts in many textbooks. Select texts that include examples of the pronoun <i>y</i>, e.g. <i>J'habite à Montréal au Canada. J'aime y habiter mais malheureusement il y fait souvent froid en hiver</i> : www.guidehabitation.ca/bloque/montreal-bienvenue-chez-vous/</p> <p>Learners complete a series of practice exercises using <i>y</i> to replace <i>à</i> + noun. For an explanation and some interactive exercises go to: www.laits.utexas.edu/tex/gr/pro6.html (F)</p> <p>Give learners a template of a <i>fiche d'identité</i> of a region. They read a description of a region and note the relevant information, e.g. <i>nombre d'habitants, situation géographique, activités principales</i>: https://fr.wikipedia.org/wiki/Alpes-Maritimes</p> <p>Or give them a summary of the characteristics of a region in <i>fiche d'identité</i> form and ask them to expand this information to write a full description.</p> <p>Learners use these documents as a model to create a <i>fiche d'identité</i> or write a description of their own region. (I)</p> <p>Extension activities: Learners watch a video about a French region and discuss tourist information: http://enseigner.tv5monde.com/fle/languedoc-roussillon-france#b1 http://enseigner.tv5monde.com/fle/cote-dazur-france#a2</p> <p>Learners complete a series of reading comprehension activities aimed at widening their range of vocabulary to discuss different geographical regions. For a worksheet for this activity go to: https://novafile.blogspot.com/2013/09/lecon-de-geo-comme-au-college.html</p>
	<p>Discuss natural resources of the area</p> <p>Write an essay</p>	<p>Give learners a definition of natural resources, e.g. Natural resources are substances found in nature used as food and fuel, and as raw materials for the production of goods.</p> <p>Learners make a list of all the natural resources they can think of, e.g. oil, coal, metals, stone, sand, water.</p> <p>Reading text: https://environmentgo.com/fr/ressources-naturelles-en-algerie/</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Learners add to their list and complete a summary of the text. (F)</p> <p>Extension activity: Learners are challenged to name a use for each of these resources, or to make a sentence using each of these resources.</p> <p>This leads to discussion or learners may write an essay about the natural resources available and used in Mauritius.</p>
Shopping	<p>Use shopping dialogues and vocabulary</p> <p>Use demonstrative adjectives and pronouns</p> <p>Discuss clothes and accessories, using adjectives to describe them</p>	<p>Learners compare the advantages and disadvantages of different shopping facilities such as local markets supermarkets, hypermarkets and shopping centres. (S SDGs 11 and 12) For a video on this topic go to: http://enseigner.tv5monde.com/file/premier-supermarche-cotonou-benin#b1</p> <p>Extension activities:</p> <ul style="list-style-type: none"> Learners practise different tenses by writing about past, future or ideal shopping experiences. Or, learners describe a particularly disastrous or successful shopping trip, including opinions and explanations enabling them to employ new vocabulary. (I) <p>Learners watch a video about being a responsible consumer and complete a series of comprehension activities: http://enseigner.tv5monde.com/file/consommation-responsable#a2 (S SDG 12)</p> <ul style="list-style-type: none"> Learners write an article or make a poster giving advice to young people about managing their budget. Learners discuss the advantages and disadvantages of shopping online and write an article about internet shopping. <p>Learners revisit rules of adjective agreement. For practise exercises on the topic of clothes and fashion go to: www.languagesresources.co.uk/FrenchClothesFashion.html</p>
	<p>Discuss ethical shopping</p> <p>Use the passive voice</p> <p>Communicate precisely and relevantly</p> <p>Write an email</p>	<p>Introduce the idea of Fairtrade (S - SDGs 8,12 and 13). Learners listen to or read an explanation and note key vocabulary. A video explaining Fairtrade is at: www.youtube.com/watch?v=1n2d92gxCsl. Show the video in short extracts and give learners gap fill and comprehension questions to help them.</p> <p>Give learners comprehension activities on texts about Fairtrade and other world problems. For texts to adapt go to: www.artisansdumonde.org/ressources/cahiers-d-enquete/</p> <p>Go to www.youtube.com/watch?v=n_iMVXhVnvo for a video explanation about using the passive voice. Learners choose five of the phrases from the video to turn into negative sentences such as <i>Cet article n'a pas été écrit par lui.</i></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Learners create phrases relating to shopping and clothes using the passive voice for example, <i>La robe est achetée par Elena.</i></p> <p>Extension activity: Learners read a text about plastics in packaging e.g. https://reseauccct.ca/actualites/peut-on-se-passer-des-plastiques-dans-lemballage-e2-80-89 (S SDG12)</p> <p>Learners write an email to a newspaper suggesting how the reduction in the use of plastics could be accomplished in Mauritius.</p>
Public services	<p>Discuss the relative importance of public services</p> <p>Write about personal experience and with imagination</p> <p>Reading for information</p>	<p>Learners compile a list of examples of public services, e.g. schools, colleges, universities, businesses, political parties, the military, hospitals, etc. Combine ideas into a more exhaustive class list.</p> <p>Learners discuss which organisations they belong to and the importance of these organisations in their life.</p> <p>Learners, in pairs or groups, rank organisations in terms of their importance to a country. This may be done as a diamond ranking exercise. Emphasise to learners that there is no correct order, but that it is a matter of opinion. Groups feed back to the class which organisations they consider the most and least important giving reasons.</p> <p>Reading comprehension on the system of law and order in a country where the language is spoken. There is likely to be a significant amount of new vocabulary on the topic of social organisation and so learners may need support. www.justice.gouv.fr/organisation-de-la-justice-10031/</p> <p>Extension activity: Learners research another social organisation (of their choice) in a country/community where the language is spoken. (I)</p> <p>Learners prepare a presentation on this organisation and present it to the rest of the class. (F)</p> <p>Extension activity: Learners imagine a situation in which they have needed one of the organisations and write an account of what happened. This revises and practises the difference between perfect and imperfect tenses. (I)</p>
Finding the way	<p>Reading for information</p> <p>Discuss whether new technologies have made travel easier</p> <p>Write a report</p>	<p>Reading text: www.guideautoweb.com/articles/26174/gps-vs-carte-routiere-vs-humain-trois-technologies-trois-resultats/</p> <p>Learners discuss the findings of the article. Do they have any similar experiences? How would they advise visitors to Mauritius to find their way around? Discuss whether different situations may favour different methods.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		Learners write a report evaluating the various methods and drawing conclusions as to which is the best solution for a variety of situations. (I)
Meeting people	Prejudice and stereotypes Discursive writing Write an essay	Learners list groups of people who may be subject to prejudice. Reading comprehension: https://jeunessejecoute.ca/information/comprendre-les-stereotypes-prejuges-et-la-discrimination/ This could be done as a task taking notes in preparation for a presentation. (F) Learners write an essay / discursive writing outlining why they think that discrimination happens, and what can be done to combat it. (I) (S) SDGs 5 and 10
Places and customs	Talk about customs in Mauritius Write an article	Read: www.lemauricien.com/scope/fete-du-printemps-traditions-difficile-de-preserver-les-coutumes/403413/ Discuss what other local customs are known to the learners. Discuss whether these customs are changing and why. Learners write an article for the school magazine discussing whether customs should be maintained, and the role of young people in the process. (I)
Travel and transport	Discuss different means of transport Use prepositions Use <i>si</i> clauses to discuss preferences for means of transport Respond to a written stimulus Discursive writing	Learners listen to a travel agent giving information about transport in a city and extract key information: http://fabriqueaspecialites.free.fr/index.php/informations-pratiques-dune-visite-guidee Learners read a document about the most popular means of transport in France and then express their own opinions in a guided writing activity (I) : https://leszexpertsfle.com/ressources-fle/parler-des-moyens-de-transport-en-a1/ Provide learners with a series of texts in which people are expressing opinions about transport using <i>si</i> clauses, for example, <i>Si j'avais le choix, je voyagerais en avion car c'est rapide et confortable</i> . Learners identify the different means of transport and the reasons and use the texts as a model for their own written expression: https://centrefora.com/wp-content/uploads/2019/05/Expressions_decembre_2018.pdf Give learners pictures of different destinations and different means of transport and ask them to express an opinion using a <i>si</i> clause and the correct preposition. Extension activity: Learners imagine they are entering a competition for the best vehicle of the future. Give learners pictures of futuristic means of transport and a grid to help them describe one of them: https://cftrefle.wordpress.com/2018/01/18/allez-rdv-au-salon (I)

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Learners consider how they use cars and create a piece of writing using the prompts below as examples, <i>'Do you agree that cars are essential for travel in the 21st century? Why or why not?'</i></p> <ul style="list-style-type: none"> • Do you currently use cars for everyday travel/holiday? Why/why not? • Are cars affordable? • What are the environmental impacts of using cars? <p>Do cars make people lazy?</p> <p>Give learners examples of use of the expression <i>venir de</i>, for example, <i>Ma voiture vient de tomber en panne, Je venais d'arriver en ville quand j'ai vu l'accident</i>. Learners practise this structure with a series of gap fill, reordering and translation exercises. (F)</p> <p>Give learners pictures, worksheet and vocabulary for a road incident: https://littefle.wordpress.com/2018/05/15/parlons-voiture/ Learners then write an account of the incident in the pictures. (I)</p> <p>Learners work in pairs to write and perform dialogues reporting an accident or a breakdown. Learners write their own imaginary account of an accident or a breakdown using different tenses and <i>venir de</i> + infinitive. (I)</p>
	<p>Discuss accidents and emergencies and use <i>en</i> + present participle</p> <p>Use <i>venir de</i> + infinitive</p>	<p>Extension activities: Learners watch a short video about road safety and answer a series of comprehension questions. For examples go to: https://sophfle.wordpress.com/2017/06/09/sur-le-trottoir/ or https://apps.atilf.fr/fli/scenario-2-2-la-securite-au-volant/</p>
Cultural life and heritage	<p>Promote an aspect of the culture and heritage of Mauritius</p> <p>Write an article</p>	<p>In pairs or small groups, candidates research an area of the culture and heritage of Mauritius which interests them and write an article for a travel guide to Mauritius explaining and promoting that aspect to visitors from abroad. (I)</p>
Natural Environment	<p>Discuss protecting the environment</p> <p>Use modal verbs in the conditional</p>	<p>Give learners a numbered list of environmental problems which they must classify into different categories, e.g. <i>pollution, déforestation, espèces en voie de disparition, réchauffement climatique</i>. This can lead to discussion as some problems may fit more than one category. Learners then match these problems to possible solutions.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>Write a report</p> <p>Write an article</p>	<p>Learners prioritise the five problems and five possible solutions they consider the most important. (S SDG 13) This could lead to a class survey in which learners vote for which are the most destructive problems and what solutions could and should be offered.</p> <p>Give learners images of natural disasters. Learners match the images to short descriptions: https://instantfle.fr/intro-les-catastrophes-naturelles/</p> <p>Learners read or listen to a series of news reports about natural disasters and do a series of comprehension exercises such as gap fill / find the French for / true or false. This can be done as a class activity, or in small groups. If learners work in groups, give different news reports to different groups and then they can report back to the class. For examples of descriptions of natural disasters go to: http://soutien67.free.fr/svt/terre/catastrophe/catastrophe.htm</p> <p>Learners watch a video showing actions people are taking to protect the environment: http://enseigner.tv5monde.com/fle/demain-1#a2. Learners write a list of ten actions they could take to help protect the environment. (I)</p> <p>Introduce the concept of the 3Rs: <i>réduire, réutiliser, recycler</i>. Learners interview each other in groups to find out if and how they perform these actions.</p> <p>Learners write articles. (I) For more ideas on this activity go to: https://regardsurlefrancais.com/2018/07/06/activite-pedagogique-decouvrons-les-3r-reduire-reutiliser-et-recycler</p> <p>Extension activities:</p> <ul style="list-style-type: none"> • Learners watch a video explaining climate change: www.youtube.com/watch?v=NfaeoCORuzk and complete a series of comprehension exercises. For a worksheet go to: https://instantfle.fr/le-changement-climatique/ • Learners watch a video interpretation of the poem <i>Tant de forêts</i> by <i>Jacques Prévert</i>: www.youtube.com/watch?v=9fsDYGkLJaY and complete a series of comprehension exercises before giving their own opinion about deforestation. For a worksheet go to: https://littefle.wordpress.com/2018/05/22/la-deforestation-en-un-poeme/ • Learners write a report of an environmental awareness week at school, saying what happened during the week and what their reactions to it were. (I) <p>Learners read the following factual article about pollution in Quebec and then produce a list of advice for reducing pollution on major cities – il faut se placer à pied/on doit réduire l'usage des</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>Discuss the climate and the weather</p> <p>Use correct sequence of tenses</p> <p>Understand what is implied</p> <p>Write an essay</p>	<p>voitures. www.quebec.ca/sante/conseils-et-prevention/sante-et-environnement/effets-de-la-pollution-de-l-air-sur-la-sante/</p> <p>Learners read an account of a day out involving extreme weather conditions which includes a variety of weather expressions in different tenses. Learners write their own account of a disastrous weather day, saying what happened and what their reactions to it were. (I)</p> <p>Extension activity: Learners watch a news item about a severe heatwave in India www.youtube.com/watch?v=SnekiADgV5Y and then provide solutions for such weather using <i>il faut – Quand il fait chaud, il faut rester à la maison, il faut boire plus d'eau.</i></p> <p>Extension activity: Learners read <i>Les feuilles mortes</i> by French poet Jacques Prévert: www.frenchpod101.com/french-vocabulary-lists/must-know-expressions-for-agreeing-and-disagreeing</p> <p>Learners discuss in small groups what else is being implied in the poem and create their own glossary of new vocabulary.</p> <p>Learners discuss their approach to understanding new and unknown vocabulary – does the context of the sentence/article/piece of writing support and aid their understanding?</p>
Past and specimen papers		
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/mauritius (F)</p> <p>Natural environment/Travel and transport</p> <p>AO1 Reading</p> <p>3014_01 Specimen Paper Questions 1–9 <i>L'Art rupestre préhistorique</i></p> <p>3014_01 Specimen Paper Questions 10–12 <i>Le suivi des tortues de mer</i></p> <p>3014_01 Specimen Paper Question 13 <i>Transformer la nuit en jour</i></p> <p>3014_01 Specimen Paper Questions 15–24 <i>La mésaventure de Sophie</i></p> <p>Travel and transport</p> <p>AO2 Writing</p> <p>3014_02 Specimen Paper Question 1 <i>Racontez ce qui s'est passé dans un email</i></p>		

4. The world of work

Syllabus ref.	Learning objectives	Suggested teaching activities
Further education and training	Discuss studying and exams	<p>Learners read texts in which young people talk about their revision techniques and do a series of comprehension exercises: find the French for ... / <i>vrai ou faux</i>, etc. https://fr.wikihow.com/r%C3%A9viser-%C3%A0-l%27approche-d%27un-examen</p> <p>In pairs, learners draw up a list of top revision tips. This would be a good opportunity to review the imperative and/or expressions of obligation. For a video with activities on memory techniques go to: http://enseigner.tv5monde.com/file/les-secrets-de-la-memoire#a2</p> <p>Extension activity: Learners watch a video explaining <i>le brevet des collèges</i> and complete guided comprehension activities: www.1jour1actu.com/info-animee/a-quoi-sert-le-brevet-des-colleges.</p>
	<p>Discuss higher education</p> <p>Use the future tense and future time expressions</p> <p>Write an essay</p>	<p>Introduce vocabulary about higher education and give learners an explanation of the higher education system in France: https://capsurlefle.wordpress.com/2017/01/16/les-etudes-superieures-en-france-adolescentsadultes-b1/</p> <p>Learners compare the French system with the system in Mauritius and express opinions on which system they would prefer to follow.</p> <p>Learners write a short essay about themselves which should mention the exams they will be taking, what they will be doing to revise, and what their plans are in the near and more distant future in terms of studies and careers and reasons.</p> <p>Give learners a text in which young people discuss taking a gap year. For a text to adapt go to: www.jeunes-a-l-etranger.com/annee-sabbatique-etranger. Learners identify key vocabulary and write a list of advantages and disadvantages of taking a gap year. Learners write an article about gap years, giving their own opinion or imagine their own gap year and describe what they did or would like to do with this opportunity. (I)</p> <p>Advantages and disadvantages of further/higher education</p> <p>Present learners with a list of aspects of further higher education, which learners categorise as either an advantage or disadvantage</p> <ul style="list-style-type: none"> • You have to live away from home. • It can be expensive. • Your earning potential will be higher in the future.

Syllabus ref.	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • You will meet new people. • You will get a degree. • You will be self-motivated and independent. <p>Learners add their own ideas to the list of advantages and disadvantages.</p> <p>Reading comprehension: https://meetyourschool.com/fr/que-faire-apres-le-bac-alternatives/ Read and discuss the alternatives to university in France,</p> <p>Learners write an essay evaluating their options after they leave school and explain where they see themselves in three years' time and why. (I)</p>
Future career plans	<p>Job applications</p> <p>Use direct object pronouns in the perfect tense</p> <p>Plan and organise ideas to produce structured text in paragraphs</p> <p>Use correct conventions according to situation and reader</p> <p>Write an application letter</p>	<p>Give learners different job advertisements including details of the type of job, main tasks, salary and main requirements. Learners classify the advertisements by order of preference, deciding which of the jobs they would most like to apply for and which they would least like to apply for, giving reasons for their choice. (I)</p> <p>Give learners comprehension exercises on job application letters which include direct object pronouns in the perfect tense, e.g. <i>J'ai déjà travaillé avec des enfants dans un club de vacances où je les ai surveillés à la piscine</i>. They also identify key vocabulary and expressions. For examples to download and adapt go to: http://etudiant.aujourd'hui.fr/etudiant/info/exemple-de-lettre-de-motivation.html (if the page doesn't open, copy and paste the link into your browser)</p> <p>Give learners the details of a job. Learners write an application for the job including their previous experience, current interests and the qualities they will bring to the job. (I)</p> <p>Extension activities: As an alternative writing task, learners work in pairs, each writing an advertisement for a job and then writing an application letter to the advertisement their partner has written. (I)</p> <p>Give learners with a CV in the form of a video: https://m.youtube.com/watch?v=-3cn4Ax_Fnw. Learners complete give their opinion on this way of applying for a job.</p>
Employment	<p>Understanding the problems of the unemployed</p> <p>Write an email</p>	<p>Read a text explaining the problems encountered by an unemployed person: www.cfdt.fr/portail/actualites/emploi/-formation/-dossier-vis-ma-vie-de-chomeur-srv1_420729</p> <p>Make a list of the issues raised in the article.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Supply some comments made by people about the unemployed. Do learners think they are fair? How would they respond to them?</p> <ul style="list-style-type: none"> - <i>S'il est chômeur, c'est qu'il l'a bien cherché !</i> - <i>Si elle voulait travailler cela fait longtemps qu'elle ne serait plus chômeur !</i> - <i>C'est un fainéant !</i> - <i>C'est sa femme qui l'entretien.</i> - <i>Elle s'est mise au chômage pour s'occuper de ses enfants !</i> <p>Learners imagine that they have been made unemployed and compose an email to counter one of the above statements, describing how they feel, what the effects are and what they are doing to try to improve their situation. (I)</p>
Communication	<p>Discuss how communication in the workplace is evolving</p> <p>Communicate information, explanations, ideas and feeling</p> <p>Write an essay</p>	<p>Elicit the changes learners think have occurred in recent years in terms of communication in the workplace.</p> <p>For each one, decide whether learners consider these to be positive, negative or uncertain.</p> <p>Read an article about the advantages and disadvantages of new technologies. www.genie-inc.com/article/198/avantages-inconvenients-usage-technologies-bureau</p> <p>Select some views on the use of new technologies from for example: https://forums.futura-sciences.com/discussions-scientifiques/32718-contre-nouvelle-technologie.html</p> <p>This kind of task lends itself well to the type of task where learners are asked which person has a certain viewpoint, as found in Paper 1 Reading and usage. (F)</p> <p>Learners could then write an essay expressing their own views with reasons. (I)</p>
Language at work	<p>Discuss discrimination through language in the workplace</p> <p>Plan and organise ideas to produce structured text in paragraphs</p>	<p>Learners make a list of the types of discrimination that may exist in the workplace. For each try to add how this may manifest itself. (S SDG 10)</p> <p>Read the report on 'glottophobie' www.helloworldplace.fr/la-discrimination-liee-a-laccent-est-lune-des-plus-repandues-en-entreprise-des-millions-de-personnes-la-subissent/ This could be used as a question/answer reading comprehension. (F)</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	Use correct conventions according to situation and reader Write an email	Learners compose an email to an imaginary employer telling them of an incident they have witnessed, how they dealt with it, and what they would like their employer to do to rectify the situation and ensure that it doesn't recur. (I)
Past and specimen papers		
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/mauritius (F) AO2 Writing 3014_02 Specimen Paper Question 2 “ <i>Le telephone portable: utile ou dangereux?</i> ”		

5. The international world

Syllabus ref.	Learning objectives	Suggested teaching activities
Holiday travel transport and accommodation Geographical surroundings Weather Life in other countries and communities	Discuss tourism abroad Make complaints juxtaposing the perfect and pluperfect tenses Use correct conventions according to situation and reader Write an email Write a blog	<p>Read an article about the impact of aviation, for example: https://greenly.earth/fr-fr/blog/actualites-ecologie/empreinte-carbone-vol-en-avion (S SDG 13)</p> <p>Learners note useful phrases and arguments.</p> <p>Initiate a discussion about whether learners have travelled abroad. Did they consider the impact on the environment? What forms of transport did/do they use, and why? Have they noticed any changes in the types of transport they use?</p> <p>This could lead to a piece of written work on the subject of whether overseas tourism can ever be environmentally friendly, or whether travel abroad can really be justified. (F)</p> <p>Learners suggest possible issues with hotel visits. Examples may be found at: www.podcastfrancaisfacile.com/podcast/hotel.html</p> <p>Learners listen to dialogues in a hotel: http://tourismefle.free.fr/a_hotel.htm</p> <p>Learners predict vocabulary and expressions that may be used and points can be awarded to individuals/teams for guessing correctly.</p> <p>Give examples of phrases combining perfect and pluperfect tenses, e.g. <i>Quand je suis entré j'ai trouvé que la chambre était froide car on avait oublié de mettre le chauffage. J'avais réservé mais quand je suis arrivé à l'hôtel ma chambre n'était pas prête.</i></p> <p>Give learners examples of messages of complaint sent to hotels and messages of response from the hotels. They match message and response.</p> <p>Learners write a formal email to a hotel complaining about poor service. (I)</p> <p>Extension activities: Learners watch a video about an environmentally friendly hotel / campsite and complete a series of comprehension activities: http://enseigner.tv5monde.com/fle/suede-la-premiere-chaine-deco-hotels#b1 (S SDGs 11 and 13)</p> <p>Learners read information about tourist sites in Congo: www.iccnrdc.org/tourisme.html</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Learners note any new vocabulary to describe their surroundings. (S SDG 15)</p> <p>Learners read texts about different countries in the French-speaking world including information on geography, climate, people and traditions. www.francophonie.org/88-etats-et-gouvernements-125</p> <p>Learners carry out a series of comprehension tasks. They can then share information extracted from the texts with the whole class.</p> <p>For more activities for discussing French-speaking countries in class go to: www.leplaisirdapprendre.com/portfolio/connaitre-la-francophonie/</p> <p>Learners choose a French-speaking country and do some research about life in that country, including places and customs, food and drink, and cultural life. Give learners questions to guide them in their research. Learners can present their findings in a written report, using a writing frame, for example:</p> <ul style="list-style-type: none"> • <i>I researched about....</i> • <i>I looked for information in/on (sources of information)...</i> • <i>I already knew that.....</i> • <i>I didn't know that.....</i> • <i>I learned that...</i> • <i>I was surprised to learn that.....</i> <p>Learners write a blog about the country they have researched, giving reasons why they would or would not like to visit that country. (I)</p>
World events and issues	<p>Issues according to available resources and personal interest</p> <p>Discuss problems facing the world</p> <p>Use indirect object pronouns</p> <p>Write about personal experience and with imagination</p> <p>Write an essay</p>	<p>Introduce key vocabulary by giving learners a list of world problems, e.g. <i>le chômage, la maladie, la surpopulation, la guerre, le changement climatique</i>. Learners classify the problems starting with the ones they consider to be the most serious and justify their answers.</p> <p>Give learners texts presenting data and statistics on world problems. Learners identify the main key vocabulary items in the texts.</p> <p>Learners read texts in which young people express their concerns about world issues; www.geoado.com/participe/le-changement-climatique-ca-te-parle/ They identify what most worries the young people and what is most important to them. These texts could include examples of indirect object pronouns, e.g. <i>Si je rencontre un sans-abris je lui parle et je lui propose de l'aide. Ça me permet d'être utile.</i></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Give learners the logos of some humanitarian and charity organisations. Learners match the logos to the mission statement of the organisation.</p> <p>Learners listen to or read texts giving information about different humanitarian organisations: <i>Médecins sans Frontières, la Croix Rouge</i>, etc. and do a series of comprehension tasks to extract the main information: http://fabriqueaspecialites.free.fr/index.php/medecins-sans-frontieres/</p> <p>For information on the French Red Cross, go to: www.croix-rouge.fr/La-Croix-Rouge</p> <p>Learners research and present a humanitarian organisation.</p> <p>Learners write an essay about working for a humanitarian organisation. They say what they did and what their reactions to it were. (I)</p>
The environment / conservation / sustainability	<p>Communicate information, explanations, ideas and feelings</p> <p>Write about experiences and express ideas, feelings and opinions</p> <p>Write a blog</p>	<p>Reading comprehension: www.iccnrdc.org/parcs.html</p> <p>This could take the form of a series of questions asking which park is referred to. (F)</p> <p>In groups, learners find out more about the parks taking one per group, summarising the main points and presenting them to the rest of the group.</p> <p>Learners select one aspect of conservation, research further if necessary, and write a report on why the issue exists, what is being done to resolve it and their feelings on the subject.</p> <p>Learners discuss in pairs or groups what they do to reduce their impact on the environment. Each group feeds back to the class. Maybe give ideas to start the conversation, e.g. recycle paper, walk instead of taking a car, not wasting food.</p> <p>Read a text about the environmental impact of clothing https://climate.selectra.com/fr/recyclage/vetement (S SDG 12)</p> <p>Discuss whether there is anything new to learners in the text, or whether they are aware of all the details. Why do they think this is so? Do they think that their parents and grandparents would have the same ideas? Discuss whether the idea of sustainability new or is it being reinvented?</p> <p>Learners can calculate their own impact using the calculator and share their results. Discuss whether they are surprised by the results and why.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		This could lead to learners writing a blog setting out their ideas for resolutions on reducing their impact on the environment, explaining the effects these would have and their reasons for their choices. (I)
Past and specimen papers		
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/mauritius (F)</p> <p>World events and issues AO1 Reading 3014_01 Specimen Paper Questions 10–12 <i>Le suivi des tortues de mer</i> 3014_01 Specimen Paper Questions 15–24 <i>La mésaventure de Sophie</i></p>		

Cambridge Assessment International Education
The Triangle Building, Shaftsbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 1223 553554
e: info@cambridgeinternational.org www.cambridgeinternational.org

© Cambridge University Press & Assessment 2023 v1