

**Subject:** French GCSE Module 8

**Topic:** Environment and global dimension

Point de depart - what makes you tick, Unit 1 – problems the world is facing, Unit 2 – protecting the environment, Unit 3 – ethical shopping, Unit 4- volunteering, Unit 5 - big events

**Nouns are in red**  
**Verbs are in blue**  
**Adjectives are in green**  
**Other phrases in purple**

**Unit 5**

Un avantage – an advantage  
 D'un côté – On the one hand

En plus – What's more / Moreover  
 crée un sentiment de fierté nationale – creates a sense of national pride  
 passer un bon moment – have a good time

la pratique du sport – participation in sports

unit les gens – unites people

crée du travail – creates jobs  
 attire des touristes – attracts tourists

Un inconvénient - a disadvantage  
 Par ailleurs – What's more

les prix – the prices  
 la ville hôte – the host city

endettée – in debt  
 une empreinte carbone – carbon footprint

les panneaux solaires – solar panels  
 les toilettes sèches – dry toilet

les véhicules électriques – electric vehicles

le papier recyclé – recycled paper

**Point de Depart**

Ce qui me préoccupe – what worries me  
 Ce qui est important pour moi – what is important to me  
 d'abord – above all / first  
 ensuite – then  
 ma santé - my health  
 Ce qui m'inquiète – what worries me  
 l'état de la Terre – the state of the earth / planet  
 le réchauffement climatique – global warming  
 la pauvreté dans le monde – world poverty  
 l'injustice l'environnement - injustice  
 les sans-abri – homeless people  
 emprisonnées à tort – wrongly imprisoned  
 assez à manger – enough to eat  
 parrainer un enfant sponsor a child  
 faire un don à une association caritative – donate to a charity  
 Il faut – We must / You have to  
 lutter contre la faim – fight against hunger/famine  
 lancer des pétitions – launch petitions  
 écrire à son/sa député(e) – write to your MP  
 participer à des manifestations – take part in demonstrations  
 agir maintenant – act now  
 faire des campagnes – carry out campaigns

**Unit 1**

Notre planète - our planet  
 Le plus grand problème – the greatest problem  
 le changement climatique – climate change  
 le déboisement – deforestation  
 la couche d'ozone – the ozone layer  
 des forêts tropicales – tropical rainforests  
 la disparition des espèces – species dying out  
 la guerre – the war  
 le manque d'eau douce – the lack of fresh water  
 la sécheresse - drought  
 la surpopulation - overpopulation  
 un incendie – a fire  
 une fuite de pétrole – oil spill  
 des inondations – flooding/floods  
 un tremblement de terre – earthquake  
 un typhon – typhoon

**Unit 2**

Actuellement - Currently  
 pas mal de choses – a lot of things  
 Je pourrais – I could  
 On devrait – We ought to  
 trier les déchets – separate the rubbish  
 éteindre les lumières – turn the lights off  
 baisser le chauffage – turn down the heating  
 mettre un pull – put on a sweater  
 utiliser du papier recyclé - use recycled paper  
 acheter des produits verts – buy green products  
 utiliser les transports en commun – use public transport  
 aller au collège à vélo – go to school by bike  
 refuser les sacs en plastique – turn down plastic bags  
 apporter une bouteille d'eau – carry a bottle of water  
 fermer le robinet – turn off the tap  
 prendre une douche – have a shower  
 tirer la chasse d'eau moins fréquemment – flush the toilet less frequently

**Unit 3**

pas cher – not expensive / cheap  
 des conditions de travail inacceptables – unacceptable working conditions  
 Les ouvriers – the workers  
 sous-payés – underpaid  
 trop longue – too long  
 bon marché - cheap  
 exploités – exploited  
 exposés à des risques – exposed to risks  
 boycotter les grandes marques – boycott big brands  
 un salaire minimum – minimum wage  
 des habits issus du commerce équitable – fairly traded clothes  
 fabriqués en France – made in France  
 réfléchir - to think about  
 respecter l'homme - respect mankind

**Unit 4**

Ça me permet – It allows me  
 élargir mes compétences - to expand my skills  
 plus confiance en moi – more confidence in myself  
 être utile – to be useful  
 la vie en société - society  
 aider les autres – help others  
 ne pas se focaliser sur soi-même – not focus on ourselves  
 besoin d'un peu de gentillesse – need a little kindness  
 Je travaille – I work  
 un refuge pour les animaux – an animal sanctuary  
 Je fais partie de – I am a member of  
 Je rends visite – I visit  
 des projets de conservation – conservation projects  
 des enfants du primaire – primary school children  
 Je soigne – I look after / treat  
 Je soutiens – I support  
 les SDF – homeless people  
 sensibiliser - to raise

## Unit 5

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## Grammar Points:

**G The passive** > Page 234

The passive is used to talk about things that **are done** (or **have been done, will be done**, etc.). To form it, use **être** in the appropriate tense, followed by a past participle. The past participle must agree with the subject.

<b>present</b>	Le coton <b>est cultivé</b> . Les balles de coton <b>sont transportées</b> .	Cotton <b>is grown</b> . The cotton balls <b>are transported</b> .
<b>perfect</b>	Le tissu <b>a été fabriqué</b> .	The fabric <b>has been made/was made</b> .
<b>future</b>	Ton tee-shirt <b>sera vendu</b> .	Your T-shirt <b>will be sold</b> .

**G Using the modal verbs pouvoir and devoir in the conditional** > Page 220

Use **pouvoir** and **devoir** in the conditional, followed by the infinitive of another verb, to mean 'could' or 'should'.

Add the usual endings for the conditional to the stem of the verb, which is irregular in each case:

**pouvoir:** je **pourrais** tu **pourrais** il/elle/on **pourrait**  
 (I could) (you could) (he/she/one could)

**devoir:** je **devrais** tu **devrais** il/elle/on **devrait**  
 (I should) (you should) (he/she/one should)

**Je pourrais** aller au collège à vélo. **I could** go to school by bike.  
**On devrait** utiliser les transports en commun. **We should** use public transport.

**G Indirect object pronouns** > Page 230

Indirect object pronouns mean 'to me', 'to him', etc. They replace nouns that are used after the preposition *à*, e.g. after the verbs *dire à* (to say to) and *offrir/donner à* (to offer/give to). The word 'to' is not always used in English.

Indirect object pronouns go in front of the verb.

	indirect object pronoun
(to) me	<b>me</b> or <b>m'</b>
(to) you	<b>te</b> or <b>t'</b>
(to) him/her	<b>lui</b>
(to) us	<b>nous</b>
(to) you	<b>vous</b>
(to) them	<b>leur</b>

*Je lui* donne le bras. I give **him/her** my arm.  
*Je leur* rends visite. I visit **them**.

**For your end of unit assessment you will take a quiz under timed conditions on all content from this module.**

### YOUR HOMEWORK FOR THIS THERM IS:

1. Log in to Memrise and spend a **minimum** of 30 minutes a week playing the games based on the vocabulary from this half term. Obviously the more you play, the higher up the leaderboard you will be. Points will turn in to prizes every half term and you could be on the wall of fame outside T2.

Website: [www.memrise.com](http://www.memrise.com)

Username: You will create your own but ideally your school login

Password: You can create your own but we recommend 'Ormiston1'

You will then need to find your Memrise Group on Class Charts and off you go!

2. Your class teacher will set you weekly listenings tasks. These will be on Active Learn.

Website: <https://www.pearsonactivelearn.com/app/Home>

Username: Your FULL school email address, including the @ormiston...

Password: Ormiston1

3. Complete the questions in the speaking booklet set by your class teachers. See Class Charts for details for which questions have been set for each week.