

Learning Plans

Year: 11

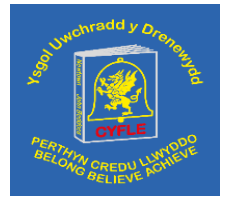
Subject: French

Spring 1

Knowledge Focus:

Preparing for the NEA (Speaking exam) and other upcoming GCSE tasks

- > Listen to extracts;
- > Read: skim and scan to extract/locate details, translate extracts into English;
- > Speaking: role-play; questions & answers;
- > Writing A*-C grade pieces (100-150 words).



Spring 1 Objectives:

- revisit A*-C grade descriptors for Speaking and Writing;
- understand new specification amendments for this summer exams as WJEC publishes further details (listening, reading, writing tasks); complete mock Reading/Listening;
- understand and speak/write on “Holidays” (Theme 2-Wales and The World, Areas of Interest) and sub-sub-theme of choice and prepare for mock speaking/March speaking exam;
- identify key topical phrases to use in our own productive language to enhance our performance.

Knowledge, understanding and skills to be developed:

Revisit A*-C grade descriptors: identify key enhancing grammatical structures during lessons, identify and learn key topical vocabulary; to then use in your own spoken or written answers.

- Preparing for Role-Plays;
- Skimming and scanning, using context and develop awareness of synonyms and antonyms;
- Identify new complex structures to use when creating our own more complex answers to meet A*-C grades for speaking and writing;
- Listening and reading comprehension.

Key Vocabulary to be learned this half-term:

Module 7 Mots

En vacances

le camping
le gîte
la caravane
la chambre d'hôte
la tente
l'auberge (f)
l'auberge (f) de jeunesse
l'hôtel (m)

On holiday

campsite
holiday home
caravan
bed and breakfast
tent
inn
youth hostel
hotel

Je pars avec ma famille/
ma classe/mes amis.

Nous allons à Paris/
en Dordogne.
On va logger dans un hôtel.

J'ai visité le Louvre.
On va visiter les châteaux.

I'm going (away)
with my family/my
class/my friends.

We're going to Paris/
to the Dordogne.
We're going to stay
in a hotel.

I visited the Louvre.
We're going to visit
the castles/chateaux.



Le temps

la météo
Il fait beau.
Il y a du brouillard.
Il y a des nuages.
Il y a des orages.
Il y a du soleil.
Il y a du vent.
Il neige.
Il pleut.
Il faisait beau.

The weather

weather forecast
It is fine.
It is foggy.
It is cloudy.
There are storms.
It is sunny.
It is windy.
It is snowing.
It is raining.
It was fine.

Il y avait des orages.

Il pleuvait.
Il fera beau.
Il y aura du vent.
Il neigera.
au nord de l'Angleterre
au sud de l'Écosse
à l'est de l'Irlande du Nord
à l'ouest du Pays de Galles

It was stormy.

It rained.
It will be fine.
It will be windy.
It will snow.
in the north of England
in the south of Scotland
in the east of
Northern Ireland
in the west of Wales



Les saisons

au printemps
en été/automne/hiver

The seasons

in spring
in summer/autumn/winter

Les vacances

les grandes vacances
je passerai mes
vacances ...
je ferai du baby-sitting

j'irai chez ...
je ferai de la pêche
je ferai des balades en
vélo
je ferai de la planche
à voile
je jouerai au tennis

Holidays

the summer holidays
I'll spend my
holidays ...
I'll do some
babysitting
I'll go to ...'s house
I'll go fishing
I'll go for bike rides
I'll go windsurfing
I'll play tennis

J'irai au bord de la mer

je ferai des petits jobs
je ferai un stage de (surf)

je préférerais passer mes
vacances ...
quand je serai plus
grand(e)
louer une caravane/
un appartement

I'll go to the seaside
I'll do some part-time
work
I'll do a (surfing)
course

I'd prefer to spend my
holidays ...
when I'm older

to hire a caravan/
apartment



Au camping

la patinoire
l'épicerie (f)
la salle de jeux

At the campsite

padding pool
grocery shop
games room

le terrain de pétanque

les randonnées (f)

bowling area

hikes



Se plaindre

Je vous écris pour me plaindre de mon séjour.
compliqué/complète
Il/Elle fonctionnait/fonctionnaient à peine
Il n'y avait pas d'emplacements.
Les sanitaires n'étaient pas propres.
Il y avait trop de bruit.
vu que les conditions n'étaient pas acceptables
J'attends donc un remboursement.

Making a complaint

I'm writing to you to make a complaint.
It/they hardly worked.
There weren't any sites.
The toilets weren't clean.
There was too much noise.
as the conditions weren't acceptable
So I expect a refund.

Un dépliant

la Bretagne
breton/bretonne
une station balnéaire
se vante d'être
beneficiaire de
un terrain de golf
(à neuf trous)

A tourist

brochure
Brittany
from Brittany
a seaside resort
claims to be
to enjoy
a (nine-hole) golf
course

des sentiers (m) pédestres
des pistes (f) cyclables
des allées (f) cavalières
visitez ...
digustez ...

La nourriture

au restaurant
au fast-food
à la pizzeria
à la crêperie
Que voudrais-tu?
J'd like ...
Qu'est-ce que tu prends?
Je prends ... (comme
entrée) ...
le plat
la crêpe
le dessert
le plat du jour
le plateau de fromages
la salade (de tomates)
la soupe du jour
l'agneau (m)

Food

at the restaurant
at the fast-food
restaurant
at the pizzeria
at the creperie
What would you like?
I'd like ...
What are you having?
I'm having ... (as a
starter).
main course
crepe/pancake
dessert
dish of the day
cheese board
(tomato) salad
soup of the day
lamb

l'omelette (f)
les frites (f)
les lasagnes (f)
les boissons (f)
l'eau (f) minérale
le vin rouge/blanc
la tarte au citron/aux
pommes
la glace
l'addition (f)
Il/Elle était trop ...
cuit(e)
sali(e)
sec/sèche
sucré(e)
Il n'y avait pas assez
de sauce.

Mes vacances

Quand j'étais petit(e), ...
on faisait des balades
ça allait
Maintenant, j'aimerais ...
je préférerais
Je n'aimerais pas faire ce
séjour parce que ...
L'année dernière, nous
avons pris le train pour
Paris.

My holidays

When I was little ...
we used to go for walks
that was OK
Now I would like ...
I would prefer
I wouldn't like to go
on this holiday
because ...
Last year, we took the
train to Paris.

Nous sommes partis à 6h.
Il y avait du monde à la
gare.
Nous nous sommes arrêtés
à ...
L'année prochaine, j'irai
aux États-Unis.
Je ferai un séjour
d'escalade.

Les problèmes

Je voudrais me plaindre.

Je suis désolé(e).
Il y a trop de ...

Il n'y a pas assez de
(couvertures).
Il n'y a pas de (serviettes).

Il y a un problème
avec (le robinet).
(Le téléphone/La lampe)
ne marche pas.

Le mini-bar est vide.
La chambre est sale.
La chambre donne sur ...

La chambre est en
désordre.

une couverture

une lampe

un mini-bar

le savon

une serviette

les W-C

I would like to make a
complaint.

I am very sorry.
There's too much/
too many ...

There aren't enough
(blankets).
There isn't any/
aren't any (towels).

There's a problem
with (the tap).
(The telephone/lamp)
isn't working.

The mini-bar is empty.
The room is dirty.

The room looks out onto
The room is in a mess.

a blanket

a lamp

a mini-bar

soap

towel

toilet

Activities

Week 1 Activities

- Develop details in our Spoken and Written answers to include more challenging structures;
- Develop fluency further;
- Understand issues at a hotel;
- Use what we read to create our own imaginary issues.









Resources

Resources and where to access them:

- PPT on Teams;
- EXPO Higher/Foundation – module 7;
- Instructions and additional support materials on Resource Share
- WJEC vocabulary booklet.

Work to be submitted by

By 13th January 2022: perfect our A4 mat/sheet use. Learn/revise key A*-A structures to discuss all speaking topics in view of speaking mock/Spring EXAM.

<p>Week 2 Activities:</p> <ul style="list-style-type: none"> Developing writing skills – word count against A*-A success criteria; Understanding details about problems you may encounter when going out for a meal (with friends, family, on holidays, after school...); Use identified key phrases to write about issues at a restaurant. 		<p>Resources and where to access them:</p> <ul style="list-style-type: none"> PPT on Teams; WJEC specs; amended lists of topics; EXPO Higher/Foundation – module 7; Instructions and additional support materials on Resource Share and WJEC website; WJEC vocabulary booklet. 	<p>By 20th January: learn/revise key A*-A structures to discuss all speaking topics in view of January speaking mock/ Spring EXAM.</p>
<p>Week 3 Activities:</p> <ul style="list-style-type: none"> Revisit Shopping; Role-Plays; Speaking practice. Reading Past Paper 		<p>Resources and where to access them:</p> <ul style="list-style-type: none"> EXPO Higher/Foundation; Instructions and additional support materials on Resource Share and WJEC website and revision cards per topic; WJEC vocabulary booklet. 	<p>By 27th January: learn WJEC vocabulary – identified words you do not yet know in the 64 pages.</p>
<p>Week 4 Activities:</p> <ul style="list-style-type: none"> Revisit directions; Role-plays; Speaking practice. Listening Past Paper 		<p>Resources and where to access them:</p> <ul style="list-style-type: none"> EXPO Higher/Foundation; Instructions and additional support materials on Resource Share and WJEC website; WJEC vocabulary booklet. 	<p>By 3rd February: Practise/record and send sections of speaking on a variety of sub-sub-themes weekly.</p>
<p>Week 5 Activities:</p> <ul style="list-style-type: none"> Speaking NEA mock 		<p>Resources and where to access them:</p> <ul style="list-style-type: none"> EXPO Higher/Foundation; Instructions and additional support materials on Resource Share and WJEC website; WJEC vocabulary booklet. 	<p>Keep revisiting your performance, attend intervention sessions weekly after school.</p>
<p>Week 6 Activities:</p> <ul style="list-style-type: none"> Prepare for NEA/GCSE tasks; Post 16 education & Personal skills. 		<p>Resources and where to access them:</p> <ul style="list-style-type: none"> EXPO Higher/Foundation – module 7; Instructions and additional support materials on Resource Share and WJEC website; WJEC vocabulary booklet. 	<p>By last week of term: Write Qs-As about any topic you have not yet finalised- don't forget to recycle A*-A grade stories/structures</p>
<p>Week Activities:</p> <ul style="list-style-type: none"> Prepare for NEA/GCSE tasks; Career plans. 		<p>Resources and where to access them:</p> <ul style="list-style-type: none"> Moodle: EXPO Higher/Foundation –module 7; Instructions and additional support materials on Resource Share and WJEC interactive website and revision materials; WJEC vocabulary booklet. 	<p>Prepare to speak about any sub-sub theme from memory//record yourself at home and submit//attend support sessions after school.</p>

Feedback Given	Support/Extension/Challenge Tasks/	Useful Websites
<ul style="list-style-type: none"> • Whole Class Feedback • WAGOLL/ Modelled example • Success Criteria: WJEC summer 2019 grade boundaries. 	<ul style="list-style-type: none"> • Record yourself speaking (reading out if needed at first) your own answers on pocket money and work; • Tackle extra activities in EXPO (foundation or Higher); • WJEC resources online; • Intervention sessions. 	<ul style="list-style-type: none"> • Linguascope • BCC bitesize (French GCSE section) • Moodle course with spoken vocabulary and video clips available; • WJEC interactive website (reading, listening and translation activities); • WJEC revision cards per sub-sub-theme (as seen in class in Autumn term); • Teams and emails to idespres@newtown-hs.powys.sch.uk.
Skills Development		
Reading/Writing/Oracy Development	Numeracy Development	ICT Development
<p>Oracy: listen out for key words (predict what details/vocabulary could come up within context); use what you heard to enhance your own spoken answers.</p> <p>Reading: skimming & scanning unfamiliar texts, using context, inferring, using cognates;</p> <p>Writing & Speaking: using key phrases, narration, variety of vocabulary and phrases, extending your answers (referring to past, present and future events whilst giving and justifying opinions regularly); idioms, rhetorical questions...</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Regular use of websites: interactive WJEC Reading & Listening, Translation, grammatical and vocabulary exam topical questions; BCC bitesize (French section). • Regular communication via Teams, particularly if any period off school/blended learning.