



Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 11 French GCSE

AQA GCSE context: Health_ / Relationships & Choices / Free time & the media / Holidays / Home and Local Area / **Environment** / School, college & future plans / Current & future jobs

Number of weeks (between 6&8)	Content of the unit : see AQA context - 9 of 9		Assumed prior learning (tested at the beginning of the unit)
HT4 6 weeks (coverage) / 1 week Controlled Speaking task practice -What you do to protect the Environment 1 week Speaking tests - Schedule to be arranged	Content: Discussing world issues Talking about problems in your area Discussing the environment Protecting the environment	Skills: Using the verb modal verb - pouvoir particularly with "on" Using negatives More practice with "il faut" The present, past and the future tenses	KS3 Vocabulary for places in a town The 3 tenses Yr 10 Some practice with "il faut " Some opinions
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)	
Vocabulary learning tests If score less than 15/20, pupils to attend Catch-Up session 1 - Based on GCSE word list expo vert page 166 - les problemes mondiaux 2 - Based on GCSE word list expo vert page 166- les problemes locaux 3 - Based on GCSE word list expo vert page 167 - l'environnement 4 - Based on GCSE word list expo vert page 167 - pour proteger l'environnement	Written homeworks (see schedule for more detail) 1- Quell est le plus grand problem mondial, selon toi? 2- Que fais tu pour proteger l'environnement? 3- Ecris un paragraph sur ta ville ou ton village 4- Against the clock F and H reading from Exampro	PIXL plotting - subject competences - main foci GCSE Reading / Listening See below Selection of Exampro Reading and Listening Foundation and Higher questions on the topic. See T/MFL/GCSE / Exampro / French Yr 11 Min 5 to be used as extended starters	



GCSE MFL Listening	Band 3/F	Band 4/E	Band 5/D	Band 6/C	Band 7/B	Band 8/A	9/A*
I can identify opinions and reasons in simple passages							
I can work out the gist of a simple passage							
I can note some complex opinions							
I can note most complex opinions							
I can extract some details from simple passages							
I am starting to identify and understand more difficult structures							
I can understand a range of different spoken passages							
I am moderately successful at identifying and understanding more difficult structures							
I can identify past, present and future							
I can understand passages including some unfamiliar material from which I can recognise main points							
I can understand passages incl. unfamiliar material from which I can recognise main points & details							
I can understand passages incl. unfamiliar material from which I can recognise main points, details, attitudes and emotions							
I can listen to a variety of spoken registers and understand main points in complex passages							
I can listen to a variety of spoken registers and understand main points and details							
I can listen to a variety of spoken registers and understand main points, details and points of view							

GCSE MFL Reading	Band 3/F	Band 4/E	Band 5/D	Band 6/C	Band 7/B	Band 8/A	Band 9/A*
I can identify the main points and simple opinions in a single short written text							
I can identify opinions and reasons in a single text							
I can note some complex opinions							
I can note a range of complex opinions							
I am starting to work out the meaning of unfamiliar words in simple passages							
I am starting to identify and understand more difficult structures							
I can understand a range of different written material and extract main points							
I can understand a range of different written material and extract main points and details							
I can understand a range of different written material and extract main points, details and points of view							
I can understand passages referring to past, present and future events on several topics							
I can identify and understand more difficult structures							
I can cope with extended texts with complex language and recognise main points							
I can cope with extended texts and recognise details and points of view							
I can cope with extended texts and recognise attitudes and emotions							
I can infer meaning in complex passages and deal with ambiguity							



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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework) Strand 1 – Vocabulary Strand 2 – Language skills	Closure
1	Do you know the key words and phrases needed to talk about world issues?	All: will be able to recognise understand the key phrases Most: will be able to apply the key words, phrases and the present tense to talk about one world issue Some : will be able to use the conditional tense of modal verbs to talk about world issues	Identify the tenses activity	PowerPoints T:DRIVE Expo active teach Introducing vocabulary for discussing world issues; using strategies to work out new vocabulary	Vocabulary learning activities in groups> Speaking: 1. Comment dit-on ... 2. Comment ca s'écrit ... 3. In pairs – Que penses-tu de ...	Strand 1 vocabulary Strand 2 expo workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
2	Can you listen and respond to audio about world issues?	All: listen and note down key points Most: and any extra information Some: pick out key words to justify their answers	Unjumble cognates for world issues	PowerPoints T:DRIVE Expo active teach Revising on peut + infinitive	Listening Identify world problems, using photos Put sentences about what can be done to help into the order they are heard	Strand 1 vocabulary Strand 2 expo workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
3	Can you read and respond to texts on world issues?	All: Read and understand basic texts using cognates Most: Read and understand longer texts using a dictionary Some: read and respond to more complex texts	Comment dit-on ... (vocabulary practice game)	PowerPoints T:DRIVE Expo active teach Reading strategies How to use a dictionary correctly	Reading Complete gap-fill sentences about world problems Identify the French versions of the English words listed, in the sentences in exercise 2 Lire 5 expo rouge page 167	Strand 1 vocabulary Strand 2 expo workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
4	Can you write a short text to describe up to 2 world issues?	All: Write basic sentences about the environment Most: Write some complex sentences about the environment Some: Write a paragraph with opinions	Discuss and contribute to the question: What makes a good piece of writing?	PowerPoints T:DRIVE Expo active teach	Writing Write answers to questions about what we could do to address major world problems	Strand 1 vocabulary Strand 2 expo workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson



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5	Do you know the vocabulary for talking about problems in your area?	All: will be able to recognise understand the key phrases Most: will be able to apply the key words, phrases Some : will be able to use ne... pas	Review previous knowledge on using ne ... pas	PowerPoints T:DRIVE Expo active teach Presentation of the key words/phrases and the negative form of sentences	Speaking In pairs Quells sont les problemes de ton quartier? In pairs: discuss the problems in their own town or village Prepare and give a presentation on where they live (for a videoconference), using a framework Presentation by selected pupils Peer feedback www/ebi	Strand 1 vocabulary Strand 2 expo workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
6	Can you listen and respond to audio about problems in an area?	All: listen and note down key points Most: and any extra information Some: pick out key words to justify their answers	Revising negative expressions activity Turn the sentences in to the negative form	PowerPoints T:DRIVE Expo active teach Review and explain listening strategies	Listening Identify the problems mentioned in texts about where people live	Strand 1 vocabulary Strand 2 expo workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
7	Can you read and respond to a text about problems in an area?	All: Read and understand basic texts using cognates Most: Read and understand longer texts using a dictionary Some: read and respond to more complex texts	Sort out the jumbled sentences	PowerPoints T:DRIVE Expo active teach Review and explain reading strategies	Reading Match the pictures with sentences about problems in a town, then listen to check Read the complex texts expo rouge page 169 lire 6 and do the P/N/PM activity	Strand 1 vocabulary Strand 2 expo workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
8	Can you write a short text to describe the problems in your area?	All: Write basic sentences about the their local area Most: Write some complex sentences about their local area Some: Write a paragraph with opinions	In pairs- tell your partner what you have learnt so far on local problems	PowerPoints T:DRIVE Expo active teach Present the key language structures and phrases that pupils can adapt in their writing	Writing Match the summaries with the sentences in exercise 1, and copy out the pairs of sentences Write a paragraph about their own town or village	Strand 1 vocabulary Strand 2 expo workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson



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9	Do you know the key words/phrases for discussing the environment in details?	All: will be able to recognise understand the key phrases Most: will be able to apply the key words, phrases and use il faut Some : will be able to use il faut/the present and future tenses	In groups, write down all the key words that you already know associated with the environment. Feedback to the rest of the class	PowerPoints T:DRIVE Expo active teach Presentation of the key words and vocabulary Present the use of il faut Review the pattern of the present and future tenses	Speaking In pairs: discuss whether particular activities are good or bad for the environment In pairs: discuss what they do to help protect the environment	Strand 1 vocabulary Strand 2 expo workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
10	Can you listen and respond to audio about global issues on environment?	All: listen and note down key points Most: and any extra information Some: pick out key words to justify their answers	Squashed sentences	PowerPoints T:DRIVE Expo active teach	Listening Identify what people say should be done/shouldn't be done to protect the environment Check answers to exercise 2	Strand 1 vocabulary Strand 2 expo workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
11	Can you read and respond to a text about environmental issues?	All: Read and understand basic texts using cognates Most: Read and understand longer texts using a dictionary Some: read and respond to more complex texts	Hot seat	PowerPoints T:DRIVE Expo active teach	Reading Complete comprehension sentences on a text about global warming by selecting the correct ending from three options	Strand 1 vocabulary Strand 2 expo workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
12	Can you write a short text to describe one environmental issue?	All: Write basic sentences about the their local area Most: Write some complex sentences about their local area Some: Write a paragraph with opinions	Guessing game	PowerPoints T:DRIVE Expo active teach	Writing Design a poster to promote protecting the environment Write a short paragraph discussing your most important environmental issue	Strand 1 vocabulary Strand 2 expo workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
13	Can you revise previously learnt language on Module 1	All: do the foundation questions Most: do the foundation questions Some: do the higher questions	Exampro question	PowerPoints T:DRIVE Expo active teach <i>GCSE revision on previous covered content</i>	Independent reading and listening activities in preparation for the GCSE reading and listening exams using exampro	Strand 1 vocabulary Strand 2 expo workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson



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14	Can you revise previously learnt language on Module 2	All: do the foundation questions Most: do the foundation questions Some: do the higher questions	Exampro question	PowerPoints T:DRIVE Expo active teach GCSE revision on previous covered content	Independent reading and listening activities in preparation for the GCSE reading and listening exams using exampro	Strand 1 vocabulary Strand 2 expo workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
15	Can you revise previously learnt language on Module 3	All: do the foundation questions Most: do the foundation questions Some: do the higher questions	Exampro question	PowerPoints T:DRIVE Expo active teach GCSE revision on previous covered content	Independent reading and listening activities in preparation for the GCSE reading and listening exams using exampro	Strand 1 vocabulary Strand 2 expo workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
16	Can you revise previously learnt language on Module 4	All: do the foundation questions Most: do the foundation questions Some: do the higher questions	Exampro question	GCSE revision on previous covered content	Independent reading and listening activities in preparation for the GCSE reading and listening exams using exampro	Strand 1 vocabulary Strand 2 expo workbook	WWW/EBI
17	Can you revise previously learnt language on Module 5	All: do the foundation questions Most: do the foundation questions Some: do the higher questions	Exampro question	GCSE revision on previous covered content	Independent reading and listening activities in preparation for the GCSE reading and listening exams using exampro	Strand 1 vocabulary Strand 2 expo workbook	. WWW/EBI
18	Can you revise previously learnt language on Module 6	All: do the foundation questions Most: do the foundation questions Some: do the higher questions	Exampro question	GCSE revision on previous covered content	Independent reading and listening activities in preparation for the GCSE reading and listening exams using exampro	Strand 1 vocabulary Strand 2 expo workbook	WWW/EBI
19	Can you revise previously learnt language on Module 7	All: do the foundation questions Most: do the foundation questions Some: do the higher questions	Exampro question	GCSE revision on previous covered content	Independent reading and listening activities in preparation for the GCSE reading and listening exams using exampro	Strand 1 vocabulary Strand 2 expo workbook	WWW/EBI
20	Can you revise previously learnt language on Modules 8 & 9	All: do the foundation questions Most: do the foundation questions Some: do the higher questions	Exampro question	GCSE revision on previous covered content	Independent reading and listening activities in preparation for the GCSE reading and listening exams using exampro	Strand 1 vocabulary Strand 2 expo workbook	WWW/EBI