

Yr 12 French Summer Term Plan 2020

| Weeks | Work to be completed | |
|----------------------------|--|---|
| | Miss Trezeux's class | Miss Escande's class |
| 30 March & 3 April | <ul style="list-style-type: none"> New topic: les marginalisés (A2 topic) Define who the marginalised are P:30 + Kerboodle worksheet Kerboodle sheet: respond to a stimulus P:32 on autism 1a+ 1b Calogero song: Nathan | <ul style="list-style-type: none"> New topic : Les aspects positifs d'une société diverse (A2 topic) Describe what diversity means P:8/9 Answer questions p:8 |
| EASTER HOLIDAY WORK | <ul style="list-style-type: none"> Kerboodle:2.1A Listening Témoignage de deux SDF Look at transcript and annotate any unknown vocab Kerboodle: the imperfect tense Grammar book: the imperfect tense p:52 Reading activity: le logement de Leila <ul style="list-style-type: none"> 2.1A Kerboodle:Writing sheet | <ul style="list-style-type: none"> Kerboodle reading and writing worksheet: annotate the text + write 90 word résumé Kerboodle Translation worksheet Kerboodle translation worksheet Ex 5 p 11 Translate exercise 4 sentences into English Ex 6 pag 11 Note the advantages of La mixité ethnique |
| 21 & 24 April | <ul style="list-style-type: none"> A2 textbook: P:33 listening ex 2 + translation ex 3 Writing: pensez-vous qu'on discrimine plus qu'autrefois 150 mots Quelle aide pour les marginalisés? Textbook P:34 ex2a +2b + listening and summary 3a+ 3b | <ul style="list-style-type: none"> A2 textbook: p: 12 Reading 1a + Translation 1b Listening 2a + 2b Reading 3a Résumé 3b p:13 Writing: ex 4 p:13 |
| 27 April & 1 May | <ul style="list-style-type: none"> Faire des recherches sur la foundation l'abbé Pierre P:35 ex 5 + rechercher d'autres associations venant en aide aux SDF P:35 ex 4 traduction P:36 1a +P:37 ex2 traduction | <ul style="list-style-type: none"> Textbook p :14 ex1 Translation p : 15 ex 2 Song « De l'amour » + Annotate lyrics Ex 3a/b – Explain your opinions (150words) using expressions clés |
| 5 & 8 May | <ul style="list-style-type: none"> Listening P:37 ex3 Look at transcript and annotate vocab Grammar the perfect tense on Kerboodle | <ul style="list-style-type: none"> Listening ex 4 p:15 Read transcript and annotate Interactive reading activity Témoignage (A2) p:14 |

| | | |
|---------------------------|---|---|
| | <ul style="list-style-type: none"> • Grammar book P:53 • Listening on Kerboodle 2.2A Listening and writing worksheet • Transcript • Strategy worksheet: expressing approval or disapproval | <ul style="list-style-type: none"> • Speaking worksheet (1.2A diversité, tolérance, respect) • 1.2a Strategy worksheet – understanding the gist |
| 12 & 15 May | <ul style="list-style-type: none"> • Essay P:37 ex 5 (250/300 mots) • Reading 2.2B la maison dans le jardin on Kerboodle • Listening 2.2B Listening on Kerboodle: Des aides pour les personnes handicapées + transcript | <ul style="list-style-type: none"> • 1.2B Diversité, tolérance, respect – Reading activities p :16 ex 1a + 1b • Interactive activity page 16 – The future tense (Y2) • Listening activity Le Fest’Dif (Y2) + annotate transcript • Writing ex 1c page 17 • Listening ex 2 page 17 |
| 19 & 22 May | <ul style="list-style-type: none"> • Quelles attitudes envers les marginalisés • P38 ex 1 chose 3 opinions and give your opinions on them • P:38 ex 2, 3a + 3b • Pluperfect tense on Kerboodle • Grammar: the pluperfect P:54 • P:39 ex 4 traduction | <ul style="list-style-type: none"> • Translation ex 3 page 17 • Answer questions ex 4 page 17 using expressions clés • Reading ex 1 page 18 • Translation ex 2 page 18 • Grammar : The conditional + interactive activity the conditional (Y2) • Listening ex 3a page 19 + ex3b page 19 |
| MAY HALF TERM WORK | <ul style="list-style-type: none"> • Comment on traite les marginalisés dans d’autres pays francophones P:39 ex 5 • 2.3B on Kerboodle: Reading and writing worksheet • 2.3B on Kerboodle: la discrimination dans la fonction publique sheet + transcript • 2.3B on Kerboodle: Reading: le bidon ville d’Esmonin | <ul style="list-style-type: none"> • Writing – ex 4 page 19. Research (250-300words) using expressions clés • Listening activity – Soutien pour la diversité + annotate transcript • Strategy worksheet – Pronouncing loanwords |
| 2 & 5 June | <ul style="list-style-type: none"> • Textbook P:40 ex1a + 1b +1c • Listening P:40 2a+ 2b + annotate vocab • Writing: ceux qui ne maitrise pas la technologie peuvent être victim d’exclusion P:40 ex 3 • Traduction P: 40 ex 4 | <ul style="list-style-type: none"> • Amel Bent – Ma philosophie song + annotate vocab • 1.3B – Un apprentissage pour la vie – ex1+2a page 20 • Listening ex 3 page 20 • Reading ex 4a page 21 • Translation ex 4b page 21 • Writing – Ex 5 page 21 |
| 9 & 12 June | <ul style="list-style-type: none"> • On kerboodle: 2.3B Varying vocabulary by using synonyms • 2.3B Translation worksheet • Learn vocab on topic: Vocab sheet | <ul style="list-style-type: none"> • 1.3B Writing worksheet • En résumé pages 22 ex 1,2,3,4 • Page 23 ex 1a +1b |

| | | |
|---------------------|--|---|
| 16 & 19 June | <ul style="list-style-type: none"> • Test on vocab /20 • Textbook: P:42 1+2+3 | <ul style="list-style-type: none"> • Revision of topic – Listening 2a page 23 + 2b page 24 • Writing 1b page 23 |
| 23 & 26 June | <ul style="list-style-type: none"> • Revision of topic P:43-44-45 | <ul style="list-style-type: none"> • Translation ex 3 page 24 • Reading ex 5a p24 + 5b p25 • Translation ex 5c p25 • Ex 7 page 25 |
| 29 June & 3 July | <ul style="list-style-type: none"> • End of topic assessment | <ul style="list-style-type: none"> • End of topic assessment |
| 6 &10 July | <ul style="list-style-type: none"> • Launch of IRP | |
| w/c 13 July | <ul style="list-style-type: none"> • Summer reading: No et moi • Purchase of book • Purchase of book in English (option) • Purchase of study guide | <ul style="list-style-type: none"> • Watch La Haine (at least twice) • Purchase of study guide |

C'est les vacances! Youpi!