

Year 9 – French

Term 5: Social and environmental issues

This term's intent is for students to be able to talk about serious topics such as the environment, homelessness and volunteering in French. Feeding on from their knowledge of the modal verbs *pouvoir* and *devoir* from Year 8, students will be able to state what they can and must do for the environment. Furthermore, feeding on from Year 7, they will talk about the weather and learn about the environmental issues. Furthermore, students will use their prior knowledge of regions from Term 4 to describe where they live. They will also discuss homelessness using prior vocabulary of places in town, activities and food (Years 7 and 8). Feeding forward to the GCSE grammar expectations, students will learn *ce qui* phrases and *en* + present participle phrases. This term feeds forward to the GCSE topic on international and global dimension.

	<u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc.)	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb</u>	<u>Homework/Literacy Map</u>
1 – Test Feedback KG: to review your end of module assessment and identify your strengths and weaknesses.	Allows students to understand their mistakes, rewrite their writing and set a new target. <i>Feeds on from Term 4, all lessons.</i> <i>Feeds forward to next lesson where students will talk about their own region.</i> <i>Feeds forward to GCSE topics on travel and tourism.</i>	Recall: vous avez fait votre choix, le petit déjeuner est compris, on va s'amuser	1.) Vocabulary and prior knowledge daily retrieval slide 2.) Test correction in purple pen 3.) Rewriting the creative writing with a model on the board 4.) Looking back at the previous end of module assessment: is the target met? Write a new target.	Memorise 5,000 points (regions)
2 – Your region KG: to describe the main features in your region in French.	Allows students to describe their region as if they were talking to a French tourist in order to revise previously	New: la jetée Recall: une colline, un vieux château	1.) Vocabulary and prior knowledge daily retrieval slide 2.) Reading example about an English county – discussion in	

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	<p>learnt vocabulary from term 4.</p> <p>Feeds on from Term 4, Lesson 9.</p> <p>Feeds forward to GCSE topic on travel and tourism.</p>		<p>pairs and as a class (structure, tenses, vocabulary)</p> <p>3.) Writing: Imagining they are presenting their region (they can choose a different county in the UK if they want) students in pairs/small groups prepare a presentation</p> <p>4.) Students present their region to the class and mark other groups.</p>	
<p>3 – What worries me KG: to discuss the world problems that make you tick using <i>ce qui</i>.</p>	<p>Allows students to be able to learn vocabulary of world problems and learn the phrases <i>ce qui me préoccupe</i> and <i>ce qui est important pour moi</i>.</p> <p>Feeds on from Term 4, Lesson 9.</p> <p>Feeds forward to next lesson by students using their knowledge of world problems to talk about the environment.</p>	<p>New: ce qui me préoccupe Recall: la santé, l'argent</p>	<p>1.) Vocabulary and prior knowledge daily retrieval slide</p> <p>2.) Writing in pairs (5 minutes): p. 152, ex. 2 (Studio foundation) extension: write your own</p> <p>3.) Speaking (1 minute) to exchange with your partner what is important to you</p> <p>4.) World issues: coloured exercises (match up ex. 4, reading ex. 5, reading ex. 8)</p>	<p>Writing: make a poster on what is important to you in life and what worries you in the world.</p>

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<p>4 – Environmental problems KG: To list different environmental problems in French and revise how to give and justify your opinion.</p>	<p>Allows students to be able to learn the vocabulary on environmental issues and to give their opinions using extended reasons.</p> <p style="color: purple;">Feeds on from Term 5, Lesson 3.</p> <p style="color: green;">Feeds forward to next lesson where students will use their prior knowledge of environmental problems to say what they can do for the environment.</p> <p style="color: green;">Feeds forward to GCSE topic on international and global dimension.</p>	<p>New: les inondations Recall: ce qui me préoccupe, à mon avis</p>	<ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide. 2) Listening and repeating the vocabulary of main environmental problems and whole class game to embed knowledge 3) Reading (Studio foundation) p. 155 ex. 5 – extension ex. 6 4) Speaking: discussing environmental problems in pairs (which is most important and why) 	

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<p>5 – Protecting the environment KG: to discuss what you can and must do for the environment, to revise the modal verbs <i>pouvoir</i> and <i>devoir</i>.</p>	<p>Allows students to be able to state what they can and must do for the environment, using the modal verbs learnt in year 8. <i>Feeds on from Year 8, Term 4.</i> <i>Feeds forward to next lesson where students will use their prior knowledge of the environment to read a more complex text about it.</i> <i>Feeds forward to GCSE topic on international and global dimension.</i></p>	<p>New: trier les déchets Recall: on peut, la sécheresse</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide. 2.) Listening and repeating the vocabulary on protecting the environment 3.) Reading (Studio foundation) p. 156, ex. 1 and 2 – extension: write what you think people must do for the environment 4.) Speaking: class survey on who is most eco-friendly 	<p>Assessment on the environment and what worries you in two lesson.</p>
<p>6 – Protecting the environment KG: To identify what people do for the environment and identify</p>	<p>Allows students to be able to work on a more detailed text about the environment and learn</p>	<p>New : en quittant la pièce Recall: éteindre les appareils électriques, les inondations</p>	<ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide and test feedback. 2) Listening: p. 157, ex. 4 	<p>Assessment on the environment and what worries you next lesson.</p>

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<p>how to use <i>en</i> + present participle.</p>	<p>how to use <i>en</i> + present participle. <i>Feeds on from Term 4, Lesson 5.</i> <i>Feeds forward to next lesson where students will use their prior knowledge in an assessment.</i> <i>Feeds forward to GCSE topic on international and global dimension.</i></p>		<p>3) Observing the <i>en</i> + participle phrases and explaining how the work with a practise exercise 4) Reading: p. 157, ex. 5 (extension: translate the text)</p>	
<p>7 - Assessment KG: To assess your knowledge of global issues and the environment.</p>	<p>Allows students to be assessed on their writing and listening skills. <i>Feeds on from Term 4, Lessons 3-6.</i> <i>Feeds forward to next lesson by students using their prior knowledge of global issues to talk about homelessness.</i></p>	<p>Recall: on peut acheter des produits bio, ce qui me préoccupe, les incendies</p>	<p>1) Vocabulary and prior knowledge daily retrieval slide 2) Assessment</p>	

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8 – Homelessness KG: To identify key words in a complex text, to discuss homelessness.	<p>Allows students to be able to work on a complex text talking about a serious issue and to use their vocabulary to talk about homeless people.</p> <p>Feeds on from Year 7, Terms 3 and 6, Year 8, Terms 2 and 5.</p> <p>Feeds forward to next lesson where students will use their prior knowledge of homelessness to talk about volunteering and how they can help homeless people.</p> <p>Feeds forward to GCSE topic on international and global dimension.</p>	<p>New: les sans-abris</p> <p>Recall: on doit trier les déchets, sous le pont</p>	<ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide. 2) Reading about a homeless young person (how they became homeless, their daily routine) with coloured exercises, students must do at least two colours. 3) Speaking: picture with many questions (coloured according to level) discussion in pairs to answer the questions 	<p>writing: picture description of a homeless person and two questions about homelessness.</p>

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<p>9 – Test feedback and volunteering KG: To review your assessment, to list volunteering related vocabulary.</p>	<p>Allow students to be able to identify their mistakes and improve their writing and to learn some vocabulary related to volunteering. <i>Feeds on from Term 4, Lessons 4-7.</i> <i>Feeds forward to next lesson by students using their prior knowledge of volunteering to talk about why people do volunteering.</i> <i>Feeds forward to GCSE topic on international and global dimension.</i></p>	<p>New : les personnes âgées Recall: les sans-abris, ce qui me préoccupe</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Test correction. 3.) Rewriting a paragraph 4.) Target setting 5.) Listening and repeating the new vocabulary 	
<p>10 – Volunteering KG: to revise vocabulary on volunteering, to</p>	<p>Allows students to revise the vocabulary learnt in the previous lesson and learn complex justified</p>	<p>New : une expérience enrichissante Recall: un projet de conservation, les SDF.</p>	<ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide. 	<p>End of module assessment in two lessons</p>

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<p>explain why people want to be volunteers</p>	<p>reasons and practise using some emphatic pronouns (moi, toi, lui, elle). <i>Feeds on from Term 4, Lesson 9.</i> <i>Feeds forward to next lesson by students using their prior knowledge to revise the assessment.</i> <i>Feeds forward to GCSE topic on international and global dimension.</i></p>		<ol style="list-style-type: none"> 2. Vocabulary match up (Studio foundation) in pairs p. 160, ex. 1 – extension: write what you would like to do (je voudrais/ j'aimerais...) 3. Listening: p. 160, ex. 2 and explanation of <i>moi, toi, lui/elle</i> as we correct the exercise. 4. Speaking : p. 160, ex. 3 	
<p>11 – Revision KG: to revise for the assessment.</p>	<p>Allows students to revise for the test. <i>Feeds on from all Term 5 lessons.</i> <i>Feeds forward to next lesson by students using their prior knowledge in the assessment.</i> <i>Feeds forward to GCSE topic on international and global dimension.</i></p>	<p>Recall: aider les personnes âgées, éteindre les appareils électriques, la destruction des forêts tropicales</p>	<ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide. 2. Listening practise 3. Reading practise (with translation into English as an extension) 4. Writing practice: translation into French. 5. Looking back at the previous end of module assessment 	<p>End of module assessment next lesson.</p>

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			target to know what they need to work on.	
12 – Assessment KG: To assess your knowledge of: -what is important to you and worries you -the environmental problems -protecting the environment -homelessness -volunteering	Allows students to be assessed on their knowledge from this term. <i>Feeds on from all Term 5 lessons.</i> <i>Feeds forward to next lesson where students will correct the assessment.</i> <i>Feeds forward to GCSE topic on international and global dimension.</i>	Recall: ce qui est important pour moi, la sécheresse, en quittant	1. Vocabulary and prior knowledge daily retrieval slide. 2. Assessment	