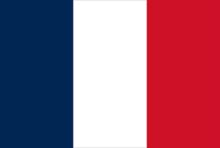
**Yr12 French Personalised Learning Checklist**

**Paper 1: Preparation to Listening, Reading, Translation into English, Vocabulary knowledge**

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| **UNITÉ 1: Les changements dans les structures familiales**  **Understanding, knowledge of topics, knowledge of grammar, development of skills:** | | | **R** | **A** | **G** |
| **Theme knowledge** | How the structure of the family is changing |  | |  |  |
|  | How the institution of marriage is changing |  | |  |  |
|  | Relationships within the family unit |  | |  |  |
| **Grammar knowl.** | Revision of the present tense of regular and common irregular verbs |  | |  |  |
|  | The future and immediate future tenses |  | |  |  |
|  | interrogatives |  | |  |  |
| **Strategy objectives** | Summarising information and extracting key points from listening |  | |  |  |
|  | Doing research and finding useful material online |  | |  |  |
|  | Using dictionaries (bilingual and online) |  | |  |  |

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| **UNITÉ 2 : L’éducation**  **Understanding, knowledge of topics, knowledge of grammar, development of skills:** | | | **R** | **A** | **G** |
| **Theme knowledge** | How the French education system is structured |  | |  |  |
|  | Issues which French students might have |  | |  |  |
|  | Higher education in France |  | |  |  |
|  | Ways of adapting to working life |  | |  |  |
| **Grammar knowl.** | Using the definite and indefinite articles |  | |  |  |
|  | Using the regular and irregular perfect tense |  | |  |  |
|  | Position and agreement of adjectives |  | |  |  |
|  | Using pronouns, including direct and indirect objects |  | |  |  |
| **Strategy objectives** | Using techniques to better understand written French |  | |  |  |
|  | Learning techniques to memorise vocabulary |  | |  |  |
|  | Acquiring techniques to translate from French into English |  | |  |  |
|  | Acquiring techniques to answer questions in French |  | |  |  |

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| **UNITÉ 3 : Le monde du travail**  **Understanding, knowledge of topics, knowledge of grammar, development of skills:** | | | **R** | **A** | **G** |
| **Theme knowledge** | Work-life balance and attitudes towards work in France |  | |  |  |
|  | Reasons why people strike, their rights and trade union intervention |  | |  |  |
|  | Gender discrimination in the workplace |  | |  |  |
| **Grammar knowl.** | Recognising and using comparative and superlative adjectives |  | |  |  |
|  | Recognising and using the imperfect and pluperfect tenses |  | |  |  |
|  | Using the passive voice and *on* |  | |  |  |
| **Strategy objectives** | Learning how to summarise information |  | |  |  |
|  | Extending vocabulary through word families and the use of synonyms |  | |  |  |
|  | Improving reading techniques in preparation for the exams |  | |  |  |

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| **UNITÉ 4 : La musique**  **Understanding, knowledge of topics, knowledge of grammar, development of skills:** | | | **R** | **A** | **G** |
| **Theme knowledge** | Francophone music |  | |  |  |
|  | The popular musical genre, la chanson française and Haitian music |  | |  |  |
|  | The influence of Francophone music |  | |  |  |
| **Grammar knowl.** | Using reflexive verbs |  | |  |  |
|  | Recognising and understanding the past historic of regular and common irregular verbs |  | |  |  |
|  | Understanding inversion of subject and verb after adverbs |  | |  |  |
| **Strategy objectives** | Listening techniques |  | |  |  |
|  | Translating from English into French |  | |  |  |
|  | Listening to French native speakers |  | |  |  |

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| **UNITÉ 5 : Les médias**  **Understanding, knowledge of topics, knowledge of grammar, development of skills:** | | | **R** | **A** | **G** |
| **Theme knowledge** | Freedom of speech in francophone countries |  | |  |  |
|  | Print and online media in francophone countries |  | |  |  |
|  | The effect of the media on politics and society in francophone countries |  | |  |  |
| **Grammar knowl.** | Using present and past participles |  | |  |  |
|  | Using the negative form |  | |  |  |
|  | Recognising and understanding the past historic of irregular verbs |  | |  |  |
| **Strategy objectives** | Techniques for speaking fluently in French and pronouncing words well |  | |  |  |
|  | Comparing contrasting viewpoints and giving your own opinion |  | |  |  |
|  | Developing arguments from different angles |  | |  |  |

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| **UNITÉ 6 : Les festivals et les traditions**  **Understanding, knowledge of topics, knowledge of grammar, development of skills:** | | | **R** | **A** | **G** |
| **Theme knowledge** | Celebrations in francophone countries |  | |  |  |
|  | Learning more about French and francophone festivals |  | |  |  |
|  | Customs and traditions in France |  | |  |  |
|  | Customs and traditions in francophone countries |  | |  |  |
| **Grammar knowl.** | Using the imperative |  | |  |  |
|  | Using “when” followed by the future tense or conditional |  | |  |  |
|  | Using the present subjunctive |  | |  |  |
|  | Using adverbs |  | |  |  |
| **Strategy objectives** | Creating more interesting sentences |  | |  |  |
|  | Acquiring revision techniques |  | |  |  |
|  | Acquiring listening techniques for the examination |  | |  |  |
|  | Learning and using more sophisticated language |  | |  |  |

**Paper 2: Preparation to essay writing and translation into French.**

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| **FILM STUDY : *INTOUCHABLES*** | | **R** | **A** | **G** |
| Study guide: Vocabulaire du handicap |  | |  |  |
| Study guide: Première partie: Avant de visionner le film |  | |  |  |
| Study guide: Première partie: Après avoir visionné le film |  | |  |  |
| Study guide: Deuxième partie: étude détaillée de l’histoire (activités 1-11) |  | |  |  |
| Study guide: Deuxième partie: étude détaillée de l’histoire (activités 12-22) |  | |  |  |
| Study guide: Troisième partie: analyse du film par theme: les personnages principaux |  | |  |  |
| Study guide: Troisième partie: analyse du film par theme: les personnages secondaires |  | |  |  |
| Study guide: Troisième partie: analyse du film par theme: les autres personnages |  | |  |  |
| Study guide: Troisième partie: analyse du film par theme: l’image de la haute bourgeoisie |  | |  |  |
| Study guide: Troisième partie: analyse du film par theme: l’image de la banlieue |  | |  |  |
| Study guide: Troisième partie: analyse du film par theme: le decalage linguistique |  | |  |  |
| Study guide: Troisième partie: analyse du film par theme: la musique du film |  | |  |  |
| Study guide: Troisième partie: analyse du film par theme: le succès du film |  | |  |  |
| Study guide: Troisième partie: analyse du film par theme: les critiques |  | |  |  |
| Study guide: Troisième partie: analyse du film par theme: l’humour et le handicap |  | |  |  |
| Study guide: Troisième partie: analyse du film par theme: le titre |  | |  |  |
| Study guide: section 1: Synopsis |  | |  |  |
| Study guide: section 2: Historical and social context |  | |  |  |
| Study guide: section 3: Scene summaries |  | |  |  |
| Study guide: section 4: Themes |  | |  |  |
| Study guide: section 5: Characters |  | |  |  |
| Study guide: section 6: Director’s techniques |  | |  |  |

**Paper 3: Preparation to speaking (Questions on the topics, Independent Research Project)**

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| **Speaking : Knowledge of answers to Yr12 Questions for Units 1-6 (Yr12 teaching booklets)** | | **R** | **A** | **G** |
| **Unit 1** (Les changements dans les structures familiales) questions & answers |  | |  |  |
| **Unit 2** (L’éducation) questions & answers |  | |  |  |
| **Unit 3** (Le monde du travail) questions & answers |  | |  |  |
| **Unit** 4 (La musique) questions & answers |  | |  |  |
| **Unit 5** (Les médias) questions & answers |  | |  |  |
| **Unit 6** (Les festivals et les traditions) questions & answers |  | |  |  |

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| **Speaking : Independent Research Project preparation (End of Yr12)** | | **R** | **A** | **G** |
| Choose an IRP topic of interest |  | |  |  |
| Do some research and reading around this topic |  | |  |  |
| Choose some sources IN FRENCH for this topic |  | |  |  |
| Choose an IRP secondary topic – similar to your main topic for the mock IRP |  | |  |  |
| Choose some sources IN FRENCH for this secondary topic |  | |  |  |