FRENCH Fluency Revision Booklet for year 11 Revision

Weeks between Easter and Speaking Exams: Exam-focused Weeks

This Booklet can be used in conjunction with anything else the department is currently using, such as GCSE revision guides.

AQA specified vocabulary per topic can be found [here for French](https://hub.unitedlearning.org.uk/teaching-learning/subjects/secondary/mfl/Key%20Stage%204%20Resources/French/AQA%20French%20Vocab%20in%20Excel.xlsx) and in the Fluency-Revision booklets for the Revisiting weeks.

Weeks between Easter and Speaking exams

**Writing practice in preparation for both the Writing and Speaking exams:**

* **to be done in lessons, with minimal or preferably no support and teacher supervision (circulate with purpose)**
* **divided into clear chunks of time, such as 5 minutes to work out content and note down key verbs to use in the right time frame, key WOW phrases**
* **always including improvement time at the end: different colour pen, teacher guiding pupils to correct common mistakes and to ensure the piece would impress the examiner**

**Independent Speaking suggestions and links to further resources can be found at the end of this booklet.**

**WEEK 1**

**Common to both tiers:** 20-25 words answering these bullet points (one per topic)

Theme 1

* Tu t’entends bien avec ta famille? Comment sont tes parents/tes frères ou soeurs?
* Qu’est-ce que tu penses des réseaux sociaux?
* Qu’est-ce que tu as fait le weekend dernier avec tes amis?
* Comment vas-tu fêter ton anniversaire cette année?

Theme 2

* À l’avenir voudrais-tu habiter en ville ou à la campagne? Pourquoi ?
* Tu es en bonne forme?
* À ton avis, quel est le problème le plus grave pour l’environnement ?
* Décris tes pires vacances.

Theme 3

* Quelles matières devraient être obligatoires et pourquoi?
* Qu’est-ce que tu voudrais changer dans ton école?
* Quels sont tes projets pour le futur ? Tu vas continuer avec tes études?
* Selon toi, quelle est la chose la plus important en choisissant un métier?

**Foundation Tier:** A) photo description and B) 40-50 words tasks.

Photo 1



Qu’est-ce qu’il y a sur la photo ? Ecrivez quatre phrases en français.

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Photo 2



Qu’est-ce qu’il y a sur la photo ? Ecrivez quatre phrases en français.

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Photo 3



Qu’est-ce qu’il y a sur la photo ? Ecrivez quatre phrases en français.

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B. Write approximately 10-15 words for each of these topics (tick them as you complete them). Focus on accuracy. You don’t need to add different time frames but should try to connect sentences and add opinions.

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| * Famille * Réseaux sociaux * Temps libre * La nourriture | * Amis * Centre commercial * Cinéma * Collège |

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**Higher Tier:** Answer these questions writing approximately 150 words and focus on adding variety and complexity, connecting sentences and ideas. Check for accuracy:

* Quels sont les risques des nouvelles technologies qui vous préoccupent le plus, et comment pensez-vous qu’elles vont évoluer dans le futur?
* Vous croyez qu'on est obsédés par le culte du corps? Comment a notre concept de la vie saine changé au cours des dernières années?
* Si vous étiez directeur d'une école, quelles règles changeriez-vous?

**WEEK 2**

**Common to both tiers:** 20-25 words answering these bullet points (one per topic)

Theme 1

* Selon toi, est-ce que la famille ou les amis plus importante ?
* Quels sont les inconvénients des nouvelles technologies?
* Comment as-tu fêté ton dernier anniversaire ?
* Tu veux visiter un pays francophone dans le futur ?

Theme 2

* Quels sont les avantages d’habiter dans une grande-ville ?
* Qu’est-ce ta famille fait pour rester en bonne forme ?
* As-tu fait quelquechose pour protéger l’environnement récemment?
* Comment seraient tes vacaciones ideales?

Theme 3

* Quelle est ta matière préférée?
* Qu’est-ce que tu penses de l’uniforme scolaire?
* Quels sont tes projets pour l’année prochaine ?
* Décris une visite scolaire que tu as fait récemment.

**Foundation Tier:** A) photo description and B) 40-50 words tasks.

Photo 1



Qu’est-ce qu’il y a sur la photo ? Ecrivez quatre phrases en français.

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Photo 2



Qu’est-ce qu’il y a sur la photo ? Ecrivez quatre phrases en français.

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Photo 3



Qu’est-ce qu’il y a sur la photo ? Ecrivez quatre phrases en français.

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B. Write approximately 10-15 words for each of these topics (tick them as you complete them). Focus on accuracy. You don’t need to add different time frames but should try to connect sentences and add opinions.

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| --- | --- |
| * Les sports * Mon portable * Les matières * La vie saine | * Le règlement scolaire * faire les magasins * La télé et la lecture * Le travail |

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**Higher Tier:** Answer these questions writing approximately 150 words and focus on adding variety and complexity, connecting sentences and ideas. Check for accuracy:

* Quelles différences connaissez-vous entre la vie en France et la vie en Angleterre? Souhaitez-vous vivre et travailler à l'étranger à l'avenir?
* Pensez-vous que la planète a un futur ou est il trop tard pour protéger l’environnement ? Quel est le problème le plus grave à votre avis, et pourquoi ?
* À votre avis, quelle est la chose la plus importante en choisissant un emploi ou une profession? Qu'aimeriez-vous faire quand vous êtes plus âgé(e)?

**Independent Speaking practice in preparation for the Speaking exams**

It is recommended that you allocate sufficient time within your lessons for this independent practice that could follow the same pattern every week:

* **5/10 minutes preparation time**: writing if Role-play or Photocard, going over pre-written answers and memorising them if General Conversation
* Practice with a partner changing regularly and allowing for one-to-one with the teacher who could be one of the partner or “stations” (**speak-dating**)

**For the Role-plays and photocards** we recommend using past papers and sample papers and, if slightly adapted, the ones from the other board can also be used. Past papers can be found here:

[Link to AQA website for Languages](https://www.aqa.org.uk/subjects/languages/gcse)

[Link to Edexcel website for Languages](https://qualifications.pearson.com/en/qualifications/edexcel-gcses/modern-languages-2016.html)

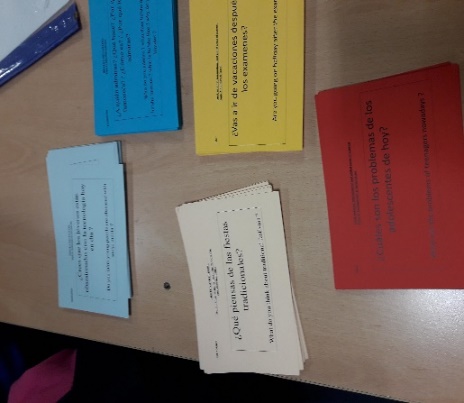
There are some further resources to practise available in the hub, please [have a look](https://hub.unitedlearning.org.uk/teaching-learning/subjects/secondary/mfl/Pages/default.aspx) to save you time.

**For the General Conversation** we recommend concentrating on about 2-3 questions per topic and prioritise good delivery rather than quantity of questions. Good delivery refers to accurate and well pronounced answers who are detailed and include various time frames, connectives and WOW phrases.

We recommend you use the following booklets[[1]](#footnote-1) or similar (feel free to adapt them to suit your classes). Pupils will use their pre-written answers to ensure they have very full responses to the questions in the final booklet.

It is good practice to get them to make one card per question with the question one side, and the answer on the other, to use in class and at home for revision purposes. Colour-coding might help some pupils. Please model to them how to learn the answers: highlight key words, identify key word in the question, try remembering sentence by sentence, coming up with a mental picture for tricky words/chunks/beginnings, etc.

You can direct pupils to [BBC Bitesize French GCSE Revision Guides for AQA](https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr) for further speaking practice (usually page 6 or 7 under each topic) and you could encourage them to record themselves for further improvement.



[General Conversation French FT](https://hub.unitedlearning.org.uk/teaching-learning/subjects/secondary/mfl/Key%20Stage%204%20Resources/French/Speaking/General%20conversation/General%20Conversation%20Revision.%20French%20FT.docx)

[General Conversation French HT](https://hub.unitedlearning.org.uk/teaching-learning/subjects/secondary/mfl/Key%20Stage%204%20Resources/French/Speaking/General%20conversation/General%20Conversation%20Revision.%20French%20HT.docx)

An example of speaking cards[[2]](#footnote-2). As part of the revision process you might want to ask your pupils to write their own.

1. With our gratitude to Cecile Bernard, HoD at Goresbrook, from whose these were adapted. [↑](#footnote-ref-1)
2. Colour-coded cards used by Saima Baksh, HoD at Manchester Academy and her pupils. Thanks for sharing. [↑](#footnote-ref-2)