
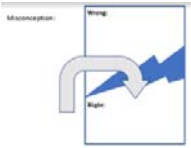


Planning: Year 11 - Cycle 1 – Local, national, international and global areas of interest - Unit 2.2

	Main idea/concept/knowledge	Prior knowledge	Future knowledge	Misconceptions	Representation: image, model, metaphor
<p>Key topic: Healthy and unhealthy living</p>	<p>In this cycle, students will revise and / or learn to:</p> <ul style="list-style-type: none"> -describe what they do to keep healthy; -how to form regular adverbs (feminine form of the adjective + -ment); -use time expressions & the pronoun "en" ; -use the verb faire + du, de la, des or de l' ... correctly; -name different sports including extreme sports; -make a range of negative statements (ne ... pas, ne ... plus, ne ... jamais, ne ... rien, ne ... que as well as personne & ni ... ni ...); -describe their diet, including what they had to eat & drink yesterday; -name different food groups; - the correct articles; -discuss whether their diet is healthy/unhealthy with reasons; - use the present and perfect tense of key verbs (manger, boire, prendre, éviter de, essayer de); -use the present of the impersonal verb: falloir (Il faut / il ne faut pas) ; -discuss the advantages and disadvantages of fast food ; -continue to use contrasting connectives (cependant, toutefois, pourtant, néanmoins, tandis que, alors que, bien que) / - 	<p>Over the course of KS3 and Year 10, students have learnt to:</p> <ul style="list-style-type: none"> -describe what they do to keep healthy in terms of diet, sport, smoking and sleeping; -use adverbs of frequency (toujours, souvent, parfois, quelquefois, des fois, jamais), time expressions (de temps en temps, tous les jours, chaque ..., ... fois par semaine, le ... matin, après-midi, soir, depuis) and negative words (ne ... pas, ne ... jamais, ne ... plus, ne ... rien, *ne ... que) ; <p>They have come across:</p> <ul style="list-style-type: none"> -a number of adverbs ending in -ment (etc. normalement, rarement, malheureusement); -the pronoun « en » to discuss how often they exercise; -a number of quantifiers /game changers (sans, peu, pas, trop, plus, plein, moins). <p>They have also learnt:</p> <ul style="list-style-type: none"> -the difference between indefinite, definite and partitive articles; -to use key verbs (manger, fumer, boire, dormir, faire) in the past (perfect & imperfect), present and future; -express and justify a point of view; -make comparisons; -use the modal verbs (could & should). 	<p>This cycle provides a number of key linguistic knowledge, which they will revisit and develop at a later date:</p> <ul style="list-style-type: none"> -adverbs to add quality to their responses; -time expressions; -the verbs: éviter de and essayer de as well as the impersonal verb (falloir), which they will use in its conditional form to describe what one should do to help the environment (il faudrait ...); -quantifiers; -a range of connectives; -a range of tenses; <p>Links to other AQA GCSE themes: Unit 1.3 - Free time; Unit 2.3 - The environment; Unit 3.2 - Life at school and college</p>	<p>Place of adverbs.</p> <p>Negative statements (word order).</p> <p>Time expression: for + duration is not pour ... but pendant, e.g. wrong: pour deux heures / right: pendant deux heures.</p> <p>Modal verbs + INFINITIVE. e.g. Wrong : je devrais je mange plus de légumes / Right : je devrais manger plus de légumes.</p> <p>Game changers.</p> <p>Imperfect tense.</p> <p>Answering questions in French.</p>	<p>Prompt cards (speaking activity) and mini-whiteboards.</p> <p>Remind students of the image of negative words like head-phones around the verb, e.g. ne  plus</p> <p>Graphic representation:</p>  <p>As above.</p> <p>Quiz (Socrative).</p> <p>Video clips on addictions to help students with more complex vocabulary (e.g. pipe).</p> <p>Use visual demonstration on whiteboard (see example used with Y9. Complete mini whiteboards activities to practise finding the stem of a verb and forming the imperfect tense with je.</p> <p>Highlight the words that may</p>

