

Alternative Language Provision for Year 9

Overview of the year

Term 1: French culture	14 weeks
Term 2: German culture	11 weeks
Term 3: Spanish culture	12.5 weeks

FRENCH Term 1

Lessons	Topic/detail
1	Quiz with internet based research to enable students to answer the questions on all things French. You can go through the answers towards the end of the lesson. Extension – create a fact file on a French speaking country of your choice.
2,3	Food: two lessons on food – lesson 1 students are learning about key French dishes and revising some vocab. They can also do some linguascope to practise food vocabulary. Lesson 2 – students are creating a menu of their own for a restaurant in French.
4,5, 6	Paris: first lesson students watch a video about travelling to Paris, and then complete a treasure hunt to get a feel for the city. Second and third lesson requires them to plan a visit to Paris and create a fully costed itinerary.
7, 8	French Revolution: – 1 st lesson watch the video about the French revolution and teacher runs through the PowerPoint. Lady Gaga song is worth playing too! Students to then complete the individual WebQuest and fill in the information on the booklet you have printed. They can also do profiles of key figures in the revolution. At the start of lesson 2 complete the quiz to assess recall and retention of knowledge. They are to then produce a poster summarising the key features of the revolution. Finish off with wordwall quiz and extension activity of a wordsearch if needed.
9,10	Musique: Students start with a match up on opinion phrases and then they will listen to some French music that they can then express opinions about. In second lesson they can listen to some French music on Lyricstraining and then create a profile on a French speaking music artist of their choice.
11,12	Francophonie
13,14	Les Choristes

German Term 2

Lessons	Topic / Detail
1	General knowledge about Germany / German- speaking countries: Whole class quiz on white boards. Then internet research based on questions (all resources on the lesson ppt) You will go through answers to these questions next lesson.
2 -3	Research feedback & revision of basic German vocab (greetings, how are you? What's your name) This has a whole class section for students to revise these phrases they learned last year. If the pronunciation worries you can listen to the phrases correctly pronounced in German here Sentence Builder 1.1 Hallo! Flashcards Quizlet As well as the whole class section there are worksheets and online activities you can set for them to work on independently. They will need headphones for this - ask in MFL office & we'll sort you out.
4-6	Virtual trip to German (Munich and Berlin) Put the Virtual trip ppt (or export as a pdf) onto SatchelOne for students to access. I would have a play with the ppt before you give it to the students so you are confident answering questions but I have checked that all links work and everything they need is there. They will need headphones – ask in the MFL office -we'll sort you out with some. Lesson 4 Munich Students should access the ppt and choose the tickets for Munich when they get the choice of destinations. They should then click on each of the red pins to find out more about Munich. These red pins link to YouTube videos, tourist sites, hotel sites etc where they will find out more about Munich & Oktoberfest. Please ask them to make notes in English about each of the places / festivals they study in Munich. They don't need to write masses just basic info e.g. what & when is Oktoberfest? What happens? Why is the castle at Neuschwanstein famous? etc. Lesson 5 Berlin Students should access the ppt and choose the tickets for Berlin when they get the choice of destinations. They should then click on each of the red pins to find out more about Berlin. These red pins link to YouTube videos, tourist sites, hotel sites etc where they will find out more about Berlin & the Berlin wall. Please ask them to make notes in English about each of the places & the history of Berlin. They don't need to write masses just basic info e.g. why was the Berlin wall there & when? Why is the Reichstag important? Lesson 6 Students choose either Berlin or Munich and plan a trip there according to the information on the PowerPoint slide

7-8	German festivals: Lesson 7: Whole class lesson introducing a range of German festivals (particularly Oktoberfest & Karneval) Just follow the ppt Lesson 8: Research project on other German festivals (instructions are on the ppt and pdf of student booklet on shared area as is an answer booklet (you're welcome!))
9-11	Project on Switzerland / watching Heidi Lesson 9 Research task on Switzerland. Give them the worksheet to work through & research everything online. The final page is the answers. Obviously, DON'T GIVE THEM THE ANSWERS They're there for you so you can go through it all with them at the end. Lessons 10-11 Watch Heidi. There is a workbook to complete as they do this. See KSM to borrow DVD and a DVD player if needed.
Extra projects (just in case)	Food PowerPoint & worksheet lead you through variety of vocab & research tasks on food in German General WebQuest Word document guiding students through a very general research task – good time filler if you need it.

Spanish culture

Lessons	Topic / Detail
1-3	Spanish basics: general knowledge, greetings, names, where you live, family & pets. Uses 2 PowerPoints (instructions for all games activities can be found on <i>notes</i> section of the relevant slides) Any sheets needed can be printed directly from the ppt or are available to print in the relevant folder on shared area. Extra worksheets are included in the folder for possible extension work. Online suggestions if you have time to kill: - • Go to Linguascope.com Login Page username: kts Password: magicnail96 Click on <i>Spanish</i> then <i>beginners</i> then on <i>mi familia y yo</i>. From there they can practise the vocab on <i>mis animales</i> and/or <i>los miembros de la familia</i> using any of the games. • Mascotas - Match up • Las mascotas - Match up • Animales (mascotas) - Matching pairs • mi familia - Match up • Mi familia - Quiz • Mi familia - Labelled diagram • 1.3 En mi familia - Match up
4-6	Spanish food: Work your way through this ppt <i>Lessons 4-6 Food 2026</i> (on shared area) Any videos you are showing are embedded in the ppt. Any extra instructions you need are in the <i>notes</i> section of the relevant slide. Anything that needs printing is either printable from the ppt or available on the shared area. There are video tasks, individual online tasks, creative tasks & old school worksheets in here. They don't need to complete ALL the worksheets included but the Linguascope & crossword type sheets are there in case you need a bit of "quiet work"

7-9

Project on a Spanish speaking country

Please hand out project packs & get them writing names on them. Impress upon them that these go back in the box at the end – could you please keep hold of these packs?

- Get them choosing a country to study - there's a list of options on the first page. It would be good to have a broad range of countries rather than everybody studying Mexico for example, so could you guide them in that direction? Could you make a note of their choices please - just on a piece of paper that you bung in the box with the projects. I'd like to make sure they don't write half a page on 9 different countries so it would be good to keep track.

Please don't let them speed too far ahead if they haven't completed previous sections thoroughly. They shouldn't be moving onto any new page until all previous pages have been properly completed.

Lesson7: In this lesson I want them to work on the fact file & the food section please.

- The pack is in Spanish but with English translations so should be pretty clear. Basically, they Google the info they need to fill in the fact file and fill it in in English. So they will be Googling info on the capital, flag (this is what colours are for), population, names of cities, mountain ranges & lakes etc ..
- For the food file they need to find a recipe for a dish unique to their chosen country and write it out in the pack. No they can't just print it & glue it in (I guarantee someone will ask) As part of the food file section they should look at the food section of the mini dictionary at the end of the pack and find out what each of the phrases there mean and write the English in.

Lesson 8: In this lesson I want them to work on the sport & the *ciudad* section as well as the wildlife section please.

- Complete the national sport section - they should choose the most popular sport for the country they are studying and research the necessary details to fill in the page.
- Complete the *ciudad* (*city*) section - they should choose a major city in the country they are studying and research the necessary details to fill in the page.
- Complete the wildlife section (see instructions on inside front cover of booklet)

	Lesson 9: In this lesson I want them to work on the wildlife section & the <i>fashion file</i> & the <i>music file</i> please. YOU WILL NEED HEADPHONES THIS WEEK - THESE CAN BE FOUND IN AN ORANGE SAINSBURY'S BAG IN THE OFFICE ON THE RIGHT HAND SIDE • Complete the fashion file (see instructions on inside front cover of booklet) • Complete the <i>music file</i> For this they need to find a song from their country of choice NOT JUST ANYTHING IN SPANISH. Then they need to Google the necessary info about both song & artist to fill in that section of the booklet. There is a section for them to fill in favourite lyrics - be aware that some reggaeton lyrics might interest them more than is necessarily healthy. I would preface this section with the idea that if they wouldn't want their nan to read the lyrics I don't want to read them either. Or you could just steer them away from the lyrics section of the page altogether - I will leave it to your professional judgement! At the end of this lesson please take in the completed booklets. We will award a prize for the best job done!
10-12	Coco / Day of the Dead project You will find the ppt & booklet needed for these lessons on the shared area Lesson 10: Research on <i>día de los muertos</i> (slides 1-4 of the ppt) Lessons 11&12: Watch Coco End of lesson 12 & lesson 13 (if there is one!) Complete the rest of the <i>Coco</i> pack about the film
Extra project (just in case)	Plan a holiday project: <i>Pick somewhere in your country of choice to go on holiday and plan the following a 2 week holiday for a family of 4 (mum & dad a boy aged 10 and a girl aged 6). In the shared area there's a ppt with more detailed instructions for you to show in the lesson. That should keep everyone going. If not, they can plan another holiday elsewhere in the same country!</i>

Criteria for reports:

Confident	I can: Say hello, introduce myself in the target language and have short conversations in various scenarios Give a variety of details about various aspects of the country's culture
Secure	I can: Say hello and introduce myself in the target language and understand short conversations in the target language Give some of details about various aspects of the country's culture
Developing	I can: Say hello and introduce myself in the target language and understand the gist of a conversation in the target language Give a few details about various aspects of the country's culture
Establishing	I can: Say hello in the target language and understand aspects of a conversation in the target language Give minimal details about various aspects of the country's culture