Teacher Guide

Cambridge IGCSE™ / Cambridge IGCSE™ (9–1) French 0520 / 7156

Cambridge O Level
French 3015

For examination from 2022

Français

In order to help us develop the highest quality resources, we are undertaking a continuous programme of review; not only to measure the success of our resources but also to highlight areas for improvement and to identify new development needs.

We invite you to complete our survey by visiting the website below. Your comments on the quality and relevance of our resources are very important to us.

www.surveymonkey.co.uk/r/GL6ZNJB

Would you like to become a Cambridge consultant and help us develop support materials?

Please follow the link below to register your interest.

www.cambridgeinternational.org/cambridge-for/teachers/teacherconsultants/

Contents

Introduction

The purpose of the teacher guide

This teacher guide is designed to help you to organise and plan your teaching for Cambridge IGCSE French. It also offers advice and guidance on teaching strategies and how to prepare your learners for the final assessment.

What do I need to get started?

You should make sure at an early stage that you have access to the School Support Hub, www.cambridgeinternational.org/support. You can obtain a login from your Examinations Officer. This provides a wide range of resources to help you, including:

- syllabuses
- past examination papers and specimen papers
- mark schemes
- examiner reports
- example candidate response booklets
- schemes of work
- a resource list
- discussion forum.

All of these forms of teacher support are invaluable in helping you and your learners understand exactly what to expect in examinations, and will help you to prepare your learners appropriately.

When planning your course, your starting point should be the syllabus. This contains information not only on the curriculum content but also the overall aims and assessment objectives. It gives details of the papers, the grade descriptions and additional information (such as the minimum marks needed for particular grades). It is most important that you become thoroughly familiar with all parts of the syllabus document.

You will then need to devise a scheme of work. To do this, you need to think how you will organise the time that you have available to help learners to understand and learn all of the facts and concepts required by the syllabus, and to develop the necessary skills. Cambridge International provides a scheme of work that you could use as a starting point but you will undoubtedly want to produce your own at some point.

Your scheme of work will help you to determine what resources you will require to deliver the course and this will help you to build up teaching, learning and reference resources such as textbooks and worksheets.

1: Planning the course

This section looks at how you can plan your course to ensure that you can cover the whole syllabus within the time that you have available. It includes long-term planning (developing a scheme of work) and planning for individual lessons.

The promotion of critical thinking skills and collaborative work is considered to be very important in acquiring language and improving fluency. Personalisation is also known to increase motivation and self-confidence.

1.1 Key factors to consider when planning your course

These factors will need to be considered before starting the planning of your course:

- the amount of teaching time available each week for the duration of the course
- the availability of resources such as audio equipment for listening tasks, ICT equipment, connection to the internet, and whiteboards or mini-whiteboards.
- the previous learning of your learners
- whether your group is mono- or multi-lingual
- whether your teaching groups will be mixed ability or will be streamed by ability
- the number of lessons you will need to cover the syllabus (the recommended time for a Cambridge IGCSE course is 130 hours of teaching time)
- the school calendar; holidays, examinations, etc.

1.2 Long-term planning

A long-term plan will provide the overall structure of your course. It will include the order in which topics will be taught, the approximate length of time to be spent on each and the factors listed in section 1.1 above. It will need to take into account the number and nature of the groups following the course and whether they should all follow the same path through the course. For example, the prior language learning of learners may differ, with some having learned different, or more, topic areas and grammatical structures than others.

Topics should also, ideally, be arranged so that they fit into the school's sessions, so that a topic is not split because of a school holiday or an examination session.

In a two-year course the second year will probably have fewer weeks because of the timing of the Cambridge examinations.

It is important to note that you do not need to teach the syllabus content in the order in which it is printed in the syllabus. It is likely that you will want to order your teaching to suit your particular needs and preferences. This may be done in a number of ways:

- Start your course with Topic Area A and B, these will provide some basic language points that they will need throughout the course, such as the present tense and numbers, and classroom language.
- Start with a course in the culture of France and French-speaking countries, to generate enthusiasm.
- Start with topics which are conceptually easier, saving the more difficult topics for the second year of the course.
- Use the suggested pattern in the 'Schemes of Work' provided on the School Support Hub.
- Follow your own and learners' interests and enthusiasms to begin with.

Long-term planning will also consider what you would like the learners to able to communicate either in spoken or written form at the end of the course.

A long-term plan should also consider how the four skills will be developed and which topics will contribute best to the development of these skills. Always have in mind what the learners are going to have to do in their final examinations, and make sure that your plan will bring about the gradual development of the skills they will need.

A long-term plan is a working document, it can be adapted as required. As the course progresses you can adapt it as required. When you have worked through it once or twice you will have a much better idea of the best way for you to work through the syllabus.

1.3 Medium-term planning

Medium-term planning is the most important of the three types. It defines, in some detail, what will be taught and when.

Medium-term plans are often called 'Schemes of Work' and these schemes inform you and other French teachers in your school what will happen and when.

Some examples of schemes of work can be found on the School Support Hub (www.cambridgeinternational.org/support). A password is needed to access the site and your Examination Officer will be able to provide you with one. These schemes of work are useful resources but are not really suitable as an alternative to your own medium-term planning because:

- they take no account of the situation in your centre
- they are arranged in a way which may not be what you had designed in your long-term plan
- they have no statement of the amount of time required
- they have many suggestions for suitable activities and websites which you would not necessarily have the time or the resources to follow.

However, they can still be useful:

- They could be used as they stand as one way of moving through the course, although timings for each section would have to be added. They can also include a note about the sort of output you would like your learners to produce, e.g. oral, written, group/pair work, discussions, etc.
- They are certainly a good source of possible practical exercises and web addresses.
- Always check URLs before using them. Web addresses do change from time to time and you need to know what you would be accessing in advance.
- It is really better to develop your own scheme of work as this is more likely to be suitable for your centre and your learners.

A medium-term plan is best developed with contributions from all of the teachers who will be using it. If they have had an input they will feel an 'ownership' of the plan and will be more likely to adhere to it.

A medium-term plan, like a long-term plan, can be adapted as required. It should, if necessary, be amended if it is found not to be working as planned. It should certainly be reviewed at the end of each year to assess how well it has worked and to decide if any improvements could be incorporated.

1.4 Short-term planning

Short-term planning involves planning for a single lesson or perhaps a small group of lessons. It involves not only the content but also the activities which will take place and the progress that is expected of the learners during the lesson.

Short-term planning is something which is done by an individual teacher, taking into account their own strengths and the needs of the learners they will be teaching. Teachers new to the subject may need guidance but the plan should still be their own. This process is covered in more detail in the next section.

2: Planning lessons

2.1 Lesson plans and templates

A lesson plan is written by the teacher and should include details of how the lesson is intended to proceed. It should take account of:

- what is to be taught (learning objectives)
- what is to be achieved by the learners (lesson objectives, content)
- what the learners already know (previous learning and relevant knowledge)
- how learners understanding will be monitored (assessment of learning)
- how learners at different levels of ability are going to access the lesson (differentiation).

It should detail the learning activities which will take place and have approximate timings showing how long each part of the lesson will last. It should also note the language focus for the lesson in brief.

A lesson should ideally have three main parts:

- a beginning which engages and motivates the learners. This activity will also stimulate the background knowledge the learners can bring to the topic
- a middle which covers the main learning and language activities of the lesson
- an end, in which learners can assess and feedback their understanding of what has gone before.

It is most convenient to have a printed template to use in lesson planning. You could design your own but there are many available on the internet or in books. We have included an example lesson plan below and populated each section with helpful notes to guide you. A clean version of the template is also available in the Appendix for you to copy and use.

2.2 Constructing a lesson plan

Lesson:		
Date:	Teacher name:	
Class:	Number present:	Number absent:
Learning objectives to which this lesson is contributing	This will be based on something written in your medium-term plan. It will state which part of the syllabus the lesson is going to address.	
Lesson objectives	These may be the same as the learning objectives but more often will be only a part of them. This is what you intend the learners to fully grasp by the end of the lesson. It should be a realistic target and many learning objectives will take more than one lesson to be fully understood.	
Vocabulary, terminology and phrases		
Previous learning		
Plan		

Planned timings	Planned activities	Resources
Beginning	This should be a brief, engaging activity that should be learner-focused, with as little teacher talk as possible. It aims to stimulate the interest of the learner, and will revisit prior learning, whilst preparing learners for the new learning that will take place in the middle of the lesson. Speaking, reading and writing activities work well as lesson beginnings, such as: • describing a picture projected on the whiteboard • a structured conversation with a partner • a multiple choice or match-up reading activity • a short translation.	Your plan should also include a list of the resources (books, internet, **dictionaries**, etc.) which will be needed in each session of the lesson.
Middle	This is the main part of the lesson, where the objective of the lesson is given (or deduced by the learners), and then there is a series of activities which lead to the objective being achieved. Ideally the activities will be a mixture of listening, speaking, reading and writing tasks so that all skills are developed in the lesson, although this may not always be appropriate, for example if the lesson objective is for the learners to be able to understand and use a new grammatical structure. Learners will build on and extend previous understanding, develop knowledge and skills, practise previously learned techniques or any of many other alternatives. It is important not to include too many activities, but equally important not to spend so much time on one activity that learners become de-motivated. Good lessons will involve the learners in the activities as much as possible. Teachers should aim to give their instructions and explanations in French wherever possible, so that learners are immersed in the language. Learners should also be encouraged to speak to each other in French. Timings should be included for each separate activity.	
End	This part of the lesson brings it to an organised conclusion. It is important to leave enough time for this part, as it is where the lesson's learning is consolidated. Learners (in groups, pairs or individually) can assess how well they understand the material covered during the lesson. This may involve a short written exercise or a question and answer session. The teacher may provide a list of success criteria from the lesson and ask learners to test themselves against them. It may also include feedback from the teacher on some language errors noticed during the lesson, for example, pronunciation of certain words, or incorrect use of tenses. It may also be used to link to whatever is going to happen in the next session, and to set homework. This should take around five minutes.	
Additional information		

Differentiation: How do you plan to give more support? How do you plan to challenge the more able learners?	Assessment: How are you planning to check learners' learning?
How will you try to ensure that the lesson is accessible to all of the learners so that all will benefit from the experience? This is especially important with mixed ability groups. There is more on differentiation in the next section.	It is good practice to check: • what your learners knew/understood before the lesson (content) • how this has changed after the lesson, including language and communication improvements.

Reflection and evaluation

| **Reflection**
Were the lesson objectives realistic?

What did the learners learn today?

What was the learning atmosphere like?

Did my planned differentiation work well?

Did I stick to timings?

What changes did I make from my plan and why? | As soon as possible after the lesson you need to think about how well (or badly) it went. There are two reasons for this; if you share your plan with other teachers in your centre it will enable them to learn from your experiences. It is a good idea to discuss with colleagues how well lessons went. This applies whether they went well or whether there were problems.

It will also help next time you teach the same topic. If the timing was wrong or the activities did not fully occupy the learners' you may want to change some aspects of the lesson next time.
There is no need to re-plan a successful lesson every year, but it is always good to learn from experience and to incorporate improvements next time. |

Summary evaluation

What two things went really well? (Consider both teaching and learning.)
1.
2.
What two things would have improved the lesson? (Consider both teaching and learning.)
1.
2.
What have I learned from this lesson about the class or individuals that will inform my next lesson?

3: Classroom practice

The aim of any teacher is to get their learners to gain knowledge and understanding, to develop the skills to be able to apply this knowledge, and to learn to communicate what they know as effectively and accurately as possible in the time available to them on the course.

Here are some strategies that you can try in your next lesson:

- record language prompts on the whiteboard
- encourage learners to underline key terms
- use images
- provide writing frames
- enable learners to write collaboratively
- introduce learners to new language before setting a task
- provide sentence stems and model language
- activate prior knowledge of the subject
- create a bank of useful expressions
- repeat explanations and progressively increase the difficulty of explanations
- highlight examples of good language use from learners.

The teaching should also take account of the different needs and abilities across the full range of learners represented in the group. Lessons should be interesting and involve the learners as much as possible.

3.1 Active learning

In the French classroom, it is very important that learners are actively engaged in their learning. Wherever possible, give opportunities for learners to deduce meanings or use dictionaries or other books to find out translations of words, rather than relying on the teacher. When introducing a new grammar point, see if the learners can work out what the structure means and how it is formed themselves, before you step in and explain. Give your instructions for each activity in French, and do not be tempted to immediately translate them – encourage the learners to work it out for themselves. When translating, train the learners to deduce meanings of unknown words using their knowledge of grammar and the context of the sentence, rather than telling them what they mean. As well as developing independent learning techniques and resilience, these methods will aid memorising. A description/explanation by the teacher is easily forgotten by the learner, even if it was understood in the first place.

Videos of how to use French vocabulary, phrases and grammar can help, but they are still 'passive'. The learner is not involved in 'discovering' the information.

The learning pyramid below shows the percentage of information retained as a result of different forms of delivery stimulating different learning processes.
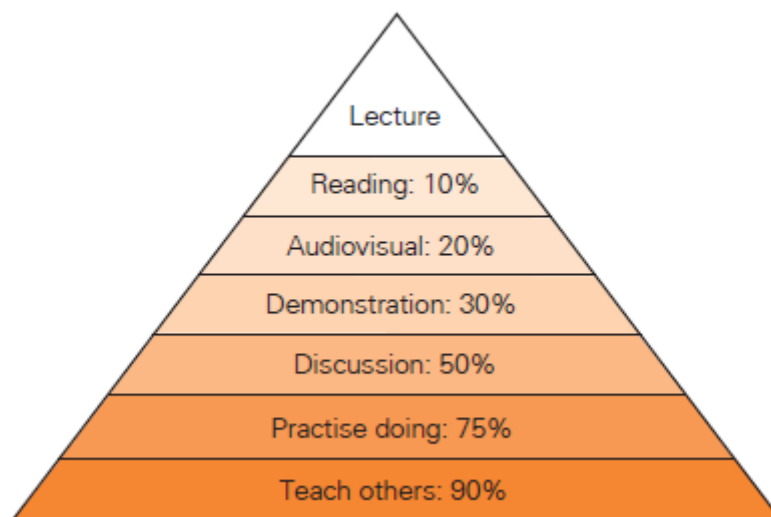
From this it will be seen that although audio-visual (videos and computer animations) may be better than a lecture (being told by a teacher), there are methods which are better still. Clearly not everything can be absorbed by discussion and practice, but activities where the learners actually participate work better.

At least some such activities (active learning) should be used alongside more passive tasks in order to maximise learning. There will not be time for everything to be covered in this way but some topics certainly should be. If you give learners guiding questions to answer while listening this will activate knowledge and language and will allow the learners to feedback the answers or contribute to the group discussion more effectively. This is an example of what is called 'scaffolding'.

There are, of course, many other methods of getting learners involved and plenty of ideas in books and on the web.

3.2 Differentiation

Differentiation is a way of trying to ensure that members of your group with differing abilities can all access the material you are delivering. There are a number of ways of approaching this problem and, again, they can be found in books and on the web. They fall into three main categories.

- **Differentiation by outcome.** In this method an open-ended task is set which can be accessed by all, e.g. '*Qu'est-ce que tu fais normalement le weekend?*' Learners will produce different results according to their ability, but all of their 'outputs' will be valid.

- **Differentiation by task.** Learners are set slightly different tasks based on the same objective. This may involve worksheets which pose questions on the same topic where differing amounts of understanding are required.

- **Differentiation by support.** All learners undertake the same task but those who are weaker are given additional support. Writing frames, where a template is provided for them to record their work, are one way of doing this.

4: Preparing learners for final assessment

4.1 Key considerations

It is important that the demands of the final assessment are kept in mind at all stages of planning. All teachers must fully understand the different tasks that their learners will be completing in the final assessment. Throughout the course it will be helpful to plan examination-style activities and assessments for learners to try, as this will help them understand what will be expected of them in the final assessment, and will inform teachers' future planning. For example, as outlined in the syllabus, the majority of the questions in the Listening paper will be multiple choice, so learners need plenty of practice in this type of question. Writing assessments and homework tasks, and speaking assessments, can all be designed to reflect the types of tasks that will be in the final assessment.

In both the Listening and Reading papers, there may be "distractors", i.e. words that change the meaning of the sentence, and if missed, the sentence will be misunderstood, such as introducing a different tense, "*sauf*" and negatives of verbs (*ne…jamais/rien/pas/personne/aucun*). Learners will benefit from knowing these common distractors and looking in class at examples of questions containing them.

Learners will have 10 minutes preparation time for the Speaking exam. It will be useful to train them to use this preparation time well, by looking carefully at the role-play card, and thinking about what vocabulary and structures they will need to use, and what questions they may be asked.

In the Speaking and Writing exams, learners need to develop what they say and write, and teaching them a mnemonic such as AVOCADO (Adjectives, Variety of Verbs, Opinions, Conjunctions, Adverbs, Descriptions, Originality) or PALM (Physical description, Action, Location, Mood) may prompt well-developed responses in the final assessment. For the writing exam, train learners to review and correct their work carefully, looking at spelling and punctuation, adjectival agreement, genders and verb forms. Modelling good answers as a class, and providing examples of good answers for learners to analyse, can be very useful activities.

As mentioned, you will find many useful resources on the School Support Hub for teachers at www.cambridgeinternational.org/resources. You can obtain a log in for this from your Exam Officer. From this site you can download past papers and marks schemes which can be used to practise model answers. You will also find examiner reports for each paper which indicate the strengths and weaknesses of candidate performance across the whole cohort sitting the examination.

When writing a lesson plan it may be helpful to consider the following points:

- What is the topic and what does it cover? (content)
- Is there something in the topic you can make personal to the learners. For example, is there something you can relate to their particular culture to stimulate interest and prior knowledge? (context, personalisation)

4.2 Study habits

By the start of the Cambridge IGCSE course, the learner will probably have explored preferred methods for studying and revising. However, not all of these methods are necessarily effective. Much research has been published on this subject, suggesting that some of the following methods are not effective:

- generous use of highlighters
- reading and re-reading notes
- working exhaustively and alone
- re-writing existing notes to create a more attractive set of notes.

Dedicated learners will often revise intensely for long periods and convince themselves that they have prepared thoroughly. Sadly, they may well have been largely wasting their time, especially if they are aiming to develop a deep and lasting understanding of the topic. In addition to just passing the examination.

Here are some methods that are proven to work for most learners:

- Distributive practice: that is, spreading out study over time. This method is believed to aid true understanding of the topics.
- Studying in short bursts, followed by testing themselves regularly over several weeks.
- At the end of a revision session, writing down what they can remember.
- Creating a revision timetable for the mock and final exams. This will ensure that they study different subjects little, but often.
- Answering many practice questions/past papers.
- Connecting ideas together by the use of mind maps.
- Using revision guides rather than the subject textbook.

4.3 Deep subject understanding

If learners start to make connections between topics, not only will the study of the subject be more enjoyable for them, but a deeper understanding will be nurtured.

Concept maps (mind maps) can be drawn and connections made between sub-topics in a unit, between units in a syllabus, and indeed between related subjects.

4.4 Technology in and out of the classroom

There is now a great range of technological tools that can be used in and out of the classroom. It is important for learners to experience their learning in a variety of different ways, not least to maintain interest and motivation. Here are just some of the possibilities.

4.4.1 Online resources

These are especially useful for helping to engage learners positively and actively with their learning, for example with vocabulary learning or grammatical structures. Learners can practise and test themselves on vocabulary and structures and they can repeat the process as often as they like. Since these tools are interactive, they are much better than just reading and trying to memorise the language. Because they are interactive and often involve games, this way of learning vocabulary and grammatical structures is often more appealing to learners.

4.4.2 Simulations

These can be useful for modelling French conversation and improving pronunciation and intonation. They also show learners how to use newly acquired vocabulary and structures in authentic contexts, as well as giving examples of French idioms that learners can use in their own work. There is a wealth of conversation simulations on YouTube, such as:

"*239 conversations en français*": www.youtube.com/watch?v=LgA3Ynirhms
"1 hour of Daily French Conversation": www.youtube.com/watch?v=W0fKLzddask

4.4.3 Mobile apps

Be careful in the selection of mobile apps for education, but if chosen well, these can provide another mode of learning or revision for the learner. The options are numerous from games and quizzes to videos and animations.

www.socrative.com/ is an excellent app for formative assessment and learners love it. You can create online multiple-choice style quizzes which provide immediate feedback to teachers, who can instantly identify problem areas. Correction and explanation can then be dealt with immediately.

www.memrise.com is an excellent website and app which enable learners to learn vocabulary. There are many courses available and you are also able to create your own courses to suit individual or groups of learners. This is a free resource, learners find it motivating as they gain points for words learned and can track their progress against their classmates. It also allows the teacher to track learners' progress.

4.4.4 Podcasts

These audio teaching aids are a handy alternative tool, which are especially useful while learners are travelling to and from school or do not want to disturb others. Listening to the same podcasts over and over again can be especially useful. Go to https://savoirs.rfi.fr/fr/apprendre-enseigner/langue-francaise/journal-en-francais-facile to listen to podcasts of the French news in easy French, which will develop listening skills and give useful cultural information. www.jefrench.com/basic-french-lessons/ has lots of podcasts containing explanations of grammar points and practise of vocabulary and expressions.

4.4.5 Video

Nowadays, video is not just something that learners sit down and watch in order to add variation to a lesson. Videos can be stopped periodically and questions asked in the traditional way or more recently they can easily be edited and teacher questions inserted/embedded within the video itself. This makes the process much more active, which increases learning potential.

4.5 Providing feedback on learner work

Whichever type of assignment you have given your learners to complete, it is necessary to provide meaningful feedback, in order for them to improve the quality of their written answers and understanding of a subject. The learner may find the subject itself challenging and/or may not have the skills to deal fully with the question. Either way, meaningful feedback and reflection time are the answer. The Principal Examiners report suggested that some answers in the exam could have been improved if the correct vocabulary had been used. Providing feedback can be done in several ways such as:

- Provide feedback orally in class so that learners write down the extra information they would need to get full marks.
- Allow learners individually to find the other pieces of information to get full marks.
- Provide a situation where the learners are actively engaged in reviewing the questions in pairs or groups with teacher guidance. In this way they can collectively understand what information and language would have gained full marks. The teacher can point out command words used in the question and encourage the learners to develop an understanding of what each word means.

The last suggestion however, takes time and it could be set as a group exercise to be started in learners' own study time.

Teachers can also now easily record units of their own teaching in short, manageable portions. These can be made available to learners who can watch them as a homework assignment. This saves time and allows the teacher to concentrate on other aspects of learning and allows more time for formal assessment. The fact that these videos can be watched again and again is especially usefu.

4.6 The mock examination

The mock examination is an important benchmark for teachers and learners, and it serves several purposes:

- It is an opportunity to be tested on the complete course material* under proper exam conditions.
- Many of the learners will have had to force themselves to start revising for these exams. Without the mock exams, they may have put off revision, until only a month or less before for the final exam.
- Learners who are apprehensive or nervous about taking exams will have a chance to gain familiarity with the process so that 'on the day' they may feel less stressed and more confident.
- It provides an opportunity to spread the revision load of the subject over several months.

After reviewing the results of the mock exam, learners may gain an insight into the following:

- how successful their revision techniques had been
- which topics and sub-topics need more revision
- if they had enough time to complete the exam and check through their answers
- if they were able to perform properly under pressure.

If learners treat the mock exams as if they were the finals, evidence indicates that they may well perform even better in their final assessment. Some may take considerable persuasion to take the mock exams seriously enough to revise properly. They need to be encouraged to appreciate that the process is a positive and supportive one, and one in which very useful feedback will be provided.

* even if learners have not completed the course by the time of the mock exams, an exam should be created which allows the learner to get the mock exam experience on the majority of the syllabus content.

4.7 Use of past papers

Past papers are a very useful tool, in that they allow learners to practise the type of question that may come up in their final exams.

It should be borne in mind that mark schemes contain several alternative acceptable answers. However, when teachers review past paper questions used in unit tests and the mock examination, they should encourage learners to suggest which is the best possible answer, and, in discussion, talk broadly around the topic area on which the question is based from the syllabus.

Learners should be aware of any data provided in the syllabus and importantly any changes to this data that might affect how they understand any practice questions you may have drawn from past papers.

The Principal Examiners Reports for Teachers are very helpful to use in conjunction with the mark schemes. They give very useful advice on areas in which the learners need to improve, as well as informing teachers which questions the learners performed well in. Some of the same advice is re-iterated year after year. Learners need to be reminded that:

- In multiple-mark questions, they would be well advised to:
  - underline key words and what exactly the question requires them to do. Answers often appear as if the learner has not noticed that there are 5 marks available for example
  - take note of the number of marks available as this will indicate the extent of the answer required
  - develop their answers by extending their sentences, giving opinions with reasons, using a range of vocabulary and structures, and linking their sentences using conjunctions.
- A good idea would be for the learner to collect and note down essential information near the questions themselves, which can then be neatly crossed out at the end of the exam. Doing this can prevent loss of marks through errors that are easily avoidable.

- In the 80–90 word writing task, and 130–140 word task, candidates must make sure that they cover all the bullet points given, and that they check and edit their work before submitting it, so as not to lose marks for accuracy.
- In the reading and listening examinations, there will be occasional unknown words of which learners must deduce the meaning. Learners should be trained to use the context of these words to work out their meaning, as well as cognates.

4.8 Command words

It is important that learners understand the vocabulary of the assessment objectives and the 'command words' of exam questions which indicate the approach they should take to an answer, for example, choosing, matching words and pictures, or writing words or phrases.

All the questions on the final assessment papers will be in French, so learners will need to be taught the language of the rubrics so that they understand the context of listening and reading tasks, and so that they are clear what they need to cover in the Speaking and Writing exams. Think about using the language of the exam papers in your class activities, in order to familiarise learners with them.

Learners will need to have a good understanding of interrogative adjectives, adverbs and pronouns (as is in the List of Grammar and Structures in the syllabus) in order to understand questions, particularly in the role play part of the Speaking exam.

You can use the Example Candidate Response booklet that contains candidate responses at different levels of performance to help explain the meaning of the command words to learners. Showing learners good sample responses to questions using different command words can help them see how increasing levels of skill relate to the marks available. Asking questions in ascending order of skill whilst teaching a topic will encourage learners to ask themselves similar questions when they are learning alone. If they become practiced at this, they will begin to see patterns emerging where the same processes and concepts can be applied to similar scenarios even if they have not been covered in class.

5: Resources and support

5.1 Finding and evaluating resources

There are many resources to help in the teaching of French. They can be found in textbooks and on the internet.

Go to our public website at www.cambridgeinternational.org/ 'Published resources' to find a list of endorsed textbooks:

There are other published books, which cover aspects of the course but are not specific to the Cambridge IGCSE and O Level syllabus.

A few websites which are listed on the Cambridge website (Published resources) are relevant and provide access to authentic material and some teaching resources, but are not necessarily endorsed by Cambridge International are listed here:

www.languagesonline.org.uk/
This website contains a wealth of activities, which will allow learners to revise vocabulary and grammar. The interactive tasks are self-marking, to show learners areas for further development.

www.teachitlanguages.co.uk
This website offers teaching resources that will develop all four skills and a range of topic areas. To access all the resources there is a paid subscription, but a number of resources are free.

www.tes.co.uk
A conglomeration of teacher resources contributed by various industries and institutions. Resources are grouped by language and school years. They range from whole lessons, to PowerPoints and worksheets to vocabulary lists.

www.linguascope.com
Language games and activities organised into over 140 topic areas. Suitable for teachers and learners. This is a subscription-based website only available to schools. French, German, Spanish, Italian and English learning at three levels.

5.2 School Support Hub

This is an excellent source of information and can be accessed at www.cambridgeinternational.org/support. You need a username and password to access it and these can be obtained from your Examinations Officer if you are in a Cambridge centre.

On the School Support Hub, you will be able to access the syllabus and copies of past papers together with their mark schemes, examiner reports and grade thresholds, and a sample scheme of work which can be downloaded and used to gain further information on the delivery of this syllabus. There is also a list of resources and a link to the Discussion Forum where teachers can post comments and questions. It is worth looking at this from time to time and following interesting threads even if you do not post any comments of your own.

5.3 Training

The School Support Hub also has a list of upcoming training events. These include:

- Online courses, including tutor-led courses. The tutor-led courses are highly recommended to help you improve your teaching skills. They are intended for teachers who have already been teaching Cambridge IGCSE French for one year.
- Face-to-face courses, held at various venues at different times throughout the year. These enable you to meet up with other Cambridge IGCSE French teachers, and also to interact directly with a trainer from Cambridge International.
- Online seminars, which are led over a short period of time by an expert, and focus on specific issues such as syllabus changes or the recent examination session.

You can also find information about face-to-face training events at www.cambridgeinternational.org/events.

In addition, Cambridge International runs professional development courses for teachers who want to develop their thinking and practice. These include the Cambridge International Certificate for Teachers and Trainers, and the Cambridge International Diploma for Teachers and Trainers. You can find information about these at www.cambridgeinternational.org/qualifications/teacher.

Appendix: Sample lesson plan template

Lesson:		
Date:	**Teacher name:**	
Class:	**Number present:**	**Number absent:**
Learning objectives to which this lesson is contributing		
Lesson objectives		
Vocabulary, terminology and phrases		
Previous learning		

Plan		
Planned timings	**Planned activities**	**Resources**
Beginning		
Middle		
End		

Additional information	
Differentiation: How do you plan to give more support? How do you plan to challenge the more able learners?	**Assessment: How are you planning to check learners' learning?**

Reflection and evaluation	
Reflection Were the lesson objectives realistic? What did the learners learn today? What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?	

Summary evaluation

What two things went really well? (Consider both teaching and learning.)
1.
2.
What two things would have improved the lesson? (Consider both teaching and learning.)
1.
2.
What have I learned from this lesson about the class or individuals that will inform my next lesson?