

## *Teacher Resource Bank*

### **GCSE French**

### Scheme of Work



*It is important to have a Scheme of Work in place in order to guarantee that the specification is covered fully by the teacher or teachers charged with the delivery of the course. Heads of Department and their teachers will choose what approach to take; they know the nature of their institution, the strengths and enthusiasms of their teachers and the levels of ability and knowledge of their students.*

*What follows, therefore, is just one possible approach.*

## **Year 10 French Scheme of Work**

### **Overview**

### **AQA specification topic coverage over a two year course**

#### **September/October**

##### **HEALTH**

- Healthy and unhealthy lifestyles and their consequences

#### **November/December**

##### **RELATIONSHIPS AND CHOICES**

- Relationships with family and friends
- Future plans regarding: marriage/partnership
- Social issues and equality

#### **January/February**

##### **LEISURE**

- Free Time and the Media
- Free time activities

#### **March**

- Shopping, money, fashion and trends
- Advantages and disadvantages of new technology

#### **April/May**

##### **HOLIDAYS**

- Plans, preferences, experiences
- What to see and getting around

#### **June/July**

##### **HOME AND ENVIRONMENT**

- Home and Local Area
- Special occasions celebrated in the home
- Home, town, neighbourhood and region, where it is and what it is like

## Year 11 French Scheme of Work

### September/October

#### ENVIRONMENT

- Current problems facing the planet
- Being environmentally friendly within the home and local area

### November/December

#### WORK AND EDUCATION

- School/College and Future Plans
- What school/college is like
- Pressures and problems

### January/February

- Current and Future Jobs
- Looking for and getting a job
- Advantages and disadvantages of different jobs

### March/April

### Revision – Year 10

#### Topic, Grammar and Communication strategies – Suggested approach

Topic area	Grammar	Communication strategies
Healthy and unhealthy lifestyles and their consequences	<ul style="list-style-type: none"> <li>• present tense</li> <li>• partitive article &amp; <i>de</i> after negative forming negative (including <i>jamais</i>, <i>plus</i>, <i>personne</i> etc.)</li> <li>• adverbs of frequency</li> <li>• avoir and être (including avoir froid, avoir peur etc)</li> </ul>	<ul style="list-style-type: none"> <li>• use visual clues (title, paragraphs, pictures, layout)</li> <li>• give opinions</li> </ul>
Relationships with family and friends	<ul style="list-style-type: none"> <li>• possessive adjectives</li> <li>• adjectival agreements</li> <li>• reflexive verbs, (s'entendre, se disputer)</li> <li>• emphatic pronouns eg with <i>sans</i> &amp; <i>avec</i></li> </ul>	<ul style="list-style-type: none"> <li>• recognise near cognates</li> <li>• understand that 3<sup>rd</sup> person plural <i>-ent</i> and final <i>-s</i> are not pronounced</li> </ul>
Future plans regarding: marriage/partnership	<ul style="list-style-type: none"> <li>• future tense OR</li> <li>• <i>je voudrais/j'ai l'intention de/j'aimerais</i> etc + infinitive</li> </ul>	<ul style="list-style-type: none"> <li>• check spellings and genders you are unsure of in dictionary</li> </ul>

Topic area	Grammar	Communication strategies
Social issues and equality	<ul style="list-style-type: none"> <li>verbs that take infinitives eg <i>devoir pouvoir, vouloir</i></li> <li>verbs that take <i>à</i> or <i>de</i></li> <li>comparative of adjectives (including <i>meilleur</i>)</li> </ul>	<ul style="list-style-type: none"> <li>gender patterns e.g. <i>intégration, allocation</i> usually feminine</li> </ul>
Free Time and the Media	<ul style="list-style-type: none"> <li>adverbs of frequency</li> <li>perfect tense with <i>avoir</i></li> </ul>	<ul style="list-style-type: none"> <li>frequency expressions like <i>normalement, chaque jour</i></li> </ul>
Free time activities	<ul style="list-style-type: none"> <li>perfect tense with <i>être</i> including agreements</li> </ul>	<ul style="list-style-type: none"> <li>Listening for gist</li> </ul>
Shopping, money, fashion and trends	<ul style="list-style-type: none"> <li>perfect tense with reflexives and negatives</li> <li>direct object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>use knowledge of grammatical categories and context to work out meaning</li> </ul>
Advantages and disadvantages of new technology	<ul style="list-style-type: none"> <li>superlative adjectives (including <i>le meilleur/le pire</i>)</li> <li>use of <i>on</i> in impersonal sentences</li> <li>indirect object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>note the prefixes <i>in-</i> and <i>re-</i> which are the same in English and French e.g. <i>inconfortable, revisiter</i>.</li> </ul>
Holiday plans, preferences, experiences	<ul style="list-style-type: none"> <li>imperfect tense (including <i>c'était, il y avait</i> + weather expressions)</li> <li>prepositions eg <i>en/au/aux</i> with countries</li> <li>pronouns <i>y</i> and <i>en</i></li> </ul>	<ul style="list-style-type: none"> <li>when giving an account in the past tense, use sequence words e.g. <i>au début, puis, à la fin</i></li> </ul>
What to see and getting around	<ul style="list-style-type: none"> <li>Use of <i>quand</i> with future tense eg <i>quand j'irai en France, je verrai</i></li> <li>Imperatives (singular and plural)</li> </ul>	<ul style="list-style-type: none"> <li>use qualifiers and intensifiers e.g. <i>assez, très, trop</i>.</li> </ul>
Home and Local Area	<ul style="list-style-type: none"> <li>formation of adverbs</li> <li>perfect tense reflexive verbs</li> <li>indefinite adjectives (<i>chaque, quelque</i>)</li> </ul>	<ul style="list-style-type: none"> <li>note clues about size or quantity e.g. <i>-aine</i> = approximately e.g. <i>vingtaine</i>, <i>-ette</i> = mini-version e.g. <i>maisonette</i>, expressions such as <i>environ, à peu pres</i></li> </ul>
Special occasions celebrated in the home	<ul style="list-style-type: none"> <li><i>depuis</i> + present or imperfect tense</li> <li>adjectives that go before nouns eg <i>beau, nouveau, vieux</i></li> </ul>	<ul style="list-style-type: none"> <li>develop fluency techniques</li> </ul>
Home, town, neighbourhood and region, where it is and what it is like	<ul style="list-style-type: none"> <li>prepositions of place including <i>à côté de, près de, au milieu de, en face de</i></li> </ul>	<ul style="list-style-type: none"> <li>join up short sentences to make more complex ones using <i>et, mais, parce que, qui</i></li> </ul>

## Revision – Year 11

### Topic, Grammar and Communication strategies – Suggested approach

Topic area	Grammar	Communication strategies
Current problems facing the planet	<ul style="list-style-type: none"> <li><i>il faut</i> + infinitive</li> <li>indefinite pronouns (<i>quelqu'un, tout le monde, personne, chacun</i>)</li> </ul>	<ul style="list-style-type: none"> <li>learn French pronunciation of certain graphemes; <i>-ion</i> in <i>pollution</i>,</li> </ul>
Being environmentally friendly within the home and local area	<ul style="list-style-type: none"> <li>Conditional tense (on <i>devrait</i>, on <i>pourrait</i>)</li> </ul>	<ul style="list-style-type: none"> <li>recognise adjectives from verbs you already know e.g. <i>recycler - recyclable</i></li> </ul>
School/College and Future Plans	<ul style="list-style-type: none"> <li>demonstrative adjectives (<i>ce, cette</i>)</li> <li>relative pronoun <i>qui, que</i></li> </ul>	<ul style="list-style-type: none"> <li>use of relative pronouns, <i>quand</i> and <i>si</i></li> </ul>
What school/college is like	<ul style="list-style-type: none"> <li>demonstrative pronouns (<i>celui, celle</i>)</li> <li>possessive pronouns, <i>le mien</i></li> </ul>	<ul style="list-style-type: none"> <li>check grammar carefully before submitting written work, plural endings of nouns and adjectives, verb endings agreeing with their pronouns etc</li> </ul>
Pressures and problems	<ul style="list-style-type: none"> <li>pluperfect tense</li> <li>interrogative forms</li> </ul>	<ul style="list-style-type: none"> <li>check the accents such as <i>é</i> on every <i>-er</i> past participle</li> </ul>
Looking for and getting a job	<ul style="list-style-type: none"> <li>present participle</li> <li>when to use <i>tu</i> and <i>vous</i>;</li> </ul>	<ul style="list-style-type: none"> <li><i>-ant</i> is equivalent to <i>-ing</i> in English (present participle) and <i>-ement</i> and <i>-ement</i> are equivalent to <i>-ly</i> (adverbs).</li> </ul>
Advantages and disadvantages of different jobs	<ul style="list-style-type: none"> <li>Recognition of subjunctive (eg after <i>bien que</i>)</li> <li><i>Venir de</i></li> </ul>	<ul style="list-style-type: none"> <li>note the common endings for jobs <i>-eur/-euse</i> and <i>-ier/ière</i></li> <li>Sometimes knowledge of a noun gives the meaning of another eg. <i>ferme, fermier</i>.</li> </ul>

## Features of a Scheme of Work

- Language content
- Expectations and outcomes
- Learning objectives
- Resources
- Suggested activities
- Further opportunities

The above suggested pattern ensures that the content of the specification is covered. However, the topics and contexts are merely a vehicle to ensure that pupils progress in their language learning and have opportunities to reapply what they have learnt in terms of grammatical structures, vocabulary and skills. The hope is that pupils will become increasingly independent in their use of language. The principle of recycling and reapplying language should therefore form the main feature of a planned scheme of work. When approaching a topic from the specification, teachers will wish to consider what new language content is necessary to extend their pupils knowledge and what language needs to be revised and consolidated. It is important to demonstrate to pupils that they can use previously learnt language structures in different contexts. They should be encouraged to become more adept at manipulating the language themselves.

When writing the scheme, teachers will want to consider what most of their pupils will be able to do in listening, reading, speaking and writing. Some pupils will not have made as much progress as others, and the expectations will be different for these pupils. At the same time, some will progress more quickly than others. The scheme of work will seek to identify what can be expected from these three groups of pupils. By considering what outcomes are desirable, teachers will be able to match their expectations to something concrete. If the scheme of work as a whole provides a long-term plan, clarifying objectives at each stage helps to create shorter term plans. Sequencing of the learning objectives promotes pupils.

Once objectives have been identified, teachers will want to think about what resources are available to them in the classroom. In addition to commercially produced textbooks and workbooks, cassettes and videos/DVDs, departments will have access to their own banks of materials, not forgetting the need to select the most appropriate ICT resources. These activities should be left open ended for colleagues to add their own suggestions or to adapt activities themselves. The suggestions are particularly helpful for newer teachers or supply colleagues. Teachers will wish to highlight in the scheme of work opportunities to include links to other areas of the curriculum, such as citizenship and key skills, and the broadening of cultural awareness.

## Sample Unit for scheme of work

### Context 1

#### Purpose 1: Healthy and unhealthy lifestyles and their consequences

#### Language content

- Revision of present tense of regular verbs + some irregulars such as *faire*, *dormir* and *boire*.
- *Avoir* and *être*.
- *Du de la de l' des*.
- Negatives (*je ne fume jamais*).
- Key vocabulary on eating/drinking/exercise/smoking/drinking alcohol and drugs.

#### Expectations and outcomes

**Almost all pupils will:** understand spoken and written texts containing familiar and some unfamiliar language; use language in speech or writing on similar topics; give simple opinions, state preferences, with justification; ask a range of questions in a variety of contexts.

**Some pupils will only:** understand the main points of simple spoken and written texts; with support, write or say simple sentences and ask simple questions, usually following a model.

**Some pupils may:** understand longer spoken and written texts, containing more complex language, including some authentic texts; adapt language for use in further contexts; write and speak with a fair degree of accuracy.

#### Learning objectives

Pupils will learn:

- to describe their current lifestyle in some detail, including opinions and preferences.
- to give ideas for improving their health (eg better diet, more exercise, less stress).
- to discuss the consequences of different lifestyles.

## Resources

GCSE course book

Cassette/CD

Authentic materials and realia (eg healthy eating leaflets, anti-smoking posters)

Video/DVD

Web sites eg [www.doctissimo.fr](http://www.doctissimo.fr), [www.topsante.fr](http://www.topsante.fr)

ICT software

Worksheets

## Suggested activities

- Starters such as word searches, muddled letters, odd one out etc.
- Information gap exercises.
- Survey on lifestyle.
- Thinking skills activities eg labels with food items put them into different categories.
- Anti-drinking, or anti-smoking campaign.
- Plan an appropriate menu eg for a vegetarian.
- Write advertisement for healthy diet.
- Information gap pair work on amenities in a town.
- Understand reasons for smoking and the dangers.
- Quiz on health issues.
- Group and pair work activities such as listing ways to stay healthy.
- Who wants to be a Millionaire?
- Photo quiz on French towns.
- Design a leaflet in French, promoting good health.
- Act out scene from Casualty type programmes.
- Compare French diet to British one.
- E-mail links with French speaking country.
- Citizenship: considering other people's experiences.
- Every child matters - promoting health and well-being.
- SEAL links.
- Plenary activities checking learning and pupil self-assessment.
- Pupils comment on the work of others and discuss how to improve it.

## Further opportunities

### Spoken assignments

- Interview with a couch potato.
- Asking a doctor for advice on how to stay healthy.

### Written assignments

- Diary of a Big Brother contestant eg stress, how you manage to keep fit, diet, how well you sleep etc.
- Mr Men style story (eg Monsieur Gourmand, Mademoiselle Sportive).
- Cultural awareness – French attitude to health, French diet, death rates in France eg drink related accidents, number of young people who smoke, attempts to reduce smoking in France eg price, ban on advertising, ban on packets of 10 cigarettes. Health issues in French speaking countries eg in Africa, diet and infant mortality rates etc.