



## Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 10 French GCSE

AQA GCSE context: Lifestyle / Leisure / Home and Environment / Work and Education

Number of weeks (between 6&8)	Content of the unit : see AQA context - Leisure / Home and Environment		Assumed prior learning (tested at the beginning of the unit)
HT2 7 weeks 6 weeks topic coverage / 1 week Speaking assessment	<b>Content:</b>  discussing jobs and pocket money part-time jobs different jobs making phone calls using polite language work experience	<b>Skills:</b>  Using prepositions. Using "il faut" to say what you need. Using the perfect tense. Using je voudrais	Prepositions Colours The perfect tense with both auxiliaries.
Assessment points and tasks	Written feedback points		Learning Outcomes (tested at the end and related to subject competences)
Vocabulary learning tests If score less than 15/20, pupils to attend Catch-Up session 1 - Based on Expo Vert p55 Sections l'argent l'argent 1 and 2 - Lesson 2 - Based on Expo Vert p56 &57 Section avez-vous un job 1- Lesson 5 3 - Based on Expo Vert p 58 Section au boulot 2 l'argent - Lesson 8 4 - Based on Expo Vert p59 Section c'est de la part de qui- Lesson 11 5 - Based on Expo Vert p60 & 61 Section le stages en entreprise - Lesson 14 6 - Summary vocabulary test - most problematic words - Lesson 17	Written homeworks (see schedule for more detail)  1 -Discussing jobs and money (travail à la maison) - Using indirect object pronouns (me, te, lui) 2 - Talking about part-time jobs - Looking for detailed meaning in a text - Using opinions (positive/negative opinions and attitude about jobs) 3 - Discussing different jobs - Forming questions (Est-ce que, pourquoi, que, quel, comment, quand, combien de...) 4 -- Talking about jobs offers and how to apply for jobs - Using formal language (vous-votre-vos, madame, mademoiselle, monsieur) 5 - Discussing problems at work - Using QUI and QUE 6 - - Talking about work experience - Contrasting the perfect and imperfect tenses		PIXL plotting - subject competences - main foci GCSE Writing See below  Selection of Exampro Reading and Listening Foundation and Higher questions on the topic. See T/MFL/GCSE / Exampro /French Yr 11



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GCSE MFL - Writing	Band 3/F	Band 4/E	Band 5/D	Band 6/C	Band 7/B	Band 8/A	Band 9/A*
<b>Content</b>							
I can draft work using help sheets and dictionary to look up words and gender/plurals							
I can use grammar to build my own phrases in new contexts							
I use my prior learning regularly in my work							
I can edit work using help sheets and dictionary to look up words and gender/plurals							
I can memorise work using strategies developed in class							
I can write one or two short sentences with support							
I can write 3/4 sentences adapting language I have already learned							
I can write 3/4 paragraphs adapting language I have already learned							
I can write 2/3 short sentences from memory and meaning is recognisable							
I can write 3/4 sentences on a familiar topic adapting language I have already learned							
I can 3/4 paragraphs on a familiar topic adapting language							
I can give simple opinions							
I can give simple opinions with a reason							
I use complex opinions							
I can evaluate using opinions							
I can show to sequence my ideas using time expressions							
<b>Range of language</b>							
I can use the 1 <sup>st</sup> / 3 <sup>rd</sup> person singular of the present with reasonable accuracy							
I can use other forms of the present with reasonable accuracy							
I can use 2 tenses - the present and past or immediate / simple future							
I can use 3 tenses - the present, past and immediate / simple future							
I can use alternative tenses where appropriate (e.g. conditional, pluperfect)							
I can use the subjunctive mood where appropriate							
I can use simple connectives							
I can use a range of complex connectives							
I can use subordinate clauses to link ideas							
I can basic adjectives and descriptions							
I can advanced adjectives and descriptions							
I can write formally and informally							



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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework) Strand 1 - Vocabulary Strand 2 - Language skills	Closure
1	Do you know the vocabulary for household chores ?	All: can understand the new vocabulary  Most: can also add connectives.  Some: can understand and give more information.	Revising the definite article  Introducing household jobs	PPT based on Expo vert GCSE pp 104  Active teach Expo vert Foundation Module 6 Unit Déjà vu 1  <i>d'exercices Foundation</i> , p. 55; <i>Grammaire</i> , p. 118 - 119	In pairs: make up dialogue about pocket money using details of two people from ex. 2  Prepare (and practise) a conversation about pocket money (what they buy, what they save for) exs 3, 6	Strand 1 Vocabulary learning based on Expo Vert p55	Team game, creating short dialogues about household chores.
2	Can you listen and respond to audio on household chores?	All: can understand note main chores .  Most: can also note down frequency .  Some: can note down any extra details.	Jumbled up words/phrases for chores	PPT based on Expo vert GCSE pp 104& 105  Active teach Expo vert Foundation Module 6 déjà vu  CD 3 tracks 17-18; <i>Cahier d'exercices Higher</i> , p. 55; <i>Grammaire</i> p. 220	Note details of texts about pocket money (how much, work done, opinion) Note items bought with pocket money exs 2, 5	Strand 2 - Language skills	Exit questions on household chores.
3	Can you write a short text to describe what household chores you do?	All: can apply the vocabulary for the main chores .  Most: can add higher connectives and write complex sentences .  Some: can give more detailed information and add opinions	1 Revising indirect object pronouns	PPT based on Expo vert GCSE pp 70-71  Active teach Expo vert Foundation Module 4 Unit 1  CD2, tracks 6-8; <i>Cahier d'exercices Foundation</i> , p. 36	Write a paragraph about pocket money using details of two people from ex. 2  Write a paragraph about own pocket money (what they buy, what they save for)	Strand 2 - Language skills	Pupils to reflect on their learning in the lesson  WWW EBI



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4	<p><b><u>Talking about part-time jobs 1</u></b> Do you know the key words/phrases for discussing part-time jobs?</p>	<p>All: can understand the new vocabulary and key phrases</p> <p>Most: can also add connectives.</p> <p>Some: can understand and give more information.</p>	Revising any known jobs	<p>PPT based on Expo vert GCSE pp 106</p> <p>Active teach Expo vert Foundation Module 6 Unit 1</p> <p>CD 3 tracks 19-20; <i>Cahier d'exercices Higher</i>, p. 56</p>	<p>In pairs: make up a dialogue. using framework and details of people in ex. 1</p> <p>Prepare (and practise) a presentation on their job, using own details or the prompts supplied</p> <p>exs 4, 6</p>	Strand 1 Vocabulary learning based on Expo Vert p118 & 119 Section as-tu un petit job	<p>Pupils to reflect on their learning in the lesson</p> <p>WWW EBI</p>
5	<p><b><u>Talking about part-time jobs 2</u></b> Can you listen and respond to audio on part-time jobs?</p>	<p>All: can understand note main points .</p> <p>Most: can also note some additional details .</p> <p>Some: can note down most extra details.</p>	Recognising key words and phrases which affect meaning in a text	<p>PPT based on Expo vert GCSE pp 108</p> <p>Active teach Expo vert Foundation Module 6 Unit 1</p> <p>CD 3 tracks 19-20; <i>Cahier d'exercices Higher</i>, p. 56</p>	<p>Match speakers to appropriate pictures</p> <p>Note details of text about part-time jobs (days worked, hours worked, pay)</p> <p>exs 1, 2</p>	Strand 2 - Language skills	<p>Pupils to reflect on their learning in the lesson</p> <p>WWW EBI</p>



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6	<p><b>Talking about part-time jobs 3</b> _Can you write a short about an imaginary part-time job that you have?</p>	<p>All: can apply the new vocabulary for the main chores .  Most: can add higher connectives and write complex sentences .  Some: can give more detailed information and add opinions</p>	Revising connectives	<p>PPT based on Expo vert GCSE pp 106 &amp; 107  Active teach Expo vert Foundation Module 6 Unit 1  CD 3 tracks 19-20; <i>Cahier d'exercices Higher</i>, p. 56</p>	<p><b>Reading</b> - Match sentences to pictures from ex. 1 Identify statements as positive, negative or positive/negative exs 3, 5 <b>Writing</b> Write a paragraph on own or imaginary job <b>Key language</b> <i>Je travaille de (9h00) à</i>  <i>Je gagne (5€) par heure.</i> <i>Je fais le café pour les</i>  <i>Je travaille à la caisse.</i> <i>Je fais des livraisons.</i> <i>Je sers les clients.</i> <i>Je range l'équipement sportif.</i> <i>Je remplis les rayons</i></p>	Strand 2 - Language skills	<p>Pupils to reflect on their learning in the lesson  WWW EBI</p>
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7	<p><b><u>Discussing different jobs</u></b> <b><u>Forming questions 1</u></b></p> <p>Do you know the key words/phrases for discussing different types of jobs?</p>	<p>All : can understand the new vocabulary and key phrases</p> <p>Most: can also add connectives</p> <p>Some: can understand and give more information.</p>	<p>Practising <b>masculine/feminine forms</b></p>	<p>PPT based on Expo vert GCSE pp 108 &amp; 109</p> <p>Active teach Expo vert Foundation Module 6 Unit 2</p> <p>CD 3 tracks 21-22; <i>Cahier d'exercices Higher</i>, p. 57; <i>À toi Student Book</i> p. 192 exs 1-2, p. 193 exs 4-5; <i>Grammaire</i> p. 205</p>	<p>In pairs: ask and answer questions about a job, using the details supplied</p> <p>In pairs: ask and answer questions on jobs they would/wouldn't like to do</p>	<p>Strand 1 Vocabulary learning based on Expo Vert p118 &amp; 119 Section au boulot</p>	<p>Pupils to reflect on their learning in the lesson</p> <p>WWW EBI</p>
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8	<p><b><u>Discussing different jobs</u></b>  <b><u>Forming questions 2</u></b></p> <p>Can you read and respond to a text about different types of jobs?</p>	<p>All: do a simple matching pictures of jobs to the correct phrases</p> <p>Most: can also read a text and identify possible jobs</p> <p>Some: transplant short speeches about jobs.</p>	Reading strategies .	<p>PPT based on Expo vert GCSE pp 108 &amp; 109</p> <p>Active teach Expo vert Foundation Module 6 Unit 2</p> <p>CD 3 tracks 21-22; <i>Cahier d'exercices Higher</i>, p. 57; <i>À toi Student Book</i> p. 192 exs 1-2, p. 193 exs 4-5; <i>Grammaire</i> p. 205</p>	<p><b>Reading</b>          Complete a gap-fill text using the words supplied          Match the pictures to the texts          Look up/work out new vocabulary in texts exs 2, 5, 6</p> <p><b>Writing</b>          Write a paragraph about a job, using the details supplied in ex. 3</p> <p><b>Key language</b>  <i>Ce que j'aime surtout, ... c'est la variété du travail</i>  <i>le/la patron(ne)</i>  <i>mes collègues</i>  <i>le salaire</i>  <i>les horaires de travail</i>  <i>les (autres) gens</i>  <i>sauf</i>  <i>même (si)</i>  <i>C'est/Ce n'est pas bien payé.</i>  <i>monotone</i>  <i>satisfait(e)</i>  <i>sévère</i>  <i>enfermé(e) dans un bureau</i>  <i>fatigant(e)</i>  <i>gratifiant(e)</i>  <i>sale</i>  <i>stressant(e)</i></p>	Strand 2 - Language skills	<p>Pupils to reflect on their learning in the lesson</p> <p>WWW          EBI</p>
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9	<p><b><u>Discussing different jobs</u></b> <b><u>Forming questions 3</u></b></p> <p>Can you write a short text about your job? (Imaginary)</p>	<p>All: can apply the new vocabulary for the jobs .</p> <p>Most: can add higher connectives and write complex sentences .</p> <p>Some: can give more detailed information and add opinions Include someone else</p>	Revising forming questions	<p>PPT based on Expo vert GCSE pp 72-73</p> <p>Active teach Expo vert Foundation Module 6 Unit 2</p> <p>CD 3 tracks 21-22; <i>Cahier d'exercices Higher</i>, p. 57; <i>À toi</i> Student Book p. 192 exs 1-2, p. 193 exs 4-5; <i>Grammaire</i> p. 205</p>	<p>Identify in the text in exercise</p> <p>Write a paragraph about a job, using the details supplied in ex. 3.</p>	Strand 2 - Language skills	<p>Pupils to reflect on their learning in the lesson</p> <p>WWW EBI</p>
10	<p><b><u>Applying for jobs</u></b> <b><u>Using formal language 1</u></b></p> <p>Do you know the key words/phrases for making formal phone calls in French?</p>	<p>All: can understand the new vocabulary and key phrases</p> <p>Most: can also add connectives.</p> <p>Some: can understand and give more information.</p>	Revising the formal vous form	<p>PPT based on Expo vert GCSE pp 110 &amp; 111</p> <p>Active teach Expo vert Foundation Module 6 Unit 3</p> <p>CD 3 tracks 23-24; <i>Cahier d'exercices Higher</i>, p. 58; <i>À toi</i> Student Book p. 192 ex. 3</p>	<p>Identify the appropriate job from English details</p> <p>Translate expressions from the texts in ex. 1; check details in a dictionary exs 1, 2</p>	Strand 1 Vocabulary learning based on Expo Vert p118 & 119 Section c'est de la part de qui ?	<p>Pupils to reflect on their learning in the lesson</p> <p>WWW EBI</p>
11	<p><b><u>Applying for jobs</u></b> <b><u>Using formal language 2</u></b></p> <p>Can you listen and respond to audio on making formal phone calls in French?</p>	<p>All: can understand note main points .</p> <p>Most: can also note some additional details .</p> <p>Some: can note down most extra details.</p>	Practising listening for details	<p>PPT based on Expo vert GCSE pp 110 &amp; 111</p> <p>Active teach Expo vert Foundation Module 6 Unit 3</p> <p>CD 3 tracks 23-24; <i>Cahier d'exercices Higher</i>, p. 58; <i>À toi</i> Student Book p. 192 ex. 3</p>	<p><b>Listening</b></p> <p>Identify the jobs the speakers are enquiring about, using the adverts in ex. 1</p> <p>Listen and complete gap-fill dialogue exs 3, 4</p>	Strand 2 - Language skills	<p>Pupils to reflect on their learning in the lesson</p> <p>WWW EBI</p>





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12	<p><b><u>Applying for jobs</u></b> <b><u>Using formal language 3</u></b></p> <p>Can you do a role-play making formal phone calls in French?</p>	<p>All: can use simple requests to buy a ticket.</p> <p>Most: can ask for and give more information.</p> <p>Some: can reuse vocabulary to ask different questions.</p>	Revising key language for buying a train ticket	<p>PPT based on Expo vert GCSE pp 110 &amp; 111</p> <p>Active teach Expo vert Foundation Module 6 Unit 3</p> <p>CD 3 tracks 23-24; <i>Cahier d'exercices Higher</i>, p. 58; <i>À toi Student Book</i> p. 192 ex. 3</p>	<p><b>Speaking</b></p> <p>In pairs: complete and practise a In pairs: practise the completed dialogue from ex. 4</p> <p>In pairs: adapt the dialogue from exercise 4, using the details supplied</p>	<p>Strand 2</p> <p>Use of formal language - Expo vert workbook p 111 and GCSE French foundation workbook 59</p>	<p>Pupils to reflect on their learning in the lesson</p> <p>WWW EBI</p>
13	<p><b><u>Talking about work experience</u></b> <b><u>Saying what you had to do 1</u></b></p> <p>Can you talk about work experience?</p>	<p>All : can understand the new vocabulary and key phrases</p> <p>Most: can also add higher connectives.</p> <p>Some: can understand and give more information.</p>	Reviewing the perfect tense.	<p>PPT based on Expo vert GCSE pp 12 &amp; 113</p> <p>Active teach Expo vert Foundation Module 6 Unit 4</p> <p>CD2, tracks 43-44; <i>Cahier d'exercices Foundation</i>, pp. 60-62; <i>À toi Student Book</i>, p. 179 exs 1-2; <i>Grammaire</i>, p. 192</p>	<p>Identify where the people in exercise 1 worked, using pictures</p> <p>Identify who had to do what during their work experience, using information in exercise 1.</p> <p><b>Speaking</b></p> <p>In pairs: make up dialogues asking and answering questions about work experience, using English prompts</p>	<p>Strand 1</p> <p>Vocabulary learning based on Expo Vert p118 &amp; 119 Section les stages en entreprise</p>	<p>Pupils to reflect on their learning in the lesson</p> <p>WWW EBI</p>
14	<p><b><u>Talking about work experience</u></b> <b><u>Saying what you had to do 2</u></b></p> <p>Can you listen and respond to audio about</p>	<p>All: can understand main information about work experience</p> <p>Most: can also understand information about other people's work experience</p> <p>Some: can understand more information and reuse this to talk about them.</p>	Consolidating how the perfect tense is formed.	<p>PPT based on Expo vert GCSE pp 12 &amp; 113</p> <p>Active teach Expo vert Foundation Module 6 Unit 4</p> <p>CD2, tracks 43-44; <i>Cahier d'exercices Foundation</i>, pp. 60-62; <i>À toi Student Book</i>, p. 179 exs 1-2; <i>Grammaire</i>, p. 192</p>	<p><b>Listening</b></p> <p>Understand the work experience done and identify the written versions of the texts, noting the name of each speaker</p> <p>Check answers to exercise 4; note whether opinions are positive or negative</p>	<p>Strand 2 - Language skills</p>	<p>Pupils to reflect on their learning in the lesson</p> <p>WWW EBI</p>



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15	<p><b><u>Talking about work experience</u></b> <b><u>Saying what you had to do 3</u></b></p> <p>Can you write a short text to?</p>	<p>All: can write and say a simple description of their work experience</p> <p>Most: can also add the past tense to talk about work experience</p> <p>Some: can give more information using CORNETTO.</p>	<p>Reviewing unit vocabulary.</p>	<p>PPT based on Expo vert GCSE pp 12 &amp; 113</p> <p>Active teach Expo vert Foundation Module 6 Unit 4</p> <p>CD2, tracks 43-44; <i>Cahier d'exercices Foundation</i>, pp. 60-62; <i>À toi Student Book</i>, p. 179 exs 1-2; <i>Grammaire</i>, p. 192</p>	<p><b>Writing:</b> Write sentences about where they did their work experience, using picture prompts Writing a description of their own work experience, real or imaginary</p> <p><b>Key language</b> <i>C'était ...</i> <i>J'ai fait mon stage (en entreprise) dans ...</i> <i>J'ai passé deux semaines dans ...</i> <i>Je devais ...</i> <i>aider les mécaniciens</i> <i>classer des fiches</i> <i>compter l'argent</i> <i>faire des photocopies</i> <i>préparer le café pour les clients</i> <i>jouer avec les enfants</i></p>	<p>Strand 2 Practising the perfect tense, Foundation workbook p 60 &amp; 61</p>	<p>Pupils to reflect on their learning in the lesson</p> <p>WWW EBI.</p>
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16	Can you write your answer to questions 1 and 2 of your Speaking exam?	Pupils will be able to: Write their answers	As each question competed, provide written feedback and improvement targets	Guided production of language using GCSE writing skills and strategies	PPT on T drive Suggested sequence Identify language in model answer - HoD to provide Memorise key parts via gap-fill. Running dictations / comprehension exercise Guided adaptation	Strand 2 - Language skills	Individual or WCRS relating to KQ - guide teaching of next lesson
17	Can you write your answer to questions 3 and 4 of your Speaking exam?	Pupils will be able to: Write their answers	As each question competed, provide written feedback and improvement targets	Guided production of language using GCSE writing skills and strategies	PPT on T drive Suggested sequence Identify language in model answer - HoD to provide Memorise key parts via gap-fill. Running dictations / comprehension exercise Guided adaptation	Strand 2 - Language skills	Individual or WCRS relating to KQ - guide teaching of next lesson
18	Can you write your answer to questions 5 and 6 of your Speaking exam?	Pupils will be able to: Write their answers	As each question competed, provide written feedback and improvement targets	Guided production of language using GCSE writing skills and strategies	PPT on T drive Suggested sequence Identify language in model answer - HoD to provide Memorise key parts via gap-fill. Running dictations / comprehension exercise Guided adaptation	Strand 2 - Language skills	Individual or WCRS relating to KQ - guide teaching of next lesson
19-20	Speaking controlled Assessment	Speaking controlled Assessment	Speaking controlled Assessment	Speaking controlled Assessment			

Guided practice - an opportunity for each student to demonstrate his or her grasp of new learning by working through an activity, while the teacher moves around determining level of mastery and providing instant

Lessons 19 - 21: Speaking controlled Assessment