

Scheme of work

Cambridge IGCSE®

French (Foreign Language)

0520

For examination from 2015



Scheme of work – Cambridge IGCSE[®] French (Foreign Language) (0520)

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Overview

The IGCSE French (0520) syllabus has been revised for first examination in 2015. This scheme of work provides ideas about how to construct and deliver a course. The syllabus has been broken down into teaching units with suggested teaching activities and learning resources to use in the classroom.

Recommended prior knowledge

It is recommended that learners are familiar with the content of UK Key Stage 3 National Curriculum Modern Foreign Language requirements or have followed similar courses. More information can be found here: www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199616/mfl/programme

Outline

Whole class **(W)**, group work **(G)** and individual activities **(I)** are indicated throughout this scheme of work. The activities in the scheme of work are only suggestions and there are many other useful activities to be found in the materials referred to in the learning resource list.

Opportunities for differentiation are indicated as **Basic** and **Challenging**; there is the potential for differentiation by resource, length, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and size of the class. Length of time allocated to a task is another possible area for differentiation

The units within the scheme of work include the following topics:

Unit 1: Topic area A – Everyday activities: Home life and school; Food, health and fitness

Unit 2: Topic area B – Personal and social life: Self, family and personal relationships; Holidays and special occasions

Unit 3: Topic area C – The world around us: Home town and local area; Natural and made environment; People, places and customs

Unit 4: Topic area D – The world of work: Continuing education; Careers and employment; Language and communication in the work place

Unit 5: Topic area E – The international world: Tourism at home and abroad; Life in other countries and communities; World events and issues

Assessment objectives (AO)

Candidates will be assessed on their ability to:

AO1 Understand and respond to spoken language

AO2 Understand and respond to written language

AO3 Communicate in speech, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately

AO4 Communicate in writing, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately.

Teacher support

Teacher Support is a secure online resource bank and community forum for Cambridge teachers. Go to <http://teachers.cie.org.uk> for access to specimen and past question papers, mark schemes and other resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online.

An editable version of this scheme of work is available on Teacher Support. Go to <http://teachers.cie.org.uk>. The scheme of work is in Word doc format and will open in most word processors in most operating systems. If your word processor or operating system cannot open it, you can download Open Office for free at www.openoffice.org

Resources

An up-to-date resource list for the Cambridge IGCSE French (Foreign Language) can be found at www.cie.org.uk

Textbooks:

Textbooks for use with the Cambridge IGCSE French (Foreign Language) (0520) syllabus from 2015 include:

Mascie-Taylor, H et al *Tricolore Total 4* Nelson Thornes (2010) ISBN 9781408505786

Grime, Y et al *Cambridge IGCSE and International Certificate French Foreign Language* Hodder (2013) ISBN 9781444180954

Websites:

This scheme of work includes website links providing direct access to internet resources. Cambridge International Examinations is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The particular pages in the learning resources column for the units have been explored, but not other aspects of these sites so only the particular resources are recommended. There may be other useful materials on these websites but they have not been checked.

www.languagesonline.org.uk/

www.hellomylo.com

<http://lexiquefle.free.fr>

www.bonjourdefrance.com/exercices/contenu/19/civilisation/527.html

<https://soundcloud.com/lcf-magazine/ecole>

<http://1jour1actu.com>

www.sunderlandschools.org/mfl-sunderland/resources-french.htm

www.realfrenchplus.net/module.php?unit=466

http://blog.okapi.fr/category/college/pour_ou_contre/

www.bbc.co.uk/languages/french/mafrance/flash/interactive_popup.shtml

www.realfrenchplus.net/index.php?function=show_units&sec=472#1

www.inattendu.org/grape/IMG/pdf/cartes_7familles.pdf

www.frenchteacher.eu/french-vocabulary/learn_french_vocabulary_animals.php

www.francaisfacile.com/exercices/exercice-francais-2/exercice-francais-26104.php

www.youtube.com/watch?v=b0IyeWt_LwY

<http://quizlet.com/subject/french-leisure-activities/>

www.vocab.co.uk/files/uk/french/leisure.htm

www.funwithlanguages.vacau.com/gcsefrennew.htm#tempslibre

<http://languagesresources.co.uk/FrenchHobbies.html>

www.tf1.fr/

www.france2.fr/
www.m6.fr/
www.arte.tv/fr
www.canalplus.fr/
www.amazon.fr/
www.parisinfo.com/paris-pratique/fiches-pratiques/vacances-et-fetes
<http://web.cortland.edu/flteach/civ/fetes/fetes.htm>
<http://int.rendezvousenfrance.com/fr>
<http://platea.pntic.mec.es/cvera/ressources/autrespays.htm>
<http://fr.hotels.com/>
www.fuaj.org/
www.campingfrance.com/
www.tripadvisor.fr/
www.french.ac.nz/around-the-town
www.languagesresources.co.uk/french%20resources%20_town.htm
www.bbc.co.uk/schools/gcsebitesize/audio/french/
www.tolearnfrench.com/cgi2/myexam/liaison.php?liaison=_magasin_
www.digitaldialects.com/French/Food_words.htm
www.digitaldialects.com/French/Clothes.htm
www.citeeurope.com/W/do/centre/accueil
www.bbc.co.uk/schools/gcsebitesize/french/speakingh/h04_pres_environment_rev2.shtml
www.ladocumentationfrancaise.fr/dossiers/catastrophes-naturelles/france-pays-expose.shtml
<http://france.meteofrance.com/>
www.bbc.co.uk/languages/french/mafrance/html/news_views/summary.shtml
www.lepointdufle.net/vocabulaire0.htm
www.targetlanguage.co.uk/level44.html
www.youtube.com/watch?v=71vpCdJcCo0
<http://fetesdumonde.wordpress.com/>
www.routard.com/mag_dossiers/id_dm/157/15_fetes_insolites_dans_le_monde.htm
www.pedagosite.net/imagiers/img_122k/index.html
www.pole-formation-cci.org/images/stories/fle/site_activitesFLE/villes/Ex1/HP_voc_circulation.htm
www.didieraccord.com/exercices/?ex=1.1.1
www.france.fr/etudier-en-france/le-systeme-scolaire-francais-de-la-maternelle-au-lycee
www.bonjourdefrance.com/exercices/contenu/19/civilisation/527.html
<http://etudiant.aujourd'hui.fr/etudiant/info/revision-du-bac-nos-5-conseils-organisation-revisions.html>
www.iquesta.com/
www.jcomjeune.com/
www.bbc.co.uk/schools/gcsebitesize/french/listeningh/h06_list_employment_rev1.shtml
www.wildfrench.co.uk/GCSEpapers/fchr99q3.htm
www.tripadvisor.fr/
www.youtube.com/watch?v=w7-VmILj5IQ

www.youtube.com/watch?v=EZpkYcIYIDc&feature=fvst
www.estudiodefrenches.com/exercices/meteo.html
<http://france.meteofrance.com/france>
www.wmo.int/pages/publications/showcase/documents/1012_fr.pdf
www.msf.org.uk/teaching-resources-intermediate-level-french
www.cuisineactuelle.fr/recettes-de-cuisine/recettes-regionales
www.bbc.co.uk/languages/french/mafrance/flash/interactive_popup.shtml
<http://apprendre.tv5monde.com/fr/niveaux/a2-elementaire>
www.oup.com/uk/i-cafe/main/index/fr/francelive/
www.kameleo.com/french/JEU-Ch0-MondeFranco.html
www.restosducoeur.org/
www.youtube.com/watch?v=39TbBGBpnus&feature=related
www.griffe-info.com/
www.youtube.com/watch?v=39TbBGBpnus&feature=related
www.croix-rouge.fr/La-Croix-Rouge
www.geoado.com/vie-magazine/les-bars-a-chats-pour-ou-contre
www.geoado.com/rubrique-actualite/monde
www.croix-rouge.fr/La-Croix-Rouge

Scheme of work – Cambridge IGCSE® French (Foreign Language) (0520)

Unit 1: Topic area A – Everyday activities

Recommended prior knowledge

It is recommended that learners are familiar with the content of UK Key Stage 3 National Curriculum Modern Foreign Language requirements or have followed similar courses. More information can be found here: www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199616/mfl/programme

Context

It would be useful to teach this unit at the beginning of the Cambridge IGCSE course as it is a very accessible unit, and will revisit much of the vocabulary and many of the basics previously covered in a preparatory course. In terms of grammar, this unit is a good opportunity to revise the present tense, although tasks can be adapted to include a variety of tenses if appropriate. Teachers can use the teaching activities to devise their own lesson plans, picking and choosing from the activities. It is assumed that the teacher will structure open and closed questions to check vocabulary and comprehension, correct errors, monitor the acquisition of skills and carry out preparatory exercises of their own if learners lack experience or skills for the activity. The teacher is encouraged to extend the unit with further ideas and materials to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed ability classes, by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps. Timing of the activities is at the teacher's discretion and should be incorporated into individual lesson planning.

Outline

The content aim of the unit is for learners to be able to understand and exchange information on everyday activities. The language aim of the unit is for learners to develop all four skills in the target language. The teaching activities suggest a variety of methods for achieving the learning objectives. It is hoped that the materials and activities will be thoroughly exploited in the classroom so that learners can gain real benefit from doing them and clearly move forward in their skills as well as grow in confidence. In general, they are not materials or activities that should be rushed through, to 'get on to the next thing,' which would cut out a lot of potential learning. The activities include opportunities for information sharing, giving supportive peer feedback and providing scope for pairwork, groupwork and individual presentations. The degree of confidence with which the learners achieve the learning objectives will depend on their starting point and the learning approach, with weaker learners needing more time for examples and practice. It is hoped that teachers will be able to expand on the unit as they judge best for their situation, with supplementary ideas of their own. The learning resources in this unit are textbook and internet based. If teachers judge that learners need more help to achieve the learning objectives, it is hoped they will extend the unit at any stage with reinforcement activities.

Teaching time

Based on the recommended total time allocation of 130 contact hours, it is suggested that 20% of these contact hours should be dedicated to this unit.

Vocabulary	Numbers, time, days and months, question words, daily routine (including appropriate reflexive verbs), school life, school subjects, likes/dislikes, expressions of obligation, food, health
Grammar	Present tense of regular and irregular verbs, <i>avoir, être</i> , reflexive verbs, use of present tense with <i>depuis</i> , position and agreement of adjectives, possessive adjectives, negatives, asking questions, <i>je voudrais</i> + infinitive, <i>j'aimerais</i> + infinitive, <i>devoir</i> + infinitive, <i>il faut</i> + infinitive, <i>pouvoir</i> + infinitive, imperfect, definite and partitive articles, direct object pronouns including <i>en</i>

Topics and AOs	Suggested teaching activities	Learning resources
Home life and school		
Home life	Learning objective: Learners will be able to understand and exchange information about their daily routine.	
AO1	Learners listen to an account of a young person's routine and match actions to times. (W)	<p><i>Tricolore Total 4</i> provides many listening and reading resources for this topic as do many other course books.</p> <p>www.languagesonline.org.uk/ Interactive matching, gap fill and reading exercises to practise daily routine expressions. Basic vocabulary and grammar exercises also available on this site.</p> <p>www.hellomylo.com/Basic/French Provides interactive exercises for revising numbers, time and ways of describing a typical day.</p> <p>http://lexiquefle.free.fr/heure.swf Interactive exercises for revising telling the time.</p>
AO2	Learners are provided with a gapped text describing a young person's routine and are required to fill the gaps with the appropriate verb in the appropriate form. Differentiation can be achieved by either providing the infinitive of the verb to be used next to the gap, requiring learners to select the appropriate verb from a list or asking learners to decide for themselves which verb would be appropriate. (I)	
AO2	Learners are provided with a text in French with questions requiring answers in French. (I)	
AO3/AO4	Learners complete a grid answering questions about their own daily routine in preparation for a pair work speaking exercise. They then ask the questions to a partner and note the partner's answers in the grid. This can be followed up with a writing exercise where they can describe their own and their partner's routine with the possibility of making comparisons. (G)	
AO4/AO3	Learners choose or are given the name of a famous person that all learners are likely to know. They invent a typical daily routine taking into account the characteristics of that person. They present this description to the class and the other learners must guess who the famous person is. Alternatively, the class can ask questions to find out the identity of the mystery person. (I/W) (Challenging)	
School routine	Learning objective: Learners will be able to give and understand information about school, including school descriptions, subjects studied, rules and regulations, likes and dislikes.	
AO1	The teacher provides learners with a short explanation of the school system in France. Learners are then invited to discuss similarities and differences with the school system in their own country. This can be followed up with a quiz/series of true/false or multiple choice questions to check understanding. (W)	<p>Many course books provide information about the education system in France and information can also be found on line. Some examples are:</p> <p>www.bonjourdefrance.com/exercices/contenu/19/civilisation/527.html Information on the French school system</p>
AO4/AO3	Having first revised schoolrooms with flashcards or a simple matching game, learners are provided with a map of their school and asked to label the different areas of the school. (Basic) They can then invent a role play in pairs with one learner as a visitor of the school	

Topics and AOs	Suggested teaching activities	Learning resources
AO2/AO3	asking questions and the other providing a tour of the school and the answers. (G) Having first revised school subjects with flashcards or a simple matching game (Basic) , learners are provided with a French timetable. Working in pairs, learners can describe a day to each other and their partner must be able to identify the correct day. Learners can then discuss which day on the timetable they would prefer and why. (G)	followed by a short interactive quiz. https://soundcloud.com/lcf-magazine/ecole Listening resource explaining the French school system.
AO2/AO4	Learners are provided with some examples of opinions of school subjects and are asked to sort them into positive and negative opinions. They could then be asked to add some of their own. (I)	http://1jour1actu.com/dossierclesactu/ecole-histoire/ Articles and links about the history of schooling in France aimed at young people.
AO4	Learners write an account of their favourite/least favourite school day, including opinions and justification for these. Some learners can also describe what their ideal school day would be, with the possibility of presenting these to the class and having a class vote for the best one. (Challenging) (I/W)	www.sunderlandschools.org/mfl-sunderland/resources-french.htm Provides texts and work sheets for reading comprehension on a variety of topics including school.
AO4	Learners create a poster/web page/publicity brochure for their school or an imaginary school describing the buildings, routine, school facilities, etc. (I)	www.languagesonline.org.uk/ Quizlet games for TT4 – flashcards to learn/revise vocabulary on school rooms, school subjects and opinions of them.
AO2	Learners are provided with a text in which a young person describes the rules and regulations in their school. This could be a gap fill, be accompanied by comprehension questions in French or require learners to make notes on what is and isn't allowed in the school. They can then compare with their own school and decide which they think is the most fair. (I/G/W)	www.realfrenchplus.net/module.php?unit=466 Vocabulary lists and exercises to learn and practise key vocabulary on this topic.
AO1	Having first revised clothes with flashcards or a simple matching game (Basic) , learners read or listen to different opinions about school uniform. They then note in a grid the extent to which they agree/disagree with these opinions and why. (I)	0520 Nov 2011 Paper 21, Section 2, Ex. 2 – directed writing exercise on school routine
AO4	This is a good opportunity to attempt a class group writing exercise summarising what is good/bad about the school and what could be changed, with each group focusing on one area of school life. Suggestions can be pooled and a group version produced. Learners can then write their own version independently. This could be in the form of a letter to the head teacher.	0520 Jun 2012 Paper 21, Section 2, Ex. 2, Question 26 – directed writing exercise on school routine http://blog.okapi.fr/category/college/pour_ou_contre/
AO3/AO4	Learners compare their current school to any previous school they went to, in terms of location, size, facilities, subjects, school rules, opinions and justifications. (G/W) (Challenging)	This discussion section of the French teenage magazine Okapi includes opinions about school

Topics and AOs	Suggested teaching activities	Learning resources
		0520 Jun 2011 Paper 41, Question 2 – writing exercise in which candidates are asked to write about their first day at a new school.
Food, health and fitness		
Eating and drinking	Learning objective: Learners will be able to use and understand the language necessary to talk about food and drink. They will be able to give and understand information about food from different parts of the world.	
AO2	Learners are provided with texts in which young people talk about their eating habits and their favourite food/typical food from their region, and answer a series of comprehension questions in French. This is a good opportunity to revise food and meal vocabulary and add new more sophisticated adjectives to describe food. (I)	http://1jour1actu.com/ Provides articles on many topics in both long and short format which allows for differentiation. Articles often accompanied by a short quiz.
AO3	Learners work in pairs and ask each other questions about their eating habits. This type of speaking exercise can be very guided (with the teacher providing the questions and a frame for the answers) (Basic) , or more learner-led with the teacher just providing the main points for discussion. (G) (Challenging)	www.hellomylo.com/Challenge/French/FR_L1_M6 Series of interactive exercises about a chef from Montreal
AO1/AO4	Learners listen to descriptions of dishes and try and match them to photos being displayed or on a worksheet. (Basic) They then choose a typical dish from their country (or the teacher can provide these to avoid too much repetition), write a short description of it and then present their description to their partner/group to see if they can guess what it is. (I/G)	www.bbc.co.uk/languages/french/mafrance/flash/interactive_popup.shtml Series of interactive videos on different topics. Here the one on cooking would be appropriate.
AO1	Listening exercise in which young people talk about what they do not eat and the different reasons for that (allergies, religion, aiming to be healthy...). Learners are required to decide who does not eat what and why. (I)	0520 Nov 2011 Paper 1, Section 2, Ex. 1, Question 17 – listening exercise on eating habits.
AO3/AO4	Do a class survey to see who has a healthy diet. Learners work first in small groups and then feedback their results to the rest of the class. There can then be a class discussion on what learners should do to maintain a healthy lifestyle. Learners can report the results in a piece of writing comparing their own eating habits to that of the whole class. (Challenging) This would also be an opportunity for learners to create posters to promote healthy eating. (G/W)	
Health and fitness	Learning objective: Learners will be able to give and understand information about health and discuss the importance of maintaining a healthy lifestyle.	

Topics and AOs	Suggested teaching activities	Learning resources
AO4	Learners are provided with a picture of a human body to be labelled. This can be done in the form of a timed competition in teams with the team managing to label the most body parts correctly in a certain length of time being the winners. (I/G) (Basic)	http://lexiquefle.free.fr/vocab.swf Interactive exercises for revising parts of the body
AO1	Learners listen to people talking about various ailments and are required to note the body part that is causing the problem. This will enable the expressions <i>avoir mal</i> and <i>se faire mal</i> to be introduced/revised. (I)	www.sunderlandschools.org/mfl-sunderland/resources-fr-ks4-wks.htm Provides various texts / worksheets on the topic of healthy living.
AO2	Learners are given a list of ailments and remedies and are required to match them appropriately. (I)	
AO1/AO3	Learners listen to conversations taking place at a doctor's surgery and answer questions on the ailments and the remedies. They can then in pairs perform role plays at the doctor's or at the chemist's. (I/G)	
AO2/AO4	Learners read a text about the dangers of tobacco and alcohol and do a series of exercises: gap fill, find the French for ..., answering questions. They then identify the different reasons that are given for certain behaviours and note them in a grid, sorting them into reasons why people drink and smoke and why they don't. (I)	
AO1/AO4	Learners listen to people describing what they do to stay in good health and note their answers in the grid provided by the teacher. They then write a summary of the answers and give their opinion on what the most efficient methods are. (I)	<i>Tricolore Total 4 Unité 8</i> provides fairly extensive material on these aspects of the topic
AO3	The teacher provides learners with a grid containing different questions about healthy living and lifestyles. This grid acts as the board for the game. Learners work in groups of three or four, each group has a dice and each learner has a counter. Learners take it in turns to roll the dice and move their counter forward the appropriate number of spaces. If the learner is able to give an adequate answer to the question on which he has landed he may play again. If not, the next learner takes his turn. The player who gets to the end of the questions first is the winner. (G)	0520 Nov 2012 Paper 1, Section 2, Ex. 1, Question 17 – listening exercise on sport
AO4	Learners should now be ready to complete a writing exercise that will enable them to use language learnt in the course of this unit. This could be a poster or leaflet promoting a healthy lifestyle, an article for a school magazine warning of the danger of cigarettes and alcohol, a letter to the head of the school recommending changes to the meals at school. (I) (Challenging)	

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Unit 2: Topic area B – Personal and social life

Recommended prior knowledge

It is recommended that learners are familiar with the content of UK Key Stage 3 National Curriculum Modern Foreign Language requirements or have followed similar courses. More information can be found here: www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199616/mfl/programme

Context

It would be useful to teach this unit at the beginning of the Cambridge IGCSE course and it could be taught either immediately before or immediately after Unit 1, as, like Unit 1, it will revisit much of the vocabulary and many of the basics previously covered in a preparatory course. When planning when to teach some parts of this unit, teachers may wish to consider dates in the calendar year of the most significant festivals and special occasions for their particular learners. In terms of grammar, this unit provides plenty of opportunities for revising and manipulating past, present and future tenses, as well as introducing the conditional tense if appropriate. Teachers can use the teaching activities to devise their own lesson plans, picking and choosing from the activities. It is assumed that the teacher will structure open and closed questions to check vocabulary and comprehension, correct errors, monitor the acquisition of skills and carry out preparatory exercises of their own if learners lack experience or skills for the activity. The teacher is encouraged to extend the unit with further ideas and materials to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed ability classes, by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps. The timing of the activities is at the teacher's discretion and should be incorporated into individual lesson planning.

Outline

The content aim of the unit is for learners to be able to understand and exchange information on themselves, their families as well as their leisure and holiday activities. Teachers are reminded that the subject of families can be a sensitive one and that it may be useful to plan to use resources that take into account all types of family units represented in their teaching group. The language aim of the unit is for learners to develop all four skills in the target language. The teaching activities suggest a variety of methods for achieving the learning objectives. It is hoped that the materials and activities will be thoroughly exploited in the classroom so that learners can gain real benefit from doing them and clearly move forward in their skills as well as grow in confidence. In general, they are not materials or activities that should be rushed through, to 'get on to the next thing,' which would cut out a lot of potential learning. The activities include opportunities for information sharing, giving supportive peer feedback and providing scope for pairwork, groupwork and individual presentations. The degree of confidence with which the learners achieve the learning objectives will depend on their starting point and the learning approach, with weaker learners needing more time for examples and practice. It is hoped that teachers will be able to expand on the unit as they judge best for their situation, with supplementary ideas of their own. The learning resources in this unit are textbook and internet based. If teachers judge that learners need more help to achieve the learning objectives, it is hoped they will extend the unit at any stage with reinforcement activities.

Teaching time

Based on the recommended total time allocation of 130 contact hours, it is suggested that 20% of these contact hours should be dedicated to this unit.

Vocabulary	Family members, friends and friendship, pets, colours, appearance, personal characteristics, countries and nationalities, rooms, furniture and fittings, kitchen utensils, household tasks, hobbies and leisure activities, entertainment, making suggestions and excuses, accepting and refusing, restaurants and cafés including meals, menus and possible problems, festivals and special occasions, holidays, transport, holiday accommodation
Grammar	Present tense of regular and irregular verbs, <i>être en train de</i> + infinitive, perfect tense of <i>avoir</i> and <i>être</i> verbs, <i>aller</i> + infinitive, simple future, reflexive verbs in past, present and future tenses, position and agreement of adjectives, emphatic pronouns, prepositions with places and with means of transport, negatives, asking questions, <i>jouer à / jouer de, faire du / de la / de l'</i> + activity, comparatives and superlatives, <i>si</i> + present + future, conditional and imperfect tenses, <i>si</i> + imperfect + conditional

Topics and AOs	Suggested teaching activities	Learning resources
Self, family and personal relationships		
Self, family, pets, personal relationships	Learning objective: Learners will be able to understand and exchange information about themselves, their families and friends (including household pets).	
AO4/AO2/AO3	Having revised vocabulary to describe appearance and personal characteristics (through matching or memory games) (Basic) . Learners write an anonymous self-portrait, with or without the help of a writing frame provided by the teacher. Learners then work in groups, picking a self-portrait at random, reading it and then guessing which member of the group is the author of the description. (I/G)	<i>Tricolore Total 4 – Unité 1 Jeunes sans Frontières</i> www.realfrenchplus.net/index.php?function=show_units&sec=472#1 Vocabulary lists and exercises to learn and practise key vocabulary on this topic.
AO1	Having revised vocabulary related to family relationships (including verbs such as <i>se ressembler, s'entendre, se disputer, avoir de bons rapports...</i>), learners listen to young people talking about relationships within their families and note information in a grid provided by the teacher. Differentiation is made possible here by adding an 'any other interesting information' column to the grid. (W)	http://lexiquefle.free.fr/famille0.swf Interactive exercises for revising simple family related vocabulary.
AO2	Learners are provided with a text in which a young person describes themselves and their family and answer comprehension questions on the text. This can provide them with a model for describing their own family, either as a written or oral presentation to be shared with the rest of the class. Similar activities including information about friends and pets can also be envisaged. (I/W)	www.inattendu.org/grape/IMG/pdf/cartes_7familles.pdf Access to a simple game of <i>Jeu de 7 familles</i> (or Happy Families), including the rules of the game (in French). Learners play in small groups. Cards are dealt and learners try to complete families by asking the group if they have certain family members.
AO4/AO3	Learners create their own family tree with the name of each family member and their relationship to the learner (Basic) . This can be created as an IT task. Resulting family trees	www.frenchteacher.eu/french-

Topics and AOs	Suggested teaching activities	Learning resources
AO4	<p>can be displayed or can be the basis for a question/answer session in groups or pairs during which learners exchange information about their families. (I/G)</p> <p>Learners choose or are given the name of a French-speaking personality (sportsman, singer, actor, etc.), find out personal information about them (date and place of birth, physical description etc.) and their families (name and nationality of parents, number of brothers and sisters, etc.). This information can be presented as a poster or an oral presentation to the class. (I/W)</p>	<p>vocabulary/learn_french_vocabulary_animals.php For revising the names of common animals.</p> <p>www.francaisfacile.com/exercices/exercice-francais-2/exercice-francais-26104.php For revising pet vocabulary</p> <p>www.bbc.co.uk/languages/french/mafrance/fla-sh/interactive_popup.shtml Short videos in which French children talk about family relationships and pets. Possibility of showing videos with or without English and French subtitles. Vocabulary, grammar and interactive exercises are also provided.</p> <p>http://1jour1actu.com/insolite/test-decouvre-quelle-amie-tu-es/ Interactive quiz with multiple choice questions to test what sort of friend the learner is.</p> <p>0520 Nov 2012 Paper 41, Ex. 2 – writing exercise in which candidates are asked to describe an argument with their parents in the past.</p> <p>0520 Jun 2011 Paper 1, Section 2, Ex. 1 Question 17 – listening exercise in which young people discuss ways of staying in touch with their friends</p> <p>0520 Nov 2011 Paper 21, Section 2, Ex. 1, Questions 17–25 – reading exercise about friendships</p>
House and home	<p>Learning objective: Learners will be able to give and seek information about peoples' homes and rooms and they will be able to discuss household tasks.</p>	

Topics and AOs	Suggested teaching activities	Learning resources
AO1/AO2/AO4	<p>There are many television programmes worldwide featuring tours of homes of celebrities or makeovers of home interiors. These formats can be used to inspire activities on this topic that many young people will be able to relate to.</p> <p>Learners revise vocabulary related to house and home by labeling a picture provided by the teacher (Basic). The teacher then describes a lavish house with the help of pictures. This is a good opportunity for introducing some new adjectives and adverbs and revising rules of position and agreement. Learners then complete gaps in a text describing a lavish house that can serve as a model for their own writing. (W/I)</p>	<p><i>Tricolore Total 4 – Unité 3 Bon Séjour</i></p> <p>www.languagesonline.org.uk/ Provides Quizlet games to revise and learn vocabulary related to rooms, furniture and household tasks.</p> <p>http://lexiquefle.free.fr/maison.html Interactive exercises for revising rooms in the house and prepositions.</p>
AO3	<p>In groups, learners imagine they are a group of people who share a house. They take it in turns to describe the house by each adding a sentence to the description. Each member of the group must repeat what has gone before and add a new sentence. The winner is the member of the group who can remember all parts of the description. The teacher will decide how much guidance will be given for this activity (the number of adjectives to be used, whether the position of the rooms is to be given using prepositions, etc.). (G)</p>	<p>www.francaisfacile.com/exercices/exercice-francais-2/exercice-francais-9522.php Interactive exercises for learning and revising household task vocabulary.</p>
AO4	<p>Learners write a description of where they live and their opinion of it (either true or imaginary). This task can be extended to a description of their ideal home, using the conditional. (I) (Challenging)</p>	<p>www.youtube.com/watch?v=b0IyeWt_LwY Song telling the story of a young couple's relationship through household tasks. Lyrics and gap fill tasks available on the Internet.</p>
AO2/AO4	<p>Learners produce a 'For Sale' poster of their house (real or imaginary) with a full description of the rooms and amenities. They should be encouraged to use lots of adjectives to make the property sound as attractive as possible. (I)</p>	
AO1	<p>Having learnt/revised vocabulary needed to discuss household tasks (Basic), learners listen to some young people discussing what they do to help around the house fill in a grid or gap fill to demonstrate understanding. (W)</p>	
AO2/AO4	<p>This is a good opportunity to revise adverbs of frequency and time expressions. Learners could be asked to complete some sentences related to household tasks with verbs in different tenses to express what they usually do, did in the past or will do in the future to help around the house. (I)</p>	
AO3	<p>Learners are provided with a grid so that they can ask and answer questions in groups about who does what to help around the house and when. The results of this group survey can then be pooled to create a survey of the whole class and the results displayed. (G/W)</p>	

Topics and AOs	Suggested teaching activities	Learning resources
AO4	At the end of this section on family and home, learners can put together what they have learnt by writing the scenario for an imaginary soap opera, including a list of characters, a short description of where they live and the relationship between them and an outline of what happens in the first episode. If time, this could be extended to some pupils acting out part of an episode. (I/G) (Challenging)	
Leisure, entertainments, invitations	<p>Learning objectives: Learners will be able to understand and give information about leisure and entertainment and will be able to exchange and justify opinions about them.</p> <p>Learners will be able to accept and refuse invitations to go out and give excuses.</p>	
AO1/AO4/AO3	Learners listen to young people talking about their leisure activities and complete a gap fill exercise (Basic) . This will provide them with a model for writing a short paragraph about their own leisure activities and/or the teacher can provide a writing frame. Learners are then given a series of questions and are asked to interview each other in pairs or groups to find out about each other's hobbies. (W/I/G)	<i>Tricolore Total 4 – Unité 6 Ça m'intéresse</i>
AO3	Learners are each given a card on which there is either the name of a leisure activity or the words <i>la vérité</i> . The learner must convince the class that they are an expert in whatever activity they have been given. If they have a <i>vérité</i> card they must present a leisure activity they really do. One learner is put in the 'hot seat' and the class asks questions to decide whether they are telling the truth or not. The teacher can provide questions or learners can come up with their own. This activity provides the opportunity for practising tenses, question forms, adverbs of frequency and expressions of opinion. The teacher can impose certain rules (language to be used, question types, number of questions ...) or give learners more freedom of expression, depending on the level of the class. (W)	http://quizlet.com/subject/french-leisure-activities/ Sets of flashcards and associated games to learn and revise vocabulary related to leisure activities. www.vocab.co.uk/files/uk/french/leisure.htm Leisure vocabulary list. www.realfrenchplus.net/?function=show_units&sec=472#5 Vocabulary and games to learn and revise leisure activities.
AO3/AO4	Having revised vocabulary related to sporting activities (Basic) , learners are shown pictures of sportspeople in various contexts and states of fitness with a list of adverbs that they are asked to match to each picture (<i>régulièrement, rarement, rapidement, lentement, énergiquement, doucement, à l'intérieur, à l'extérieur, ...</i>). Some adverbs could be used for more than one picture, which could lead to some debate and justification of answers. Learners then write a short article about what sports they do when and where, trying to include as many different adverbs as possible. (W/I)	www.funwithlanguages.vacau.com/gcsefrenew.htm#tempslibre Interactive games to practise the language of free time and going out. www.sunderlandschools.org/mfl-sunderland/resources-fr-ks4-wks.htm#free Provides a set of printable worksheets on leisure activities and free time. http://languagesresources.co.uk/FrenchHobbie
AO2	Having revised vocabulary needed to talk about different types of TV programmes, learners read a variety of texts in which young people discuss their favourite and least favourite TV	

Topics and AOs	Suggested teaching activities	Learning resources
AO4/AO3	programmes. They then complete a variety of comprehension exercises. (I) Learners choose a popular TV programme and write a short description of it, without naming it. Then in groups or pairs learners take turns to present their programme and the others must guess the title. (I/G)	s.html Provides worksheets and PowerPoint presentations on many aspects of leisure and free time.
AO4	Learners complete sentences comparing different TV programmes enabling them to practise comparative and superlative structures. (I)	www.tf1.fr/ www.france2.fr/ www.m6.fr/ www.arte.tv/fr www.canalplus.fr/
AO3/AO4	Learners conduct a survey in groups to find out what the most and least popular TV programmes are and why (Basic) . Results can then be shared and a whole class survey produced. (G/W)	For information on the main French TV channels.
AO4	Similar activities to those described above can be put in place to discuss books and films. At this point learners should be in a position to undertake continuous writing tasks such as TV / book / film reviews or discursive essays comparing types of entertainment, eg: <i>La lecture contre la télé, Lire est une perte de temps, Mon avis sur la télé-réalité.</i> (I) (Challenging)	0520 Jun 2011 Paper 21, Section 2, Ex. 1, Questions 17–24 – reading exercise about an invitation to a house party
AO2	Learners read various advertisements for different types of entertainments (theatre, cinema, music, exhibitions, etc.) and complete a variety of exercises identifying the type of entertainment, date, time, price, etc. (I)	0520 Jun 2012 Paper 1, Section 2, Ex. 1, Question 17 – listening exercise on in which young people give their opinion on cinema
AO1/AO3	Learners listen to phone conversations of people booking entertainment and note relevant information in a grid (Basic) . They can then make up similar dialogues in pairs. Learners can be encouraged to imagine different characters for their dialogues (an angry customer, a very bored receptionist ...). (I/G) (Challenging)	www.amazon.fr/ Provides access to short descriptions and reviews in French of all types of books. A selection of these can be given to learners to guess the title of some well-known books.
AO2/AO3	Learners read dialogues in which two people are discussing going out and pick out/match/classify useful expressions for agreeing/disagreeing/making suggestions/making excuses. They can then make up similar dialogues in pairs. These dialogues can be performed to the class with the class being given the task of noting the final outcome of the discussion. (I/G/W)	0520 Jun 2011 Paper 3, RP Cards 4, 5, 6, RP A Booking concert tickets 0520 Nov 2011 Paper 3, RP Cards 1, 2, 3, RP A Booking circus tickets 0520 Nov 2011 Paper 3, RP Cards 7, 8, 9, RP A Inviting a friend to go out
Eating out	Learning objective: Learners will be able to seek information about eating out and respond to questions about their food requirements.	
AO2	Learners read advertisements and menus for different restaurants as well as short	www.bbc.co.uk/languages/french/mafrance/fla

Topics and AOs	Suggested teaching activities	Learning resources
AO3	descriptions of potential clients. They then match the clients to the restaurant they think will be the most appropriate and justify their answer. (I/G) (Basic) Learners complete role play exercises in which they order food and drink and explain their requirements. (Basic) There are many opportunities here to set up role play situations in class with learners working in groups and acting out sequences. While one group is acting out a scenario, others can write out the order, which will enable to assess understanding. (G/W)	sh/interactive_popup.shtml Video and interactive exercises on eating out and ordering food. 0520 Jun 2011 Paper 3, RP Cards 1, 2, 3, RP A In a restaurant 0520 Nov 2012 Paper 3, RP cards 1, 4, 7, RP B In a restaurant
AO1/AO3	Learners listen to conversations in restaurants when there is a problem (something is missing or a mistake has been made). Once useful expressions have been identified (<i>il manque, il n'y a pas/plus de, il n'y en a pas/plus</i>), in pairs, learners devise dialogues containing these expressions and come up with suitable solutions. (I/G)	
AO4	Learners write a description of a recent visit to a restaurant, either positive or negative. Alternatively they could write a description of their dream meal in a restaurant, including who they would have as guests around the table and why. (I) (Challenging)	
AO4	Learners design their own restaurant menu and publicity in poster or brochure form. (I)	
Holidays and special occasions		
Festivals and special occasions	Learning objective: Learners will be able to exchange information about festivals and special occasions and will gain some understanding of significant festivals in French-speaking countries.	
AO1/AO2	Learners are provided with a list of dates and significant French national festivals. With the help of a recorded or printed text they match up the different festivals with the correct date in the calendar. (I) (Basic)	www.parisinfo.com/paris-pratique/fiches-pratiques/vacances-et-fetes List of French festivals with dates and descriptions
AO1/AO2/AO4	Learners listen to or read the accounts of young people describing a variety of different festivals (Christmas, Diwali, Aid ...) and carry out different gap fill/comprehension tasks. They then choose a festival that is significant to them and write a description of it. (I)	http://web.cortland.edu/flteach/civ/fetes/fetes.htm Gapfill exercises on French festivals and traditions
AO4/AO2	Learners prepare invitations to a special occasion. These are then placed into a box, each learner picks an invitation out at random and writes a reply to it, saying whether they can come and if so what they are looking forward to and if not why they won't be able to make it. (I/W)	http://1jour1actu.com/ Do a search for <i>jours fériés</i> on the site and it

Topics and AOs	Suggested teaching activities	Learning resources
AO2/AO4	Learners read descriptions of birthday celebrations and then write a description of their favourite birthday ever or their worst birthday ever. (I) (Challenging)	will provide short texts with information on different French festivals and traditions with associated interactive quizzes. 0520 Jun 2012 Paper 1, Section 1, Ex. 2, Questions 9–16 – listening exercise on a festival aimed at young people
Holidays, getting around	Learning objective: Learners will be able to exchange information about different types of holidays and discuss appropriate means of transport.	
AO3	Before beginning this section on holidays, it would be a good idea to revise names of countries and adjectives of nationality. This can be done with the help of a map and a simple matching exercise, possibly in teams, the winning team being the one to match the most countries with their name in French in a given time. (G/W) (Basic)	<i>Tricolore Total 4 – Unité 7 Nouveaux horizons</i> http://int.rendezvousenfrance.com/fr Provides information on different regions and places to visit in France.
AO1	Learners listen to a selection of people talking about the types of holiday they go on and the reason for their choice (<i>se reposer, visiter un pays étranger, se faire bronzer, visiter des monuments historiques</i> , etc.) Learners note relevant information. (I)	http://platea.pntic.mec.es/cvera/ressources/autrespays.htm Provides information and links to sites on French-speaking countries
AO2	Learners read texts in which young people describe what they like and dislike doing on holiday and complete a series of vocabulary recognition exercises and comprehension exercises. (I) (Basic)	0520 Specimen Paper 2, Section 2, Ex. 2, Questions 21–29 – reading exercise about an invitation to go on holiday
AO2	Learners are provided with a series of positive and negative comments and opinions on holidays taken from previous exercises and classify them into two columns. (I)	0520 Nov 2011 Paper 41, Ex.1b – writing exercise about holiday transport
AO3	Having revised transport vocabulary and prepositions used with different types of transport, learners are provided with some simple advertisements including the destination, means of transport, travelling time and price. They discuss in pairs and then present to the class their choice of transport and the reason for their choice. (G/W) (Basic)	0520 Nov 2012 Paper 3, RP Cards 1, 2, 3, RP A Holiday guided tour
AO3/AO4	Learners take it in turns to ask and answer questions about where they usually go on holiday, what they usually do, what they particularly like and dislike about going away on holiday and where they went on a previous holiday. Learners can then compare their own experience with that of their partner and write an article with their conclusions. (G/I) (Challenging)	0520 Jun 2011 Paper 3, RP Cards 3, 6, 9, RP B Holiday transport 0520 Jun 2012 Paper 3, RP Cards 4, 5, 6, RP A Holiday transport
AO2/AO3	Learners are provided with advertisements for holidays from holiday brochures or websites.	

Topics and AOs	Suggested teaching activities	Learning resources
AO4	They must decide which holiday they like best and why, and present their conclusions. (G/I)	
	Learners write a description of the holiday or a postcard from the destination they have chosen. (I)	
AO3	Teach the <i>expressions n'importe où, n'importe quand, avec n'importe qui, n'importe comment</i> and lead a class discussion in which learners say where they would go and with whom and how they would travel if they had the choice. (W) (Challenging)	
AO1	Learners listen to a series of young people describing their ideal holiday and note information in a grid provided. (W)	
AO3/AO4	Having identified and practised the correct tenses for use in <i>si</i> clauses, the class plays ideal holiday consequences. Provide each learner with a blank piece of paper on which the answers to the questions that follow below will be written. After each question has been answered, the paper is folded over to hide what has just been written and passed on to the next person who answers the following question and so on. Each learner then takes it in turn to narrate each complete scenario. The questions are: <i>Si tu pouvais aller n'importe où en vacances, où irais-tu? Tu voyagerais comment? Tu partirais avec qui? Que ferais-tu? Pourquoi ce serait tes vacances de rêve?</i> . (G/W) (Challenging)	
Accommodation	Learning objective: Learners will be able to seek information about holiday accommodation and respond to questions about their accommodation requirements.	
AO2	Learners are provided with descriptions of hotels and descriptions of potential clients who they must match with a hotel and justify their choice. (I)	http://fr.hotels.com/ Information on hotels in France
AO1	Learners listen to conversations in which people are enquiring about hotel accommodation and booking rooms. Learners note information in a grid provided. (W) (Basic)	www.fuaj.org/ Information on youth hostels in France
AO3	Having introduced the vocabulary necessary to talk about different types of hotel rooms (<i>une chambre double, pour une personne, avec vue sur mer, etc.</i>), learners work in pairs to invent and perform role play tasks to request and reserve accommodation. The teacher can provide simple cue sheets using visual or verbal clues to help learners construct their dialogue. (G) (Basic)	www.campingfrance.com/ Information on campsites in France
AO4	Learners write a letter to a tourist office to find a holiday home to rent giving as much detail	www.tripadvisor.fr/ French version of the website with reviews of holidays and hotel accommodation

Topics and AOs	Suggested teaching activities	Learning resources
AO1	about their requirements as possible (dates, length of stay, number of people, type of room) and enquiring about cost and facilities. (I) Many course books provide resources related to hotel problems. Having taught specific vocabulary through flashcards, matching or labeling a picture, learners listen to conversations about problems in a hotel and identify the problems on a grid provided. (W)	0520 Specimen Paper 2, Section 2, Ex. 1, Questions 16–20 – reading exercise about a campsite 0520 Jun 2011 Paper 1, Section 1, Ex. 2 Questions 9–16 – listening exercise about a holiday village
AO3	Learners carry out role play tasks on the theme of experiencing problems with hotel accommodation. (G)	0520 Jun 2011 Paper 3, RP Cards 1, 4, 7, RP B Holiday accommodation (problem)
AO2	Prepare a list of questions based on the answers to the FAQ on the French Youth Hostel Association website. Then either direct learners to the relevant page of the website or print it out and ask them to find the answers to the questions. (I)	0520 Jun 2012 Paper 3, RP Cards 1, 2, 3, RP A Holiday accommodation (campsite)
AO2	Using the French Youth Hostel Association website, select four to six different youth hostels from different French regions and create 12 true/false statements for learners to answer. (I)	0520 Nov 2012 Paper 3, RP Cards 4, 5, 6, RP A Holiday accommodation (hotel)
AO3	Learners carry out role play tasks on the theme of asking for information and booking youth hostel accommodation. (G) (Basic)	
AO2/AO4	Learners in groups are directed to particular campsites on the www.campingfrance.com/ website. The group is then asked to write a description of the campsite it has been allocated, but without attaching a name to the description. Learners are asked to match the descriptions provided by their classmates to the campsites. (G)	
AO3	Learners carry out role play tasks on the theme of asking for information and booking youth hostel accommodation. (G) (Basic)	
AO4	Learners choose one of the hotels / youth hostels/campsites discovered in the course of this unit. They write a letter of complaint after their stay. (I) (Challenging)	
AO4	Learners write an entry to a travel review website either recommending or warning against the accommodation in which they have stayed. (I) (Challenging)	

Scheme of work – Cambridge IGCSE® French (Foreign Language) (0520)

Unit 3: Topic area C – The world around us

Recommended prior knowledge

It is recommended that learners are familiar with the content of UK Key Stage 3 National Curriculum Modern Foreign Language requirements or have followed similar courses. More information can be found here: www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199616/mfl/programme

Context

It would be useful to teach this unit after Units 1 and/or 2 as it affords learners the opportunity to use a variety of tenses which will have been revised at the beginning of the Cambridge IGCSE course. Teachers can use the teaching activities to devise their own lesson plans, picking and choosing from the activities. It is assumed that the teacher will structure open and closed questions to check vocabulary and comprehension, correct errors, monitor the acquisition of skills and carry out preparatory exercises of their own if learners lack experience or skills for the activity. The teacher is encouraged to extend the unit with further ideas and materials to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed ability classes, by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps. Timing of the activities is at the teacher's discretion and should be incorporated into individual lesson planning.

Outline

The content aim of the unit is for learners to be able to understand and exchange information about their home town and local area including urban and natural environments and travel and transport. The language aim of the unit is for learners to develop all four skills in the target language. The teaching activities suggest a variety of methods for achieving the learning objectives. It is hoped that the materials and activities will be thoroughly exploited in the classroom so that learners can gain real benefit from doing them and clearly move forward in their skills as well as grow in confidence. In general, they are not materials or activities that should be rushed through, to 'get on to the next thing,' which would cut out a lot of potential learning. The activities include opportunities for information sharing, giving supportive peer feedback and providing scope for pairwork, groupwork and individual presentations. The degree of confidence with which the learners achieve the learning objectives will depend on their starting point and the learning approach, with weaker learners needing more time for examples and practice. It is hoped that teachers will be able to expand on the unit as they judge best for their situation, with supplementary ideas of their own. The learning resources in this unit are textbook and internet based. If teachers judge that learners need more help to achieve the learning objectives, it is hoped they will extend the unit at any stage with reinforcement activities.

Teaching time

Based on the recommended total time allocation of 130 contact hours, it is suggested that 20% of these contact hours should be dedicated to this unit.

Vocabulary	The local places in the town/countryside, countries, environment, weather, directions, shops, shopping (food & clothes), post office, bank, lost property, numbers, time, travel and transport vocabulary, forms of transport, enquiries about transport, buying tickets, etc., railway/bus station and airport facilities, private and public transport.
Grammar	Revision of present, perfect, imperfect and future tenses, imperative, revision of the partitive article, demonstrative adjectives and pronouns, the pronouns <i>y</i> and <i>en</i> , prepositions with places, revision of adjectives, comparatives, superlatives. Extension: the passive, the perfect infinitive

Topics and AOs	Suggested teaching activities	Learning resources
Home town and local area		
Home town and geographical surroundings	Learning objective: Learners will be able to give and seek information about the local area.	
AO1/AO2	Having revised the vocabulary necessary for talking about places in a town, learners listen to and or read texts in which people are talking about their towns and do various comprehension/gap fill exercises on them. (W) (Basic)	www.languagesresources.co.uk/french%20resources%20_town.htm Provides a collection of useful resources on towns and shops.
AO3	In small groups learners take it in turns to describe a town, each adding a sentence to the description. Each member of the group must repeat what has gone before and add a new sentence. The winner is the member of the group who can remember all parts of the description. The teacher will decide how much guidance will be given for this activity. (G)	www.french.ac.nz/around-the-town A variety of activities based around places in the town.
AO3	Learners interview each other about their region. They can be provided with suitable questions or given time to write their own. (G)	www.languagesonline.org.uk/ <i>La ville où j'habite.</i> A series of interactive activities designed to revise and practise places in the town.
AO4	Learners produce an illustrated leaflet, brochure or web page about their own town or their favourite town. They can be encouraged to look at websites of French towns for inspiration. (I)	www.hellomylo.com/Challenge/French/FR_L2_M1
AO2	Learners are provided with a text based on peoples' experience and opinion of living in the town and the countryside. They extract from the text a list of advantages and disadvantages of each type of lifestyle. (I/W)	Provides the opportunity to research some unusual locations for an alternative tour of Paris and then write descriptions of them.
AO3	Learners work in small groups to produce a radio show style debate about living in the town or country. They can be given different roles: Presenter, guest for the town, guest for the country, guest with mixed opinion. They practise their debate and perform for the class. (G) (Challenging)	www.bbc.co.uk/schools/gcsebitesize/audio/french/ Provides an example of an oral exam style conversation about local region. Section 1, Ex. 2 of the reading papers often requires candidates to match places in towns with simple descriptions. 0520 Jun 2011 Paper 1, Section 2,

Topics and AOs	Suggested teaching activities	Learning resources
		<p>Ex. 2, Questions 18–27 – two young people talk about life on l’île de la Réunion</p> <p>0520 Nov 2011 Paper 1, Section 2, Ex. 2, Questions 18–27 – two young people talk about life in Nouvelle Calédonie</p> <p>0520 Nov 2011 Paper 1, Section 3, Ex. 2, Questions 34–43 – a young person talks about her year spent in Iceland</p> <p>0520 Jun 2012 Paper 1, Section 2, Ex. 2, Questions 18–27 – two young foreigners talk about a year spent living in France</p> <p>0520 Nov 2012 Paper 1, Section 2, Ex. 2, Questions 18–27 – two young people talk about their life in Guyane</p> <p>0520 Jun 2013 Paper 1, Section 2, Ex. 2, Questions 18–27 – two young people talk about their life in Québec</p> <p>0520 Jun 2012 Paper 41, Ex. 1b – writing exercise in which candidates are asked to talk about the country in which they live and where they would like to live in the future</p>
Shopping	Learning objective: Learners will be able to give and seek information about different shops. They will be able to understand information and give their own opinions on clothes and fashion.	

Topics and AOs	Suggested teaching activities	Learning resources
AO1/AO2	Learners revise shop names by matching names to pictures. This can be done as a simple matching or a memory game. They can then be given a list of items, either as a reading or a listening resource. Learners are required to match the items to the shops. Shops and items will be chosen in order to revise a wide range of vocabulary, including food. (I) (Basic)	www.tolearnfrench.com/cgi2/myexam/liaison.php?liaison=_magasin_ A series of interactive exercises on shops and shopping.
AO1/AO2	Learners listen to and or read a series of dialogues taking place in various different shops. The dialogues should be chosen in order to explore a number of different situations: talking about preferences, finding out about prices, etc. Learners are given a number of comprehension tasks such as gap fills, matching sentence halves, true/false, multiple-choice. (I/W)	www.digitaldialects.com/French/Food_words.htm Interactive exercise for revising food vocabulary.
AO3	In pairs, learners invent their own dialogues, with one learner playing the role of the salesperson and the other learner being the customer. These dialogues can be practised and performed in front of the class. (G) (Basic)	www.digitaldialects.com/French/Clothes.htm Interactive exercises for revising clothes vocabulary
AO4	Learners are given two minutes to write the names of different shops. They give the list to their partner who then writes down a product, which can be found from each shop. (G) (Basic)	0520 Jun 2013 Paper 3, RP cards 1, 2, 3, RP A Buying ice cream in a shop 0520 Jun 2012 Paper 3, RP cards 7, 8, 9, RP A Buying pizza in a shop
AO4	Learners are given a plan of a department store or big shopping centre, labelled with the names of different floors and departments. They are asked to find the equivalent in French of different words and expressions. They can then be given a list of items and must decide in which department they can be bought. (I/W)	0520 Nov 2012 Paper 3, RP cards 7, 8, 9, RP A Buying perfume in a shop 0520 Jun 2011 Paper 3, RP cards 7, 8, 9, RP A Buying fruit at the market
AO3/AO4	Learners compare the advantages and disadvantages of different shopping facilities such as local markets, supermarkets, hypermarkets and shopping centres. This could be done as a brainstorming session with learners sharing ideas. (G/W)	www.citeeurope.com/W/do/centre/accueil Provides a fully comprehensive list of shops to be found in a big French shopping centre.
AO1/AO2/AO3	Learners are provided with expressions necessary for enquiring about clothes, prices, sizes, exchanges and reimbursements. They practise using the expressions by doing exercises such as sentence half matching, gap fills and reordering dialogues. Learners can then invent their own dialogues and perform them to the class. (G/W)	www.bbc.co.uk/languages/french/mafrance/html/shopping/video_player_b_fullscreen.shtml Short video discussing the merits of local market versus supermarket shopping.
AO1/AO2/AO3	Learners listen to and or read about young people discussing fashion and shopping habits and complete a series of comprehension exercises. They are then asked to express their own views on the importance of clothes and fashion. (I)	http://lexiquefle.free.fr/vetement.swf Interactive exercises for revising clothes and introducing and revising prices. Includes

Topics and AOs	Suggested teaching activities	Learning resources
AO3	Learners interview each other about shopping habits and fashion choices. This could lead to a class survey with results displayed in the classroom. (G/W)	clothes shop dialogue with audio and comprehension exercises.
AO4	Learners can practise different tenses by writing about past, future or ideal shopping experiences. They could also be asked to describe a particularly disastrous or successful shopping trip, including opinions and explanations enabling them to employ new vocabulary. (I) (Challenging)	<p>0520 Jun 2013 Paper 3, RP cards 4, 5, 6, RP A Buying a jumper in a clothes shop</p> <p>0520 Jun 2011 Paper 3, RP cards 2, 5, 8, RP B Exchanging a pair of trousers in a shop</p> <p>0520 Jun 2011 Paper 41, Ex. 1b – writing exercise in which candidates are asked to write about buying clothes</p> <p>www.hellomylo.com/eGuide/Challenges/French/FR_L1_M2 Gives the opportunity to create an outfit and use the imperative to explain step by step how it is achieved.</p> <p>www.hellomylo.com/eGuide/Challenges/French/FR_L2_M2 Guides learners through writing an article giving their opinion about how the fashion industry represents people.</p>
Public services		
AO2	Learners are provided with expressions necessary for dialoguing in banks and post offices. This can be in the form of sentence half matching, reordering jumbled dialogues or find the French activities. (E) (Basic)	http://lexiquefle.free.fr/numero.swf Interactive exercises for revising numbers.
AO3	Learners perform appropriate role-play tasks and invent their own dialogues. They can be given particular roles such as the angry or absent-minded customer / bank manager to make the tasks more amusing. (G)	0520 Nov 2011 Paper 3, RP cards 2, 5, 8, RP B Declaring a lost wallet at the police station
AO1	Learners listen to recordings of dialogues in lost property offices or police stations. They are	0520 Nov 2012 Paper 3, RP cards 2, 5, 8, RP B Enquiring about a lost suitcase at the airport

Topics and AOs	Suggested teaching activities	Learning resources
AO3	asked to note details such as the item lost, its description, where and when it was lost, etc. (I/W)	0520 Nov 2011 Paper 41, Ex. 1a – writing exercise in which candidates are asked to write a letter about a bag left behind on holiday
AO4	Learners invent and perform dialogues at the lost property office or the police station. (G)	0520 Jun 2012 Paper 41, Ex. 2 – writing exercise in which candidates are asked to tell the story of a lost bag and give their reactions to what happened
AO4	Learners imagine a situation in which they have lost or found an item and write an account of what happened. This is a good opportunity for revising and practising the difference between perfect and imperfect tenses. (I) (Challenging)	
Natural and made environment		
Natural environment	Learning objective: Learners will be able to give and seek information about problems affecting the environment such as climate change and pollution and remedial measures such as conservation and recycling.	
AO2	Key vocabulary is introduced by providing learners with a numbered list of environmental problems. They are asked to classify these problems into different categories: <i>Pollution, Déforestation, Espèces en voie de disparition, Réchauffement climatique</i> . This can lead to discussion as some problems may fit more than one category. Learners then match these problems to possible solutions. (W) (Challenging)	www.bbc.co.uk/schools/gcsebitesize/french/sp_eakingh/h04_pres_environment_rev2.shtml Provides an example of an oral discussion on the topic of the environment.
AO4/AO3	Learners prioritise their top five problems and five possible solutions. This could lead to a class survey in which learners vote for which are the worst problems and what solutions can be offered. (W)	www.ladocumentationfrancaise.fr/dossiers/cat_astrophes-naturelles/france-pays-expose.shtml Provides information about natural disasters in France.
AO2/AO1	Learners read or listen to a series of news reports about natural disasters and do a series of comprehension exercises such as gap fill/find the French/true or false. This can be done as a whole class activity, or in small groups. In this case different news reports can be given to different groups and then they can report back to the class as a whole. (G/W)	0520 Jun 2012 Paper 22, Section 3, Ex. 2, Questions 33–41 – reading comprehension text about an association for protecting the environment
AO2	Learners read accounts of what young French people do to help protect the environment. They then write a paragraph of what they do at present and then what they could do to help. (I)	
AO4	Learners make environmental awareness posters where they present the dangers of climate change and what should and shouldn't be done. (I)	
AO4	Learners write an account in the past of an environmental awareness week at school, saying what happened during the week and what their reactions to it were. (I) (Challenging)	

Topics and AOs	Suggested teaching activities	Learning resources
Weather	Learning objective: Learners will be able to give and seek information about the weather.	
AO2	Learners revise expressions used to talk about the weather. They are given a series of expressions and sort them into good and bad weather expressions. (I/W) (Basic)	http://france.meteofrance.com/ Information about weather in France with maps and videos of weather forecasts. www.bbc.co.uk/languages/french/mafrance/html/news_views/summary.shtml A series of three videos in which a radio presenter discusses weather and its possible consequences. Includes comprehension and grammar exercises. www.lepointdufle.net/vocabulaire0.htm A series of interactive vocabulary and listening exercises on weather and climate.
AO2	Learners match weather symbols to the expressions. (I/W) (Basic)	
AO1	Learners listen to short statements about the weather and match the statements to different weather symbols. Language for discussing temperatures can also be introduced / revised here. (I/W) (Basic)	
AO1	Having revised the geography of France and the vocabulary needed to refer to compass points, learners listen to weather forecasts and indicate the weather in different regions by drawing or matching weather symbols to different places on the map. (I/W) (Basic)	
AO3	Learners are given two different weather maps. Working in pairs, they must ask each other questions about the weather to try and find out what the weather is like on each other's maps. (G)	
AO3	Learners invent a weather forecast for the coming weekend, which they practise and then perform in front of the class. (I/W)	
AO2/AO4	Learners read an account of a day out during which the weather changed for the worse. They can be asked to identify the weather expressions in the past or it can be a gap fill with learners required to complete the text with verbs in the imperfect tense. Learners can then be asked to write their own account of a disastrous weather day, saying what happened and what their reactions to it were. (I) (Challenging)	
Finding the way	Learning objective: Learners will be able to give and seek directions.	
AO3	Learners are provided with a map of a French town and in pairs practise asking the way to different places (Basic) . This can be turned into an information gap exercise with learners being provided with different versions of a map. Their objective in asking each other questions will be to complete the gaps in their map by the end of the exercise. (G)	www.targetlanguage.co.uk/level44.html For revising basic vocabulary on giving and seeking directions. www.hellomylo.com/Activity/French/FR_L0_M4.3_P2 Interactive exercises for practising locations and directions.
AO1	Learners listen to short texts and write down the destination of each person. (W)	
AO3	Labels designating different places in a town are placed around the classroom. Learners take	

Topics and AOs	Suggested teaching activities	Learning resources
AO4/AO3	<p>it in turns to direct each other to different places and move around the room accordingly. (G)</p> <p>Learners write out a simple set of directions telling a foreign friend how to get to different places in a new town. This can be done in the form of a dialogue practising the 'tu' form of the imperative. To practise the 'vous' form, learners could perform role plays in a tourist office, in which a tourist comes to ask for directions to certain places in the town. (G)</p>	<p>http://lexiquefle.free.fr/ville.swf Vocabulary and example dialogues for giving and seeking directions.</p>
People, places and customs		
Meeting people	Learning objective: Learners will find out and be able to discuss some general facts about people from other countries.	
AO2/AO1	Learners are provided with a multiple choice quiz about the world population and the inhabitants of different countries. They then listen to a recording to check their answers. (W)	<i>Tricolore Total 4</i> Unité 10 provides suitable resources and exercises
AO1	Learners listen to recordings providing some statistics about world populations and complete various comprehension tasks such as gap fill/sentence half matching/true or false. (W)	www.youtube.com/watch?v=71vpCdJcCo0 Song by Axelle Red on relationships between neighbours.
AO1/AO4	Learners listen to a song about relationships between neighbours and do a gap fill exercise. They then answer questions about relationships between neighbours in their neighbourhood and come up with ideas for promoting good relationships and meeting people. (W/G)	0520 Jun 2013 Paper 21, Section 3, Ex. 2, Questions 32–38 – reading comprehension text about solidarity between students and senior citizens
Places and customs	Learning objective: Learners will be able to seek and exchange information about festivals and customs in other countries.	
AO2	Learners are provided with a list or pictures of world festivals and customs. They are required to match them to a short description of the event and the country in which it takes place. (I)	http://fetesdumonde.wordpress.com/ Provides information about festivals and customs around the world.
AO4	Learners classify the places and customs in order of preference, justifying their answer. This can be used for a class survey. (I/W)	www.routard.com/mag_dossiers/id_dm/157/15_fetes_insolites_dans_le_monde.htm
AO2/AO4	Learners research a particular festival or custom and present their findings to the class. This can be a guided activity with the teacher providing a grid asking for certain information: <i>Ça se passe où, quand, qu'est-ce qu'on y porte, qu'est-ce qu'on y mange, donnez 5 caractéristiques de ce festival, ...</i> (I/W)	Provides information about some unusual festivals and customs around the world.
AO4	Learners write an account of a particular festival or custom they witnessed. They describe	

Topics and AOs	Suggested teaching activities	Learning resources
	what happened and what their reactions to it were. (I)	
Travel and transport	Learning objective: Learners will be able to give and seek information about different types of journey. They will be able to discuss the environmental impact of transport. Learners will be able to seek and give information about travel arrangements (times, prices, etc.)	
AO2	Learners revise different means of transport and appropriate prepositions with a simple matching exercise. (W) (Basic)	www.pedagosite.net/imagiers/img_122k/index.html For revising means of transport.
AO1	Learners listen to young people discussing transport for school, the weekend and holidays and complete a series of comprehension exercises identifying which means of transport they take and why. (W) (Basic)	www.pole-formation-cci.org/images/stories/fle/site_activitesFLE/villes/Ex1/HP_voc_circulation.htm
AO2	Learners read texts presenting alternative forms of transport to the car and complete a series of comprehension exercises. (W)	Interactive exercises for reviewing traffic and transport vocabulary.
AO3/AO4	Learners answer a series of questions, either providing oral answers in pairs or written answers about their own transport choices and the reasons for their choice. (G)	www.didieraccord.com/exercices/?ex=1.1.1 Transport dialogues with gaps to fill.
AO2	Learners are provided with a series of sentences with possible solutions to the environmental impact of travel and transport. They decide which should be done and which shouldn't. (W)	0520 Jun 2013 Paper 3, RP cards 4, 5, 6, RP A Buying bus tickets
AO4	Learners write an article about means of transport in their region and what could be done to improve them. (I)	0520 Nov 2011 Paper 41, Ex. 1b – writing exercise in which candidates are asked to write an article about means of transport
AO2	Learners revise station and airport vocabulary with a matching task. (W) (Basic)	
AO1	Learners listen to dialogues seeking and giving information about train journeys and flights and note relevant information: <i>destination, horaires, prix du billet</i> , etc. (W)	Section 1, Ex. 1 of the listening papers often requires candidates to note basic information about transport arrangements: destination, price, time, means of transport, etc.
AO3	Learners invent and practise role play style dialogues at the station and at the airport. (G)	

Scheme of work – Cambridge IGCSE® French (Foreign Language) (0520)

Unit 4: Topic area D – The world of work

Recommended prior knowledge

is recommended that learners are familiar with the content of UK Key Stage 3 National Curriculum Modern Foreign Language requirements or have followed similar courses. More information can be found here: www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199616/mfl/programme

Context

It would be useful to teach this unit after Unit 1 in which school routine will have been revised at the beginning of the Cambridge IGCSE course. Teachers can use the teaching activities to devise their own lesson plans, picking and choosing from the activities. It is assumed that the teacher will structure open and closed questions to check vocabulary and comprehension, correct errors, monitor the acquisition of skills and carry out preparatory exercises of their own if learners lack experience or skills for the activity. The teacher is encouraged to extend the unit with further ideas and materials to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed ability classes, by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps. Timing of the activities is at the teacher's discretion and should be incorporated into individual lesson planning.

Outline

The content aim of the unit is for learners to be able to understand and exchange information on their future education and career plans and the world of work in general. The language aim of the unit is for learners to develop all four skills in the target language. The teaching activities suggest a variety of methods for achieving the learning objectives. It is hoped that the materials and activities will be thoroughly exploited in the classroom so that learners can gain real benefit from doing them and clearly move forward in their skills as well as grow in confidence. In general, they are not materials or activities that should be rushed through, to 'get on to the next thing,' which would cut out a lot of potential learning. The activities include opportunities for information sharing, giving supportive peer feedback and providing scope for pairwork, groupwork and individual presentations. The degree of confidence with which the learners achieve the learning objectives will depend on their starting point and the learning approach, with weaker learners needing more time for examples and practice. It is hoped that teachers will be able to expand on the unit as they judge best for their situation, with supplementary ideas of their own. The learning resources in this unit are textbook and internet based. If teachers judge that learners need more help to achieve the learning objectives, it is hoped they will extend the unit at any stage with reinforcement activities.

Teaching time

Based on the recommended total time allocation of 130 contact hours, it is suggested that 20% of these contact hours should be dedicated to this unit.

Vocabulary	Exams, work experience placement jobs, the world of work, unemployment, aspects of work, future plans
Grammar	Expressions for saying what you plan to do, using two verbs together, revising the future tense and particularly its use after <i>quand</i> , revising the conditional tense, <i>si</i> clauses

Topics and AOs	Suggested teaching activities	Learning resources
Continuing education		
Further education and training	Learning objective: Learners will be able to give and seek information about exams and preferences for future study. They will be able to discuss exam preparation and revision. They will be able to exchange information and opinions about work experience.	
AO2	Learners are provided with a short text reminding them of the school and exam system in France. This can be used to revise/introduce school and exam vocabulary and allow learners to make a comparison with the exam system in their own country. (W)	www.france.fr/etudier-en-france/le-systeme-scolaire-francais-de-la-maternelle-au-lycee Explanation of the school system in France.
AO2/AO4	Learners are provided with a list of useful expressions for talking about the future and then complete dialogues with suitable verbs and expressions in the future (<i>aller</i> + infinitive, simple future, <i>avoir l'intention de</i> + infinitive, <i>penser</i> + infinitive, <i>espérer</i> + infinitive, <i>si</i> + present + future) (I/W)	www.bonjourdefrance.com/exercices/contenu/19/civilisation/527.html Brief description of the school and exam system in France complete with interactive comprehension exercise.
AO2	Learners read texts in which young people talk about their studies and future plans. They have a series of sentences and must identify who says what. This group of texts could include young people from different countries so as to enable further comparisons. (I/W)	http://etudiant.aujourd'hui.fr/etudiant/info/revisio-n-du-bac-nos-5-conseils-organisation-revisions.html
AO2	Learners read texts in which young people talk about their revision techniques and do a series of comprehension exercises: find the French for ... / true or false, etc. (I/W)	Article about revising for the Bac which could be adapted and used for comprehension.
AO3/AO4	In pairs, learners draw up a list of top revision tips. These can then be shared with the class in a brainstorming session. (G/W) (Challenging)	<i>Tricolore Total 4 Unité 9</i> provides useful reading and listening resources on the topic of work experience
AO4	Learners write a short article about themselves which should mention the exams they will be taking, what they will be doing to revise, and what their plans are in the near and more distant future in terms of studies and careers. (I)	
AO1/AO2	Learners read and listen to young people talking about work experience they have done. Learners note information about the placement such as where and when it took place, the tasks that were carried out, the young person's opinion of their placement and if they can see themselves in that job in the future. (I/W)	
AO3	In pairs, learners ask and answer questions about previous or future work experience placements. Questions can be taken from reading or listening resources already used, provided by the teacher or made up by the learners. (G)	

Topics and AOs	Suggested teaching activities	Learning resources
AO4	Learners write an (imaginary) account of a work experience placement, including where it was, what they did and their reaction to it. (I) (Challenging)	
Careers and employment		
Future career plans	Learning objective: Learners will be able to give and seek information about preferences for work and careers.	
AO2	Learners revise job vocabulary by matching jobs with places or areas of work. It is important to remind them of the rule that there is no article with professions in French. (W) (Basic)	www.jcomjeune.com/ Information about jobs and careers aimed at young people.
AO1	Learners listen to people talking about their choice of jobs and either note the reasons for their choice or put in order a list of reasons they have been provided with. (I/W)	www.bbc.co.uk/schools/gcsebitesize/french/listening/h06_list_employment_rev1.shtml
AO2/AO4	Learners are provided with a list of jobs and match them with advantages and disadvantages. (I/W)	Useful vocabulary to talk about employment and unemployment.
AO3	In pairs, learners interview each other about their future plans, what sort of job they hope to have and why. (G)	www.wildfrench.co.uk/GCSEpapers/fchr99q3.htm
AO4	Learners revise the structure of <i>si</i> clauses and then write an article about what they would do if they could take a gap year. (I) (Challenging)	Text about unemployment with interactive comprehension exercise.
Employment	Learning objective: Learners will be able to discuss different aspects of a job, including part-time jobs and pocket money.	
AO2	Learners match different jobs to a list of qualities that can be considered necessary for doing each job. (I/W)	<i>Tricolore Total 4 Unité 9</i> provides a lot of good reading and listening material for this section
AO2/AO3	Part-time jobs can be introduced with a matching or brainstorming activity to come up with different types of part-time jobs and the main tasks involved. (W)	0520 Nov 2011 Paper 1, Section 3, Ex. 1, Questions 28–33 – listening comprehension about a change of career path
AO1/AO2	Learners read or listen to a series of short texts in which young people explain their motivation for having a part-time job and their opinions (I/W)	0520 Jun 2012 Paper 1, Section 3, Ex. 2, Questions 33–48 – listening comprehension about the work of a firefighter
AO3/AO4	Learners sort the different opinions into positive and negative opinions. (I/W)	
AO4	Learners write an article about a part-time or summer job they have had. They should	0520 Jun 2012 Paper 21, Section 3, Ex. 1,

Topics and AOs	Suggested teaching activities	Learning resources
	describe what the job involved and what they thought about it. (I) (Challenging)	<p>Questions 27–32 – reading comprehension about the work of a surgeon in Africa</p> <p>0520 Nov 2012 Paper 1, Section 3, Ex. 2, Questions 34–42 – listening comprehension about the work of a teacher in Canada</p> <p>0520 Jun 2013 Paper 1, Section 3, Ex. 2, Questions 34–43 – listening comprehension about the work of a disc jockey</p> <p>0520 Jun 2013 Paper 21, Section 3, Ex. 1, Questions 26–31 – reading comprehension about the work of a chef</p> <p>0520 Jun 2013 Paper 3, RP cards 2, 5, 8, RP B Talking about a job in a café</p>
Language and communication in the work place		
Communication and language at work	Learning objective: Learners will be able to use the language necessary to find out information about and to make an application for a job.	
AO2	Learners are provided with different job advertisements including details of the type of job, main tasks, salary and main requirements. They complete a series of comprehension exercises, which can include matching requirements and / or candidates to the appropriate advertisement. (I/W)	www.iquesta.com/ Site with job and work experience offers that could be used as a stimulus for writing letters of application.
AO2	These advertisements can be used for identifying some of the main vocabulary needed for communication at work through find the French for ... or matching activities. (I/W)	0520 Jun 2012 Paper 41, Ex. 1a – writing exercise in which candidates are asked to write a letter applying for a holiday job in France
AO1	Learners listen to young people talking about their jobs, what they do, the qualities needed for that line of work, what they particularly like and what they dislike about their job. (I/W) (Challenging)	
AO3	Learners classify the advertisements by order of preference, deciding which of the jobs they would most like to apply for and which they would least like to apply for. They must be	

Topics and AOs	Suggested teaching activities	Learning resources
	encouraged to give reasons for their choice. (I)	
AO4	Learners write an application letter for the job they have chosen. (I) (Challenging)	
AO4	As an alternative writing task, learners can work in pairs, each writing an advertisement for a job and then writing an application letter to the advertisement their partner has written. (G) (Challenging)	
AO4	Learners are provided with model CVs and are then required to write their own using the same headings as the model. (I)	
AO3	In pairs, learners create job interview dialogues, with one person being the interviewer and asking the questions and the other being the interviewee. (G) (Challenging)	

Scheme of work – Cambridge IGCSE® French (Foreign Language) (0520)

Unit 5: Topic area E – The international world

Recommended prior knowledge

It is recommended that learners are familiar with the content of UK Key Stage 3 National Curriculum Modern Foreign Language requirements or have followed similar courses. More information can be found here: www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199616/mfl/programme

Context

It would be useful to teach this unit after the previous four units as it revises and expands on much of the material covered throughout the Cambridge IGCSE course. Teachers can use the teaching activities to devise their own lesson plans, picking and choosing from the activities. It is assumed that the teacher will structure open and closed questions to check vocabulary and comprehension, correct errors, monitor the acquisition of skills and carry out preparatory exercises of their own if learners lack experience or skills for the activity. The teacher is encouraged to extend the unit with further ideas and materials to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed ability classes, by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps. Timing of the activities is at the teacher's discretion and should be incorporated into individual lesson planning.

Outline

The content aim of the unit is for learners to be able to understand and exchange information on the international world and give them the opportunity to develop further ideas covered in earlier parts of the course.

The language aim of the unit is for learners to develop all four skills in the target language. The teaching activities suggest a variety of methods for achieving the learning objectives. It is hoped that the materials and activities will be thoroughly exploited in the classroom so that learners can gain real benefit from doing them and clearly move forward in their skills as well as grow in confidence. In general, they are not materials or activities that should be rushed through, to 'get on to the next thing,' which would cut out a lot of potential learning. The activities include opportunities for information sharing, giving supportive peer feedback and providing scope for pairwork, groupwork and individual presentations. The degree of confidence with which the learners achieve the learning objectives will depend on their starting point and the learning approach, with weaker learners needing more time for examples and practice. It is hoped that teachers will be able to expand on the unit as they judge best for their situation, with supplementary ideas of their own. The learning resources in this unit are textbook and internet based. If teachers judge that learners need more help to achieve the learning objectives, it is hoped they will extend the unit at any stage with reinforcement activities.

Teaching time

Based on the recommended total time allocation of 130 contact hours, it is suggested that 20% of these contact hours should be dedicated to this unit.

Vocabulary	Revision of present, perfect, imperfect, future and conditional tenses, introduction of the pluperfect tense, <i>en</i> + present participle, recognition of the passive, comparatives and superlatives, reported speech, revision of the partitive article, revision of the pronoun <i>en</i>
Grammar	Holidays, transport, emergencies, warnings and accidents, weather and climate, French-speaking countries, food and drink, meeting people, social media, global problems, charities and volunteer work

Topics and AOs	Suggested teaching activities	Learning resources
Tourism at home and abroad		
Holiday travel and transport	Learning objective: Learners are able to give and seek information about travelling and holidays.	
AO3	Learners brainstorm different types of holidays and different reasons for going on holiday. They then put these in order of preference and justify their choice. (I/W)	www.tripadvisor.fr/ Holiday review site providing examples of good and bad holiday experiences that can be used for comprehension.
AO1	Learners listen to different people talking about different types of holidays. They are required to note the advantages and disadvantages of each type of holiday. (I/W) (Challenging)	
AO2	Learners read a series of texts in the past about people's holiday and travel experiences. They are asked to identify positive and negative comments. This would also be a good opportunity to identify perfect, imperfect and pluperfect tenses and discuss their formation and use in this context. (I/W)	www.youtube.com/watch?v=w7-VmILj5IQ Song by Michel Fugain, Un Beau Roman, telling the story of a holiday encounter in the past. Provides the opportunity of discussing the difference between perfect and imperfect tenses.
AO3	Learners interview one another about a recent holiday experience either with questions provided by the teacher or with their own. Questions should include what was good and what was bad about the holiday. (G)	0520 Nov 2012 Paper 21, Section 3, Ex. 1, Questions 26–31 – reading comprehension about <i>Paris-Plages</i>
AO4	Learners write an account in the past of a holiday experience. They should include what happened and their reactions to it. (I) (Challenging)	0520 Nov 2012 Paper 21, Section 3, Ex. 2, Questions 32–40 – reading comprehension about an experienced traveller
AO1	Learners listen to a series of conversations about accidents in various circumstances. They are required to note information about when, where and how the accident happened. (I/W)	0520 Jun 2013 Paper 1, Section 3, Ex. 1, Questions 28–33 – listening comprehension about a trip to Laos
AO3	Learners work in pairs. One is given a series of pictures such as weather symbols, means of transport, place in a town etc. The other must ask questions in order to find out the details of the accident. (G)	0520 Nov 2011 Paper 41, Question 1a – writing question in which candidates are asked to write a letter to the owner of a holiday home where they left a bag behind 0520 Jun 2012 Paper 41, Question 2 – writing question in which candidates are asked to write

Topics and AOs	Suggested teaching activities	Learning resources
		<p>an account in the past about a holiday when they lost their bag</p> <p>0520 Jun 2011 Paper 3, RP cards 1, 4, 7, RP B Phoning about a lost key to a holiday home</p> <p>0520 Nov 2011 Paper 3, RP cards 2, 5, 8, RP B Declaring a lost wallet at the police station</p> <p>0520 Nov 2011 Paper 3, RP cards 3, 6, 9, RP B Changing holiday dates</p> <p>0520 Jun 2012 Paper 3, RP cards 2, 5, 8, RP B Thanking someone for a holiday</p> <p>0520 Jun 2012 Paper 3, RP cards 3, 6, 9, RP B A holiday with a car breaking down</p> <p>0520 Nov 2012 Paper 3, RP cards 2, 5, 8, RP B Lost luggage at an airport</p>
Geographical surroundings	Learning objective: Learners will be able to give and seek information about different geographical areas.	
AO2 AO4 AO1 AO4	<p>Learners are provided with texts describing contrasting geographical areas accompanied by some pictures. Having matched the pictures to the texts they complete comprehension exercises such as true or false, identify the country which ..., find the French for (I/W)</p> <p>Learners write an article describing their region and saying what sort of region they would like to live in and why. They could also include which region they would not like to live in with a justification of their choice. (I)</p> <p>Learners are introduced to the film <i>Bienvenue Chez les Ch'tis</i>. They compare the main character's vision of the North of France with the reality. (I/W) (Challenging)</p> <p>Learners imagine they have just visited a region in France. They write to a friend giving their impression of the region, its inhabitants, culture, cuisine, etc. They should say if their impressions before and after the visit were any different. (I) (Challenging)</p>	<p>www.youtube.com/watch?v=EZpkYciYIDc&feature=fvst Trailer for the film <i>Bienvenue Chez les Ch'tis</i> providing an example of regional stereotypes.</p>

Topics and AOs	Suggested teaching activities	Learning resources
Weather	Learning objective: Learners will be able to give and seek information on weather and climate.	
AO2	Learners revise expressions for discussing the weather by matching weather symbols to different expressions. (I/W) (Basic)	www.estudiodefrances.com/exercices/meteo.html Provides recordings of weather forecasts that can be associated to weather maps.
AO2/AO4	Learners choose or are given a certain geographical area. They research information about the weather and climate in that area and present it to the class. This could be done in the form of a poster to display. (I)	http://france.meteofrance.com/france For a map of the day's weather in France.
AO1/AO3	Learners watch examples of weather forecasts and complete comprehension exercises such as gap fills, true or false, locating weather symbols on a map (Basic) . They then invent their own weather forecasts and present them to the class. (I/W)	www.wmo.int/pages/publications/showcase/documents/1012_fr.pdf Publication from the <i>Organisation Météorologique Mondiale</i> from which some more challenging reading comprehension texts could be extracted.
AO4	Learners write an account of a trip during which they experienced extraordinary weather conditions. They are asked to describe what happened and their reactions to it. (I) (Challenging)	www.msf.org.uk/teaching-resources-intermediate-level-french Worksheets based on the story of a young girl who survived the earthquake in Haiti in 2010. 0520 Jun 2011 Paper 3, RP cards 3, 6, 9, RP B A plane that can't take off due to bad weather
Life in other countries and communities		
Places and customs	Learning objective: Learners will be able give and seek information about places around the world.	
AO2	Learners identify different French-speaking countries on a map of the world. (W) (Basic)	www.oup.com/uk/i-cafe/main/index/fr/francelive/ Provides worksheets on many topics including places and customs.
AO2	Learners are provided with texts about different countries in the French-speaking world including information on geography, climate, people and traditions. They carry out a series of comprehension tasks. Information extracted from the texts can then be shared with the whole	www.kameleo.com/french/JEU-Ch0-

Topics and AOs	Suggested teaching activities	Learning resources
AO2/AO3/AO4	<p>class. (I/W)</p> <p>Learners choose a French-speaking country and do some research about life in that country. The teacher will provide questions to guide the learners in their research. Learners can present their findings in a written report or as a presentation to the class. The class could then vote on the country they would most like to visit. (I/W)</p>	<p>MondeFranco.html Interactive map of French-speaking countries around the world.</p>
Food and drink	Learning objective: Learners will be able to give and seek information about food and drink from around the world and share opinions about it.	
AO2	Learners are given pictures and a short description of some typical French dishes. They are asked to locate the dishes on a map of France. (I/W) (Basic)	<p>www.cuisineactuelle.fr/recettes-de-cuisine/recettes-regionales Provides descriptions of French regional specialities.</p> <p>www.bbc.co.uk/languages/french/mafrance/flas h/interactive_popup.shtml Video of four chefs preparing their favourite dishes complete with interactive comprehension exercises.</p>
AO3	Learners choose three of the dishes and ask each other questions to find out if they have already tried them and if so what they thought of them or if not if they would like to try them. (G)	
AO2	Learners are provided with a text about different eating habits in different parts of the world including some exotic dishes. They are required to identify which dishes are eaten where. They can also extract information such as which foods are eaten by which particular communities. (I/W)	
AO1	Learners listen to people describing typical dishes from their country and are required to match the descriptions to pictures of the dishes. (I/W)	
AO4	Learners choose or are provided with ideas for describing typical dishes from their own country and write short descriptions of them. (I)	
AO3	In pairs, learners invent dialogues, imagining that one of them is a French person on a visit and the other is offering different dishes for them to try. (G)	
Meeting people	Learning objective: Learners will be able to discuss different ways of meeting people.	
AO4	In pairs, learners note down as many places as they can think of where it is possible to meet people. (G) (Basic)	<p>www.geoado.com/vie-magazine/les-bars-a-chats-pour-ou-contre Article about a new type of coffee bar.</p>
AO2	Learners are provided with a jumbled dialogue of two people meeting for the first time and are required to put it in the correct order. (I/W)	

Topics and AOs	Suggested teaching activities	Learning resources
AO3/AO4	Learners are provided with a brief outline of a situation in which two people are meeting for the first time including the place, the time of day and the characters and they write and perform the dialogue. (G)	
AO1/AO2	Learners listen to or are provided with a text in which young people discuss the advantages and disadvantages of social media. They carry out a series of comprehension tasks such as gap fill, true or false, find the French for (I/W)	
AO4	Learners draw up a list of advantages and disadvantages of social media from the text and their own ideas. (I/W)	
AO4	Learners imagine a world with no technology or social media. They write an account in the past of a technology free day saying what they did and their reactions. (I) (Challenging)	
World events and issues		
Issues according to available resources and individual interest	Learning objective: Learners will be able to give and seek information about world issues. They will be able to express an opinion and discuss differing viewpoints.	
AO3	Learners are provided with some language prompts to say if and how they remain informed about world events. (W)	http://apprendre.tv5monde.com/fr/niveaux/a2-elementaire
AO2/AO3	Learners are provided with differing opinions on the question of whether it is important to take an interest in news and current affairs. They classify them into for and against and decide which they agree with the most. (I/W) (Challenging)	Provides short videos on world problems complete with interactive comprehension exercises.
AO2/AO3	Learners brainstorm or are given a list of world problems and are asked to classify them starting with the ones they consider to be the most serious. (I)	www.griffe-info.com/ Articles on world events and current affairs.
AO2	Learners are provided with a text presenting data and statistics on world problems. They are asked to identify the main useful vocabulary items in the text. (I/W)	www.geoado.com/rubrique-actualite/monde Articles on world events and current affairs.
AO1/AO2	Learners listen to or read texts in which young people express their concerns about world issues. They identify what most worries the young people and what is most important to them.	www.restosducoeur.org/ Website of a famous French charitable organisation.

Topics and AOs	Suggested teaching activities	Learning resources
AO3	(I/W) Learners interview each other to find out what each other's particular concerns about world issues are. This could lead to a class survey. (G) (Challenging)	www.youtube.com/watch?v=39TbBGBpnus&feature=related Theme tune for 'Les Restos du Coeur'
AO2	Learners are provided with the logos of some humanitarian and charity organisation. They match the logos to the mission statement of the organisation. (I/W)	www.croix-rouge.fr/La-Croix-Rouge Website of the French Red Cross
AO1/AO2	Learners are listen to or read texts giving information about various humanitarian organisations: <i>Médecins sans Frontières</i> , <i>la Croix Rouge</i> , etc. and do a series of comprehension tasks to extract the main information. (I/W) (Challenging)	0520 Nov 2011 Paper 21, Section 3, Ex. 1, Questions 27–32 – reading comprehension about a humanitarian organisation in Africa
AO4	Learners write an account about working for a humanitarian organisation. They say what they did and what their reactions to it were. (I) (Challenging)	0520 Jun 2012 Paper 1, Section 3, Ex. 1, Questions 28–33 – listening comprehension about an Iranian photo journalist

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