

IGCSE Foreign Language French 0520

Unit 1: Self, Family, personal relationships, House/home, Home Life, Daily Routine, School/Work life, Future study, Career

Recommended Prior Knowledge

A preparatory course which corresponds to the UK Key Stage 3 National Curriculum Modern Foreign Language requirements.

Context

It would be useful to teach this unit at the beginning of an 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.

Outline

Vocabulary groups:

Numbers, animals, colours, adjectives to describe people, months, family members, countries and nationalities, house/home (furniture etc), family occupations (jobs), tasks/activities at home. School description (location, size etc), school subjects (likes/dislikes), school routine, careers, jobs, places of work.

Grammar:

Present tense regular/irregular verbs, être, avoir, adjectives, agreement in number, gender (regular/irregular), possessive adjectives, reflexive verbs, negatives (je n'ai pas de). Aller + infinitive, Je voudrais + infinitive, revision of time.

NB: For students already confident in using the perfect tense, it is quite appropriate to adapt certain tasks, e.g. rather than describing a typical school day (present tense), students could be asked to describe a particular period of time spent at school using past tenses.

AO	Learning Outcomes	Suggested Teaching Activities		Online Resources	Other Resources
1	Self, Family, Personal Relationships Students will be able to: <ul style="list-style-type: none">give and seek information about family members and friends (including nationality)	Core		www.momes.net/journal/ www.atantot.com - roleplays la famille	Course book tapes / videos & students / teachers as resource Métro 4 Rouge Module 2 Family and pets Text book or teacher prepared Game Jeu de 7 familles. Students prepare playing cards featuring four family members. Students deal out a pack of cards and try to complete families by asking the group if they have certain family members.
		Speaking	Provide students with a list of appropriate questions first prepared and practiced in class, then in pairs/groups		
		Listening Writing	Students provide details of their own family/friends, read them out and the rest of the class fills in a simple grid with headings such as Frères/soeurs, age etc. Students can write out a family tree of their own family or famille idéale and go on to describe this family tree.		
		Reading Writing	Provide students with a gapped text, students then complete the text using words from a list. This can be adapted easily and completed as an IT task.		
		Reading / Speaking / Writing	Students read about the family of a French-speaking person and then prepare an oral presentation on Ma Famille. This can be presented to partners/groups and then written up, either in pairs, as a solo or as a group activity.		

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	<ul style="list-style-type: none">Describe family members (including pets), mentioning appearance and temperament and describe feelings towards them.	Core		www.languagesonline.org.uk les animaux (revision of the vocabulary for animals) www.vokabel.com/french.html (les animaux) – vocab. revision	0520/1 June 2003, Question Or 0520/1 November 2001 Question 17
			All of the above activities are appropriate. Revise animals, pets via an oral presentation on OHT or using flashcards, and introduce adjectives in negative/positive categories.		
		Listening	Students listen to four young people talking about friends/family and complete the exercise (ticking correct statements).		
		Speaking	Ask students to describe a friend. Students can use pictures as stimulus. In pairs, groups describe the person. This can be followed up as a writing activity.		Famous people in student’s country on OHT / flashcard.
		Writing			
		Extended			
		Speaking	Students indicate whether they like/dislike certain people (on photos/cards) and give a reason why. This involves the use of simple conjunctions and subordination. Adjectives of appearance and temperament		

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		Writing	<p>can be highlighted in a presentation phase.</p> <p>Give students the names of ten famous people / cartoon characters – ask for their opinion and justification of each person, providing reasons.</p>		
2	House and Home	Core			
	Give and seek information about peoples' homes/rooms.	<p>Listening</p> <p>Speaking</p> <p>Reading / Writing</p> <p>Writing</p>	<p>Teacher describes own (or imaginary) flat/house. Students label plan and then go on to describe own layout of house/flat. Weaker students can be given an initial revision presentation on OHT/list of rooms on board.</p> <p>Students read an account of an imaginary / famous person's house which leads into describing their own ideal house – this can be extended into other syllabus areas (Unit 5 Environment – an eco-friendly house etc).</p> <p>Students give a description of where they live, the room they like best and say what they would like to change. Teacher to provide text describing maison/appartement de luxe or one which differs from the norm of student.</p>		<p>Métro 4 rouge module 8 unit 1</p> <p>Teacher to produce account</p>

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		Listening / Speaking	Students work in pairs using a list of questions about their own homes – they ask and answer questions and then produce a one minute presentation of their ideal house.		Teacher provides a bank of 10/11 questions on Chez Moi on OHT or on sheets.
3	Home Life / Daily Routine	Core			
	Give and seek information about household routine/activities	Listening	Students listen to an account of a young person's routine at home, and complete a grid which requires matching actions to times. Alternatively, the teacher could show numbered pictures on OHT and ask students to match letters to times.		Course book, recorded materials or provided by teacher (cassette or spoken).
		Speaking	Provide students with a list of appropriate questions – prepare and practice in class in pairs / groups. Emphasise factual details such as times, actions. Include simple opinions about activities. This can again lead to learning and presentation work.		Métro 4 Rouge Module 2 Unit 4
		Reading	As an alternative to the listening exercise, print out the transcript. This could be gapped and completed by students or short written questions, answers or matching statements to the OHT symbols could be used.		
		Writing	Students write about 100 words on their daily routine, their chores / tasks at home.		

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4	School Life Give and seek information about subjects studied, likes / dislikes.	Core		www.atantot.com Roleplays – le college	Nearly all coursebooks feature examples of timetables! Métro 4 rouge Module 1 Listening Paper 0520/1 June 2005-Qu. 17 Course book materials or teacher written/produced. 0520/2 June 2003 Section 2 Ex. 1
		Speaking	Provide students with a French timetable and ask students to describe a day on the timetable in a pays francophone (having first revised school subjects on OHT or using flashcards). Add in likes, dislikes and simple reasons why.		
		Listening	Students listen to four students talking about their school. They complete the exercise ticking six correct statements.		
		Reading	Give students a written account of their daily routine in school. This can be gapped or can serve as a stimulus for Q/A work either oral or written.		
		Extended			
		Reading	Students complete the exercise on the learning of History in a French classroom with two different teachers (reasons for liking/disliking certain learning approaches). This could lead into interesting oral/written work on what they think of different lessons.		
Core/Extended					
	Writing	First, provide students with 10-15 questions based on the school day / subjects. Students write a (short) account of their best and			

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			worst school day and add simple opinions. This can be extended into a harder task by abler students using more justifications / explanations of their opinions. This is also suitable as an IT task.		
4	Give and seek general information about people's schools or colleges (daily routine, facilities, descriptions, uniforms etc).	Core		http://adosurf.free.fr/	Provide a bank of questions based on a description of school, facilities, clubs etc. Coursebook materials usually feature listening texts based on a French speaking student describing their school. Coursebook based text or teacher written.
		Speaking	As a class introduction give students a map of their own school and ask them to describe it. This can also be done in pairs.		
		Listening	Students listen to descriptions of schools in pays francophones. Use drawings of school facilities on OHT (e.g. library, dining room, IT room etc) and ask students to match drawings to tape.		
		Reading	Students read a text based on a school in a pays francophone and pick out differences / similarities. This can also be done in pairs. Group / class feedback can then lead into a writing task (see below).		
		Writing	IT task. Ask students to consult the website for their own school. They then need to write an introduction to their school based on buildings, routine, school facilities, subjects, likes and	School's own web site	

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			dislikes... Ask them to import into their article pictures of their own school. Again, depending on the ability of students, this can work well as an Extended task.		
4	Explain and discuss the reasons for liking / disliking school / college (subjects studied, people, atmosphere, degree of freedom). Suggest possible changes to school life.	Core			<p>Prepare ten short statements to be read to class.</p> <p>Provide students with a simplified version of your school rules in French (on paper or on OHT).</p> <p>0520/1 Nov 2002 Section 3 Ex. 2</p> <p>0520/2 June 2003 Section 3 Ex. 2</p>
		Speaking / Listening	(This part of learning outcomes relies upon the students having mastered the first two learning outcomes for School Life). Teach / revise the giving of opinions – I think that, in my opinion, etc and then revisit each of the areas mentioned (subjects, people, friends etc) and elicit opinions.		
		Listening	Read ten simple statements in which opinions are expressed on different aspects of school life. Students can respond at a variety of levels (ticking positive/negative columns, ticking a set of time statements or writing short answers in French).		
		Reading / Writing	Provide students with a list of your own school rules e.g. on ne doit pas fumer, on doit porter un uniforme. Ask them to read through and tick the ones with which they agree. Revise on doit / on peut. Ask them to write ten		

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			new school rules.		
		Extended			
		Listening	Students listen to a student talking about the school system in Luxembourg and the variety of languages required. Students respond via short answers in French.		
		Reading	Students read an article about extortion at school and what can be done about it.		
		Core/Extended			
		Writing	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. Firstly, revise the conditional je voudrais changer / j'aimerais. Give each group the task of focussing on one area of school / school life. Pool the results and produce a “good” version together on OHT. Ask students then to write their own draft based on group writing. This is also an excellent IT task.		
	Speaking	Students prepare a 1-2 minute presentation Ma Vie Au Collège.			

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5	<p>Work, future study, careers</p> <p>Give and seek information about preferences for work / future study, career.</p> <p>Use and understand the language necessary to find out information about, and to make an application for, a job.</p>	Core	<p>www.atantot.com Roleplays – les metiers</p> <p>http://tf1.lci.fr/infos/</p> <p>www.vokabel.com/french.html metiers/professions (vocab.. Practice)</p> <p>www.bbc.co.uk/schools/gcsebitesize/french Higher writing – summer jobs (test)</p>	<p>Métro 4 Rouge Module 4 – Au Boulot</p> <p>Teacher provides “personality break down” for several imaginary students and a list of possible future plans.</p> <p>Teacher provides a CV template (or uses one from course book) and a completed version.</p> <p>0520/3 Role Play 13 Nov 2003 Role Play 6B Nov 2004 Roleplay 5B June 2005</p>

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					<p>0520/1 Section 2 Ex 2 June 2003 / 2004 / 2005</p> <p>0520/1 Section 2 Ex 2 Nov 2004</p> <p>0520/1 Section 3 Nov 2003</p> <p>Questions 1 and 2</p> <p>NB. Many coursebooks now feature good texts / materials based on the World of Work.</p>
		Speaking	After revision of vocabulary such as further education jobs, students outline their future study / work options. Revision of aller + infinitive will be needed at this point.		
		Reading	Provide students with descriptions of the likes/dislikes and aptitudes of fictitious students. Students then match students with a choice of several further education / jobs.		
		Writing	Based on the reading exercise students write a paragraph based on how they see themselves and their reasons for their future choices. This can also be a good speaking presentation.		

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		Core / Extended			
		Reading / writing	Students read the CV then using the template complete their own. This is a good IT task.		
		Speaking	After revision of key questions such as "Quelles sont les heures de travail?" Students complete role plays in which they are phoning for job information at hotels.		
		Listening	There are many appropriate examination exercises set on this topic. All could be exploited either as test items or as class / group / individual listening exercises. They cover people's working life in difficult contexts (illustrator, singer, tourist office worker, pilot, writers, vet, midwife)		
		Writing	Students can complete this topic by writing an article based on their own choices and reasons for it.		