

Studio AQA Scheme of Work Foundation

Term	Unit	Notes
YEAR 10		
Autumn Term 1	Edexcel Unit 5	
Autumn Term 2	1	Listening and Writing assessments
Spring Term 1	2	Reading and Speaking assessments
Spring Term 2	3	Listening and Writing assessments
Summer Term 1	4	Y10 examinations tbc
Summer Term 2	5	Listening and Reading assessments
Year 11		
Autumn Term 1	6	This has been covered in part in Y10 using the Edexcel books. Progress through this unit should be rapid and Unit 7 should be started early, if possible. Listening and Writing assessments
Autumn Term 2	Revision	Mock examinations
Spring Term 1	7	Reading and Speaking assessments
Spring Term 2	8	Listening and Writing assessments
Summer Term 1	Revision	Terminal examinations
Summer Term 2		

Studio Module 1		
Point de départ 1 pp. 6–7		
Theme and topic	Identity and culture Me, my family and friends	
Learning objectives	Revising family and describing people	
Grammar	Adjectival agreement The present tense: <i>avoir</i> and <i>être</i>	
Skills	Using <i>mon, ma, mes</i> Using the correct pronoun	
Learning outcomes...		
Listening and responding		Listening to and understanding people talking about their siblings Listening to and understanding a description of a family Listening to and understanding descriptions of imaginary criminal suspects
Speaking		Giving a character description of family members Describing yourself as an imaginary criminal suspect
Reading and responding		Reviewing family members Identifying characters from a physical description Reviewing use of <i>j'ai</i> and <i>je suis</i>
Writing		Writing lists of positive and negative character adjectives
Key language		les parents

	le (beau-)père la (belle-)mère les enfants le (demi-)frère la (demi-)sœur les grands-parents le grand-père la grand-mère les petits-enfants l'oncle (m) la tante le cousin, la cousine Tu as des frères ou des sœurs? Il/Elle est... agaçant(e) arrogant(e) amusant(e) bavard(e) charmant(e) content(e) fort(e) impatient(e) impoli(e) indépendant(e) intelligent(e) marrant(e) méchant(e) têtu(e)
Homework	
Notes	

Studio Module 1 Point de départ 2 pp. 8–9	
Theme and topic	Identity and culture Free-time activities
Learning objectives	Revising places in town, activities and times
Grammar	Definite and indefinite articles Prepositions The verb <i>aller</i> The preposition <i>à</i>
Skills	Using definite and indefinite articles correctly How to say the time
Learning outcomes...	
Listening and responding	Listening to and understanding people talking about places in town Listening to and recognising different times Listening to and understanding people making plans for going out
Speaking	Describing where places are in town Talking about what you are doing today
Reading and responding	Reviewing the names of places in town Reviewing prepositions to describe where something is in town Translating a text into English
Writing	Translating sentences into French
Key language	la boîte de nuit le bowling le café le centre commercial le cinéma les magasins la patinoire la piscine la plage le théâtre dans derrière devant entre aujourd'hui demain ce / demain matin cet / demain après-midi ce / demain soir lundi matin / samedi soir Ce soir, on va au cinéma à 20 heures.
Homework	
Notes	

Studio Module 1	
Unité 1 pp. 10–11 A comme amitié	
Theme and topic	Identity and culture Me, my family and friends
Lesson starter	To brainstorm common free-time activities
Plenary	Recapping verb endings for regular <i>-er</i> verbs
Learning objectives	Talking about friends and what makes a good friend Using regular <i>-er</i> verbs in the present tense
Grammar	The present tense: regular <i>-er</i> verbs Adjectival agreement: irregular adjectives
Skills	Using different words for 'friend'
Learning outcomes...	
Listening and responding	Listening to and understanding people talking about what they do with their friends Listening to and understanding descriptions of a good friend
Speaking	Talking about what you do with your friends Discussing what makes a good friend
Reading and responding	Understanding a text about what someone does with their friends at the weekend Reading and understanding an online forum about what makes a good friend
Writing	Writing about what makes a good friend
Key language	<p>Qu'est-ce que tu fais avec tes amis?</p> <p>Le soir, je retrouve mes amis au parc. On joue au foot ou au basket ensemble.</p> <p>Le week-end, je traîne en ville avec mes copines. On mange ensemble au fast-food.</p> <p>Le soir, je tchatte en ligne avec ma meilleure copine. On rigole bien ensemble.</p> <p>Avec mon petit ami, j'écoute de la musique. On discute de tout.</p> <p>Le week-end, je passe chez ma petite copine. On regarde un film ou des clips vidéo.</p> <p>À mon avis, un bon ami est ...</p> <p>patient / amusant / sympa / cool / drôle / modeste / honnête / fidèle / sensible / optimiste / généreux / gentil / compréhensif.</p> <p>Un bon ami ...</p> <p>écoute mes problèmes / mes secrets / discute de tout avec moi / aide tout le monde / accepte mes imperfections / respecte mes opinions / a les mêmes centres d'intérêt que moi / a le sens de l'humour.</p>
Homework	
Notes	

SCHOOL:	YEAR:
DATE:	CLASS:

Studio Module 1	
Unité 2 pp. 12–13 C'est de famille!	
Theme and topic	Identity and culture Me, my family and friends
Lesson starter	To introduce possessive adjectives
Plenary	Completing a translation into English which includes reflexive verbs
Learning objectives	Talking about family relationships Using reflexive verbs in the present tense
Grammar	Reflexive verbs Possessive adjectives
Skills	Writing a description using varied phrases
Learning outcomes...	
Listening and responding	Listening to and understanding people talking about their relationships with members of their family Listening to and understanding a description of someone's family
Speaking	Describing a family based on a photo prompt
Reading and responding	Reading and understanding a text about a French soap opera Reading and understanding an interview about a family
Writing	Writing a description of a new invented family for a French soap opera
Key language	Dans ma famille, il y a ... personnes: mon père / beau-père / frère (aîné / cadet) / demi-frère, ma mère / belle-mère / sœur (aînée / cadette) / demi-sœur, et moi. Mon père / Ma mère est / semble / a l'air ... travailleur/-euse / fort(e)/ égoïste / méchant(e) / agaçant(e) / sévère. Je m'entends bien avec (mon père / ma sœur) parce que ... Je me dispute avec (mon frère / ma mère) parce que ...
Homework	
Notes	

Studio Module 1		
Unité 3 pp. 14–15 On va voir un spectacle?		
Theme and topic	Identity and culture Free-time activities	
Lesson starter	To revise the verb <i>aller</i>	
Plenary	Translating a passage into French	
Learning objectives	Making arrangements to go out Using the near future tense	
Grammar	The near future tense Asking questions	
Skills	Giving opinions using <i>ça va être</i> + adjective	
Learning outcomes...		
Listening and responding		Listening to and understanding messages about plans to go out
Speaking		Describing plans for the weekend using the near future tense Talking about plans to go out using the near future tense
Reading and responding		Reading and understanding messages about plans to go out Reading and understanding a text message conversation about plans to go out
Writing		Writing about plans for a weekend in Nice using the near future tense
Key language	Je vais ... aller à un match/au bowling aller au cinéma/à la piscine voir un spectacle faire du patin à glace/du skate faire les magasins jouer à des jeux vidéo. Tu veux venir? Quand? Avec qui? On y va comment? On se retrouve où? On se retrouve à quelle heure?	
Homework		
Notes		

Studio Module 1	
Unité 4 pp. 16–17 Une sortie	
Theme and topic	Identity and culture Free-time activities
Lesson starter	To revise the structure and meaning of the perfect tense
Plenary	Choosing an appropriate verb in the perfect tense to start a sentence
Learning objectives	Describing a day out Using the perfect tense
Grammar	The perfect tense
Skills	Using <i>c'était</i> Pronouncing <i>je</i> and <i>j'ai</i> correctly <i>normalement</i> + present tense/ <i>hier</i> + perfect tense Using context to work out meaning
Learning outcomes...	
Listening and responding	Listening to and understanding a description about a day out Listening to descriptions of a day out and identifying if the opinion is positive or negative
Speaking	Adapting phrases so they refer to the present and the past Using picture prompts to describe what you did last weekend
Reading and responding	Reading and understanding a text in the perfect tense describing a day out
Writing	Translating perfect tense sentences into French
Key language	J'ai contacté une copine. J'ai quitté la maison. J'ai raté le bus. Je suis allée en ville. J'ai écouté de la musique. J'ai retrouvé ma copine. J'ai discuté avec ma copine. J'ai mangé un sandwich. J'ai acheté des vêtements. C'était super. J'ai passé une très bonne journée.
Homework	
Notes	

Studio Module 1	
Unité 5 pp. 18–19 La personne que j'admire	
Theme and topic	Identity and culture Me, my family and friends
Lesson starter	To revise common personality adjectives
Plenary	Change the present tense of <i>jouer, danser</i> and <i>faire</i> into the perfect tense
Learning objectives	Discussing role models Using the present and perfect tenses together
Grammar	The perfect tense Using a combination of tenses
Skills	
Learning outcomes...	
Listening and responding	Listening to and understanding young people talking about their role models Listening to and understanding an interview about who someone admires
Speaking	An interview about who you admire and why
Reading and responding	Reading and understanding descriptions of role models Translating a text about a role model into English Matching interview questions and answers
Writing	Writing about someone you admire
Key language	Comment s'appelle la personne que tu admires? Mon héros / héroïne / modèle s'appelle ... C'est qui? C'est une actrice / un pilote de Formule 1 / une créatrice de mode / un scientifique célèbre. Fais-moi sa description physique. Il / Elle est petit(e) / grand(e) / de taille moyenne / gros(se) / mince / beau(belle). Il / Elle a les cheveux longs / courts / blonds / noirs / gris / bouclés. Il / Elle a les yeux bleus / marron / des lunettes / une barbe. Quelle est sa personnalité? Il est travailleur / courageux / généreux / sportif / créatif / intelligent. Elle est travailleuse / courageuse / généreuse / sportive / créative / intelligente. Pourquoi est-ce que tu admires cette personne? J'admire X car il / elle a joué dans beaucoup de films travaillé très dur gagné beaucoup de courses donné de l'argent aux bonnes causes lutté contre ses problèmes. J'aimerais être comme lui/elle.
Homework	
Notes	