

Proposed Scheme of Work (15 lessons)

Theme And lesson objectives	Functions	Grammar	Resources	Challenges	Role of mentor and assessment
Come Dine with Me (7 lessons)	Accessing different text types Giving opinions, likes, dislikes Team building Preparing and delivering team dialogues	Present tense: 1 st and 3 rd person singular and plural Use of negative Adjectives to describe food Use of plural nouns with appropriate verb endings	TV programme – Come Dine with Me	Pre-course challenge – Do research on names of foods that you like and dislike	Mentors to prepare a bank of useful phrases to use at a dinner party and of opinion phrases to use
Lesson 1 LO: To be able to design a menu in their language			Power point presentation by teacher, modelling of menu design	Produce a menu full of horrible things	
Lesson 2 LO: To design and get into a character e.g. a hard-to-please eater					
Lesson 3 LO: To be able to give opinions about likes and dislikes of food in the plural and to write a paragraph		Plural nouns and verbs Adjectives of personality		Learn by heart your own paragraph	Mentors to support with pronunciation and accuracy

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Lesson 4 LO: to be able to talk about the personality of your dinner party character To be able to work together in a team and to identify team roles			Team working on YouTube piece Lessons from Geese		
Lessons 5 and 6 LO: Students to develop team working to practise and present dinner party dialogues					
Lesson 7 LO: To enable all teams to do dialogues and to carry out peer assessment					Mentors to assess dialogues plus peer assessment
				Over Christmas, students are to find a simple recipe in your language and a text which includes headings and pictures	

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<p>Theme Celebrations and making a traditional dish (Approx. 8 lessons)</p>	<p>Accessing different text types Following instructional texts to produce an end product Developing reading skills Developing understanding of cultures</p>	<p>Past tenses in 1st person singular and plural</p>			
<p>Lesson 1 LO: Students to develop strategies to enable them to access different text types</p>			<p>Teacher to model accessing texts using a French example; In pairs student share text types and discuss strategies and discover the gist of each text</p>	<p>At home, access a new text and tick that box on the immersion grid</p>	
<p>Lesson 2 LO: To be able to identify key futures of a past tense in your language</p>				<p>Challenge – to identify the key features of the past tense in your language and present these to the whole class in English</p>	<p>Each mentor to present information in the past tense in simple language about their Christmas/New Year activities (possibly Chinese New Year last year</p>

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Lesson 3 LO: To be able to identify and explain key features of a past tense in the 1 st person singular and plural					Mentors to work with their groups and agree 8 sentences in writing; ask probing questions and support the groups at the plenary fixing knowledge session
Lesson 4 LO: To learn time phrases to enable the production of more complex sentences in the past tense			Teacher to model Days of the week song		Mentors to work with groups on developing time phrases such as last night; mentors support production of 8 sentences about Christmas
Lesson 5 LO: To be able to do team presentations on Days of the Week song/rap/poem to class; To be able to produce 8 complex sentences in past tense				Challenge find a recipe and highlight the verbs	
Lesson 6 LO: To develop and embed reading strategies	Developing reading strategies and measure levels via assessment activity				Mentors to find an appropriate reading passage for assessment

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<p>Lesson 7 LO: To prepare to produce a product by buying ingredients, following a recipe in your language, understanding health and safety</p>			<p>Teacher to model making a shopping list, health and safety considerations etc</p>		
<p>Lesson 8 LO: Students to produce a dish following a recipe in their language in T5</p>					

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