

YEAR 10 LANGUAGE COURSE OUTLINE 2025 for 2026



UNIT TITLE	Languages	Curriculum Level 1-4	Year 10	Full year
DESCRIPTION OF UNIT The course will be focussed on developing the following concepts relating to foreign language learning: • Develop students' competence in the target language in a wide range of situations, using language skills of listening, speaking, reading and writing • Use the target language to carry out every day language functions such as asking for information, expressing likes and dislikes or describing things, people and places • Experience pleasure in becoming a bilingual speaker able to communicate effectively in the target language • Learn about the culture of the target language in order to gain understanding of the cultural and way of life and make comparisons between cultures. • Build confidence in students who are new to the subject, and produce a sound basis for progress at subsequent levels Assessment • Assessment procedures help classroom teachers gather data and make judgements about the progress being made by individual students. They are the basis for reporting on students' progress. • Listening, speaking, reading and writing skills are assessed regularly at the end of each scheme of work. • Cultural awareness is assessed as an important part of foreign language learning.			CULTURAL INFLUENCES Compare and understand Maori, Pasifika and Pakeha Taonga through developing linguistic and cultural knowledge of the target language. Key Competencies: • Language Symbols and Text • Managing self • Relating to others Our School wide expectations: • Manaakitanga • Sauni • Perseverance • Excellence Other: BOYD Devices - chrome books, smart phones and laptops are useful addition as teaching tools.	

Evaluation The monitoring of students' progress is best done constantly and informally at this level. Formal testing based on vocabulary should take place using small groups of words and using a wide variety of question types in order to cater for our wide ability range. It is possible to allow time for the development of oral activities, and this provides instant indications of a student's progress without allocating formal grades. Any activity which encourages oral practice should prove valuable. At this level it is extremely important not to use formal test results as a major indication of success or failure to students. A good build-up of confidence at this level will allow continuing students to cope with a more formalised programme later. At this level on-going evaluation: • helps students recognise the present value and future usefulness of their learning. • helps language teachers to plan and modify schemes and methods in relation to students' needs. • helps develop a variety of teaching styles and procedures in teaching and learning a target language						
Topic	Objectives	Learning Activities	Assessment Activities	Resources	Language and Structures	Key Competencies
Describing People	• Talk about yourself, your friends and others. • Talk about personal characteristics. • Talk about clothes. • Make introductions.	• Prepare a description of yourself. • Role play introductions.	• Speaking test- (combined test with oral/written component). • Writing tasks	CD-ROMs Textbooks Online Resources Flashcards		• thinking. • using language, symbols, and texts. • managing self. • relating to others. • participating and contributing.
School	• Talk about your timetable and subjects. • Talk about your progress and results. • Talk about likes and dislikes at school.	• Revise subjects and timetable. • Role play likes. • Describe a school day.	• Speaking test (interview) • Reading test (role play) • Listening (dictée)	CD-ROMs Textbooks Online Resources Flashcards		• thinking. • using language, symbols, and texts. • managing self. • relating to others. • participating and contributing.

	Talk and write about a typical day at school.					
Getting About Town	- Describe a town. - Say where you are going. - Say how you get there. - Say why you are going. - Ask for directions, - Understand how to get there.	- Explain where things are. - Role play directions.	- Speaking test (interview). - Listening test. - Vocab test.	CD-ROMs Textbooks Online Resources Flashcards		- thinking. - using language, symbols, and texts. - managing self. - relating to others. - participating and contributing.
Typical Day at Home	- Talk about things that happen at home. - Talk about daily routines. - Say how long things take to do. - Say where things are.	- Describe jobs at home (outline). - Role play household activities.	- Speaking test (interview). - Listening test. - Vocab test.	CD-ROMs Textbooks Online Resources Flashcards		- thinking. - using language, symbols, and texts. - managing self. - relating to others. - participating and contributing.
Eating and Drinking at Home	- Describe activities at mealtimes. - Say whether you are hungry. - Ask for things at table. - Accept and refuse. - Say what food you like or dislike.	- Prepare outline of mealtime at home. - Choose food and drink- Role Play.	- Interview test. - Listening exercise. - Vocab test. - Writing exercise.	CD-ROMs Textbooks Online Resources Flashcards		- thinking. - using language, symbols, and texts. - managing self. - relating to others. - participating and contributing.
Getting Around Town	- Naming major sites of a town - Give information about a town. - Ask for directions. - Understand directions. - Give directions.	- Role play directions. - Use a map	- Listening test. - Vocabulary test. - Reading test.	CD-ROMs Textbooks Online Resources Map of town and cities of major centres to identify monuments with cultural significance		- thinking. - using language, symbols, and texts. - managing self. - relating to others. - participating and contributing.

Method of Assessment	☐ Self Appraisal	☐ Peer Appraisal	☐ Teacher Reflection
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