

French - Year 8 - Medium Term Plan

Y8 Module 3	Title: <i>Module 3 - Mon identité (GCSE theme: Identity and culture)</i>	
Why are you teaching it?	<p>For students to be able to talk about themselves in detail including their personality, relationships, music, clothes and passions.</p> <p>To reinforce the use of accents.</p> <p>To focus on adjectival agreements.</p> <p>To learn about reflexive verbs and possessive adjectives.</p> <p>To learn about the full conjugation of the verb 'Venir'.</p> <p>To combine the present tense with the near future tense.</p> <p>To incorporate the present, perfect and future tenses.</p>	<p><u>Misconceptions</u></p> <p>Pay attention to 'False friends' in French. These are French words which look similar to English words but have a different meaning. Crier – to shout, actual – current, éventuel – possible, journée – day, location – hiring, travail – work.</p> <p>The position of colours when describing nouns.</p> <p>Possessive adjectives – they focus on the gender of the noun and not the gender of the person who is speaking.</p> <p>Using an extra pronoun with reflexive verbs.</p>
<p>Why are you teaching it now ?</p> <p>What prior learning do students have ?</p>	<p>To introduce reflexive verbs and possessive adjectives and to encourage students to talk in 3 tenses – past, present and future.</p> <p>To use negatives successfully.</p> <p>To reinforce the use of accents and the position of adjectives and how they agree with gender, plural.</p> <p>Year 7 Curriculum - Modules 1-5 plus cultural project work. C'est perso (GCSE theme: Identity and culture), Mon collègue (GCSE theme: Current and future study and employment), Mes passetemps (GCSE theme: Identity and culture), Ma zone (GCSE theme: Local, national, international and global areas of interest), 3 ... 2 ... 1 Partez! (GCSE theme: Local, national, international and global areas of interest).</p> <p>Year 8 Curriculum – Module 1 T'es branché(e)? (GCSE theme: Identity and culture) Module 2 - Paris, je t'adore! (GCSE theme: Local, national, international and global areas of interest)</p>	
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	<p>E/D To be able to give a few facts about themselves and their relationships and to be able to have some understanding of reflexive verbs, possessive adjectives and adjectival agreements. To be able to recognise the difference between the present, past and future tenses.</p> <p>S To be able to several facts about themselves and their relationships and to be able to demonstrate understanding of reflexive verbs, possessive adjectives and adjectival agreements. To be able to</p>	<p><u>Vocabulary and literacy focus (Tier 2/Tier 3)</u></p> <p>Quelles sont tes qualités?, Quels sont tes défauts?</p> <p>Tu passes des heures à faire quoi? Je passe des heures à (jouer).Je/On parle de ...sport/mode/musique, Parle-moi de ton meilleur ami/ta meilleure amie. Je suis Je ne suis pas (du tout) ...Mon meilleur ami/Ma meilleure amie est assez/très ...</p> <p>curieux/curieuse, drôle, égoïste, adorable, arrogant(e), casse-pieds, pénible. Je m'entends (très) bien avec Je ne m'entends pas bien avec Je m'amuse bien avec ...</p> <p>Avec mes copines, on se dit tout, on se confie des secrets.</p>

	<p>give examples using three tenses - present, past and future tenses.</p> <p>M To be able to give a range of facts about themselves and their relationships and to be able to successfully use reflexive verbs, possessive adjectives and adjectival agreements. To be able to give various examples using all 3 tenses - present, past and future tenses extending at all times.</p> <p>Oracy - Group work, classroom discussions, meaningful conversations, formal debates, GCSE role-plays, presentations, photo descriptions.</p> <p>Literacy - all detailed in the Scheme of Work.</p> <p>SEND - Use of LA Provision - templates provided for activities. Chrome Book provided if required. Visual prompts. Reinforcement of oral instructions. Constantly revise and reinforce learning. Provide good role modules by making use of the other students and staff. End of module vocabulary and regular teacher check-in. See Scheme of Work.</p>	<p>Quelle musique écoutes-tu? Mon chanteur/Ma chanteuse préféré(e), c'est..Ça me donne envie de chanter /danser /pleurer/dormir. Ça me rend (joyeux/joyeuse/triste).</p> <p>... car j'aime les paroles/les mélodies/les chorégraphies. J'ai téléchargé..J'ai acheté..le pop-rock, le rap, le R'n'B, un (petit) peu de tout. Qu'est-ce que tu portes, normalement?</p> <p>Normalement, je porte, un jean, un tee-shirt, un chapeau un sweat à capuche, blanc(he), bleu turquoise, gris(e) marron chocolat, C'est quoi, ton style? J'ai un style plutôt classique/décontracté/skateur/sportif. Qu'est-ce que tu vas porter?Je vais porter..Non! C'est moche/horrible. Ouah! C'est cool/chic.</p>
<p>Assessment mid-term and at the end of this module.</p>		<p>Assessment pack End of module 3 – all four skills tested – Speaking focus- conversation skills. Includes a translation from English to French. Pupil Book pp. 58-59 Bilan and Révisions, pp. 62-63 Studio Grammaire, pp. 64-65 Vocabulaire, pp. 122-123 À toi Mon identité, with their corresponding digital resources.</p>