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<tr><th>Y11 Module 7</th><th colspan="2">Title: Mon Petit Monde à Moi</th></tr>
<tr><td>Why are you teaching it?</td><td>This module enables students to discuss their personal world, including their home, local area, shopping, and travel experiences. It encourages students to use descriptive language, express opinions, and handle practical situations such as asking for directions, shopping, and talking about their ideal home or travel plans. The module builds on prior knowledge by introducing new vocabulary and structures, including the conditional and future tenses, and supports students in preparing for real-life scenarios and GCSE-style tasks.</td><td><u>Misconceptions</u>
Students may confuse the use of tenses, especially when switching between present, past, and future/conditional forms.
Some vocabulary items are cognates but may be mispronounced.
There are several false friends (e.g., “magasin” means “shop,” not “magazine”).
Students may struggle with gender and agreement, especially with adjectives describing places and objects.
Directions and prepositions can be challenging in practical contexts.</td></tr>
<tr><td>Why are you teaching it now?
What prior learning do students have?</td><td colspan="2">This module is introduced at this stage to consolidate students’ ability to talk about themselves and their environment, a key theme in the GCSE exam. It provides an opportunity to practise transactional language and develop confidence in speaking and writing about familiar topics, as well as to introduce more complex structures such as the conditional and future tenses. Students have previously learned to describe themselves, their families, and their daily routines. They have practised using the present and perfect tenses and have some experience with expressing opinions and justifying them. They have also encountered basic vocabulary for places in town, shopping, and travel.</td></tr>
<tr><td>What are you expecting students to be able to do at the end of the module that they couldn’t do at the start</td><td>E/D: Give simple descriptions of their home and local area, ask and answer basic questions about shopping and directions, and use the present tense with support.
S: Describe their home, local area, and shopping experiences in more detail, express opinions, and use the near future and conditional tenses with some support.
M: Give detailed, opinion-based descriptions, confidently switch between present, perfect, near future, and conditional tenses, and handle transactional tasks (e.g., shopping, asking for/giving directions) independently.
Activities include role-plays (shopping, asking for directions), pair work, choral repetition, reading aloud, and interviews about their home and local area.
Scaffolded support and visual prompts will be provided as needed.</td><td>Vocabulary and literacy focus (Tier 2/Tier 3)
Pronunciation of key vocabulary
Reading through texts quickly to get the gist
Picking out keywords from a text
Reading aloud
Dictations and French spelling

Learning outcomes
Students will be able to:
Describe their home, local area, and shopping experiences using a range of vocabulary and tenses.
Ask for and give directions in French.
Express and justify opinions about where they live and what they would like to do.
Handle transactional language for shopping and travel.
Engage in GCSE-style speaking and writing tasks.

Grammar:
Present tense: Describing where you live and what you do.</td></tr>
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	Oracy - Interview tasks: Students conduct and respond to interviews about their personal world, including their likes and dislikes, after-school activities, and past birthday celebrations. Descriptive tasks: Learner's practice describing people and pictures - A key example is the GCSE-style photo card task. **Literacy -** all detailed in the Scheme of Work. Focus on reading for gist, picking out key information, and accurate spelling of new vocabulary. Dictations and phonics practice, especially for place names and adjectives. **SEND -** Teacher folder identification of SEND needs and students planned for accordingly. Use of SEND key success criteria when planning. Differentiated and targeted questioning both oral and written. Use of LA provision. Templates/grids provided. Visual prompts. Reinforcement of oral instructions. Constantly revision and reinforcement learning. Checking of understanding before attempting tasks. Teacher engagement when moving around class. Provide good role models by making use of the other students and staff. Chrome Books provided if required. End of module vocabulary and regular teacher check-in. See Scheme of Work.	Near future tense: Talking about plans (e.g., "Je vais acheter…"). Conditional: Expressing wishes and hypothetical situations (e.g., "Si j'étais riche, j'habiterais…"). Perfect tense: Talking about past visits and experiences. Prepositions and directions. Adjective agreement and position. **Vocabulary** **Décrire la maison et la région** ● une chambre, une cuisine équipée, une douche, une entrée, une pièce, une salle de bains ● un accès pour les personnes handicapées, un ascenseur, un balcon, un jardin ● une vieille ville historique, une ville moderne et industrielle, de nombreux bâtiments modernes/vieux, un bel endroit, peu de magasins, sans pollution, trop de bruit **Donner et demander des directions** ● Allez/Continuez tout droit, Tournez à gauche/à droite, Traversez la place/le pont/aux feux ● Prenez la première/la deuxième rue à gauche/à droite ● C'est loin de/près d'ici ? C'est à côté de/en face de… C'est devant/derrière/entre… **Faire du shopping et parler des vêtements** ● acheter, porter, essayer, échanger, la couleur, trop cher, pas assez d'argent ● une chemise, un tee-shirt, une jupe, une cravate, des chaussettes, des chaussures, blanc(he)(s), jaune(s), rose(s), orange, rouge(s), vert(e)(s), joli(e)(s), beau(x)/belle(s) **Exprimer des opinions et des préférences** ● À mon avis, c'est… ; Je pense que… ; J'aimerais (bien) acheter… ; Je n'aime pas la couleur ; Qu'est-ce que tu en penses ? **Parler de voyages et de visites** ● As-tu déjà visité… ? Je voyagerai… ; Je voudrais aller à… ; Quand est-ce que tu iras à Londres ? ; Comment est-ce que tu voyageras ? ; Je ferai… ; J'irai… ; J'ai toujours voulu visiter Paris. **Décrire la maison idéale**

		• Comment serait ta maison idéale ? Si j'avais le choix, j'aimerais habiter dans… ; Si j'étais riche, j'habiterais dans… • un château ancien à la campagne, un bel appartement tout récent, une cuisine propre, moderne et bien équipée, de grandes fenêtres, beaucoup d'espace, un joli jardin plein de fleurs et d'arbres, de bons voisins, une télévision à grand écran à chaque étage, un cinéma privé **Phrases temporelles et de séquencement** • l'année dernière, le week-end prochain, toujours, depuis…
Assessment	End of Unit 7 assessment – Assessment will be ongoing throughout the module, with continuous formative checks using mini-whiteboards, peer-assessment activities, and key questions. The module will culminate in a formal end-of-unit assessment, which will include a Listening, Reading, Speaking and Writing task, requiring students to discuss their world using different tenses.	
What amendments are you going to make following evaluation of this module?	Review trends in weaknesses in skill areas. Question Level Analysis of types of question students struggle to gain high marks on. Check the balance of skills covered is appropriate. Gap analysis – review of difficult questions and re-visit in the following lessons.	