

Y10 Module 1	Title: Studio AQA Higher : Module 1 – Qui suis-je? (GCSE theme: Identity and culture)	
Why are you teaching it?	<p>The start of the GCSE course – back to basics – who am I. Starting the course off with some familiar language and extending on prior knowledge of this theme. (Identity and Culture). Revisiting the most important verbs in French 'Être' and 'Avoir' and 'Aller' and their full conjugation – importance of these verbs for the past and future tenses as well.</p> <p>Introduction to the 'Imperfect' tense when talking about the past – additional tenses improve GCSE Grades.</p> <p>To revisit the near future tense with 'Aller'</p> <p>To revisit the past tense with 'Être' and 'Avoir'.</p>	<p><u>Misconceptions</u></p> <p>Remembering that in French the adjectives have to agree with the noun now with the person that is talking.</p> <p>There are three ways to say 'My' in French.</p> <p>The use of the definite article in French compared to English eg: J'ai les cheveux longs.</p> <p>-ent at the end of the 3rd person plural is silent – Ils aim^{ent}</p> <p>Possessive pronouns agree with the noun not the person that is talking.</p> <p>The regular use of reflexive verbs in French – I get up, wake up in English some of them are considered phrasal verbs.</p>
<p>Why are you teaching it now ?</p> <p>What prior learning do students have ?</p>	<p>To continue to extend the GCSE theme 'Identity and Culture'. To introduce the 'Imperfect Tense' – this theme is one which students are more comfortable with.</p> <p>Reinforcing the use of the present, past and future tenses – Higher Grades at GCSE. Encouraging further use of connectives and opinion phrases to extend sentences.</p> <p>Year 7 Curriculum - Modules 1-5 plus cultural project work. C'est perso (GCSE theme: Identity and culture), Mon collège (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) Module 3 - Mon identité (GCSE theme: Identity and culture) Module 4 - chez moi, chez toi (GCSE theme: Local, national, international and global areas of interest).</p> <p>Year 9 Module 1 – Ma vie sociale. Module 2- Bien dans sa peau. Module 3- À l'horizon, Module 4 -Spécial vacances, Module 5-Moi dsans le monde.</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 Will be able to complete a range of activities about themselves and their families and friends and show some understanding of irregular verbs in the present tense, reflexive verbs, the near future tense and both the perfect and imperfect tenses with clear examples and support provided.</p> <p>S Will be able to complete a range of activities about themselves and their families and friends and demonstrate a clear understanding of irregular verbs in the present tense, reflexive</p>	<p><u>Vocabulary and literacy focus (Tier 2/Tier 3)</u></p> <p>Ma belle-sœur est timide, sensible et aimable. J'ai les cheveux courts / longs/ raides / bouclés / frisés.</p> <p>noirs / bruns / blonds / roux</p> <p>les yeux bleus / verts / marron/des boutons / une barbe</p> <p>Je suis petit (e) / grand (e) / de taille moyenne / mince / gros (se).</p> <p>timide / bavard (e) / intelligent (e). Je porte des lunettes.</p> <p>aujourd'hui, demain, après-demain, ce matin</p> <p>cet après-midi, ce soir.</p> <p>Je pense que / Pour moi, les qualités importantes chez un ami sont le sens de l'humour / la patience. Un bon ami est</p>

	<p>verbs, the near future tense and both the perfect and imperfect tenses – extending where appropriate with limited support.</p> <p>M Will be able to complete a range of activities about themselves and their families and friends and have a very clear understanding of irregular verbs in the present tense, reflexive verbs, the near future tense and both the perfect and imperfect 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>compréhensif / énergique / équilibré / fidèle / gentil. Un bon ami n'est pas de mauvaise humeur / impatient / jaloux / prétentieux / raciste. Un bon ami (est quelqu'un qui) croit en moi / dit toujours la vérité. X est / semble / a l'air extrêmement / vraiment / plutôt agaçant(e) / fort(e) / puissant(e) est maigre comme un clou / léger (légère) comme une plume. X est le beau-père / le frère / la demi-sœur / l'ex-mari de Y. Il/Elle est fort(e) / extraverti(e) / introverti(e) / débrouillard(e) adopté(e) / divorcé(e) / séparé(e) Il/Elle s'entend bien avec / se dispute avec sa famille / son frère / ses parents / ses enfants. Ils/Elles s'aiment beaucoup / se chamaillent. Samedi matin, Je vais/Tu vas/On va ...aller au match, faire les magasins, voir un spectacle, venir chez moi Tu peux venir? On se retrouve quand? Tu y vas avec qui? Tu y vas comment? D'accord. À plus! / À plus tard! Nous sommes allés en ville - hier soir, à 20 heures, d'abord Après, parce que, c'était...J'ai/Il a/Elle a/Nous avons ...visité le musée, vu un match/une exposition, embrassé ... Je suis/Il est/Elle est/Nous sommes ...entré(e)(s) dans un restaurant, sorti(e)(s), monté(e)(s) dans le bus, tombé(s) amoureux, tombée(s) amoureuse(s). Quand j'étais plus jeune...J'habitais à Manchester / dans une grande maison / avec mon beau-père. J'allais à l'école primaire. J'avais un petit nez / un beau sourire. J'étais mignon(ne) / adorable. Je jouais au foot / aux Lego®. J'aimais le chocolat / les peluches Je détestais les légumes / les chiens. Je portais un uniforme scolaire. Je rêvais d'être pompier / danseur (euse). Moi, j'admire X parce qu'il/elle a / avait du courage / de la créativité. Mon héros/Mon héroïne, c'est. J'aimerais bien être comme lui/elle, Il/Elle ...m'impressionne énormément, est devenu(e), aide/a aidé, a/avait de la détermination, est/était courageux, courageuse face à des dangers terribles lutte/a lutté pour, a obtenu/</p>
Assessment	<p>End of Unit 1 assessment – Listening , Reading, Speaking and Writing and translation tasks. Throughout this module there will be continual assessment and exam style questions. Learning is assessed each lesson through the use of mini-whiteboards, in class activities - peer assessment and Hinge questions.</p>	<p>Practice assessments - Contrôle de lecture et d'écoute - pp. 22-23. Contrôle oral- pp. 24-25 Contrôle écrit - pp. 26-27. Assessment pack – End of Module 1 tests – all four skills tested. Speaking to include – Role-play, photo description and general conversation. Reading to include responding to questions in the target language.</p>
What amendments are you going to make following evaluation of this module?		