

Y 11 Module 6	Title: Au collège (GCSE theme: Current and future study and employment)	
Why are you teaching it?	<p>GCSE Theme 3 Current and Future Study and employment. (This module includes lifestyle choices)</p> <p>To prepare for the Reading and Listening exam - any aspect will be examined (using realia and authentic texts)</p> <p>Writing question - either 90 or 150 words on the topic of school/education/future plans</p> <p>Speaking exam - either photocard, roleplay or conversation question will demand a sound knowledge and application of this topic</p>	<p><u>Misconceptions / (Things students forget to do)</u></p> <p>Reading - Tricky literary text – don't be put off. There will nearly always be words that you've never seen before. Concentrate on getting the gist. Use the questions to help you get a sense of what the text must be about. Then try to focus on the details that you are asked for.</p> <p>Listening – You need to listen carefully to the tense the speaker uses. It talks about experiences of primary school using the imperfect tense and of secondary school using the present tense.</p> <p>Speaking – When forming a question that doesn't contain a question word put 'est-ce-que' in front of the sentence and raise the tone of your voice.</p> <p>Open ended questions like 'Describe your school' don't specifically ask for opinions, make sure you include them in every question you are asked.</p> <p>Writing – include a range of verbs and tenses, opinions and reasons, connectives and other features such as: qualifiers and negatives.</p> <p>Inferring answers from what you read as it isn't always word for word.</p> <p>The pronoun <i>on</i> – to mean 'one' 'you' or 'we'. It is used a lot in French – much more than we would use the pronoun 'one' on English. It is used when talking about people in general and takes the same verb form as 'il' and 'elle'</p>
Why are you teaching it now ? What prior learning do students have ?	Building on the topic of school encountered in KS3. Language is now much more complex and much more detailed. More depth covered in terms of the French Education System.	
What are you expecting students to be able to do at the	<p>E/D To be able to give a limited description of their school and lifestyle choices. To be able to give basic responses to questions with limited vocabulary and grammar using the first person confidently. To be</p>	<p><u>Vocabulary and literacy focus (Tier 2/Tier 3)</u></p> <p>Comparisons</p>

<p>end of the module that they couldn't do at the start</p>	<p>able to use resources as support competently. To understand and address the misconceptions/ things students forget to do!</p> <p>S To be able to give a more detailed description of their school and lifestyle choices. To be able to answer questions using vocabulary and grammar accurately, using the first and third person confidently. To have limited access to support materials.</p> <p>M To be able to give an extended description of their life at school and in education as well as lifestyle choices. To be able to answer questions in full sentences and spontaneously with the addition of accurate opinion phrases and adjectives. To be able to attempt all independent tasks with little or no resources as support</p> <p>Oracy - Preparation for the speaking exam. Photo description tasks, Role plays, Q&A for conversation topic questions - See MFL Google Drive for questions. Choral repetition, choral reading, ghost reading, Pairwork, cross-class questioning - teacher>student, student >student</p> <p>Literacy - all detailed in the Scheme of Work.</p> <p>SEND - Teacher folder identification of SEND needs and students planned for accordingly. Use of PCS ten for SEND when planning. Questioning is key! Differentiated and targetted 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 Book provided if required. End of module vocabulary and regular teacher check-in. See Scheme of Work.</p>	<p>Present tense: the third person plural. (photo descriptions) The -ent verb ending - (silent)</p> <p>Using <i>il faut</i> and <i>il est interdit de</i></p> <p>The imperative Adverbs - to say how you do something - Calmelement, dur, également, énormément, facilement, heureusement lentement, mieux, rarement, récemment, régulièrement, sagement, suffisamment, uniquement</p> <p>Irregular adverbs include - bien, mal and mieux</p> <p>The present and future tenses (will)</p> <p>Les matières</p> <p>Mon collègue/lycée/la fac/l'université</p> <p>Mon bahut</p> <p>L'école chez nous, l'école chez vous</p> <p>Le redoublement</p> <p>Le règlement scolaire</p> <p>Des conseils pour être en bonne santé</p> <p>Les vices</p> <p>En échange</p>
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Assessment	<p>End of Unit 6 assessment – Listening , Reading, Speaking and Writing and translation tasks.</p> <p>Throughout this module there will be continual assessment and exam style questions.</p> <p>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 - Contrôle oral- Contrôle écrit - pp 136-139.</p> <p>Assessment pack – End of Module 1 tests – all four skills tested.</p> <p>Speaking to include – Role-play, photo description and general conversation.</p> <p>Reading to include responding to questions in the target language. Translation from French to English.</p> <p>Listening to include responding in the target language.</p> <p>Writing to include Foundation - photo descriptions, writing 40/90 words and translation sentence from English to French.</p> <p>Higher - longer pieces of writing 90/150 and a paragraph to translate from English to French.</p>
What amendments are you going to make following evaluation of this module?	<p>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.</p> <p>(Note: Mock exams Nov 2021)</p>	