

French Year 8 *Local, national, international and global areas of interest*

Y8 Module 4	Title: <i>Module 4 chez moi, chez toi (GCSE theme: Local, national, international and global areas of interest)</i>	
Why are you teaching it?	<p>For students to be able to extend talking about themselves by including where they live and the surrounding areas, meals times and events.</p> <p>To be able to successfully use irregular adjectives and understand that some adjectives are placed before the noun.</p> <p>To use a range of prepositions when describing their home.</p> <p>To be able to use the partitive article when talking about different meals.</p> <p>To reinforce the use of 3 tenses when talking about an event.</p>	<p><u>Misconceptions</u></p> <p>Most adjectives in French go after the noun but there are exceptions.</p> <p>There are also irregular adjectives that will need to be learned.</p> <p>There are various ways of saying ‘some’ in French. Check whether the noun is masculine, feminine or plural and whether it starts with a vowel.</p> <p>The letter ‘H’ is considered as a vowel in French and is silent.</p> <p>The phrase ‘Il y a’ means there is and there are.</p>
<p>Why are you teaching it now ?</p> <p>What prior learning do students have ?</p>	<p>To reinforce the use of 3 tenses together – Higher Grades achieved when a range of tenses are covered.</p> <p>To focus on where they live and the surrounding area to be able to extend talking about themselves.</p> <p>To understand that some adjectives do fall before the noun and that they can be irregular.</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)</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 say a few sentences about where they live, including irregular adjectives and prepositions and be able to discuss meal times and events with some examples of different tenses – with clear examples provided and vocabulary support.</p>	<p><u>Vocabulary and literacy focus (Tier 2/Tier 3)</u></p> <p>J’habite ...un appartement, une maison, à la campagne dans un village, dans une (grande) ville, dans une (petite) rue moderne, confortable, Mon jardin est moins joli que ton jardin.</p>

	<p>S To be able to have an extended conversation about where they live, including irregular adjectives and prepositions and be able to discuss meal times and events with clear examples of the present, past and future tenses -with limited support.</p> <p>M To be able to have an extended conversation about where they live, including irregular adjectives and prepositions and be able to discuss meal times and events with a range of examples of the present, past and future tenses extending at all times with high level opinions phrases and vocabulary.</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>Ma piscine est plus grande que ta piscine. Le salon, le jardin, la salle de bains, Chez moi, il y a (six) pièces. Il y a le (salon), la (cuisine), ...Il n’y a pas de (jardin), dans, devant, derrière, entre, à côté de, à droite de, en face de l’armoire, le bureau, le lit, la chaise, la douche, la fenêtre. Qu’est-ce que tu prends pour le petit déjeuner? D’habitude/Normalement, je prends/mange/bois Mais quelquefois/le dimanche, ... Ce matin, j’ai pris/mangé/bu...du pain, des céréales, du chocolat chaud, du jus d’orange, un croissant, un pain au chocolat, une brioche, une baguette, Je ne prends/mange/bois rien. Je n’ai rien pris/mangé/bu. du fromage, du poulet, du riz un yaourt. Je suis végétarien (ne). Il faut acheter ...du chocolat, du fromage, du jambon, du lait de la crème Chantilly, de la farine, des bananes, des œufs un litre de, un paquet de, cinq cents grammes de, une tablette de. Le défilé, le char, le feu d’artifice, un costume de (vampire, pirate)</p>
Assessment	<p>End of Unit 4 assessment – Listening , Reading, Speaking and Writing and translation tasks. Throughout this module there will be continual assessment. Learning is assessed each lesson through the use of mini-whiteboards, in class activities - peer assessment and Hinge questions.</p>	<p>Assessment pack End of module 4 – all four skills tested – Listening, Reading, Speaking, Writing, Translations both ways and Transcriptions/dictations. Mid-term written assessment.</p>