

French Year 7 Local National and Global Areas of Interest

Y7 Module 4	Title: <i>Ma Zone</i> (GCSE theme: Local National and Global Areas of Interest)	
Why are you teaching it?	This module puts the language into context of the country in which it is widely spoken. Any students with any knowledge of France as a country can share their experiences of the places that can be found in a typical town or village. The module focusses on making plans to visit different places in towns, giving directions and talking about what you can do in a town village	<p><u>Misconceptions</u></p> <p>Watch out for confusion between ‘ville’ and ‘village’.</p> <p>Be aware of students misunderstanding of ‘on peut’ instead of ‘tu peut when giving examples of what you can do in town/village.</p> <p>Explain how ‘Il y a’ can mean there is or there are</p> <p>Ou est/ou sont - singular and plural</p>
Why are you teaching it now ? What prior learning do students have ?	This is module has a heavy bias on the practicalities of the language and how it can be used to gain information. Students are ready to use the verb ‘aller’ to go, to talk in the first and third person (sing and plural) it links in well with what they like to do (previous module) as they can then talk about ‘where’ this takes place.	
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 understand/give a limited description about places and understand/ give basic responses to questions with limited vocabulary and grammar using the first person confidently and start to use the third person. To be able to use resources as support competently.</p> <p>S To be able to name at least 15 places in a town, alongside a description of what there is to do and an adjective to describe it. To be able to answer questions using vocabulary and grammar accurately, using the first and third person confidently regarding directions or asking people out. To have limited access to support</p>	<p><u>Vocabulary and literacy focus (Tier 2/Tier 3)</u></p> <p>Pronunciation of key vocabulary</p> <p>Adjectives to describe places</p> <p>Adjectives to describe activities</p> <p>Present tense of irregular verb aller</p> <p>This is followed by a which changes depending on the definite article - au/a la/ a l’/ aux</p> <p>Introduction of modal verb ‘vouloir’.</p> <p>Question phrase - Qu’est-ce qu’on peut faire?</p>

resources. To be able to translate into English with some degree of accuracy.

M To be able to understand and give more extended descriptions about what can be done/found in towns and villages and the types of activities people can undertake, including expressions of frequency and an adjective. answering questions in full sentences with the addition of accurate opinion phrases and adjectives. To be able to attempt some independent tasks, including translation work with little or no resources as support.

Oracy - Choral repetition, choral reading, ghost reading, Pairwork, basic role play conversations, cross-class questioning - teacher>student, student >student

Literacy - all detailed in the Scheme of Work.

SEND - Ensure all powerpoint slides are accessible to all students in line with housestyle. 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

Tu veux aller?

Directions, including prepositions

Words for fairground rides - Les attractions -very specific vocabulary to this module (and not overly common)

	<p>Book provided if required. End of module vocabulary and regular teacher check-in. See Scheme of Work.</p>	
Assessment	<p>End of Unit 4 assessment – Listening , Reading and translation tasks. Throughout this module there will be continual vocab revision assessment. Learning is assessed each lesson through the use of mini-whiteboards, in class activities - peer assessment and Hinge questions. Quizlet flashcards are used as a revision tool.</p>	<p>Assessment pack End of module 4 – three skills tested – Listening, Reading, Translations into English and dictations. Mid-term written assessment.</p>