

## French Year 9 Local, National and Global areas of Interest

| Y9 Module 4  | Title: Special Vacances (GCSE theme: Local, National and Global areas of Interest)   |   |
|--|--|---|
| Why are you teaching it?   | To reinforce question words - both asking Ou? Qui? Quand? combien? Comment? A quelle heure? etc as these are the Q and A's that would be expected to be answered in the GCSE speaking exam when taking part in the conversation or when using the third person/people to describe a photo. Students are now confident with full sentence responses in at least 2 tenses and are recapping the use of vouloir + infinitive in a new context. The students need to have a basic introduction to common reflexive verbs.  | <p><b><u>Misconceptions</u></b></p> <p>Be conscious of en/Dans/Au confusion for 'in/to' a county</p> <p>Be aware of false friends and cognates - location</p> <p>Remind students of the positioning of 'me' when using reflexive verbs. Ensure students understand why/how reflexives work.</p> |
| Why are you teaching it now?<br>What prior learning do students have?  | Aspects of this topic have been taught in years 7 & 8 and students now have the confidence to use the perfect tense using avoir and etre with more 'interesting' vocab moving away from the conventional vocabulary- adventure holidays, disastrous holidays, items to pack ( a development from packing a school bag in yr 7)   |   |
| 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><b>E/D</b> To be able to understand and describe where, who with, how long for and holiday activities in the present tense in using single words</p> <p><b>S</b> To pick out key details in longer texts describing holiday accounts and preferences.</p> <p><b>M</b> To be able to identify the different tenses in a variety of different holiday accounts, understanding and giving reactions confidently (colloquialisms). Students will be able to describe a holiday switching between tenses and identifying and using all 3 tenses with confidence.</p> | <p><b><u>Vocabulary and literacy focus (Tier 2/Tier 3)</u></b></p> <p>Pronunciation of key vocabulary</p> <p>Reading through texts quickly to get the gist</p> <p>Picking out keywords from a text</p> <p>Use powers of logic within context to make educated guesses</p>                       |

|            |   |  |
|------------|---|--|
|            | <p><b>Oracy</b> - Students will take part in activities which will support their confidence in pronunciation and speaking in longer sentences.<br/>Choral repetition, choral reading, ghost reading, Pairwork, basic role play conversations, cross-class questioning - teacher&gt;student, student &gt;student</p> <p><b>Literacy</b> - all detailed in the Scheme of Work.</p> <p><b>SEND</b> - Teacher folder identification of SEND needs and students planned for accordingly. Use of PCS ten for SEND when planning.<br/>SEND students can record their oral presentations if they wish.</p> <p><b><u>Questioning is key!</u></b> 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.<br/>See Scheme of Work.</p> | <p>Using the French mini-dictionaries in the activity booklets</p> <p>Reactions - Ouais! Cool! tu rigoles! Ce n'est pas mon truc Aie! Mince!</p> <p>Reflexive verbs - new for this module - 1st person present tense only</p> <p>Dreams - faire de la plongee sous marine etc</p> <p>Possesives Mon/ma/mes Ton/ta/tes Son/sa/ses</p> |
| Assessment | <p>End of Unit 4 assessment – Listening , Reading, and a Writing, translation tasks mid module.<br/>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 – 3 skills tested – Listening, Reading, Writing, Translations both ways and Transcriptions/dictations.<br/>Mid-term written assessment.</p>   |