



Subject: French	Year Group: 7	Unit 8: Tu as un animal?
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Unit objectives:

Students will be able to say what pets they have.

Context for study:

At **Key Stage 2**, pupils might have learnt some vocabulary about animals. In **Year 6** during their **Transition Day** it is likely pupils would have learnt vocabulary about the school farm animals. Some of them would have practised the vocabulary during their farm visit.

In **Year 7** pupils will learn how to say what pets they have. They will work with the high frequency **verbs** ‘avoir’ (to have) using “j’ai/tu as” (I have/you have) to say what pets they have and ‘être’ (to be) using “c’est” (it is) to describe what type of animals are being shown e.g. c’est un poisson rouge. This is the opportunity to do some interleaving by using units 6 (opinions) and unit 7 vocabulary (colours) to describe what colour an animal is or to express opinions about animals of **different colours**.

At **KS4** using “c’est” will be useful to describe photo cards or to justify your opinion in **spoken** or **written** French. Pupils can talk about their pets in their **Conversation**.

Sequence of learning: Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)

- Retrieval practice on **markers of opinion (verbs in the present tense) + retrieval of double negatives, colours** and on **connective ‘et’ (and)**.
- Retrieval practice on **indefinite articles (gender: un/une), partitive article “des” and plural definite article (les)**.
- Know the **second person singular** of the **verb “to have”** in the **present tense** so pupils understand how to ask a question about what somebody has.
- Know the **first person singular** of the **verb “to have”** in the **present tense**.
- Know vocabulary about **pets**
- Know **plural forms** of **nouns** (animals)

Key language:

- Tu as...
- J’ai
- un chat, un chien, un hamster, un lapin, un serpent, un poisson (rouge), un cochon d’Inde, une tortue, une souris, un oiseau, un cheval, un animal.
- des chats, des chiens, des hamsters, des lapins, des serpents, des poissons rouges, des cochons d’Inde, des tortues, des souris, des oiseaux, des chevaux, des animaux.
- Je n’ai pas d’animal.
- j’aime, je déteste, j’adore, je n’aime pas, je préfère
- les chats, les chiens, les hamsters, les lapins, les serpents, les poissons rouges, les cochons d’Inde, les tortues, les souris, les oiseaux, les chevaux, les animaux.

The Warriner School – Year 7 French Curriculum Map - Unit 8: Tu as un animal? (Accès Studio)

<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Common spelling misconceptions: Vocabulary: Spelling: e.g. chein, souri, hampster, je aime, je amie, j' déteste, je détest, je adore Omission of accents.</p> <p>Grammar: Forgetting the S at the end of nouns. Forgetting that singular nouns ending with AL end with AUX when plural; e.g. des oiseaux<u>x</u>, des chevaux<u>x</u>, des animaux<u>x</u>. Confusion between “je n’ai pas” and “je n’aime pas”</p> <p>Phonics: Pronunciations: AUX [o] / chien [she un(1)] Mispronunciation of chat/serpent. Remembering that the final T is silent. Mispronunciation of souris/chiens, etc. Remembering that the final S is silent. Mispronunciation of hamster. Remembering that the letter H is silent. Liaison when using des or les + a noun starting with a vowel; e.g. des animaux<u>x</u> [day zanimo]</p>	<p>Literacy and Oracy development opportunities:</p> <p>Explicit teaching of Tier 2/3 vocabulary listed above, throughout lessons. Use of text. Regular knowledge and metacognitive checks through questioning and low stake testing. Structures in questions to support independent authentic writing and discussion as the unit progresses. Writing modelling using paragraph structure. Expanded success criteria used to support final assessment.</p> <p>High 5 Reading Strategy tasks.</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject’s discipline?</i></p> <p>1) Knowledge recall</p> <p>2) Disciplinary / procedural knowledge:</p> <p>Assessment 8: Listening assessment: 2 Tasks. The assessment features vocabulary and grammar from units 1 to 8. (Interleaving)</p> <p>IACT: Improvement And Correction Time: French Year 7 Unit 08 IACT</p>	
<p>Homework/Independent learning:</p> <p>Go4School: Tasks saved in Year 7 Schemes of Learning called Accès Studio Unit 8 Tu as un animal?</p>	
<p>Cultural Capital: Visiting a zoo in a French speaking country. Links to careers/aspirations: Working in a toy shop / pet shop / at a vet’s / as a vet. Game designer / Web designer / Graphics designer (e.g. designing logos) Authentic documents: animalerie websites that sell pets or/and pet food; e.g. Truffaut, Maxi Zoo. Comics/film/cartoon; e.g. Boule et Bill. Calendrier de la poste. Maths Across the Curriculum: counting animals. Puzzle where some numbers are replaced by animals and where you have to figure the sum: https://www.brainfans.com/brain-teaser/number-and-math-puzzle/140/three-animals</p>	