



Subject: French	Year Group: 8	Unit 2: Et les autres? (Studio 1 Module 1 Unit 4)
Unit objectives: Students will learn how to describe themselves (eyes/hair/size) and how to describe others.		
Context for study: In year 7 pupils learnt some adjectives in Unit 7: colours. They also studied some BRAGS (Beauty, Rank, Age, Goodness, Size) adjectives in Unit 10. The work on these units would have made them aware of word order when using adjectives and of feminine agreements (plural agreements not taught in Year 7). In Unit 9 pupils were also introduced to the possessive adjectives for “my”. They also used “j’ai” (I have) in unit 8 when talking about animals and in unit 9 when talking about family members. They used “je suis” (I am) in unit 12 when talking about nationalities. In units 5 and 6, students learnt the definite articles “le”, “la”, “l’” and “les” with nouns related to classroom objects, sports or hobbies. In this Unit pupils will be learning adjectives to describe eyes/hair/size. They will learn about plural adjectival agreements. Adjectives will be used regularly during the GCSE course, especially for productive language: Speaking and Writing. They will use adjectives considerably when talking about personality and relationships at GCSE. Adjectives will be most useful when describing a photo card during the speaking exam or in a writing exam.		

Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in bold)</i> <ul style="list-style-type: none"> ● Retrieval practice: verb “avoir” (to have) in the present tense; e.g. “j’ai” (I have) ● Retrieval practice: singular forms of verb “être” (to be) in the present tense; e.g. “je suis” (I am) ● Retrieval practice: definite articles ● Retrieval practice: possessive adjective ● Retrieval practice: adjectival agreements (gender) ● Asking and Answering Questions: Tu es comment? Comment es-tu? ● Presentation of language: New adjectives. ● Introducing adjectival agreements (number:singular/plural) <p>Key language:</p> <ul style="list-style-type: none"> ● j’ai / il est / elle est ● je suis / il est / elle est ● grand/petit/grande/petite ● les yeux bleus/verts/gris/marron ● les cheveux longs/courts/mi-longs/frisés/raides/lisses/blonds/bruns/noirs/roux.

The Warriner School – Year 8 French Curriculum Map - Unit 2: Et les autres? (Studio 1 Module 1 Unit 4)

<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Common misconceptions: Omission of accents.</p> <p>Vocabulary: Spelling: e.g. blue / maroon / frizes / mid-longs</p> <p>Grammar: Omission of articles : e.g. J'ai cheveux noirs Forgetting feminine or plural agreements</p> <p>Phonics: Pronunciation : pronouncing final consonants. Mispronunciation of yeux/cheveux/longs</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></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>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: Listening task 1 page 14 in Studio 1</p> <p>IACT: Improvement And Correction Time: IACT use.</p> <p>End of Module assessment: Reading assessment: Students have to understand a variety of opinions and descriptions of other people. They have to understand extended sentences in 3rd person.</p>	<p>High 5 Reading Strategy tasks.</p>