



Subject: French	Year Group: 8	Unit 3: Il est hypercool (Studio 1 Module 1 Unit 5)
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Unit objectives:

Students will learn how to use the singular forms of a range of high frequency verbs in the present tense and to describe other people.

Context for study:

In Year 7 pupils have learnt the first person singular of the reflexive verb “s’appeler” in the present tense in Unit 1 about introductions. In Year 7 pupils learnt opinion phrases in Unit 6. In units 5 and 6, students learnt the **definite articles** “le”, “la”, “l’” and “les” with nouns related to classroom objects, sports or hobbies and in Year 8 to describe hair and eyes. In Year 8 pupils learnt adjectives to describe eyes/hair/size in the previous unit. They practised intensifiers in Unit 1 of Year 8.

In this unit pupils will learn how to use the singular forms of a range of high frequency verbs in the present tense and to describe other people.

In Year 9 pupils will be using reflexive verbs to discuss friendships.

At KS4 pupils will be using reflexive verbs to discuss friendships and relationships.

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: **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: je m’appelle
- Retrieval practice: **definite articles**
- Presentation of language: the singular forms of a range of high frequency verbs in the present tense including the reflexive verb “s’appeler”

Key language:

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- je suis, tu es/ il/elle est
- j’ai/ tu as / il/elle a
- je m’appelle / tu t’appelles / il/elle s’appelle
- j’aime/ tu aimes/ il aime/elle aime
- je/il/elle chante / tu chantes
- je/il/elle joue / tu joues
- de la batterie/de la guitare.
- beau/belle

The Warriner School – Year 8 French Curriculum Map - Unit 3: Il est hypercool (Studio 1 Module 1 Unit 5)

<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. s'apel / beau / chevaux / blondes</p> <p>Grammar: Omission of articles : e.g. j'ai cheveux bruns Incorrect word order of common adjectives (i.e. colours) Incorrect word order of Size adjectives Use of informal negatives: e.g. <i>j'aime pas</i> instead of <i>je n'aime pas</i></p> <p>Phonics: Mispronunciation of cheveux/yeux/beau</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: 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>IAC: Improvement And Correction Time: IACT use.</p>	<p>High 5 Reading Strategy tasks.</p>