



Subject: French	Year Group: 8	Unit 4: Mes matières (Studio 1 Module 2 Unit 1)
Unit objectives: Students will gain an overview of how to express and justify their opinion about school subjects.		
Context for study: In Year 7 pupils have learnt simple opinion phrases and some adjectives in order to express their likes and dislikes about hobby activities in Units 6 and 14. In Year 8 pupils revisited opinions in the previous unit. In Year 9 pupils will express their opinions more regularly, in particular in Studio 2 Module 1 about how they use technology, TV, films and reading. In this unit of work pupils will learn how to express and justify their opinion about school subjects. At KS4 pupils will be expected to give their opinion about all topics studied.		

<p>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></p> <ul style="list-style-type: none"> ● Retrieval practice: verb expressing an opinion in the first person ● Retrieval practice: definite articles (gender/number) ● Know markers of opinion. ● Know adjectives. ● Know school subjects. ● Know articles (gender/number) ● Know connectives. ● Know intensifiers. ● Some pupils could learn and use sequencers; premièrement/d'abord. <p>Key language:</p> <ul style="list-style-type: none"> ● Tu aimes/Est-ce que tu aimes ...? ● J'adore ... / J'aime ... / J'aime beaucoup ... / J'aime assez ... / Je n'aime pas ... / Je déteste ... / C'est ma matière préférée. ● le français, le théâtre ● la géographie/la géo, la musique, la technologie ● l'anglais (m), l'EPS (f), l'histoire (f), l'informatique (f) ● les arts plastiques (m), les maths (f), les sciences (f)
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The Warriner School – Year 8 French Curriculum Map - Unit 4: Mes matières (Studio 1 Module 2 Unit 1)

Possible Misconceptions and adaptive responses to these:

identified through formative assessment/retrieval practice/diagnostic questioning.

Common misconceptions: Omission of accents.

Vocabulary: Spelling: e.g. je aime/je amie/j' déteste/je détest/je adore/bein/aussie

Confusion between je n'aime pas and j'aime

Confusion between marrant and marron (funny and brown)

Grammar:

Omission of articles : e.g. J'aime maths.

Inappropriate use of capital letters for subjects: l'Anglais

Use of informal negatives: e.g. *j'aime pas* instead of *je n'aime pas*

Phonics: Mispronunciation of musique/biologie/l'histoire/les sciences/marrant

Literacy and Oracy development opportunities:

Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

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.

High 5 Reading Strategy tasks.

Assessment/Final outcomes:

How will students apply their deep learning in a meaningful way that respects the subject's discipline?

1) Knowledge recall

2) Disciplinary / procedural knowledge:

Listening 1 page 28 (Studio 1)

IACT: Improvement And Correction Time: IACT use.

End of Module Writing assessment:

Write about your school. Include information about your school subjects, your opinions about school subjects and what you eat in school.

1) Tu étudies quelles matières ?

What subjects do you study?

2) Tu aimes quelles matières ?

What subjects do you like?

3) Tu n'aimes pas quelles matières ?

What subjects don't you like?

4) Qu'est-ce que tu manges à l'école ?

What do you eat at school?