



Subject: French	Year Group: 8	Unit 5: C'est génial! (Studio 1 Module 2 Unit 2)
<p>Unit objectives: Students will gain an overview of how to justify their opinion about school subjects using adjectives.</p>		
<p>Context for study:</p> <p>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 two previous units. 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.</p> <p>In this unit of work pupils will learn how to justify their opinion about school subjects using adjectives.</p> <p>At KS4 pupils will be expected to give their opinion about all topics studied.</p>		

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** 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**.

Key language:

- parce que (extension: car / puisque)
- c'est ...
- difficile/génial/nul/marrant/ennuyeux/intéressant/facile
- On a beaucoup de devoirs.
- Le/La prof est sympa.
- Le/La prof est trop sévère.
- Moi aussi.
- T'es fou/folle.

The Warriner School – Year 8 French Curriculum Map - Unit 5: C'est génial! (Studio 1 Module 2 Unit 2)

<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. 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)</p> <p>Grammar:</p> <p>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</p> <p>Phonics: Mispronunciation of ennuyeux/nul/beaucoup/sympa/marrant</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: Reading assessment on Units 1 and 2 of Module 2.</p> <p>IACT: Improvement And Correction Time: IACT use.</p> <p>End of Module Writing assessment:</p> <p>Write about your school. Include information about your school subjects, your opinions about school subjects and what you eat in school.</p> <p>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?</p>	<p>High 5 Reading Strategy tasks.</p>