

Y 8 Module 2	Title: Module 2 - Paris, je t'adore! (GCSE theme: Local, national, international and global areas of interest)	
Why are you teaching it?	<p>For students to develop a greater cultural awareness of France but learning about the city of Paris.</p> <p>To reinforce the full conjugation of the 2 most verbs in French 'Avoir' and 'Être'</p> <p>To encourage students to be able to distinguish between the present tense and the perfect tense and to be able to form the perfect tense of irregular verbs.</p> <p>To ensure students are able to use key question phrases.</p>	<p><u>Misconceptions</u></p> <p>The conjugation of verbs into past participles in French of irregular verbs which – Voir – Vu Boire – Bu etc. They don't follow the same pattern as regular verbs as previously learn.</p> <p>The use of 2 auxiliary verbs to form the past tense 'Avoir' and 'Être'.</p> <p>The use of present tense verbs for the present and present continuous.</p> <p>Transport and country and city prepositions. (En – can also be used as the pronoun (Them)</p> <p>Adding agreements to the past participle when using the auxiliary verb 'Être'.</p>
<p>Why are you teaching it now ?</p> <p>What prior learning do students have ?</p>	<p>To introduce a cultural element and to combine French, History and Geography whilst learning a range of facts about Paris.</p> <p>To reinforce the use of the perfect tense covered in Module 1 and to move onto the perfect tense with irregular verbs and the use of 'Être' as an auxiliary verb.</p> <p>Year 7 Curriculum - Modules 1-5 plus cultural project work. C'est perso (GCSE theme: Identity and culture), Mon collègue (GCSE theme: Current and future study and employment), Mes passetemps (GCSE theme: Identity and culture), Ma zone (GCSE theme: Local, national, international and global areas of interest), 3 ... 2 ... 1 Partez! (GCSE theme: Local, national, international and global areas of interest).</p> <p>Year 8 Curriculum – Module 1 T'es branché(e)? (GCSE theme: Identity and culture)</p>	
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	<p>E/D To be able to give some cultural facts about the city of Paris and to be able talk about a day spent there using examples of the past tense, basic connectives and opinions.</p> <p>S To be able to give a range of cultural facts about Paris and France and be able to write a short paragraph about a day spent there with examples of the regular and irregular verbs in the perfect tense , time phrases and opinions phrases.</p> <p>M To be able to give a range of cultural facts about Paris and another French speaking country and to write an extended paragraph</p>	<p><u>Vocabulary and literacy focus (Tier 2/Tier 3)</u></p> <p>The perfect tense: regular verbs, the perfect tense: negative forms.</p> <p>J'ai passé une semaine à Paris., J'ai visité la Tour Eiffel.</p> <p>J'ai acheté des souvenirs, J'ai attendu le bus, J'ai envoyé des cartes postales, Je n'ai pas visité la Tour Eiffel.</p> <p>The perfect tense: irregular verbs, Recap of days of the week.</p> <p>Focussing on the pronunciation of the sounds 'U' and 'Ou' in French.</p> <p>Qu'est-ce que tu as fait à Paris?, J'ai pris beaucoup de photos.</p> <p>J'ai vu la Joconde. Je n'ai pas visité Notre-Dame.</p> <p>On a fait les magasins. On a fait une balade en bateau-mouche.</p> <p>Key time phrases : Tous les (samedis), normalement, d'habitude, souvent, quelquefois, (samedi) dernier</p>

	<p>of a day spent in Paris with examples of regular and irregular verbs in the perfect tense , an example of the perfect tense with 'Être', time and opinions phrases.</p> <p>Oracy - Group work, classroom discussions, meaningful conversations, formal debates, GCSE role-plays, presentations, photo descriptions.</p> <p>Literacy - all detailed in the Scheme of Work.</p> <p>SEND - Use of LA Provision - templates provided for activities. Chrome Book provided if required. Visual prompts. Reinforcement of oral instructions. Constantly revise and reinforce learning. Provide good role modules by making use of the other students and staff. End of module vocabulary and regular teacher check-in. See Scheme of Work.</p>	<p>d'abord, ensuite, puis, après, Hier, avant-hier, (lundi) dernier Focussing on intonation and facial expressions when presenting opinions. C'était, J'ai trouvé ça ... bien, bizarre, cool, cher, effrayant, ennuyeux Ce n'était pas mal. Ouvert du (mardi) au (dimanche) de 10h00 à 17h00. Fermé (le lundi et les jours fériés) Tarifs d'entrée. Plein tarif, tarif jeune. Gratuit. Visites guidées. The perfect tense with être- full conjugation. Je suis allé(e), en avion, en bus, à vélo, à pied. Je suis allé(e) (à Paris). Je suis parti(e)/arrivé(e) à. Le train est parti/arrivé à. Je suis sorti(e). Je suis resté(e) (chez moi). The perfect tense: questions - Tu as visité le Louvre quand? Tu es allé(e) avec qui? Tu es arrivé(e)/parti(e) à quelle heure? Tu es resté(e) combien de temps? Qu'est-ce que tu as fait ensuite? Est-ce que tu as volé la Joconde?</p>
Assessment	<p>End of Unit 2 assessment – Listening , Reading, Speaking and Writing and translation tasks. Throughout this module there will be continual assessment. Learning is assessed each lesson through the use of mini-whiteboards, in class activities - peer assessment and Hinge questions.</p>	<p>Assessment pack End of module 2 – all four skills tested – Listening, Reading, Speaking, Writing, Translations both ways and Transcriptions/dictations. Mid-term written assessment.</p>