

<b>Y 11 Module 7</b>	<b>Title: Bon travail! (GCSE theme: Current and future study and employment)</b>	
<p>Why are you teaching it?</p>	<p>GCSE Theme 3 Current and Future Study and employment. (This module includes lifestyle choices)</p> <p>To prepare for the Reading and Listening exam - any aspect will be examined (using realia and authentic texts)</p> <p>Writing question - either 90 or 150 words on the topic of jobs (and applications) /work preferences/career choices/future plans</p> <p>Speaking exam - either photocard, roleplay or conversation question will demand a sound knowledge and application of this topic.</p> <p>Students are in the process of thinking about college places and future careers. They will be having their college interviews relatively soon.</p> <p>Exploring the full range of possibilities available in the world of work, To learn about the recruitment process and the culture of different workplaces.</p>	<p><b><u>Misconceptions / (Things students forget to do)</u></b></p> <p>There is no definite article in front of the job. (Il est serveur !)</p> <p>Check understanding of different verbs followed by à or de</p> <p>Reading - There will be reading - adverts/blogs. Use common sense and prior knowledge. (Think about the wider world) Tricky literary text – don't be put off. There will nearly always be words that you've never seen before. Concentrate on getting the gist. Use the questions to help you get a sense of what the text must be about. Then try to focus on the details that you are asked for.</p> <p>Listening – You need to listen carefully to the tense the speaker uses. A lot of this topic area is in either the present or the future tense when talking about hopes and aspirations, however remember work experience will be in the past tense!</p> <p>Speaking – When describing a photo - remember you can put an opinion word in front of your sentence to give it weight, especially if you are unsure of certain vocab. Open-ended questions like 'Describe your job!' don't specifically ask for opinions, make sure you include them in every question you are asked. Remember you can be creative and make things up !</p> <p>Writing – include a range of verbs and tenses, opinions and reasons, connectives and other features such as: qualifiers and negatives. Adverbs are really important in CV's.</p> <p>Inferring answers from what you read as it isn't always word for word.</p> <p>The pronoun <i>on</i> – to mean 'one' 'you' or 'we'. It is used a lot in French – much more than we would use the</p>

		pronoun 'one' on English. It is used when talking about people in general and takes the same verb form as 'il' and 'elle'
<p>Why are you teaching it now ? What prior learning do students have ?</p>	<p>Building on the topic of the world of work encountered in KS3. Language is now much more complex and much more detailed. More depth covered in terms of opportunities available to students and future plans, both in the near future and further ahead in lifestyle planning.</p>	
<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>	<p><b>E/D</b> To be able to give a limited description of their current experience of the world of work, future plans and aspirations. To be able to give basic responses to questions with limited vocabulary and grammar using the first person confidently. To be able to use resources as support competently. To understand and address the misconceptions/ things students forget to do!</p> <p><b>S</b> To be able to give a more detailed description of their current experience of the world of work, future plans and aspirations. To be able to answer questions using vocabulary and grammar accurately, using the first and third person confidently. To have limited access to support materials.</p> <p><b>M</b> To be able to give an extended description of their current experience of the world of work, future plans and aspirations. To be able to answer questions in full sentences and spontaneously with the addition of accurate opinion phrases and adjectives. To be able to attempt all independent tasks with little or no resources as support</p> <p><b>Oracy</b> - Preparation for the speaking exam. Photo description tasks, Role plays, Q&amp;A for conversation topic questions - See MFL Google Drive for questions. Choral repetition, choral reading, ghost reading, Pairwork, cross-class questioning - teacher&gt;student, student &gt;student</p> <p><b>Literacy</b> - all detailed in the Scheme of Work.</p>	<p><b><u>Vocabulary and literacy focus (Tier 2/Tier 3)</u></b></p> <p>Comparisons Present tense: the third person plural. (photo descriptions) The -ent verb ending - (silent) Using <i>il faut</i> and <i>il est interdit de</i></p> <p>The imperative Adverbs - to say how you do something - Calmelement, dur, également, énormément, facilement, heureusement lentement, mieux, rarement, récemment, régulièrement, sagement, suffisamment, uniquement</p> <p>Irregular adverbs include - bien, mal and mieux</p> <p>The present and future tenses (will)</p> <p>Les professions</p> <p>L'orientation un entretien d'embauche</p> <p>Les ambitions</p> <p>Mon boulot au sujet de, avant tout, malgré, non seulement, plus tard, plutôt, quant à ...</p>

	<p><b>SEND</b> - Teacher folder identification of SEND needs and students planned for accordingly. Use of PCS ten for SEND when planning. <b><u>Questioning is key!</u></b> Differentiated and targetted questioning both oral and written. Use of LA provision. Templates/grids provided. Visual prompts. Reinforcement of oral instructions. Constantly revision and reinforcement learning. Checking of understanding before attempting tasks. Teacher engagement when moving around class. Provide good role models by making use of the other students and staff. Chrome Book provided if required. End of module vocabulary and regular teacher check-in. See Scheme of Work.</p>	
Assessment	<p>End of Unit 7 assessment – Listening , Reading, Speaking and Writing and translation tasks. Throughout this module there will be continual assessment and exam style questions. Learning is assessed each lesson through the use of mini-whiteboards, in class activities - peer assessment and Hinge questions.</p>	<p>Practice assessments - Contrôle de lecture et d'écoute - Contrôle oral- Contrôle écrit - pp 152-157. Assessment pack – End of Module 1 tests – all four skills tested. Speaking to include – Role-play, photo description and general conversation. Reading to include responding to questions in the target language. Translation from French to English. Listening to include responding in the target language. Writing to include Foundation - photo descriptions, writing 40/90 words and translation sentence from English to French. Higher - longer pieces of writing 90/150 and a paragraph to translate from English to French.</p>
What amendments are you going to make following evaluation of this module?	<p>Review trends in weaknesses in skill areas. Question Level Analysis of types of question students struggle to gain high marks on. Check the balance of skills covered is appropriate.  (Note: Next Mock exams Feb 2022)</p>	