

KESTEVEN AND SLEAFORD HIGH SCHOOL

French Scheme of Learning Year 8 – Term 5 Le monde des medias

Intent - Rationale

To recall key vocabulary relating to different types of media, including TV and film, music and different genres of books. Students will also be considering the cultural importance of key French-speaking cartoon characters and fairy tales. Students will learn how to recognise and use the imperfect tense through the topic of fairy tales. Students will be confident in using direct object pronouns and using 'ce que' when giving extended opinions on different types of media.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> • Y7 Unit 3: Leisure activities and personal possessions • Y7: use of present tense • Y8: Unit 3 – imperfect tense • Y8: Unit 2 – perfect tense • Y8: unit 4 - technology 	<ul style="list-style-type: none"> • Y9 – Term 6 – les choristes • GCSE – cultural awareness • GCSE – Unit 3 – Freetime activities • Year 9 – use of past tenses (Units 1-5)
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> • Computing • English – reading + fairy tales • Personal Development – like and dislikes • Music 	<ul style="list-style-type: none"> • SP2, SP3, SP4 • SO1 • C1, C2, C4
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?

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- All reading activities read out loud
- Links between French and English vocabulary exploited to allow for links between languages that will strengthen vocabulary
- Teaching fairy tales – links to cultural capital and literacy
- Writing fairy tales – creative writing

- Dates

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

- How to identify and give opinions on different TV Programmes
- How to give different opinions on musical genres
- To give detailed opinions on Film genres
- To describe a film you have seen in the past
- To discuss Reading preferences
- To identify, describe and discuss Francophone cartoon characters
- How to design a cartoon character
- Who wrote French Fairy tales, particularly Goldilocks, Beauty and the Beast
- How to write creatively in French

Apply

- Knowledge is applied through a range of listening, reading, speaking and writing activities, alongside grammar practice, dictation, translation and appropriate phonics instruction and use of authentic French texts to add to cultural capital

Extend

- To include higher level language structures
- To draw on prior knowledge to include perfect, future and conditional phrases

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What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<p>Grammar:</p> <p>Direct object pronouns</p> <p>Faire + infinitive</p> <p>Rendre + adjective</p> <p>Ce que</p> <p>Perfect tense</p> <p>Opinions in the past (imperfect)</p> <p>Verb + infinitive structures</p> <p>Writing in the past</p> <p>Vocabulary:</p>	<ul style="list-style-type: none"> • Weekly vocabulary tests • Self and peer assessment in lesson • Formative assessment based on retrieval at start of each lesson • Summative assessment: listening, reading and translation into English

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Academic Language: Direct Object Pronouns

In French, direct object pronouns are used to refer to 'it' or 'them'. We use 'le, la or les' between the subject and the verb depending on if the object is masculine, feminine or plural.

Eg: la musique rap, je l'aime mais les films d'horreur—je ne les aime pas

Rap music, I like it but horror films—I don't like them

French Knowledge Organiser

Year 8– Unit 5

Le monde des médias



Partie 5.3—Cinema

J'ai vu ...	I saw ...
un film d'action	an action film
un film d'arts martiaux	a martial arts film
un film comique	a comedy
un film d'horreur	a horror film
un film romantique	a romantic film
un film de science-fiction	a science-fiction film
un film à suspense	a thriller
un western	a western
au cinéma/en DVD	at the cinema/on DVD
en streaming	streamed (on the Internet)
à la télé	on TV
Je l'ai aimé/adoré/détesté.	I liked/loved/hated it.
Je ne l'ai pas aimé.	I didn't like it.
C'était ...	It was ...
Je (ne) le recommande (pas).	I (don't) recommend it.

Partie 5.1—Television

J'aime (bien/beaucoup) ...	I like ... (very much/a lot).
Je n'aime pas (du tout)/ Je déteste ...	I don't like ... (at all)/I hate ...
les comédies	comedies
les dessins animés	cartoons
les documentaires	documentaries
les émissions musicales	music programmes
les émissions de sport	sports programmes
les émissions de télé-réalité	reality tv programmes
les jeux télévisés	game shows
les séries	series
Je les aime/adore/déteste.	I like/love/hate them.
Je ne les aime pas.	I don't like them.
Ça dépend.	It depends.
Je les trouve ...	I find them ...
amusant(e)s.	funny.
intéressant(e)s.	interesting.
divertissant(e)s.	entertaining.
enfantin(e)s.	childish.
ennuyeux/ennuyeuses.	boring.
éducatifs/éducatives.	educational.
nuls/nulles.	rubbish.
très/assez/un peu	very/quite/a bit

Partie 5.2—Music

Ce que j'aime, c'est la musique folklorique.	What I like is folk music.
Ce que je n'aime pas, c'est le classique.	What I don't like is classical music.
Ça me fait ...	It makes me ...
danser/dormir/rêver.	dance/sleep/dream.
Ça me rend triste.	It makes me sad.
Ça me rend heureux/heureuse.	It makes me happy.
Ça me calme.	It calms me.
C'est ...	It is ...
déprimant/ennuyeux.	depressing/boring.
entraînant/vif.	lively.
gai/moderne.	happy/modern.
original/rapide.	original/fast.

Partie 5.4—Books

J'aime/Je préfère lire ...	I like/I prefer to read ...
Je n'aime pas/Je déteste lire ...	I don't like/I hate reading ...
les (auto)biographies	(auto)biographies
la littérature non-romanesque	non-fiction
les romans d'amour	love stories, romances
les romans d'aventure	adventure novels
les romans comiques	comedies
les romans historiques	historical novels
les romans d'horreur	horror novels
les romans de science-fiction	science fiction

Agreeing and disagreeing

Oui, c'est ça/vrai.	Yes, that's right/true.
Non, ce n'est pas ça/c'est faux.	No, that's not right/that's false.
Oui/Non, je (ne) suis (pas) d'accord.	Yes/No, I (don't) agree.
Tu rigoles!	You're joking!

Connectives

mais	but
par contre/en revanche	on the other hand
cependant/pourtant	however



Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
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<p>Lesson 1 – J'aime les comedies</p>	<p>To understand, recognise and use new vocabulary relating to different genres of TV programs To use listening comprehension to consolidate key vocabulary To produce sentences giving opinions on TV programmes through speaking To understand and recognise direct object pronouns in texts To complete deliberate practice using Direct Object pronouns</p>	<p>To use higher level vocabulary, translation skills and a variety of more complex grammar</p>	<p>Allez 2 p 22 ex 1 Grammar point – Direct Object Pronouns Allez 2 – p32 ex 1 Grammar worksheet ex 1 Star Ecoutez worksheet ex1 and ex2 HW: Language nut – Year 8 – Unit 2 - Television</p>
<p>Lesson 2 – j'adore les documentaires</p>	<p>To recall use of direct object pronouns To use listening and reading comprehension to consolidate key vocabulary giving opinions on television programmes To construct sentences using core vocabulary to give extended opinions on genres of television programmes</p>	<p>To use higher level vocabulary, translation skills and a variety of more complex grammar</p>	<p>Interactive activity 1 star Allez 2 p23 ex4 Allez 2 p22 ex 3 Interactive Activity 2 star</p>
<p>Lesson 3 – La musique – ca me fait danser</p>	<p>To recognise, understand and use vocabulary for different music genres To complete listening comprehension to consolidate extended opinions on different types of music using core</p>	<p>To use higher level vocabulary, translation skills and a variety of more complex grammar</p>	<p>Allez 2 p24 music genres Allez 2 p24 ex 1 Allez 2 p24 ex 2 Allez 2 p25 ex4 Interactive Activity 1 star Interactive Activity 1 plus Youtube – French music</p>

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	<p>vocabulary and a range of adjectives</p> <p>To conduct a survey of the class and their musical tastes</p> <p>To raise cultural capital by listening to authentic French music artists and give extended opinions on them</p>		<p>HW: Language nut – Year 8 – Unit 2 - music</p>
Lesson 4 – le rythme est cool	<p>To recall core vocabulary relating to music</p> <p>To Complete reading comprehension on different types of music and extended opinions</p> <p>To recognise, understand and use 'ce que' when giving opinions to extend complexity of work</p> <p>To translate and transcribe core vocabulary to consolidate knowledge</p>	<p>To use higher level vocabulary, translation skills and a variety of more complex grammar</p>	<p>Interactive Activity 2 Plus</p> <p>Allez 2 – p25 reading activity</p> <p>Allez 2 – p32 ex 2</p>
Lesson 5 – le cine – j'adore!	<p>To recall prior knowledge about the perfect tense</p> <p>To recognise and use vocabulary for different film genres</p> <p>To complete listening comprehension tasks to consolidate knowledge of past tense opinions</p> <p>To recognise and practice using opinions in the past tense</p>	<p>To use higher level vocabulary, translation skills and a variety of more complex grammar</p>	<p>Allez 2 p26 ex 1</p> <p>Listening Worksheet ex 2 Star</p> <p>HW: Language nut – Year 8 – Unit 2 - Cinema</p>

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	To construct opinions in the past tense through speaking activities		
Lesson 6 – j'ai vu un bon film	<p>To consolidate knowledge of giving extended opinions in the perfect tense</p> <p>To complete reading and listening comprehension tasks to further extend skills and consolidate knowledge</p> <p>To improve translation skills from French to English</p> <p>To Construct a written paragraph in the past tense</p>	To use higher level vocabulary, translation skills and a variety of more complex grammar	<p>Allez 2 p27 ex 4</p> <p>Allez 2 p27 ex 3</p> <p>Interactive activity 2 Star</p> <p>Grammar worksheet ex 4 Plus</p>
Lesson 7 – lire – c'est bon	<p>To hook prior knowledge onto new knowledge re: genres of literature</p> <p>To complete reading and listening comprehension tasks to further extend skills and consolidate knowledge</p> <p>To understand and recognise the Grammar structure of using a verb+infinitive</p> <p>To use adjectives appropriately to extend opinions</p> <p>To construct opinions in the 3 tenses through speaking and writing activities</p>	To use higher level vocabulary, translation skills and a variety of more complex grammar	<p>Allez 2 p29</p> <p>Interactive Activity 1 Plus</p> <p>Allez 2 – p29 ex5</p> <p>Lire worksheet ex 1 Star</p> <p>Allez 2 – p32 ex 3</p> <p>Allez 2 p 29 ex 6</p> <p>Writing worksheet ex 1</p> <p>HW: Language nut – Year 8 – Unit 2 - books</p>

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<p>Lesson 8 – je le trouve émouvant</p>	<p>To understand the difference between persuasive and informative arguments and phrases To understand, recite and translate authentic French poetry. To use prior knowledge to deconstruct a poem in the past tense by Jacques Prévert To create a French poem using prior knowledge</p>	<p>To use higher level vocabulary, translation skills and a variety of more complex grammar</p>	<p>Allez 2 – p28 ex 1 Ecoutez worksheet ex 3 plus Youtube video – Jacques Prévert</p>
<p>Lesson 9 – la BD – culture française</p>	<p>To recognise and discuss different cultural cartoons from Francophone countries To complete listening and reading comprehensions consolidating knowledge of famous cartoon characters To use 'qui' when talking about different people To complete deliberate practice of relative pronouns To construct sentences using relative pronouns through both speaking and writing</p>	<p>To use higher level vocabulary, translation skills and a variety of more complex grammar</p>	<p>Youtube videos – Tintin, Asterix, Smurfs etc Allez 2 p12 ex 3 Allez 2 p12 ex 1 Allez 2 p12 ex 2 Interactive activity 1 Star and Interactive Activity 2 Plus HW: Language nut – Grammar – imperfect tense</p>
<p>Lesson 10 – j'adore Asterix, qui est brave</p>	<p>To discuss different personalities of cartoon heroes in French speaking countries</p>	<p>To use higher level vocabulary, translation skills and a variety of more complex grammar</p>	<p>Interactive activity 2 Star Allez 2 p13 ex 4 Allez 2 p13 ex 5</p>

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	<p>To complete reading and listening comprehension tasks to consolidate new knowledge</p> <p>To Translate descriptions of different characters in varying difficulties</p> <p>To construct written descriptors of cartoon characters</p> <p>To invent and describe a new cartoon character</p>		
Lesson 11 – Fairy tales	<p>Les Contes de fées de Charles Perrault</p> <ul style="list-style-type: none"> ➤ RP – Translation: Present & Past sentences ➤ Les Trois Petits Cochons : Read as a class and translate the introductory paragraph ➤ Charles Perrault – youtube documentary ➤ Perfect Tense – recap ➤ Les Trois Petits Cochons – read together and identify perfect tense structures 	To use higher level vocabulary, translation skills and a variety of more complex grammar	<p>Les trois petits cochons Charles Perrault – youtube documentary</p> <p>HW: Language nut – Grammar – perfect tense avoir</p>
Lesson 12 – Fairy tales	<p>Les Contes de fées de Charles Perrault</p> <ul style="list-style-type: none"> • RP – Perfect Tense structures • Boucle d’or et les trois ours – follow the story along with the Youtube animation 	To use higher level vocabulary, translation skills and a variety of more complex grammar	Boucle d’or et les trois ours Youtube animation

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	<p>Imperfect tense – overview and worked examples from paragraph 2.</p> <ul style="list-style-type: none"> • Translation of paragraph 2 • Textual analysis – highlight verbs in separate colours to denote perfect & imperfect tense usage 		
<p>Lesson 13 – Fairy tales</p>	<p>Les Contes de fées de Charles Perrault</p> <ul style="list-style-type: none"> • RP – Imperfect or Perfect? Tense recognition task • Students in pairs choose a story to work on during the lesson <ul style="list-style-type: none"> ○ Le Petit Chaperon Rouge ○ La Belle au bois dormant ○ Le Chat botté ○ Cendrillon (CHALLENGE) • Read through the text – pull out AT LEAST 10 verb structures from the story and categorise as PERFECT or IMPERFECT • Working as a pair students are to summarise their story into an 8-12 square storyboard using appropriate past tense 	<p>To use higher level vocabulary, translation skills and a variety of more complex grammar</p>	<ul style="list-style-type: none"> ○ Le Petit Chaperon Rouge ○ La Belle au bois dormant ○ Le Chat botté ○ Cendrillon (CHALLENGE) <p>HW: Language nut – Revision</p>

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	structures and sections from the text		
Lesson 14 – Fairy tales	<p>Les Contes de fées de Charles Perrault</p> <ul style="list-style-type: none"> • RP –Quiz (Kahoot?) of key structures from the unit • Complete the Boucle d’or recap tasks revising the perfect/imperfect tenses • Students to create their own opening to a fairy tale using both imperfect & perfect structures <p>This written piece will be the assessed piece for this unit. 16 marks. Completed in lesson time, open book.</p>	To use higher level vocabulary, translation skills and a variety of more complex grammar	