**Transition Year French**

**2023-24**

**Key:**

**Numeracy = N**

**Literacy** = **L**

**Differentiation** = ∆ All learners will be able to do this

◊ Most learners will be able to do this

↑ Some Learners will be able to do this

| **Week** | **Topic** | **Content** | **Key Skill/**  **Element** | **Learning Outcomes** | **Methodology** | **Literacy/numeracy** | **Resources** | **Assessment** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1-4** | **Oral Challenge – Myself & My Family, Pastimes** | **Revision of present tense, adjectives, numbers and colours; revision of *futur proche*,**  **Revision of vocabulary relating to sports, music and other leisure activities** | **1A**  **1E**  **7A**  **7E**  **7F**  **8A**  **8C** | **The students will be able to describe themselves and their families in the target language.** ∆  **They will be able to agree adjectives and recognise irregular adjectives.** ◊  **They will be able to answer questions from listening excerpts based on descriptions.** ∆  **Students will be able to conjugate regular and irregular verbs in the present tense.** ◊  **Students will be able to form the *futur proche.*** ∆  **Students will be able to record their description using iPads**∆ | **Written exercises: answer questions in oral copy. Students adapt model answers to suit their own situation.**  **Oral group work: small groups taking turns to ask the above questions and answer.**  **Pair work: one student describes cartoon drawing to other student, back to back.**  **Listening: students listen to recording of French people describing themselves and their families and answer questions in English**  **Worksheet:**  **Students fill in worksheet individually on adjectives.**  **iPad/ICT usage:**  **Students record themselves and post their recordings to their ePortfolio** | **Revision of numbers (N)**  **Spelling of adjectives (L)**  **Revision of present tense (L)** | **Bien Dit textbook for questions and sample answers**  [**www.wordreference.com**](http://www.wordreference.com)  **Adjective worksheet:**  [**https://www.tes.com/teaching-resource/adjectives-in-french-6261791**](https://www.tes.com/teaching-resource/adjectives-in-french-6261791)  **Futur proche powerpoint:**  [**https://www.tes.com/teaching-resource/le-futur-proche-3004699**](https://www.tes.com/teaching-resource/le-futur-proche-3004699)  **Kahoot – game on descriptions** | **Peer-assessment through group work and pair work exercises using questions from Bien Dit relating to topic.**  **Teacher questioning**  **Worksheets on adjectives**  **Short class test on present tense and futur proche** |
| **5 – 7**  **(Week 8 = student Activity Week)** | **Oral Challenge – My area, school, holidays** | **Revision of names of places in town and *au/à la/aux* /*en* etc**  **Revision of school subjects. Giving opinions of school subjects.**  **Vocabulary relating to holiday destinations, revision of *passe compose* and using said tense to describe past holidays.**  **Using *futur proche* to describe future holidays.** | **1A**  **1E**  **3E**  **7B**  **7E**  **8A**  **8C** | **Students will be able to answer questions relating to their area both in written format and orally.** ∆  **They will be able to use the grammar point *à la/ au/aux/en* correctly.** ∆  **They will be able to describe their school and the subjects they study orally and in writing.** ∆ **They will be able to express an opinion on preferred/disliked school subjects.** ∆  **They will revise the passe compose and be able to use the tense to describe past holidays.** ◊  **They will be able to use the futur proche to describe future holidays.** ∆ | **Written exercises: answer questions relating to holiday/their area in oral copy. Students adapt model answers to suit their own situation.**  **Oral group work: small groups taking turns to ask the above questions and answer.**  **Pair work:**  **Listening: students listen to recording of French people describing their areas and holiday experiences and answer questions in English**  **Worksheet:**  **Students fill in worksheet individually on *passe compose***  **iPad/ICT usage:**  **Students record themselves and post their recordings to their ePortfolio** | **Spellings of vocabulary relating to school, my area and holidays (L)**  **Revision of Grammar point *à la/ au/aux/en* (L)** | **Worksheet on passé compose:**  [**https://www.tes.com/teaching-resource/passe-compose-regular-er-verbs-sen-6291045**](https://www.tes.com/teaching-resource/passe-compose-regular-er-verbs-sen-6291045)  **Bien Dit: sample questions and answers**  **Bien dit: listening exercises**  **Powerpoint on opinions/school subjects:**  [**https://www.tes.com/teaching-resource/french-school-subjects-and-opinions-6025010**](https://www.tes.com/teaching-resource/french-school-subjects-and-opinions-6025010)  **Kahoot: game on pass**é **compose**  **Worksheet on prepositions:**  <https://www.tes.com/teaching-resource/6-french-prepositions-dans-en-au-aux-and-chez-6088398>  Powerpoint on holidays using past tense:  <https://www.tes.com/teaching-resource/les-vacances-6002150> | **Peer-assessment through group work and pair work exercises.**  **Self-assessment through correction of listening exercises**  **Teacher questioning**  **Worksheets**  **Short class test on passe compose**  **End of term Oral Challenge: 10 minute conversation with class teacher on topics studied since September. Feedback sheet given detailing strengths and weaknesses under the following headings: Communication, Pronunciation, Structures, Vocabulary.** |
| **Weeks 9 -15**  **Musical/Community Care Placements occur during this period** | **La Civilation Francaise** | **French news items**  **Famous French people**  **French cinema**  **French fashion**  **French Music** | **1F**  **2E**  **3F**  **3G**  **4A**  **4B**  **6D**  **7B**  **8D** | **Students will be able to translate simple news items and give basic opinions on same.** ∆  **Students will expand on their knowledge of French culture through online research and presentations.** ∆  **Students will develop their ICT skills by using Book Creator and similar apps to compile a mini-book on a famous French person of their choice.** ∆  **Students will gain an appreciation for French film by watching a suitable piece and by analysing its features using appropriate materials.** ∆ | **Listening exercises: students listen to news items and answer questions.**  **Group work: students translate current news items in small groups and compare their answers with the other groups.**  **Active viewing: students watch a French movie with a critical eye. Question sheet to be filled out during viewing.**  **Self-directed learning: students use internet to do research** | **Translation skills (L)** | **For news items:**  [**http://www.1jour1actu.com/**](http://www.1jour1actu.com/)  **DVD: one of:**  **Amelie, Les Choristes, Les Intouchables, Hors de Prix, Populaire, Paris Je t’Aime**  **Worksheets on above from IFI**  **LES CHORISTES**  [**http://www.ifi.ie/downloads/Les%20choristes.pdf**](http://www.ifi.ie/downloads/Les%20choristes.pdf)  **POPULAIRE**  [**http://www.ifi.ie/wp-content/uploads/Populaire\_Online.pdf?\_ga=2.74771350.508570805.1505756503-634095551.1505756503**](http://www.ifi.ie/wp-content/uploads/Populaire_Online.pdf?_ga=2.74771350.508570805.1505756503-634095551.1505756503)  **LES INTOUCHABLES**  [**http://www.ifi.ie/wp-content/uploads/IFI\_Untouchable\_Online.pdf?\_ga=2.74771350.508570805.1505756503-634095551.1505756503**](http://www.ifi.ie/wp-content/uploads/IFI_Untouchable_Online.pdf?_ga=2.74771350.508570805.1505756503-634095551.1505756503)  **AMELIE (TES)**  [**https://www.tes.com/teaching-resource/amelie-poulain-workbook-6040207**](https://www.tes.com/teaching-resource/amelie-poulain-workbook-6040207)  **Worksheet on film trailers:**  [**https://www.tes.com/teaching-resource/film-trailers-and-reviews-reading-and-viewing-6445132**](https://www.tes.com/teaching-resource/film-trailers-and-reviews-reading-and-viewing-6445132)  **iPad apps:**  **Keynote**  **Pic Collage**  **Onatti Films and Worksheets:**  [**Www.onattifilms.com**](http://www.onattifilms.com)  **Songs:**  **Angele/Dua Lipa**  [**https://docs.google.com/document/d/17ooNlLYYVm0\_Xlg0KKBduoP6k\_6Ea7iH3br\_qIKiACY/edit**](https://docs.google.com/document/d/17ooNlLYYVm0_Xlg0KKBduoP6k_6Ea7iH3br_qIKiACY/edit)  **STromae** | **Self-assessment: correcting own listening exercises on news items**  **Teacher assessment: teacher will grade mini-book**  **Questioning: teacher will assess students’ level of understanding through lower/higher order questions during/after film**  **Homework exercises** |
| **Weeks 16 - 20** | **Examination preparation for House Exams** | **Exam style reading comprehensions, listening comprehensions and written pieces** | **1D**  **1F**  **2C**  **3E** | **Students will be able to answer questions on sample reading comprehensions in English and in French.** ◊  **Students will be able to recognise key words relating t0 reading comprehensions. Citez, Trouvez etc**◊  **Students will be able to answer questions**  **in appropriatereading comprehensions.** ∆    **Students will be able to write a diary entry expressing positive and negative feelings about a given hsituation.** ∆    **Students will revise Passe Compose and Imparfait to aid with diary entry writing.** ∆    **Student will work on exam techniques and time management.** ∆ | **Practice questions from past papers - reading comprehension and listening comprehension.**  **Student Worksheet: expressing emotions**  **Gap-fill exercises relating to diary entries.**  **Board work: grammar**  **Games: living sentences/kahoot** | **Reading comprehensions (L)**  **Time management (N)**  **Working out percentages/break down of marks using marking schemes (N)** | **Worksheet: Writing about last weekend**  [**https://www.tes.com/teaching-resource/writing-in-the-passe-compose-about-a-weekend-6242389**](https://www.tes.com/teaching-resource/writing-in-the-passe-compose-about-a-weekend-6242389)  **Handout on writing a diary entry:**  [**https://www.tes.com/teaching-resource/french-journal-writing-11292965**](https://www.tes.com/teaching-resource/french-journal-writing-11292965) | **Self-assessment: correcting own listening exercises**  **Teacher assessment: teacher will grade written expression assignments**  **Questioning: teacher will assess students’ level of understanding through higher order questions**  **End of term House exam: listening, reading and writing sections** |
| **Weeks 20-25**  **(Marach/April)** | **Descriptions in past and present** | **Journal Intime** | **1A**  **1E**  **7A**  **7E**  **7F**  **8A**  **8C** | **Students will be able to write a short diary entry for a specified number of days in the week.** ∆  **Students will be able to use the past tenses correctly.** ◊  **Students will revise adjectives.** ∆ | **Verb drills: Imparfait v Passe Compose gap fill exercises.**  **Oral Pair work: students discuss what they have done in the previous week in preparation for writing their diary entry.**  **Worksheets: students complete worksheets on adjectives**  **Listening exercises: students listen to people describing events in the past and answer questions** | **Past tense revision (L)**  **Spelling of adjectives (L)**  **Oral Literacy** | **Adjectives game:** [**https://www.tes.com/teaching-resource/qui-est-ce-adjectifs-11739665**](https://www.tes.com/teaching-resource/qui-est-ce-adjectifs-11739665)  **Diary writing activity:**  [**https://www.tes.com/teaching-resource/holiday-diary-based-on-mon-pere-ce-heros-6104907**](https://www.tes.com/teaching-resource/holiday-diary-based-on-mon-pere-ce-heros-6104907)  **Oral practice: passe compose:**  [**https://www.tes.com/teaching-resource/oral-practice-activity-6417836**](https://www.tes.com/teaching-resource/oral-practice-activity-6417836) | **Peer assessment: oral work with partner**  **Self-assessment: correction of verb drills and worksheets**  **Teacher assessment: home work assignments**  **End of topic class test** |
| **Weeks 25 -29**  **May** | **Oral Preparation** | **Describing a photo** | **1A**  **1E**  **7A**  **7E**  **7F**  **8A**  **8C** | **Students will be able to describe a photo they have selected themselves.** ∆  **Students will be able to answer questions relating to a chosen photo.** ◊ | **Pair work: one student describes a simple picture to another who cannot not see it. The other must draw what is described.**  **Teacher presentation of key vocabulary.**  **Group work: students brainstorm possible questions that could be asked on a particular photo.**  **Spot the difference: students must write down differences between two images** | **Oral literacy: pair work exercises** | **Describing a photo in French reference sheet:**  [**https://www.tes.com/teaching-resource/gcse-french-how-to-describe-a-picture-11562524**](https://www.tes.com/teaching-resource/gcse-french-how-to-describe-a-picture-11562524)  **Spot the difference stimulus:**  [**https://www.tes.com/teaching-resource/spot-the-difference-picture-stimulus-speaking-6046075**](https://www.tes.com/teaching-resource/spot-the-difference-picture-stimulus-speaking-6046075) | **Oral test given by teacher at end of term.**  **Peer assessment through pair work exercises.**  **Written assignments on describing a photo for homework – corrected in class.** |