

Year 9 – French

Term 2: Future and aspirations

This term's intent is for students to learn the simple future and to talk about jobs, ambitions and the importance of languages in their future lives. Feeding from their knowledge on languages, countries and family from year 7, and the past tense from year 8, students will talk about what members of their family do for a living, how languages can be used in different jobs and talk about a work experience in the past tense. They will also use the simple future to predict what they want to do in the future, express their hopes and wishes (for example saying they hope to get married or to travel the world) feeding forward to GCSE grammar expectations and topic on ambitions.

	<u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc.)	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb</u>	<u>Homework/Literacy Map</u>
1 – Jobs KG: to list types of jobs in French.	Allows students to learn different types of jobs in French and how they change in the feminine and to remember not to put the article when saying's someone's job (eg. il est maçon), in particular talking about what people in your family do as a job. Feeds on from Term 1, Lessons 2 and 4. Feeds forward to next lesson where students will use their knowledge of jobs to talk about	New : maçon Recall: mon beau-père, il est	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide 2.) Listening and repeating the jobs and whole class game to embed knowledge 3.) Highlighting the differences between feminine and masculine 4.) (Studio foundation) Reading and writing: p. 132 ex. 3 and 4 (extension: p. 133 ex. 7) 5.) Speaking: in pairs saying what their parents do as a job. 	Reading exercise on jobs (p.133, ex. 7)

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	<p>what they would like to do. Feeds forward to Year 11 where students will work on jobs in more details. Feeds forward to GCSE topics on jobs and ambitions.</p>			
<p>2 – What you would like to do KG: to state what job you would like to do and why, using the conditional.</p>	<p>Allows students to revise the phrase 'je voudrais' and learn what the 'conditional' mode is (not in details but to make a parallel with English) in order to say what job they would like to do and explain in details why. Feeds on from Term 2, Lesson 1. Feeds forward to next lesson where</p>	<p>New: dans un magasin Recall: je voudrais, coiffeur(se)</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide 2.) Homework correction: peer assessment 3.) Listening (Studio foundation) p. 134, ex. 1 and 2 4.) Speaking: in pairs, asking and answering the questions from ex. 1 5.) Whole class team game on the vocabulary 	

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	<p>students will use their prior knowledge of the conditional phrase <i>je voudrais</i> and <i>j'aimerais</i> to talk about hopes and wishes.</p> <p>Feeds forward to Year 11 where students will work on ambitions in more details.</p> <p>Feeds forward to GCSE topic on ambitions.</p>			
<p>3 – Plans, hopes and wishes KG: to state what your plans are for the future.</p>	<p>Allows students to learn a range of expressions to express their hopes and to learn different phrases about the future (eg. get married, do</p>	<p>New: j'espère Recall: j'aimerais, dans un bureau</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide 2.) Vocabulary match up 3.) Listening (studio foundation) p. 136 ex. 1 4.) Speaking: in pairs say the sentence according to the 	<p>Writing: -write what job you would like to do and why -write what you hope to do in the future (outside of work)</p>

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	<p>volunteering work, etc.).</p> <p>Feeds on from Term 2, Lesson 2.</p> <p>Feeds forward to next lesson by students using their knowledge of the conditional to learn the simple future which is very similar (same stem).</p> <p>Feeds forward to GCSE topic on ambitions.</p> <p>Feeds forward to Year 11 (talking about ambitions).</p>		<p>picture that appears on the board first one to say it gets a point.</p>	
<p>4 – The simple future KG: To identify how to conjugate verbs in the simple future.</p>	<p>Allows students to be able to conjugate regular and some irregular (vouloir, avoir, être, faire, aller) verbs in the simple future which</p>	<p>New: je mangerai Recall: je voudrais, faire du bénévolat</p>	<ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide. 2) Showing sentences in the simple future and explaining how to form it, first with regular verbs 	<p>In two lessons: assessment on the simple future, jobs, hopes and wishes.</p>

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	<p>is a required tense in the GCSE program.</p> <p>Feeds on from Term 2, Lessons 2 and 3.</p> <p>Feeds forward to next lesson where students will use their prior knowledge of reflexive verbs to learn their full paradigm.</p> <p>Feeds forward to Edexcel GCSE grammar expectations.</p>		<p>with a practise exercise, then with irregular verbs (faire, aller, avoir, être, vouloir, voir, savoir)</p> <p>3) Song 'on ira' by Zaz students must fill in the gaps in the future and then listen to the song to check their answers. On the second listening, students are encouraged to sing with the song.</p> <p>4) Whole class game on the simple future</p>	
<p>5 – Predictions</p> <p>KG: To state what you will do at different ages using the simple future.</p>	<p>Allows students to be able to say what they will do in the future, learning <i>quand</i> + future and put into practise their knowledge of the simple future.</p> <p>Feeds on from Term 2, Lesson 4.</p>	<p>New: quand j'aurai 20 ans</p> <p>Recall: je ferai, avoir des enfants</p>	<p>1.) Vocabulary and prior knowledge daily retrieval slide.</p> <p>2.) Reading: text where a person says what they will do at different ages (quand j'aurai... ans, je...) with questions for comprehension</p> <p>3.) create a poster on the predictions of what you</p>	<p>Assessment on the simple future, jobs and hopes and wishes next lesson.</p>

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	<p>Feeds forward to next lesson where students will use their prior knowledge of the simple future in an assessment.</p> <p>Feeds forward to Year 11 (talking about the future, ambitions).</p> <p>Feeds forward to Edexcel GCSE topic on ambitions.</p>		<p>will do in the future (use of <i>quand j'aurai</i> and of previously learnt vocabulary)</p> <p>4.) Students present their posters to the class.</p>	
<p>6 – Assessment</p> <p>KG: To assess your knowledge of the simple future, jobs and hopes and wishes.</p>	<p>Allows students to be assessed on their previous knowledge in a listening and writing test.</p> <p>Feeds on from Term 2, Lessons 1 to 4.</p> <p>Feeds forward to next lesson by students using their knowledge of jobs to</p>	<p>Recall: nous serons, il est coiffeur, j'espère me marier</p>	<p>1) Vocabulary and prior knowledge daily retrieval slide and test feedback.</p> <p>2) Assessment</p> <p>3) Peer assessment</p>	<p>Watch this video and write down the 7 reasons why he wanted to learn languages:</p> <p>https://www.youtube.com/watch?v=TI53XC-6U9o</p>

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	<p>talk about how languages can be useful in jobs. Feeds forward to Edexcel GCSE topic on ambitions.</p>			
<p>7 – The importance of languages KG: To identify how languages can be important in the future.</p>	<p>Allows students to learn about famous people who speak more than one language, to understand the importance languages can have in their future lives and revise the vocabulary of languages and opinions. Feeds on from Year 7, Term 1, Lesson 14; and Year 9, Term 2, Lesson 1. Feeds forward to next lesson by students using their prior knowledge of</p>	<p>New: couramment Recall: l'allemand, une langue</p>	<ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide 2) Homework correction: class discussion on the video they had to watch and what reasons the man said he learned languages, can anyone come up with other reasons? Did you recognise yourself in any of these reasons? 3) Quiz in French on famous people who speak different languages 4) Listening (Studio foundation) p. 138 ex. 3 	

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	<p>talking about the importance of languages to explain how important it is in specific jobs. Feeds forward to Year 11 where students will work on this topic in more details. Feeds forward to Edexcel GCSE topic on languages beyond the classroom.</p>			
<p>8 – The importance of languages KG: To explain how important languages can be in specific jobs.</p>	<p>Allows students to be able to make complex sentences with <i>pour</i> (as <i>in order to</i>) to explain the important of languages in specific jobs. Feeds on from Term 2, Lessons 1 and 7.</p>	<p>New: <i>pour commander quelque chose</i> Recall: <i>parler couramment, j'apprends l'italien</i></p>	<ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide. 2) Reading (Studio foundation) p. 139 ex. 5, extension translate the sentences into English. 3) Writing in pairs: list of jobs, students must come up with sentences using <i>pour</i> to explain what they 	<p>Using voki, mytakingavatar or creating a video of yourself (with parental authorization) record yourself saying in French two reasons why languages will be useful in your life.</p>

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	<p>Feeds forward to next lesson by students using their prior knowledge of jobs to talk about casual work.</p> <p>Feeds forward to Year 11 where students will revise this in more details.</p> <p>Feeds forward to the Edexcel GCSE topic on languages beyond the classroom.</p>		<p>use a foreign language for in their job.</p> <p>4) Running translation in pairs</p>	
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<p>9 – Casual work KG: To discuss what casual work you can do to earn some money, using the present and the conditional.</p>	<p>Allow students to be able to say what casual work they do or would like to do to earn some money. Revising vocabulary such as house chores from year 8 and learn new ones too.</p>	<p>New : je promène le chien de ma voisine Recall: je fais la vaisselle, pour commander quelque chose</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Listening and repeating the vocabulary 3.) Reading (Studio foundation) p. 140, ex. 1 , extension: p. 141 ex. 5 4.) Listening: p. 140, ex. 2 	
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	<p>Feeds on from Year 8, Term 4.</p> <p>Feeds forward to next lesson by students using their prior knowledge of casual work to talk about work experience.</p> <p>Feeds forward to Year 11 where students will extend their knowledge on casual work.</p> <p>Feeds forward to Edexcel GCSE topic on jobs.</p>			
<p>10 – Work experience KG: to describe a work experience using the perfect tense.</p>	<p>Allows students to be able to narrate and describe a work experience (true or fictive) using the perfect tense.</p> <p>Feeds on from Term 2, Lessons 1 and 9.</p> <p>Feeds forward to next lesson by students using their prior knowledge of talking about a work experience to work on a</p>	<p>New: j'ai fait un stage Recall: je passe l'aspirateur, mécanicien</p>	<ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide 2. Reading (Studio foundation) p. 142 ex. 1 and 2, extension: write a text about someone who did a placement in a school 3. Listening: p. 142, ex. 2 4. Speaking: p. 143 ex. 5 	<p>Worksheet on the perfect tense</p>

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	<p>more complex text on this topic. Feeds forward to Year 11 where students will revise and improve how to talk about work experiences. Feeds forward to Edexcel GCSE topic on jobs.</p>			
<p>11 – Work experience KG: to identify the key information in a text about a work experience.</p>	<p>Allows students to be able to work on a text using a range of vocabulary learnt previously (work experience, languages, reasons for doing a job, future ambition). Feeds on from Year 8, Term 1; Year 9, Term 1, Lessons 1, 9 and 10. Feeds forward to next lesson by students using their prior knowledge to revise for the assessment.</p>	<p>New: du coup Recall: j'ai fait un stage, je parle couramment l'anglais</p>	<ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slides. 2. Homework correction: peer assessment 3. Reading (Studio foundation) p. 143 ex. 6 with coloured exercises (students must do at least two colours) 4. Running translation in pairs 	<p>End of module assessment in two lessons.</p>

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	Feeds forward to Edexcel GCSE grammar expectations.			
12 – Revision KG: to revise for the assessment.	Allows students to revise for the test. Feeds on from all Term 2 lessons. Feeds forward to next lesson by students using their prior knowledge in the assessment. Feeds forward to GCSE edexcel topic on ambitions, jobs, language beyond the classroom.	Recall: elle est coiffeuse, j'aimerais, j'ai fait un stage	<ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide. 2. Reading practise: p. 144, ex. 2 3. Listening practise: p. 145 ex. 1 4. Writing: translation practise 5. Looking back at the previous end of module assessment target to know what they need to work on. 	End of module assessment next lesson
13 – Assessment KG: To assess your knowledge of: -jobs -ambitions -hopes an wishes	Allows students to be assessed on their knowledge from this term. Feeds on from all Term 2 lessons.	Recall: je serai, j'espère prendre une année sabbatique, je voudrais travailler en plein air	<ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide. 2. Assessment 	Crosswords on Christmas vocabulary

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<p>-predictions (using the simple future) -importance of languages -casual work -work experience</p>	<p>Feeds forward to next term where students will correct their tests. Feeds forward to GCSE Edexcel topic on jobs, ambitions, languages beyond the classroom.</p>			
<p>14 – Christmas KG: To identify French Christmas related words in a video and create your own Christmas play.</p>	<p>Allows students to watch an authentic French short humorous video about Christmas and to make their own Christmas humorous play in little groups. Feeds on from Year 8, Term 2. Feeds forward to GCSE edexcel topic on celebrations.</p>	<p>New : une voiture télécommandée Recall : un sapin, un cadeau</p>	<ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide. 2. Watching the video and writing every Christmas related words they recognise and class discussion on the video 3. in groups: prepare a short humorous play about Christmas in French 4. Acting their short plays 	