**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.** |