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| **Unit of Learning: Ma Ville** | **Term: January – February Midterm** | **Approximate Duration: 2 Weeks /8 lessons** |
| Learning Outcomes Assessment Learning Activities  |
| **Learning Outcomes in Focus**(What do I want my students to know, understand and be able to do in the target language?)**Strand 1 Communicative Competence**Spoken Production 1.9 pronounce words accurately enough to be understood, with appropriate intonationReading 1.7 identify specific information in a range of texts dealing with familiar topics **Strand 2 Language Awareness**Reflecting on how the TL works; 2.1 recognise, describe and use language patterns such as word order, verbal system, nouns, adjectives, spelling and punctuation conventions**Strand 3 Socio-cultural Knowledge and Intercultural Awareness**Learning about relevant facts, people, places and history about the country/ies related to the TL country; 3.1 name and describe some features of the target language country/countries such as geographical features, weather, places and landmarks, food***Discuss the student learning within these learning outcomes*** | **Assessment:**(What learning should students be able to demonstrate within this unit?)• Talk about their town and neighbourhood • Give and follow directions • Write a blog about their town • Use the irregular verb *aller* • Understand and use the expression *aller à* • Use questioning words correctly• Become familiar with Paris and recognise its main tourist attractions.  | **Teaching & Learning Activities:**(Plan the activities/methodologies\*. Consider the five language skills – Listening, Reading, Spoken production, Spoken interaction and Writing.)**Listening*** Listen to Audio Track 5.2 (P. 110) and Audio Track 5.6 (p. 118) and practise answering questions on towns, buildings and directions
* Listen to online Monologues to consolidate vocabulary acquisition (FolensHIVE)

**Reading*** Read Instagram posts (p. 108) and answer the comprehension questions on French towns
* Read Exercice 4 (p. 111) and Dossier culture (pp. 112–113) and answer the comprehension questions on Parisian landmarks and districts

**Spoken production*** Students listen, repeat and recall vocabulary on the topics of towns and directions from Audio Track 5.1 (p. 109), Audio Track 5.5 (p. 118) and from the sentence builders (pp. 127–128)

**Spoken interaction*** Working in pairs or small groups, students practise conversations on the topic of their town (p. 110) and directions (p. 119)
* Working in small groups, students perform and record a role play based on asking directions to the Stade de France (p. 119)
* Working in pairs, students practise asking questions using a variety of question words (p. 114)

**Writing*** Use the sentence builders (pp. 127–128) to write a blog about a town
* Working in pairs, students research and write a Top 5 list of things to do in Paris (p. 113)
* Use Exercices 1–5 (p. 117) to practise working with the verb aller and the expression aller à
* Design a tourist poster promoting a French city or town (Portfolio p. 28)

**Differentiation strategies*** **Flexible-pace learning:** Set realistic time limits to allow all learners to complete exercises properly. The faster workers can revise the sentence builders in the ARM section (pp. 127–128) or move onto another exercise in the differentiated APP section (pp. 129–131), while the rest of the class completes the exercise.
* **Collaborative learning:** Forming mixed-ability groups of pupils gives high achievers a platform to vocalise their ideas, and lower ability students a way of [collaborating with and learning from their peers](https://resourced.prometheanworld.com/collaborative-cooperative-learning/). It also encourages shier students to participate in class activities.

***\*Activities recognise the integrated nature and sequence (receptive → productive) of second language acquisition*** |
| **Resources:** | *Tous Ensemble ! Cours Complet* Textbook and Portfolio FolensHIVE: Audio tracks, Digital poster, Matching activity, Grammar PowerPoint, Monologue, Monologue teacher andstudent worksheets, Editable unit test, Printable *Devoirs* activityDigital: student device, Internet, online dictionary, FolensHIVE digital resources  |
| **Teacher reflection:** | What worked well? | Even better if… | What other language development has taken place? |

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| **Unit of Learning: Le temps** | **Term: January – February Midterm** | **Approximate Duration: 1 Week / 4 classes** |
| Learning Outcomes Assessment Learning Activities  |
| **Learning Outcomes in Focus**(What do I want my students to know, understand and be able to do in the target language?)**Strand 1 Communicative Competence**Spoken Production 1.10 convey simple descriptions, presentations or announcements on familiar topicsWriting 1.17 write words and create short sentences using various media (emails, letters, blogs, postcards…) on everyday topics with accuracy **Strand 2 Language Awareness**Reflecting on how the TL works; 2.2 apply all language learning to creative activities such as producing simple poems, posters, presentations, games and drama**Strand 3 Socio-cultural Knowledge and Intercultural Awareness**Learning about relevant facts, people, places and history about the country/ies related to the TL country; 3.1 name and describe some features of the target language country/countries such as geographical features, weather, places and landmarks, food.***Discuss the student learning within these learning outcomes*** | **Assessment:**(What learning should students be able to demonstrate within this unit?)• Talk about the weather • Record and present a weather forecast in French• Use the irregular verb faire • Use questioning words correctly* Discuss the climate in different parts of France.
* Compare French weather to Irish weather.
 | **Teaching & Learning Activities:**(Plan the activities/ methodologies\*. Consider the five language skills – Listening, Reading, Spoken production, Spoken interaction and Writing.)**Listening*** Listen to Track 5.11 (p.123), Track 5.12 (p. 124), and Track 5.13 (p. 130). Practise answering questions on weather, geographical locations and seasons.
* Play online bingo with weather terms (FolensHIVE)

**Reading*** Read Emma’s letter (p. 125) and answer the comprehension questions on life in a French town

**Spoken production*** Students listen, repeat and recall vocabulary on the topics weather from Audio Track 5.11 (p. 123) and from the sentence builders (p. 128).

**Spoken interaction*** Working in small groups, write, present and record a weather forecast in French Tâche Clé (p. 126)

**Writing*** Use the sentence builders to write a letter about the weather in an Irish town (p. 127-128 and Portfolio, pp. 32-33)
* Use Ex. 1 and 2, p. 122 to practise working with the verb *faire* and expressions using the verb *faire*.

**Differentiation strategies*** **Verbal support:** Use targeted questioning to produce different responses in pupils of different learning profiles. This technique relies on teacher-pupil interaction, and an ability to engage students in both simple and complex dialogue according to their learning needs.
* **Differentiation by task:** When setting class tasks or homework, avoid always setting a task with a single outcome or only one ‘right’ answer, take a more flexible approach. Offer the students a choice of exercise (APP Section pp. 129–131) or use of different mediums to produce the final piece of work. Students of different abilities will arrive at outcomes that match their level of understanding and learning.

***\*Activities recognise the integrated nature and sequence (receptive → productive) of second language acquisition*** |
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| **Resources:** | *Tous Ensemble ! Cours Complet* Text Book and Portfolio FolensHIVE: Audio tracks, Match-up game, Monologue, Digital: student device, Internet, map of France, online dictionary, FolensHIVE digital resources |
| **Teacher reflection:** | What worked well? | Even better if… | What other language development has taken place? |