

Year Group: First Year  
Unit of Learning: Ma ville

Term: 2

Approximate Duration: 8 Lessons

Learning Outcomes		Learning Activities		
Assessment		Teaching & Learning Activities		
<p><b>Learning Outcomes in Focus</b> (What do I want my students to know, understand and be able to do in the target language?)</p> <p><b>Strand 1 Communicative Competence</b></p> <p><b>Spoken Production</b></p> <p>1.9 Pronounce words accurately enough to be understood, with appropriate intonation</p> <p><b>Reading</b></p> <p>1.7 Identify specific information in a range of texts dealing with familiar topics</p> <p><b>Strand 2 Language Awareness</b></p> <p>2.1 Recognise, describe and use language patterns such as word order, verbal system, nouns, adjectives, spelling and punctuation conventions</p> <p><b>Strand 3 Socio-cultural Knowledge and Intercultural Awareness</b></p> <p>Learning about relevant facts, people, places and history about the country/ies related to the TL country</p> <p>3.1 Name and describe some features of the target language country/countries such as geographical features, weather, places and landmarks, food</p>	<p><b>Assessment</b> (What learning should students be able to demonstrate within this unit?)</p> <ul style="list-style-type: none"> <li>• Talk about their town and neighbourhood</li> <li>• Give and follow directions</li> <li>• Write a blog about their town</li> <li>• Use the irregular verb aller</li> <li>• Understand and use the expression aller à</li> <li>• Use questioning words correctly</li> <li>• Recognise the main tourist attractions in Paris</li> <li>• Recognise French-speaking cities around the world</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen to Track 5.2 (p.124) and Track 5.6 (p.132) and practise answering questions on towns, buildings and directions.</li> <li>• Listen to Track 5.13 (p.142) and practise answering questions on francophone countries and cities</li> <li>• Listen to online monologues to consolidate vocabulary acquisition (FolensHive)</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read Instagram posts (p.122) and answer the comprehension questions on French towns</li> <li>• Read <i>Exercice 3</i> (p.125) and <i>Dossier culture</i> (pp.126–127) and answer the comprehension questions on Parisian landmarks and districts</li> </ul> <p><b>Spoken Production</b></p> <ul style="list-style-type: none"> <li>• Students listen, repeat and recall vocabulary on the topics of towns and directions from Track 5.1 (p.123), Track 5.5 (p.132) and from the sentence builders (pp.144–145)</li> </ul> <p><b>Spoken Interaction</b></p> <ul style="list-style-type: none"> <li>• Working in pairs or small groups, students practise conversations on the topic of their town (p.124) and directions (p.131)</li> <li>• Working in small groups, students perform and record a role play based on asking directions to the Stade de France (p.133)</li> <li>• Working in pairs, students practise asking questions using a variety of question words (p.128)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Use the sentence builders to write a blog about a town (pp.144–145)</li> <li>• Working in pairs, students research and write a Top 5 list of things to do in Paris (p.127)</li> <li>• Use <i>Exercices 1–5</i> (p. 131) to practise working with the verb <i>aller</i> and the expression <i>aller à</i></li> <li>• Design a tourism poster promoting a French city or town (Portfolio p.32)</li> <li>• Working in small groups, create and record a digital presentation</li> <li>• on a French overseas region and department (Portfolio pp. 38–39)</li> </ul>	<p><b>Resources</b></p> <p>Tous Ensemble ! 1 Textbook and Portfolio FolensHive – Audio tracks – Match-up game – Monologue</p> <p>Digital – Student device – Internet – Online dictionary</p>	<p><b>Reflection</b></p> <p>What worked well?</p> <p>Even better if ...</p> <p>What other language development has taken place?</p>

		<p><b>Differentiation strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Flexible-pace learning:</b> 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.144–145) or move on to another exercise in the differentiated APP section (pp.146–149), while the rest of the class completes the exercise.</li> <li>• <b>Collaborative learning:</b> 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. It also encourages shier students to participate in class activities.</li> </ul> <p>*Activities recognise the integrated nature and sequence (receptive → productive) of second language acquisition</p>		
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Year Group: First Year

Term: 2

Unit of Learning: Le temps

Approximate Duration: 4 Lessons

Learning Outcomes		Learning Activities		
Assessment		Teaching & Learning Activities		
<p><b>Learning Outcomes in Focus</b> (What do I want my students to know, understand and be able to do in the target language?)</p> <p><b>Strand 1 Communicative Competence</b></p> <p><b>Spoken Production</b> 1.10 Convey simple descriptions, presentations or announcements on familiar topics</p> <p><b>Writing</b> 1.17 Write words and create short sentences using various media (emails, letters, blogs, postcards) on everyday topics with accuracy</p> <p><b>Strand 2 Language Awareness</b> 2.2 Apply all language learning to creative activities such as producing simple poems, posters, presentations, games and drama</p> <p><b>Strand 3 Socio-cultural Knowledge and Intercultural Awareness</b> Learning about relevant facts, people, places and history about the country/ies related to the TL country</p> <p>3.1 Name and describe some features of the target language country/countries such as geographical features, weather, places and landmarks, food</p>	<p><b>Assessment</b> (What learning should students be able to demonstrate within this unit?)</p> <ul style="list-style-type: none"> <li>• Talk about the weather</li> <li>• Record and present a weather forecast in French</li> <li>• Use the irregular verb <i>faire</i></li> <li>• Use questioning words correctly</li> <li>• Discuss the climate in different parts of France</li> <li>• Compare French weather to Irish weather</li> </ul>	<p><b>Teaching &amp; Learning Activities</b> (Plan the activities/methodologies*. Consider the five language skills: Listening, Reading, Spoken Production, Spoken Interaction and Writing)</p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen to Track 5.11 (p.138), Track 5.12 (p.138) and Track 5.14 (p.147) and practise answering questions on weather, geographical locations and seasons.</li> <li>• Play online bingo with weather terms (FolensHive)</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read the letter (p.140) and answer the comprehension questions on weather in a French town</li> </ul> <p><b>Spoken Production</b></p> <ul style="list-style-type: none"> <li>• Students listen, repeat and recall vocabulary on the topic of weather from Track 5.11 (p.138) and from the sentence builders (p.145)</li> </ul> <p><b>Spoken Interaction</b></p> <ul style="list-style-type: none"> <li>• Working in small groups, students write, present and record a weather forecast in French in the <i>Tâche clé</i> (p.141)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Use the sentence builders to write a letter about the weather in an Irish town (Textbook pp.144–145, Portfolio pp.36–37)</li> <li>• Use <i>Exercices 1–2</i> (p. 137) to practise working with the verb <i>faire</i> expressions using the verb <i>faire</i></li> </ul> <p><b>Differentiation strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Verbal support:</b> 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.</li> <li>• <b>Differentiation by task:</b> 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.146–149) or use of different media to produce the final piece of work. Students of different abilities will arrive at outcomes that match their level of understanding and learning.</li> </ul>	<p><b>Resources</b></p> <p>Tous Ensemble ! 1 Textbook and Portfolio</p> <p>FolensHive</p> <ul style="list-style-type: none"> <li>– Audio tracks</li> <li>– Match-up game</li> <li>– Monologue</li> </ul> <p>Digital</p> <ul style="list-style-type: none"> <li>– Student device</li> <li>– Internet</li> <li>– Online dictionary</li> </ul>	<p><b>Reflection</b></p> <p>What worked well?</p> <p>Even better if ...</p> <p>What other language development has taken place?</p>

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