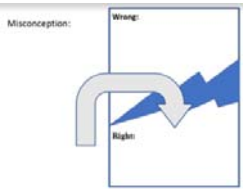


Planning: Year 10 - Cycle 1 - Identity and culture - Unit 1.2:

	Main idea/concept/knowledge	Prior knowledge	Future knowledge	Misconceptions	Representation: image, model, metaphor
Key topic: Technology in everyday life.	<p>In this cycle, students will learn and/or revise to:</p> <ul style="list-style-type: none"> -describe their favourite gadget(s) & technology; -explain when or how often and why you use mobile technology using time expressions & adverbs, the direct object pronouns (le, la, l') and the structure: pour + infinitive and, using prepositions such as grâce à, sans, avec, comme ... -ask a range of questions (comment, où, quand, quel / quelle, pourquoi, qui, avec qui, combien, que, quoi, qu'est-ce que, à quelle heure ...) -discuss attitudes towards mobile phones; -discuss the advantages and dangers of the Internet and social media using the present tense of -er, -ir & -re verbs and verbs expressing the idea of possibility e.g. pouvoir and permettre de + infinitive. 	<p>Over the course of KS3, students have learnt:</p> <ul style="list-style-type: none"> -a number of time expressions and adverbs (Home and Healthy lifestyles); -question words; -the present tense of -er verbs and some -ir/-re verbs (e.g. sortir, perdre), including a number of irregular verbs (aller, faire, avoir, être, boire, prendre, dormir, lire) ; -je peux + infinitive ; -contrasting connectives. 	<p>This cycle provides a range of key linguistic objectives and vocabulary, which will be revisited and developed at a later date, such as:</p> <ul style="list-style-type: none"> -adverbs and time expressions (Free time); -direct object pronouns (Free time); -pour + infinitive (jobs, choice of careers and ambitions); -questions words (role plays & understanding bullet points); -the present tense; -pouvoir + infinitive (Home, where I live); -contrasting connectives and game changers e.g. sans. 	<p>Using the infinitive after: pour ..., je peux ..., j'aime ... etc.</p> <p>Reinforce that direct object pronouns must go directly before the verb. Pronunciation: Je l'utilise</p> <p>Using the inversion in questions: e.g. Pourquoi utilises-tu ton portable?</p> <p>Avoiding clumsiness when discussing the advantages and disadvantages of ...</p>	<p>Discussion & questioning (What do you notice? Why?) Highlight the verb endings in the infinitive (er, ir, re).</p> <p>Show literal translations, e.g. je l'utilise = I it use</p> <p>Repetition.</p> <p>Use of graphic representations such as:</p> <div data-bbox="1673 665 2007 852">  </div> <p>and the recipe: question word + verb + pronoun</p> <p>Model an adaptation of the "waffle" paragraph: L'internet est très utile car ... et ..., cependant il y a des risques, par exemple, ... et ...</p>

Definitions:

Main idea/concept/knowledge – This is the knowledge you want the students to learn.

Prior knowledge – This is the prior knowledge students need to know to make sense of the main idea. This information should make up part of the recap questions.

Future knowledge – This is what the main idea is going to lead to in the future (this can be months and years rather than next lesson).

Misconceptions – What wrong ideas might the students have?

Representation: image, model, metaphor – These are the variety of representations we can use to explain an idea: the images, the stories, the examples and metaphors which will help clarify complicated concepts for students.