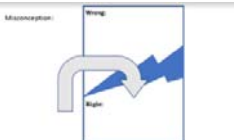


Planning: Year 10 - Cycle 2 - Identity and culture - Unit 1.3:

Main idea/concept/knowledge	Prior knowledge	Future knowledge	Misconceptions	Representation: image, model, metaphor
<div data-bbox="92 591 128 1398" data-label="Section-Header"> <p>1) Key topic: Free time (music, cinema, TV, food and eating out)</p> </div> <p>In this cycle, students will learn and/or revise to:</p> <ul style="list-style-type: none"> -describe what they do (together) with their friends and/or family; -conjugate common verbs with on and nous in the present tense; -describe what you did recently with their friends and/or family. using the Perfect tense of avoir and être verbs (Dr&MrsVandertramp); - discuss their favourite types of music; -express and justify their opinions and feelings using specific adjectives and more complex expressions such as "ça me rend ..." -use a range of connectives to add, contrast or give reasons (y compris, surtout, toutefois, néanmoins, bien que, alors que, puisque ...); -discuss different genres of films and TV programs - express and justify opinions using direct object pronouns; -describe their favourite film or a film they have seen recently using specific vocabulary; - order a meal at a restaurant & deal with potential problems with their meal. 	<p>Students have already learnt:</p> <ul style="list-style-type: none"> -to use a range of verbs in the present tense with different pronouns including on and nous; -to use a range of verbs in the perfect tense; -to discuss their favourite things (Free time activities); -express and justify their opinions using a range of adjectives; -to use direct object pronouns (Unit 1.1); -a range of connectives; -to ask for food and drink; -partitive articles; -adjectives describing food and drink (positive and negative). 	<p>This cycle provides a range of key linguistic objectives and vocabulary, which students will be revisiting and will continue developing over the next stage of their learning:</p> <ul style="list-style-type: none"> -the present tense with on and nous; -the Perfect tense of avoir and être verbs (Dr&MrsVandertramp); -expressing and justifying opinions; -connectives; -dealing with problems (role plays). <p>Links to other AQA GCSE themes: Unit 1.4 - Traditions and festivals & Unit 2.2 - Healthy and unhealthy living & Unit 2.4 - Travel and tourism</p>	<p>Être verbs (Perfect tense)</p> <p>Present tense with on & nous.</p> <p>Reinforce that direct object pronouns must go directly before the verb.</p> <p>Genres of film: Un film de + noun but un film + adjective, e.g. un film d'horreur but un film comique</p> <p>Agreeing adjectives when giving opinions : "J'adore les émissions de télé-réalité car elles sont amusantes » « J'aime beaucoup ses chansons car elles sont mélodieuses »</p> <p>Common spelling errors: restaurant / délicieux</p>	<p>Use the following acronym: Dr&MrsVandertramp to help them remember the verbs that take être in the perfect tense: Devenir, Revenir, Monter, Rester, Sortir, Venir, Aller, Naître, Descendre, Entrer, Rentrer, Tomber, Retourner, Arriver, Mourir & Partir.</p> <p>Discussion & questioning (What do you notice? Why?) Highlight the verb endings.</p> <p>Translations.</p> <p>Label different genres of film to practise.</p> <p>Use of red for feminine and green for plural as well as graphic representations such as:</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.