



Year 9 French

<p>Term 1 topic: Module 1 'Ça t'intéresse?'</p> <table border="1"> <tr> <td data-bbox="97 327 765 604"> <p><u>Grammar: use and manipulate a variety of key grammatical structures and pattern; identify and use tenses or other structures which convey the present, past and future; give and justify opinions:</u></p> <ul style="list-style-type: none"> • Revision of perfect tense, plus <i>être</i> and <i>avoir</i> • Using direct object pronouns • Perfect tense of reflexive verbs • Immediate future tense: <i>aller</i> + infinitive • <i>Il y a</i> + time </td> <td data-bbox="765 327 1439 604"> <p><u>Vocabulary: develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions:</u></p> <ul style="list-style-type: none"> • Discussing what's on television • Talking about films / reading / music • Describing your routine • French cinema </td> </tr> </table>	<p><u>Grammar: use and manipulate a variety of key grammatical structures and pattern; identify and use tenses or other structures which convey the present, past and future; give and justify opinions:</u></p> <ul style="list-style-type: none"> • Revision of perfect tense, plus <i>être</i> and <i>avoir</i> • Using direct object pronouns • Perfect tense of reflexive verbs • Immediate future tense: <i>aller</i> + infinitive • <i>Il y a</i> + time 	<p><u>Vocabulary: develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions:</u></p> <ul style="list-style-type: none"> • Discussing what's on television • Talking about films / reading / music • Describing your routine • French cinema 	<p>Expo 2020 'Challenge' Activity – 'Connecting Minds, Creating the future' Opportunity, Mobility, Sustainability</p>
<p><u>Grammar: use and manipulate a variety of key grammatical structures and pattern; identify and use tenses or other structures which convey the present, past and future; give and justify opinions:</u></p> <ul style="list-style-type: none"> • Revision of perfect tense, plus <i>être</i> and <i>avoir</i> • Using direct object pronouns • Perfect tense of reflexive verbs • Immediate future tense: <i>aller</i> + infinitive • <i>Il y a</i> + time 	<p><u>Vocabulary: develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions:</u></p> <ul style="list-style-type: none"> • Discussing what's on television • Talking about films / reading / music • Describing your routine • French cinema 		
<p>Term 2 topic: Module 2 'L'avenir'</p> <table border="1"> <tr> <td data-bbox="97 716 765 1083"> <p><u>Grammar: use and manipulate a variety of key grammatical structures and pattern; identify and use tenses or other structures which convey the present, past and future; give and justify opinions:</u></p> <ul style="list-style-type: none"> • Using the future tense, including irregular stems (<i>j'aurai, je serai, je ferai, j'irai</i>) • Quand with the future tense ; 'Si + present + future' • Modal verbs <i>vouloir, devoir, pouvoir</i> + infinitive • Using connectives in complex sentences: <i>mais, pendant, comme, donc, par exemple, pendant que, car</i> </td> <td data-bbox="765 716 1439 1083"> <p><u>Vocabulary: develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions:</u></p> <ul style="list-style-type: none"> • Planning what you will do • Predictions • Talking about future careers <p>Understanding and expressing why languages are important</p> </td> </tr> </table>	<p><u>Grammar: use and manipulate a variety of key grammatical structures and pattern; identify and use tenses or other structures which convey the present, past and future; give and justify opinions:</u></p> <ul style="list-style-type: none"> • Using the future tense, including irregular stems (<i>j'aurai, je serai, je ferai, j'irai</i>) • Quand with the future tense ; 'Si + present + future' • Modal verbs <i>vouloir, devoir, pouvoir</i> + infinitive • Using connectives in complex sentences: <i>mais, pendant, comme, donc, par exemple, pendant que, car</i> 	<p><u>Vocabulary: develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions:</u></p> <ul style="list-style-type: none"> • Planning what you will do • Predictions • Talking about future careers <p>Understanding and expressing why languages are important</p>	<p>Cross Curricular Links/Projects</p> <ul style="list-style-type: none"> • Reading famous children's books and poems in French. • Watching and critiquing a French film. • Researching potential careers which involve languages. • Researching traditional French and Francophone foods and diets. • Reading famous French fables and fairytales linked with the phrase 'il était une fois...'
<p><u>Grammar: use and manipulate a variety of key grammatical structures and pattern; identify and use tenses or other structures which convey the present, past and future; give and justify opinions:</u></p> <ul style="list-style-type: none"> • Using the future tense, including irregular stems (<i>j'aurai, je serai, je ferai, j'irai</i>) • Quand with the future tense ; 'Si + present + future' • Modal verbs <i>vouloir, devoir, pouvoir</i> + infinitive • Using connectives in complex sentences: <i>mais, pendant, comme, donc, par exemple, pendant que, car</i> 	<p><u>Vocabulary: develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions:</u></p> <ul style="list-style-type: none"> • Planning what you will do • Predictions • Talking about future careers <p>Understanding and expressing why languages are important</p>		
<p>Term 3 topic: Module 3 'En bonne santé' & Module 4 'Il était une fois'</p> <table border="1"> <tr> <td data-bbox="97 1152 765 1583"> <p><u>Grammar: use and manipulate a variety of key grammatical structures and pattern; identify and use tenses or other structures which convey the present, past and future; give and justify opinions:</u></p> <ul style="list-style-type: none"> • <i>Avoir mal à</i>; Expressions with <i>avoir/être</i> (<i>J'ai chaud/soif</i> etc) • Practice of reflexive verbs in the perfect tense • Less common negatives (<i>ne...jamais, ne...plus, ne...que</i>) • Using imperatives (<i>vous</i> and <i>tu</i> form) • Emphatic pronouns (<i>moi, toi, lui, elle, nous, vous, eux, elles</i>) • Introduction and use of imperfect tense • Using <i>qui</i> and <i>que</i> </td> <td data-bbox="765 1152 1439 1583"> <p><u>Vocabulary: develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions:</u></p> <ul style="list-style-type: none"> • Talking about illness; saying what is wrong and describing injuries • Understanding and giving advice • Healthy living; giving advice • Keeping fit • Talking about people's hobbies / character • 'Murder mystery' activities </td> </tr> </table>	<p><u>Grammar: use and manipulate a variety of key grammatical structures and pattern; identify and use tenses or other structures which convey the present, past and future; give and justify opinions:</u></p> <ul style="list-style-type: none"> • <i>Avoir mal à</i>; Expressions with <i>avoir/être</i> (<i>J'ai chaud/soif</i> etc) • Practice of reflexive verbs in the perfect tense • Less common negatives (<i>ne...jamais, ne...plus, ne...que</i>) • Using imperatives (<i>vous</i> and <i>tu</i> form) • Emphatic pronouns (<i>moi, toi, lui, elle, nous, vous, eux, elles</i>) • Introduction and use of imperfect tense • Using <i>qui</i> and <i>que</i> 	<p><u>Vocabulary: develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions:</u></p> <ul style="list-style-type: none"> • Talking about illness; saying what is wrong and describing injuries • Understanding and giving advice • Healthy living; giving advice • Keeping fit • Talking about people's hobbies / character • 'Murder mystery' activities 	<p>Assessment Format: 5 Assessments: Listening & Reading (multiple choice, matching, comprehension questions), Grammar (gap fill, verb tables, error spotting), Speaking (2-3 minute conversation based on prepared questions and answers), Writing (short essay with a word count focused around 2-5 set bullet points in French).</p> <p>Key Subject Specific Skills: In Listening and Reading pupils show evidence of being able to accurately: note main points and specific details from a wide range of comprehension activities; identify different tenses; understand unfamiliar language; recognise points of view, opinions, attitudes and emotions. In Speaking and Writing pupils show evidence of being able to successfully: communicate accurate, relevant, detailed and creative information in relation to a wide range of material; take the initiative to independently develop the content of written and spoken work; use a range of tenses, vocabulary and structures, including more complex connectives; apply the rules of tense formation, gender and agreement; demonstrate accurate spelling, pronunciation and intonation at all times.</p> <p>When using Grammar, pupils accurately recognise & use: regular and irregular verbs in different tenses; adjectives; genders of nouns; punctuation & accents; complex connectives; correct word order.</p>
<p><u>Grammar: use and manipulate a variety of key grammatical structures and pattern; identify and use tenses or other structures which convey the present, past and future; give and justify opinions:</u></p> <ul style="list-style-type: none"> • <i>Avoir mal à</i>; Expressions with <i>avoir/être</i> (<i>J'ai chaud/soif</i> etc) • Practice of reflexive verbs in the perfect tense • Less common negatives (<i>ne...jamais, ne...plus, ne...que</i>) • Using imperatives (<i>vous</i> and <i>tu</i> form) • Emphatic pronouns (<i>moi, toi, lui, elle, nous, vous, eux, elles</i>) • Introduction and use of imperfect tense • Using <i>qui</i> and <i>que</i> 	<p><u>Vocabulary: develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions:</u></p> <ul style="list-style-type: none"> • Talking about illness; saying what is wrong and describing injuries • Understanding and giving advice • Healthy living; giving advice • Keeping fit • Talking about people's hobbies / character • 'Murder mystery' activities 		
<p>Assessment Objective Overview <u>Linguistic Competence: skills to be developed:</u></p> <ul style="list-style-type: none"> • Listen to a variety of forms of spoken language to obtain information and respond appropriately. • Transcribe words and short sentences that they hear with increasing accuracy. • Initiate and develop conversations • Express and develop ideas clearly and with increasing accuracy, both orally and in writing • Speak coherently and confidently, with increasingly accurate pronunciation and intonation. • Read and show comprehension of original and adapted materials • Provide an accurate English translation of short, suitable material • Write creatively to express their own ideas and opinions • Translate short written text accurately into the foreign language 	<p>Links for Home Learning/Extension Resources:</p> <p>www.linguascope.com www.languagesonline.org.uk</p>		