

KESTEVEN AND SLEAFORD HIGH SCHOOL

French Scheme of Learning Year 8 – Etre ado – c'est quoi?

INTENT: To recall key vocabulary relating to families and further explore relationships using object pronouns to discuss how you get on with your parents. Students will also develop their skills in using modal verbs relating to earning pocket money, alongside recalling core knowledge of infinitives and numbers. Pupils will further deepen their knowledge on the topic of relationships by discussing adolescent problems. They will also be introduced to the imperfect tense, which is used as a comparative tool describing what you used to do, and what life is like now. Students will be able to recognise and use the imperfect tense of regular verbs with some success.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> • Year 7 Unit 2 – talking about family / me/te/se • Year 7: Unit – vocab around school and modal structures • Year 8: Unit 2 – identifying past tense • Year 7: use of present tense and core vocabulary eg: infinitives, numbers, family members, connectives, intensifiers 	<ul style="list-style-type: none"> • Year 8 Term 5 – fairy tales (imperfect) • Y9 Term 1 – Healthy Living (impersonal structures) • Year 9 Unit 3 – describing in the past tense • Year 9 Unit 4 – part-time jobs • Year 10 Unit 1 – Relationships • GCSE Course – recall of Imperfect tense, modal verbs and object pronouns
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> • Personal Development • PSHE • Business Studies • EP • History 	<ul style="list-style-type: none"> • SP1; SP2; SP4 • SO1 • C2; C4 • BV4; BV5

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What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> • All reading activities read out loud • Links between French and English vocabulary exploited to allow for links between languages that will strengthen vocabulary 	<ul style="list-style-type: none"> • Numbers – simple sums in French • Amounts (pocket money) - and how much earned/given

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?
<u>Know</u>
<ul style="list-style-type: none"> • How to use me, te and se as object pronouns • How to use a variety of verbs and lexical items to discuss how they get on with their parents • How to identify positive or negative sentences • How to pronounce words that end in ‘ent’ or ‘x’ ‘t’ ‘s’ • How to describe how much pocket money you earn and how you earn it • How to use modal verbs in the present tense • How to discuss and give advice for teenage problems • How to recognise and use the imperfect tense • How to compare the past and the present
<u>Apply</u>
<ul style="list-style-type: none"> • Knowledge is applied through a range of listening, reading, speaking and writing activities, alongside grammar practice, dictation, translation and appropriate phonics instruction
<u>Extend</u>
<ul style="list-style-type: none"> • To include higher level language structures. • To draw on prior knowledge to include perfect, future and conditional phrases

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What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<p>Grammar:</p> <ul style="list-style-type: none"> • Revision of present tense • Revision of modal verbs • Use of object pronouns: me, te, se • Introduction to the imperfect tense • Comparing the present and the imperfect <p>Vocabulary:</p>	<ul style="list-style-type: none"> • Weekly vocabulary tests • Self and peer assessment in lesson • Formative assessment based on retrieval at start of each lesson and ongoing through carefully chunked activities • Summative assessment:

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Academic Language: Imperfect tense

In French, the Imperfect tense is used to talk about things you used to do, and to describe events in the past.

To form the imperfect tense in French, you take the nous form of the verb and add the endings: -ais, -ais, -ait, -ions, -iez, -aient

Partie 3.1—Relationships

J'ai de bonnes relations avec—I have a good relationship with

J'ai de mauvaises relations avec—I have a bad relationship with

Mes (grand)parents—my (grand)parents
ma (belle) mère—my (step) Mum

Mon (beau) père—my (step) Dad

Il/ils me laisse/laisser sortir—he/they let me go out

Il/ils me fait/font confiance—he/they trust(s) me

Il/ils me respecte/respectent—he/they respect(s) me

Il/ils me traite/traitent comme un bébé—he/they treat(s) me like a baby

Il/ils est/sont stricts—he/they is/are strict

Il/ils est/sont cool—he/they is/are cool

Je parle beaucoup avec—I talk a lot with
Mes résultats scolaires sont—my school results are

Je (ne) peux (pas) - I can(not)

Partie 3.2—Pocket money

Je reçois de l'argent pour—I receive money for

Petits boulots - chores

Je dois—I must

Je veux—I want to

Je peux—I can

Je voudrais—I would like to

Aider à la maison—help at home

Faire la vaisselle—wash the dishes

Ranger ma chambre—tidy my room

Tondre la pelouse—mow the lawn

Laver la voiture—wash the car

Faire les courses—do the shopping

Garder mon petit frère—look after my little brother

Faire du babysitting—babysit

Par semaine / mois—per week/month

Mettre de l'argent de côté—put money aside

Économiser/acheter/payer—to save/buy/pay for

French Knowledge Organiser

Year 8— Unit 3

Être ado— c'est quoi?

Partie 3.3—Teen pressures and Problems

La plus grosse pression, c'est—the biggest pressure is

Le collège/les profs - school/teachers

Les parents/les copains—parents/friends

La presse—the media

Ils m'étouffent—they stifle me

Ils me mettent trop de pression—they put too much pressure on me

Reste positive—stay positive

Parle/discute avec—Talk/discuss with....

Demande de l'aide a—ask for help from...

Passe du temps avec—spend time with...

Ne t'inquiète pas—don't worry

Garde confiance en toi—have confidence in yourself.

Partie 3.4—How has life changed?

Avant/maintenant—before/now

On écoutait— we listened

Les émissions étaient—programmes were

Il y avait—there was/were

On faisait—we did

On avait—we had

... était populaire—.....was popular

On jouait—we played

Il y a—there is

On a /fait/joue/écoute—we have/do/play/listen

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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1. Tu t'entends bien avec ton pere?	To describe how you get on with your parents and why. Recall of core vocabulary relating to parents Listening and reading - identifying if phrases are positive or negative Producing sentences using new core vocabulary for deliberate practice through both speaking and writing	To use higher level vocabulary, translation skills and a variety of more complex grammar	P58-59 – Allez 2 P51 – ex 1 reading P52 – ex 6 listening Speaking and writing dice game (see PP resources) HW: Year 8 French, Unit 4, Relationships
2. Ma mere me fait confiance	To discuss how your parents treat you To recognise and use object pronouns To recall key vocabulary from last lesson, last topic and last year Reading aloud – focus on phonics Identify key information in an authentic reading text Identify and think about the meanings of object pronouns To practice using object pronouns To translate into English and French	To use higher level vocabulary, translation skills and a variety of more complex grammar	P59 – Reading task Interactive Activity 2 (Star) Interactive Activity 4.1 Phonics focus on silent letters
3. Je recois....	To discuss how you get your pocket money, and how much you receive Recall numbers 10-100 Recognise and use new vocabulary for household chores	To use higher level vocabulary, translation skills and a variety of more complex grammar	Interactive activity 1 (star) P60 listening activity Reading Worksheet Star ex 1 Listening worksheet ex 1 Ex 1 P60

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	<p>Complete reading and listening activities to embed new vocabulary and interpret surveys</p> <p>Complete a survey asking and answering questions about pocket money</p>		<p>HW: Year 8 French, Unit 4, Pocket money</p>
4. Les ados et l'argent	<p>To use modal verbs to describe how you help at home</p> <p>To recall content of current unit through translation</p> <p>To complete listening and reading activities to consolidate vocabulary and identify modal verbs as well as cognates and perfect tense</p> <p>To understand, recognise and use modal verbs</p> <p>To transcribe a dictated passage</p> <p>To write sentences independently using modals accurately</p>	<p>To use higher level vocabulary, translation skills and a variety of more complex grammar</p>	<p>Ecouter worksheet Star ex 2</p> <p>P61 – lisez</p> <p>P61 grammar</p> <p>P61 ecrivez</p>
5. Les problemes des ados	<p>To describe teen pressures</p> <p>To recall key vocabulary from previous units</p> <p>To understand and recognise new core vocabulary</p> <p>To show understanding of texts through titles and translation</p> <p>To complete V/F/NM reading exercise</p> <p>To show understanding of core vocab through listening activity</p>	<p>To use higher level vocabulary, translation skills and a variety of more complex grammar</p>	<p>P62 – ex 1, 2,</p> <p>Interactive activity Listening Star 2</p> <p>Interactive Activity 2Plus</p> <p>P63 ex 4 word box for QQT</p> <p>HW: Year 8 French, Unit 4, Teen pressures and problems</p>

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	To produce language using core vocabulary through speaking, writing and translation		
6. Les conseils	<p>To give advice on different teenage problems</p> <p>To unscramble sentences using prior knowledge of grammar and vocabulary</p> <p>To find core vocabulary using reading skills in a French text</p> <p>To comprehend advice being given in a listening text</p> <p>To use a text to translate advice from French into English</p> <p>To respond in written form giving advice on teenage problems</p>	To use higher level vocabulary, translation skills and a variety of more complex grammar	<p>Ex 4 – p62</p> <p>Ex 5 – P63</p> <p>Ex 6 – p63</p>
7. Avant c'était.....	<p>To recognise and use the imperfect tense when talking about what you used to do.</p> <p>To recall core knowledge to link to new learning</p> <p>To recognise and understand new vocabulary</p> <p>To use listening and reading texts to identify patterns in verbs and then identify how to form the imperfect tense</p> <p>To understand and practice how to form the imperfect tense</p>	To use higher level vocabulary, translation skills and a variety of more complex grammar	<p>Ecrire Star resource: 1</p> <p>4.4 Interactive Activity 1 (Star)</p> <p>Ecoutez p64</p> <p>Interactive activity 1 pls</p> <p>Grammar – forming the imperfect</p> <p>HW: Year 8 French, Unit 4, How has life changed</p>
8. Mais maintenant...c'est	<p>To consolidate the imperfect tense</p> <p>To complete a listening gapfill consolidating the imperfect tense</p>	To use higher level vocabulary, translation skills and a variety of more complex grammar	<p>Interactive activity 1 (Plus)</p> <p>4.4 Interactive activity 2 (plus)</p>

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	<p>To continue to practice identifying and forming imperfect tense through both reading, listening, speaking and writing</p> <p>To identify verbs in the correct tense – present or imperfect</p>		
9. La vie, c'était mieux avant?	<p>To compare the past and the present</p> <p>To show good comprehension of new vocabulary through reading and listening tasks</p> <p>To compose and perform a role play interview improving speaking and writing skills</p>	To use higher level vocabulary, translation skills and a variety of more complex grammar	<p>P65 – ex 3</p> <p>P65 ex 4</p> <p>P65 ex 5</p> <p>HW: Year 8 French, Unit 4, Revision</p>
10. Etre ado- c'est quoi?	<p>To use a WAGOLL text to identify success criteria for writing</p> <p>To deconstruct grammar of WAGOLL</p> <p>To translate sentences containing core vocabulary</p> <p>To construct a paragraph with a group using WAGOLL and success criteria to best of your ability</p>	To use higher level vocabulary, translation skills and a variety of more complex grammar	
11.	<p>To revise vocabulary for the assessment</p> <p>To complete reading, listening and translation tasks that recall vocabulary and skills from the entire unit</p>	To use higher level vocabulary, translation skills and a variety of more complex grammar	Allez 2 – p70-74
12. Assessment	<p>To complete the assessment to the best of your ability</p> <p>To write a paragraph using resources from Lesson 10 to support</p>		Assessment

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