

KESTEVEN AND SLEAFORD HIGH SCHOOL

French Scheme of Learning Year 9 – Term 4 – Autour du monde

Intent: Rationale

Pupils will learn to describe their travel plans, including comparing different modes of transport. They will be able to order and understand rail tickets, which could be useful in real-life situations. Students will use the theme of holidays to be able to form both the simple future and the perfect tenses to allow them to discuss holiday plans and previous holidays in 3 tenses with more complex detail.

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 3 – Leisure activities• Year 7 Unit 4 – weather and places in town• Year 8 unit 2 – destination vacances• Year 8 unit 1 – bouger – leisure activities• Year 8 and 9 – use of different tenses	<ul style="list-style-type: none">• Year 9 unit 5 – using the conditional tense• GCSE Study – writing and speaking using a variety of tenses• GCSE – Theme 2 = Unit 8 – holidays
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">• Geography• Personal Development• PSHE	<ul style="list-style-type: none">• SP2, SP3, SP4• SO1• C1, C2, C4

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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"> • Reading aloud during reading comprehension tasks. Signposting of grammatical structures and continuation of reading skills • Links between French and English vocabulary exploited to allow for links between languages that will strengthen vocabulary 	<ul style="list-style-type: none"> • Dates • Numbers • Times • Cost of tickets

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?
<p style="text-align: center;"><u>Know</u></p> <ul style="list-style-type: none"> • How to discuss how you travel and compare means of transport • How to buy tickets and talk about travel plans • How to plan a holiday using the future tense • How to suggest activities • How to describe a past holiday • How to discuss Francophone festivals • How to use ne...jamais/ni....ni.... • How to use present tense of choisir and partir • How to use si and quand + correct tenses • How to use on pourrait + infinitive • How to use perfect tense (avoir and etre) • How to use imperfect tense

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Apply

- Knowledge is applied through a range of listening, reading, speaking and writing activities, alongside grammar practice, dictation, translation and appropriate phonics instruction and use of authentic French texts to add to cultural capital

Extend

- To include higher level language structures
- To draw on prior knowledge to include perfect, future and conditional phrases

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> <p>Ne...jamais/ni....ni....</p> <p>Present tense of choisir and partir</p> <p>Use of si and quand + correct tenses</p> <p>On pourrait + infinitive</p> <p>Perfect tense (avoir and etre)</p> <p>Imperfect tense</p> <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 • Summative assessment: Listening, Reading & Translation assessment

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Academic Language: Comparatives

In French, the future tense is formed by adding an ending to the infinitive:

Je—ai, tu—as, il/elle/on—a, nous—ons, vous—ez, ils/elles—ont.

Some verbs have irregular stems, and use these instead of the infinitives that you add the endings to: Etre -> ser avoir -> aur aller—ir faire -> fer

French Knowledge Organiser

Year 9— Unit 4

Autour du monde



Partie 4.1—Transport

Quel moyen de transport prends-tu ...	Which means of transport do you take ...
pour aller au collège?	to go to school?
pour aller en vacances?	to go on holiday?
Quel est ton moyen de transport préféré?	What is your favourite means of transport?
Je prends/Je préfère/ J'utilise ...	I take/I prefer/I use ...
Mon moyen de transport préféré, c'est ...	My favourite means of transport is ...
l'avion/le bateau.	the plane/the boat.
le bus/le car.	the bus/the coach.
le métro/le train.	the underground/the train.
le vélo/la voiture.	the bike/the car.
Pourquoi? Parce que c'est ...	Why? Because it is ...
plus rapide/pratique que ...	faster/more practical than ...
plus facile/relaxant ...	easier/more relaxing ...
plus écolo(gique) ...	more eco-friendly ...
moins polluant/cher ...	less polluting/cheaper ...
bon/mieux pour la santé.	good/better for the health.

Partie 4.2— Buying tickets

Je voudrais ...	I would like ...
un billet pour Paris, s'il vous plaît.	a ticket to Paris, please.
un aller-retour/un aller simple.	a return/single ticket.
Vous avez des réductions pour les étudiants?	Do you have reduced fares for students?
Oui, vous avez votre carte-étudiant?	Yes, do you have your student card?
C'est combien?	How much is it?
C'est 65 euros.	It's 65 euros.
À quelle heure part/arrive le train?	What time does the train leave/arrive?
Il part à 10 h 42 du quai numéro 2.	It leaves at 10.42 from platform 2.
Il arrive à Paris à 16 h 34.	It arrives in Paris at 16.34.
Composez votre billet.	Stamp/Punch your ticket.



Partie 4.5— Past holidays

Je préfère ...	I prefer ...
les vacances sportives.	sporty holidays.
les vacances de luxe.	luxury holidays.
les vacances « aventure ».	adventure holidays.
les vacances au vert.	eco-holidays.
les vacances linguistiques.	language-learning holidays.
les vacances en colonie.	holiday camps.

Je suis allé(e)/parti(e) ...	I went ...
J'ai passé une/deux semaine(s) ...	I spent one/two week(s) ...
J'ai fait/visité/ nagé/joué/vu ...	I did/visited/ swam/played/saw ...
C'était ...	It was ...
enrichissant/relaxant.	rewarding/relaxing.
incroyable/excitant.	incredible/exciting.
fatigant/barbant.	tiring/boring.

Partie 4.3— Discussing travel

Si on choisit l'Italie, ...	If we choose Italy, ...
Si on part en Grande-Bretagne, ...	If we go to Britain, ...
on peut prendre le train.	we can take the train.
Je choisis ... parce que ce sera ...	I choose ... because it will be ...
plus pratique/écologique.	more practical/eco-friendly.
moins cher/plus rapide.	cheaper/faster.
Si on prend ..., ce sera ...	If we take ..., it will be ...
trop cher/très long.	too expensive/very long.
un peu fatigant.	a bit tiring.

Partie 4.4— Holiday Plans

On ira/partira où?	Where will we go?
On ira en Angleterre.	We'll go to England.
On partira en juillet.	We'll go in July.
On prendra l'avion.	We'll take the plane.
On restera une semaine.	We'll stay for a week.
S'il fait beau, ...	If the weather is nice, ...
Si on peut/Si on a le temps, ...	If we can/if we have time, ...
on ira à la plage.	we'll go to the beach.
Quand on sera à Londres, ...	When we're in London, ...
on visitera/verra/fera ...	we'll visit/see/do ...
On logera dans un gîte.	We'll stay in a holiday cottage.
Quand j'aurai dix-huit ans, j'irai ...	When I'm eighteen, I'll go ...
Ce sera génial/intéressant.	It will be great/interesting.

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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Lesson 1 – Tu prends le train?	To discuss and describe how you travel To understand and recognise vocabulary for different modes of transport To consolidate new knowledge through reading and listening activities To understand and recognise use of comparatives To complete practice of using plus que and moins que To conduct a class survey	To use higher level vocabulary and structures. To include different tenses to increase complexity of work	Allez 2 p 112 ex 1 Allez 2 p112 ex 2 Interactive Activity 1 Star Interactive Activity 1 plus Interactive Activity 2 plus Allez 2 p113 ex4 HW – Languagenut – Year 8 Unit 7 – Transport
Lesson 2 – Je n'utilise ni le bus ni le train	To consolidate knowledge of vocabulary relating to transport To understand and use different types of negative in texts To complete practice on using –ir and –re verbs in the present tense	To use higher level vocabulary and structures. To include different tenses to increase complexity of work	Allez 2 p113 ex6 Allez 2 p140 ex1 Allez 2 p122 ex 1 Grammar worksheet ex 1 Star Writing worksheet ex 2 Star
Lesson 3 – Je voudrais un aller-retour	To discuss travel plans To understand what information is given on train tickets To use key vocabulary relating to buying and understanding tickets in French-speaking countries To consolidate knowledge through spoken tasks, constructing conversations relating to 'real-life' scenarios	To use higher level vocabulary and structures. To include different tenses to increase complexity of work	Allez 2 p114 ex 2 Writing worksheet ex 1 Allez 2 P114 ex 1 Ecoutez worksheet ex1 Star HW – Languagenut – Year 8 Unit 7 – Buying tickets
Lesson 4 - On part demain	To consolidate understanding and usage of –ir and –re verbs To complete listening and reading activities to consolidate key grammar recognitions	To use higher level vocabulary and structures. To include different tenses to increase complexity of work	Allez 2 p115 ex 5 Interactive Activity 2 star Interactive activity 2 plus Allez 2 p115 ex 4

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	To complete practice of grammar – use of –ir verbs To build translation skills with varying levels of challenge		Grammar worksheet ex 2Star Allez 2 p122 ex 2
Lesson 5 – On part en vacances	To discuss holidays that you will go on in the future tense To recognise and understand the simple future tense To practice using both regular and irregular verbs in the simple future tense To accurately transcribe and translate key sentences to consolidate knowledge	To use higher level vocabulary and structures. To include different tenses to increase complexity of work	Allez 2 p116 ex 1 Interactive Activity 1 plus Allez 2 p117 ex 4 Interactive activity 2 Star HW – Sprachenut – Year 8 Unit 7– Holiday plans
Lesson 6 – Où iras-tu ?	To consolidate using the future tense when discussing holidays To complete reading comprehension activities to consolidate understanding of new knowledge To construct written sentences using the future tense	To use higher level vocabulary and structures. To include different tenses to increase complexity of work	Allez 2 p117 ex3 Lisez worksheet ex 3 plus Grammar worksheet ex 3 plus Interactive activity 1 star Allez 2 p117 ex5
Lesson 7 – J’ai passé une semaine en France	To complete listening and reading activities relating to different types of holidays To implicitly comprehend tasks that are in the past tense To think about the rule for forming the perfect tense To consolidate prior knowledge of the perfect tense To construct sentences in the perfect tense using set phrases in both spoken and written form	To use higher level vocabulary and structures. To include different tenses to increase complexity of work	Lire worksheet ex 1 star Interactive activity 1 star Allez 2 p118 ex 1 Interactive activity 1 plus Allez 2 – p119 ex 4 Allez 2 p119 ex 3 HW – Sprachenut – Year 8 Unit 7– past holidays
Lesson 8 – Les vacances étaient fabuleux!	To complete deliberate practice on using the past tense to discuss holidays	To use higher level vocabulary and structures.	Reading worksheet 2 Star Interactive activity 2 Plus Allez 2 p119 text for translation

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	To complete reading activities to consolidate knowledge of perfect tense To practice using the perfect tense to discuss holidays through translation tasks	To include different tenses to increase complexity of work	
Lesson 9 – Les révisions	To revise for an assessment by consolidating new knowledge taught over the course of this unit To discuss WAGOLL for an extended piece of writing To have the opportunity to draft a piece of writing, and improve with peer feedback	To use higher level vocabulary and structures. To include different tenses to increase complexity of work	Allez 2 – p124 - 126 Allez 2 – p128 HW – Sprachenut – Year 8 Unit 7– Revision
Lesson 10 - Assessment	To complete the assessment to the best of your ability To construct an extended paragraph to be formally assessed	To use higher level vocabulary and structures. To include different tenses to increase complexity of work	Assessment