

Year 9 French (Sept 2024/25)

(Sept-Oct/ half-term 1): Consolidations

	<p>Key: Reading (R) Differentiation (D) Independent Learning (IL) Cultural Capital (CC) Career Paths (CP)</p>		
	<p>Prior Learning needed by the students before the unit is completed To consolidate learning from KS3 started at the two main Middle Schools</p>	<p>Students will be aware of the foundation of a foreign language and will know some key grammatical terms: verb, subject, noun, adjective, etc. They will have knowledge of ways of learning a foreign language (e.g. repetition of sounds, phonics, translation, verb endings) and will be aware of language skills (speaking, listening, reading and writing) English/Maths baselines might interfere with lessons</p>	
<p>1.1</p>	<p>Consolidation 1</p> <ul style="list-style-type: none"> ▪ Gender of nouns ▪ Plurals of nouns (irregulars) ▪ Partitive articles ▪ Adjectives and agreements (irregular) 	<p>Introduction: General discussion about the nature of a language linking to types of words (sounds/ spelling). Sentence structure/ word order Differences between languages sounds/writing (irregularities for nouns and adjectives) CC: awareness of different French speaking countries – to be further developed in the summer term Introduce yourself in French to your new teacher (50-100 words) (D) IL – Homework: book competition (R) MAGT students use bilingual books (D)</p>	<p align="center">1-3</p>

1.2	<p>Consolidation 2</p> <p>Verbs (conjugations and infinitives)</p> <p>Tenses: Present, Past, Immediate future tense</p> <p>Strategies to use poetry for acquisition of grammar– Jacques Prévert – link to the past tense</p>	<p>Students will acquire a clear understanding of the rules and reasons for verb endings.</p> <p>They will put in practice through sentence translation, role-plays, short texts, games (e.g. battle ship)</p> <p>Students will realise the value of accurate verb manipulation for language understanding and accurate communication (using various tenses)</p> <p>(IL – Homework worksheets) (D)</p> <p>CP: students research famous people who can speak foreign languages</p> <p>(R) authentic poetry</p> <p>Vocabulary test</p>	4-8
1.3	<p>Phonics for this unit</p>	<p>é/ elle/ ç/ j / o/au/eau / i</p>	
	<p>End point - Assessment</p>	<p>Baseline assessment / end of revision</p>	

Unit 1 (Nov-Dec/ half-term 2): *Mon monde à moi*

	<p>Key: Reading (R) Differentiation (D) Independent Learning (IL) Cultural Capital (CC) Career Paths (CP)</p>	<p>Resources: textbook Dynamo 3 (continuity from Middle Schools textbook and topics) AQA textbooks green and red Department resources Expo 3 green and red</p>	
	<p>Prior Learning needed by the students before the unit is completed</p>	<p>Foundation vocabulary about description (KS2) Colours Leisure and Sports</p>	
<p>1.1</p>	<p>School activities- likes and dislikes Verb forms: third person plural Using <i>qui</i> Reflexive verbs Using <i>aimer, adorer, détester</i> + definite article + noun / + a verb in the infinitive Using connectives Questions with <i>est-ce que</i> and <i>qu'est-ce que</i></p>	<p>Talking about likes and dislikes Using <i>aimer</i> (etc.) + noun or infinitive To revise third person verb endings. To consolidate personal descriptions using third person verbs Describing your friends Using reflexive verbs (CC): to explore family trees Research/explore family members who have links abroad for their jobs/careers (CP) (R) MAGT students use bilingual books (D)</p>	<p>1-4</p>
<p>1.2</p>	<p>Friends and relationships</p> <ul style="list-style-type: none"> • Superlatives (more able) (D) • Using <i>qui</i> and <i>que</i> (more able) (D) • Near future – consolidation 	<p>Understanding near-cognates when listening Learn to answer prepared and unprepared questions (IL – Homework worksheets) (D) CP: students research famous people relationships (e.g the French singer Vanessa Paradis was married to Johnny</p>	<p>5-7</p>

	<ul style="list-style-type: none"> • Simple future (irregular verbs:(D)) • Direct object pronouns • Indirect object pronouns (more able) 	<p>Deep) (R) students read a blog on family relationships (R) MAGT students use bilingual books (D)</p> <p>Vocabulary test</p>	
	<p>Key Language for this unit</p>	<p><i>Je m'appelle (Arnaud).</i> <i>J'ai (quatorze) ans.</i></p> <p><i>J'aime ... / J'aime beaucoup ... / J'adore ... / Je n'aime pas (tellement) ... / Je n'aime pas du tout ... / Je déteste ...</i></p> <p><i>... le sport / le collègue / la lecture / la danse / les animaux / les mangas.</i></p> <p><i>Quand je suis seul(e), ...</i> <i>Quand je suis avec mes copains, ...</i> <i>Le weekend, ... / Comme sports, ...</i> <i>Sur mon portable, ...</i> <i>... j'adore / j'aime (beaucoup) / je n'aime pas (tellement / du tout) / je déteste ...</i> <i>... lire des BD.</i> <i>... écouter de la musique.</i> <i>... regarder la télé / des comédies / des clips vidéo.</i> <i>... faire du vélo / du judo / du footing / de la cuisine / des promenades / des randonnées / les magasins.</i> <i>... bavarder / rigoler.</i> <i>... aller à la pêche / en ville / au cinéma.</i> <i>... nager.</i> <i>... jouer au basket / foot / rugby / tennis / volleyball.</i> <i>... tchatter / bloguer / surfer / poster des photos / prendre</i></p>	

		<p><i>des selfies.</i> <i>... manger du popcorn / des glaces / des pizzas.</i></p> <p><i>Mon équipe préférée, c'est (le PSG).</i></p> <p><i>aussi / et / ou / mais / cependant / surtout</i></p> <p><i>Est-ce que tu aimes (la musique / regarder des clips vidéo)?</i> <i>Qu'est-ce que tu aimes faire (comme sports / avec tes copains)?</i></p>	
1.3	Phonics for this unit	ui / au / ai / o/ er /qu/ en / ain	
	Assessment	End of unit test – result as a percentage	

Unit 2 (Jan-Feb/ half-term 3): Projets d'avenir

	<p>Key: Reading (R) Differentiation (D) Independent Learning (IL) Cultural Capital (CC) Career Paths (CP)</p>		
	<p>Prior Learning needed by the students before the unit is completed</p>	<p>Unit 2: Mon monde à moi: relationships, family and friends (Likes / dislikes and opinions)</p>	
<p>1.1</p>	<p>Grammar: <i>pour</i> + infinitive Modal verbs: <i>pouvoir</i> and <i>devoir</i></p>	<p>Listening to ideas for what you can do to earn money and matching them with images, as well as noting the opinions. Listening and completing a table with what people buy with their money and what they are saving for, then noting the surprise question in each conversation Speaking: Pupils prepare and carry out a role play about how they earn money, what they buy and their opinion of shopping; they also respond to a surprise question Reading phrases about what you can do to earn money and matching them with images. Reading forum entries about what people have to do to earn money and matching them with sentences Writing: Adapting a forum entry to translate a text about earning pocket money into French. Memorising phrases Coping strategies</p>	<p>1-7</p>

		<p>Pronunciation of verb endings (IL – Homework worksheets) (D) (R) students explore texts about young people and pocket money on “unjourneactu” website Adding extra information in speaking and writing skills Collecting useful phrases (R) MAGT students use bilingual books (D) (IL – Homework worksheets) (D) Vocabulary test (CC): students understand what respect represent within the family and for friends (also part of skills for life)</p> <p>End of unit tests all skills</p>	
1.2	Key Language for this unit	<p><i>Qu'est-ce qu'on peut faire pour gagner de l'argent?</i></p> <p><i>Pour gagner de l'argent, ... on peut travailler dans le jardin. on peut aider à la maison. on peut aider les voisins. on peut trouver un petit boulot. on peut nourrir les animaux. on peut faire du baby-sitting.</i></p> <p><i>Qu'est-ce que tu dois faire pour gagner de l'argent?</i></p> <p><i>Pour gagner de l'argent / mon argent de poche, je dois ...</i></p> <p><i>Je n'ai pas d'argent de poche parce que je ne fais rien à la maison. Je pense que c'est ... À mon avis, c'est ...</i></p>	

		<i>amusant / cool / difficile / ennuyeux / facile / fatigant / intéressant / rapide</i> <i>une bonne idée</i> <i>une mauvaise idée</i> <i>Qu'est-ce que tu achètes avec ton argent?</i> <i>J'achète / Je fais des économies pour acheter ...</i> <i>du maquillage</i> <i>de la musique</i> <i>du crédit téléphonique</i> <i>des fournitures scolaires</i> <i>des trucs à manger</i> <i>des billets de cinéma</i> <i>des jeux vidéo</i> <i>des vêtements</i> <i>Je n'achète rien.</i> <i>Je ne fais pas d'économies parce que je n'ai pas d'argent</i>	
1.3	Phonics for this unit	En-an / on / ill / in-ain / gn /ou /sc /eux /è/ ê	
	End point – speaking assessment	Role-plays	

Unit 3 (March-Apr/ half-term 4): *Ma vie en musique*

	<p>Key: Reading (R) Differentiation (D) Independent Learning (IL) Cultural Capital (CC) Career Paths (CP)</p>		
	<p>Prior Learning needed by the students before the unit is completed</p>	<p>Phrases for opinions and vocabulary for leisure, likes and dislikes</p>	
<p>1.1</p>	<p>Grammar: Using <i>trouver</i> to ask for or give opinions Using direct object pronouns (<i>le, la, les</i>) Adjectival agreement Pronunciation: cognates and near cognates Expressing possession French musical artists Revision of the present tense of regular verbs Perfect tense of regular verbs</p>	<p>Listening to sentences describing a photo of a music group and deciding if the sentences are true or false. Listening to a conversation about various aspects of a song and noting the opinions given in French. Listening to people talking about their musical preferences and the instruments they play. Listening and reading for detail Speaking: Listening to a song and asking and answering questions about various aspects of the song. Reading: Copying and completing a description of a photo of a music group. Reading a forum about musical preferences, then answering comprehension questions in English and translating key</p>	<p>1-6</p>

phrases into English.

Writing: Copying and completing a description of a photo of a music group.

Answering questions about a photo of a school orchestra
Using common patterns between French and English when reading

Students will use visual clues to understand texts

Students will add reasons to produce more complex sentences

(IL – Homework worksheets) (D)

(CP):links French and English music (develop do re mi and C, D, E)

End of unit tests in reading and writing

(R) students explore song lyrics (emphasize translation skills, vocabulary awareness, sentence structures)

(CC): students explore French singers who are known in England and vice-versa .

(CC):Students explore and understand the popularity of French music in France, in French speaking countries and abroad

Students will add reasons to produce more complex sentences

Make use of grammatical markers

Vocabulary test

(R) students explore texts about famous singers on “unjourneactu” website

Students read the website 20minutes.fr and explore music titles

(R) MAGT students use bilingual books (D)

1.2

Key Language:

Qu'est-ce qu'il y a sur la photo?

Sur la photo, il y a un groupe (pop). Dans le groupe, il y a (une fille et deux garçons).

À gauche, il y a (une fille avec un micro, qui chante).

Elle a (les cheveux noirs et frisés).

À droite, il y a (un garçon qui porte un jean bleu et qui joue de la guitare électrique).

Derrière lui, au fond, il y a (un garçon qui joue de la batterie. Il porte une casquette).

Je pense qu'ils jouent (de la musique pop).

Comment tu trouves le chanteur/la chanteuse?

Comment tu trouves la mélodie?

Comment tu trouves les paroles?

Comment tu trouves le rythme?

Comment tu trouves les musiciens?

Comment tu trouves la chanson en général?

Je le/la/les trouve ...

un peu / assez / très / vraiment ...

intéressant / démodé / original / ennuyeux / bon / bête / émouvant.

Qu'est-ce que tu aimes comme musique?

J'aime toutes sortes de musiques.

J'écoute souvent (du hip-hop).

Ça me donne envie de chanter et de danser!

Ça me rend heureux/heureuse.

		<p><i>J'ai vu ... en concert.</i> <i>À mon avis, sa musique est inspirante.</i></p> <p><i>Est-ce que tu joues d'un instrument?</i> <i>Je ne joue pas d'un instrument.</i> <i>Je joue (de la flûte dans l'orchestre de mon collègue).</i></p>	
1.3	Phonics for this unit	le / is /ien/ en-an/ eu/eux / â / ç / -s- /ou/ ille	
	End point – Writing assessment	Photo description- write a paragraph	

Unit 4 (Apr/May/half-term 5): *Le meilleur des mondes*

	<p>Key: Reading (R) Differentiation (D) Independent Learning (IL) Cultural Capital (CC) Career Paths (CP)</p>	<p>Talking about food Relate food and environment/recycling Describing a photo</p>	
	Prior Learning needed by the students before the unit is completed	Food and Drinks/ preferences and opinions	
1.1	<p>Grammar Present tense verb form with <i>ils</i> and <i>elles</i> <i>plus ... que</i> and <i>moins ... que</i> Translating the present tense into French Stretch : present continuous to describe a photo</p>	<p>(IL) Complete a survey on food in French speaking countries (R) MAGT students use bilingual books (D)</p> <p>Listening: Listening to what pupils eat in the school canteen in different countries; noting what they eat and the speaker's opinion of the meal. Listening to a description of a photo to check answers.</p>	1-4

		<p>Speaking: Giving opinions of meals in different countries, using the comparative. Describing a photo of young people picking up litter</p> <p>Reading: Reading about what pupils eat in the school canteen in different countries; matching a photo with each text; noting down the English for the adjectives used to describe each meal.</p> <p>Reading a description of a photo and filling in gaps.</p> <p>Writing: Writing opinions of meals in different countries, using the comparative.</p> <p>Translating sentences to describe a photo into French.</p>	
1.2	Key Language	<p><i>Qu'est-ce qu'on mange à la cantine scolaire dans les différents pays du monde?</i></p> <p><i>En France / En Grande-Bretagne / Au Gabon / Au Brésil, les enfants mangent ...</i></p> <p><i>du riz / du pain / du poulet / de la salade / de la viande / des haricots / des légumes / des pommes de terre / un yaourt / un fruit / un petit gâteau.</i></p> <p><i>Ils boivent de l'eau / du lait.</i></p> <p><i>C'est (assez / très) ...</i> <i>équilibré / sain / savoureux / simple / varié.</i> <i>À mon avis / Pour moi / Je pense que / Je trouve que ...</i> <i>le repas français / gabonais / britannique / brésilien est plus / moins ... que le repas ...</i></p> <p><i>Tu es d'accord?</i></p>	

		<p><i>Oui, je suis d'accord.</i> <i>Non, je ne suis pas d'accord.</i></p> <p><i>Qu'est-ce qu'il y a sur la photo?</i></p> <p><i>Sur la photo, il y a (trois enfants et un adulte).</i> <i>Ils sont (à la plage).</i> <i>Ils portent ...</i> <i>Ils ramassent / cherchent ...</i> <i>des déchets / des bouteilles</i> <i>Ils portent des sacs en plastique.</i> <i>Ils recyclent des boîtes.</i> <i>Il fait (beau) et il y a (du soleil).</i></p> <p>Vocabulary test End of module unit</p>	
1.3	Phonics for this unit	ui /eil / oi / ain / y / et / qu / on /qu /ch	
	Assessment	Reading and writing- end of unit	

Unit 5 (June/July /half-term 6): *Le monde francophone*

	<p>Key: Reading (R) Differentiation (D) Independent Learning (IL) Cultural Capital (CC) Career Paths (CP)</p>	<p>Using a range of articles Discussing where you would like to go (IL) Homework: complete a booklet on the Tour de France (R) MAGT students use bilingual books (D)</p>	
	Prior Learning needed by the students before the unit is completed	The francophone world (unit 2) holidays and travel	
1.1	Grammar	Listening: Listening to people talking about the countries	

	<p>Spotting alternative words (synonyms)</p> <p>Indefinite and definite articles</p> <p>Definite articles with <i>à</i> and <i>de</i> (partitive articles)</p>	<p>they would like to visit and why.</p> <p>Listening to the countries tourists would like to visit and filling in missing parts of French sentences.</p> <p>Listening and noting in French the country each person is going to visit, what they are going to do and what they are going to eat.</p> <p>Listening to check the partitive articles used in lists of ingredients.</p> <p>Speaking: Pupils talk about countries they would like to visit and why</p> <p>Reading: Reading texts about the countries people would like to visit and why; matching the texts with photos; translating words from the texts into English; answering questions in French.</p> <p>Writing: Writing sentences about the ingredients in two different dishes, using the correct partitive articles.</p> <p>Translating into French a paragraph by someone who would like to visit Senegal</p>	1-7
1.2	<p>Key Language</p>	<p><i>Quel pays francophone voudrais-tu visiter?</i></p> <p><i>Je voudrais / Je veux visiter le Canada / le Sénégal / le Vietnam /</i></p> <p><i>la Belgique / la Guinée / la Suisse / les Comores / les Seychelles ...</i></p> <p><i>parce que j'adore (etc.) ...</i></p> <p><i>le surf / la plage.</i></p> <p><i>les fruits de mer.</i></p> <p><i>la plongée (avec masque et tuba).</i></p> <p><i>les poissons exotiques.</i></p>	

		<p><i>parce qu'il y a ...</i> <i>un musée d'art africain.</i> <i>des champs de vanille.</i> <i>des temples bouddhistes.</i></p> <p><i>pour faire des promenades.</i> <i>pour voir des monuments.</i></p> <p><i>On va aller au parc national / à la mer / à la montagne / aux grottes / aux temples.</i></p> <p><i>On va manger du poulet / des frites / des glaces / du poisson / du couscous.</i> <i>C'est une spécialité (canadienne).</i></p>	
1.3	Phonics for this unit	<p>Revise phonics met this year Recap similar sounds and different graphemes : eg. au/o/eau in/ain/ein/aim/un/um</p>	
	End point – Listening assessment	<p>Listening about French speaking countries and countries to visit including cultural aspects and traditions of the countries</p>	

