

## Year 8 French. Scheme of Learning – Overview

In year 8 our curriculum aims at developing pupils' linguistic competencies, extending their knowledge and proficiency in dealing with familiar and less familiar language. There is a special emphasis on developing the ability to narrate in the 3 time frames (grammar), consolidating phonics and increasing vocabulary knowledge, both high frequency transferable items and more specific, topic-base lexical items (both breadth and depth will be taught and assessed, including work on synonyms and antonyms).

### Unit 5 – Holidays

#### About the unit

We start year 8 with this unit to maximise on pupils coming back with renewed energy after the summer (but potentially with some gaps due to forgetting over the long holiday). We want to start the year with the introduction of the past time frame which we will be revisiting under each unit this year to ensure pupils embed it in their long term memories and have plenty of opportunity to practise it in different contexts.

#### Prior learning

- Units 1-4

Suggested Enquiry questions	Suggested learning objectives: Phonics, Vocabulary and Grammar. Culture.
5.1.1 <u>Où es-tu allé(e) en vacances l'année dernière? + accommodation</u>  5.1.2 <u>Modes of transport</u>	<ul style="list-style-type: none"> <li>• Destinations: key European countries and some other popular destinations, especially those where French is spoken; focus on pronunciation</li> <li>• Accommodation, location</li> <li>• Modes of transport including opinions (and comparison).</li> <li>• List of key adjectives such as: rapide/lent/sûr/dangereux/bon marché/cher.</li> <li>• Aller in the perfect tense</li> <li>• Perfect tense with être (as vocabulary items)</li> <li>• Sounds and symbols : oy, y</li> </ul>
5.2 <u>Qu'est-ce que tu as fait?</u>	<ul style="list-style-type: none"> <li>• Holiday activities in perfect tense</li> <li>• Perfect tense with avoir (including lu-vu-pris)</li> </ul>

<p>5.3 <u>C'était comment?</u></p>	<ul style="list-style-type: none"> <li>• Exclamations that express simple opinions in the past including quantifiers, etc.: C'était amusant/super/effrayant/grand/cool/régulier/extrêmement horrible/horifique/un peu rare... Je me suis bien amusé(e)</li> <li>• Sounds and symbols: om, r</li> </ul>
<p>5.4 <u>Parle-moi de tes meilleures/dernières vacances</u></p>	<ul style="list-style-type: none"> <li>• Narrating events in the past (revision) including sequencing/time expressions: plus tard, le premier jour, le dernier jour, un autre jour, le matin, dans l'après-midi...</li> <li>• Sounds and symbols: im(aim)</li> </ul>
<p>5.5.1 <u>Qu'est-ce que tu fais normalement pendant les vacances?</u>  Où passes-tu les vacances?  5.5.2 <u>Quelles sortes de vacances préfères-tu?</u></p>	<ul style="list-style-type: none"> <li>• Describing holidays in the present</li> <li>• Expressing opinions and preferences (revisiting and extending)</li> <li>• Sounds and symbols: further practice of any aspects of phonics that have proved difficult</li> <li>• Assessment: achievement tests phonics</li> </ul>
<p>5.6.1 <u>Quels sont tes projets pour les vacances?</u>  5.6.2 <u>Qu'est-ce que tu voudrais faire pendant les vacances ?</u></p>	<ul style="list-style-type: none"> <li>• Future plans using the immediate future (revision)</li> <li>• Expressing preferences, opinions and future wishes (revision)</li> <li>• Sounds and symbols : further practice of any aspects of phonics that have proved difficult for pupils/the group following on the achievement tests</li> </ul>

**Extended writing answering:**

- Usual holidays
- Last/most memorable holiday
- Preferred type of holiday
- Future holiday plans

### Suggested Assessments:

#### **Achievement tests:**

- **Phonics:** dictation of some of the lexical items covered, including short sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.
- **Vocabulary:** traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness.
- **Grammar:** gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' recognition of changes in morphology to signify present tense and identify the subject.

**Proficiency tests:** End of unit test (listening and speaking)

## Unit 6 – Going out & Staying in

### About the unit

This unit revisits and extends some vocabulary and grammar from year 7, while making full use of the infinitives learnt or revised under unit 5. In this unit pupils further develop their ability to express future plans and narrate events in the past as well as expressing preferences about their free time and make comparisons. The focus on role plays lends itself to specific practice of aural skill and phonics.

### Prior learning

- Units 1-5

Suggested Enquiry questions	Suggested learning objectives: Phonics, Vocabulary and Grammar. Culture.
6.1.1 <u>Que fais-tu pendant ton temps libre?</u> 6.1.2 <u>Qu'est-ce que tu aimes faire?</u>	<ul style="list-style-type: none"><li>• Weekend activities in the present tense (not only first person singular) (revisiting present tense). Assessment: achievement tests (present tense)</li><li>• Frequency: chaque jour, deux/trois fois par semaine, parfois, occasionnellement, jamais, le mardi...</li><li>• Expressing preferences and justifying them: aimer/détester/adorer... followed by the infinitive.<ul style="list-style-type: none"><li>• Parce que, car, depuis... ; Le meilleur/le pire est... (revisiting)</li><li>• Sounds and symbols: em(am)</li></ul></li></ul>
6.2.1 <u>Quels sont tes projets pour le weekend?</u> <u>Qu'est-ce que tu vas faire le weekend?</u> 6.2.2 <u>Tu veux aller (au cinéma) (samedi soir)?</u> 6.2.3 <u>On fait la fête!</u>	<ul style="list-style-type: none"><li>• aller (present tense)</li><li>• Immediate future weekend activities (revisiting). Assessment: achievement tests (immediate future)</li><li>• Asking out</li><li>• à + the definite article</li><li>• Excuses, plans: Bonne idée!, Non, je n'ai pas envie, etc.</li></ul>

<p>Qu'est-ce que tu vas acheter? Qu'est-ce que tu vas apporter à la fête?</p>	<ul style="list-style-type: none"> <li>• Sounds and symbols : ô(au, eau)</li> <li>• Vocabulary clothes</li> <li>• Vocabulary food and drink items</li> </ul> <p>Assessment: achievement tests (vocabulary)</p> <ul style="list-style-type: none"> <li>• Immediate future (revisiting)</li> <li>• il faut + infinitive</li> <li>• de after quantities</li> </ul>
<p>6.3.1 TV &amp; cinema <u>Qu'est-ce que tu regardes à la télé?</u> <u>Quel genre de film aimes-tu?</u></p> <p>Est-ce que tu aimes (les séries)? Quel est ton émission préférée?</p> <p>6.3.2 <u>Quelle sorte de musique écoutes-tu?</u></p>	<ul style="list-style-type: none"> <li>• Likes and dislikes, preferences (revisiting)</li> <li>• TV programmes</li> <li>• Types of films</li> <li>• Types of music</li> </ul> <p>Assessment: achievement tests (vocabulary)</p> <ul style="list-style-type: none"> <li>• Sounds and symbols: s</li> <li>• Culture : introduction to different singers from French speaking countries</li> <li>• Culture: adverts from French speaking films or TV programmes</li> </ul>
<p>6.4 <u>Role plays</u> Nous allons faire du shopping Que voulez-vous? (au restaurant)</p>	<ul style="list-style-type: none"> <li>• Dialogues/role-plays shopping for clothes</li> <li>• Dialogues/role-plays eating out</li> <li>• Particular attention paid to pronunciation and rhythm for the role-plays</li> <li>• Sounds and symbols: aille</li> </ul>
<p>6.5 <u>Combining the three time frames</u> Qu'est-ce que tu as fait le week-end dernier? Qu'est-ce que tu fais généralement le week-end?/ Tu fais quoi avec tes copains/copines? Qu'est-ce que tu vas faire le week-end prochain?</p>	<ul style="list-style-type: none"> <li>• Narrating events in the past including information about going to the cinema, ice-skating, bowling, shopping, eating out</li> <li>• Expressing habit with weekend activities</li> <li>• Using "on": On écoute de la musique ; On joue aux jeux vidéo ; On parle de sport</li> <li>• Future plans</li> </ul> <p>• Sounds and symbols: further practice of any aspects of phonics that have proved difficult</p> <ul style="list-style-type: none"> <li>• Assessment: achievement tests</li> </ul>

**Extended writing answering:**

- what do you prefer to do when you have free time?
- what you did last weekend with your friends?
- review of a film watched recently
- your plans for next weekend

**Suggested Assessments:**

**Achievement tests** (some suggestions above)

**Proficiency tests:** End of unit test (listening and speaking) and other proficiency tests (some examples above) where pupils can demonstrate their understanding across sentences, paragraphs and the entire text and where they have opportunities for production of more complex and longer language, in less scaffolded environments.

## Unit 7 – Daily routine, Health & Fitness

### About the unit

In this unit pupils develop their ability to discuss their daily routine and give their opinion about it, including any desired changes, as well as develop their ability to discuss simple healthy and unhealthy habits including recommendations. The focus on role plays lends itself to specific practice of aural skill and phonics.

### Prior learning

- Units 1-6

Suggested Enquiry questions	Suggested learning objectives: Phonics, Vocabulary and Grammar. Culture.
7.1.1 <u>Comment est ta routine?</u> 7.1.2 <u>Que changerais-tu au sujet de ta routine?</u> 7.1.3 <u>Qu'est-ce que tu as fait hier?</u>	<ul style="list-style-type: none"><li>• Daily activities and reflexive verbs including morning routines, school routine and after school in the present tense</li><li>• Breakfast, lunch and dinner</li><li>• Times (revisiting)</li><li>• Frequency and timings: Chaque jour, deux/trois fois par semaine, parfois, occasionnellement, jamais, le mardi, le matin, après l'école... (revisiting)</li><li>• Narrating routine events in the past (perfect tense including some reflexive verbs) and evaluating events in the past (c'était...) (revisiting)<ul style="list-style-type: none"><li>• Expressing and justifying wishes/preferences</li></ul></li><li>• Sounds and symbols: il(ille), ouille(ouil)</li><li>• Assessment : dictation and reading aloud</li></ul>
7.2.1 <u>Es-tu en forme?</u> 7.2.2 <u>Qu'est-ce qu'on peut faire pour avoir une vie saine ? &amp; Qu'est-ce que tu vas faire pour rester en forme?</u>	<ul style="list-style-type: none"><li>• Healthy and unhealthy diet and food/drink preferences</li><li>• Using du, de la and des</li><li>• Healthy habits in the present tense</li><li>• Healthy and unhealthy diet and food/drink. Preferences</li><li>• Healthy habits in the present tense</li></ul>

	<ul style="list-style-type: none"> <li>• Simple recommendations for a healthy life: modal verbs. Assessments: modal verbs and infinitives</li> <li>• Frequency</li> <li>• Expressing agreement and disagreement : Je suis d'accord avec ...Je ne suis pas d'accord avec ... ; À mon avis ...</li> <li>• Sounds and symbols: open o</li> </ul>
<p><u>7.3.1 Qu'est-ce qui ne va pas?</u></p> <p>Où avez-vous mal?</p> <p><u>7.3.2 Chez le docteur</u></p>	<ul style="list-style-type: none"> <li>• Expressing ailments</li> <li>• Dialogue/role-play at the doctor's/at the pharmacy</li> <li>• à + definite article</li> <li>• Particular attention paid to pronunciation and rhythm for the role-plays</li> <li>• Sounds and symbols :eille(eil), euill</li> </ul>

**Extended writing answering:**

- **what do you most like about your daily routine?**
- **what you usually do to keep healthy ?**
- **what you did yesterday (that was out of the ordinary)?**
- **what plans you have to keep healthy from now on?**

**Suggested Assessments: Achievement tests:**

- **Phonics:** dictation of some of the lexical items covered, including short sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.
- **Vocabulary:** traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness.
- **Grammar:** gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' recognition of changes in morphology to signify present tense and identify the subject.

**Proficiency tests:** End of unit test (listening and writing)



## Unit 8 – School and Future plans

### About the unit

In this unit pupils revisit key language from year 7 such as personal description, subjects and expressing opinions. They further develop their ability to discuss school life including giving and seeking opinions about school rules, uniform, etc. In unit 8 pupils also develop their ability to discuss their hopes and ambitions for the future combining more than one way of expressing the future time frame.

### Prior learning

- Units 1-7

Suggested Enquiry questions	Suggested learning objectives: Phonics, Vocabulary and Grammar. Culture.
<p><u>8.1.1 C'est comment ton école ?</u> C'est quel type d'école?</p> <p><u>8.1.2 Parle-moi de la vie extra-scolaire et de ta routine scolaire</u></p> <p><u>8.1.3 Que penses-tu des règles de ton école?</u></p> <p><u>8.1.4 Que changerais-tu?</u></p>	<ul style="list-style-type: none"><li>• Daily school routine and after school in the present tense including timetable and subjects (revisiting)</li><li>• After school clubs/trips/other school activities</li><li>• School rules</li><li>• Uniform</li><li>• Modal verbs (revisiting)</li><li>• Frequency and timings (revisiting)</li><li>• Narrating routine events in the present (revisiting)</li><li>• Expressing and justifying wishes/preferences, including comparison (revisiting)</li><li>• Phonics: liaison</li></ul>
<p><u>8.2.1 Qu'est-ce qu' ils/elles font comme travail?</u> Quelles sont ses responsabilités? Il/elle travaille seul(e) ou avec des autres?</p>	<ul style="list-style-type: none"><li>• Jobs, professions, career paths</li><li>• Personal characteristics and preferences required for various jobs: description</li><li>• adjective agreement Work locations and key verbs such as: étudier, travailler, parler, voyager, nettoyer, cuisiner, concevoir, servir, organiser</li></ul>

<p>Characteristics required for the job?</p> <p>8.2.2 <u>Est-ce qu'il/elle aime son boulot/métier?</u> Quelle est ton opinion ?</p>	<ul style="list-style-type: none"> <li>• Narrating what somebody else does for a living including your opinions and theirs about it</li> <li>• Phonics: Sound-symbol correspondences, stress, syllables, liaison, rhythm, pronunciation.</li> </ul>
<p>8.3 <u>Qu'est-ce que tu voudrais faire à l'avenir? &amp; Quel serait ton métier idéal?</u></p>	<p>As above (2) plus:</p> <ul style="list-style-type: none"> <li>• Future tense</li> <li>• Expressing future wishes using the present tense: j'espère + infinitive, etc.</li> <li>• Phonics: further practice of any areas that have proved difficult for pupils</li> </ul>
<p>8.4 <u>Que vas-tu faire à l'avenir/dans les 5-10-20 ans?</u></p>	<ul style="list-style-type: none"> <li>• Expressing future wishes and hopes beyond work using the simple future</li> <li>• Key verbs: Avoir, se marier, vivre, jouer, être, aller, acheter, voyager...</li> </ul>

#### Extended writing answering:

- what you do on a typical day at your school?
- your opinion about school rules
- what a grown up you know does for a living
- what is your ideal job and why ?

#### Suggested Assessments:

Achievement tests (as above)

Proficiency tests: End of unit test (reading and speaking). End of Year Assessments (listening, reading and writing): **mandatory for all Academies.**