

**Subject:** French      **Year** 9      **Ability** All

Term / Date(s)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Topic</b>	Ma vie scolaire	Le monde du travail	Ma vie sociale	La santé	L'environnement
<b>Topic overview</b>	This topic builds on the tenses and language learnt in year 8	This topic provides students with an opportunity to consider career and future plans. Students will continue to consider the possibilities that learning a language offer.	This topic enables students to consolidate their knowledge of the three tenses and the conditional form whilst building on the free time vocabulary that they have learnt so far in KS3.	This topic enables students to widen their knowledge of the past tense by introducing the imperfect tense so that they can describe how things used to be.	This topic consolidates the imperfect tense that students have learnt in the unit "la santé"
<b>Students will learn...</b>	Students will continue to build on the complexity of the language they use.  Students will learn how to describe different elements of their school life in the past, present and future tenses.	Students will learn how to refer to future careers and jobs using the conditional tense	Students will learn how to describe different elements of their free time including their use of technology and social media	Students will learn how to describe what a healthy/unhealthy lifestyle looks like and communicate in different tenses.	It builds on language students have learnt throughout KS3 on the topic of local area.  Students will learn how to describe different environmental problems and consider their actions in the 3 different tenses; past, present and future
<b>Components</b>	Students can understand and provide information about school life so that they can respond to key questions.  Students can understand and use opinion phrases so that they can express their opinion about school using more complex structures  Students can use complex structures so that they can describe school facilities (I have always wanted, I am lucky, I would like there to be)  Students can use modal verbs so that they can describe school rules  Students can use key language with modal verbs so that they can describe school uniform.	Students can understand and use vocabulary for jobs and careers so that they can describe what other people do  Students can use the conditional form of key verbs so that they can express their future plans and aspirations.  Students can use complex structures so that they can create more sophisticated sentences about future aspirations  Students can use key vocabulary so that they can describe advantages of certain jobs and careers  Students can understand and use key vocabulary so that they can describe personal qualities and weaknesses in	Students can independently produce and understand language so that they can describe how they spend their free time  Students can understand and use opinion phrases so that they can give viewpoints on free time activities.  Students can use and understand infinitive phrases so that they can describe their use of social media.  Students can use and understand topic specific vocabulary so that they can describe their use of technology and devices and express their preferences.  Students can use and understand reasons so that they can explain why they use different devices and how often.	Students can understand and use language to say what they do to stay healthy ( I eat, I drink, I do)  Students can understand and use topic specific language so that they can describe their diet  Students can use the partitive in this new context so that they can refer to food and drink correctly  Students can use the imperfect tense of key verbs so that they can say what they used to be like (in terms of their lifestyle)  Students can use and understand the three time frames so that they can express comparisons between the past, present and future by combining tenses.  Students can use and understand modal verbs so they can express what	Students can understand and use key language so that they can describe some environmental issues which affect their local area and the planet.  Students can use complex structures so that they can express opinions on environmental issues.  Students can use key topic-specific language so that they can express reasons for their opinions on environmental issues  Students can use and understand modal verbs so that they can say what you can/must/should do to help the environment  Students can use the perfect tense with topic-specific language so that they can say what they have done recently to protect the environment

	<p>Students can use sequencers so that they can give detailed narrative about their school day.</p> <p>Students can use the past tense so that they can describe things that have happened at school.</p>	<p>relation to work and applying for jobs.</p> <p>Students understand the importance of languages so that they can express advantages of learning a language in English</p> <p>Students can understand and use modal verbs so that they can express the advantages of learning a language.</p>	<p>Students can use and understand more complex opinion phrases so that they can explain and justify the advantages and disadvantages of technology.</p> <p>Students can recognise and use language in the past tense so that they can say how they have used technology recently</p> <p>Students can understand and use language in the future tense so that they can say what they are going to do in the future.</p>	<p>one <i>must</i> do in order to live a healthy lifestyle.</p> <p>Students can use and understand the conditional tense so that they can express what one <i>should</i> do in order to lead a healthy lifestyle.</p> <p>Students can understand vocabulary so that they can recognise illnesses and body parts.</p>	<p>Students can use the near future tense with topic-specific language so that they can say what they are going to do to protect the environment.</p> <p>Students can apply the imperfect tense ending to topic-specific verbs so that they can make comparisons between past and present actions</p>
<b>What students should already know (Prior learning components)</b>	<p>Students should already know vocabulary for school subjects</p> <p>Students already know some complex opinion phrases</p> <p>They know how to tell the time in French and know some time phrases (d'abord, ensuite, puis)</p> <p>Students know how to use the past and future tenses in other contexts.</p>	<p>From "ma vie scolaire" students should be able to use conditional tense phrases eg je voudrais</p> <p>They already know how to use modal verbs in other contexts. They know vocabulary to express advantages and disadvantages. Students should also be able to use the verb etc with correct adjectival agreements.</p>	<p>Students should already be able to refer to 3 tenses in a range of topics. Students already have knowledge of some free time activities and know some sentence starters that require infinitives.</p> <p>They know some adverbs of frequency and are able to use sentence structures to present both sides of an argument.</p>	<p>Students should already know some complex opinion phrases. Students should have some knowledge of food and drink vocabulary and should be able to apply adjectival agreement correctly.</p> <p>Students should be able to use the full conjugation of 'avoir' and 'être' to refer to the perfect tense and use phrases in the simple future and conditional tense.</p> <p>Students should also have an understanding of the impact of diet/exercise/drugs/alcohol on the body (science/SMSC).</p>	<p>Students should already know some complex opinion phrase starters.</p> <p>They should be able to use modal verb phrases; <i>on peut, il faut</i> and <i>on doit</i> .</p> <p>Students should be able to refer to three tenses in a range of verbs, including the conditional and imperfect tenses.</p>
<b>Transferrable knowledge (skills)</b>	<p>The ability to apply more complex opinion phrases to other topics</p> <p>The ability to create complex structures to express desires.</p> <p>The ability to narrate events using sequencers</p> <p>The ability to express what must be done in other contexts</p> <p>The ability to refer to the past with a wider range of verbs</p>	<p>The ability to form the conditional tense</p> <p>The ability to express future desires</p> <p>The ability to justify more complex opinions with reasons.</p> <p>The ability to express advantages and disadvantages</p> <p>The ability to use modal verbs</p>	<p>The ability to use <i>pour/afin de</i> + infinitives</p> <p>The ability to apply and understand complex opinions and reasons in another context.</p> <p>The ability to recognise and refer to the past, present and future tenses with a wider range of verbs.</p> <p>The ability to use high frequency verbs and tenses.</p> <p>The ability to justify and give advantages and disadvantages.</p> <p>The ability to use adverbs of frequency</p>	<p>The ability to use and understand modal verbs</p> <p>The ability to recognise and refer to the past, present and future tense</p> <p>The ability to apply and understand complex opinions and reasons in another context.</p> <p>The ability to use and understand negative structures (<i>il ne faut pas, on ne doit pas</i>)</p> <p>The ability to compare ideas across tenses e.g. <i>in the past I was... however, now I am... in the future I will be</i>. Etc.</p>	<p>The ability to use and understand more complex phrases</p> <p>The ability to use infinitive phrases <i>afin de/pour</i> with a variety of verbs and contexts</p> <p>The ability to recognise and refer to the conditional</p> <p>The ability to recognise the conditional perfect of modal verbs. (Should have / would have)</p> <p>The ability to use the imperative to give commands</p>

<p><b>Key lexicogrammar pupil will know and learn</b></p>	<p>The verb <i>étudier</i> in more forms</p> <p>More complex opinion phrases:  <i>Ce qui me stresse</i>  <i>Ce qui me plaît</i>  <i>Je kiffe</i>  <i>Je ne supporte pas</i></p> <p>More complex sentence structures:  <i>J'ai toujours voulu</i>  <i>J'ai de la chance</i>  <i>Je voudrais qu'il y ait</i></p> <p>Modal verbs :  <i>Il faut</i>  <i>On doit</i>  <i>Il ne faut pas</i>  <i>Il est interdit</i></p> <p>Sequencers:  <i>d'abord</i>  <i>Pendant</i>  <i>Finalelement</i>  <i>Puis</i>  <i>Ensuite</i>  <i>Après</i>  <i>avant</i></p> <p>Past tense form of key verbs:  <i>Je suis allé(e)</i>  <i>J'ai étudié</i>  <i>J'ai porté</i>  <i>J'ai mangé</i>  <i>J'au bu</i>  <i>J'ai joué</i>  <i>J'ai fait</i></p>	<p>A range of vocabulary related to jobs and skills/ masculine and feminine forms of jobs:  Médecin  Avocat  Professeur  Caissier  Vendeur  Infirmier  Comptable  Maçon</p> <p>Complex structures:  <i>Si j'avais le choix</i>  <i>Si j'avais l'opportunité</i></p> <p>Reasons:  <i>Ce serait bien payé</i>  <i>Ce serait gratifiant</i>  <i>Ce serait intéressant</i></p> <p>Adjectives to describe personal qualities:  <i>Travailleur</i>  <i>Sociable</i>  <i>Timide</i>  <i>Doué/fort/faible</i></p> <p>Verbs to describe what you can do with languages:  <i>Voyager le monde</i>  <i>Rencontrer des personnes</i>  <i>Apprendre la culture</i>  <i>Apprendre la langue</i></p>	<p>Vocab on the spec relating to: free time activities (e.g. sports, hobbies)</p> <p>Know and use vocabulary related to gadgets and their functions:  <i>Télécharger</i>  <i>Partager</i>  <i>Écouter</i>  <i>Jouer</i>  <i>Envoyer</i>  <i>Utiliser</i>  <i>Tchatter</i></p> <p>Frequency phrases:  <i>Une fois par semaine</i>  <i>De temps en temps</i>  <i>Quelquefois</i>  <i>Souvent</i>  <i>Rarement</i>  <i>Jamais</i>  <i>Toujours/tous les jours</i></p> <p>Infinitive phrases:  <i>Pour/afin de + infinitive</i></p> <p>Vocabulary for advantages and disadvantages:  <i>Ce qui est bien/mauvais</i>  <i>Dangereux</i>  <i>Rapide</i>  <i>Lent</i>  <i>Partager les details personnels</i>  <i>Les inconnus</i>  <i>Accro</i>  <i>Mot de passe</i></p>	<p>Know and use a range of vocabulary on the spec relating to:</p> <p>Food and drink:  <i>des fruits et des légumes</i>  <i>de la viande</i>  <i>du poisson</i>  <i>du fast-food</i>  <i>de l'eau</i></p> <p>Verbs to be used in present and imperfect tenses:  <i>manger</i>  <i>boire</i>  <i>faire</i>  <i>aller</i></p> <p>Infinitive phrases:  <i>Pour rester en forme,</i>  <i>Pour rester en bonne santé,</i>  <i>Pour améliorer ma santé</i>  <i>Pour éviter le stress</i></p> <p>Complex opinion phrases:  <i>Ça m'aide</i></p> <p>Positive and negative viewpoints on different activities:</p> <p>Obligation phrases in the present and conditional tense:  <i>On doit</i>  <i>On devrait</i></p> <p>Comparing past and present:  <i>Avant j'étais... maintenant</i>  <i>Je suis....mais je voudrais être</i></p> <p>Illnesses:  <i>J'ai mal a</i>  <i>La tete</i>  <i>La gorge</i>  <i>L'épaule</i>  <i>Le bras</i>  <i>La jambe</i>  <i>Les oreilles</i></p> <p><i>J'ai la toux</i>  <i>Je suis malade</i></p>	<p>Environmental issues:  <i>Les inondations</i>  <i>La sécheresse</i>  <i>Les déchets</i>  <i>Le rechauffement climatique</i>  <i>La pollution</i></p> <p>Topic-specific verbs:  <i>Réutiliser les sacs en plastique</i>  <i>Fermer le robinet</i>  <i>Éteindre la lumière</i>  <i>Aller au collège à pied</i>  <i>Recycler le verre/le papier</i>  <i>Éviter (de)...</i></p> <p>Complex opinion and reasons:  <i>Ce qui me rend triste</i>  <i>Ce qui m'inquiète</i>  <i>C'est très préoccupant</i>  <i>C'est une menace à notre survie</i>  <i>La planète est en danger</i>  <i>Nous détruisons la planète</i></p> <p>Complex phrases :  <i>Je me suis toujours inquiété</i></p> <p>Use of modal verbs:  <i>Il faut/on doit/on devrait/on peut</i></p>

				<i>J'ai vomé</i> <i>J'ai de la fièvre</i>	
<b>Assessment activities</b>	<p><u>Formative assessment:</u> Mini WB translations Correction coding Peer assessments Probing questions</p> <p><u>Summative assessment:</u> Translations 40 word written task Reading comprehension Speaking- Q&amp;A (change to formative)</p>	<p><u>Formative assessment:</u> Mini WB translations Correction coding Peer assessments Probing questions</p> <p><u>Summative assessment:</u> listening reading speaking translation</p>	<p><u>Formative assessment:</u> Mini WB translations Correction coding Peer assessments Probing questions</p> <p><u>Summative assessment:</u> translation writing listening</p>	<p><u>Formative assessment:</u> Mini WB translations Correction coding Peer assessments Probing questions</p> <p><u>Summative assessment:</u> Reading Translation – both into and from TL</p>	<p><u>Formative assessment:</u> Mini WB translations Correction coding Peer assessments Probing questions</p> <p><u>Summative assessment:</u> Speaking Listening</p>
<b>Resources available</b>	<a href="#">I:\MFL\Schemes of Learning\Year 9 French\From Sept 2021\Half Term 1 School</a>	<a href="#">I:\MFL\Schemes of Learning\Year 9 French\From Sept 2021\Half Term 2 Careers</a>	<a href="#">I:\MFL\Schemes of Learning\Year 9 French\From Sept 2021\Half Term 3 Social Media</a>	<a href="#">I:\MFL\Schemes of Learning\Year 9 French\From Sept 2021\Half Term 4 Healthy Living</a>	<a href="#">I:\MFL\Schemes of Learning\Year 9 French\From Sept 2021\Half Term 6 Environment</a>
<b>Notes</b> <b>Why this topic is important...</b>	This topic is important because it builds upon language /tenses learnt in Y8 and it secures the use of the three tenses. It enables students extend their responses with more complex structures in different time frames.	This topic is important since it supports students through their options process. It enables them to look at the pros and cons of different jobs and link them to their own personal skills. This topic will introduce students to the conditional tense.	This topic is important because it consolidates the use of the three tenses and the conditional and it enables students to give extended answers using more complex language. This topic is highly relevant to students and their personal interests and part of their everyday lives.	This topic is important as it widens the use of the past tense and introduces students to the imperfect tense. This topic allows students to discuss a wide range of relevant social and health issues. This topic allows students to produce extended opinions across tenses as well as using obligation phrases to express what one could/should do.	This topic is important because it builds on all the tenses learnt so far lays down the base for the GCSE course and self-expression. This topic is a more mature topic with more complex vocabulary.
<b>Cultural capital</b>	French survey – teenage problems/ authentic materials School structure in France- options pathways.	Link MFL to the jobs market. Link MFL to local jobs being advertised.	Authentic tv guide Current French music Analysis of APPS used by French teenagers Statistics from French teenagers	Authentic materials regarding public health  Healthy lifestyle survey	Reference to websites with recommendation to reduce environmental damage Youtube clips.