

# French

## We aim to create lifelong linguists who thrive in the 21st century

This will be achieved through provoking students' curiosity and appreciation of wider cultures, producing aspirational and independent linguists who achieve their potential, fostering the enjoyment of language learning and engendering pride in successful linguistic acquisition and by providing a diverse, challenging and inspirational diet of languages appropriate to the individual needs of all.

Autumn	Spring	Summer
Relationships with family & friends  Home, town, neighbourhood & region  My studies  Music, Cinema, TV, Eating out & Sport	Healthy / unhealthy living  School life  La francophonie: Customs & festivals  Travel & tourism	Post 16 education

Homework forms an integral part of ensuring excellent progress in Languages. The following must be adhered to when setting homework:

- Homework is set once per week. This should be towards the start of the week as far as possible. Students must be given one week to complete the homework. Follow-up can then be closed out towards the end of the week.
- Homework should be set in the PAL format:
  - P – Students are to PRACTISE a skill or learning point from current / previous module
  - A – An ADDITIONAL task should be set. This might be an extended project running parallel to lessons and should aim to challenge students to work independently
  - L – A LEARNING section must be included each week. This would usually be a vocabulary list or verb endings of a particular tense

If a student fails to hand in homework, a detention should be set and the class teacher should contact home.

Unit	Learning Objectives/Outcomes
Relationships with family & friends	<ul style="list-style-type: none"> <li>• avoir and être present tense</li> <li>• possessive adjectives</li> <li>• adjective agreement rules</li> <li>• reflexive verbs</li> <li>• se disputer/se fâcher/s'entendre avec</li> <li>• comparatives plus que/moins que</li> <li>• adverbs of frequency</li> <li>• regular verbs in present tense</li> <li>• direct object pronouns</li> </ul>
Home, town, neighbourhood & region	<ul style="list-style-type: none"> <li>• il y a</li> <li>• on a</li> <li>• c'est</li> <li>• prepositions (see Prepositions – directions: Lesson activities and Prepositions – directions: Slides)</li> <li>• plural partitive article and de after negative</li> <li>• pouvoir + infinitive (see Pouvoir: Teaching notes and Pouvoir: Team game)</li> <li>• expressions of quantity</li> <li>• irregular verbs aller/faire</li> <li>• ceux qui + verb</li> <li>• s'intéresser à</li> <li>• enhancing descriptions using qui/que/dont (see Enhancing descriptions: qui que dont: Presentation)</li> <li>• demonstrative adjectives ce, cet, cette, ces</li> </ul>
My studies	<ul style="list-style-type: none"> <li>• devoir + infinitive (see Mes études: Teaching notes and Mes études: Presentation)</li> <li>• il faut + infinitive (compulsory subjects)</li> <li>• parce que/car to express reasons</li> <li>• perfect tense regular avoir verbs (choisir/décider de/laisser tomber - options) (see Mes options: Teaching notes and Mes options: Presentation)</li> <li>• two verbs together e.g. aimer/aimer mieux/préférer</li> <li>• comparative and superlative in expressing opinions about subjects (see Mes options: Teaching notes and Mes options: Presentation)</li> <li>• use of tu and vous in informal/formal exchanges</li> </ul>

Music, Cinema, TV, Eating out & Sport	<ul style="list-style-type: none"> <li>• consolidation of present tense including irregular verbs sortir, prendre, mettre, voir, vouloir (see Present tense revision: Worksheet)</li> <li>• extend range of two verbs together</li> <li>• future tense introduced for e.g. weekend plans</li> <li>• adverbs such as d'habitude/normalement</li> <li>• clauses introduced by quand/lorsque and si</li> </ul>
Healthy / unhealthy living	<ul style="list-style-type: none"> <li>• partitive articles with food items</li> <li>• recap on devoir/il faut and introduce conditional forms – affirmative and negative</li> <li>• il vaut mieux/il vaudrait mieux</li> <li>• negative ne...jamais</li> <li>• previous health habits using imperfect tense</li> </ul>
School life	<ul style="list-style-type: none"> <li>• transfer devoir/pouvoir/il faut/vouloir to school rules context (see Le règlement: Teaching notes)</li> <li>• si clauses using imperfect and conditional</li> <li>• quantity words beaucoup/trop/assez/pas assez + de (including with plurals)</li> <li>• perfect tense with avoir using regular and common irregular verbs (ce que j'ai fait comme devoirs) (see</li> </ul>
La francophonie: Customs & festivals	<ul style="list-style-type: none"> <li>• perfect of verbs with être + agreement rules (see Perfect tense (être)-revision: Worksheet)</li> <li>• reflexive verbs in perfect; perfect and imperfect tenses together</li> <li>• describing a past event/festival; actions and opinions</li> </ul>
Travel & tourism	<ul style="list-style-type: none"> <li>• consolidation of perfect and imperfect tenses (see Imperfect tense – Vacances d'enfance: Lesson activities, Imperfect tense – Vacances d'enfance: Presentation and Imperfect tense – Vacances d'enfance: Practice)</li> <li>• sequencing words, expressions and phrases</li> <li>• avant de/après avoir etc/pendant que/depuis/venir de</li> <li>• developing greater complexity in spoken and written accounts of past events or experiences</li> <li>• weather expressions with faire</li> </ul>
Post 16 education	<ul style="list-style-type: none"> <li>• ce qui/ce que ... c'est... sentence pattern</li> <li>• building on si clauses with present and future</li> <li>• more complex two verb structures (avoir l'intention de/avoir envie de/avoir le droit de)</li> </ul>