

Languages is not just a lesson but a life skill of communication!

At Brislington, we believe that languages are an **important life skill** which helps students to **communicate** in all areas of their life, but also with **different types of people from different countries and cultures**. We want students to learn about **different cultures and discover the world around them** and become **global citizens**.

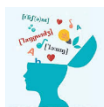
Communication: we want students to develop the skills of exchanging information by both speaking and writing

Proficiency: we want students to gain a **high degree of knowledge and skills** to become **competent linguists**

Resilience: we don't shy away from the difficulties of learning a language and want students to develop the capacity to **recover quickly** from difficulties and **cope with highly demanding tasks**

Programme of study – Year 9

Subject: French



Oasis Academy Brislington: Curriculum

Year	9					
Rationale/ narrative	During this course students will be studying about travel and tourism, their town and area, school and plans after school, as well as customs and festivals. Students will build on the topics and skills they studied in either year 7/8, and further develop their knowledge of tenses, giving negative structures and giving opinions and reasons.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Sumer 1	Summer 2
Topic	Travel and tourism	Home, town, neighbourhood and region	School	Post-16	Film : Les choristes	Customs and festivals
Content	<p>Topic: Travel and Tourism</p> <p>Vocabulary covered:</p> <p>1. Countries and continents: Canada, Asie, Afrique, Europe, Vanuatu, Seychelles, Madagascar, France</p> <p>2. Different places: en ville, la capitale, le pays, au bord de la mer, une île</p>	<p>Topic: Home, town, neighbourhood and region</p> <p>Vocabulary covered:</p> <p>1. Rooms in the house: le salon, le jardin, la salle de bains, la cuisine, la salle à manger, la chambre de..., ma chambre</p>	<p>Topic: School</p> <p>Vocabulary covered:</p> <p>1. School subjects: l'anglais, les maths, le français, l'espagnol, la géographie, l'histoire, la musique, la technologie, l'EPS, le dessin</p> <p>2. Range of infinitive verbs for life at</p>	<p>Topic: Post-16</p> <p>Vocabulary covered:</p> <p>1. Different types of jobs: agent de police/ policier, boucher, facteur, coiffeur, fermier, informaticien</p> <p>2. Range of infinitive verbs: aller à l'université, faire de l'apprentissage, continuer les études, étudier, servir les clients,</p>	<p>Topic: Les Choristes (film module)</p> <p>Vocabulary covered:</p> <p>1. Film genres: un film d'amour, d'horreur, d'action, de science-fiction, policiers, un western, un dessin-animé, une comédie</p> <p>2. Range of adjectives to give opinions: effrayant,</p>	<p>Vocabulary covered:</p> <p>1. Countries in the Francophone world: La France, Le Sénégal, Le Canada, La Belgique, La Suisse, La Côte d'Ivoire, Le</p>

	<p>3. Transport: en train, en avion, en bateau, en voiture, en autobus, à vélo, à pied, en car</p> <p>4. Adjectives: reposant, passionnant, cher, pratique, impressionnant, formidable</p> <p>5. Accommodation: un hôtel, un camping, une auberge de jeunesse, une chambre d'hôte, un gîte</p> <p>6. Key verbs: louer, voler, voyager, , passer, nager, loger, rester, se bronzer, voyager, manger, visiter, jouer, faire</p> <p>Grammatical structures and skills:</p> <p>1. 'Aller' in the present tense (full paradigm) to say where you go on holiday.</p> <p>2. Giving opinions on different types of accommodation using justifications.</p> <p>5. Perfect tense using 'avoir' with past participle (1st person)</p>	<p>2. Locations: en/au/aux/à + ville, village, grande-ville, campagne, bord de la mer, montagne, au nord de, au sud de, à l'est de, à l'ouest de</p> <p>3. Prepositions: près de, à côté de, loin de, en face de, sur, sous, à gauche de, à droit de</p> <p>4. Places in the town: une gare, une librairie , un parc, un commissariat, une bibliothèque, une gare routière, un centre commercial</p> <p>5. Different shops: une bijouterie, une boulangerie, une charcuterie, une pâtisserie, une boucherie</p> <p>6. Activities in the town: visiter des musées, voir des monuments, manger au restaurant, aller au concert, jouer au babyfoot, faire un tour en bateau, visiter des jardins publiques</p>	<p>school: étudier, lire, se lever, faire, apprendre, manger, porter</p> <p>3. Facilities: un cour (de récré), la cantine, les salles de classes, une salle informatique, une bibliothèque, une piscine, un gymnase</p> <p>4. School rules: fumer, porter des bijoux, écrire en classe, avoir des piercings, porter un uniforme, écouter le professeur, porter du maquillage, mâcher du chewing-gum, courir dans le couloir, éteindre les portables , arriver à l'heure</p> <p>5. Uniform (clothing revision): une veste, une cravate, une chemise, un t-shirt, un pantalon, une jupe, un pull, des chaussettes, des chaussures, des baskets</p> <p>6. Adjectives: moderne, vieux, petit, grand</p>	<p>gagner de l'argent, taper des articles, encaisser, passer un entretien, parler aux clients</p> <p>3. Advantages and disadvantages of jobs: un avantage, un inconvénient, le meilleur, le pire</p> <p>4. Advantages and disadvantages of taking a sabbatical: c'est une perte de temps, on peut voir d'autres pays, on peut faire du travail bénévole, il faut continuer les études, on peut travailler à l'étranger, on peut voyager autour du monde, c'est très cher</p> <p>5: Marriage and partnership (opinions): une perte d'argent, la stabilité, une démonstration d'amour</p> <p>Grammatical structures and skills:</p> <p>1. Saying what jobs people do in the present tense 'est...'</p> <p>2. Giving advantages and disadvantages of different types of jobs using 'on peut' + infinitive</p> <p>3. Giving arguments for and against university/apprenticeships</p>	<p>entraînant, ça me fait peur/rire, ça me plaît</p> <p>3. Physical descriptions- les yeux verts, noisettes, les cheveux blonds, noirs, bruns, il est jeune/ vieux</p> <p>4. Range of infinitive verbs: former, chanter (comme un ange/comme des casseroles), licencier, quitter, faire des bêtises, blesser, tomber amoureux, punir</p> <p>5. Personality descriptions: désagréable, aimable, sympa, gentil, sévère, nerveux, vieux, doué</p> <p>Grammatical structures and skills:</p> <p>1. Predicting the genre of the film using 'je pense que c'est un film...'</p> <p>2. Using a range of adjectives to describe the film</p> <p>3. Describing characters' personalities and describing them physically.</p> <p>4. Giving predictions about what is going to happen in the film using the</p>	<p>Luxembourg, Le Cameroun, Haïti, Le Bénin</p> <p>2. Names of key Francophone festivals: la fête nationale, mardi-gras, la fête du travail, la fête des rois, Noël, Aïd el-Fitr, Pâques, la Saint-Valentin</p> <p>3. Range of infinitive verbs and reflexive verbs: célébrer, féliciter, s'amuser, se déguiser, se lever, se coucher, se réveiller, se dérouler</p> <p>Grammatical structures and skills:</p> <p>1. Describing elements of different countries in the</p>
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	<p>6. Perfect tense using 'être' with past participle of 'aller' to say where you went on holiday in the past.</p> <p>7. Using imperfect tense 'c'était' + adjectives to describe what holidays/ activities were like</p> <p>8. Talking about the importance of holidays using 'on peut' + a range of infinitives: rester, se bronzer, voyager, manger, visiter, jouer, faire</p> <p>9. Using preposition 'y'</p>	<p>Grammatical structures and skills:</p> <ol style="list-style-type: none"> Verbs 'habiter' and 'vivre' full paradigms Describing houses, giving opinions and justifications Describing places in the town and what you can do there using 'on peut' + infinitive Saying what you could do in the imperfect 'on pouvait' + infinitive Using imperfect tense to describe what your house and area was like: j'habitais, il y avait, c'était, j'avais Perfect tense using 'avoir' and 'être' (full paradigm) with past participle to describe what activities you have done Present tense + depuis + time period to express how long 	<p>Grammatical structures and skills:</p> <ol style="list-style-type: none"> Giving a range of opinions on school subjects using correct agreement (j'aime) Describing daily routine and life at school in the present tense. Using comparatives to compare school subjects 'plus... que/ moins... que/ aussi... que' Direct object pronouns 'le, la, l', les étudie... Using 'il y a' to describe school Perfect tense using ;avoir' and 'être' (full paradigm) with past participles to describe a day at school Using the imperfect tense to describe your primary school 'il y avait' and 'c'était'' 	<p>4. Comparing different types of jobs/work experience 'le meilleur était, le pire était'</p> <p>5. Immediate future tense 'je vais' + infinitive (1st person)</p> <p>6. Simple future tense (1st person)</p> <p>6. Giving arguments for and against marriage using 'je voudrais me marier/ je n'aimerais pas me marier parce que...'</p> <p>7. Using 'avant de', to say what you need to do in order to succeed in the future. (Avant d'être médecin, il faut aller à l'université).</p> <p>8. Future tense using 'si' phrases... Si j'ai des bonnes notes + future tense (simple and/ or immediate future)</p>	<p>immediate future (3rd person singular)</p> <p>5. Describing what happened in the perfect tense (3rd person)</p> <p>6. Using 'il faut' and 'il ne faut pas' + infinitive to express rules</p> <p>7 : Using the conditional to say what you would do: 'si j'étais le directeur/ si j'avais le pouvoir/ si je pouvais' + conditional</p>	<p>French-speaking world (population size, main trade products)</p> <p>2. Describing what people do in different festivals (3rd person plural present tense verbs)</p> <p>3. Describing a festival in the past tense (perfect tense of 'avoir' and 'être' verbs full paradigm + past participles of ER/IR and RE verbs)</p> <p>4. Imperfect vs perfect tense- using them together to talk about a past festival experience (Using 'était' for descriptions in the past).</p>
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French help desk

Welcome to French Help desk. Please follow the link in the solution section below to access the resources.

The areas for development are:	Solution
<ul style="list-style-type: none">• Understanding the basic vocabulary across the topic areas studied.	<ul style="list-style-type: none">• Practise key vocabulary using your Knowledge Organiser OR https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr
<ul style="list-style-type: none">• Using opinion phrases to describe likes and dislikes.	<ul style="list-style-type: none">• Fully understand and use a variety of opinion phrases ON https://www.bbc.co.uk/bitesize/guides/zwcbgk7/revision/1
<ul style="list-style-type: none">• Justifying opinions with “parce que”, “car”.	<ul style="list-style-type: none">• Practise opinions and adjectives as BBC Bitesize: Opinions and justifications https://www.bbc.co.uk/bitesize/guides/zws8qty/revision/1
<ul style="list-style-type: none">• Being able to speak accurately to talk about present tense actions, opinions and reasons.	<ul style="list-style-type: none">• Practise conversation skills https://www.languagesonline.org.uk/French/Grammar/Present_Tense/index.htm

<ul style="list-style-type: none"> • To be able to write accurately in the present, past and future tense – using verbs correctly. 	<ul style="list-style-type: none"> • Practise the conjugation of verbs https://www.verbix.com/languages/french.html
<ul style="list-style-type: none"> • Understanding how to form a negative in French – using “ne... pas”. 	<ul style="list-style-type: none"> • Fully understand how to use the negative by watching this video on BBC bitesize https://www.bbc.co.uk/bitesize/clips/zcbxp39
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Practise writing and saying activities in the future and past tense. https://www.bbc.co.uk/bitesize/guides/z6qhrj6/revision/1 • https://www.languagesonline.org.uk/French/Grammar/Aller_Infinitif/index.htm Understanding how to form the future tense and past tenses accurately. https://www.bbc.co.uk/bitesize/guides/zk3k6v4/revision/1 http://www.francaisextra.com/gateway/frxbw/frxgrammarmenu_v2.htm