

Year: 8

Subject: French

Year 8 French - Unit 1		
Overarching Topic: Leisure (T'es branché(e))		
What has come before and what comes later:	During the previous unit, students studied about their holidays. They also studied the near future tense. In the next unit, they will learn about healthy living. They will practise the past, present and future time frames further.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> How do you say what type of programmes you watch on television? How do you give opinions about television programmes, different types of films and reading different types of books with reasons? How do you say what type of books you read? How do you say what you do on the internet? How do you say what activities you do in different weather? How do you say what you did yesterday evening? How do you make a sentence negative? How do you form the present and perfect (past) tenses in French in the 'I' form? How do you say 'I have', 'I am', 'I do' and 'I go'? How do you form the 'on' (we) form of present tense verbs? How do you describe activities in the present and either past or future? How do you pronounce the following sounds in French: u / ou / silent final e (SFe)? 	<ul style="list-style-type: none"> How do you form the near future tense in French in the 'I' form? How do you form the present, perfect (past) and near future tenses in French in all forms? How are 'avoir', 'être', 'faire' and 'aller' conjugated in the present tense in all forms? How do you describe activities in the past, present and future?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> Listening / speaking / reading (including translation into English) / writing (including translation into French) / vocabulary learning strategies / application of grammar (listed above). Skills focus → Vocabulary learning skills – students identify 2-3 personal strategies to improve their vocabulary learning skills. 	<ul style="list-style-type: none"> Classwork and homework activities. Assessments.

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Year 8 French - Unit 2		
Overarching Topic: Healthy living (Bien dans sa peau)		
What has come before and what comes later:	During the previous unit, students studied about free time activities. In the next unit, they will learn about jobs and careers. Students have previously seen how to use the past, present and future time frames. Some students will be able to use all three time frames together, whilst others will be able to use one or two at the same time. Students are able to give a wider range of opinions and reasons.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> List some parts of the body in French. How do you give opinions and reasons about the activities you do to keep fit? How do you say 'I eat' and 'I drink'? Name some items of food and drink. How do you say whether you are healthy or unhealthy? How do you say if you are fit or not? How do you say what you are going to do to keep fit or be fitter? How do you say what you did to stay fit (or not) in the past? How do 'à + le / la / l' / les' and 'de + le / la / l' / les' change in French? How do you form the present, perfect (past) and near future tenses in French in the 'I' form? How do you say 'we are going to' in the near future tense? How do you say 'it is necessary to'? How do you describe activities in the present and either past or future? How do you pronounce the following sounds in French: é / en / an / on? How and why is Valentine's Day celebrated in France? 	<ul style="list-style-type: none"> How do you form the simple future tense in French in the 'I' form? How do you form the present, perfect (past), near future and simple future tenses in French in all forms? How do you describe activities in the present, past and future?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> Listening / speaking / reading (including translation into English) / writing (including translation into French) / vocabulary learning strategies / application of grammar (listed above). Skills focus → Listening skills – students identify 2-3 personal strategies to improve their listening skills. 	<ul style="list-style-type: none"> Classwork and homework activities. Assessments.

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Year 8 French - Unit 3		
Overarching Topic: Jobs and future plans (A l'horizon)		
What has come before and what comes later:	During the previous unit, students studied about healthy living. In the next unit, they will learn about rights and priorities. Students have previously seen how to use the past, present and future time frames. Some students will be able to use all three time frames together, whilst others will be able to use one or two at the same time. Students develop their knowledge of verbs further.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> How do you say what you are going to do in the future? How do you say why learning languages is useful in life? How do you say what you do at work? How do you give opinions about different jobs with reasons? How do you ask questions in French? How do you say what your career ambitions are? How do you give details of past work / a past job? How do you form the present, perfect (past) and near future tenses in French in the 'I' form? How do you say 'I do', 'I take', 'I go' and 'you can' in French? How do you say 'I would like' in French? How do you describe activities in the present and either past or future? What different types of nouns are there in French? How do you pronounce the following sounds in French: in / ain / è / ê? How and why is the Bastille Day celebrated in France? 	<ul style="list-style-type: none"> How do you say what you used to do? How do you form the simple future and imperfect (past) tenses in French in the 'I' form? How do you form the present, perfect (past), imperfect (past), near future and simple future tenses in French in all forms? How are 'pouvoir', 'vouloir' and 'devoir' conjugated in the present tense? How do you describe activities in the present, past and future?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> Listening / speaking / reading (including translation into English) / writing (including translation into French) / vocabulary learning strategies / application of grammar (listed above). Skills focus → Writing/speaking skills – students identify 2-3 personal strategies to improve their writing/speaking skills. 	<ul style="list-style-type: none"> Classwork and homework activities. Assessments.