



## Course Outline

### French Year 8

*Inspiring excellence, empowering global minds*

#### Overview

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. It will foster students' curiosity and deepen their understanding of the world. Learning French will enable students to express their ideas and thoughts in another language than English and Arabic, and to understand and respond to its speakers, both in speech and in writing. It will also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and generally use the language in a genuine purposeful context.

#### Learning Outcomes

The aims of all subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the students may be changed by the learning experience. By the end of each key stage, students are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The aims of the French Syllabus at Wesgreen are to encourage and enable students to:

- ♣ understand and respond to spoken and written language from a variety of authentic sources
- ♣ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
  - ♣ write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- ♣ develop an appreciation of the French-speaking countries in order to become active and informed citizens of the world

Teaching will focus on developing the breadth and depth of students' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It will enable them to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy.

In addition, the course has been designed carefully to allow emphasis on the necessary recycling of language and structures throughout the course to aid language retention and a clear grammar progression with resources built to develop the students' active learning of grammar.

## Unit overviews

### Term 1

#### Unit 1 – Introduction and revisions

**Approximate length: 2 lessons**

In this unit, students will revise basic vocabulary used when introducing themselves. This will enable them to recall previous learning or in the case of beginner students, to acquire the basic necessary phrases in order to access the upcoming topics.

##### Specific National Curriculum Objectives Covered:

- Linking previous year’s learning to current topics and revising key structures
- Predicting the pronunciation of unfamiliar words
- Introducing themselves by giving personal information such as name, age, mood
- Practicing their speaking skills and pronunciation in familiar contexts
- Transcribing words and short sentences that they hear with increasing accuracy

#### Unit 2 – Holidays

**Approximate length: 5 lessons**

In this unit, the students will learn how to describe their usual and past holidays using the present and the past tense. They will look at types of holidays, various activities done while on holiday and will be introduced to the use of the perfect tense.

##### Specific National Curriculum Objectives Covered:

- Identifying and naming the various types of holidays (seaside, mountain, countryside, etc)
- Recalling a range of leisure activities and giving their opinion about these
- Developing their grammar skills with the perfect tense (the “passé composé”) and the use of the verbs “avoir” and “être” in the first person
- Using the negative form to describe what they didn’t do on holiday
- Describing what they visited and what it was like
- Expressing and developing ideas clearly and with increasing accuracy, both orally and in writing

#### Unit 3 – Where we live and what we celebrate

**Approximate length: 4 lessons**

In this unit, the students will learn to describe their area and their favourite celebration. This will also cover revision of numbers and saying the date. They will develop an awareness of what typical festivals and celebrations take place in France and on a wider scale, the French-speaking world.

##### Specific National Curriculum Objectives Covered:

- Understanding where people live and their opinion about it, consolidating their listening and reading skills
- Revising the names of family members and general vocabulary of the house

- Expressing their opinions using a range of structures, connectives and the negative form “ce n’est pas” (it is not)
- Using numbers for a genuine purpose by giving a date and saying when their birthday is
- Understanding more detailed information about a festival Identifying the subject when listening and reading
- Using the present tense of regular –er verbs and analysing context to help with listening

#### Unit 4 – Food, drinks and shopping

Approximate length: 3 lessons

In this unit, the students will learn the names of popular food and drinks, and how to use language for purpose while in role-play situations. They will also widen their knowledge of tenses by learning to use the immediate future.

#### Specific National Curriculum Objectives Covered:

- Listening to a variety of forms of spoken language to obtain information and respond appropriately in a given context (buying food at the shop/market)
- Using a range of polite and formal phrases in order to take part in a conversation with the correct mode of address, such as “je voudrais” (I would like)
- Using the immediate future tense to explain what they are going to do and buy
- Including sequencers to link sentences and giving reasons and opinions
- Developing their grammar skills with the use of articles “du, de la, des” (some)
- Read and showing comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and providing an accurate English translation of short, suitable material

**Textbook: Dynamo 2**

### Assessment

**Formative:** Throughout the units, the students will complete end of units’ assessments, quizzes and problem-solving activities which will allow the teacher to assess the students’ progress and inform their planning.

**Summative:** At the end of each term, we will complete internal assessments which will be based on specific topics. This allows us to measure the students’ attainment throughout the term and year.

All four key language skills will be assessed (Listening, Speaking, Reading and Writing).