

## French 11-16 (3 year KS3 & 2 year KS4)

This Scheme provides one possible model for teaching 11-16 French, with a 3 year KS3 and a 2 year IGCSE, leading up to the IGCSE French. Language classes at IGCSE are interactive, fun and full of surprises. There are lots of activities to help your listening, reading, speaking and writing.

<b>SUBJECT: FRENCH YEAR 7</b>	
<b>Theme: Identity and culture</b>	
<b>Year 7</b>	<b>Learning objectives</b>
	Talking about likes and dislikes. Using regular –er verbs (je, tu, il/elle)
	Talking about your survival kit. Using avoir (je, tu, il/elle)
	Describing yourself. Understanding adjective agreement (singular)
	Talking about other people. Understanding adjective agreement (plural)
	Describing a musician. Using the present tense (je, tu, il/elle)
	Introduce yourself in detail
Assessment: test I	
<b>Theme: Current and future study and employment</b>	
<b>Year 7</b>	<b>Learning objectives</b>
	Talking about school subjects. Asking questions
	Giving opinions and reasons. Agreeing and disagreeing
	Describing your timetable. Using the 12-hour clock
	Describing your school day. Using on to say 'we'
	Talking about food. Using the partitive article (du/de la/de l'/des)
	Schools in other French-speaking countries. Developing reading skills
Talking about winter celebrations. Developing speaking skills	
Assessment: Tests II	
<b>Theme: Identity and culture</b>	
<b>Year 7</b>	<b>Learning objectives</b>
	Talking about computers and mobiles. Using regular –er verbs
	Talking about which sports you play. Using jouer à
	Talking about activities. Using the verb faire
	Saying what you like doing. Using aimer + the infinitive
	Describing what other people do. Using ils and elles
Assessment: tests III	
<b>Theme: Local, national, international and global areas of interest</b>	
<b>Year 7</b>	<b>Learning objectives</b>
	Talking about your town/village. Using <i>il y a .../il n'y a pas de ...</i>
	Giving directions. Understanding when to use <i>tu</i> and <i>vous</i>
	Talking about where you go. Using <i>à</i> + the definite article
	Asking someone to go somewhere. Using <i>je veux/tu veux</i> + infinitive
	Saying what you can do in town. Using <i>on peut</i> + infinitive
Assessment: test IV	
<b>Theme: Local, national, international and global areas of interest</b>	
<b>Year 7</b>	<b>Learning objectives</b>
	Using <i>nous</i> to say 'we'. Talking about your holidays
	Talking about getting ready to go out. Using reflexive verbs (singular)
	Buying drinks and snacks. Using higher numbers
	Talking about holiday plans. Using the near future tense
	Saying what you would like to do. Using <i>je voudrais</i> + infinitive
Assessment: tests V	
<b>Theme: Studio découverte</b>	
<b>Year 7</b>	<b>Learning objectives</b>
	Talking about animals
	Writing a poem
	Describing a painting
Assessment Pack: End of Year test	

<b>SUBJECT: FRENCH YEAR 8</b>	
<b>Theme: Identity and culture</b>	
<b>Year 8</b>	<b>Learning objectives</b>
	Talking about television programmes. Using subject pronouns: je, tu, il, elle
	Talking about films. Using <i>j'aime, j'adore</i> and <i>je déteste</i>
	Talking about reading. Using <i>un, une</i> and <i>le, la, les</i>
	Talking about the internet. Using the verb <i>faire</i>
	Talking about what you do in different weather. Using <i>on</i>
	Talking about your favourite television programmes, films and books
Assessment: test I	
<b>Theme: Local, national, international and global areas of interest (Paris, je t'adore!)</b>	
<b>Year 8</b>	<b>Learning objectives</b>
	Saying what you can do in Paris. Using <i>on peut</i> + infinitive
	Saying what you like doing. Using <i>j'aime</i> + the infinitive
	Asking for tourist information. Using question words
	Saying what you visited and what it was like. Using the perfect tense of <i>visiter</i>
	Saying what you did. Using the perfect tense of <i>-er</i> verbs
	Understanding information about tourist attractions
Assessment: test II	
<b>Theme: Identity and culture (Mon identité)</b>	
<b>Year 8</b>	<b>Learning objectives</b>
	Talking about personality. Adjectival agreement
	Talking about friendships. More practice with the pronoun <i>on</i>
	Talking about music. Giving opinions
	Talking about clothes. Using the near future tense
	Talking about last weekend. Using the perfect tense
Assessment: test III	
<b>Theme: Local, national, international and global areas of interest (Chez moi, chez toi)</b>	
<b>Year 8</b>	<b>Learning objectives</b>
	Saying where you would like to live. Using <i>j'habite</i> and <i>je voudrais habiter</i>
	Describing your home. Using prepositions
	Talking about meals. Using <i>du, de la, de l', des</i>
	Discussing what food to buy. Using <i>il faut</i> + infinitive
	Talking about a forthcoming event. More practice with the near future
Assessment: test IV	
<b>Theme: Identity and culture (Quel talent?!)</b>	
<b>Year 8</b>	<b>Learning objectives</b>
	Talking about talent and ambition. Using the infinitive
	Saying what you must and can do. Using <i>devoir</i> and <i>pouvoir</i> + infinitive
	Telling someone what to do. Using the imperative
	Describing people's personalities. Using more adjectives
	Showing how much you can do with the French language. Using a variety of structures
Assessment: test V	
<b>Theme: Studio découverte</b>	
<b>Year 8</b>	<b>Learning objectives</b>
	World geography and French-speaking countries. <i>Le monde et les pays francophones</i>
	How to plant a garden! <i>Les sciences</i> .
The French Revolution. <i>La révolution française</i> .	

<b>SUBJECT: FRENCH YEAR 9</b>	
<b>Theme: Identity and culture</b>	
<b>Year 9</b>	<b>Learning objectives</b>
	Describing yourself. Using the verbs <i>avoir</i> and <i>être</i>
	Talking about Facebook. Using present tense verbs
	Inviting someone out. Using the verb <i>aller</i>
	Describing a date. Using the perfect tense
	Describing a music event. Using <i>on</i> in the perfect tense
	Giving a two-minute presentation: taking part in a 'blind date' speed-dating event in French
	Assessment: Test I
<b>Themes: Identity and culture; Local, national, international and global areas of interest</b>	
<b>Year 9</b>	<b>Learning objectives</b>
	Learning the parts of the body. Using <i>à</i> + the definite article
	Learning about sport. Using <i>il faut</i>
	Talking about healthy eating. Using <i>du, de la</i> and <i>des</i>
	Making plans to get fit. Using the near future tense
	Describing levels of fitness. Using two tenses together
	Writing a 100-word blog entry on a decision to adopt a healthier lifestyle
	Assessment: Tests II
<b>Theme: Current and future study and employment</b>	
<b>Year 9</b>	<b>Learning objectives</b>
	Discussing your future. Using the near future tense
	Learning languages. Using <i>on peut</i>
	Talking about your job. More practice with common irregular verbs
	Describing what your job involves. Asking questions
	Talking about your ambitions. Using masculine and feminine nouns
	Assessment: Tests III
<b>Theme: Local, national, international &amp; global areas of interest</b>	
<b>Year 9</b>	<b>Learning objectives</b>
	Discussing holidays. Asking questions using question words
	Imagining adventure holidays. Using <i>je voudrais</i> + infinitive
	Talking about what you take with you on holiday. Using reflexive verbs
	Describing holiday disasters. Using perfect tense verbs
	Visiting a tourist attraction. More practice with the perfect tense
	Assessment: Tests IV
<b>Theme: Local, national, international and global areas of interest</b>	
<b>Year 9</b>	<b>Learning objectives</b>
	Discussing what you are allowed to do. Using <i>j'ai le droit de</i> + infinitive
	Explaining what's important to you. Using <i>mon, ma</i> and <i>mes</i>
	Talking about things you buy. Using three tenses together
	Describing what makes you happy. Using infinitives to mean '-ing'
	Giving a short video presentation to convince a French reality TV producer that you are right for his show
	Assessment: test V
<b>Learning objectives</b>	
<b>Year 9</b>	Revision and Assessment: End of Year test

# IGCSE French

## There are four main areas of study:

### **1. Listening:**

The students demonstrate their understanding of specific detail in short, formal public announcements, informal announcements, short conversations and interviews. A variety of question types are used in the listening paper e.g. multiple choice, box-ticking, matching exercises, grid filling.

### **2. Reading and Directed Writing:**

Students demonstrate understanding of words within short texts such as public notices, instructions and signs and extracts relevant specific information from texts such as brochures, guides, letters and forms. A variety of question types are used in the reading and Directed Writing Paper. Such types include objective question, e.g. multiple-choice, box-ticking, matching exercises, grid filling, other question types, usually on longer tests require candidates to give short answers in the target language. A short essay is also required on a specific topic (80 – 90 words).

### **3. Speaking**

The speaking test will comprise three parts: **Role Playing tasks** which involve taking the initiative and responding to questions, with both strangers and friends played by the Examiner, **Topic Conversation (Presentation)** on one subject of the student's choice (report, express opinions and respond to questions) and **General conversation** questions relating to the candidate's everyday life, school, home, town, free time, holidays etc.

### **4. Continuous Writing:**

Students are expected to express thoughts, feelings and opinions in order to interest, inform or convince, to communicate as accurate as possible, and should make use of a variety of idiom, vocabulary, structures and appropriate tenses. There are 2 writings. The first writing has 2 choices (you choose one). The second writing is given on a specific topic

## Content overview

The subject content is organised in five broad topic areas (A–E below). These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where French is spoken.

- A. Everyday activities
- B. Personal and social life
- C. The world around us
- D. The world of work
- E. The international world

The syllabus gives students opportunities to develop and apply a wide range of foreign language skills. Candidates will be expected to read and understand a variety of written and spoken texts on familiar topics. Candidates will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context. They will also have opportunities to write in French on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

## Assessment overview

All candidates take all four papers.

Candidates will be eligible for grades A\* to G.

All candidates take:	
<b>Paper 1</b>	<b>Approximately 45 minutes Listening 25% 40 marks</b> Candidates listen to a number of recordings and answer multiple-choice and matching questions. Externally assessed
<b>Paper 2</b>	<b>1 hour Reading 25% 45 marks</b> Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers. Externally assessed
<b>Paper 3</b>	<b>Approximately 10 minutes Speaking 25% 40 marks</b> Candidates complete one role play and conversations on two topics. Internally assessed and externally moderated
<b>Paper 4</b>	<b>1 hour Writing 25% 45 marks</b> Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog. Externally assessed

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