

# Year 8 – French

## Term 1: holidays (Dynamo 2, module 1)

Year 8 – French Term 1: holidays (Dynamo 2, module 1) This term's intent is for students to be able to talk in the past tense in French. Feeding from their knowledge of être and avoir from year 7 to build the perfect tense and from their knowledge of seasons, months, the weather ,leisure activities, countries and asking questions they will be able to talk about holidays (what they do, did, where they went and how) and will develop their ability to narrate and give their opinion.

	<b><u>Lesson Intent</u></b> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc.)	<b><u>Vocabulary – Daily Retrieval/Teach for memory</u></b>	<b><u>Activities/Assessment (to including the metacognitive/learning verb</u></b>	<b><u>Homework/Literacy Map</u></b>
<b>1 – Introduction and revisions</b> <b>KG: to introduce yourself and your family in French, to discuss French culture.</b>	Allows students to remember what they learnt last year by writing a presentation of themselves in French and to assess students' general knowledge of French culture. Feeds on from Year 7 (all terms). Feeds forward to next lesson which is on holiday and where students will see a lot of the vocabulary we recapped in their presentations. Feeds forward to GCSE Topic 1 (myself/ daily life)	<b>Recall:</b> elle a les yeux verts, j'habite, j'ai un frère	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval and classroom expectation reminder</li> <li>2.) Writing a presentation about yourself:                -name, age                -personality                -family (Brother/sister, describe one family member – eyes, hair)                -where you live (country, type of home, if you like it or not)                -what you like/dislike</li> <li>3.) Getting some students to read out their presentation.</li> <li>4.) Quiz about France.</li> </ol>	
<b>2 – Holidays</b> <b>KG: to discuss school holidays and revise avoir.</b>	Allows students to revise <i>avoir</i> thus preparing them for the next lessons this term which will be on using	<b>New:</b> partout <b>Recall:</b> les vacances d'été, nous avons	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slide</li> <li>2.) Reading: p. 8, ex. 1 with bronze, argent, or exercises</li> </ol>	Worksheet on <i>avoir</i>

	<p>the past tense, allows students to talk about holidays in French.</p> <p>Feeds on from Year 7, Term 1, Lesson 7 and Term 3, Lesson 2.</p> <p>Feeds forward to next lesson which is on saying where you are on holiday</p> <p>Feeds forward to GCSE topic on holiday.</p> <p>Feeds forward to year 9 term 4, where students will talk about tourism.</p>		<p>(bronze: eg. who has one week off in March? – argent: bronze and find <i>avoir</i> in the text – or: argent and rewrite paragraph 1 about yourself)</p> <p>3.) song to remember <i>avoir</i></p>	
<p><b>3 – Holidays</b></p> <p><b>KG: to state where you are spending your holiday and revise être.</b></p>	<p>Allows students to revise être and talking about where they are on holiday learning some useful vocabulary (such as <i>au bord de la mer</i>).</p> <p>Feeds on from Year 7, Term 1, Lesson 7 and Year 8, Term 1, Lesson 2.</p> <p>Feeds forward to next lesson by students using their knowledge of holiday vocabulary to say what they did, être will also be useful in a</p>	<p><b>New:</b> à la montagne, chez mes grands-parents</p> <p><b>Recall:</b> j’ai une semaine de vacances, mon frère</p>	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slide</li> <li>2.) Homework correction, peer assessment</li> <li>3.) Reading p. 9, ex. 4 (extension: find 4 opinions and translate them)</li> <li>4.) Recapping être (can be done with a song) and ask students to find être in the previous text (make it a competition, first one to find all forms gets classchart points)</li> <li>5.) Speaking in pairs: using dice and pictures on the board, students must make a sentence with different forms</li> </ol>	

	<p>few lessons for past tense verbs using être. Feeds forward to Tear 9 Term 4, where students will talk about tourism. Feeds forward to GCSE topic on holiday.</p>		<p>of être and different holiday places.</p>	
<p><b>4 – What did you do?</b>  <b>KG: To state what you did during the holiday using –er verbs in the past tense.</b></p>	<p>Allows students to be able to say simple sentences in the past tense  Feeds back to Term 1, Lesson 2.  Feeds forward to next lesson where students will further their knowledge of the past tense by using it with some irregular verbs.  Feeds forward to year 9 term 4, where students will talk about tourism and term 1 where students will revise the perfect tense.  Feeds forward to Edexcel GCSE grammar requirements and to the topic of travel and holiday.</p>	<p><b>New:</b> j'ai joué, j'ai nagé  <b>Recall:</b> j'ai, tu as, au bord de la mer</p>	<ol style="list-style-type: none"> <li>1) Vocabulary and prior knowledge daily retrieval slide.</li> <li>2) Listen to and repeat the vocabulary (phrases from p. 10) and observe the sentences</li> <li>3) Explain how the past tense works</li> <li>4) Practise exercises (game or mini whiteboard)</li> <li>5) Write on a post it what you did yesterday</li> </ol>	<p>Write a short text with 3 activities you did during the summer holidays using the phrases learnt in class.  Challenge: add your opinion using <i>c'était</i>.</p>

<p><b>5 – Le parc Astérix</b>  <b>KG: To describe a visit to the theme park using the past tense in French.</b></p>	<p>Allows students to learn about a famous French icon and theme park and to be able to use some irregular verbs in the past tense.          Feeds on from Term 1, Lessons 2, 3, 4.          Feeds forward to next lesson where students will use their prior knowledge of irregular verbs in the past and add opinions to their sentences.          Feeds forward to Year 9 Term 4, where students will talk about tourism and Term 1 where students will revise the perfect tense.          Feeds forward to Edexcel GCSE topic travel and tourism and grammar expectations.</p>	<p><b>New:</b> j'ai bu un coca, j'ai vu un film  <b>Recall:</b> j'ai mangé, je suis à la montagne</p>	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slide.</li> <li>2.) Video on Asterix and the Parc Asterix for students to discover French culture (Astérix being an iconic French character)</li> <li>3.) Reading: match up the sentences to the pictures (p. 12, ex 1) – Extension: translate the sentences</li> <li>4.) Listening: p 12, ex.3</li> </ol>	<p>Grammar test on <i>être</i> and <i>avoir</i></p>
<p><b>6 – Test and opinions</b>  <b>KG: To assess your knowledge of être and avoir and to describe a visit at the theme park giving your opinion in the past.</b></p>	<p>Allows students to be assessed on <i>avoir</i> and <i>être</i> which are very important to be able to form the past tense in French, students will learn opinions in the past tense.</p>	<p><b>New:</b> Ce n'était pas mal, c'était nul  <b>Recall:</b> nous sommes, j'ai bu</p>	<ol style="list-style-type: none"> <li>1) Vocabulary and prior knowledge daily retrieval slide and test feedback.</li> <li>2) Grammar assessment (15 minutes)</li> <li>3) Peer assessment of the test</li> <li>4) Listen to and repeat the opinion</li> </ol>	

	<p>Feeds on from Term 1, Lessons 2, 3, 4, 5 and Year 7, Term 2, Lessons 2 and 10.</p> <p>Feeds forward to next lesson by students using their knowledge of <i>être</i> to say where they went (<i>aller</i> being an <i>être</i> verb, they need <i>être</i> to form the past tense)</p> <p>Feeds forward to Year 9 Term 4, where students will talk about tourism and Term 1 where students will revise the perfect tense.</p> <p>Feeds forward to Edexcel GCSE topic travel and tourism and grammar expectations.</p>		<p>5) Speaking: pictures appear on the board, students must say what they did and how it was.</p>	
<p><b>7 – Where did you go</b>  <b>KG: To state where you went on holiday using <i>aller</i> in the past tense, to identify which preposition to use to say ‘I went to’</b></p>	<p>Allows students to be able to say where they went in French and be introduced to <i>être</i> verbs in the past tense and to identify when to use <i>en/à/au/aux</i>.</p> <p>Feeds on from Year 7 (COUNTRIES) and to Year 8, Term 1 Lessons 3, 4, 5, 6.</p>	<p><b>New:</b> je suis allé, nous sommes allés  <b>Recall:</b> en Espagne, j’ai vu</p>	<p>1) Vocabulary and prior knowledge daily retrieval slide</p> <p>2) Match up to revise the countries with full sentences using <i>je suis allé à/au/en/aux</i> then explain the rule of how to choose which preposition to use and give a small exercise to students as an extension once the rule is copied in their books</p>	<p>Research who Phileas Fogg is and what story he comes from. Write two sentences in French to introduce him.</p>

	<p>Feeds forward to next lesson by students using their prior knowledge of saying where they travel to add how they travel (modes of transport).</p> <p>Feeds forward to Year 9 Term 4, where students will talk about tourism and Term 1 where students will revise the perfect tense.</p> <p>Feeds forward to Edexcel GCSE topic on travel and tourism and GCSE grammar expectations.</p>		<p>3) Reading p. 14, ex. 1, extension: why is there an –e or an –s or –es at the end of <i>allé</i> in some sentences? Can you come up with a rule?</p> <p>4) Speaking: class survey – find someone who (eg. went to Spain) students must ask and answer questions in French.</p>	
<p><b>8 – How did you travel?</b>  <b>KG: To list different modes of transports and identify the main meaning of a complex French text.</b></p>	<p>Allows students to be able to say how they travelled somewhere and to work on a complex text in the past tense about a famous story.</p> <p>Feeds on from Year 7 (COUNTRIES) and to Year 8, Term 1 Lessons 3, 4, 5, 6, 7.</p> <p>Feeds forward to next lesson by students using their prior knowledge of</p>	<p><b>New:</b> j’ai voyagé en train, en voiture  <b>Recall:</b> nous sommes allés, nous avons bu</p>	<p>1) Vocabulary and prior knowledge daily retrieval slide.</p> <p>2) Listen to and repeat the mode of transports.</p> <p>3) Sharing homework findings: students first discuss in pairs then as a class</p> <p>4) Reading: story about Phileas Fogg in French with Bronze, Argent (silver) and Or (gold) exercises on the text.</p>	

	<p>the past tense to form the negative in the past. Feeds forward to Year 9 Term 4, where students will talk about tourism and Term 1 where students will revise the perfect tense. Feeds forward to the Edexcel GCSE topic on travel and tourism and GCSE grammar expectations (using and identifying the past tense).</p>			
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<p><b>9 – Negative in the past</b>  <b>KG: To identify how to form the negative in the past tense in French</b></p>	<p>Allow students to be able to form sentences in the negative in the past tense and to learn some different negatives (ne...pas, ne...plus, ne...jamais).  Feeds on from Year 7 (FORMING THE NEGATIVE) and to Year 8 Term 1 Lessons 4, 5, 6, 7, 8.  Feeds forward to next lesson by students using their prior knowledge to prepare for the test.</p>	<p><b>New</b> : je n'ai pas bu, je ne suis pas allée  <b>Recall</b>: je n'aime pas, ils sont allés</p>	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students must observe sentences in the positive and negative and discuss with their partner to guess what the rule could be, then whole class discussion and explanation</li> <li>3.) Students are then taught three different negatives (ne...pas, ne...plus, ne...jamais) and do mini white board practise exercises on it.</li> <li>4.) Whole class game on the negative</li> </ol>	<p>Worksheet on the negative</p>
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	<p>Feeds forward to Year 9 Term 4, where students will talk about tourism and Term 1 where students will revise the perfect tense.</p> <p>Feeds forward to Edexcel GCSE grammar expectations.</p>			
<p><b>10 – Disastrous holidays</b>  <b>KG: to describe a disastrous holiday and identify the perfect tense in a text.</b></p>	<p>Allows students to be able to understand a text about a disastrous holiday and to make their own, students will also learn about regular –ir and –re verbs in the past tense and learn 2 new être verbs (rester and tomber). This will help students be able to narrate events which is a GCSE expectation but also important when using a foreign language.</p> <p>Feeds on from Term 1. Lessons 4-9.</p> <p>Feeds forward to next lesson by students using their prior knowledge of the past tense to form questions in the past.</p> <p>Feeds forward to Year 9 Term 4, where students</p>	<p><b>New:</b> Quelle catastrophe. je suis tombé</p> <p><b>Recall:</b> je suis allé en Grèce, je ne suis pas allé</p>	<ol style="list-style-type: none"> <li>1. Vocabulary and prior knowledge daily retrieval slide</li> <li>2. Cut out text (from p. 17) with some translation in English that they must match up in pairs.</li> <li>3. We observe as a class the new verbs (regular –ir and –re verbs and 2 être verbs)</li> <li>4. Using the text as a model, students must create their own disastrous holiday story in French with at least 3 disasters. They can use a dictionary and they can illustrate their work, to be finished as homework.</li> </ol>	<p>Finish your writing on your disastrous holiday, add illustrations (or printed pictures)</p>



	<p>will talk about tourism and Term 1 where students will revise the perfect tense.</p> <p>Feeds forward to Edexcel GCSE communication expectations and to topic on travel and tourism.</p>			
<p><b>11 – Questions in the past</b>  <b>KG: to identify how to ask and answer questions in the past tense in French.</b></p>	<p>Allows students to be able to form questions in the past and be able to answer them.</p> <p>Feeds on from Term 1, Lessons 4-10. Also feeds on from Year 7, Term 4, Lesson 9.</p> <p>Feeds forward to next lesson by students using their prior knowledge of understanding questions in the past to also understand those in the present.</p> <p>Feeds forward to Year 9 term 4, where students will talk about tourism and term 1 where students will revise the perfect tense.</p> <p>Feeds forward to Edexcel GCSE</p>	<p><b>New:</b> Qu'est-ce que tu as fait, où</p> <p><b>Recall:</b> je suis tombé, je n'ai pas pris de photos</p>	<ol style="list-style-type: none"> <li>1. Vocabulary and prior knowledge daily retrieval slides.</li> <li>2. Explaining how to form questions with <i>est-ce que</i> in French using a range of examples</li> <li>3. Practise exercises</li> <li>4. Students to write 3 questions in the past tense using <i>est-ce que</i> to ask their partner.</li> <li>5. Speaking: using the questions they wrote down, students ask each other their questions and answer them in French.</li> </ol>	

	requirements especially in the speaking paper where students will ask and answer questions.			
<p><b>12 – Present and past KG: To identify how to differentiate and use two tenses in French.</b></p>	<p>Allows students to be able to identify the present and the future in French, using key words to help them (eg. time phrases) and to be able to use both tenses.</p> <p>Feeds on from Term 1 Lessons 4-11.</p> <p>Feeds on from Year 7, Term 4, Lesson 2, 3 and Term 6 Lessons 2 and 3.</p> <p>Feeds forward to next lesson by students using their prior knowledge to revise for the assessment.</p> <p>Feeds forward to Year 9 Term 4, where students will talk about tourism and Term 1 where students will be using the past and the present together.</p> <p>Feeds forward to GCSE expectations (using a range of tenses).</p>	<p><b>New</b> : cependant, une randonnée</p> <p><b>Recall</b>: nous faisons, qu'est-ce que tu as fait?</p>	<ol style="list-style-type: none"> <li>1. Vocabulary and prior knowledge daily retrieval slide.</li> <li>2. Reading: p. 19, ex. 4 (extension: find 2 sentences in the present and two sentences in the past – how did you identify them) When correcting the extension, get all students to think of a strategy to identify the past and the present.</li> <li>3. Writing and speaking: in pairs prepare an 'interview', one person asks the questions, the other one answers inventing a great trip they went on, ask at least five questions (p. 19 ex. 5 for help) then students will present their interview to the class.</li> </ol>	<p>Assessment on term 1 in two lessons</p>

<p><b>13 – Revision</b>  <b>KG: to revise for the assessment.</b></p>	<p>Allows students to revise for the test.  <b>Feeds on from all Term 1 lessons.</b>  <b>Feeds forward to next lesson by students using their prior knowledge in the assessment.</b>  <b>Feeds forward to Year 9 where students will have end of module assessments with listening, reading and writing tasks.</b>  <b>Feeds forward to GCSE Edexcel topic on travel and tourism and GCSE writing, reading and listening papers.</b></p>	<p><b>Recall:</b> je n'ai pas acheté de souvenirs, une balade en bateau, c'était comment +</p>	<ol style="list-style-type: none"> <li>1. Vocabulary and prior knowledge daily retrieval slide.</li> <li>2. Listening practise (p. 22, ex. 1)</li> <li>3. Reading practise (p. 23, ex. 5)</li> <li>4. Writing practise (p. 23 ex. 7)</li> <li>5. Revision planning: students write what topics of the module they feel confident in and which ones they struggle with, identify a mistake they made during revisions that they must remember for the assessment.</li> </ol>	<p>Assessment next lesson</p>
<p><b>14 – Assessment</b>  <b>KG: To assess your knowledge of:</b>  <b>-where you go and what you do on holiday</b>  <b>-what you did on holiday</b>  <b>-where and how you went there</b>  <b>-forming the negative in the past</b>  <b>-talking about a disastrous holiday</b>  <b>-asking questions in the past</b></p>	<p>Allows students to be assessed on their knowledge from this term.  <b>Feeds on from all Term 1 lessons.</b>  <b>Feeds on from end of module assessments in Year 7.</b>  <b>Feeds forward to next lessons where students will review their assessment.</b>  <b>Feeds forward to Year 9 where students will have</b></p>	<p><b>Recall:</b> je suis resté, nous avons bu, l'année dernière</p>	<ol style="list-style-type: none"> <li>1. Vocabulary and prior knowledge daily retrieval slide.</li> <li>2. Assessment</li> </ol>	

<p>-using the present and the past tenses</p>	<p>end of module assessments with listening, reading and writing tasks. Feeds forward to GCSE Edexcel topic on travel and tourism and GCSE writing, reading and listening papers.</p>			
<p><b>15 – Assessment feedback</b> KG: to <b>review</b> your assessment and <b>assess</b> your strength and weaknesses.</p>	<p>Allows students to identify their mistakes and correct them, to rewrite a perfect piece of writing and understand what they need to work on to improve but also identify what they do well. Feeds on from all Term 1 lessons. Feeds forward to Year 9 where students will do feedback lessons.</p>	<p><b>Recall:</b> qu'est-ce que tu as fait, aux Etats-Unis, j'ai voyagé en avion</p>	<ol style="list-style-type: none"> <li>1) Vocabulary and prior knowledge daily retrieval slide.</li> <li>2) In purple pen, students take the correction of their test</li> <li>3) Students must rewrite their creative writing in purple pen (model is provided)</li> <li>4) Students must write what they did well and what they must work on for each skill (listening, reading and writing).</li> </ol>	<p>Look up what 'la toussaint' is about.</p>
<p><b>16 – Halloween in France</b> KG: to <b>identify</b> key vocabulary about Halloween and la Toussaint in France.</p>	<p>Allows students to learn about <i>la Toussaint</i> in France and to learn key vocabulary on Halloween and la Toussaint and create a poster about Halloween using their prior</p>	<p><b>New :</b> je me déguise, une sorcière <b>Recall:</b> j'ai mangé, je retrouve mes copains</p>	<ol style="list-style-type: none"> <li>1) Vocabulary and prior knowledge daily retrieval slide.</li> <li>2) Quiz on Halloween vocabulary and what <i>la Toussaint</i> is, students then get a vocabulary sheet to stick in their books.</li> <li>3) Poster making: what you did for Halloween last year and what you</li> </ol>	

	<p>knowledge of past and present tenses.</p> <p>Feeds on from Term 1, Lesson 12.</p> <p>Feeds forward to Year 8, Term 2 (festivals and traditions).</p> <p>Feeds forward to GCSE topic on festivals and traditions.</p>		<p>are doing this year (model on the board)</p>	
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