Budmouth Academy 

**Year 9 French**

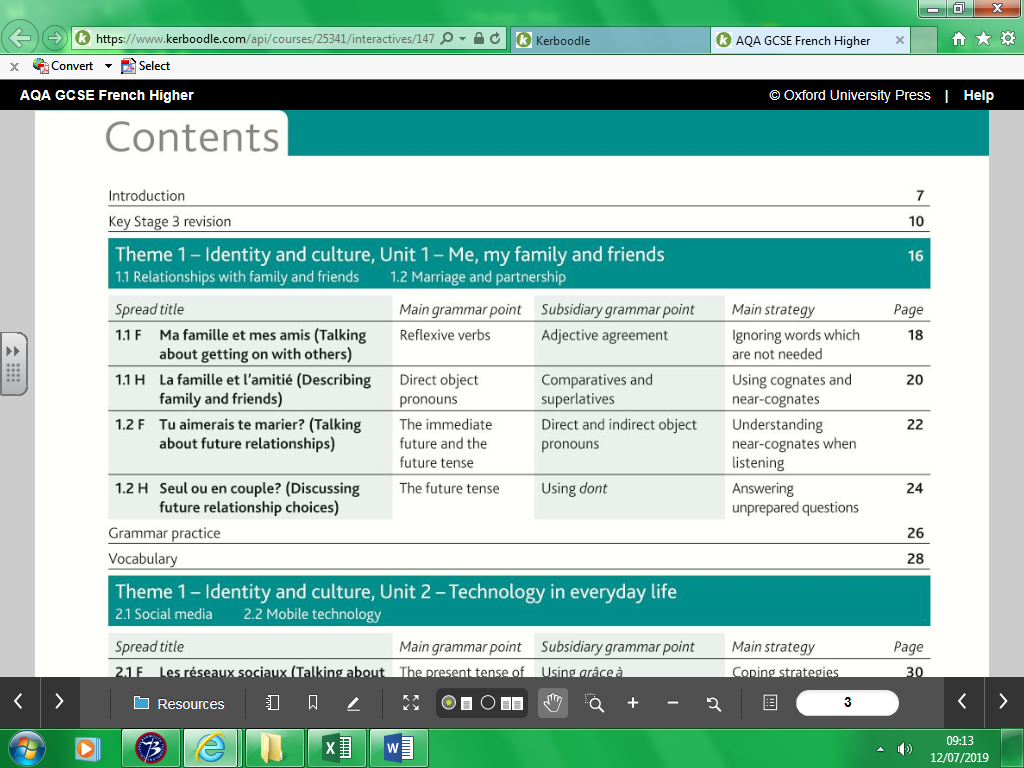
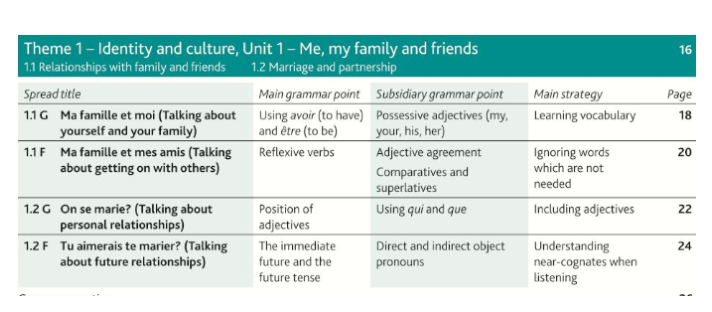
**Unit 1 Identity and Culture: Me, my family and friends**



**Name ………………………………………….**

**Class ……………………………………………**

**Tutor Group ………………………………..**



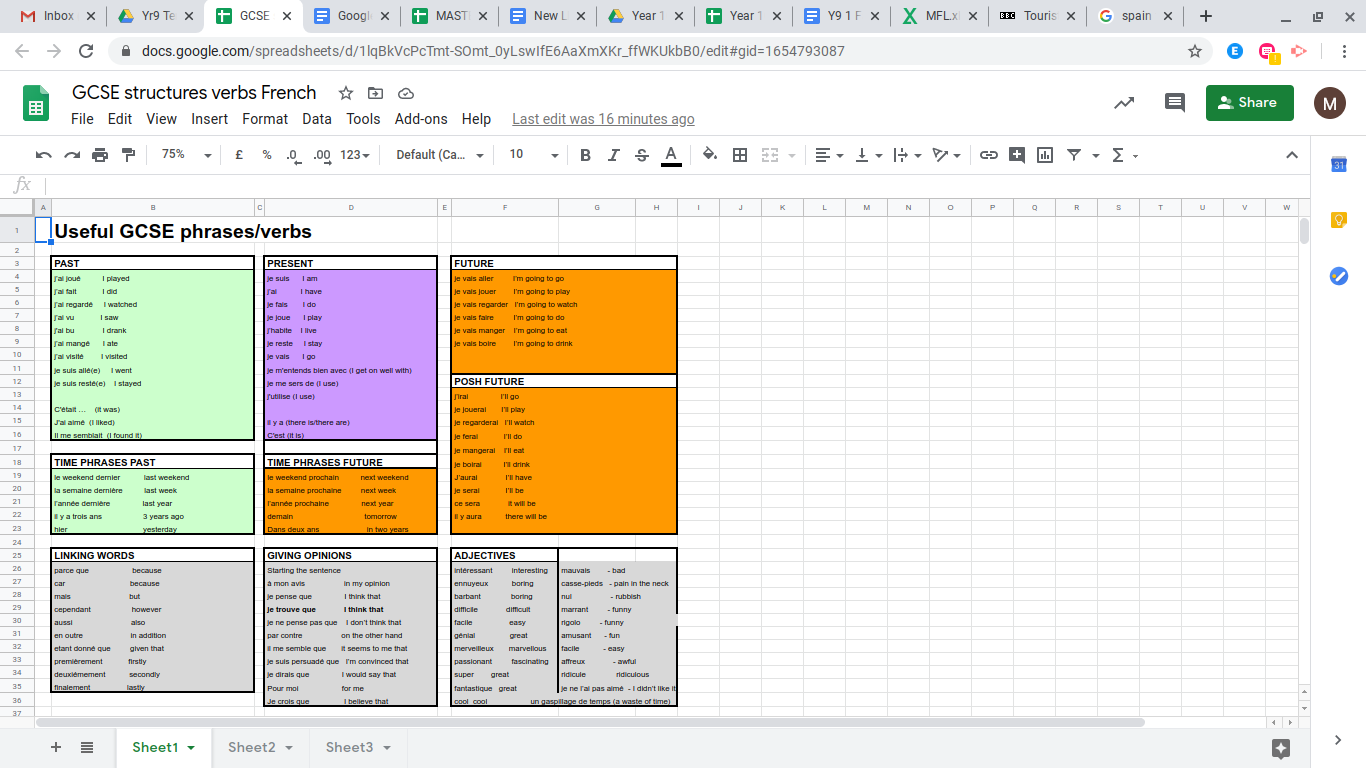
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| --- | --- | --- |
|  |  | Assessment Bands in MFL |
|  |  |  |
| **Exceptional**    **Advanced**    **Secure**    **Developing** | = Nearly always …    = Mostly …    = Occasionally …  = Rarely … | Takes an active part in lessons and accepts challenge  Goes “above and beyond” in independent learning  Recognises and uses **vocab** from current topic and previous topics  Recognises and uses **structures** from current topic and previous topics  Remains focused when **listening** and uses context to understand new language  Uses varied strategies and resilience to **read** and understand written texts  **Writing:-**  communicates in appropriate **detail**, with varied pronouns  uses **resourcefulness and creativity** when writing (including HW)  uses varied connectives with accurate word order and grammar  uses model texts to produce own written pieces with at least two tenses (sentences / paragraphs / 40 / 90 /150 words)  checks own written work, aiming for accuracy and quality  **Speaking:-**  **develops** ideas clearly and accuratelyin at least two tenses (photo card/ topics)  talks **spontaneously** and deals with unpredictable elements.  makes an effort to speak with accurate **pronunciation**  willingly responds to **teacher feedback**  **asks thoughtful Qs** about grammar  pays **attention to detail** when translating |
|  |  | The **length and complexity** of what students understand and produce is expected to increase as each year progresses.  Progress is made as students develop the **frequency** in which they apply the skills outlined above. |

**MFL Curriculum Overview of Topics (Knowledge)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  | French |  |  |  |
| **Term** | **1** | **2** | **3** | **4** | **5** | **6** |
| Assess | L,W, Tr into Eng | R,S,Tr into TL | L,W, Tr into Eng | R,S,Tr into TL | L,W, Tr into Eng | R,S,Tr into TL |
|  |  |  |  |  |  |  |
| Year 7 | Meeting people | School life | Family | My home | Free time | Food & Drink |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Year 8 | Life at home | My area | Health | Travel | Lost property | Holidays |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Year 9 | Family & friends | Local area | School subjects | Free time 1 | Free time 2 | Festivals |
|  | Ma famille et mes amis | Ma ville et ma maison | L'école et les matières | Les loisirs 1 | Les loisirs 2 | Les fêtes et traditions |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Year 10 | School problems | Holiday | Future studies | Health | Marriage | Technology |
|  | La vie scolaire | Les vacances | Les études (l'avenir) | La santé/mon mode de vie | Le marriage | La technologie |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Year11 | Global issues | Social Issues | Work and careers | Revision | Revision |  |
|  | L'environnement | Les problèmes sociaux | Le travail | les révisions | les révisions |  |

|  |  |  |
| --- | --- | --- |
| **1.1G Ma famille et moi** |  |  |
| to love |  | *la sœur* |
| to like, to love |  | *détester* |
| annoying |  | *aimer* |
| cat |  | *la demi-sœur* |
| dog |  | *adorer* |
| cousin |  | *divorcé(e)* |
| half / step-brother |  | *le frère* |
| half / step-sister |  | *le chien* |
| to hate |  | *le lapin* |
| divorced |  | *la mère* |
| single-parent family |  | *le petit frère* |
| brother |  | *le nom* |
| big sister |  | *les parents (m)* |
| grandmother |  | *le demi-frère* |
| grandfather |  | *le / la cousin(e)* |
| grandparents |  | *habiter* |
| to live |  | *le père* |
| rabbit |  | *casse-pieds* |
| mother |  | *le grand-père* |
| my |  | *la famille monoparentale* |
| name |  | *les grands-parents (m)* |
| parents |  | *mon, ma, mes* |
| father |  | *le chat* |
| younger brother |  | *la grand-mère* |
| sister |  | *la grande sœur* |

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| --- | --- | --- |
| **1.1F Ma famille et mes amis** |  |  |
|  |  |  |
| friend |  | *sévère* |
| funny |  | *drôle* |
| to get on well with |  | *timide* |
| pal, mate |  | *le goût* |
| to criticise |  | *vraiment* |
| unpleasant |  | *paresseux(-se)* |
| difficult |  | *le petit ami* |
| to argue |  | *amusant(e)* |
| funny |  | *méchant(e)* |
| selfish |  | *généreux(-se)* |
| in common |  | *égoïste* |
| moreover |  | *parfois / quelquefois* |
| only son / daughter |  | *la petite copine* |
| generous |  | *se disputer* |
| kind |  | *critiquer* |
| taste, interest |  | *difficile* |
| he / she gets on my nerves |  | *bien s’entendre avec* |
| intelligent |  | jaloux(-se) |
| jealous |  | *désagréable* |
| to let |  | *sympa* |
| naughty, nasty |  | *en / de plus* |
| cute |  | *le / la copain / copine* |
| lazy |  | *il / elle m’énerve* |
| sometimes |  | *mignon(ne)* |
| boyfriend |  | *le petit copain* |
| girlfriend |  | *souvent* |
| boyfriend |  | *intelligent(e)* |
| girlfriend |  | *le / la fils / fille unique* |
| strict |  | *la petite amie* |
| to go out |  | *sortir* |
| often |  | *en commun* |
| nice |  | *gentil(le)* |
| shy |  | *l’ami(e)* |
| really |  | *laisser* |



**Model Tasks and Deliberate Practice**

The tasks here will give you a good model of typical GCSE assessments and help you to develop skills. Keep each booklet safe and use for revision for end of unit tests and the final GCSE exam.

**Unité 1 Moi et ma famille Foundation**

**Translate the following passage into English.**

Je m’entends aussi bien avec mes parents qu’avec mes amis. Mes parents et moi nous nous disputons rarement. J’ai un petit frère qui a sept ans. Il est égoïste et jaloux de tout le monde. Je ne m’entends pas bien avec lui.

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**Translate the following sentences into good French:-**

1. I love my best friend.

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2. My girlfriend is called Florence.

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3. There are four people in my family.

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4. I get on well with my sister.

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5. My sister is 5 years old and she is kind.

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**Unité 1 Moi et ma famille Typical speaking conversation questions**

**Use the “useful phrases tables” below to help you. The vocab pages (28 and 29) will also help.**

* Tu as des frère ou des soeurs? = …………………………………………………………….

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* Tu as un(e) petit(e) ami(e)? Si oui, il/elle est comment? = …………………………………...

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* Tu t’entends bien avec ta mère? = …………………………………………………………...

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* Comment s’appellent tes parents? = ………………………………………………………....

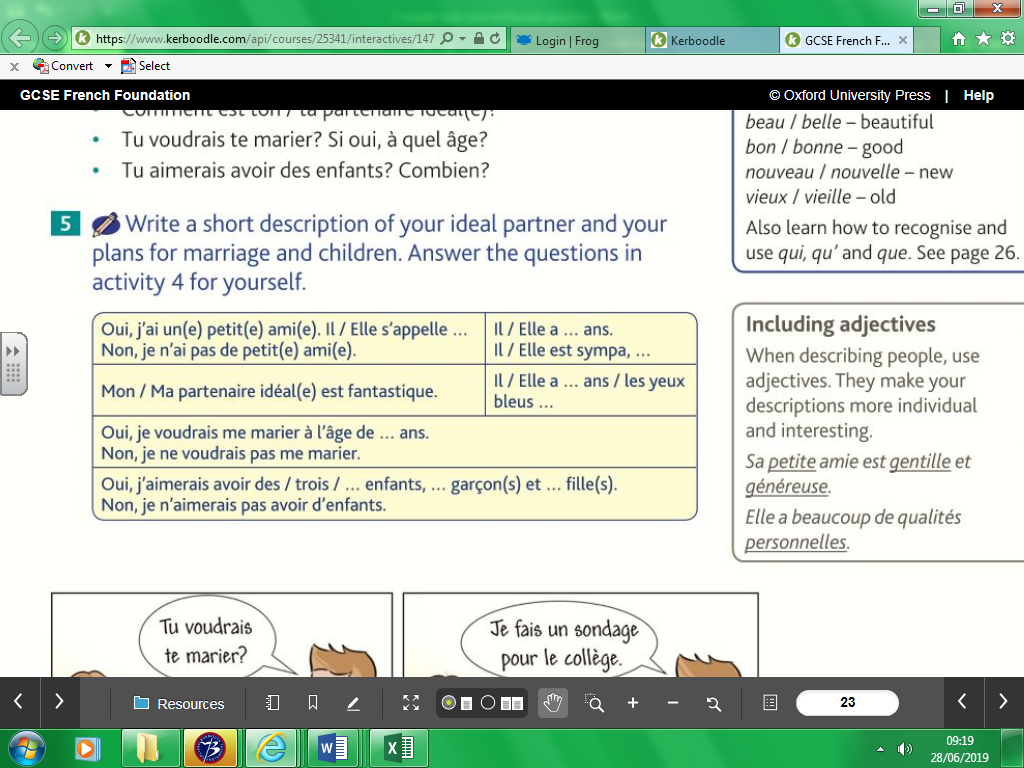
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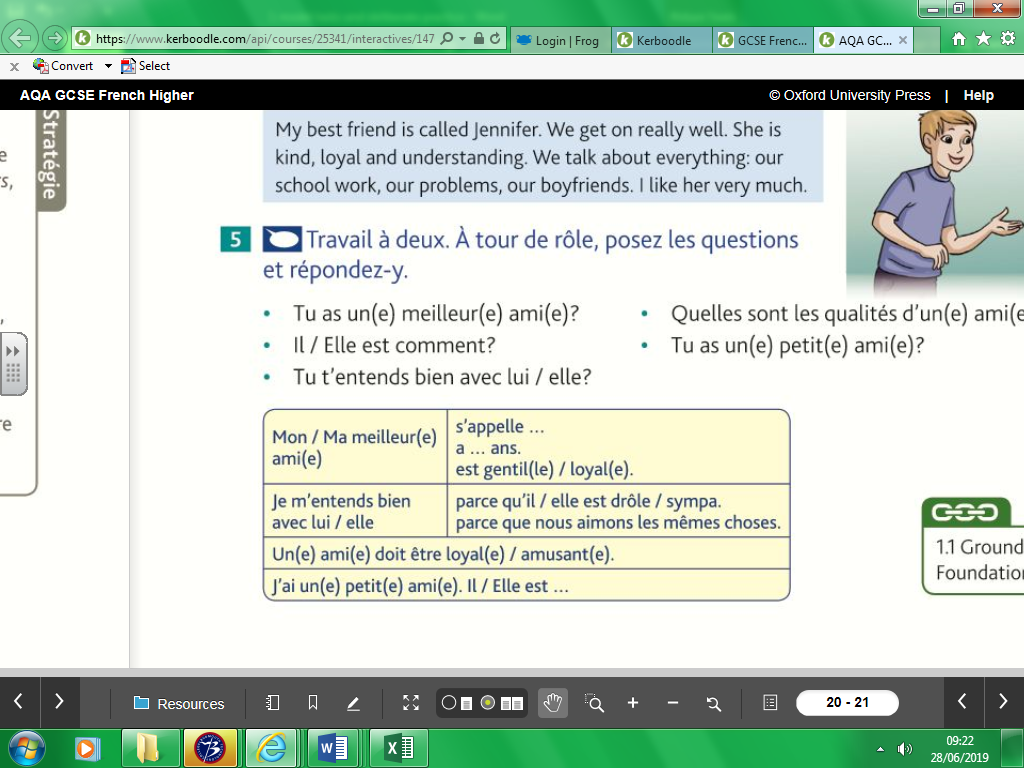
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* Comment sont tes frères et tes soeurs? Décris-les. = …………………………………………

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**Foundation Writing 40 word piece**

**2 Répondez au mail de votre ami(e) français(e).**

Mentionnez

* Ton / ta meilleur(e) ami(e).
* Ce qu’il / elle aime faire.
* Où et quand tu vas le / la voir ce weekend.
* Ce que vous allez faire.

Écrivez environ **40** mots en **français**.

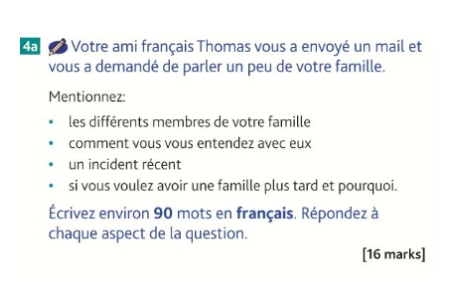
Top Tips! 10 marks are for communication - so make sure you write something about EACH bullet point. For the 6 marks for Language, use varied vocab, verbs, opinions and a few justifications.

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**(16 marks)**

**Writing Practice 90 word piece**

Top Tips! 10 marks are for communication - so make sure you write in some detail (approximately 23 words) about EACH bullet point. For the 6 marks for Language, use varied vocab, verbs, opinions and some justifications.



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**Foundation Speaking**

**Role play**

**2 Your teacher will play the part of your French friend and will speak first. You should address your friend as tu.**

**When you see this – ! – you will have to respond to something you have not prepared.**

**When you see this – ? – you will have to ask a question.**

|  |
| --- |
| Tu rencontres ton ami(e) français(e) pour la première fois.  ∙ Ton nom et ton âge  ∙ Ta famille (*2 détails*)  ∙ Là où tu habites (2 *détails*)  ∙ **?** copains et amis  ∙ **!** |

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Foundation Tier Speaking Photo Card

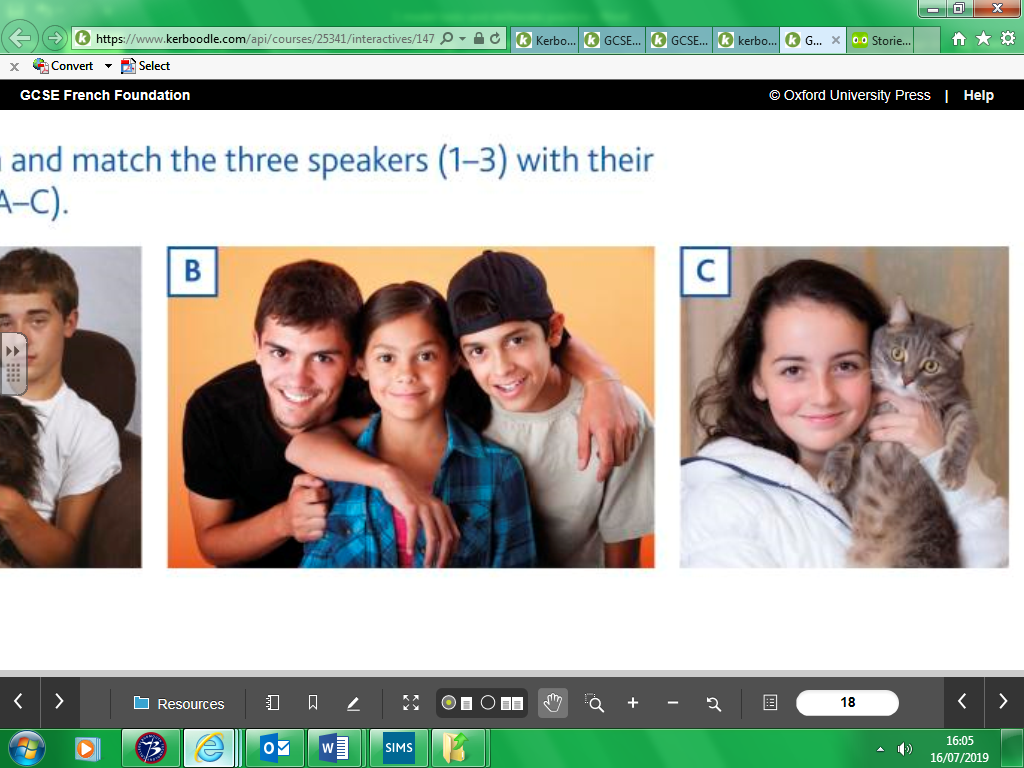
* **It’s wise to use the Verb Table found near the start of this Learning Booklet so you VARY**

**verbs/opinions/structures.**

* **Remember: We need a minimum of THREE “ideas” for each question.**

**Look at the photo and make any notes you wish on paper.**

**You will then answer questions about the photo and about topics related to Me, my family and friends.**

****

**1 Look at the photo. Your teacher will ask you the following three questions and then two more questions which you have not prepared.**

* Qu’est-ce qu’il y a sur la photo?
* Tu t’entends bien avec ta famille ?
* Qu’est-ce que tu as fait avec tes amis le week-end dernier?

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**Higher Translation**

**Translate this passage into English.**

|  |
| --- |
| Je sors avec mon petit ami depuis trois ans et je l’aime beaucoup. Il a les cheveux noirs et les yeux bleus. En plus, il est très gentil et me fait rire. Il a 16 ans et moi, j’ai 15 ans. Je m’entends super bien avec sa famille. Il a deux soeurs qui s’appellent Nadia et Sylvie. |

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**Extended Writing Deliberate Practice Higher 90 word piece**

**1 Vous décrivez vos rapports avec vos amis pour votre blog.**

Décrivez:

* votre meilleur(e) ami(e)
* ce que vous avez et n’avez pas en commun
* ce que vous avez fait récemment ensemble
* ce que vous ferez pour continuer à être ami(e)s quand vous quitterez le collège.

Écrivez environ **90** mots en **français**. Répondez à chaque aspect de la question.

**(16 marks)**

Top Tips! 10 marks are for communication - so make sure you write in some detail (approximately 23 words) about EACH bullet point. For the 6 marks for Language, use varied vocab, verbs, opinions and some justifications.

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**Higher 150 word piece**

**2 Vous écrivez vos pensées dans votre blog.**

Décrivez:

* vos rapports avec votre famille
* comment vous envisagez votre vie familiale d’adulte

Écrivez environ **150** mots en **français**. Répondez aux deux aspects de la question.

**(32 marks)**

Tipp: You don’t HAVE to to include all three tenses in this piece, however it’s a good idea to do so. This enables you to show that you know the three different tenses.

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……………………………………………………………………………………… [32 marks]

**Higher Speaking Role Play**

**2 Your teacher will play the part of your French friend and will speak first. You should address your friend as tu.**

**When you see this – ! – you will have to respond to something you have not prepared.**

**When you see this – ? – you will have to ask a question.**

|  |
| --- |
| Tu parles avec ton copain/ta copine de ton/ta petit(e) ami(e).  ∙ Description physique (*2 détails*)  ∙ Sa personnalité (*2 détails*)  ∙ Ce que vous aimez faire ensemble (*2 détails*)  ∙ **?** petit(e) ami(e)  ∙ **!** |

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**Higher Photo card**

**Look at the photo and make any notes you wish on paper.**

**You will then answer questions about the photo and about topics related to Me, my family and friends.**

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**1 Look at the photo. Your teacher will ask you the following three questions and then two more questions which you have not prepared.**

* Qu’est-ce qu’il y a sur la photo?
* Qu’est-ce que tu as fait la dernière fois que tu es sorti(e) avec ta famille?
* Tu t’entends bien avec les membres de ta famille?

**It’s wise to use the Verb Table found near the start of this Learning Booklet so you VARY**

**verbs/opinions/structures.**

**Remember: We need a minimum of THREE “ideas” for each question.**

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**Useful websites for independent learning**

[www.kerboodle.com](http://www.kerboodle.com) (your teacher will provide your individual log-in details.

[www.quizlet.com](http://www.quizlet.com)

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.linguascope.com](http://www.linguascope.com) (username: *budmouth* password provided by your teacher)