



## Highsted Knowledge Organiser

### French – Year 8 – Term 5

#### What I need to know:

Describing sports and illnesses

#### Key Vocabulary

J'ai mal à la tête  
 J'ai mal au coeur  
 J'ai mal au dos  
 J'ai mal à la gorge  
 J'ai mal aux dents  
 J'ai mal à l'oreille  
 J'ai mal au ventre

J'ai soif  
 J'ai froid  
 J'ai chaud  
 Je suis fatigué(e)  
 Je suis malade  
 J'ai la grippe  
 J'ai de la fièvre  
 Je n'ai pas faim  
 Je suis enrhumé(e)

#### Student Reference Point

-describe hobbies and how to stay healthy.  
 -use "depuis" and "il faut"  
 -use the 3-time frames together.

#### Reminder:

##### Le passé composé avec « AVOIR »

- Le passé composé se compose de deux parties: l'**auxiliaire** (avoir ou être) au présent suivi du **participe passé** du verbe
- Il est utilisé pour parler d'un événement ou d'une action terminée qui a eu lieu dans le passé. Il souligne principalement le résultat ou la conséquence de l'action.

**Pour les verbes réguliers, le participe passé se structure de la façon suivante:**

-er → -é (regarder → regardé)  
 -ir → -i (finir → fini)  
 -re → -u (vendre → vendu)

Exemple: Tu (n')as (pas)fini tes devoirs

**Il faut apprendre le participe passé des verbes irréguliers par cœur!**

Avoir → eu  
 Boire → bu  
 Devoir → dû  
 Dire → dit  
 Être → été  
 Faire → fait  
 Lire → lu  
 Mettre → mis  
 Pouvoir → pu  
 Prendre → pris  
 Vouloir → voulu



Entraîne-toi!



[La liste des participes passés](#)

##### Le passé composé avec 'être'

- Certains verbes utilisent l'**auxiliaire 'être'** au passé composé : aller, arriver, entrer, sortir, partir, rester, devenir ... (**17 verbes au total**)

> Attention! Avec 'être', il faut accorder le participe passé avec le sujet!  
 Elle est allée. Nous sommes sortis.

- Les verbes pronominaux utilisent aussi l'**auxiliaire 'être'**  
 Se lever → elle (ne) s'est (pas) levée

> Attention! Il faut écrire la particule correctement : me, te, se, nous, vous, se  
 Nous (ne) nous sommes (pas) réveillés tôt



Entraîne-toi!



#### Useful tip:

C	R	O	I	S	S	A	N	T
CONNECTIVES	REASONS	OPINIONS	INTENSIFIERS	SUPER STRUCTURES		ADVERBS	NEGATIVES	TENSES + TIME PHRASES
ET - and	Parce que/car -because	Je pense que - I think that	Tres -very	Je souhaite + infinitive - I wish to...		D'habitude -usually	Ne ...pas -not	Present ex: je joue
MAIS -but	Puisque -since	Je crois que - I believe that	Trop -too	J'espere + infinitive -I hope to...		Normalement -normally	Ne ... jamais -never	Past Ex: j'ai joué
AUSSI -also	Comme -as	Je trouve que - I find that	Assez -quite			Malheureusement - unfortunately	Ne ...rien nothing	Near future Ex: je vais jouer
DONC -therefore	Vu que -seing that	Je dirais que - I would say that	Un peu - a little			Rarement -rarely	Ne ... plus no longer	Future simple ex: Je jouerai
EN PLUS -moreover		J'aime/ J'adore Je deteste/ Je n'aime pas				Souvent -often	Ne... aucun not any, no	Imperfect ex: je jouais
AVEC -with						Surtout -especially	Ne.. personne no one, not anyone	Conditionnel ex: je jouerais

#### Challenge Questions

Ça ne va pas?  
 Tu as mal où?  
 Que fais-tu pour rester en forme?

Suggested Reading: Aches and pains (Studio 3, Module 2)

<b><u>YEAR 8 FRENCH- Skills to make progress in the Highest Standards</u></b>		Grade
<b>LISTENING &amp; READING</b>	<p><b>Range of longer passages on the topic of body parts and illnesses</b></p> <p>Understand the gist as well as key points, details and justified opinions from a longer spoken/written passage in the present tense with references to past and future with some familiar language in a range of context</p> <p><b>Understand</b> longer sentences into English/ French about illnesses, showing awareness of at least 2-time frames</p>	<p><b>Written / Spoken longer passages on the topic of body parts and illnesses</b></p> <p>60 – 90 words . <b>A very good response</b> covering <b>all</b> aspects of the task .Communication is <b>clear</b> with a <b>wide variety of appropriate language</b>. <b>Opinions</b> are expressed. <b>Complex</b> language and structures are attempted .There are <b>references to 3-time phrases</b>, which are <b>largely successful</b>. Errors are mainly minor. Some serious errors may occur, particularly in complex sentences, but the <b>intended meaning is nearly always clear</b>.</p> <p style="text-align: center;"><b>PLATINUM</b></p>
	<p>Understand the main points as well as details from a longer spoken/written passage in the present tense with references to past or future on the topic of aches and pains</p> <p>Recognise different people’s points of view.</p> <p><b>TRANSLATE</b> longer sentences into English, showing awareness of two-time frames</p>	<p><b>A minimum of 50 words</b> .<b>A good response</b> covering all aspects of the task. Communication is <b>mostly clear</b> but perhaps with <b>occasional lapses</b> .<b>Quite a lot of</b> information is conveyed. <b>Opinions are expressed</b>.</p> <p>Some variety of appropriate vocabulary is used and there may be <b>some attempts at complex sentences</b> and structures. <b>There are references to at least 2 different</b> time frames, although they may not always be successful. There may be major errors and more frequent minor errors, but the response is <b>more accurate than inaccurate</b>.</p> <p style="text-align: center;"><b>GOLD</b></p>
	<p><b>SHORT PASSAGES ON A RANGE OF TOPICS</b></p> <ul style="list-style-type: none"> <li>Understand the main points and details from a short spoken/written passage in the present tense with references to past or future</li> <li><b>TRANSLATE</b> short sentences into English, showing awareness of two-time frames</li> </ul>	<p><b>A minimum of 40 words</b>. A <b>reasonable</b> response covering <b>almost all</b> aspects of the task. Communication is <b>generally clear</b> but there are likely to be lapses. <b>Some</b> information is conveyed. <b>An opinion</b> is expressed. The range of vocabulary may be <b>narrow</b>, repetitive or inappropriate. There may be <b>frequent</b> major and minor errors. Sentences are mainly <b>short and simple</b> or may not be properly constructed. There are <b>not any successful references to time frames</b>.</p> <p style="text-align: center;"><b>SILVER</b></p>
	<p><b>SHORT PASSAGES INCLUDING SHORT AUTHENTIC TEXTS</b></p> <p>Identify the main points and some detail (including opinions and justifications) from a short spoken/written passage in the present tense</p> <p><b>TRANSLATE</b> longer sentences into English, showing awareness of basic grammar</p>	<p>A <b>basic</b> response covering <b>some</b> aspects of the task. Communication is <b>sometimes clear</b> but there are instances where messages break down. <b>Little</b> information is conveyed. <b>An opinion</b> is expressed.</p> <p style="text-align: center;"><b>BRONZE</b></p>
<b>SPEAKING &amp; WRITING</b>		

### Formal Assessments Term 5

**Assessment 7 – Reading**

**GRADE:**

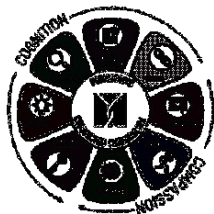
**Assessment 8 – Writing (90W)**

**GRADE:**

### Check List For Success

Check you can:

- Learn vocabulary linked to the context of parts of the body
- Learn vocabulary linked to the context of illnesses
- To say where you are hurting
- To say what is wrong and how you are feeling
- Use the verb Jouer vs Faire, opinion verbs + infinitive
- The use of ‘Il faut’ (one must)
- Use the vocabulary linked to the context of ‘depuis’ (since) with the present tense.



**Grade Boundaries:**

- 80% - Platinum
- 60% - Gold
- 40% - Silver
- 20% - Bronze