



Highsted Knowledge Organiser

French – Year 9 – Term 5

What I need to know:

Topic: Environmental problems and solutions

Student Reference Point

- Est-ce que tu manges de la viande?
- Talking about animals and the natural world
- Mission anti-plastique!
- J'aimerais changer le monde

Key Vocabulary: High Frequency Words

QUESTIONS	ANSWERS	QUESTIONS	ANSWERS
15. Avant je chantais dans la chorale avec mes amis.	Before I used to sing in the choir with my friends.	15. Quand j'étais petite j'aimais Peppo Pig.	When I was little I used to like Peppo Pig.
14. Il y trois ans je faisais des gâteaux.	3 years ago I used to make cakes.	14. Quand j'étais jeune je jouais des jeux vidéos.	When I was young I used to play video games.
13. Quand j'avais deux ans j'avais les cheveux bouclés.	When I was 2 years old I used to have curly hair.	13. Avant je faisais beaucoup de sport.	Before I used to do a lot of sport.
12. Quand j'étais jeune je jouais avec des LEGO.	When I was young I used to play with LEGO.	12. Quand j'avais onze ans.	When I was 11
11. Il y a cinq ans.	Five years ago.	11. Il y deux ans.	Two years ago.
10. quand j'étais petit(e).	When I was small	10. Quand j'étais jeune.	When I was young
9. avant.	before	9. J'allais.	I was going/I used to go
8. je chantais.	I was singing/I used to sing	8. Je mangeais.	I was eating/I used to eat
7. je faisais.	I was doing/I used to do	7. Je jouais.	I was playing/I used to play
6. je regardais.	I was watching/I used to watch	6. Would this sentence be in the past or imperfect tense: "we were eating our dinner".	imperfect
5. true or false: the imperfect tense can be translated as "was doing..."	True	5. True or false: The imperfect tense is used to describe an action in the future.	false
4. Is the imperfect tense used to describe an action in the past or future?	past	4. Which 3 letters do you add as a verb ending to form the imperfect in the first person?	ais
3. aller.	To go	3. chanter.	To sing
2. manger.	To eat	2. regarder.	To watch
1. jouer.	To play	1. faire.	To do

Objective: To be able to use the imperfect tense.

Key Grammar points

Key verbs/tenses

Describing a photo

Using a range of negatives

Conditional tense- je voudrais + j'aimerais +

infinitive

Suggested Reading:

(Dynamo 3, Module 4): Le meilleur des mondes

Challenge Questions

-Can you talk about food and discussing eating habits?

-Can you talk about animals and the natural world, plastic and the environment? -Can you discuss what you would do to change the world?

Key Grammar points

Using the imperfect tense to compare how things used to be to now across a variety of themes like music and school

Language Learning Strategies.

Do not forget your CROISSANT!

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	

<u>YEAR 9 FRENCH - Skills to make progress in the Highsted Standards</u>		Grade
LISTENING & READING	<p>LONGER PASSAGES ON A RANGE OF TOPICS INCLUDING AUTHENTIC SOURCES (such as Literary extracts), based on the environment topic</p> <p>Deduce meaning and show understanding of the main points, details and justified opinions from longer spoken/written passages on the topic of the environment, referring to three tenses with more less familiar language as well as identify and understand some more complex structures</p> <p>TRANSLATE short passages into English on a range of topics within the unit showing awareness of three-time frames and some varied grammatical structures</p>	<p>A very good response covering all aspects of the task. Communication is clear with a wide variety of appropriate language. Opinions are expressed. Complex language and structures are attempted. There are references to the present, future/ conditional, perfect tenses, which are largely successful. Errors are mainly minor. Some serious errors may occur, particularly in complex sentences, but the intended meaning is nearly always clear.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">PLATINUM</p>
	<p>LONGER PASSAGES ON A RANGE OF TOPICS INCLUDING AUTHENTIC SOURCES (such as Literary extracts), based on the topic of music and of what school life was like when you were young</p> <p>Deduce meaning and show understanding of the key points, details and justified opinions from longer spoken/written passages on the topic of environment referring to three tenses with less familiar language as well as identify and understand some complex structures</p> <p>TRANSLATE short passages into English with less familiar language showing awareness of three-time frames</p>	<p>A good response covering all aspects of the task .Communication is mostly clear but perhaps with occasional lapses .Quite a lot of information is conveyed .Opinions are expressed. Some variety of appropriate vocabulary is used and there may be some attempt at complex sentences and structures .There are references to at least 2 different time frames, although they may not always be successful. There may be major errors and more frequent minor errors, but the response is more accurate than inaccurate.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">GOLD</p>
	<p>RANGE OF LONGER PASSAGES INCLUDING AUTHENTIC SOURCES (such as literary extracts), based on the topic of environmental issues and solutions</p> <p>Deduce meaning and show understanding of the main points, details and justified opinions from a range of longer spoken/written passages referring to three tenses with some unfamiliar language from the context</p> <p>TRANSLATE short passages into English, showing increasing awareness of grammar</p>	<p>A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed. The range of vocabulary may be narrow, repetitive or inappropriate. There may be frequent major and minor errors. Sentences are mainly short and simple or may not be properly constructed. There are not any successful references to a second time frame</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">SILVER</p>
	<p>RANGE OF LONGER PASSAGES ON DIFFERENT TOPICS INCLUDING AUTHENTIC SOURCES, based on the topic of environmental issues and solutions</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>TRANSLATE longer sentences into English, showing awareness of three-time frames</p>	<p>A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. Tense forms are mostly inaccurate. An opinion is expressed.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">BRONZE</p>

Formal Assessments Term 5

Assessment 7 – Speaking

GRADE:

Assessment 8 – Writing (90w)

GRADE:

- Check List For Success**
- Check you can:**
- Talk about food and discussing eating habits.
 - Talking about animals and the natural world, plastic and the environment
 - Discussing what you would do to change the world
 - Talk about problems and solutions
 - Justify your opinions from longer spoken/written passages
 - Be able to use 3 key verbs in three different time frames



Grade Boundaries:
80% - Platinum
60% - Gold
40% - Silver
20% - Bronze