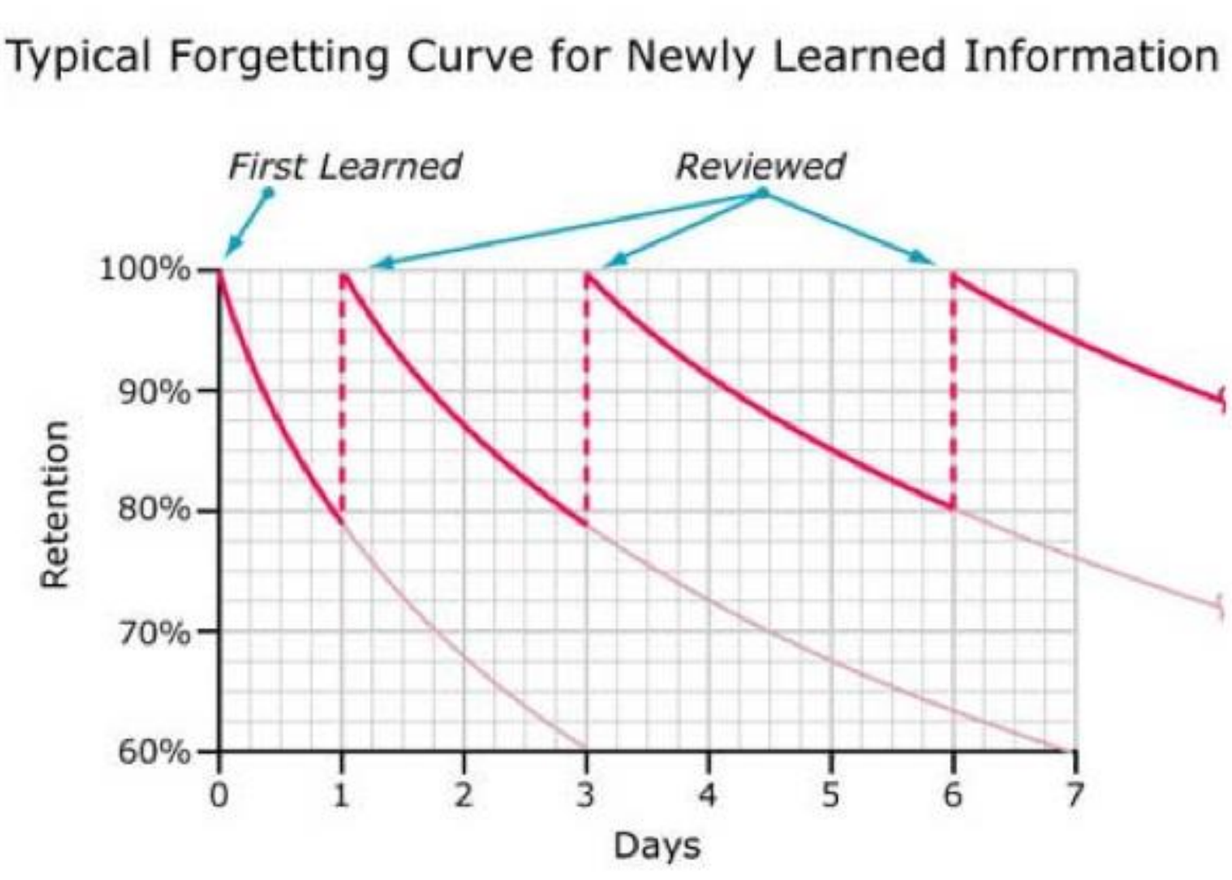
Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)

Curriculum Intent

The Curriculum Framework in *Modern Foreign Languages* will:

- Fully cover and extend beyond the Programmes of Study: KS3 set out in the National Curriculum in England (September 2013).
- The study of Modern Foreign Languages enables learners to understand and communicate with people around the world.
- We aspire to teach learners to manipulate language to suit their purpose in a range of scenarios and to facilitate understanding of grammar construction.
- Furthermore, learning a foreign language enhances literacy and communication skills in English and will provide learners with opportunities beyond their everyday experiences.
- We aim to promote curiosity about, and an appreciation of, the culture and the way of life of the people living in the countries where the languages are spoken, as well as encouraging learners to be citizens of not just this country, but of their world.

***"When you learn a language, you don't just learn to speak and write a new language. You also learn to be open-minded, liberal, tolerant, kind, and considerate towards all mankind."* – Mouloud Benzadi**



Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)

Year 8	House and Home	My Hometown and Region	Travel and Environment	Holidays
Substantive Concept *The big ideas that permeate the curriculum. Creates the links between different subsets of Powerful Knowledge.*	• Describing house and home with adjectives. • Giving opinions about house and home. • Using the conditional tense to describe ideal house/bedroom. • Using free time activities to talk about what you do at home.	• Describing town using adjectives. • Describing places in the town. • Giving opinions about hometown. • Talking about the pros and cons of hometown. • Talk about future dwellings and reasons. • Talking about activities in town depending on weather.	• Talking about travelling around town. • Navigating a train station in Spain/France/Germany. • Describing local environment. • Talking about local environmental issues. • Talking about being environmentally friendly.	• Describing holiday destinations. • Describing activities on holiday. • Narrating an event in the past tense. • Describing accommodation and travel • Talking about a past and future holiday.
Topic/Unit *The title or topic of the unit of work.*	• My House and Homelife	• Where I live	• Travel and the Environment	• Holidays and Travel
Powerful Knowledge *The subject specific (substantive) knowledge that pupils would not otherwise encounter in their day-to-day lives.*	• Complex opinion phrases (à mon avis, selon moi/en mi opinion/como yo lo veo) • prepositions • reflexive verbs • Sequencers • Passé composé – irregular past participles • Opinions in past (c'était/era) • Connectives (puis, ensuite/luego/entonces)	• Perfect tense (je suis allé(e)) • Preterite (fui) • Imperative • Ordinal numbers • 3rd person verbs • if clauses • Interrogatives	• Preposition – en • Imperfect (weather set phrases) • Modal verbs • Passive (implicit) • Justified opinions (vu que) • Intensifier (vraiment/realmente)	• Preterite tense/perfect tense • Past tense time marker (last year, recently, last month) • Future tense time markers (Next year, next month, next weekend) • Sequencers (after, then) • Adjectives • Adjective agreement
Themes *The themes and ideas that will be covered within each topic.*	• Types of home/houses • Rooms in the house • Describing rooms in the house. • Furniture • Activities with friends at home • Bedroom • Ideal house/bedroom.	• Describing town. • Compass points • Directions • Countries • Weather • If clauses • Shops • Shopping in town • Future dwellings	• Transport • Opinions and reasons • Navigating a Train Station • Buying a ticket • Local environmental issues • Global environmental issues. • Being environmentally friendly.	• Types of holidays • Countries • Transport • Tourist office • Normal holidays • Accommodation • Weather and activities • Past holidays • Future plans
Grammar *Grammar knowledge students will learn in each learning cycle.*	• Present tense • Adjectives • Adjective agreement • Prepositions • Since • Conditional tense • Regular -er/-ir verbs (habiter/vivir)	• Present tense (regular verbs) • Gender of nouns • Adjectives • Adjective agreement • Past time frame • Future time frame • Comparatives • Superlatives • Key verbs – ir/aller (present tense)	• Ir/aller – present tense full paradigm • Transactional vocabulary. • Money • Modal verbs • Complex Opinion Phrases. • Past tense – key verbs • Conditional tense – environmentally friendly. • Future tense.	• Nouns • Present tense regular verbs • Negatives • Adjectives • Adjective agreement • Adverbs of frequency. • Asking questions • Immediate future tense • Perfect/preterite tense • Time markers

		• If clauses • 3rd person verbs (il y a/hace)		• 3 tenses together • Modal verbs • If clauses • Imperfect tense • Querer/vouloir	
Disciplinary Skills *The skills (disciplinary knowledge) that pupils must master if they are to be an effective learner in a subject domain.*	• Understand conjugation of regular verbs and apply this to new vocabulary. • Understand and apply adjectival agreement rules including "BAGS" adjectives in French. • Apply rules of syntax to produce paragraphs of speech and writing independently of varying lengths and for various audiences. • Accurately use different time frames with appropriate time markers to refer to the future or ideal scenarios. • Apply and use prepositions accurately including use of articles (de/a) and contractions.	• Understand conjugation of regular verbs and apply this to new vocabulary. • Apply rules of syntax to produce paragraphs of speech and writing independently of varying lengths and for various audiences. • Accurately use different time frames with appropriate time markers to refer to past actions and future or ideal scenarios. • Apply and use prepositions accurately including use of articles (de/a) and contractions. • Use simple conditional sentences with if/when and apply these to differing scenarios. • Use and understand comparative and superlative structures and apply these to speech and writing independently.	• Understand conjugation of regular verbs and apply this to new vocabulary. • Apply rules of syntax to produce paragraphs of speech and writing independently of varying lengths and for various audiences. • Accurately use different time frames with appropriate time markers to refer to past actions and future or ideal scenarios. • Apply and use prepositions accurately including use of articles (de/a) and contractions. • Use simple conditional sentences with if/when and apply these to differing scenarios. • Use and understand comparative and superlative structures and apply these to speech and writing independently.	• Understand conjugation of regular verbs and apply this to new vocabulary. • Apply rules of syntax to produce paragraphs of speech and writing independently of varying lengths and for various audiences. • Accurately use different time frames with appropriate time markers to refer to past actions and future or ideal scenarios. • Apply and use prepositions accurately including use of articles (de/a) and contractions. • Use simple conditional sentences with if/when and apply these to differing scenarios. Use and understand comparative and superlative structures and apply these to speech and writing independently. • Use sequencers to narrate an event in the past tense, giving and justifying opinions.	
National Curriculum Coverage *Identify knowledge and skills defined in the National Curriculum Programme of Study.*	• listen to a variety of forms of spoken language to obtain information and respond appropriately. • transcribe words and short sentences that they hear with increasing accuracy. • initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. • express and develop ideas clearly and with increasing	• listen to a variety of forms of spoken language to obtain information and respond appropriately. • transcribe words and short sentences that they hear with increasing accuracy. • initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. • express and develop ideas clearly and with increasing	• listen to a variety of forms of spoken language to obtain information and respond appropriately. • transcribe words and short sentences that they hear with increasing accuracy. • initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. • express and develop ideas clearly and with increasing	• listen to a variety of forms of spoken language to obtain information and respond appropriately. • transcribe words and short sentences that they hear with increasing accuracy. • initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. • express and develop ideas clearly and with increasing	

	accuracy, both orally and in writing • speak coherently and confidently, with increasingly accurate pronunciation and intonation. • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas, and details, and provide an accurate English translation of short, suitable material. • read literary texts in the language [such as stories, songs, poems, and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture. • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language	accuracy, both orally and in writing • speak coherently and confidently, with increasingly accurate pronunciation and intonation. • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas, and details, and provide an accurate English translation of short, suitable material. • read literary texts in the language [such as stories, songs, poems, and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture. • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language	accuracy, both orally and in writing • speak coherently and confidently, with increasingly accurate pronunciation and intonation. • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas, and details, and provide an accurate English translation of short, suitable material. • read literary texts in the language [such as stories, songs, poems, and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture. • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language. • develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. • use accurate grammar, spelling and punctuation	accuracy, both orally and in writing • speak coherently and confidently, with increasingly accurate pronunciation and intonation. • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas, and details, and provide an accurate English translation of short, suitable material. • read literary texts in the language [such as stories, songs, poems, and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture. • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language. • develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. • use accurate grammar, spelling and punctuation	[redacted]
Subject Specific Literacy *The tier 3, subject specific vocabulary that will allow pupils to talk, read and write effectively in that subject.*	• Conjugate • Gender • Adjective • Adjective agreement • Conjunction • Time marker • Tense • Time frame • Preposition • Conditional	• Conjugate • Present time frame • Adjective • Adjective agreement, • Conjunction • Intensifier (qualifiers) • Conditional • Conditional sentence • If clause • Subordinate	• Conjugate • Present time frame • Adjective • Adjective agreement, • Conjunction • Intensifier (qualifiers) • Paradigm • If clause • Conditional sentence	• Tenses • Time frames • Preterite/perfect • Future • Sequencer • Time marker • Conjunction • Conjugate	

Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)

Assessment *Outline the summative and formative assessment which will support the development of the pillars of learning in this Learning Cycle.*	Listening and Reading. Listening • Recognising information in short passages. • Recognising key ideas in longer texts (multiple choice/gap fill questions) • Transcribe short phrases (5-6 words) Reading • Filling in gaps with single words. • Multiple choice questions with short passages • Longer passages with multiple choice/true or false. • Translating short phrases into English.	Speaking and Writing. Speaking • Photocard of a house/town. Describing the photo. 1 supplementary question • Read aloud task. Simple 3 sentences in Target Language. 1 supplementary question. Writing • Five sentences describing a photograph. • 30-word piece – where I live. (5 bullets) • Translation of 5 simple sentences.	Listening and Reading. Listening • Recognising simple sentences and beginning to hear longer passages. • Recognising key ideas in longer passages. • Transcribing longer sentences. Reading • Multiple choice questions with short passages. • Longer passages with short response questions. • Translating short passages made up of familiar language.	Speaking and Writing. Speaking • Photocard of a holiday destination. Describing the photo. • Read aloud task. Short paragraph of 20-30 words with 2-3 comprehension questions. Writing • Five sentences describing a photograph. • Write a short paragraph of 40-50 words about holiday/hometown. • Translation of 5 simple sentences.	[redacted]
Prior Domains	• Phonics/pronunciation • Gender of nouns • Pluralisation • Adjectival agreement • connectives (and, but, also, with, however, then, after) • -er present tense • Gender of nouns • Pluralisation of nouns • Time • Modal verbs • Faire /hacer – irregulars • Perfect/preterite tense • Adverbs of frequency (always, often, sometimes, from time to time, rarely. • Intensifiers (very, quite, too, a little) • Definite & indefinite article • Justified opinions • Present tense time markers • Past tense time marker • Future tense time marker)	• Phonics/pronunciation • Present tense –er • Depuis • Adjectival agreement • Adverbs of frequency • Comparatives • Negatives • Conditional • Asking questions • Perfect tense (avoir) • Present tense aller • Justified opinions (parce que/car) • Prepositions • Near future • Tu vs vous • Intensifiers • Connectives • Definite and indefinite article • Present tense time markers • Past tense time marker • Future tense time marker	• Phonics/pronunciation • Connectives • Present tense –er • Conditional • Negatives • Perfect tense (je suis allé(e)) • Polite/Familiar language • Near future • Prepositions • Present tense “to go” • Transactional language • Sequencers • Gender of nouns • Intensifiers • Justified opinions • Definite and indefinite article • Present tense time markers • Past tense time marker • Future tense time marker • Adverbs of frequency	• Phonics/pronunciation • Present tense • Negatives • Prepositions • Gender of nouns • Adjectival agreement • Intensifiers • Modal verbs • Justified opinions • Connectives • Money • Numbers • Countries • Transport • If clauses ‘weather and activities’ • Opinions in past • Near future tense. • Conditional tense • Transactional language • Formal Vs informal language • Definite and indefinite article • Idiomatic language: (it’s raining cats and dogs) • Past tense time marker (• Future tense time marker • Adverbs of frequency	

Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)

British Values	• **Rule of law (classroom rules)** • **Tolerance of culture, faith and others (working with peers/cultural aspects)** • **Mutual respect (communication**	• **Tolerance of culture, faith and others (working with peers/cultural aspects)** • **Mutual respect (communication)**	• **Tolerance of culture, faith and others (working with peers/cultural aspects)** • **Mutual respect (communication)** • **Mutual respect (environment/where I live)** • **Personal responsibility – taking responsibility for protecting local environment.**	• **Tolerance of culture, faith and others (working with peers/cultural aspects)** • **Mutual respect (communication)** • **Tolerance of others – language register/appropriate language.**	
Numeracy foci					
Spiritual, Moral, Social Cultural (SMSC) seeds:	**Spiritual** • Developing self-awareness. (Nationality, personal information) **Moral** • Becoming independent and developing self-reliance - vocab books - dictionaries - homework **Social** • Turn taking in conversations • Listening to each other • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self- assessment) **Cultural** • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments.	**Spiritual** • Developing self-awareness. (Hobbies and opinions) • Christmas in Spain/France/Germany. **Moral** • Becoming independent and developing self-reliance (vocab books/dictionaries/homework) **Social** • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) **Cultural** • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments	• Becoming independent and developing self-reliance (vocab books/dictionaries/homework) • Personal social issues (Internet safety) • Take on board opinions and arguments we may disagree with (opinions of apps/films/actors) **Social** • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) **Cultural** • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments.	• Becoming independent and developing self-reliance (vocab books/dictionaries/homework) • Personal social issues (Internet safety) • Take on board opinions and arguments we may disagree with. **Social** • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) **Cultural** • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments	

Year 8 French Unit 1: House &Homelife Knowledge Organiser

Ways to practise vocabulary: *1. Look cover, write check 2. Log onto Memrise 3. Getting people at home to test you 4. language gym*

Key vocabulary

Describing where we live	
J'habite / nous habitons	I live /we live
dans une ville/un village	In a town /village
à la campagne	in the countryside
à la montagne	in the mountains
au bord de la mer	at the seaside
dans une maison jumelée	In a semi-detached house
dans une grande maison	In a big house
dans une petite maison	In a small ho
dans un appartement	a flat
dans une ferme	a farm



Adjectives	
mon appartement est	My flat is
ma maison est	My house is
grand(e)	big
petit(e)	small
sale	dirty
propre	clean
moderne	modern
beau/belle	pretty
historique	historical
confortable	comfortable
inconfortable	uncomfortable
moche	rubbish

Les pieces –rooms	
Dans ma maison	in my house
il y a	there is
au rez-de –chaussée	on the ground floor
au premier étage	on the first floor
au sous-sol	in the basement
un salon	a living room
un grenier	a loft
un jardin	a garden
un bureau	an office
une salle de séjour	a living room
une salle de bains	a bathroom
une salle à manger	a dining room
une chambre	a bedroom
la chambre de mon frère/ma sœur	my sister's bedroom





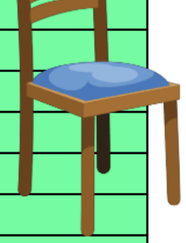
Prepositions	
sur	on top
sous	underneath
devant	in front of
derrière	behind
à côte de	next to
à droite/gauche	to the right/left

Les passe-temps	
j'ai discuté	I chatted
j'ai écouté	I listened
j'ai envoyé	I listened
j'ai joué	I chatted

Big questions

- ☐ Dow do you say Where is my house?
- ☐How do I describe my house?
- ☐How do I say what furniture my have?
- ☐Where is everything?
- ☐How do I describe my ideal room?
- ☐How do I say what I did yesterday?

Furniture	
Dans ma maison	in…
il y a…/il n'y a pas de	there is/are/isn't/aren't
(un) canapé	a sofa
(un) four	an oven
(un) bain	a bath
(un) lavabo	a wash basin
(un) tapis	a rug
(un) frigo	a fridge
(un)fauteuil	an armchair
(une) micro-ondes	a microwave
(une) toilette	a toilet
(une) chaise	a chair
(une) bibliothèque	a bookshelf
(un) lit	a bed
(un) armoire	a wardrobe
(une) table de nuit	a bedside table
des rideaux	curtains



Les passe-temps	
J'ai posté	I played
J'ai regardé	I phoned
J'ai surfé	I surfed
J'ai tchatté	I posted
j'ai téléchargé	I downloaded

Intensifiers
assez—quite
un peu—a little

The present tense

To form the present tense

1. Take the infinitive (-er/-ir/-re)
2. Take off the ending
3. Add the following endings depending on who is doing the verb

er verbs	
I (Je)	-e
you (tu)	-es
s/he (il/elle)	-e
we (nous)	-ons
you plural (vous)	-ez
they (ils/elles)	-ent



The perfect tense (past tense)

To form the present tense

1. Take the correct form of avoir in the present tense
2. Add the past participle (-ed in English)

avoir – to have	
(I) J'	ai
(you) tu	as
(s/he) il/elle	a
(we) nous	avons
(you pl) vous	avez
(they) ils/elles	ont

Past Participle endings	
-er verbs	- é
-ir verbs	- i
-re verbs	- u

Past time phrases

Hier	Yesterday
La semaine dernière	Last week

The indefinite article

The indefinite article means a/an in English.
In French they are **un (masculine)** and **une (feminine)**
Example: dans ma maison il y a une salle da bains

Negatives ne…pas – not

To form a negative in French, then ne…pas has to go around the **main verb**
Il **n'** **y a** **pas** de piscine



Adjectives and adjective agreement

Adjectives agree with the gender and number of the noun they describe.
Adjectives usually go after the noun
For example: J'ai **un** sylo vert J'ai **une** voiture verte

Adjectives which don't follow the rules!

Some adjectives go before the noun.
They are known as **BRAGS** adjectives
Beauty
Ranking
Age
Good/bad
Size



False Friends

La cave	Cellar
L'herbe	grass
La pièce	Room
Propre	Clean/own
Sale	dirty

Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)

Key verbs

regular –er verbs (voyager)	
Je (I)	- e
tu (you)	- es
il/elle (he/she)	- e
nous (we)	- ons
vous (you pl)	- ez
ils/elles (they)	- ent

aller (to go)	
Je (I)	vais
tu (you)	vas
il/elle (he/she)	va
nous (we)	allons
vous (you pl)	allez
ils/elles (they)	vont

Key Questions	
Comment voyages-tu?	How do you travel?
Comment est ta région?	What's your región like?
Que fais tu pour aider l'environnement?	What do you do to help the environment?

False Friends

essence	petrol
pile	battery

Tricky pronunciation:

quais	kay

Tricky spelling

bouteilles	ei vowel cluster

Useful Grammar

Negatives.
To make a verb NEGATIVE. You need to make a negative sandwich. The negative elements go AROUND the verb.

ne + verb + **pas** (not)
Je **ne** prends **pas** de bain (I do not take a bath)

ne + verb + **jamais** (never)
Je **ne** prends **jamais** de bain (I never take a bath)



The perfect tense (past tense—I went, I saw etc)
To form the perfect tense we need:
- the verb avoir
- You then need the past participle of the main verb.

avoir (to have)	
Je (I)	ai
tu (you)	as
il/elle (he/she)	a
nous (we)	avons
vous (you pl)	avez
ils/elles (they)	ont

Past Participles	
-er verbs	- é
-ir verbs	- i
-re verbs	- u

Future tense
To form the future tense you need:
- the present tense of the verb "aller—to go"
- the infinitive of the main verb.

(The infinitive is the form of the verb which ends in ***er/ir/re***)

aller (to go)	
Je (I)	vais
tu (you)	vas
il/elle (he/she)	va
nous (we)	allons
vous (you pl)	allez
ils/elles (they)	vont

aller
voyager
recycler
trier

Year 8 French: Travel and Environment Knowledge Organiser

Ways to practise vocabulary: *1. Look cover, write check 2. Getting people at home to test you 3. Log onto Language Nut*

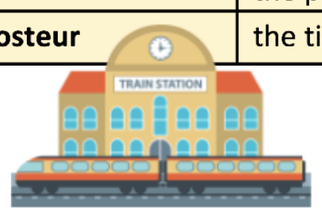
Key vocabulary



Le Transport - Transport	
je voyage	I travel
j'ai voyagé	I travelled
je vais voyager	I am going to travel
en bus	by bus
en train	by train
en car	by coach
en voiture	by car
en métro	by underground
en avion	by plane
en moto	by motorbike
à pied	on foot
à cheval	on horseback



à la gare SNCF—At the train station	
la gare SNCF	the train station
où est/sont?	where is/are?
le guichet	the ticket office
les objets trouvés	lost property
la consigne automatique	left luggage
la sortie (de secours)	(emergency) exit
la salle d'attente	waiting room
les quais	the platforms
le composteur	the ticket machine



Au guichet—buying a ticket	
je voudrais	I would like
j'aimerais	I would like
un aller-retour	a return ticket
un aller simple	a single ticket
fumeur	smoking
non fumeur	non-smoking
première classe	1st class
deuxième classe	2nd class

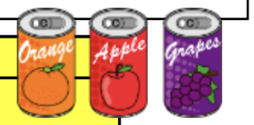
mon quartier– my region	
il y a	there is
il n'y a pas de	there isn't
circulation	traffic
vandalisme	vandalism
emballages	packaging
papiers sur terre	paper on the floor
crottes de chien	dog mess
espaces verts	green spaces
choses pour les jeunes	things for young people.

Opinions—Opinions	
j'adore	I love
j'aime	I like
j'aime bien	I like
je déteste	I hate
je préfère	I prefer

Intensifiers
très—very
assez—quite
un peu—a little
beaucoup—a lot

Big questions

- How do I travel?
- How do I find my way at the train station?
- How do I buy a train ticket?
- How do I discuss environmental issues?
- How do I give possible solutions?



Les hasards– hazards	
pour moi	for me
le problème le plus grave est	the most serious problem is
le manque d'eau potable	the lack of drinking water
les espèces menacées	endangered species
la destruction des forêts	the destruction of the forests
la sécheresse	drought
les incendies/inondations	fires/floods
la pollution de l'air/eau	air/water pollution.

protéger l'environnement— to protect the planet	
on doit/il faut	you must
acheter /utiliser	buy/use
des produits verts/recyclés	green/recycled products
les transports en commun	public transport
prendre une douche au lieu d'un bain	have a shower instead of a bath.
conserver l'energie	conserve energy
trier les déchets	sort rubbish
éteindre la lumière	switch off the lights
recycler	to recycle
les journaux	news papers
les bouteilles/cannettes/piles	bottles/cans/batteries
les vêtements	clothes







Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)

Useful Grammar

The present tense

To form the present tense

1. Take the infinitive (-er/-ir/-re)
2. Take off the ending
3. Add the following endings depending on who is doing the verb

er verbs	
I (Je)	-e
you (tu)	-es
s/he (il/elle)	-e
we (nous)	-ons
you plural (vous)	-ez
they (ils/elles)	-ent



eg	J'habite(I live) Nous habitons (we live)

The perfect tense (past tense)

To form the present tense

1. Take the correct form of avoir in the present tense
2. Add the past participle (-ed in English)

avoir – to have	
(I) J'	ai
(you) tu	as
(s/he) il/elle	a
(we) nous	avons
(you pl) vous	avez
(they) ils/elles	ont

Past Participle endings	
-er verbs	- é
-ir verbs	- i
-re verbs	- u

example	J'ai habité (I lived) Nous avons habité (we lived)

On peut/ on ne peut pas

Use **On peut** (You can) or **On ne peut pas** (You can't) followed by an infinitive to express ability or permission

Example:

On peut aller au cinéma --*You can go to the cinema.*

On ne peut pas faire du ski-- *You can't ski*

Comparative sentence

To compare two things in French, use:

- plus ... que (more ... than),
- moins ... que (less ... than), or
- aussi ... que (as ... as).

Structure: Subject + verb + plus/moins/aussi + adjective + que + comparison.

Important: The adjective agrees in gender and number with the subject (e.g., grand/grande, animés/animées).

Form	Example (French)	Translation
plus ... que	Paris est plus grand que Lyon.	Paris is bigger than Lyon.
moins ... que	Mon village est moins animé que la ville.	My village is less lively than the city.
aussi ... que	Cette ville est aussi belle que la capitale.	This town is as beautiful as the capital.

Conditional: Je voudrais / J'aimerais + infinitive

Use **Je voudrais** (I would like) or **J'aimerais** (I would love) followed by an infinitive to express wishes or polite requests

Example:

Je voudrais visiter le musée --***I would like*** *to visit the museum.*

J'aimerais habiter à Paris.-- ***I would love*** *to live in Paris*

False Friends

La librairie	bookshop
Propre	Clean/own
Sale	dirty

Year 8 French Unit 2: My Hometown and Region Knowledge Organiser

Ways to practise vocabulary: *1. Look cover, write check 2. Log onto Memrise 3. Getting people at hom u 4. language gym*

Big questions

- How do I describe my town?
- How do I compare town?
- How do I say what activities I do in my to?
- How do I describe the weather?
- How do I give direction?

Key vocabulary

Places in Town

la boulangerie	**bakery**
le supermarché	supermarket
la gare	train station
le cinéma	cinema
la piscine	swimming pool
le parc	park
l'église	church
le musée	museum
le centre commercial	shopping centre
la bibliothèque	library
la poste	post office
la patinoire	ice rink
La bibliothèque	library

Weather

il fait beau	**it's nice weather**
il fait chaud	it's hot
il fait froid	it's cold
il pleut	it's raining
il neige	it's snowing
il y a du vent	it's windy
il y a du soleil	it's sunny
il y a des nuages	it's cloudy
Il y a des orages	It's stormy

Directions

à gauche	to the left
à droite	to the right
tout droit	straight ahead
près de	near
loin de	far from
en face de	opposite
derrière	behind
devant	in front of
prenez	take
tournez	turn

Countries and Location

France	**France**
Espagne	Spain
Allemagne	Germany
Angleterre	England
Italie	Italy
près de la mer	near the sea
à la montagne	in the mountains
à la campagne	in the countryside
en ville	in town
au nord	north
au sud	south
à l'est	east
à l'ouest	west

Adjectives	
Ma ville est	My town/city is
Mon village est	My village is
grand(e)	big
petit(e)	small
sale	dirty
propre	clean
moderne	modern
beau/belle	pretty
historique	historical
animé (e)	lively
tranquille	quiet
moche	ugly

Activities in Town

aller au cinéma	go to the cinema
faire du shopping/ magasin	go shopping
visiter le musée	visit the museum
nager à la piscine	swim at the pool
patiner à la patinoire	skate at the ice rink
manger au restaurant	eat at the restaurant
trainer avec mes amis	To hang out with my friends

Intensifiers

très : very
Plutôt : Rather
Assez : quite
un peu: a little
Trop: too (much)

Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)