

French Department – YEAR 8 course, scheme of work 2019-2020:

Resources: Tricolore 2 5e édition + Audio materials + Grammar in Action workbook 2 + Kerboodle

Guided learning hours: 40 minutes (JH) + 40 minutes + 40 minutes (EW) per week

<i>Time-line</i>	Subject topics	Resources / activities (including ICT)	Assessment & skills (including ICT)	SEN / EHC / EAL / Gifted & talented
Year 8, Term 1:				
Weeks 1 to 7	<p>TOPICS:</p> <p>Shops and shopping</p> <p>Prices and quantities</p> <p>Choices when shopping</p> <p>Expressing opinions</p> <p>Understanding a poem and writing own poems</p> <p>Countries, nationalities</p> <p>Means of transport</p> <p>Saying what you are going to do</p> <p>GRAMMAR:</p> <p>Regular -er verb revision</p> <p>Partitive article</p> <p>Regular -re verbs</p> <p>de after quantity and negative (ne...pas, ne...plus)</p> <p>Regular -ir verbs</p> <p>en/au/aux + country</p> <p>partir, venir</p> <p>aller + infinitive</p>	<p>Tricolore 2 5e édition Units1-2D</p> <p>Kerboodle</p> <p>Grammar in Action workbook activities</p>	<p>Throughout the year:</p> <p>2 x30min prep per week (short writing/reading/learning tasks)</p> <p>Regular written/ oral vocabulary tests</p> <p>Interim and full reports as required by school schedule</p> <p>Ongoing monitoring of oral work in class</p> <p>ICT used for prep and classwork:</p> <p>Kerboodle</p> <p>http://www.zut.org.uk</p> <p>www.linguascope.com</p> <p>+this term ICT work on French supermarket (Auchan or Carrefour) with those unfamiliar with ICT use for French learning how to type French accents, navigating genuine French websites and recognising connected vocabulary (e.g. page d'accueil)</p>	<p>Throughout the year:</p> <p>Stretch more able in more demanding questions in class oral work.</p> <p>Foster structured vocabulary learning techniques for all, in particular those who find it difficult</p> <p>Allow EAL students to note vocabulary meanings in their own mother tongue if preferred</p> <p>In small classes, various kinds of support can be given to those who find language learning more challenging</p> <p>Classroom activities are varied (e.g. formal teaching, group and pair work, independent reading) to cater for a variety of learning styles.</p> <p>Au choix/ Presse Jeunesse/ Tricolore 2 Grammar in Action workbook set as differentiated work for prep and classwork</p>

<p>'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?</p>	<p>Encourage listening to others as part of learning process. Pair/group work fosters social interaction Cross-curricular element with learning capital cities of European countries Awareness of poetry in English to create a simple French poem Learn about other cultures and respect them</p>			
<p>Week 8-13</p>	<p>TOPICS: Asking permission, saying what you can or can't do Describing towns and villages Holidays, post cards Tour de France School life in France Discussing school subjects Daily routine GRAMMAR: pouvoir apprendre, comprendre Comparison of adjectives (plus, moins, aussi) Reflexive verbs Reflexive verbs in negative</p>	<p>Tricolore 2 5e édition Units 2E- 3D Kerboodle and own produced materials (e.g. power points, worksheets) Grammar in Action workbook activities Clémentine (BBC) Episodes 1-3</p>	<p>As above + ICT work on schools: French school website Collège Samuel de Missy, La Rochelle http://etab.ac-poitiers.fr/coll-missy-la-rochelle/</p>	<p>As above + Differentiated classroom readers More open-ended ICT work encourages pupils to achieve their individual best Differentiated homework for some topics (e.g. a gap-fill exercise for the Clémentine episode summary for some, with stronger pupils writing their own guided summary) More ambitious pupils encouraged to use dictionaries to enrich their work</p>
<p>'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?</p>	<p>Politeness when staying with others Discovering a French cultural event Comparing schools in France and UK Increasing awareness of English grammar through learning that of another language</p>			

Year 8, term 2:				
Weeks 1 to 6	<p>TOPICS:</p> <p>Talking about what you want to do</p> <p>The internet in schools</p> <p>Opinions about homework</p> <p>Describe a school trip or a day at a French school</p> <p>Describe people</p> <p>Greet and introduce people</p> <p>Staying in a French family</p> <p>Helping at home</p> <p>Talk about what you've done recently</p> <p>Buying souvenirs and presents</p> <p>Talk about TV and books</p> <p>GRAMMAR:</p> <p>vouloir</p> <p>dire, lire, écrire</p> <p>tu and vous</p> <p>Revision of present of avoir</p> <p>Perfect tense of regular verbs with avoir</p> <p>Time phrases needing past</p> <p>Demonstrative adjectives</p>	<p>Tricolore 2 5e édition Units 3E- 4G</p> <p>Kerboodle and own produced materials (e.g. power points, worksheets)</p> <p>Grammar in Action workbook activities</p> <p>Clémentine Episodes 4-5</p>	<p>As above +</p> <p>ICT research on a famous French person - produce a poster with a photo and description</p>	<p>As above +</p> <p>As more language is acquired, extension work is offered to the more able and dictionaries may be used to look up more advanced vocabulary, e.g. for an open-ended review of a book / film / TV programme</p>
<p>'British values' evidence?</p> <p>Numeracy?</p> <p>Communication skills?</p> <p>Knowledge across diff. areas of learning?</p>	<p>Acquire further awareness of a different school system</p> <p>Increasing awareness of the nature of language – that a word for word equivalent is not always possible from one language to another</p>		<p>Ongoing encouragement to keep up with vocabulary learning and take responsibility for own progress through some independent study</p> <p>Ongoing encouragement to broaden knowledge of TL countries</p>	

<p>Weeks 7 to 11</p>	<p>TOPICS: Find out about French cafés, drinks, food</p> <p>Buying drinks, ice creams and snacks</p> <p>Describe food and meals</p> <p>Writing a recipe for an interesting sandwich</p> <p>M Corot story</p> <p>Restaurants and menus – ordering, and expressing likes and dislikes</p> <p>Song about café</p> <p>Travel plans, trains</p> <p>GRAMMAR: boire (present tense)</p> <p>Some irregular past participles</p> <p>Asking questions in perfect tense</p> <p>Perfect tense in negative</p> <p>partir</p> <p>il faut, il ne faut pas</p> <p>Begin perfect tense with être</p>	<p>Tricolore 2 5e édition Units 5A – 6C</p> <p>Kerboodle and own produced materials (e.g. power points, worksheets)</p> <p>Grammar in Action workbook activities</p> <p>Clémentine Episodes 6-7</p>	<p>As above +</p> <p>ICT work: Research on a Paris café www.lesdeuxmagots.fr –write an account of imaginary visit to this café</p> <p>Based on La pêche Melba p..87, print out illustrated recipe and research its origins on Wikipedia.fr</p> <p>ICT research on restaurants www.restos-pas-chers.fr Create and print an illustrated menu</p> <p>Watch You Tube clip about Paris literary cafés</p> <p>Consult www.sncf.fr and plan an imaginary journey</p>	<p>As above +</p> <p>Increasingly encourage pupils to be as ambitious as their linguistic knowledge allows e.g. Based on Max à Paris p. 92, some produce a similar guided story Charles à Toronto, but others create their own story</p>
<p>‘British values’ evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?</p>	<p>Discover something about Paris café society and French cuisine</p> <p>Awareness of English grammar through acquiring knowledge of the perfect tense in French</p> <p>Increasing incentive to communicate meaningfully now a past tense has been acquired</p>		<p>Further ICT research skills - how to research efficiently and how to adapt material from online sources. Avoid copy and paste.</p>	
<p>Year 8, term 3:</p>				
<p>Weeks 1 to 5</p>	<p>TOPICS: Travel by air</p>	<p>Tricolore 2 5e édition Units 6D – 8A</p> <p>Kerboodle and own produced materials (e.g. power points, worksheets)</p>	<p>As above +</p>	<p>As above</p>

	<p>Describe a journey and a day out in the past</p> <p>Discuss what you did recently and give opinions</p> <p>William the Conqueror</p> <p>Discuss clothes</p> <p>Describe appearances</p> <p>Talk about possessions</p> <p>Parts of the body</p> <p>Illness, doctors</p> <p>Learn about Nîmes</p> <p>GRAMMAR : Agreement of past participle with être verbs</p> <p>C'était + adjective</p> <p>mettre (present and perfect)</p> <p>Adjectival agreement</p> <p>Direct object pronouns</p> <p>Revision of prepositions</p> <p>avoir mal à</p> <p>Other avoir expressions</p> <p>Imperative</p> <p>dormir (present and perfect)</p> <p>voir (present and perfect)</p>	<p>Grammar in Action workbook activities</p> <p>Clémentine Episode 8</p>	<p>ICT work – consult www.laredoute.fr and produce list of ideal clothes presents for you and your family</p>	
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<p>'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?</p>	<p>Discover an important figure in French /British history Discover a southern French city with Roman origins</p>			
<p>Week 6-10</p>	<p>Weeks 6 and 7 Revision programme Week 8 School exam week Weeks 9 and 10: TOPICS: Talk about going out Accept or decline an invitation GRAMMAR: sortir (present and perfect)</p>	<p>Various materials to practise for exam-style questions Tricolore 2 5e édition Units 8B-8C</p>	<p>Formal final examination with listening, speaking, reading and writing papers Final review of year's work</p>	<p>Structured revision programme to help all - some time given in class for private revision but more guided help for those who need it Examination varied in task types and targets different levels of ability</p>
<p>'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?</p>	<p>Taking stock - recognising individual achievements and celebrating academic success</p>		<p>Revision techniques to encourage independent study</p>	