

EARLSHEATON TECHNOLOGY COLLEGE  
YEAR 8 (A BAND) SCHEME OF WORK 2010-2011

	Contexts	Resources	Grammar	Language strategies	Pronunciation	Cultural focus	Framework
Départ	<b>Introduction to <i>Clic! 2</i></b> <ul style="list-style-type: none"> <li>• Introduction to the themes and characters of <i>Clic! 2</i></li> <li>• Personal details, greetings</li> <li>• Classroom language</li> <li>• Pronunciation</li> </ul>	Clic 2 Plus: Depart  General: <a href="http://www.frenchteacher.net/Y8/Y8index.htm">www.frenchteacher.net/Y8/Y8index.htm</a>  <a href="http://atschool.eduweb.co.uk/rqshiwyc/school/curric/HotPotatoes/">http://atschool.eduweb.co.uk/rqshiwyc/school/curric/HotPotatoes/</a>  <a href="http://www.sunderlandschools.org/mfl-sunderland/resources-fr-ks3-ppt.htm">www.sunderlandschools.org/mfl-sunderland/resources-fr-ks3-ppt.htm</a>  Grammar: <a href="http://languagesfun.com/French/php/french_grammar.php">http://languagesfun.com/French/php/french_grammar.php</a>		<ul style="list-style-type: none"> <li>• Classroom language</li> </ul>	<ul style="list-style-type: none"> <li>• Key pronunciation points</li> </ul>		
Unit 1	<b>Finding out about new places</b> <ul style="list-style-type: none"> <li>• Describing the neighbourhood</li> <li>• Meeting people and knowing what to say</li> <li>• Means of transport</li> <li>• Asking for and giving directions</li> </ul>	Clic 2 Plus : Unit 1  Directions: <a href="http://www.bbc.co.uk/languages/french/lj/directions/">www.bbc.co.uk/languages/french/lj/directions/</a>  <a href="http://www.bbc.co.uk/languages/french/talk/directions/">www.bbc.co.uk/languages/french/talk/directions/</a>  <a href="http://www.bbc.co.uk/learningzone/clips/o-est-la-poste/1695.html">www.bbc.co.uk/learningzone/clips/o-est-la-poste/1695.html</a>  <a href="http://www.bbc.co.uk/learningzone/clips/directions/1192.html">www.bbc.co.uk/learningzone/clips/directions/1192.html</a>  Around Town: <a href="http://languagesfun.com/French/php/french_town.php">http://languagesfun.com/French/php/french_town.php</a>  Hometown: <a href="http://www.bbc.co.uk/learningzone/clips/jhabite-dijon/1692.html">http://www.bbc.co.uk/learningzone/clips/jhabite-dijon/1692.html</a>  Means of transport: <a href="http://www.education.vic.gov.au/languagesonline/french/sect32/index.htm">www.education.vic.gov.au/languagesonline/french/sect32/index.htm</a>  Boardworks Comme d'habitude Part 1, slides 3-22, Part 2 slides 3-20	<ul style="list-style-type: none"> <li>• <b>The present tense</b> <ul style="list-style-type: none"> <li>– Regular <i>-er, -ir</i> and <i>-re</i> verb endings</li> <li>– Key irregular verbs–</li> <li>Modal verbs</li> </ul> </li> <li>• Demonstrative adjectives: <i>ce, cet, cette, ces</i></li> <li>• The imperative</li> </ul>	<ul style="list-style-type: none"> <li>• Using a bilingual dictionary</li> <li>• Formal and informal language</li> </ul> <b>Workbook:</b> <ul style="list-style-type: none"> <li>• Keeping a record of new language</li> <li>• Speaking strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Silent verb endings</li> </ul>	<ul style="list-style-type: none"> <li>• An area of Paris</li> </ul>	L – 8W1, 8W2, 8W5, 8W6, 8W7, 8S3, 8T3, 8T4, 8T6, 8T7, 8L2, 8L5, 8L6, 8C4, 8C5

		<p>Fais ceci, fais cela Part 1, slides 3-18 Part 3 Slides 3-23 Part 4 Slides 3-12 Qu'est-ce qu'on va faire, Part 4 Slides 3-23</p> <p>Linguascope : Les Moyens de Transport, Ou j'habite</p> <p><b>Assessment :</b> <b>Clic 2 Plus Module 1</b> <b>Formative and Summative Assessments</b></p> <p><b>Assessment :</b> <b>FCSE Module 5 : Travel &amp; Accommodation</b> <b>FCSE Module 10 : Region &amp; Environment</b></p>					
<b>Unit 2</b>	<p><b>Famous people</b></p> <ul style="list-style-type: none"> <li>• Describing people (physical appearance)</li> <li>• Past weekend activities</li> <li>• Achievements of famous people</li> <li>• The role of the French Resistance during the Second World War</li> </ul>	<p>Clic 2 Plus : Unit 2</p> <p>Famous French people: <a href="http://www.bbc.co.uk/learningzone/clips/devine-qui-c-est/8520.html">www.bbc.co.uk/learningzone/clips/devine-qui-c-est/8520.html</a></p> <p><a href="http://www.earlystart.co.uk/esfrench1/04people.htm">http://www.earlystart.co.uk/esfrench1/04people.htm</a></p> <p><b>Assessment :</b> <b>Clic 2 Plus Module 2</b> <b>Formative and Summative Assessments</b></p> <p><b>Assessment :</b> <b>FCSE Module 1 : Meeting People</b></p>	<p>• <b>The perfect tense (1)</b></p> <ul style="list-style-type: none"> <li>– The perfect tense formed with <i>avoir</i></li> <li>– How to form the past participle of regular -<i>er</i>, -<i>ir</i> and -<i>re</i> verbs</li> <li>– Irregular past participles</li> <li>– Negatives in the perfect tense</li> <li>– Asking questions in the perfect tense</li> <li>• Adjectives: agreement and position</li> <li>• Linking words</li> <li>• Relative pronouns <i>qui</i> and <i>que</i></li> </ul>	<ul style="list-style-type: none"> <li>• Conversation tips</li> <li>• Improving what you say</li> </ul> <p><b>Workbook:</b></p> <ul style="list-style-type: none"> <li>• Reading strategies</li> <li>• Coping with high numbers in listening activities</li> </ul> <p><b>Copymaster:</b></p> <ul style="list-style-type: none"> <li>• Word order and sentence building</li> </ul>	<ul style="list-style-type: none"> <li>• Intonation in questions and statements</li> <li>• <i>eu, ou</i> and <i>u</i> sounds</li> </ul>	<ul style="list-style-type: none"> <li>• The Musée Grévin, Paris</li> <li>• Famous French people, past and present</li> </ul>	<p><b>L</b> – 8W3, 8W4, 8S1, 8S2, 8S4, 8S5, 8S8, 8T1, 8T5, 8L1, 8L3, 8L4, 8C1, 8C2</p> <p><b>R</b> – 8W2, 8W5, 8W6, 8T3, 8T7, 8L5, 8L6</p>
<b>Unit 3</b>	<p><b>Visiting places of interest</b></p> <ul style="list-style-type: none"> <li>• Describing a day out</li> <li>• Finding out about a visit to a French theme park</li> <li>• Describing past holidays</li> <li>• The history of space travel</li> </ul>	<p>Clic 2 Plus : Unit 3</p> <p>A Day Out: <a href="http://www.bbc.co.uk/learningzone/clips/a-day-trip-to-the-port-of-toulon/2371.html">http://www.bbc.co.uk/learningzone/clips/a-day-trip-to-the-port-of-toulon/2371.html</a></p> <p>School Trip: <a href="http://www.bbc.co.uk/learningzone/clips/a-school-trip/1226.html">http://www.bbc.co.uk/learningzone/clips/a-school-trip/1226.html</a></p> <p>Past Holidays: <a href="http://www.bbc.co.uk/learningzone/clips/holidays/1223.html">http://www.bbc.co.uk/learningzone/clips/holidays/1223.html</a> <a href="http://www.bbc.co.uk/learningzone/clips/holidays/586.html">http://www.bbc.co.uk/learningzone/clips/holidays/586.html</a></p>	<p>• <b>The perfect tense (2)</b></p> <ul style="list-style-type: none"> <li>– The perfect tense formed with <i>être</i></li> <li>– Verbs that take <i>être</i> in the perfect tense</li> <li>– Agreement of the past participle</li> <li>– Reflexive verbs (including negatives) in the perfect tense</li> <li>• Adverbs</li> <li>• <i>à, en, au/aux</i> 1</li> </ul>	<ul style="list-style-type: none"> <li>• Words that have different meanings in different contexts</li> <li>• Reading strategies</li> </ul> <p><b>Workbook:</b></p> <ul style="list-style-type: none"> <li>• Looking up verb forms in a dictionary</li> <li>• Mnemonics</li> </ul>	<ul style="list-style-type: none"> <li>• Intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Places of interest in Paris and elsewhere</li> <li>• Regional food specialities</li> </ul> <p><b>Workbook:</b></p> <ul style="list-style-type: none"> <li>• Facts and figures about</li> </ul>	<p><b>L</b> – 8W8, 8S6, 8S7, 8T2, 8C3</p> <p><b>R</b> – 8W1, 8W4, 8W5, 8W7, 8S1, 8T1, 8T4, 8T6, 8T7, 8L1, 8L2, 8L3, 8L6, 8C1, 8C4, 8C5</p>

		<p>Boardworks: Deja Part 2 Deja Part 3 Slides 13-17 (Reflexive Verbs in the Perfect Tense) Une Visite Part 1 (Describing Past Holidays)</p> <p><b>Assessment :</b> <b>Clic 2 Plus Module 3</b> <b>Formative and Summative Assessments</b></p> <p><b>Assessment :</b> <b>FCSE Module 4 : Holidays</b></p>	destinations	<p><b>Copymaster:</b></p> <ul style="list-style-type: none"> <li>• Cognates, near-cognates</li> <li>• Ways to remember new words</li> </ul>		France	
Unit 4	<p><b>Clothes and fashion</b></p> <ul style="list-style-type: none"> <li>• Opinions of clothes (including colours and styles)</li> <li>• Talking about favourite looks</li> <li>• Shopping for clothes</li> <li>• Childhood crazes</li> </ul>	<p>Clic 2 Plus : Unit 4</p> <p>Clothes: <a href="http://www.bbc.co.uk/languages/french/lj/clothes/">www.bbc.co.uk/languages/french/lj/clothes/</a> <a href="http://www.education.vic.gov.au/languagesonline/french/sect31/index.htm">www.education.vic.gov.au/languagesonline/french/sect31/index.htm</a> <a href="http://www.guia.com/cb/112872.html">www.guia.com/cb/112872.html</a> <a href="http://languagesfun.com/French/php/french_clothes.php">http://languagesfun.com/French/php/french_clothes.php</a></p> <p>La Mode: <a href="http://www.bbc.co.uk/learningzone/clips/la-mode/1764.html">www.bbc.co.uk/learningzone/clips/la-mode/1764.html</a> <a href="http://www.bbc.co.uk/learningzone/clips/la-mode/1762.html">www.bbc.co.uk/learningzone/clips/la-mode/1762.html</a> <a href="http://www.laredoute.fr/Default.aspx">http://www.laredoute.fr/Default.aspx</a></p> <p>Boardworks A la Mode Part 1, Slides 3-15 Part 2 Slides 3-21 Part 3, Slides 3-18 Part 4 Slides 3-16</p> <p>Linguascope : Les Vetements</p> <p>Games : <a href="#">Vetements</a> Qu'est-ce que je porte ?</p>	<p>• <b>Gender and number</b></p> <ul style="list-style-type: none"> <li>– Masculine and feminine noun forms</li> <li>– Determiners and adjectives</li> <li>– Past participle agreement</li> <li>– Direct object pronouns</li> <li>– Prepositions <i>de</i> and <i>à</i></li> <li>• <i>ce qui, ce que</i></li> <li>• The imperfect tense</li> </ul>	<p>• Learning the gender of new nouns</p> <p>• Using clues to work out the gender of nouns</p> <p><b>Workbook:</b></p> <ul style="list-style-type: none"> <li>• Note-taking when listening</li> <li>• Adapting a text</li> </ul>	• The French r	• French fashion	<p><b>R</b> – 8W2, 8W3, 8W4, 8S2, 8S3, 8S4, 8S6, 8S7, 8S8, 8T1, 8T2, 8T3, 8T6, 8L1, 8L2, 8L3, 8L5, 8C2, 8C3, 8C4, 8C5</p>

		<b>Assessment :</b> <b>Clc 2 Plus Module 4</b> <b>Formative and Summative Assessments</b>					
<b>Unit 5</b>	<b>Sport and a healthy lifestyle</b> <ul style="list-style-type: none"> <li>• Body and sports</li> <li>• Talking about sports and how often/when you do them</li> <li>• Daily routine and healthy lifestyle</li> <li>• Profile of a French sporting champion</li> <li>• Ailments and injuries</li> </ul>	Clc 2 Plus : Unit 5  Boardworks Comment tu t’amuses Part 2 Slides 3-15 Part 3 slides 3-18  Parts of the body : <a href="http://www.alienlanguage.co.uk/">www.alienlanguage.co.uk/</a>  <a href="http://www.education.vic.gov.au/languagesonline/french/sect30/index.htm">www.education.vic.gov.au/languagesonline/french/sect30/index.htm</a>  Illnesses:  <a href="http://languagesfun.com/French/php/french_services.php">http://languagesfun.com/French/php/french_services.php</a>  Linguascope: Les Sports, Le Corps, Les Douleurs  Game : <a href="#">Parts of the body</a>  <b>Assessment :</b> <b>Clc 2 Plus Module 5</b> <b>Formative and Summative Assessments</b>	<ul style="list-style-type: none"> <li>• <b>Negatives</b> <ul style="list-style-type: none"> <li>– ne ...</li> <li><i>pas/rien/jamais/person ne</i></li> <li>– structure of negatives</li> <li>– use of <i>de/d’</i> after a negative</li> </ul> </li> <li>• Noun plurals</li> <li>• <i>jouer au/à la, faire du/de la/de l’</i></li> <li>• Reflexive verbs</li> <li>• <i>aller</i> 1 infinitive to refer to the future</li> <li>• Recognising/Using verbs in different tenses</li> <li>• <i>avoir mal au/à la/aux</i></li> </ul>	<ul style="list-style-type: none"> <li>• Asking questions</li> </ul> <b>Workbook:</b> <ul style="list-style-type: none"> <li>• Why word-for-word translations don’t always work</li> <li>• Where to find help with learning French, e.g. peersupport, reference materials</li> </ul>	<ul style="list-style-type: none"> <li>• Tricky sounds: <i>ch, th, qu, ion</i></li> </ul>	<ul style="list-style-type: none"> <li>• French sports champions</li> </ul>	<b>R</b> – 8W1, 8W4, 8W5, 8W7, 8W8, 8S3, 8S4, 8S5, 8S7, 8T4, 8T5, 8L4, 8C2, 8C3, 8C5
<b>Unit 6</b>	<b>Free time with friends</b> <ul style="list-style-type: none"> <li>• Talking about leisure activities</li> <li>• Pocket money and spending habits</li> <li>• Friendship and relationships</li> <li>• Organising an event</li> </ul>	Clc 2 Plus : Unit 6  <a href="http://www.bbc.co.uk/languages/french/lj/tourist/">www.bbc.co.uk/languages/french/lj/tourist/</a>  <a href="http://www.bbc.co.uk/languages/french/lj/invitations/">www.bbc.co.uk/languages/french/lj/invitations/</a>  Linguascope: Mes Passe-temps  <b>Assessment :</b> <b>Clc 2 Plus Module 6</b> <b>Formative and Summative Assessments</b>  <b>Assessment :</b> <b>FCSE Module 6 : Leisure</b>	<ul style="list-style-type: none"> <li>• <b>Pronouns</b> <ul style="list-style-type: none"> <li>– Subject pronouns</li> <li>– Direct and indirect object pronouns</li> <li>– Emphatic pronouns</li> <li>– Reflexive pronouns–</li> <li>The pronoun <i>en</i></li> <li>– Relative pronouns <i>qui</i> and <i>que</i></li> </ul> </li> <li>• Recognising/Using verbs in different tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence building</li> <li>• Improving written work</li> </ul> <b>Workbook:</b> <ul style="list-style-type: none"> <li>• Improving spoken work</li> <li>• Using knowledge of grammar to help understand texts</li> </ul>	<ul style="list-style-type: none"> <li>• Liaison</li> </ul>	<ul style="list-style-type: none"> <li>• The Parc de Bercy, Paris</li> <li>• Leisure activities</li> </ul>	<b>R</b> – 8W2, 8W4, 8W6, 8W8, 8S1, 8S2, 8S5, 8S6, 8S7, 8S8, 8T2, 8T3, 8T5, 8L4, 8C3

