

Year 8 learning programme Kirikou term 1 2014

|  |
| --- |
| **SCHOOL: St Stephens School Carramar****YEAR: 8**  |
| **Lesson 1 80 mins** |  |
|  | ) |
| **Starters** | Starter 1: Guessing countries French speaking countries |
| **Plenary** | European capital city and nationality quiz  |
| **Learning objectives** | Talking about French speaking countries Africa |
| **Culture** |  |
| **Skills****(** | memorisinglisten for gist/detailapply grammardifferent countries/culturesmake links with English  |  |
| **Contexts** | Les pays francophone |

To be delivered from week 1-6 term 1 Total teaching hours required 800mins 12 hours.

Total hours available from weeks 1-6 720 hours. Teachers must plan Home learning to cover 80 hours missing.



|  |
| --- |
| **SCHOOL: St Stephen’s School Carramar YEAR:****CLASS:8** |
| *As-tu des frères et sœurs? 160 mins* | **lessonno.2+3** |
| **Starters** | Starter 3: Pronunciation practice Starter 4: Jumbled sentences  |
| **Plenary** | Practise personal information questions and answers  |
| **Learning objectives** | Talking about brothers and sisters |
| **Grammar** | possessives: *mon / ma / mes**J’ai / je n’ai pas de* … . (revision) |
| **Skills** | identify patternslisten for gist/detailask and answer questionsapply grammarcommunicate in pairs etc.use TL in engaging topics | 4b1a, 2a1b4b1b2b |
| **Contexts** | Personal and social life |
| **Learning outcomes …** |
| **Listening and responding**  |  | Understand and note down information about brothers and sisters  |  |
| **Speaking**  |  | Ask and answer questions about brothers and sisters |  |
| **Reading and responding**  |  | Understand short written phrases about families, including |
| **Writing** |  | Write sentences about brothers and sisters from picture cues |  |
| **Key language** | *As-tu des frères et sœurs?**Je n’ai pas de frères et sœurs.**J’ai un frère. J’ai une sœur.**Je suis fils / fille unique.**frère, sœur, demi-frère, demi-sœur* |
|  |  |
|  |  |
| **Resources** |  |
| **Homework** |  |
| **Notes** |  |



|  |
| --- |
| **SCHOOL: St stephen’s Carramar YEAR:** **8**  |
| *Les yeux et les cheveux 240 mins* | **Lessons 4-7** |
|  |
| **Starters** | Starter 7: Pronunciation practice (Framework Pack, p.36)Starter 8: Drawing from written text (Framework Pack, p.37) |
| **Plenary** | Practise using the parts of *avoir* (Framework Pack, p.37) |
| **Learning objectives** | Talking about what you look like |
| **Grammar** | *avoir* (consolidation): *j’ai, tu as, il / elle a, as-tu …?* |
| **Skills** | listen for gist/detailpronunciation and intonationask and answer questionswrite clearly and coherently  |  |
| **Contexts** | Personal and social life |
| **Learning outcomes …** |
| **Listening and responding**  |  | Understand information about eye and hair colour  | 1b, 2b |
| **Speaking**  |  | Ask about and give information concerning eye and hair colour | 1c, 3a |
| **Reading and responding**  |  | Identify individuals from written descriptions of their eyes and hair | 2a |
| **Writing** |  | Identify individuals from written descriptions of their eyes and hair | 3b |
| **Key language** | *j’ai , tu as, il a, elle a, as-tu?**les yeux bleus / bruns / noisette**les cheveux blonds / châtains / noirs / bruns / roux**les cheveux longs / mi-longs / courts* |
|  |  |
| **Reinforcement (A)****Extension (B)** | Workbooks Quoi de neuf |
| **Resources** |  |
| **Homework** |  |
| **Notes** |  |

|  |
| --- |
| **SCHOOL: St Stephen’s Carramar**  **YEAR 8**  |
| *Tu es comment? Lessons 8-12 320 mins* |  |
|  | ) |
| **Starters** | Starter 9: Assembling sentences with *avoir* (Framework Pack, p.37)Starter 10: Squashed-up sentences  |
| **Plenary** | Consolidate use of *avoir* and *être*  |
| **Learning objectives** | Talking about what you are like |
| **Grammar** | *être* (consolidation): *je suis, tu es, il/elle est, es-tu …?*adjectival agreement (revision) |
| **Skills****(Programmes of Study – 2008)** | **2.1a** identify patterns**2.2a** listen for gist/detail**3b** sounds and writing**4b** communicate in pairs etc. |  |
| **Contexts** | Personal and social life |
| **Learning outcomes …** |
| **Listening and responding**  |  | Identify people from descriptions of their size and character  |  |
| **Speaking**  |  | Ask about and describe people’s size and character  |  |
| **Reading and responding**  |  | Read and understand short descriptions of people, including eyes hair and size |  |
| **Writing** |  | Write sentences describing people’s size or their character |  |
| **Key language** | *je suis, tu es, il est, elle est, es-tu …?**grand(e), petit(e), de taille moyenne bavard(e), ennuyeux / ennuyeuse, marrant(e), paresseux / paresseuse, sportif / sportive, timide*  |
|  |  |
| **Reinforcement Extension**  | Workbooks  |
| **Resources** |  |
| **Homework** |  |
| **Notes** |  |