

Year 8 learning programme Kirikou term 1 2014

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| **SCHOOL: St Stephens School Carramar**  **YEAR: 8** | | |
| **Lesson 1 80 mins** | |  |
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| **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**  **(** | memorising  listen for gist/detail  apply grammar  different countries/cultures  make 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.



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| **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 patterns  listen for gist/detail  ask and answer questions  apply grammar  communicate in pairs etc.  use TL in engaging topics | 4b  1a, 2a  1b  4b  1b  2b |
| **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* | |
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| **Resources** | |  | |
| **Homework** | |  | |
| **Notes** | |  | |



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| **SCHOOL: St stephen’s Carramar YEAR:** **8** | | | |
| *Les yeux et les cheveux 240 mins* | | | **Lessons 4-7** |
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| **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/detail  pronunciation and intonation  ask and answer questions  write 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* | |
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| **Reinforcement (A)**  **Extension (B)** | | Workbooks Quoi de neuf | |
| **Resources** | |  | |
| **Homework** | |  | |
| **Notes** | |  | |

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| **SCHOOL: St Stephen’s Carramar**  **YEAR 8** | | | |
| *Tu es comment? Lessons 8-12 320 mins* | | |  |
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| **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* | |
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| **Reinforcement Extension** | | Workbooks | |
| **Resources** | |  | |
| **Homework** | |  | |
| **Notes** | |  | |