

SECOND YEAR (1st mod lang)**YEAR PLAN**

There are 3 lessons of 45 minutes per week.

French as a first modern language is taught to four 2nd year (year 8) groups, which are put into sets according to ability.

Assessments will be common to all groups.

Pupils will have the opportunity to participate in a visit to Paris, organised with the Art department, in May half-term. Preparation and follow-up is integrated into teaching during the Summer term

CHRISTMAS TERM

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| Unité 1 En Ville | 4 weeks | 12 lessons |
| Unité 2 On fait des projets | 4 weeks | 12 lessons |
| Unité 3 Au Collège | 4 weeks | 12 lessons |

Assessments

November – Reading

SPRING TERM

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| Unité 4 En famille | 4 weeks | 12 lessons |
| Unité 5 Bon Appétit | 4 weeks | 12 lessons |
| Unité 6 En Voyage (first half) | 2 weeks | 6 lessons |

Assessments

February – Writing or Listening

SUMMER TERM

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| Unité 6 En Voyage (second half) | 2 weeks | 6 lessons |
| Unité 7 Ça va? | 4 weeks | 12 lessons |
| Unité 8 Rendez-vous! | 4 weeks | 12 lessons |

Examinations take place immediately after half-term and will include Modules 1-7. Oral and listening tests are done before half-term and time will be allowed for revision and review of examinations.

Resources

See schemes of work for topic details, grammar, ICT and skills. The Teacher's book should be consulted frequently for recommendations and teaching ideas.

NB – worksheets, games, songs and other resources to be found in dedicated “red” drawer, Room 20.

Students' coursebook - Encore tricolore 2 Nouvelle Edition

Grammar in Action 2 – pages to photocopy

Teacher's Guide

Flashcards CD

Resource and Assessment File – worksheets, pair-work cards, assessment sheets etc

OHP File – Metro 2

Flashcards – Metro 2

CDs

Reading cards (green and orange box) and “Vu et Lu” reading booklets

Bibliobus – Collection B and C

LCP worksheets

“Quinze Minutes”, “Ici Paris”, “Visite En France” and other videos.

Melvin

ICT

A set of “Bonjour” MGP magazines can be used in class and listening material is digitized in MMC. Also Bonjour listening exercises 2001 – 2009 on MMC server

Electro Métro 2 – on Interactive whiteboards and server in Multi-media Centre

CD audio file on server in MMC

Websites

www.linguascope.org.uk

www.zut

www.languagesonline.uk.org

[www.mflpowerpoint.](http://www.mflpowerpoint)

OTHER ICT EXPLOITATION

- Personal vocabulary and phrasebook
- Topic research using Internet
- Data and electronic information presentation eg. survey of leisure activities.
- Word processing of e-mails, post-cards, messages, newspaper articles and letters
- Text manipulation – sentence and phrase ordering, space-filling etc
- Vocabulary testing and reinforcement

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SOW 1 (4 weeks) ENCORE TRICOLORE 2, NOUVELLE EDITION
UNITÉ 1 En Ville

Objectives: pupils will be able to:

- Identify some French shops
- Shop for food and understand what the shopkeeper says
- Discuss where to go shopping
- Say there isn't any or no more of something
- Identify food and things to buy
- Say how much of something they want and talk about money and prices
- Use *acheter* and *préférer*, use *vendre* and some other *re* verbs, use *choisir* and some other *ir* verbs

| Topics | Grammar | ICT | Skills |
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| Shops and what they sell | Partitive revision – | Phrase generation | <u>Listen and understand:</u> Shop conversations Telephone conversations about where to go. Prices of goods Times |

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| | | | <i>Ne..pas, ne..plus de</i> in conversation Details about shopping habits |
| Quantities, money, number and prices | <i>ER, IR, RE</i> verbs – revision <i>Vendre etc</i> <i>choisir etc</i> | Internet shopping site used for picnic food choices. Spreadsheet shopping activity | <u>Talk about:</u> Food preferences Quantities of food Prices Purchasing food in various shops What shopkeeper does not have Type of shopping preferences |
| Shopping for food | Expressions of quantity followed by <i>de, d'</i> | Metro Electro 2 Unit 4 Activités A,B and C | <u>Write:</u> Partitive with shop articles Quantities of products Picture differences using <i>ne..pas,</i> <i>ne..plus de</i> Correct forms of three verbs types |
| Revision of: French alphabet Self, family, pets Places in town, directions | <i>Ne....pas,</i> <i>.....plus de</i> <i>ne</i> | Languagesonline exercises ZUT linguасcope | <u>Read and understand</u> Shops where articles are purchased Verb endings for different persons Story about Mangetout Use of <i>de</i> with quantity Use of <i>ne..pas,</i> <i>ne..plus de</i> |

SOW 2 (4 weeks) ENCORE TRICOLORE 2, NOUVELLE EDITION

UNITÉ 2 On fait des projets

Objectives: pupils will be able to:

Talk about different countries in Europe and elsewhere

Talk about different means of transport

Say what they are going to do and when they are going to do something

Talk about towns and villages

Talk about what they can and cannot do and ask permission

Use the correct prepositions with towns and countries

Use the verbs *voir, venir, pouvoir* + infinitive and *aller* + infinitive

| Topics | Grammar | ICT | Skills |
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| Countries, capital cities, nationalities | Prepositions with towns and countries | Email correspondents Creating illustrated sentences Send a virtual post card | <u>Listen and understand:</u> Details about European countries Plans to visit various countries Means of transport What activities people are going to do Location of towns in France Requests to do activities (<i>pouvoir</i>) |
| Means of transport Future time | <i>Voir, venir</i> (present tense) | Find out about French towns from the Internet Design poster about local facilities | <u>Talk about:</u> Penpal details Choices of means of transport Activities you are going to do Where activities can/cannot be done |
| Towns, villages, location, facilities Post cards | <i>Aller</i> + infinitive <i>Pouvoir</i> + infinitive (+ neg) | Metro Electro 2 Unit 2 Activités A and B (selected) | <u>Write:</u> <i>Aller</i> and prepositions <i>Voir</i> and <i>venir</i> in correct person About means of transport Activities you are going to do Post card from French town/village |
| Revision of: Leisure activities Weather Numbers School | <i>Ne...pas,plus de</i> <i>ne</i> | Languagesonline exercises ZUT linguascope | <u>Read and understand</u> Adverts for penpal Infinitives Time expressions |

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| vocabulary Computer vocabulary | | | <i>Pouvoir</i> + infinitive in sentences Post cards from holiday destinations Descriptions of ideal holiday |
| Extra – Presse Jeunesse 1 | | | |

SOW 3 (4 weeks) ENCORE TRICOLORE 2, NOUVELLE EDITION

UNITÉ 3 Au Collège

Objectives: pupils will be able to:

Describe their school and describe a school day

Talk about school subjects; ask and give opinions about them.

Talk about morning and evening routines

Use the verbs *dire*, *lire* and *écrire*, use the verbs *apprendre* and *comprendre*

Use reflexive verbs and the verb *vouloir* + infinitive

| Topics | Grammar | ICT | Skills |
|--|---------------------------------------|---|---|
| School life in France, school day and subjects | <i>Dire, lire, écrire</i> | Make labelled plan of classroom or school Timetable | <u>Listen and understand:</u> Descriptions of school Details about school clubs <i>Lire, écrire, dire</i> in conversation Discussion about timetable and times Details about transport to school Morning and evening routine Opinions about school and subjects What people want to do after school |
| Daily routine, travel to school | <i>Prendre, apprendre, comprendre</i> | Word-process description Devise and analyse a survey | <u>Talk about:</u> Going to school clubs School day – times Transport to school Morning and evening routine What you want/would like to do Varied questions on school |
| Opinions of subjects and | Reflexive verbs | Metro Electro 2 Unit Activités | <u>Write:</u> A list of school clubs |

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| using Internet at school | | | A guide to your school <i>Dire, lire, écrire, apprendre, comprendre</i> in sentences Reflexive verbs in correct form |
| Revision: Days of week, months Weather Time Musical instruments | <i>vouloir</i> | Languagesonline exercices ZUT linguscope | <u>Read and understand</u> Definitions of school places Typical school day Timetable and times Reflex verbs – positive and negative Description of subject choices <i>Vouloir</i> neg and pos +infinitive Debate on usefulness of Internet Letter describing school day |
| Extra: Presse Jeunesse 2 | | | |

SOW 4 (4 weeks) ENCORE TRICOLORE 2, NOUVELLE EDITION
UNITÉ 4 En Famille

Objectives: pupils will be able to:

- Introduce people and talk about families
- Understand and answer questions when staying with a family.
- Talk about what you have done recently
- Talk about presents and souvenirs
- Say goodbye and thank you
- Use the perfect tense (with *avoir*) of some regular *er*, *ir* and *re* verbs
- Use expressions of past time
- Use *ce*, *cet*, *cette*, *ces* + noun

| Topics | Grammar | ICT | Skills |
|---|---|---|--|
| Family descriptions -- clothing | Revision of <i>avoir</i> Contrasting past and present tenses | Using speech bubbles (call outs) Open an electronic phrase book Word process thank you letter | <u>Listen and understand:</u> Physical descriptions Introductions Arrival in family – first questions Past and present differences Conversation about past events Time expressions Varied conversations about past Souvenir shop conversations Activity choices that <u>have</u> been made Description of difficult day Which articles have been lost & found Saying goodbye and thank you |
| Introducing people, staying with a family | Perfect tense with <i>avoir</i> – reg <i>er,ir,re</i> verbs | Sentence reconstruction | <u>Talk about:</u> Own family & pets – description, age Own house, room, garden etc What activity choice you <u>have</u> made What you did yesterday |
| Souvenirs and presents | <i>Ce, cet, cette, ces</i> | Metro Electro 2 Unit 1 and 3 Activités A,B and C | <u>Write:</u> Paragraph on house or bedroom |

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| | | (selective) | <p>Perfect tense to describe party</p> <p>Sentences describing last weekend</p> <p>Correct form of <i>ce, cet, cette, ces</i></p> <p>Perf tense using reg past participles</p> <p>Letter of thanks for hospitality</p> |
| Saying goodbye, thanking people for hospitality | | <p>Languagesonline exercises</p> <p>ZUT</p> <p>linguscope</p> | <p><u>Read and understand</u></p> <p>Email about family and activities</p> <p>Past and present tense difference</p> <p>Perfect tense describing pictures</p> <p>Souvenir vocabulary</p> <p>Questions & responses – perf tense</p> |
| Extra: Presse Jeunesse 3 | | | |

SOW 5 (4 weeks) ENCORE TRICOLORE 2, NOUVELLE EDITION
UNITÉ 5 Bon Appetit

Objectives: pupils will be able to:

- Buy drinks in a café, buy snacks and ice cream
- Express likes and dislikes
- Talk about a simple menu and some new items of food
- Order a meal in a restaurant.
- Use the verb *boire* and irregular past participles
- Ask about what has happened.
- Use *n' pas* in the perfect tense

| Topics | Grammar | ICT | Skills |
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| Buying drinks, snacks, ice creams | <i>Boire</i> present tense | Text reconstruction | <u>Listen and understand:</u> Details about cafes in France Drink orders Sondage on tradition meals Ingredients of Surprise sandwich M. Corot story and interview Emmanuel's disaster story Conversation using perfect negative Likes and dislikes of foods Menu choices |
| Food and recent meals | <i>Pour</i> +infinitive | Search internet for French menus Make an illustrated menu | <u>Talk about:</u> Giving orders for drinks in café Ordering food etc in café (+perf) Questions in perfect tense Negative perfect responses Food you like or dislike What you are going to eat |
| Likes and dislikes – food and drink | Irregular past participles | Metro Electro 2 Unit 1 and 4 Activités A,B and C (selective) | <u>Write:</u> <i>Boire</i> in correct form Irregular past participles About what they |

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| | | | drank and ate Summary of M. Corot story Perfect tense negative sentences Menu for a meal |
| Menus and ordering meals in a restaurant | Questions and negatives in perfect tense | Languagesonline exercises ZUT Linguascope | <u>Read and</u> <u>understand</u> Details about cafes in France Meal descriptions M Corot story and questions Emmanuel's disaster story Menus and questions |
| Extra: Presse Jeunesse 4 | | | |

SOW 6 (4 weeks) ENCORE TRICOLORE 2, NOUVELLE EDITION

UNITÉ 6 En Voyage

Objectives: pupils will be able to:

Ask for information about train journeys and where places are

Recognise station signs and other words connected with journeys.

Buy a ticket, ask if a place is free and understand other travel vocabulary.

Use the present tense of *partir*

Use the perfect tense of verbs with *être* and make the past participle agree when necessary

| Topics | Grammar | ICT | Skills |
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| 24-hour clock. Numbers 0-1000 | <i>Partir</i> – present tense <i>Être</i> – present tense | Make signs using clip art Test reconstruction Use clip art to illustrate a story | <u>Listen and understand:</u> Type of transport used for journey School journey -time and transport Conversation at train station Departure times and platform Type of tickets purchased and price Conversation in train Story of robot using perfect with <i>être</i> Daily routines using perfect with <i>être</i> Description of day with English family Phone conversation about party Description of visit to theme park |
| Travel by air, train, coach and boat | <i>Il faut</i> + infinitive | Use SNCF website to plan journey | <u>Talk about:</u> School journey -time and transport Train departure times Secret identity using perfect with <i>être</i> Last weekend Day out during stay in England |
| Station signs, buying rail ticket, travel information | Perfect with <i>être</i> Agreement of past participle | Metro Electro 2 Unit 1 and 5 Activités (selective) | <u>Write:</u> Correct form of <i>être</i> in sentence Perfect with <i>être</i> to complete stories |

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| | | | Post cards using perfect with <i>être</i> Email to parents from England Past participles – day in London Post card from chosen town |
| A recent day out | Using perfect tense with <i>avoir</i> and <i>être</i> | Languagesonline exercises ZUT linguascope | <u>Read and understand</u> Conversation at train station Places in train station <i>Il faut</i> + infinitive used in sentences Statements using perfect with <i>être</i> Account of travel by plane Description of journey to England Post cards from various towns |
| Extra: Presse jeunesse 5 | | | |

SOW 7 (4 weeks) ENCORE TRICOLORE 2, NOUVELLE EDITION
UNITÉ 7 Ça Va?

Objectives: pupils will be able to:

Talk about clothes and what to wear.

Describe people and things, describe appearance.

Say that they feel ill, explain what is wrong, understand what the doctor asks and what they are told.

Use indirect pronouns to avoid repetition.

Use the imperative to give commands

| Topics | Grammar | ICT | Skills |
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| Clothes – colours and what to wear. | <i>Mettre</i> – present and perfect <i>Dormir</i> | Phrase generation Visual presentation of adjectives using clip art, plus text and font sizes | <u>Listen and understand:</u> Conversation about what to wear Descriptions of people What people pack in their cases Expressions with <i>avoir</i> Conversations about feeling unwell Interview with doctor |
| Appearance | Agreement of adjectives Direct pronoun objects | Text reconstruction French website devoted to animals | <u>Talk about:</u> What you wear for different occasions Descriptions of friend/family member Where clothes are in bedroom What part of the body hurts Doctor conversation |
| Parts of the body – how you feel and what hurts | <i>Avoir mal</i> + parts of the body. Other expressions with <i>avoir</i> | Metro Electro 1 Unit Activités | <u>Write:</u> Correct adjective agreement Description of friend/family member Description of invented animal Forms of imperative |
| Health – at the doctor's | The imperative Prepositions | Languagesonline exercises ZUT linguascope | <u>Read and understand</u> Opinions about fashion Use of verb <i>mettre</i> Descriptions of |

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| | | | people Account of robbery Direct object pronoun in sentences Parts of the body Descriptions of animals Account of why zebras are striped Report of match – injuries Expressions with <i>avoir</i> Advice about healthy habits |
| Extra; Presse Jeunesse 6 | | | |

SOW 8 (4 weeks) ENCORE TRICOLORE 2, NOUVELLE EDITION
UNITÉ 8 Rendez-vous!

Objectives: pupils will be able to:

Discuss what is on and what to do

Ask someone to go out, accept or decline invitations and arrange to meet.

Buy tickets.

Make comparisons.

Use the verb *sortir*

Use the conjunctions *si*, *quand* and *mais* to make longer sentences

| Topics | Grammar | ICT | Skills |
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| Revision of dates, festivals and times | <i>Sortir</i> : present and perfect Revision of other common verbs | Virtual trip to a theme park Develop matching exercise | <u>Listen and understand</u> : Advertisements about activities Conversations about what going to do Conversation using <i>sortir</i> Accepting and refusing invitations. |
| Finding out what's on. Giving, accepting and refusing invitations. Arranging to meet. | <i>Si, mais, quand</i> | Design a party invitation Create survey about going out Exchange emails | <u>Talk about</u> : Where you went, with whom, opinion Habits of going out Accepting and refusing invitations, fixing place and time to meet Comparison of school topics What you did last weekend |
| Leisure activities, buying tickets | Perfect tense – revision and practice | Metro Electro 2 Unit 1 and 6 Activités A,B and C (selective) | <u>Write</u> : Correct form of common verbs A description of going out yesterday About what you did last weekend |
| Making comparisons | <i>C'était</i> (as lexical item) | Languagesonline exercises ZUT linguscope | <u>Read and understand</u> Posters advertising attractions Conversation using <i>sortir</i> Tense usage of <i>sortir</i> Opinions about sport |

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| | | | at school Use of <i>si, mais, quand</i> Comparisons (inc <i>meilleur</i>) Details of last weekend |
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