Transcript: Year 8 scheme of work French

Length of Talk: 41 minutes

Presenter: Natalie Finlayson

# Slide 1 (00:00 – 00:32)

Hello, my name is Natalie Finlayson and I am a Resource Developer in French and German for NCELP as well as the holder of the French Scheme of Work. This is the screencast for Year 8 French, if you’re interested in German or Spanish then you can find similar presentations about those schemes of work by my colleagues Nick Avery and Rachel Hawkes. If you’re here to learn more about French, then you’re in the right place.

# Slide 2: (00:32 – 01:09)

The session is going to be in three parts. First, I will present the excel file that contains the French Scheme of Work and talk you through the different tabs and the information that these contain. Then, I’m going to showcase a selection of nine new styles of activity that we’ve introduced in Year 8 that clearly show the progression students have made since Year 7 in the strands of phonics, vocabulary and grammar. Finally, I will show you where you can find these resources on the NCELP [resource portal](https://resources.ncelp.org/) and invite you to browse them at your leisure.

# Slide 3: (01:09 – 01:47)

If you look at the excel file containing the Year 8 Scheme of Work, you will see a series of coloured tabs at the bottom. Each of these tabs contains important information about the Year 8 Scheme of Work. I’m going to spend the next couple of minutes talking you through the different tabs and the information they contain starting with the orange tab on the left which is the Year 8 grammar tracking tab. This tab provides a week-by-week overview of the new and revisited grammar points that provide the structure for that week’s teaching.

# Slide 4: (01:47 – 04:25)

This is a screenshot of a section of the grammar tracking tab. Going through the information on it from left to right you can see the term and the week in which the grammar point is introduced, a summary of the grammar points themselves, the tense in which we introduce the grammar point, and the learning purpose which is the context within which we introduce the grammar points.

So looking at the weeks going down that big middle column, you can see that week 1 of the Year 8 Scheme of Work is a consolidation week and that means we’re going to spend it revising a set of vocabulary and grammar features from Year 7, or later on in Year 8 we will start to revise features introduced in early Year 8 as well. Over the course of the French Scheme of Work there are six consolidation weeks in total, in each of those weeks you will revise a set of 50-60 known vocabulary items from Year 7 and a set of known grammar points introduced in Year 7. The way the French Scheme of Work is set up, the consolidation weeks revise a series of grammar points that are going to be expanded upon in Year 8 by adding new information in the weeks to come. For example in week 1, we are revising gender and number and articles in preparation for introducing partitive articles later in the term, and we’re introducing possessive adjectives in the first and second singular forms in preparation for going on to look at the third person singular forms for example in week 4.

Looking down that column, you can see that there are a variety of different font styles used to show the grammar points. Brand new grammar features that have never been seen before are in bold type. Features that have been encountered before and are being revisited for the first time are in normal type. Any grammar points that are being revisited for the second or subsequent times we think are quite well known by now, and those are in italic font.

One last week type to be aware of is the text exploitation week where we take a text such as a poem, a song or an adapted news article, and base the lesson around that. I’ll talk a little bit more about what text exploitation is later on in the presentation.

# Slide 5: (04:25 – 04:55)

The next tab we’re going to look at is the blue Year 8 Scheme of Work tab. This is the tab that contains the most information out of all the tabs on the Scheme of Work because it expands on the information in the Year 8 grammar tracking tab, and shows how we bring this together with the new vocabulary set and the sounds of the language focus point to create the content for a full double lesson, so a week’s worth of teaching.

# Slide 6: (04:55 – 08:25)

This is the layout of the French Scheme of Work overview. There’s a row of information like this for each week in the Scheme of Work and I’ve just chosen week 2 of the first term to exemplify that here. Just looking at the column headings, starting on the left you’ve got the term and the week and the lesson number. Then you’ve got the information we just saw in the grammar tracking column. The other information on the overview tells us how we are going to tie that grammar point in with vocabulary and sounds of the language.

The vocabulary columns, which are the next three columns, tell us which set of vocabulary is being introduced (that’s the column there with the green box around it), and the two sets of vocabulary that are being revisited (the columns to the right of that). Our vocabulary revisiting cycle normally revisits one set of vocabulary that was introduced three or four weeks previously, and a second set of vocabulary that was introduced nine or ten weeks previously. Those three sets of vocabulary woven together create the context in which the grammar point is being introduced. On the far right you’ve got the column for context/purpose of language use and although it’s not a topic as such, it’s a sort of general context. For example, this week we’re introducing lots of grammar points to do with noun genders, adjective agreement and agreements with ‘être’ and ‘avoir’, so our general context there is distinguishing between having and being.

We also have the column called sounds of the language. For the Year 8 French Scheme of Work that is mainly going to be the introduction of new SSCs, so sounds of the language and the way that they are transcribed. The students will already know a set of SSCs, or Sound-Symbol Correspondences from Year 7 and the majority of the Year 8 sounds of the language is more phonics practice in which we introduce new SSCs and revise known SSCs. However, I have chosen this week to exemplify the sounds of the language column because it does show us one new feature of the Year 8 sounds of the language cycle which is a focus on stress syllabification, so taking for example words that look similar to English, but have a slightly different rhythm or stress pattern. We also have a focus on liaison and in Year 8 we cover s, t, x and n in front of a vowel.

Finally, if you scroll further to the right on the Scheme of Work excel document, it’s not pictured here but you will find some additional notes detailing the content of each lesson and how we envisage the teaching being carried out each week in practice.

# Slide 7: (08:25 – 08:52)

The pink resources tab is where we keep the link to all of the materials on the NCELP portal. You can also find these resources by browsing the NCELP portal, but if you’re looking for a resource for a specific week in the Scheme of Work, it’s far quicker and easier to follow the links on this resources tab.

# Slide 8: (08:52 – 11:12)

Again, here’s a snapshot of how that resources tab looks.

You can see on the left hand side that the full lesson resources for term 1 and the first half of term 2 have been uploaded to the portal along with the Quizlet sets and vocabulary learning homework for term 1 at least is now available on the portal. By clicking on these links, you will be able to access the portal and download the materials.

The activities for each week’s lesson and the pre learning homework for the following week’s lesson are both found as part of the integrated lesson resource. The answers to the vocabulary pre learning homework are found by clicking on the link in the column to the right of that called vocabulary learning homework, you’ll see links to the answers that are kept separately from the questions so that students have a harder time finding them essentially.

Over on the far right you’ll see links to the gaming grammar website. We don’t have entries for gaming grammar every week, but when there is a relevant mini game for that week’s grammar point, for example week 2 again where we look at questions. We just provide a link and summary of the mini game so you can set that as an additional task for students if you wish.

We recommend that you download the resources directly from the portal each time you want to use them rather than keeping a hard copy saved on your computer because the resources are updated all the time. We take feedback onboard from the people that use our resources, so if somebody spots a typo we will go in and fix that, or if a bit of audio is missing or unclear we will re-record it and re-upload the resource. So downloading directly from the NCELP portal each time you teach a lesson, even if you have taught it in a previous year, ensures you have the most up to date version.

# Slide 9: (11:12 – 11:43)

The next tab is the purple Year 8 vocabulary list tab. This is basically an expansion of the vocabulary column that you saw in the Scheme of Work overview, with some extra information about the words, including their frequency and the English translations that we are suggesting the students learn.

# Slide 10: (11:43 – 16:03)

Here is a snapchat of that Year 8 NCELP vocabulary list tab, focussing again on our target week, week 2 of term 1, and just the start of week 3 at the bottom there as well.

Starting with the column on the far left with the header French, that’s the form of the words that we are introducing to the students. You’ll see that nouns are all presented with their definite articles. Adjectives, and the nouns that this is relevant for, are presented in the masculine and the feminine forms. Verbs are all presented in the infinitive form, unless they’re an irregular verb, in which case we present them in the full form, but there aren’t any examples of that on this screenshot. These are also the forms that students will encounter on Quizlet when they’re doing their pre learning activities. Speaking of Quizlet, the second column there, called English for Quizlet, displays the translation in English that we are providing students with. You’ll see that this Quizlet translation differs a little bit from the third column, called English, which shows the dictionary definitions of the words as provided by the source that we use shown at the bottom of the screen. The differences in the two columns include the addition of a gender tag, so masculine or feminine in brackets next to the adjectives there, you’ll see at the bottom there ‘célébrer’ and ‘préférer’ the dictionary definitions of the verbs are of course celebrate and prefer in the infinitive form and we just display those slightly differently on Quizlet, making sure to include the present simple and continuous form – to celebrate and celebrating, to prefer and preferring. Also, you will notice that in some cases there are more definitions in the English column than the English for Quizlet column. That’s because at NCELP, we introduce the multiple meanings sequentially, we’ll talk a bit more about that in a minute. You can see in row three with the blue highlighting, the blue highlighting tells us that this is the second time (or third time in some instances) a word has been introduced, so students have already met that word before, but with a different meaning. In this case with ‘bureau’, the superscript 2 tells us that this is the second encounter with that word, they have already learned the meaning ‘desk’ and they will go on now to learn the meaning ‘office’. Below that, next to ‘directeur’, you can see a little 1 that tells us that is the first time that students have encountered this word and that they will go on to meet it again later on in the Scheme of Work with another meaning which is shown already in the English column ‘director’.

Moving right again to the part of speech column, in most cases this is self-explanatory, but not always. For example, if you see ‘travailleur’ down near the bottom of that first column, you might not know from looking at it whether we are teaching the noun or the adjective and the part of speech column will tell you that.

Moving along again, the column called frequency tells us whether the word is within the top 2000 most frequent words in the language. As you can see, most words in the Scheme of Work are, with the exception of a few that we think are particularly useful to students of this age. For example, we are including the words ‘serveur’ and ‘serveuse’ because we think those are part time jobs students are likely to have, so although they are not in the top 2000, we consider it worth including on our list.

# Slide 11: (16:03 – 16:29)

I mentioned briefly there that some words in the French Scheme of Work are introduced multiple times because they have multiple different translations in English. The green multiple senses tab lists those words and the multiple meanings with which they are introduced.

# Slide 12: (16:29 – 19:25)

Here is a snapshot of how that multiple senses tab looks. You would navigate to this tab if you were teaching a week of the Scheme of Work in which there was a word in the vocab set with a superscript next to it. This tab tells you which meaning is taught in which week. The French words are listed on the left, the first meaning introduced is in the pink column, the second meaning in the yellow column, and any third meanings in the blue column. If there is no week in the yellow column, it means that the word hasn’t been introduced with a second meaning yet, but it will be at some point either in late Year 8 or in Year 9. This multiple senses tab will continue to grow as the Scheme of Work expands into Year 9 and those blank spaces will fill up.

We categorise the words with multiple meanings three ways. The biggest group of multiple meanings is this one pictured here, which are words that are the same part of speech, so for example they are both nouns or both adjectives, but they have different meanings. For example, ‘bureau’ meaning ‘desk’ and ‘office’, they are both nouns, the same goes for ‘elle’ which is a pronoun and means ‘she’ and ‘it’. If you’re looking at the full Scheme of Work, and you scroll down on that tab, you will see two additional categories of multiple meanings. The first is words with the same overall meaning that are different parts of speech. That covers things like the adjective ‘espagnol’ meaning Spanish and the noun ‘l’espagnol’ meaning the Spanish language. The third category is words with different meanings that are also different parts of speech like ‘personne’ meaning ‘nobody’ and ‘la personne’ meaning ‘person’.

# Slide 13: (19:25 – 19:51)

Having completed the walkthrough of the Year 8 French Scheme of Work document, I’m going to move on now to showcase some of the activities that you’ll find in the Year 8 resources. I’ve chosen activities that really showcase the progress students have made since Year 7 in the three strands of Phonics, Vocabulary and Grammar.

# Slide 14: (19:51 – 21:39)

To begin this part of the presentation, I’m going to present three phonics activities that show progression in that strand from Year 7 to 8. The first of these is an activity in which students are asked to develop their prediction skills. So whereas in Year 7 phonics teaching was largely about hearing a sound and recognising the spelling, or seeing spelling and being able to produce the sound, in Year 8 we start to introduce slightly more complexity to that. In this exercise they are being asked to predict the rest of the word from the spelling. The SSC of this week is the nasal sound ‘im/in’ and they have been taught that that particular SSC is represented by ‘im’ when the sound comes before a ‘p’ or ‘b’ and by ‘in’ when it comes before another consonant. The way the activity works is as a gap fill with two equally plausible words that could fill the gap, one beginning with the ‘im/in’ sound followed by ‘p’ or ‘b’ and one beginning with the ‘im/in’ sound followed by another consonant. So by clicking on option A they hear ‘je vais imprimer le document’ and by clicking on option B they hear ‘je vais inclure le document’. Their knowledge of spelling tells them that the letter that comes after the ‘im’ beginning has to be a ‘p’ or ‘b’, so they should choose option A ‘imprimer’.

# Slide 15: (21:39 – 22:50)

The second type of activity that is new to the sounds of the language strand in Year 8 French is stress syllabification. This generally involves using cognates to compare English and French pronunciation of words that look the same or similar to their English translations. This type of activity appears quite frequently in Year 8, students are introduced to it in week 2 when they’re taught that the syllabification patterns are different between the two languages in that French syllables are spoken fairly equally with slight emphasis on the last spoken syllable of each word. So, they’ll hear an English word said and a French word said, and they will say English and they’ll say the French really focussing on the difference. For example, number 2 here the English word ‘journal’ the stress is on the first syllable, whereas in the French ‘journal’ it’s slightly more on the second syllable.

# Slide 16: (22:50 – 24:07)

Having completed the walkthrough of the Year 8 French Scheme of Work document, I’m going to move on now to showcase some of the activities that you’ll find in the Year 8 resources. I’ve chosen activities that really showcase the progress students have made since Year 7 in the three strands of Phonics, Vocabulary and Grammar.

# Slide 17: (24:07 – 25:35)

Moving on to vocabulary now, I wanted to present this activity to show the progression from Year 7 to Year 8 in terms of the complexity of the activities that we use to introduce new vocabulary sets. In Year 7, I would have expected to see a test of new words in isolation, so you might have clicked on number 1 and heard perhaps the English word said and students would have to choose the French equivalent from the pairs available to them. But what we’ve gone on to do more and more of in Year 8 is to introduce these new words in contexts, so you would expect this activity to involve hearing a word said, and students then have to choose from the options a word that is a collocation or the opposite. In this case what they actually hear is a sentence with a word beeped out, so a listening gap fill where students pick from the two words available from the new vocabulary set to fill the gap. The design of the activity is really nice as well, depending on the word that the student chooses, they can proceed to cross this river or they fall into the water, which I think is quite a nice touch.

# Slide 18: (25:35 – 27:29)

A second way that we are deepening vocabulary practice in Year 8 is that we are starting to pool together known words from Year 7 and early Year 8 into semantic groups. As you’ll know, NCELP doesn’t structure a week’s lessons around a particular topic or semantic theme, but as we move into Year 8 we really want to emphasise the usefulness of the sets of words that we’ve taught students by showing how they can be brought together in a number of different ways to talk about a really broad range of topics and themes.

This resource here contains an activity in which students hear a presentation about the French school system using only known words. I think that’s a really good demonstration of the fact that even though we have never introduced a set of school vocabulary items, we have introduced a lot of words that are very useful in the context of talking about schools as well as other things.

In this activity students hear 10 sentences about the French school system, made up of only words that they know, and they’re asked to summarise them in English. It’s a nice dictogloss activity.

Another thing that’s really interesting to note here, is the fact that as well as the text being made up of entirely known words, the rubrik (the instructions and the context that tells students what they are going to be doing) is in French as well. In Year 7 we’d very much expect that to have been either entirely or mainly in English. And this is true of the rubriks throughout the Year 8 Scheme of Work, they’re very much in French wherever they can be at this point.

# Slide 19: (27:29 – 27:31)

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# Slide 20: (27:31 – 27:39)

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# Slide 21: (27:39 – 28:00)

Another nice feature of this activity is that students are then asked to complete a short follow up activity in which they apply the cultural knowledge they have learned through the language by assigning the characters that they know to a certain level of the French school system based on their ages.

# Slide 22: (28:00 – 28:40)

Speaking of demonstrating vocabulary progression and the fact that task rubriks and contexts are now almost always written entirely in French, I just wanted to briefly present this cultural slide that was written about the euro that comes in the week that ‘euro’ is introduced as a vocabulary item. In Year 7 we would have expected to see cultural information and explanations like this appear in English, but actually between known words and cognates we are now able to do a lot of this in French.

# Slide 23: (28:40 – 29:40)

In terms of spoken production, in Year 8 we start to see a lot more application of grammar points and vocabulary items taught in a particular week to real life scenarios. Here we have a scenario in which two exchange students are visiting the characters in Nice and the topic of the week is the use of ‘vous’ as opposed to ‘tu’, so they’ve learned about register this week. What we’re asking the students to do is imagine they are meeting these people for the first time in real life, so to look at their jobs and their ages and to decide based on that context whether they would be required to use ‘tu’ or ‘vous’ and which forms the verbs would take.

# Slide 24: (29:40 – 31:14)

Over the next couple of slides, I’m going to present some extracts from the first text exploitation week in Year 8. If you taught in Year 7, you’ll remember that all three text exploitation texts were poems. In Year 8 we’re looking to branch out in terms of genre, so we have one poem as well as a song and a journalistic text. I’m going to present the text exploitation that’s based around a piece of adapted journalism here. Once again we’re building anticipation by asking students to look at the vocabulary set we have given them that week and to try to guess the subject of the text based on those words. As it turns out, all of them are correct, so it’s not an exercise based on getting the answer right or wrong particularly, it’s just about getting students to think about those vocabulary items and once again bringing home that idea that we are equipping students to understand texts about a range of different themes.

What I particularly like about the text I’m about to show you is that there’s a mixture of cultural elements in there, you can see there’s going to be a bit about festivals because there’s Christmas in there and New Year, and there’s going to be something about food as well, lots of culinary terms in that set.

# Slide 25: (31:14 – 31:49)

Just like in Year 7, we ask students to predict the contents of the text they are going to read based on a picture as well as a selection of vocabulary. Only this time we expect them to have the majority of those discussions in French and we’ve provided some French prompts as you can see here to help them do this. That gives them a bit of grammar practice as well in terms of recognising inversion questions with question words and preparing spoken answers to those questions.

# Slide 26: (31:49 – 32:29)

Like in Year 7, we are also asking students to predict the text type they are going to see based on an extract. In this case the extract is a piece of prose rather than the verse of a poem. In this case we’ve included the article headline and the date of publication to show the features of an online article in French, and we’ve included some journalistic vocabulary here in the form of cognates with ‘article’, ‘date’ and ‘titre’ as options.

# Slide 27: (32:29 – 33:16)

Here I just want to present the full text on which the text exploitation activities I’ve been showing you are based. It’s an article that’s been adapted from an authentic journalistic text and the link to that text is in the teacher notes below this slide. We have adapted that article to consist only of known words and cognates with the exception of two words which we’ve glossed, one at the top of this slide and one at the top of the next slide. I think students are going to find it very motivating to know that at this early stage in Year 8, they can already understand a text of this length and a text with quite a rich content in terms of French culture.

# Slide 28: (33:16 – 33:22)

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# Slide 29: (33:22 – 33:59)

The final part of the text exploitation lesson that I want to demo here is one of the response activities. In this case students are asked to think about creative writing a bit by replacing the words in orange with other words they know in French to make a more varied text. Again, this exercise on synonyms just goes to show the degree to which students’ vocabulary knowledge has deepened since Year 7.

# Slide 30: (33:59 – 35:33)

The last activity type that I’m going to showcase that is new for Year 8 is the co-dependent story telling type activity. In this type of activity students receive role cards with parts of a story on them and they have to work together to complete the story based on a grammar point that’s been practised that week. The theme of this week is adjective agreement and in this example person A would read out the first sentence which ends in a plural noun and person B will have two options on their role card, an adjective in the singular and an adjective in the plural form, and they will know to continue the story by reading the sentence beginning with the plural adjective. It’s a really nice exercise to adapt for a range of different grammar points which is why it recurs a couple of times in Year 8. Another reason I have chosen to include this activity is that it’s a text based on current affairs, so although it’s not an authentic text, it’s interesting to see that at this stage in early Year 8 we are able to summarise what’s going on in current news by using words that students have learned so far.

# Slide 31: (35:33 – 35:57)

This slide is just showing the role card person B has that I was referring to before. So they heard plural ‘hôpitaux’ so they know to read plural ‘régionaux’ to continue reading the story ending with another noun for student A to agree an adjective with.

# Slide 32: (35:57 – 36:22)

The last slide in this section here just shows the full text that students will put together once they’ve completed the activity. It’s nice to notice that at this point in year 8 students can understand text s about quite mature topics using just the vocab they’ve learned so far and some cognates.

# Slide 33: (36:22 – 37:09)

So that’s the end of that mini demonstration of Year 8 resources, I hope you found it enjoyable and now feel inspired to go onto the portal itself and download some other resources to look at in full. You can either find the lessons that the activities you saw belong to so you can see how they fit into the full lesson sequence, or you can browse the full Scheme of Work for grammar topics that you are interested in and download some of the resources that we haven’t seen yet. I’m just going to talk through now how you can find resources on the portal.

# Slide 34: (37:09 – 38:03)

So as we mentioned at the start of the presentation, if you already know the specific resource or grammar point or week that you’re interested in, the quickest way to access the resources is though the direct links we keep on the resources ta on the scheme of work.

But if you don’t have a specific resource in mind you can browse through the resource portal and you can do that by entering any text that you like into the search bar, so you can enter for example French Scheme of Work Year 8 and that will bring up a selection of resources for you to look at. Or you might want to browse by a particular topic, pedagogical focus, or semantic field in which case you can use the orange buttons below the search bar to do so.

# Slide 35: (38:03 – 38:57)

Another way to find resources on the portal is to navigate to the home page and click on the ‘explore collections’ button which will brin gup a selection of collections for all three languages (French, German and Spanish) so you will just have to keep scrolling until you find the language, year and term you’re interested in. Once you’ve found that collection, you can scroll to the bottom of the page to find the very useful ‘download all’ button which allows you to download the full term’s resources (all the lesson slides and vocabulary learning homeworks) in one click.

# Slide 36 (38:57 – 39:38)

Another very useful resource you can find on the NCELP portal is he language guide. The language guides currently exist for the whole of Year 7 and the fist term of Year 8. The Year 8 guide will be extended before teaching starts in January to also include term 2. These booklets provide one- or two-page summaries of the vocabulary and grammar that is covered in a lesson so you can see in advance a snapshot of what will be taught over the course of a certain term.

# Slide 37: (39:38 – 40:32)

As you have seen, the NCELP resource portal contains a lot of data. Just to save you soe scrolling time we have gathered here some direct links to the full collections for Year 8 term 1 and Year 8 term 2 in French, German and Spanish, along with links to the schemes of work themselves and an overview of the full year. If you’re also interested in Spanish and German resources, you can hear narrated PowerPoints like this one from my colleagues Nick Avery and Rachel Hawkes who present Spanish and German Schemes of Work for Year 8 and the associated activities.

# Slide 38: (40:32 – 40:45)

That brings us to the end of this screencast presentation. I hope you’ve found it enjoyable and that you’ve perhaps found some inspiration for your own teaching. Thank you very much for listening.