

CLIC! ACCESS 1 SUMMARY OF UNIT CONTENTS

	Contexts	Grammar	Languages strategies and pronunciation
Unit 1	La France et le français <ul style="list-style-type: none"> • Talk about France • Recognise words in French • Say your name • Say what nationality you are • Use French in class • Spell words in French 	<ul style="list-style-type: none"> • <i>je suis, tu es</i> • Masculine and feminine adjectives • <i>tu, vous</i> 	Listening to word endings Using the alphabet Pronunciation of accents Not pronouncing the final <i>s</i> <i>se</i> ending sounding like <i>z</i>
Unit 2	C'est la France! <ul style="list-style-type: none"> • Use numbers 1–10 • Name French things • Name places in town • Say what there is or isn't • Name some countries where French is spoken • Name the colours on flags 	<ul style="list-style-type: none"> • <i>le, la, les</i> • <i>c'est</i> • <i>un, une, des</i> • <i>il y a, il n'y a pas de</i> • <i>c'est le, la, l'</i> • <i>l'</i> before vowels 	Thinking of words that help you remember Asking and answering questions Making your voice go up when asking a question
Unit 3	Le weekend <ul style="list-style-type: none"> • Talk about things you like and don't like • Say what you have and don't have • Say what you like and dislike doing at the weekend 	<ul style="list-style-type: none"> • <i>j'aime, je n'aime pas, tu aimes ...? (verb patterns)</i> • <i>j'ai, je n'ai pas de</i> • <i>avoir (je/tu)</i> • <i>j'aime, je n'aime pas, j'adore, je déteste + infinitive</i> 	<i>et, mais</i> Checking spelling and accents Accents change pronunciation of vowels
Unit 4	Bonne année! <ul style="list-style-type: none"> • Say numbers 1–31 • Name months of the year and say dates • Say how old you are • Talk about birthdays • Say what you do on special occasions • Give opinions 	<ul style="list-style-type: none"> • <i>mon/ton</i> • <i>j'ai + age</i> • <i>c'est + adjective</i> • Verb patterns for <i>-er</i> verbs (<i>je/tu</i>) 	Asking and answering more questions Question words Nasal sounds in French
Unit 5	Le collège <ul style="list-style-type: none"> • Say what your favourite subject is • Say which subjects you do and don't like • Use numbers up to 60 • Say what time it is • Name days of the week • Say what day you have a subject 	<ul style="list-style-type: none"> • Likes and dislikes • <i>il est + time</i> • <i>tu/vous</i> • Using <i>on</i> 	Working out meaning Difference in pronunciation between English and French words which are the same
Unit 6	Chez moi <ul style="list-style-type: none"> • Say what the weather is like • Describe the weather in some French regions • Say where you live • Give an opinion • Say what there is in your bedroom • Explain why you like or dislike it 	<ul style="list-style-type: none"> • <i>il fait, il y a + weather</i> • <i>c'est + opinions</i> • <i>il y a, il n'y a pas de</i> • <i>c'est + adjectives</i> • <i>et, mais, parce que</i> 	Reading strategies: look for words that are similar in English Use the dictionary Making longer sentences Final <i>s, t</i> and <i>d</i> not pronounced
Unit 7	Ma famille <ul style="list-style-type: none"> • Introduce your family • Say how many brothers and sisters you have • Say what someone looks like • Describe your personality • Describe someone else's personality 	<ul style="list-style-type: none"> • <i>j'ai, je n'ai pas de</i> • <i>mon, ma, mes</i> • <i>il/elle est</i> • Adjective agreement • <i>il/elle est + adjectives (agreement)</i> 	Working out meaning using visual clues and logic Remembering words and phrases using cards Pronouncing <i>r</i>
Unit 8	On mange! <ul style="list-style-type: none"> • Name food items • Say what you like eating • Say where you go when you eat out • Say what you would like to eat • Name flavours and fillings • Order a snack 	<ul style="list-style-type: none"> • <i>j'aime/je n'aime pas le, la, les</i> • <i>ça</i> • <i>aller (je, tu)</i> • <i>au, à la</i> • <i>au, à la, aux</i> • <i>je voudrais</i> 	Words that are similar in English and French Adapting sentences to say different things <i>ou</i> sound
Unit 9	Bon appétit! <ul style="list-style-type: none"> • Say what you eat at different times of day • Say what you drink • Say what food there is and isn't • Follow a simple recipe • Talk about healthy eating • Say what you are and aren't going to eat 	<ul style="list-style-type: none"> • <i>du, de la, de l', des</i> • <i>le matin, le midi, le soir</i> • <i>il y a, il n'y a pas de</i> • Sequencers: <i>d'abord, ensuite, pour finir</i> • <i>je vais + infinitive (future)</i> 	Don't panic when listening Last letter of words often not pronounced

CLIC! ACCESS 2 SUMMARY OF UNIT CONTENTS

	Contexts	Grammar	Languages strategies and pronunciation
Unit 1	Bienvenue à Paris! <ul style="list-style-type: none"> • Say your name, age and where you live • Welcome a visitor • Say what there is in a town • Say what there isn't in a town • Name different transports • Say how you travel 	<ul style="list-style-type: none"> • <i>il y a, il n'y a pas de</i> • <i>en, a + transport</i> 	To ask a question, make your voice go up Using a dictionary for new words <i>un, une</i>
Unit 2	Le weekend dernier <ul style="list-style-type: none"> • Say what you did earlier today • Say what you did last weekend • Say who you are a fan of • Say what he or she has done 	<ul style="list-style-type: none"> • Perfect tense with <i>avoir + -er</i> verbs (<i>je, tu</i>) • Negative in perfect tense • More perfect tense verbs: irregulars • Using <i>il, elle + perfect tense</i> 	Saying different things using the same verbs Using connectives <i>et, mais, après</i> Giving yourself time to think in speaking activities with <i>alors, euh</i> Pronouncing present and past: <i>je trouve, j'ai trouvé</i>
Unit 3	Vacances et voyages <ul style="list-style-type: none"> • Say which country you went to • Say what it was like • Say where you went in Paris • Talk about a past holiday 	<ul style="list-style-type: none"> • <i>je suis allé(e)</i> • <i>en + countries</i> • <i>c'était</i> • Other verbs which take <i>être</i> • Agreement of the past participle • Verbs in the past with <i>avoir</i> and <i>être</i> 	Giving an opinion in the past: <i>c'était + adjective</i> Asking questions: <i>où, quand</i> Nasal sounds: <i>an</i> and <i>en</i>
Unit 4	Planète mode! <ul style="list-style-type: none"> • Name clothes and colours • Say which clothes you like or dislike • Say what your favourite look is • Say what you normally wear • Shop for clothes 	<ul style="list-style-type: none"> • Agreement of colours with clothes, masculine/feminine • Agreement of plural adjectives • <i>je voudrais</i> • <i>je peux</i> 	English words sometimes mean different things Pronouncing the <i>ch</i> sound
Unit 5	En forme <ul style="list-style-type: none"> • Say which sports you like and don't like • Say which sports you play and don't play • Talk about more sports you do • Say how often you do sport • Talk about daily routine • Talk about healthy lifestyle 	<ul style="list-style-type: none"> • Negative: <i>je ne joue pas</i> • <i>je joue au + sports</i> • <i>du, de la, de l' + sports</i> • Reflexive verbs: <i>je, tu</i> 	Frequency expressions <i>tion</i> sound
Unit 6	Mon temps libre <ul style="list-style-type: none"> • Say what you do in your free time • Say how often you do something • Use numbers 70–1 000 • Say what you'd like to buy • Say how much pocket money you get • Say what you bought with your pocket money 	<ul style="list-style-type: none"> • Frequency expressions • <i>je voudrais</i> • Negative: <i>je n'ai pas acheté de</i> 	Using the same verbs with different endings Patterns of high numbers Using little words to make longer sentences: <i>et, mais, alors</i> Nasal sound <i>in</i>
Unit 7	Premiers contacts <ul style="list-style-type: none"> • Find out about someone you have just met • Tell someone a bit about yourself • Ask someone out • Accept or refuse an invitation • Say how you will keep in touch with friends 	<ul style="list-style-type: none"> • Useful question words • <i>tu veux ...?</i> • Say what you are going to do in the future • Using <i>on</i> 	<i>qu = k</i>
Unit 8	Les médias <ul style="list-style-type: none"> • Name types of TV programmes • Say which programmes you like and don't like • Name different types of film • Give your opinion of films • Say what you can and can't do 	<ul style="list-style-type: none"> • Revision of some perfect tense • <i>c'était + adjective</i> • <i>je peux, je ne peux pas</i> 	Remember new words by making connections <i>j</i> sound
Unit 9	L'avenir <ul style="list-style-type: none"> • Say what subjects you do at school • Say what subjects you will do next year, and why • Say what part-time job you are going to do • Give opinions of jobs • Say which job you would like to do • Say why you would or wouldn't like a job 	<ul style="list-style-type: none"> • <i>je vais + infinitive</i> (immediate future) • Masculine and feminine adjectives (revised) • <i>je vais, je ne vais pas + infinitive</i> (immediate future) • Masculine and feminine forms of job titles 	Giving reasons Finding new words in a dictionary <i>c, ç</i> and vowels

Year 7–8 Long Term Plan Access 1

Framework objective	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Listening and speaking									
1.1 Understanding and responding to the spoken word	•			•	•				•
1.2 Developing capability and confidence in listening		•	•	•	•	•	•		•
1.3 Being sensitive to the spoken word		•		•	•	•	•		•
1.4 Talking together	•			•	•	•	•	•	
1.5 Presenting and narrating				•	•	•	•		•
Reading and writing									
2.1 Understanding and responding to the written word	•	•	•	•	•	•			•
2.2 Developing capability and confidence in reading		•	•		•	•	•	•	•
2.3 Being sensitive to the written word	•			•	•		•	•	
2.4 Adapting and building text	•	•		•		•		•	•
2.5 Writing to create meaning				•	•		•		•
Intercultural understanding									
3.1 Appreciating cultural diversity	•	•		•	•	•		•	
3.2 Recognising different ways of seeing the world		•						•	
Knowledge about language									
4.1 Letters and sounds	•		•	•	•	•	•	•	•
4.2 Words		•		•	•		•		•
4.3 Gender, number and other inflections		•		•			•	•	•
4.4 Sentence structure			•	•	•	•		•	•
4.5 Verbs and tenses			•	•			•	•	•
4.6 Questions and negatives		•	•	•			•		•
Language learning strategies									
5.1 Identifying patterns in the target language	•		•			•			
5.2 Memorising		•				•	•	•	
5.3 Using knowledge of English or another language	•		•			•	•	•	
5.4 Working out meaning	•		•		•		•		•
5.5 Using reference materials	•	•	•			•	•	•	•
5.6 Reading aloud			•				•		
5.7 Planning and preparing	•	•		•	•		•	•	
5.8 Evaluating and improving		•	•	•	•	•	•	•	•

Year 8–9 Long Term Plan Access 2									
Framework objective	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Listening and speaking									
1.1 Understanding and responding to the spoken word			•	•	•		•	•	•
1.2 Developing capability and confidence in listening	•	•	•	•	•	•			
1.3 Being sensitive to the spoken word	•	•	•	•	•	•			
1.4 Talking together	•	•		•	•	•	•	•	•
1.5 Presenting and narrating	•	•				•	•	•	
Reading and writing									
2.1 Understanding and responding to the written word	•		•	•	•	•		•	
2.2 Developing capability and confidence in reading	•	•	•		•	•	•	•	•
2.3 Being sensitive to the written word		•		•			•		•
2.4 Adapting and building text	•	•	•		•		•	•	
2.5 Writing to create meaning		•	•				•		•
Intercultural understanding									
3.1 Appreciating cultural diversity	•		•	•		•		•	
3.2 Recognising different ways of seeing the world	•			•		•			
Knowledge about language									
4.1 Letters and sounds	•	•	•	•	•	•	•	•	•
4.2 Words	•			•		•	•		
4.3 Gender, number and other inflections		•		•					•
4.4 Sentence structure		•	•		•	•			•
4.5 Verbs and tenses		•	•		•	•	•	•	•
4.6 Questions and negatives	•	•				•	•	•	•
Language learning strategies									
5.1 Identifying patterns in the target language		•	•		•	•		•	
5.2 Memorising	•	•		•		•	•	•	•
5.3 Using knowledge of English or another language		•						•	
5.4 Working out meaning					•		•	•	•
5.5 Using reference materials	•	•	•	•	•	•		•	•
5.6 Reading aloud	•	•	•		•	•			•
5.7 Planning and preparing			•	•	•				•
5.8 Evaluating and improving	•	•	•	•	•	•	•	•	•