



## KS3 Long term Overview Subject : Y8 French

**Assessment:** Ongoing formative assessment: DIRT feedback at least once every half-term; Vocab test once every 3 weeks; regular Listening, Speaking, Reading and Writing practice

Summative assessment: 2 skills out of 4 at the end of each Module

Week	Content, context and resources	Grammar	Vocabulary	Home work	Learning Outcomes for each skill
<p><b>Autumn term 1 - Dynamo 2 Module 1 Vive les vacances ! Unit 1 – 5</b> Links to GCSE Theme 2 Unit overview: Talking about school holidays; Revising the verbs <i>avoir</i> and <i>être</i>; Saying what you did during the holidays; Using the perfect tense of regular <i>-er</i> verbs; Describing a visit to a theme park ; Using the perfect tense of irregular verbs; Saying where you went and how; Using the perfect tense of verbs that take <i>être</i>; Listening for negatives in the perfect tense; Reading to spot the perfect tense in a text; Asking and answering questions; Using the present and perfect tenses together</p>					
1 and 2	<p><b>Point de départ pp. 8-9</b> Talking about school holidays Revising the verbs <i>avoir</i> and <i>être</i></p> <p><b>Resources on ActiveLearn:</b> Vocabulary</p>	<p><b>G:</b> The verb <i>avoir</i> Pronunciation: liaison <b>G:</b> The verb <i>être</i> Pronunciation of <i>an, en</i> and <i>gn</i> sounds: <i>en vacances / grands-parents; campagne / montagne</i></p>	<p><i>Tu as combien de semaines de vacances en été / hiver? Ici, on a / nous avons huit semaines de vacances en été. Ils ont trois jours de vacances en septembre. Où habites-tu? J'habite à Manchester. J'habite en Angleterre / Écosse / Irlande (du Nord). J'habite au pays de Galles. Tu es où en vacances? Je suis / Nous sommes en vacances ... au bord de la mer / à la montagne / à la campagne / en colo (en colonie de vacances) / chez mes grands-parents ... avec mes amis / mes copains / mes parents / ma famille C'est trop marrant / assez intéressant / complètement nul / un peu ennuyeux!</i></p>	<p><i>Y8 are expected to do a Vocab test once every 3 weeks at the moment</i></p> <p><i>Use of Active Learn</i></p>	<p><b>Listening and responding</b> Listening to extracts about school holidays and noting down who each person is talking about, how long the holiday is and when it is. <b>Speaking</b> Having a role play conversation about how long French school holidays are at different times of year. Reading aloud a conversation about holidays, then changing the details to make a different conversation. <b>Reading and responding</b> Reading and listening to short texts and noting down in English how long each school holiday is and when the holiday is. Reading and listening to short texts and completing a table with details of where people are on holiday and who they are with. Finding and copying six opinion phrases from a text, then translating them into English. <b>Writing</b> Pupils write a message to a French pen pal about their holiday</p>
3 and 4	<p><b>Unit 1 Tu as passé de bonnes vacances? pp. 10–11</b> Saying what you did during the holidays Using the perfect tense of regular <i>-er</i> verbs <b>Lesson starter</b> To revise the present tense of <i>avoir</i> <b>Plenary</b> To consolidate the perfect tense of regular <i>-er</i> verbs <b>Resources on ActiveLearn:</b> Listening/ Reading/ Pronunciation Vocabulary</p>	<p><b>G:</b> The perfect tense of regular <i>-er</i> verbs Pronunciation of <i>-ai</i> and <i>-é</i> Asking 'yes' / 'no' questions Reading skills: Using context and logic Using <i>on</i> to mean 'we' <b>Grammar practice</b> <i>Grammaire</i>, p. 26 ex. 1</p>	<p><i>Pendant les vacances ... J'ai joué au tennis. J'ai mangé des glaces. J'ai retrouvé mes amis. J'ai écouté de la musique. J'ai acheté des baskets. J'ai regardé des clips vidéo. J'ai nagé dans la mer. J'ai trainé à la maison. ... au parc / à la piscine</i></p> <p><i>On a ....</i></p>		<p><b>Listening and responding</b> Listening to French teenagers saying what they did on holiday and noting down the letter of the correct photo. Listening to interviews about what people did on holiday and making notes in English. Listening to a rap about holiday activities and singing along. <b>Speaking</b> Finding verbs in the perfect tense in sentences and reading them out loud. Having a conversation about holidays. <b>Reading and responding</b> Matching photos of holiday activities with French sentences in the perfect tense. Reading a rap about holiday activities and guessing the missing past participles. <b>Writing</b> Pupils imagine they are a celebrity and write an account of their week on holiday, using the perfect tense.</p>
5	<p><b>Unit 2 Qu'est-ce que tu as fait? pp. 12–13</b> Describing a visit to a theme park Using the perfect tense of irregular verbs <b>Lesson starter</b> To revise some common irregular verbs <b>Plenary</b></p>	<p><b>G:</b> The perfect tense of irregular verbs Using <i>c'était</i> + adjective <b>Grammar practice</b> <i>Grammaire</i>, p. 26 ex. 2</p>	<p><i>Qu'est-ce que tu as fait pendant les vacances? Qu'est-ce que tu as fait au parc d'attractions? Pendant les vacances ... J'ai visité un parc d'attractions. J'ai bu un coca au café. J'ai pris beaucoup de photos. J'ai vu un spectacle.</i></p>		<p><b>Listening and responding</b> Listening to what someone did at a theme park and finding the correct photos to go with each extract. Listening to an extract about a visit to a theme park and identifying the correct sequencers to fill the gaps. Listening to interviews about what people did at a theme park and noting down the activities mentioned and the people's opinions. <b>Speaking</b> Using picture prompts to answer questions about a visit to a theme park, including use of irregular perfect tense verbs, sequencers and opinions. <b>Reading and responding</b></p>



	To consolidate knowledge of irregular past participles <b>Resources on ActiveLearn :</b> Listening Reading Grammar Vocabulary		<i>J'ai fait une balade en bateau. J'ai vu mes personnages préférés. J'ai fait tous les manèges.</i>  <i>après, d'abord, ensuite, finalement, puis</i>  <i>C'était ...</i>		Reading sentences about what someone did at a theme park and matching them with photos. Copying a text about a visit to a theme park and filling in the gaps with the correct sequencers, then translating the text into English. Reading a longer text about a French teenager's visit to a theme park and answering questions. <b>Writing</b> Describing a real or imaginary visit to a theme park.
6	<b>Unit 4 Quel désastre! (Listening and Reading Skills) pp. 16–17</b> Listening for negatives in the perfect tense Reading to spot the perfect tense in a text <b>Lesson starter</b> To revise the use of the auxiliary verbs avoir and être in the perfect tense <b>Plenary</b> To consolidate negatives in the perfect tense and sentences with c'était <b>Resources on ActiveLearn:</b> Listening Reading Grammar Vocabulary	Decoding meaning: looking for clues and applying logic G: Negative sentences in the perfect tense Listening and reading for negatives Recognising verbs in the perfect tense G: The perfect tense of –ir and –re verbs	<i>Je n'ai pas pris de photos parce que j'ai perdu mon portable. Je n'ai pas joué en ligne parce que le wifi à l'hôtel était nul. Je n'ai pas acheté de souvenirs parce que c'était trop cher. Je n'ai pas nagé dans la mer parce que ma mère a vu des méduses. On n'a pas mangé au restaurant parce que c'était sale. On n'est pas allé(e)s au parc d'attractions parce qu'on a raté le bus.</i>  <i>J'ai oublié mon passeport à la maison. On est arrivé(e)s en retard à l'aéroport. On a raté l'avion. Je suis tombé(e). J'ai cassé mon portable. J'ai perdu mon porte-monnaie. J'ai beaucoup vomi. Je suis resté(e) au lit. Je ne suis pas sorti(e) de l'hôtel.</i>	<i>Vocab test on all vocab covered so far</i>	<b>Listening and responding</b> Listening and noting what people did and didn't do during the holidays. Listening and transcribing sentences about problems on holiday. <b>Reading and responding</b> Reading and listening to perfect tense sentences involving negatives and noting what the speaker didn't do and why. Reading and listening to a cartoon story about a disastrous holiday and noting down all the verbs in the perfect tense. Completing a table with the perfect tense verbs from the story, plus the English meaning, the infinitive and whether the verb takes avoir or être. <b>Writing</b> Writing sentences about what people did and didn't do during the holidays. Adapting a text to write about an imaginary disastrous holiday.
7	<b>Unit 5 Mon voyage extraordinaire! (Speaking Skills) pp. 18–19</b> Asking and answering questions Using the present and perfect tenses together <b>Lesson starter</b> To identify time and frequency expressions used to introduce present and perfect tense verbs <b>Plenary</b> To consolidate the difference between perfect tense and present tense verbs <b>Resources on ActiveLearn:</b> Listening Reading Pronunciation	G: Using the present and perfect tenses together Listening for tense Making sentences more interesting (connectives, negatives, exclamations and opinions) Saying 'to' or 'in' with countries (en, à, au, aux)  <b>Grammar practice</b> Grammaire, pp. 26–27 ex. 1–4	<i>Qu'est-ce que tu fais normalement pendant les vacances? Normalement, pendant les vacances ... Je vais en colo, à la campagne. Je voyage en car. Je nage dans la piscine. Je fais du sport. Je mange des hamburger-frites. C'est un peu ennuyeux. Et l'année dernière, qu'est-ce que tu as fait? Mais l'année dernière, j'ai gagné un concours! Je suis allé(e) à Vanuatu. J'ai voyagé en avion. J'ai nagé dans la mer. J'ai fait de la voile et j'ai vu des dauphins! J'ai mangé des fruits de mer. C'était vraiment génial! Tu as voyagé comment? Qu'est-ce que tu as fait d'abord? Qu'est-ce que tu as fait ensuite? Qu'est-ce que tu as fait enfin? Qu'est-ce que tu as mangé? C'était comment?</i>		<b>Listening and responding</b> Listening to people talking about their holidays and noting the activities mentioned and whether each person is talking about the past or present. <b>Speaking</b> Reading a text about holidays out loud and then using picture prompts to change the details. Pupils then change the details using their own ideas. Carrying out an interview based on a reading text, using the questions provided. Pupils carry out an interview about an imaginary holiday won in a competition, based on their own research and including the specified language points and structure. <b>Reading and responding</b> Reading and listening to present tense and perfect tense sentences about holidays, and completing sentences in English Answering comprehension questions in English about a long text describing someone's holiday to North Africa. <b>Writing</b> Pupils imagine they have won a holiday in a competition. They research a holiday destination and make notes using written prompts given.
8	<b>Assessments- Listening and Writing</b>				
	<b>Autumn term 2 Dynamo 2 Module 2 J'adore les fêtes !</b> Links to GCSE Theme 1 Objectives: Talking about festivals and celebrations; Saying what you like and dislike; Describing festivals and special days; Using the present tense of regular –ir and –re verbs; Buying food at a market; Using transactional language; Using prediction to help with challenging listening passages; Giving answers in French for a reading task; Talking about a future trip; Using the near future tense (with questions); Writing about New Year; Combining the present and near future tenses				
<b>We ek</b>	<b>Content, context and resources</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Home work</b>	<b>Learning Outcomes for each skill</b>



9	<p><b>Point de départ pp. 32-33</b> Talking about festivals and celebrations Saying what you like and dislike <b>Resources on ActiveLearn:</b> Vocabulary</p>	<p>Opinion phrases: j'aime + infinitive Pronunciation: silent consonants at the end of words (t, x, p) Pronouncing and recognising higher numbers</p>	<p><i>Quelle est ta fête préférée?</i> <i>Quelle fête est-ce que tu n'aimes pas?</i> <i>j'adore / j'aime (beaucoup) / je préfère / je n'aime pas (tellement) / je n'aime pas du tout / je déteste ...</i> <i>Noël / mon anniversaire / la Saint-Valentin / Pâques / l'Aïd / le Nouvel An / Halloween / le 14 juillet (la fête nationale)</i> <i>... parce que j'aime / je déteste ...</i> <i>danser / chanter / manger / choisir des cadeaux/ rendre visite à ma mère / mes cousins/ faire une soirée pyjama</i> <i>C'est (trop) ...</i> <i>marrant / ennuyeux / commercial / bête / militaire</i> <i>Moi perso ... / à mon avis ... / je pense que ...</i> <i>aussi / en plus / mais / pourtant</i> <i>vingt, trente, quarante, cinquante, soixante, soixante-dix, soixante-quinze, quatre-vingts, quatre-vingt-cinq, quatre-vingt-dix, quatre-vingt-quinze, cent, deux-cents, trois-cent-cinquante, mille, deux-mille</i></p>		<p><b>Listening and responding</b> Listening to greetings for different festivals and matching them with the appropriate greetings cards. <b>Speaking</b> Pupils prepare answers and have a discussion about their favourite festivals and festivals that they don't like, giving reasons. <b>Reading and responding</b> Matching the names of festivals with the appropriate greetings cards. Reading and listening to forum entries about different festivals and finding the French for opinion phrases; then completing a table with people's opinions of each festival and their reasons. <b>Writing</b> Pupils write forum entries, giving their opinions about festivals with reasons</p>
10	<p><b>Unit 1 Quelle est ta fête préférée? pp. 34-35</b> Describing festivals and special days Using the present tense of regular -ir and -re verbs <b>Lesson starter</b> To revise -er verb forms in the present tense, in preparation for extending to -ir and -re verb forms <b>Plenary</b> To practise regular present tense verb forms in whole sentences <b>Resources on ActiveLearn:</b> Listening Reading Grammar Vocabulary</p>	<p>G: The present tense of regular -ir and -re verbs Pronunciation: silent verb endings (s, ent, t) <b>Grammar practice</b> Grammaire, p. 50 ex. 1-2</p>	<p><i>J'attends la fête de la musique avec impatience.</i> <i>Pour le Carnaval, je rends visite à mes grands-parents.</i> <i>Je finis mes devoirs le matin./ Je porte des vêtements rouges et un masque./ Je retrouve mes copains en ville./ Je choisis des vêtements cool./ J'entends la musique dans la rue./ Je regarde la parade en ville.</i> <i>Qu'est-ce qu'il y a sur la photo?</i> <i>Qu'est-ce qu'ils/elles portent?</i> <i>Quelle est ta fête préférée et pourquoi?</i> <i>Sur la photo / À gauche / À droite / Au centre, il y a ...</i> <i>une parade / des spectateurs./un groupe de gens / filles / garçons / musiciens./ un groupe d'enfants.</i> <i>Ils/Elles sont ...dans la rue / en ville.</i> <i>Ils/Elles ... marchent / dansent / jouent d'un instrument.</i> <i>Ils/Elles portent des vêtements ...</i> <i>traditionnels / colorés / bizarres / incroyables</i> <i>blancs / bleus / noirs / ...</i> <i>Ils/Elles portent des drapeaux.</i> <i>Je préfère ... Noël / Halloween / mon anniversaire parce que ...</i></p>		<p><b>Listening and responding</b> Listening to a description of a photo showing a festival and identifying the correct photo. <b>Speaking</b> Asking and answering questions to describe a photo of a festival. <b>Reading and responding</b> Reading and listening to sentences about festivals and guessing which festival photo goes with each sentence. Finding the French equivalents of English verbs in sentences. Reading and listening to a text about a festival and filling in the missing verbs. <b>Writing</b> Translating sentences into French</p>
11	<p><b>Unit 2 Et avec ça? pp. 36-37</b> Buying food at a market Using transactional language <b>Lesson starter</b> To revise basic food vocabulary <b>Plenary</b> To consolidate questions using vouloir <b>Resources on ActiveLearn:</b> Listening Grammar Translation Pronunciation Vocabulary</p>	<p>Pronunciation: cognates G: de after quantities Register (being polite) G: Present tense of vouloir</p>	<p><i>Je suis allé(e) au marché et j'ai acheté ...</i> <i>un melon / un chou-fleur / des oignons / des artichauts / des tomates / des bananes / des pommes / des citrons / des pommes de terre / des haricots verts / des olives / des œufs / le poisson / le fromage...</i> <i>200 grammes de ... / un demi-kilo de ... / un kilo de ... / une tranche de ... / un morceau de ...</i> <i>Vous désirez?</i> <i>Je voudrais un kilo de tomates, s'il vous plaît.</i> <i>Et avec ça?</i> <i>Je voudrais quatre artichauts, s'il vous plaît.</i> <i>C'est tout?</i> <i>C'est tout, merci. Ça fait combien?</i> <i>Ça fait 10€15, s'il vous plaît.</i> <i>Voilà.</i> <i>Merci, bonne journée.</i> <i>Au revoir, monsieur / madame.</i></p>		<p><b>Listening and responding</b> Listening to announcements at a market and identifying the fruit or vegetables mentioned and the price. Listening to people buying fruit and vegetables and noting what they are buying, including the quantity. Listening to longer conversations and noting what people are buying and the price; then identifying the 'surprise question' in each conversation. <b>Speaking</b> Playing a memory game: building up a list of items bought at the market, including quantities. Preparing and practising two shopping conversations. <b>Reading and responding</b> Reading and listening to a conversation and identifying the French for a range of phrases. <b>Writing</b> Translating a shopping list into French.</p>
12	<p><b>Unit 3 Miam-miam, c'est bon! (Listening and Reading Skills) pp. 38-39?</b> Using prediction to help with challenging listening passages Giving answers in French for a reading task</p>	<p>G: The partitive article: some Using prediction when listening <b>Grammar practice</b></p>	<p><i>Dans (une salade niçoise), il y a (du thon, de la salade, des œufs, des olives, des tomates et des pommes de terre).</i> <i>C'est ...</i> <i>un plat typique / une spécialité ...</i> <i>du nord / du sud / du nord-est / du sud-ouest ...</i> <i>de l'est / de l'ouest ...</i> <i>de la France / de la Guadeloupe.</i></p>	Vocab test	<p><b>Listening and responding</b> Listening to a TV chef and identifying the correct photo for each dish, listing the main ingredients and noting extra details. Listening and filling in a table with information about the special occasions, dishes and drinks described, including the speakers' opinions. <b>Reading and responding</b></p>



	<p><b>Lesson starter</b> To revise more food vocabulary</p> <p><b>Plenary</b> To consolidate understanding of past tense sentences</p> <p><b>Resources on ActiveLearn:</b> Listening/ Reading/ Grammar</p>	<p>Grammaire, p. 50 ex. 3</p>	<p>À Pâques / Pour mon anniversaire ...</p> <p>C'était ... vraiment / un peu / trop ... délicieux / léger / sucré / salé / savoureux.</p>		<p>Reading and listening to descriptions of different dishes and identifying the missing ingredient in the audio version for each dish. Matching each description with the correct photo and translating the ingredients into English. Reading and filling in a table with information about the special occasions, dishes and drinks described, including the writers' opinions.</p> <p><b>Writing</b> Using written prompts to write two texts about special occasions, giving information about the festival, dish, drink and an opinion.</p>
13	<p><b>Unit 4 Tu vas faire un voyage scolaire? pp. 40–41</b> Talking about a future trip Using the near future tense (with questions)</p> <p><b>Lesson starter</b> To revise question words, in preparation for using them in questions in the near future tense</p> <p><b>Plenary</b> To consolidate the formation of the near future tense</p> <p><b>Resources on ActiveLearn:</b> Listening Translation Vocabulary</p>	<p>G: The near future tense Pronunciation: liaison G: Questions in the near future tense</p> <p><b>Grammar practice</b> Grammaire, p. 51 ex. 4–7</p>	<p>Le 30 novembre / Le 3 décembre / Demain / La semaine prochaine ... on va aller à Colmar ... en car / en train / en voiture / en avion. Je vais acheter ... des cadeaux / des souvenirs / une boule de Noël / du chocolat. Je vais goûter ... de la tarte flambée / du jus de pomme chaud / du pain d'épices / de la choucroute. Je vais / On va ... visiter / admirer / choisir / écouter / manger / boire ...</p> <p>Qu'est-ce que tu vas faire à Nice? Comment est-ce que tu vas voyager? Avec qui est-ce que tu vas aller à Nice? Pourquoi est-ce que tu vas visiter Nice? Où est-ce que tu vas aller en février? Quand est-ce que tu vas quitter le collège?</p>		<p><b>Listening and responding</b> Listening to young people talking about their plans for a school trip and identifying the speakers from their blog entries. Listening to a conversation about plans for a trip to Nice and putting the given questions into the correct order; then noting the speaker's answers to the questions.</p> <p><b>Speaking</b> Pupils use a language grid to write two sentences about a future trip and then guess their partner's sentences.</p> <p><b>Reading and responding</b> Pupils use a language grid to write two sentences about a future trip and then guess their partner's sentences.</p> <p><b>Writing</b> Writing a conversation about a school trip to Nice carnival, using the given questions and prompts in English.</p>
14	<p><b>Unit 5 Bonne année! (Writing Skills) pp. 42–43</b> Writing about New Year Combining the present and near future tenses</p> <p><b>Lesson starter</b> To revise some time expressions</p> <p><b>Plenary</b> To consolidate the difference between present and near future tense verbs</p> <p><b>Resources on ActiveLearn:</b> Listening Reading Translation Vocabulary</p>	<p>G: Using the present and near future tenses together Checking your work for accuracy</p> <p><b>Grammar practice</b> Grammaire, pp. 50–51 ex 1–2, ex. 4</p>	<p>Quelles sont tes bonnes résolutions pour l'année prochaine? En ce moment ... je joue sur mon portable pendant le dîner/ je finis mes devoirs à la récré./ je n'aide pas mes parents./ je fais la grasse matinée le samedi matin./ je ne suis pas sympa avec mon petit frère. L'année prochaine ... je vais aller au marché et aider dans le jardin./ je vais être patient(e) avec mon frère./ je vais faire du sport le samedi matin./ je vais laisser mon smartphone dans ma chambre. / je vais finir mes devoirs le soir. Je vais ... passer le 31 décembre à la maison / chez ma mère / en France. danser / retrouver des copains./ regarder le feu d'artifice dans la rue / à la télé./ manger des chips / de la pizza / la galette des Rois./ aller en ville / chez mes grands-parents./ acheter des cadeaux / des souvenirs. faire la grasse matinée. normalement / toujours / d'abord / le soir / après / à minuit / le 31 décembre</p>		<p><b>Listening and responding</b> Listening to check which resolution for next year goes with each current bad habit. Listening and noting what the speaker does now and her resolutions for next year.</p> <p><b>Reading and responding</b> Reading a quiz and matching up current bad habits with resolutions for next year. Reading a longer blog entry and identifying which pictures show what the writer normally does and which show what he is going to do next year (or both). Identifying the French equivalents of a number of time expressions in a text.</p> <p><b>Writing</b> Writing the missing verbs in sentences about current bad habits and resolutions for next year. Pupils write three paragraphs about where they normally spend / are going to spend New Year's Eve and their resolutions for next year.</p>
15	<p><b>Assessments – Reading and Speaking</b></p>				
<p><b>Spring term1 and term 2 Dynamo 2 Module 3 A loisir</b> Links to GCSE Theme 1 Objective: Talking about celebrities and TV programmes; Using singular and plural adjective agreement; Talking about digital technology; Forming and answering a range of questions; Arranging to go to the cinema; Buying cinema tickets; Talking about leisure activities; Using negatives; Spotting synonyms; Looking up perfect tense verbs when reading; Using three tenses when speaking; Speaking from notes</p>					
<b>Week</b>	<b>Content, context and resources</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Home work</b>	<b>Learning Outcomes for each skill</b>
16 and 17	<p><b>Point de départ pp.56–57</b> Talking about celebrities and TV programmes Using singular and plural adjective agreement</p> <p><b>Resources on ActiveLearn:</b> Vocabulary</p>	<p>Working out the meaning of unfamiliar vocabulary G: Singular adjective agreement</p>	<p>arrogant / modeste/ bête / intelligent/ sérieux / drôle/ égoïste / généreux/ laid / beau/ méchant / gentil/ paresseux / travailleur Qui est ta célébrité préférée et pourquoi? Moi, perso, j'aime beaucoup ... parce qu'il/elle est ... Cependant je n'aime pas ... les comédies / les dessins animés / les documentaires / les feuilletons / les infos / les jeux (télévisés) / les séries (policieres)</p>		<p><b>Listening and responding</b> Listening and making notes in English about the speakers' opinions of some celebrities. Listening and completing a table with details of the type of TV programme mentioned, the opinion and reason.</p> <p><b>Speaking</b> Pupils discuss their opinions of some celebrities of their own choice.</p>



		Checking the gender of nouns Pronunciation of key sounds (é, in, eu, è, tion) G: Plural adjective agreement	<i>les émissions de ...cuisine / musique / science-fiction / sport / télé-réalité</i> <i>Qu'est-ce que tu aimes ou n'aimes pas à la télé?</i> <i>J'adore les séries policières comme ...</i> <i>Je n'aime pas du tout les feuilletons comme ...</i> <i>J'aime beaucoup les jeux télévisés comme ...</i> <i>Je n'aime pas tellement les émissions de télé-réalité comme ...</i> <i>... parce qu'ils/elles sont ...</i> <i>nul(le)s / intéressant(e)s / divertissant(e)s / marrant(e)s / passionnant(e)s / ennuyeux/ennuyeuses / bêtes / ridicules / plein(e)s d'action.</i>		Matching up sentence halves giving opinions about TV programmes with reasons, and reading the sentences out loud. <b>Reading and responding</b> Finding and translating adjectives in texts about favourite celebrities. Working out the meaning of adjectives, then matching them in pairs with opposite meanings. <b>Writing</b> Translating into French sentences giving opinions about types of TV programme.
18 and 19	<b>Unit 1 Ma vie numérique pp. 58–59</b> Talking about digital technology Forming and answering a range of questions <b>Lesson starter</b> To revise time and frequency expressions <b>Plenary</b> To consolidate the use of question words with est-ce que <b>Resources on ActiveLearn:</b> Reading Grammar Pronunciation Vocabulary	G: Asking questions (question word + est-ce que)	<i>Quand / Où / Comment / Avec qui est-ce que tu regardes la télé?</i> <i>Qu'est-ce que tu regardes à la télé?</i> <i>Pourquoi est-ce que tu aimes regarder comme ça?</i> <i>Je regarde la télé ...</i> <i>... le matin, avant les cours / tous les soirs / le weekend.</i> <i>... dans le salon / dans le bus / dans ma chambre.</i> <i>... seul(e) / avec mes amis / avec ma famille.</i> <i>... à la demande, sur Netflix / en streaming sur mon smartphone / sur mon ordinateur ou sur ma tablette</i> <i>... parce que ...</i> <i>... c'est facile / c'est varié / ce n'est pas cher.</i> <i>Je regarde les infos et les documentaires / les séries ou les feuilletons / les jeux ou les télé-réalités.</i> <i>Quand est-ce que tu joues à des jeux vidéo?</i> <i>D'habitude je joue tous les soirs ...</i> <i>Mon acteur/actrice préféré(e) est ... parce que / qu' ...</i> <i>J'écoute de la musique en streaming sur mon portable ...</i> <i>Mon chanteur/Ma chanteuse préféré(e) est ...</i> <i>J'adore aussi les jeux vidéo. En ce moment, je joue ...</i> <i>Hier, j'ai regardé / écouté / joué ...</i>		<b>Listening and responding</b> Listening to two people answering a survey about TV and noting down their answers. Listening to an interview about a young person's TV-watching habits and making notes in English. Noting down the questions asked about playing games and listening to music, then working out the meaning of the questions. <b>Speaking</b> In pairs, pupils respond to a survey about TV. Pupils carry out an interview using six given questions about playing games and listening to music, plus two questions of their own. <b>Reading and responding</b> Answering comprehension questions on two texts about listening to music and playing games. <b>Writing</b> Pupils write a paragraph describing their digital life, including watching TV, listening to music and playing games.
20 and 21	<b>Unit 2 On va au cinéma? pp. 60–61</b> Arranging to go to the cinema Buying cinema tickets <b>Lesson starter</b> To revise the use of larger numbers when telling the time <b>Plenary</b> To practise and improve French pronunciation. <b>Resources on ActiveLearn:</b> Listening Reading Translation Vocabulary	Pronunciation: –tion and –qu–sounds The 24-hour clock G: The near future tense	<i>une comédie / un film d'animation / un film romantique / un film d'action / un film d'horreur / un film de science-fiction / un film de super-héros</i> <i>Je vais au cinéma ce soir. Tu viens?</i> <i>Désolé(e). Je ne peux pas. / Ça dépend.</i> <i>Qu'est-ce que tu vas voir?</i> <i>Je vais voir ...</i> <i>Je veux bien, merci.</i> <i>Il y a une séance à ...</i> <i>Rendez-vous où et à quelle heure?</i> <i>Rendez-vous chez moi / chez toi.</i> <i>À plus. / À demain. / À samedi.</i> <i>aujourd'hui / ce matin / ce soir / cet après-midi / demain (soir) / (samedi) prochain</i> <i>D'accord. / Génial! / Bonne idée! / Je veux bien, merci.</i> <i>Non, merci. / Tu rigoles! / Je n'ai pas envie. / Désolé(e), je ne peux pas</i>		<b>Listening and responding</b> Listening to a survey about the films people are going to see and noting the type of film, the reason why they like this genre and the time of the film. <b>Speaking</b> Pupils listen to extracts of film music and discuss with their partner which type of film they think the music is from. Pupils make up dialogues inviting each other to the cinema and accepting or declining the invitation. <b>Reading and responding</b> Reading and listening to a text conversation about arranging to go to the cinema and noting the details in English. Finding the French equivalents of English phrases in the text conversation. Filling in the missing words in a dialogue about buying cinema tickets. <b>Writing</b> Writing a new version of a dialogue about buying cinema tickets, then reading the dialogue in pairs.
	<b>Assessments to be done week 21 or 22 – DEP 2 week 23</b> <b>Listening and Writing</b>				



22 and 23	<p><b>Unit 3 Quels sont tes loisirs? pp. 62–63</b></p> <p>Talking about leisure activities Using negatives <b>Lesson starter</b> To widen pupils' awareness of non-European Francophone countries <b>Plenary</b> To consolidate the use of negative expressions and possessive pronouns <b>Resources on ActiveLearn:</b> Listening Reading Grammar</p>	<p>Dealing with synonyms G: The verb lire G: Negatives (ne ... pas, ne ... jamais, ne ... rien) G: Possessive adjectives: son, sa, ses</p> <p><b>Grammar practice</b> Grammaire, p. 74 ex. 2</p>	<p><i>Quels sont tes loisirs?</i> <i>Qu'est-ce que tu ne fais pas souvent?</i> <i>Qu'est-ce que tu ne fais jamais?</i> <i>Pourquoi?</i></p> <p><i>Après les cours / Le samedi / Parfois / Souvent / De temps en temps /</i> <i>En été, ...</i> <i>j'écoute / je joue / je fais / je lis / je regarde / je vais ...</i></p> <p><i>Je n'écoute pas ...</i> <i>Je ne joue / lis / vais jamais ...</i> <i>Je ne fais / regarde / lis rien.</i></p>	Vocab test	<p><b>Listening and responding</b> Listening to people talking about their leisure activities and noting in English what they don't do.</p> <p><b>Speaking</b> Pupils interview each other about their leisure activities, including what they do and don't do and the reasons for this.</p> <p><b>Reading and responding</b> Reading and listening to texts about the leisure activities of two young people from Francophone countries, then identifying which person some French sentences are referring to. Translating phrases involving negative expressions into English. Filling in the missing words to complete two texts describing people involved in leisure activities, then listening to check the answers</p> <p><b>Writing</b> Finding a photo of a group of young people and writing a description of the photo.</p>
24 and 25	<p><b>Unit 4 Tu as fait des achats? (Listening and Reading Skills) pp. 64–65</b></p> <p>Spotting synonyms Looking up perfect tense verbs when reading <b>Lesson starter</b> To revise the formation of the perfect tense <b>Plenary</b> To consolidate the use of perfect tense verbs in full sentences <b>Resources on ActiveLearn:</b> Listening/ Reading/ Translation Vocabulary</p>	<p>G: Using the perfect tense and c'était + adjective Spotting synonyms Irregular past participles (bu, lu, vu) Looking up perfect tense verbs</p>	<p><i>J'ai fait les magasins / des achats.</i> <i>J'ai fait une promenade / une balade.</i> <i>J'ai fait du cyclisme / du vélo.</i> <i>J'ai nagé / fait de la natation.</i></p> <p><i>j'ai découvert / j'ai attendu / j'ai dépensé / j'ai essayé / j'ai bu / j'ai vu / j'ai lu</i></p> <p><i>Hier / Samedi dernier, je suis allé(e) ... avec ...</i> <i>J'ai acheté ... / Je n'ai rien acheté.</i> <i>J'ai bu / mangé / fait / vu / pris ...</i> <i>C'était ... parce que ...</i></p>		<p><b>Listening and responding</b> Listening and identifying what people have done at the shopping centre by choosing from a list of French sentences.</p> <p><b>Reading and responding</b> Reading a rap about last weekend at the shopping centre and putting pictures in the correct order. Finding the words that rhyme in the rap, then listening to check. Finding verbs in the perfect tense and examples of c'était + adjective in the rap lyrics. Reading entries on a shopping centre's forum, then identifying which person each English sentence is referring to. Translating sentences in the perfect tense into English. Translating forum entries into English.</p> <p><b>Writing</b> Writing a paragraph to describe a visit to a shopping centre.</p>
26 and 27	<p><b>Unit 5 Normalement, hier et demain (Speaking Skills) pp. 66–67</b></p> <p>Using three tenses when speaking Speaking from notes <b>Lesson starter</b> To revise some time and frequency expressions <b>Plenary</b> To revise the use of the past, present and near future tenses with common verbs <b>Resources on ActiveLearn:</b> Listening Reading Pronunciation</p>	<p>G: The verb prendre G: Using three tenses together (present, perfect and near future) Using connectives</p> <p><b>Grammar practice</b> Grammaire, p. 75 ex. 5–6</p>	<p><i>Normalement / Hier / Demain ...</i> <i>Je prends le bus et je vais au cinéma avec ma sœur.</i> <i>J'adore les films de science-fiction parce qu'ils sont passionnants.</i> <i>L'après-midi, mon copain Robert et moi, nous jouons souvent en ligne ou au foot dans le parc.</i> <i>D'habitude, j'écoute de la musique en streaming et je lis des BD.</i> <i>Je suis allé en ville et j'ai fait des achats. J'ai choisi un jean noir pour l'école.</i> <i>J'ai mangé un sandwich et j'ai bu un coca au resto.</i> <i>Je vais visiter un parc d'attractions avec Robert. Nous allons prendre le train.</i> <i>Nous allons faire les manèges et on va manger des glaces. Miam-miam!</i> <i>Qu'est-ce que tu fais, normalement, le weekend?</i> <i>Normalement, j'écoute de la musique, je joue au foot, ...</i> <i>Qu'est-ce que tu as fait le weekend dernier?</i> <i>Le weekend dernier, je suis allé au parc, j'ai ...</i> <i>Qu'est-ce que tu vas faire le weekend prochain?</i> <i>Le weekend prochain, je vais retrouver mes copains.</i></p>		<p><b>Listening and responding</b> Listening to check which answers go with each of three questions that use different tenses.</p> <p><b>Speaking</b> Pupils play a memory game in which they try to recall Baptiste's activities, including the tenses. Pupils construct a vlog from notes, then listen to check. Pupils create their own vlog about a day when their school was closed and present it to their partner.</p> <p><b>Reading and responding</b> Reading questions in three tenses and identifying the answers that go with each question. Copying and completing lists of verbs in three tenses, then translating them into English. Reading and listening to a text and making notes about what happens normally, what happened yesterday and what is going to happen tomorrow</p>
<p><b>Summer term 1 and 2 Dynamo 2 Module 4 Le monde est petit</b> Links to GCSE Theme 2 Learning objectives: Talking about where you live; Discussing the weather; Describing where you live; Using pouvoir + infinitive; Listening for different persons of the verb; Using different strategies to decode words while reading; Talking about daily routine; Using reflexive verbs; Talking about moving house; Using irregular adjectives (beau, nouveau and vieux); Using three tenses in writing; Using resources to find and translate nouns into French;</p>					
We ek	Content, context and resources	Grammar	Vocabulary	Home work	Learning Outcomes for each skill



<p>28</p>	<p><b>Point de départ pp.80-81</b> Talking about where you live Discussing the weather <b>Resources on ActiveLearn:</b> Vocabulary 1 Vocabulary 2</p>	<p>Saying 'in' (dans, en, au, à la, aux) Pronunciation: silent consonants</p>	<p><i>Où habites-tu?</i> <i>J'habite ...dans un village / dans une ville / dans une grande ville/ à la campagne / à la montagne / au bord de la mer / sur une île / dans le désert/ en France / en Suisse / au Maroc / aux Antilles</i> <i>Quel temps fait-il?</i> <i>Il fait beau/ Il fait mauvais/ Il fait chaud/ Il fait froid/ Il pleut/ Il neige</i> <i>Il y a du soleil/ Il y a du vent/ Il y a du brouillard/ Il y a des orages.</i> <i>C'est quelle sorte de ville? / C'est où? / C'est comment en été?</i> <i>Pourquoi? / C'est comment en hiver? Pourquoi?</i> <i>Qu'est-ce qu'il y a sur la photo?</i> <i>Sur la photo, il y a ...</i> <i>À ton avis, c'est dans quel pays?</i> <i>À mon avis, c'est en ...</i> <i>Quel temps fait-il sur la photo?</i> <i>Sur la photo, il ...</i> <i>Qu'est-ce que tu penses de la ville / du village sur la photo?</i> <i>Je pense que c'est ...</i></p>		<p><b>Listening and responding</b> Listening to interviews with tourists and noting where they live (town / village, location, country). <b>Speaking</b> Pupils write a secret sentence about where someone lives and try to guess their partner's sentence. Discussing the weather shown in photos, then listening to check. Preparing answers to questions about a photo of a town and a photo of a village. <b>Reading and responding</b> Reading forum entries and noting where people live and their opinion of the place in summer and winter. Matching up sentence halves to describe a photo of a beach scene <b>Writing</b> Pupils write a forum entry about their town or village, including their opinion of the place in summer and winter</p>
<p>29</p>	<p><b>Unit 1 Elle est comment, ta région? pp. 82-83</b> Describing where you live Using pouvoir + infinitive <b>Lesson starter</b> To review some vocabulary for talking about where you live <b>Plenary</b> To consolidate the use of pouvoir + infinitive <b>Resources on ActiveLearn:</b> Reading Grammar Pronunciation Vocabulary</p>	<p>Expressions of quantity (with de) G: Using the verb pouvoir Pronunciation: eu and ou; silent letters: x, t, s, ent  <b>Grammar practice</b> Grammaire, p. 98 ex. 1-2</p>	<p><i>C'est comment, ta région?</i> <i>Dans ma région, ...</i> <i>il y a peu / beaucoup / plein / trop de ...</i> <i>bâtiments / voitures / jardins publics / touristes / champs / plages / rivières / forêts / lacs / montagnes / magasins / restaurants.</i> <i>il y a peu / beaucoup / plein / trop d'appartements.</i> <i>En été / En hiver on peut / on ne peut pas ...</i> <i>visiter les monuments historiques / des grottes.</i> <i>faire du ski / du canoë-kayak / des randonnées / les magasins.</i> <i>aller au cinéma / à la plage / en ville.</i> <i>manger des crêpes.</i> <i>Quel temps fait-il pendant la saison sèche?</i> <i>Est-ce que tu peux aller à l'école pendant la saison sèche?</i> <i>Qu'est-ce que tu peux faire pendant la saison des pluies?</i> <i>Est-ce que tu peux aller à l'école pendant la saison des pluies?</i></p>		<p><b>Listening and responding</b> Listening and deciding whether each person is positive, negative or both about the region where they live. <b>Speaking</b> Preparing an interview with a young person from Mali using the questions given. <b>Reading and responding</b> Reading and listening to an article and identifying the region where you can find different features; then translating sentences about what you can do in each region. Reading and listening to an article about Mali and correcting mistakes in sentences about the article. <b>Writing</b> Writing a description of a region shown in a photo.</p>
<p>30</p>	<p><b>Unit 2 Qu'est-ce qu'on doit faire pour aider à la maison? (Listening and Reading Skills) pp. 84-85</b> Listening for different persons of the verb Using different strategies to decode words while reading <b>Lesson starter</b> To review some vocabulary related to family and home that will be used in this unit <b>Plenary</b> To consolidate the use of devoir + infinitive <b>Resources on ActiveLearn:</b> Listening/ Reading Grammar/ Vocabulary</p>	<p>G: Using devoir Listening to spot and transcribe infinitives and nouns Using grammatical knowledge while reading Using a variety of reading strategies to decode words while reading</p>	<p><i>Je dois ... / Ma sœur doit ... / Mon frère doit ...</i>  <i>garder ma petite sœur / mon frère / le bébé.</i> <i>ranger ma / sa chambre.</i> <i>rapporter l'eau.</i> <i>laver la voiture.</i> <i>nourrir le chien / le chat / les animaux.</i> <i>faire la cuisine / la vaisselle / la lessive.</i>  <i>Je ne fais rien pour aider à la maison!</i> <i>Mon frère / Ma sœur ne fait rien pour aider à la maison.</i>  <i>Je pense que / Pour moi / À mon avis ...</i> <i>c'est juste / ce n'est pas juste.</i></p>		<p><b>Listening and responding</b> Listening to two young people and noting how many brothers and sisters they have and what they have to do to help at home. <b>Speaking</b> Pupils have a conversation with their partner about what they have to do to help at home. <b>Reading and responding</b> Reading and listening to what people have to do to help at home and matching the sentences to photos. Reading texts about what children have to do to help in two different places around the world; working out the meaning of new vocabulary using a range of strategies. <b>Writing</b> Translating sentences using devoir + infinitive into French</p>
<p>31</p>	<p><b>Unit 3 Ma routine, ta routine pp. 86-87</b> Talking about daily routine Using reflexive verbs <b>Lesson starter</b> To revise telling the time using the 24-hour clock <b>Plenary</b></p>	<p>G: Reflexive verbs Taking notes while listening; listening for key information Writing in detail (connectives, sequencers,</p>	<p><i>Je me lève.</i> <i>Je me douche.</i> <i>Je me lave.</i> <i>Je m'habille.</i> <i>Je prends le petit déjeuner.</i> <i>Je me coiffe.</i> <i>Je me lave les dents.</i> <i>Je quitte la maison.</i> <i>Je me couche.</i></p>	<p>VOCAB TEST</p>	<p><b>Listening and responding</b> Listening to sentences about a young person's daily routine and noting the activities and times. Listening and answering questions about two people's daily routines. Listening and making notes about the speaker's daily routine during the week and at the weekend. <b>Speaking</b> Working in a small group to carry out a survey about daily routine, using the questions given <b>Reading and responding</b> Reading an article about the daily routine of a scientist in Antarctica and answering comprehension questions.</p>







			<p><i>Mon héros sportif/Mon héroïne sportive est ...</i> <i>Il/Elle a gagné ... / a marqué un but ...</i></p>	
38	<p><b>Unit 1 Plus ou moins? pp. 106–107</b> Saying where you go at the weekend Using the verb aller (to go) <b>Lesson starter</b> Giving opinions about sports Using the comparative <b>Plenary</b> To consolidate use of the <b>Resources on ActiveLearn:</b> Reading</p>	<p>Using the verb trouver G: Adjective agreement G: Using the comparative (plus que and moins que) Pronunciation: liaison</p>	<p><i>amusant(e)/ compliqué(e)/ difficile/ divertissant(e)// ennuyeux/ennuyeuse/ facile/ fatigant(e)/ intéressant(e)/ passionnant(e)/ relaxant(e)/ violent(e)</i> <i>Comment est-ce que tu trouves le tennis?</i> <i>Je trouve le tennis trop fatigant.</i> <i>Je trouve le footing plus fatigant que la natation.</i> <i>La danse est moins passionnante que le patin à glace.</i> <i>Est-ce que tu préfères le tennis ou le golf?</i> <i>Je préfère ...</i> <i>Pour moi ...</i></p>	<p><b>Listening and responding</b> Listening to two people completing a quiz about their opinions of different sports and noting each person's answers. Listening and noting each person's sports and their opinions of how the sports compare with each other. <b>Speaking</b> Pupils work in pairs to complete a quiz about their opinions of different sports. Pupils have a conversation with their partner about which sports they prefer, using the comparative. <b>Reading and responding</b></p>