



## Subject: French Year 9 Overview 2020/21

| Year 9  |  |
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| <p><b>The Connected Curriculum</b><br/>French language acquisition in essence has its strongest ties to the English language curriculum. Connections to other curriculum areas are also outlined below.</p>   |  |
| <p><b>English</b><br/>Sound understanding and knowledge of word classes are fundamental to pupil progress in French. Pupils understand, recognise, use and engage in regular discussion around: spelling (in French and in English), connectives (simple and complex), nouns, pronouns, articles (definite and indefinite), intensifiers/qualifiers, negatives, verbs (infinitives/reflexive/conjugations in the present, past (preterite) and future tenses), adjectives (of colour/size; possessive), adverbs, sequencers, prepositions, agreement (singular/plural, masculine/feminine, direct object pronouns).<br/>As well as identifying word classes/families through using a dictionary and text analysis, pupils develop reading skills through reading aloud and matching sound to print when listening to audio texts. They use language for agreeing and disagreeing; write in prose using an increasingly wide range of grammar and vocabulary; and they write creatively to express their own ideas, opinions (with justifications), comparatives and superlatives. Pupils also distinguish between language used for formal and informal situations.</p> |  |
| <p><b>Maths</b><br/>In the autumn term pupils will incorporate the use of the Venn Diagram to build comprehension skills - to compare and contrast information when talking about food choices and healthy eating.</p>  |  |
| <p><b>Science</b><br/>In the autumn term pupils learn language to identify parts of the body, healthy eating and different levels of fitness.</p>   |  |
| <p><b>Computing</b><br/>Links will be made with e-safety when talking about Facebook and the internet in the autumn term.</p>   |  |
| <p><b>Food tech</b><br/>In the autumn term pupils use language talk about food choices, healthy eating and fitness.</p>   |  |
| <p><b>Geography</b><br/>In the spring term pupils talk about and locate different types of accommodation and holiday destinations – French-speaking countries and their geographical locations on a world map.</p>  |  |
| <p><b>Music</b><br/>Pupils use language to talk about, and express their opinion on different music festivals around the world in the autumn term.</p>  |  |
| <p><b>PE</b><br/>In the autumn term pupils use language talk about different levels of fitness and healthy eating.</p>  |  |
| <p><b>PSHE/Careers</b><br/>In the spring term pupils use language talk about different jobs and future career aspirations.</p>  |  |
| <p><b>Sociology</b><br/>In the spring term pupils debate the idea of 'open school' in the holidays; and in the summer term they talk about human rights issues.</p>   |  |
| Key content – knowledge and skills  | National Curriculum/GCSE focus   |
| <p><u>Autumn 1:</u></p> <ul style="list-style-type: none"> <li>- Talking about Facebook</li> <li>- Using present tense verbs)</li> <li>- Inviting someone out;</li> <li>- Using the verb <i>aller</i></li> <li>- Describing a date; Using the perfect tense</li> <li>- Describing a music event;</li> <li>- Using on in the perfect tense</li> <li>- Finding out about music festivals</li> </ul>   | <p><b>1. Listening</b><br/><b>1.a</b> listen to a variety of forms of spoken language to obtain information and respond appropriately.<br/><b>1.b</b> transcribe words and short sentences that they <b>hear</b> with increasing accuracy.</p> <p><b>5. Grammar and Vocabulary</b></p> |



around the world

Autumn 2:

- Learning the parts of the body; Using à + the definite article
- Talking about sport; Using *il faut*
- Learning about healthy eating;
- Using the future tense
- Making plans to get fit
- Practising the future tense
- Describing levels of fitness; Using three tenses together
- Deciding to adopt a healthier lifestyle; Writing a blog entry

Spring 1

- Describing jobs
- Using masculine and feminine nouns
- Learning languages
- Using modal verbs
- Saying what you used to do
- Using the imperfect tense
- Discussing your future and your past
- Practising the future and imperfect tenses
- Talking about your job
- Using different tenses together
- Investigating jobs using languages

Spring 2

- Discussing holidays
- Asking questions using inversion
- Imagining adventure holidays;
- Using the conditional
- Talking about what you take with you on holiday;
- Using reflexive verbs
- Describing what happened on holiday  
Combining different tenses
- Visiting a tourist attraction
- Using emphatic pronouns)
- Debating the idea of 'open school' in the holidays)

Summer 1:

- Discussing what you are allowed to do

**5.a.** identify and use tenses or other structures, which convey the present (**5.a pr**), past (**5.a pa**), & future(**5.a fu**), as appropriate to the language being studied.

**3. Reading**

**3.b** read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture.

**5. Grammar and Vocabulary**

**5.a.** identify and use tenses or other structures, which convey the present (**5.a pr**), past (**5.a pa**), & future(**5.a fu**), as appropriate to the language being studied.

**5.b** use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

**5.c** develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues

**5.d** use accurate grammar, spelling and punctuation

**1. Listening**

**1.a** listen to a variety of forms of spoken language to obtain information and respond appropriately.

**1.b** transcribe words and short sentences that they **hear** with increasing accuracy.

**4. Writing**

**4.b** and translate short written text accurately into the foreign language.

**5. Grammar and Vocabulary**

**5.a.** identify and use tenses or other structures, which convey the present (**5.a pr**), past (**5.a pa**), & future(**5.a fu**), as appropriate to the language being studied.

**5.b** use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

**5.c** develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues

**5.d** use accurate grammar, spelling and punctuation

**2. Speaking**

**2.b** express and develop ideas clearly and with increasing accuracy, **both orally and in writing.** (general conversation)

**2.c** speak coherently and confidently, with increasingly accurate pronunciation and intonation.

**Grammar and Vocabulary**

**5.a.** identify and use tenses or other structures, which convey the present (**5.a pr**), past (**5.a pa**), & future(**5.a fu**), as appropriate to the language being studied.

**5.b** use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

**5.c** develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues

**5.d** use accurate grammar, spelling and punctuation

**4. Writing**



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| <ul style="list-style-type: none"> <li>- using expressions with avoir</li> <li>- Explaining what's important to you</li> <li>- Using direct object pronouns</li> <li>- Talking about things you buy</li> <li>- Using si in complex sentences</li> <li>- Describing what makes you happy;</li> <li>- Using complex structures</li> <li>- Learning about human rights issues</li> </ul> <p><u>Summer 2:</u></p> <ul style="list-style-type: none"> <li>- Verb conjugation consolidation (present, past perfect, future and conditional tenses)</li> <li>- Content Catch Up</li> <li>- Stretch and challenge tasks M1-M5</li> <li>- Revision and EoY Assessment</li> </ul> | <p><b>4.a</b> write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions,</p> <p><b><u>Grammar and Vocabulary</u></b></p> <p><b>5.a.</b> identify and use tenses or other structures, which convey the present (<b>5.a pr</b>), past (<b>5.a pa</b>), &amp; future(<b>5.a fu</b>), as appropriate to the language being studied.</p> <p><b>5.b</b> use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p><b>5.c</b> develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</p> <p><b>5.d</b> use accurate grammar, spelling and punctuation</p><br><p><b><u>3. Reading</u></b></p> <p><b>3.a</b> read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English <b>translation</b> of short, suitable material.</p> <p><b><u>Grammar and Vocabulary</u></b></p> <p><b>5.a.</b> identify and use tenses or other structures, which convey the present (<b>5.a pr</b>), past (<b>5.a pa</b>), &amp; future(<b>5.a fu</b>), as appropriate to the language being studied.</p> <p><b>5.b</b> use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p><b>5.d</b> use accurate grammar, spelling and punctuation</p> |
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**Key assessment points**

The exams will measure how students have achieved the following assessment objectives:

- AO1: Listening – understand and respond to different types of spoken language. **[Aut1 Spr1]**
- AO2: Speaking – communicate and interact effectively in speech (through role play, discussing a stimulus (photo card and general conversation) **[Spr2]**
- AO3: Reading – understand and respond to different types of written language) **[Aut2; Sum2]**
- AO4: Writing – communicate in writing. They will be required to complete three tasks: **[Spr1 Sum1]**
  - a structured writing task in French (approximately 40 words at foundation level and 90 words at higher level)
  - an open-ended writing task in French (approximately 90 words at foundation level and 150 words at higher level)
  - a translation from French to English (a minimum of 35 words at foundation level and 50 words at higher level)

Each skill will account for 25% of total GCSE marks.

**Christian ethos**

Language is synonymous with nationhood and nowhere is this more powerful than in the Bible. Jesus doesn't discriminate on these lines. He shows us this when he asks the Samaritan woman for water – he is not interested in the common prejudices but instead begins a conversation. Acts such as these show the power of communicating to break down boundaries. Jesus calls to all of the people of the world, seeking to unite them. Whilst the book of Genesis tells us of Babel and how God scatters the people of the Earth, from speaking one language to many, Jesus seeks to create a bridge between peoples. Importantly, in Acts we see that the disciples are empowered by the Holy Spirit to speak many languages, to spread the teaching of Jesus.

Within a Christian setting, pupils at St Mary Magdalene will understand multilingualism and the diverse nature of our global community and in considering this, develop a strong sense of social and moral responsibility. We will encourage positive discussions around language, prompted by questions such as:

- o In what way does my language define me?
- o How does language unite or divide us?



- Are my thoughts 'language' or beyond language?
- What do we lose or gain 'in translation'?

We will also teach pupils about festivals and customs related to French-speaking countries; many of which will be Christian traditions, or comparable with Christian traditions.

### **British values**

The MFL department at St Mary Magdalene actively promotes the key values of tolerance, mutual respect, diversity and respect for people of all faiths and backgrounds. We do this by giving students an appreciation of the many and varied countries where French is spoken and encouraging students to reflect on other cultures and ways of life, and embrace socio-cultural and economic differences and contexts.

During MFL lessons, we provide boundaries for students and we encourage them to make choices confidently and safely. We want students to develop respect for these boundaries outside the classroom, where pupils are taught to understand and exercise their rights and personal freedoms. Pupils are also given advice on how to behave safely, especially on MFL trips.

Students will have the opportunity to have their voices heard through suggestion boxes and Student Voice in MFL lessons. They will also discuss the similarities and differences between children's lives in developed and developing French-speaking countries and reflect on the way these countries operate, drawing comparisons between these countries and the UK.



## Subject: French Year 9 Long-term plan 2020/21

| Week   | Month     | Learning Intentions and/or Key Questions  |
|--------|-----------|---|
| Aut1-1 | September | S3M1U1 <i>Planète Facebook</i> (Talking about Facebook; Using present tense verbs)                                    |
| Aut1-2 |           | S3M1U2 <i>Comment tu trouves ...?</i> (Giving your opinion about someone; Using direct object pronouns)               |
| Aut1-3 |           | S3M1U3 <i>Tu viens aussi?</i> (Arranging to go out; Using the near future tense)                                      |
| Aut1-4 |           | S3M1U4 <i>Ça s'est bien passé?</i> (Describing a date; Using the perfect tense)                                       |
| Aut1-5 | October   | S3M1U5 <i>Fou de musique!</i> (Describing a music event; Using three tenses)  |
| Aut1-6 |           | S3M1+ <i>La Fête de la Musique</i> ( Finding out about music festivals around the world)                              |
| Aut1-7 |           | Revision and Assessment – <b>listening</b>  |
|        |           | <b>Half term holiday</b>  |
| Aut2-1 | November  | S3M2U1 <i>Qu'est-ce qui s'est passé?</i> (Learning the parts of the body; Using à + the definite article)             |
| Aut2-2 |           | S3M2U2 <i>Le sport et le fitness</i> (Talking about sport; Using <i>il faut</i> )                                     |
| Aut2-3 |           | S3M2U3 <i>Mes résolutions pour manger sain</i> (Learning about healthy eating; Using the future tense)                |
| Aut2-4 |           | S3M2U4 <i>Je serai en forme!</i> (Making plans to get fit; Practising the future tense)                               |
| Aut2-5 | December  | S3M2U5 <i>Es-tu en forme?</i> (Describing levels of fitness; Using three tenses together)                             |
| Aut2-6 |           | S3M2U+ <i>J'écris</i> (Deciding to adopt a healthier lifestyle; Writing a 150-word blog entry)                        |
| Aut2-7 |           | Revision and Assessment – <b>reading</b>  |
|        |           | <b>Christmas holiday</b>  |
| Spr1-1 | January   | S3M3U1 <i>Es-tu fait pour ce métier?</i> (Describing jobs; Using masculine and feminine nouns)                        |
| Spr1-2 |           | S3M3U2 <i>Le monde est un village</i> (Learning languages; Using modal verbs)   |
| Spr1-3 |           | S3M3U3 <i>Quand j'étais plus jeune ...</i> Saying what you used to do   |
| Spr1-4 |           | Using the imperfect tense   |
| Spr1-5 |           | S3M3U4 <i>Ta vie sera comment?</i> (Discussing your future and your past; Practising the future and imperfect tenses) |
| Spr1-6 | February  | S3M3U5 <i>Mon boulot</i> (Talking about your job; Using different tenses together)                                    |
|        |           | S3M3+ <i>Un portrait professionnel</i> (Investigating jobs using languages)   |
|        |           | Revision and Assessment – <b>listening, writing</b>   |
|        |           | <b>Half term holiday</b>  |
| Spr2-1 | March     | S3M4U1 <i>Question de vacances</i> (Discussing holidays; asking questions using inversion)                            |
| Spr2-2 |           | S3M4U2 <i>J'adore les sensations fortes!</i> (Imagining adventure holidays; Using the conditional)                    |
| Spr2-3 |           | S3M4U3 <i>C'est indispensable!</i> (Talking about what you take with you on holiday; Using reflexive verbs)           |
| Spr2-4 |           | S3M4U4 <i>Mes vidéos de vacances</i> (Describing what happened on holiday; Combining different tenses)                |
| Spr2-5 |           | S3M4U5 <i>À la base de loisirs</i> (Visiting a tourist attraction; Using emphatic pronouns)                           |
| Spr2-6 |           | S3M4+ <i>Des vacances au college</i> (Debating the idea of 'open school' in the holidays)                             |
|        |           | Revision and Assessment - <b>speaking</b>   |
|        |           | <b>Easter holiday</b>   |
| Sum1-1 | April     | S3M5U1 <i>Mes droits</i> (Discussing what you are allowed to do; using expressions with <i>avoir</i> )                |
| Sum1-2 |           |   |



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| Sum1-3 | May  | <p>S3M5U2 <i>Mes priorités</i> (Explaining what's important to you; Using direct object pronouns)</p> <p>S3M5U3 <i>Tu vas l'acheter!</i> (Talking about things you buy; Using <i>si</i> in complex sentences)</p> <p>S3M5U4 <i>Le bonheur, c'est...</i> (Describing what makes you happy; Using complex structures)</p> <p>S3M5U5 <i>Les jeunes contre l'injustice</i> (Learning about human rights issues)</p> <p>Revision and Assessment - <b>writing</b></p> |
| Sum1-4 |      |   |
| Sum1-5 |      |   |
| Sum1-6 |      |   |
|        | June | <b>Half term holiday</b>  |
| Sum2-1 | June | <p>Verb conjugation consolidation (present, past perfect, future and conditional tenses)</p> <p>Content Catch Up</p> <p>Stretch and challenge tasks M1-M5</p>   |
| Sum2-2 |      |   |
| Sum2-3 |      |   |
| Sum2-4 |      |   |
| Sum2-5 | July | <p>Revision and Assessment - <b>reading</b></p>   |
| Sum2-6 | July |   |
| Sum2-7 |      |   |



Subject: French Y9 2020/21

Unit: Studio 3 Module 1: Ma vie sociale d'ado (GCSE theme: Identity and culture)

Medium-term plan: Autumn 1

| Year 9<br>Autumn<br>Half<br>Term 1 | Studio Unit<br>number and<br>title   | Learning objectives   | Grammar                                       | Key Language (examples)   | Digital resources  |
|------------------------------------|--|---|---|---|--|
| Week 1                             | <i>Unité 1</i><br>pp. 8–9<br><i>Planète</i><br><i>Facebook</i><br><br>(The Module<br>1 Opener pp.<br>6-7 could be<br>used as a<br>starter) | Talking about Facebook<br>Using present tense verbs                     | regular <i>-er</i> verbs                      | <i>Je poste des messages.</i><br><i>Je modifie mes préférences.</i><br><i>Je commente des photos.</i><br><i>Je passe des heures ...</i><br><i>On organise des sorties.</i><br><i>On s'envoie ...</i><br><i>des liens vers des vidéos</i><br><i>de temps en temps</i><br><i>quelquefois</i><br><i>tout le temps</i><br><i>une fois/deux fois ...</i><br><i>... par jour/semaine/mois</i> | <b>Front-of-class</b><br>Starter 1 resource<br>Starter 2 resource<br>p.008 Grammar<br>p.008 Grammar<br>practice<br>p.009 Listening skills<br><b>Homework/practice</b><br>Listening<br>Reading<br>Grammar<br>Vocabulary               |
| Week 2                             | <i>Unité 2</i><br>pp. 10–11<br><i>Comment tu</i><br><i>trouves ...?</i>  | Giving your opinion about<br>someone<br>Using direct object<br>pronouns | direct object pronouns<br>adjective agreement | <i>arrogant(e)</i><br><i>beau/belle</i><br><i>charmant(e)</i><br><i>drôle</i><br><i>égoïste</i><br><i>généreux/généreuse</i>  | <b>Front-of-class</b><br>Starter 2 resource<br>p.010 Flashcards<br>p.010 Grammar<br>p.010 Grammar<br>practice<br>p.010 Grammar<br>p.011 Learning skills<br><b>Homework/practice</b><br>Listening<br>Reading<br>Grammar<br>Vocabulary |
| Week 3                             | <i>Unité 3</i><br>pp. 12–13<br><i>Tu viens</i><br><i>aussi?</i>  | Arranging to go out<br>Using the near future<br>tense                   | <i>the near future tense</i>                  | <i>Je vais/On va ...</i><br><i>aller au cinéma/en ville</i><br><i>faire un piquenique</i><br><i>Tu viens avec moi/nous?</i><br><i>Tu veux m'/nous accompagner?</i>  | <b>Front-of-class</b><br>Starter 1 resource<br>p.012 Grammar<br>p.012 Grammar<br>practice  |



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|        |   |  |   | <i>On se retrouve où/à quelle heure?<br/>chez moi/toi<br/>Il y a une séance à ...<br/>À plus.<br/>D'accord, si tu veux.<br/>Je n'ai pas trop envie.<br/>J'ai horreur de ça!<br/>ce matin/soir<br/>cet après-midi<br/>samedi dernier</i>  | p.013 Video 1<br>p.013 Video worksheet 1<br>p.013 Class activity<br>p.013 Thinking skills<br>p.013 Grammar skills<br><b>Homework/practice</b><br>Listening<br>Reading<br>Grammar  |
| Week 4 | <i>Unité 4<br/>pp. 14–15<br/>Ça s'est bien<br/>passé?</i> | Describing a date<br>Using the perfect tense   | the perfect tense with<br><i>avoir/être</i> | <i>Je suis sorti(e) avec ...<br/>Je suis/On est allé(e)(s) ...<br/>au cinéma/à une fête/en ville<br/>J'ai/On a ...<br/>bavardé<br/>bu du coca<br/>fait une promenade<br/>joué au bowling<br/>bien rigolé<br/>C'était ...<br/>cool/génial<br/>affreux/bizarre<br/>nul/un désastre</i> | <b>Front-of-class</b><br>Starter 1 resource<br>Starter 2 resource<br>p.014 Flashcards<br>p.014 Flashcards<br>p.014 Grammar<br>p.014 Grammar<br>practice<br>p.015 Video 2<br>p.015 Video worksheet 2<br>p.015 Grammar skills<br>p.015 Learning skills<br><b>Homework/practice</b><br>Listening<br>Reading<br>Grammar<br>Vocabulary |
| Week 5 | <i>Unité 5<br/>pp. 16–17<br/>Fou de<br/>musique!</i>      | Describing a music event<br>Using three tenses |   | <i>un concert gratuit<br/>en plein air<br/>télécharger les nouveautés<br/>une chanson<br/>la rythmique<br/>la mélodie<br/>les paroles (f)<br/>l'ambiance (f)<br/>toute la soirée<br/>son nouvel album</i>  | <b>Front-of-class</b><br>Starter 1 resource<br>p.017 Class activity<br>p.017 Grammar skills<br><b>Homework/practice</b><br>Listening<br>Reading<br>Grammar  |



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| Week 6 | <i>Je parle</i><br>pp. 22–23<br><br>(This could be followed by<br><i>En plus</i><br>pp. 20–21 <i>La Fête de la Musique</i><br>and/or <i>J'écris</i><br>pp. 24–25 if time allows)   | Taking part in a 'blind date' speed-dating event in French<br><br>Presenting yourself in three minutes | present, perfect and near future tenses<br>two meanings of <i>il y a</i> | Connectives, qualifiers, time/frequency expressions<br>Adjectives of personality | <b>Front-of-class</b><br>p.021 Assignment 1<br>p.021 Assignment 1: prep |
| Week 7 | Revision and Assessment<br>Could use: <ul style="list-style-type: none"><li>- Pupil Book pp. 18-19 <i>Bilan</i> and <i>Révisions</i>, pp. 26-27 <i>Studio Grammaire</i>, pp. 28-29 <i>Vocabulaire</i>, pp. 118-119 <i>À toi Ma vie sociale d'ado</i>, with their corresponding digital resources.</li><li>- Assessment Pack End of Module 1 tests - <b>listening</b></li></ul> |  |  |  |   |



Subject: French Y9 2020/21

Unit: Studio 3 Module 2: Bien dans sa peau (GCSE themes: Identity and culture; Local, national, international and global areas of interest)

Medium-term plan: Autumn 2

| Year 9<br>Autumn<br>Half<br>Term 2 | Studio Unit<br>number and<br>title  | Learning objectives   |   | Key Language (examples)  | Digital resources   |
|------------------------------------|---|---|---|--|---|
|                                    |   |   | <b>Grammar</b>  |  |   |
| Week 1                             | <i>Unité 1</i><br>pp. 32–33<br><i>Touché!</i><br><br>(The Module 2 Opener pp. 30-31 could be used as a starter) | Learning the parts of the body<br>Using <i>à</i> + the definite article | <i>à</i> + definite article<br>the <i>nous</i> form of the present tense          | <i>la bouche</i><br><i>le bras</i><br><i>le corps</i><br><i>le dos</i><br><i>les yeux (mpl)</i><br><i>Qu'est-ce qui s'est passé?</i><br><i>Tu es touché(e)?</i><br><i>Où est-ce que tu es touché(e)?</i><br><i>le terrain</i><br><i>les règles (fpl)</i><br><i>le respect</i>  | <b>Front-of-class</b><br>p.032 Flashcards<br>p.032 Grammar<br>p.033 Grammar<br>p.033 Reading skills<br><b>Homework/practice</b><br>Listening<br>Reading<br>Grammar<br>Vocabulary  |
| Week 2                             | <i>Unité 2</i><br>pp. 34–35<br><i>Le sport et le fitness</i>  | Talking about sport<br>Using <i>il faut</i>                             | <i>il faut</i><br><i>depuis</i> + present tense                                   | <i>Pour arriver en forme, il faut ...</i><br><i>avoir un bon programme</i><br><i>bien manger</i><br><i>être motivé(e)</i><br><i>faire du sport tous les jours</i><br><i>Le sport ...</i><br><i>diminue le stress</i><br><i>est bon pour le moral</i><br><i>Ça me fatigue.</i><br><i>Moi, je trouve ça très ennuyeux de ... (+ inf).</i><br><i>Je crois fermement que ...</i> | <b>Front-of-class</b><br>Starter 1 resource<br>Starter 2 resource<br>p.034 Grammar<br>p.034 Grammar practice<br>p.035 Video 3<br>p.035 Video worksheet 3<br>p.035 Thinking skills<br><b>Homework/practice</b><br>Listening<br>Reading |
| Week 3                             | <i>Unité 3</i><br>pp. 36–37<br><i>Mes résolutions</i>   | Learning about healthy eating<br>Using the future tense                 | talking about the future<br>negatives: <i>ne ... pas</i> and <i>ne ... jamais</i> | <i>les boissons gazeuses</i><br><i>les céréales (fpl)</i><br><i>les fruits (mpl)</i><br><i>les gâteaux (mpl)</i>   | <b>Front-of-class</b><br>Starter 1 resource<br>Starter 2 resource<br>p.036 Flashcards   |



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|        | <i>pour manger sain</i>                             |   |   | <i>les légumes secs<br/>la nourriture salée<br/>les produits laitiers (mpl)<br/>le repas<br/>le sel<br/>les sucreries (fpl)<br/>la viande<br/>manger équilibré</i>  | p.036 Flashcards<br>p.036 Grammar<br>p.036 Grammar practice<br>p.037 Grammar<br>p.037 Grammar practice<br>p.037 Class activity<br>p.037 Grammar skills<br><b>Homework/practice</b><br>Listening<br>Reading<br>Grammar  |
| Week 4 | <i>Unité 4<br/>pp. 38–39<br/>Je serai en forme!</i> | Making plans to get fit<br>Practising the future tense      | the future tense  | <i>Je ferai du sport.<br/>J'irai au collège à vélo et pas en voiture.<br/>Je mangerai équilibré.<br/>Je marcherai jusqu'au collège.<br/>Je ne boirai jamais de boissons gazeuses.<br/>Je ne jouerai plus à des jeux vidéo.<br/>Je prendrai des cours d'arts martiaux.</i> | <b>Front-of-class</b><br>Starter 1 resource<br>p.038 Grammar<br>p.038 Grammar practice<br>p.039 Class activity<br>p.039 Video 4<br>p.039 Video worksheet 4<br>p.039 Grammar skills<br>p.039 Thinking skills<br><b>Homework/practice</b><br>Listening<br>Reading<br>Grammar |
| Week 5 | <i>Unité 5<br/>pp. 40–41<br/>Es-tu en forme?</i>    | Describing levels of fitness<br>Using three tenses together | using three tenses together   | Review of language from the module  | <b>Front-of-class</b><br>p.041 Grammar skills<br><b>Homework/practice</b><br>Listening<br>Reading<br>Grammar   |
| Week 6 | <i>J'écris<br/>pp. 46–47</i>                        | Deciding to adopt a healthier lifestyle                     | present, perfect and future tenses + <i>il y avait, c'était il faut</i> | Activity vocabulary<br><i>il faut</i><br>Time expressions   | <b>Front-of-class</b><br>p.045 Assignment 2<br>p.045 Assignment 2: prep  |



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|        | (This could be followed by<br><i>En plus</i><br>pp. 44-45 <i>La santé des jeunes</i> if time allows)  | Writing a 150-word blog entry |  |  |  |
| Week 7 | Revision and Assessment<br>Could use: <ul style="list-style-type: none"><li>- Pupil Book pp. 42-43 <i>Bilan</i> and <i>Révisions</i>, pp. 48-49 <i>Studio Grammaire</i>, pp. 50-51 <i>Vocabulaire</i>, pp. 120-121 <i>À toi Bien dans sa peau</i>, with their corresponding digital resources.</li><li>- Assessment Pack End of Module 2 tests. - reading</li></ul> |                               |  |  |  |