

	SUBJECT FOCUS	VOCABULARY	GRAMMAR	TRANSVERSAL THEMES	LEARNING OUTCOMES
UNITÉ 1	La rentrée	<p>Reprise de la communication en classe: se présenter et présenter quelqu'un. Les salutations*.</p> <p>Révision des descriptions physiques + (plus détaillées).</p> <p>Les nationalités* Les nombres 70-1000</p> <p>La météo (il fait chaud / il fait du vent.../ il y a .....)</p> <p>Les saisons*/le calendrier*</p> <p>Les vêtements.</p>	<p>Les nationalités (rappel + introduction d'autres nationalités ex. : italien / canadien / russe / suisse...)</p> <p>Le Futur Proche</p>	<p>Interculturel Nous sommes tous différents et divers</p> <p>Fêtes et traditions maltaises / françaises</p>	<p> SOCIAL LEARNING I can introduce myself, state my age, birthday, nationality and where I live and ask others what their names, ages and nationalities are and where they live.</p> <p> LISTENING I can understand different forms of address. I can understand when others talk about familiar topics such as basic physical appearance, age, nationality, home and their hobbies.</p> <p> SPEAKING I can use different forms of address to speak to others using formal/ informal ways. I can talk about familiar topics such as basic physical appearance, age, nationality, home and hobbies. I can ask others about physical appearance, age, nationality, home and their hobbies. I can talk about numerical data which amounts up to 1,000. I can talk about dates, weather and seasons both in Malta and other countries. I can talk about special dates/ traditions in Malta and in other French speaking countries.</p>

		<p>Les fêtes et les traditions.</p> <p>*Rappel.</p>			<p> <b>READING</b></p> <p>I can understand numbers up to 1, 000.</p> <p>I can understand simple texts about dates, weather and seasons both in Malta and in other countries.</p> <p>I can understand texts which talk about special dates/traditions in Malta and in other French speaking countries.</p> <p> <b>WRITING.</b></p> <p>I can write about dates, weather and seasons in Malta and other countries.</p> <p>I can ask others about dates, weather and seasons in other countries.</p> <p>I can produce a simple text where I talk about very near future events.</p> <p>I can write about hobbies which I intend to practise.</p> <p> <b>COMMUNICATION FOR DIVERSITY</b></p> <p>I can compare special dates and anniversaries in the Maltese calendar with special dates and anniversaries in French-speaking countries' calendars, e.g. 'la fête nationale en France', showing that I am willing to learn about other cultures and traditions.</p>
<p><b>UNITÉ 2</b></p>	<p>À boire et à manger</p>	<p>Les différents repas du jour</p> <p>L'heure (et demie / et quart / moins le</p>	<p>Les verbes PRENDRE, BOIRE et MANGER</p> <p>D'autres verbes en -ger</p>	<p>Une journée d'un adolescent maltais / français</p>	<p> <b>LISTENING</b></p> <p>I can identify food and drink items.</p> <p>I can understand simple texts about food and drink.</p>

		<p>quart / sept heures vingt...)</p> <p>L'adverbe de temps (le matin / l'après-midi / le soir...)</p> <p>L'alimentation</p> <p>Les magasins et les commerces qui vendent de la nourriture (la boulangerie / la pâtisserie / l'épicerie / le supermarché...)</p>	<p>L'interrogation : Combien ?</p> <p>L'article partitif</p> <p>Quantités précises / imprécises e.g un paquet de.../une bouteille de....</p> <p>Le négatif avec ne...pas / ne...rien / ne...jamais</p> <p>Ne...pas + de</p> <p>Le verbe VOULOIR (Tu veux du café ?/je voudrais du lait)</p> <p>L'impératif (donnez-moi)</p> <p>Des adverbes simples ex normalement/chaque matin/le soir etc.</p>	<p>Les habitudes alimentaires</p> <p>La vie familiale</p> <p>Les repas</p> <p>La cantine</p> <p>Les spécialités et les recettes</p>	<p>I can understand a simple recipe and a menu.</p> <p>I can recognize different meals which are associated with different times of the day.</p> <p>I can identify different speciality food and drink shops</p> <p> <b>SPEAKING.</b></p> <p>I can interact with others in order to buy food and drinks.</p> <p>I can order a meal at different places.</p> <p>I can discuss with and ask others about their meals during the day.</p> <p> <b>READING</b></p> <p>I can follow simple texts about food and drink.</p> <p>I can understand a simple recipe and a menu.</p> <p>I can recognize different meals which are associated with different times of the day.</p> <p>I can identify different places where food and drink can be consumed.</p> <p> <b>WRITING</b></p> <p>I can produce simple texts stating what I eat and drink during my day.</p> <p>I can ask others what they like/do not like to eat and drink.</p> <p>I can write a short text describing what I like and do not like to eat and drink.</p>
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## UNITÉ 3

Bien manger et bouger

La nourriture saine et équilibrée.

Le sport (rappel et d'autres activités sportives/loisirs).

Les parties du corps.

Les verbes pronominaux.

Qu'est-ce qui ne va pas ?  
(J'ai mal au ventre / à la tête...)

Jouer à/de/Faire (Rappel)

Le Passé Récent  
'Je viens de faire du jogging.'

L'Impératif e.g  
'Levez les bras, étirez les jambes'.

Modes de vie différentes.

La santé.

Les habitudes alimentaires.



### SPEAKING

I can name body parts.

I can describe how I feel physically.

I can ask others how they feel.

I can talk about different sports/ physical exercises to keep fit.



### WRITING

I can produce a short text in order to describe how I feel physically.

I can describe different activities which involve physical exercises.

I can write a text to show what type of sports I practise to keep fit.

I can produce a text which gives instructions/advice on healthy living.



### LISTENING

I can understand when someone talks about parts of the body and ailments.

I can understand when others tell me how they are feeling physically.

I can understand simple instructions to do physical exercises or to follow orders in order to get well/better.



### READING

I can understand a text which talks about the physical well-being and health.

					<p>I can recognize instructions given in texts which include advice about physical activities and healthy living.</p> <p>I can understand simple texts about sports and physical exercise.</p> <p>I can follow instructions/advice in order to feel better/well.</p>  SOCIAL LEARNING <p>I can collaborate with others to produce a poster showing slogans and examples of healthy lifestyles.</p>
<p>UNITÉ 4</p>	<p>La maison</p>	<p>La maison. Les pièces et les meubles. La chambre.</p> <p>Les nombres ordinaux (J’habite un appartement au troisième étage...)</p>	<p>L’interrogation : Où... ? (Reprise) Les prépositions de lieu (sur / sous / à côté de...) Il y a / Il n’y a pas de...</p>	<p>Les lieux d’habitation différents</p>	 WRITING <p>I can describe my house, rooms and immediate surroundings.</p> <p>I can ask others about where they live and what their homes are like.</p> <p>I can state where certain things are in the house or in the surrounding area.</p> <p>I can ask where certain things are in a house or its surroundings.</p>  SPEAKING <p>I can talk about my immediate surroundings including my house, my room etc.</p> <p>I can ask others about their immediate environment.</p> <p>I can talk about different objects in different rooms.</p> <p>I can ask others about what they have in their rooms.</p>  LISTENING <p>I can understand short simple texts e about other people’s houses and surrounding area.</p>

					<p>I can understand authentic texts such as adverts/promotions which describe houses/ rooms in a familiar environment.</p> <p> <b>READING</b></p> <p>I can understand short texts about other people's houses and surrounding area.</p> <p>I can understand and associate short descriptions to different pictures/visuals of the familiar environment.</p> <p>I can understand a text which talks about moving house.</p>
<p><b>UNITÉ 5</b></p>	<p>En ville</p>	<p>Les lieux dans la ville.</p> <p>Les directions -au nord, au sud etc.,</p> <p>Les magasins et les commerces.</p> <p>Demander son chemin : » ; Je voudrais aller à ... / Où est/se trouve...</p> <p>Les nombres ordinaux (Continuation) (Prenez la troisième à gauche...)</p> <p>Les directions (à gauche / à droite / tout droit)</p>	<p>L'Impératif (rappel) L'Impératif au négatif</p> <p>Les verbes TRAVERSER / MARCHER / TOURNER / PRENDRE / ALLER</p> <p>(Traversez la rue / Marchez jusqu'aux feux / Prenez la première rue à gauche / Allez tout droit...)</p> <p>Le verbe SE TROUVER</p> <p>(La boulangerie se trouve à côté de la pâtisserie / Excusez-moi monsieur, où se trouve le musée ?)</p>	<p>Villes typiques et lieux d'intérêt à Malte et en France.</p>	<p> <b>SPEAKING</b></p> <p>I can talk about where I live and situate it in a wider context.</p> <p>I can give some details about geographical locations.</p> <p>I can name points of interest in my home area.</p> <p>I can ask others about interesting sites in their home town/country.</p> <p>I can talk about how to get to places in my country and abroad.</p> <p>I can ask others about different means of transport in their country/region showing awareness of sustainable modes of transport.</p> <p> <b>LISTENING</b></p> <p>I can follow short texts in mostly simple familiar language about home areas and geographical locations.</p> <p>I can understand when others give instructions/directions in order to reach particular places.</p>

		<p>Les moyens de transport.* (Rappel)</p> <p>Transports en commun, covoiturage, aller à vélo, aller à pied.</p>	<p>La preposition :chez (Rappel)</p>		<p>I can understand short simple texts which talk about means of transport. I can understand others when they give a description of a particular home/town area.</p> <p> <b>WRITING</b></p> <p>I can write short texts in mostly simple language about home areas and geographical locations. I can give instructions/ directions how to reach a specific place. I can produce short simple texts which talk about means of transport.</p> <p> <b>READING</b></p> <p>I can understand short texts in mostly familiar language about other countries and places to live in. I can understand texts which give a description of a particular home /town area.</p> <p> <b>COLLABORATION</b></p> <p>I can collaborate with others and use ICT to produce a short presentation about my town/village.</p> <p> <b>LEARNING TO KNOW</b></p> <p>I can understand directions and I can provide directions to others.</p>
<p><b>UNITÉ 6</b></p>	<p>Faites la fête!</p>	<p>Les fêtes (les cadeaux / le gâteau / les bougies / les décorations...)</p> <p>La nourriture pour des fêtes.</p>	<p>Les verbes apporter, s'amuser, préparer, organiser, inviter. Le verbe POUVOIR (Merci, je peux venir / je ne peux pas accepter...)</p>	<p>Célébrer une fête / un anniversaire/ . 'fête d'anniversaire.</p>	<p> <b>SPEAKING</b></p> <p>I can talk about presents/food that I need in order to organise a party. I can ask others about presents/food that they need in order to organise a gathering/party. I can invite others for a celebration.</p>

		<p>Inviter quelqu'un.</p> <p>Accepter / Refuser une invitation.</p>	<p>L'interrogation : Pourquoi ? ...parce que</p> <p>Le Passé Composé<sup>1</sup> avec AVOIR</p>		<p>I can interact with others in order to refuse/accept an invitation.</p> <p> LISTENING</p> <p>I can follow others when they talk about what needs to be done in order to organise a party. I can understand others when they are organising an event. I can understand when others accept/refuse an invitation.</p> <p> READING</p> <p>I can understand texts which talk about what is needed to organise an event. I can understand an invitation. I can understand texts which show that an invitation has been refused/accepted.</p> <p> WRITING</p> <p>I can write about food that I like to eat/ drink. I can write about the food/ presents that others need to buy in order to organise an event such as a birthday party. I can write/ reply to a birthday party invitation. I can write a short text to accept /refuse an invitation and state why.</p>
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