



	SUBJECT FOCUS	VOCABULARY	GRAMMAR	TRANSVERSAL THEMES	LEARNING OUTCOMES
UNITÉ 1	Les salutations	Premier contact	Les pronoms personnels sujets	Interculturel Nous sommes tous différents et divers	 SPEAKING I can greet people according to the time of the day. I can introduce myself and ask others what their name is, how they are feeling etc. I can apologize and express thanks. I can talk about the days of the week/months of the year. I can describe myself and people I know. I can talk about the days of the week/moths of the year.  LISTENING I can understand simple words which are cognates. I become aware of a different culture, the sound of the French language, certain words in French, famous French symbols/landmarks. I can understand someone who greets me. I can understand classroom instructions in French. I can understand texts providing basic personal details of others. I can recognize numbers from 0-20. I can understand dates.
		Les mots transparents	Les pronoms toniques (Moi/Toi/Lui/Elle)	Exposer les nouveaux élèves au monde francophone. Faire connaissances du monde français	
		Les salutations	Le verbe S'APPELER	Apprendre à se connaître	
		Se présenter	Tu / Vous		
		Les consignes de la classe	Qui est-ce ?		
		Les descriptions physiques	Les verbes ÊTRE et AVOIR		
		Les vêtements			
		Quelques adjectifs			
		Quelques nationalités			
		Les jours de la semaine			
Les mois de l'année					
Les saisons					
Les nombres 1-20					
Des connecteurs simples (et / mais / aussi)					







READING


I can read and understand simple commands and distinguish between TU/VOUS.
I can understand simple instructions.
I can understand basic physical descriptions.
I can identify numbers from 1-20.
I can understand dates.



WRITING

I can write simple words in French.
I can fill in a simple form with personal details.
I can write a short introduction about myself, providing personal details using simple connectors.
I can write a short description about other persons.

	SUBJECT FOCUS	VOCABULARY	GRAMMAR	TRANSVERSAL THEMES	LEARNING OUTCOMES
UNITÉ 2	La famille	<p>Les membres de la famille</p> <p>Continuation : Les nombres 21-70</p> <p>Quelques animaux domestiques</p> <p>Les couleurs</p> <p>Les professions (Quelques métiers ex. Mon père est médecin. Ma mère est journaliste...)</p> <p>Continuation des adjectifs</p>	<p>Reprise du verbe ÊTRE et AVOIR</p> <p>L'article défini et indéfini</p> <p>Le verbe HABITER</p> <p>Le mot interrogatif OÙ</p> <p>Poser des questions (formule simple)</p> <p>Les adjectifs possessifs</p> <p>La négation (ne...pas) (Je n'ai pas de sœurs)</p>	Des familles différentes	<p> SPEAKING I can talk about my family. I can ask others about members of their family. I can mention whether I own/do not own a pet and give a simple description. I can ask others whether they own a pet. I can state what is mine and what belongs to others. I can say where I live.</p> <p> READING I can read text and pick information about people, families, friends and pets. I can understand texts which include the use of the possessive. I can understand a short written text about what others do for a living.</p> <p> LISTENING I can understand the description of someone else's family including pets and professions. I can understand spoken texts about things others have/do not have.</p> <p> WRITING I can write a paragraph about my family. I can write a short text to describe others' families.</p>

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UNITÉ 3	Au collège	<p>Vocabulaire de l'école Ex : la classe, le collègue, le professeur, l'élève, les cours commencent / terminent..., la directrice...</p> <p>Les affaires de la classe</p> <p>Les matières L'emploi du temps</p> <p>Continuation : Les couleurs (masc./fém./plur.)</p> <p>Les jours de la semaine (Reprise)</p> <p>L'heure</p> <p>Quelques expressions : Je suis fort(e), nul(le) en...</p> <p>Goûts et préférences (J'aime le français, Je déteste...)</p>	<p>Les verbes en « er » au Présent Ex. commencer, terminer, aimer, détester...</p> <p>Demander l'heure (À quelle heure ... ?)</p>	Les collègues en France	<p> SPEAKING I can talk about my school (classmates, teachers, classroom and school environment). I can ask others about their school, classroom and classmates. I can talk about different subjects and state which subjects I study/like/don't like. I can ask others about their favourite school subject and/or their opinion about other subjects. I can talk about my school routine, a typical school day. I can ask others about their school time table.</p> <p> READING I can understand texts related to the school environment and the classroom. I can understand texts about different subject areas and preferences. I can understand a school timetable.</p> <p> LISTENING I can understand spoken texts related to the school environment. I can follow spoken texts pertaining to different school subjects and preferences. I can understand someone relating a typical school day.</p>




WRITING

I can write a short text about my school (my classroom, my teachers and classmates, subjects I study/like/do not like).

I can write a short text in order to ask others what they like/dislike at school, which subjects they are good at etc.

	SUBJECT FOCUS	VOCABULARY	GRAMMAR	TRANSVERSAL THEMES	LEARNING OUTCOMES
UNITÉ 4	Les loisirs	<p>Les goûts et les préférences</p> <p>Vocabulaire des passe-temps et loisirs</p> <p>Le sport</p> <p>Présenter un personnage célèbre ex. un footballeur...</p> <p>Les nombre 70 - 100</p>	<p>Continuation des verbes en « er » au Présent ex. aimer, jouer, regarder, pratiquer...</p> <p>Le verbe FAIRE</p> <p>Jouer au foot... Jouer du violon... Faire du foot...</p> <p>Poser des questions avec EST-CE QUE</p>	<p>Les loisirs à Malte et dans d'autres pays</p> <p>Les loisirs en France</p>	<p> SPEAKING I can talk about different sports and leisure activities which I like to practise during my free time. I can ask others about their leisure activities. I can ask others what their hobbies are.</p> <p> READING I can read and understand texts about others' likes, dislikes and preferences and the reason why. I can understand simple written texts about different leisure and sports activities.</p> <p> LISTENING I can understand texts related to leisure and sports activities. I can understand spoken texts expressing others' likes, dislikes and preferences and also the reason for their choices.</p> <p> WRITING I can write a short paragraph about my favourite leisure/sport activity stating why I prefer such an activity, where, when and with whom I practise my favourite hobby. I can write a short description of my favourite famous person e.g. a footballer.</p>

	SUBJECT FOCUS	VOCABULARY	GRAMMAR	TRANSVERSAL THEMES	LEARNING OUTCOMES
UNITÉ 5	Les vacances	Vocabulaire des vacances Ex. un camping, le logement, un hôtel, chez ma correspondante, partir en vacances, la valise...	Continuation et consolidation du verbe FAIRE Le verbe ALLER et VENIR Le mot interrogatif D'OÙ... ? Les prépositions de lieu (à, sur, chez, dans...) L'article défini et les pays (Le Luxembourg, la France...) Les prépositions et les pays (Aller au Luxembourg, en France...)	Les destinations de vacances Les vacances et les Français Les fêtes importantes à Malte et en France (Pâques, Noël...) Les grandes vacances	 SPEAKING I can describe a holiday destination mentioning some places of interest and the weather. I can state which countries I like to visit and where my relatives/friends come from. I can talk about the activities I do and/or places I visit when I am on holiday. I can ask others about their holidays, where they go and what they do while on holiday.  READING I can read a simple text about a foreign country and/or city. I can read a text about someone relating his/her holiday experience.  LISTENING I can understand a text about a foreign country/city. I can understand a text where someone talks about a holiday.  WRITING I can write a text about where I am on holiday (lodging/weather/activities etc.).
		Les lieux de vacances (à la mer / à la plage / à la montagne / à la campagne ...)	Les activités qu'on pratique en vacances Ex. plonger, nager, faire du vélo/de la voile/des barbecues...	Quelques pays	Les moyens de transport

	SUBJECT FOCUS	VOCABULARY	GRAMMAR	TRANSVERSAL THEMES	LEARNING OUTCOMES
UNITÉ 6	À boire et à manger	La nourriture (Ex. le repas, le petit déjeuner, le déjeuner, le dîner, l'entrée, le plat principal, le dessert, bon appétit, c'est bon/délicieux...)	Les verbes MANGER, BOIRE et PRENDRE Le verbe VOULOIR (Ex. Tu veux du café ?) L'interrogation : COMBIEN... ?	Interculturel Les habitudes alimentaires Les repas à Malte et en France Les habitudes alimentaires des adolescents	 SPEAKING I can mention different food and drink items as well as what I eat for particular meals of the day. I can state what I like/do not like to eat and drink. I can discuss with and ask others about their meals during the day, ask them what they like/do not like to eat and drink. I can interact with others in order to buy food and drinks. I can order a meal at different places. I can state places from which different food/drinks can be bought or obtained. I can name different body parts. I can talk about different sports/physical exercises to keep fit.
		Les aliments Bien manger pour bien vivre / Manger sain et équilibré Bouger (les activités sportives – Rappel) Les parties du corps Les magasins et les commerces qui vendent de la nourriture (L'épicerie, le supermarché, la pâtisserie, la boulangerie...) L'adverbe du temps (Le matin, l'après-midi, le soir...)	L'article partitif et la quantité Les expressions de la quantité (Ex. une bouteille de..., un paquet de..., une tranche de...) L'Impératif (Mange des légumes...)	La vie familiale Les repas La cantine Les spécialités Modes de vie différents La santé	

Continuation : L'heure



READING

I can read and understand a text about food and drink.

I can read and understand a simple recipe, menu and shopping list.

I can understand a written text mentioning different meals of the day and food associated with them.

I can understand a written text which gives instructions to carry out physical exercise.



WRITING

I can write a paragraph about food, mentioning what I eat at particular meals of the day and at what time, what I like/do not like to eat and drink.

I can write describe what I eat, drink and do in order to keep fit and healthy.