









	SUBJECT FOCUS	VOCABULARY	GRAMMAR	TRANSVERSAL THEMES	LEARNING OUTCOMES
UNITÉ 1	On se revoit	<p>Les descriptions physiques (plus en détail) Ex : Elle a les cheveux longs/ raides/bouclés ...</p> <p>Les adjectifs décrivant les traits de caractère / La personnalité Ex : Tu te sens comment ? triste / heureux / inquiet / effrayé... Il est gentil / généreux / responsable...</p> <p>Demander des renseignements sur quelqu'un</p> <p>Expressions des goûts et préférences</p>	<p>Le masculin et le féminin de l'adjectif</p> <p>Faire des comparaisons Le Comparatif (adjectif/nom/adverbe)</p> <p>Le Superlatif</p> <p>L'Interrogation Les Pronoms Interrogatifs (Qui/Comment/Pourquoi/Combien...)</p>	<p>Interculturel Nous sommes tous différents et divers</p>	<p> SPEAKING I can introduce myself giving more details about physical appearance and/or character. I can ask about others. I can respond appropriately within a variety of social situations when meeting others. I can discuss likes, dislikes and preferences. I can compare quantities and/or qualities. I can talk about a person that I admire.</p> <p> LISTENING I can understand spoken texts providing details about the character and/or physical appearances. I can understand spoken texts about other persons' hobbies/leisure activities. I can understand when others compare quantities and/or qualities. I can identify superlatives in a spoken text.</p> <p> READING I can follow a description providing more details about different characters and physical appearances. I can understand written texts about other persons' hobbies/leisure activities. I can understand a text which compares quantities and qualities.</p>

					<p>I can research the life of a famous person in history/media/sports. I can identify superlatives in a given text.</p> <p> WRITING I can give a physical description of a person in some detail. I can describe my character. I can describe different characters giving some detail. I can ask about and/or describe someone else's character. I can write about comparisons (quantities and qualities). I can write about a person that I admire.</p>
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UNITÉ 2	L'argent de poche	<p>Vocabulaire de l'argent Ex : payer, acheter, économiser, dépenser, faire des économies, la monnaie, l'addition, coûter cher...</p> <p>Les petits boulots pour gagner de l'argent</p> <p>Aider à la maison / Les tâches ménagères Ex : faire la lessive, faire la vaisselle, sortir la poubelle, ranger ma chambre...</p> <p>Révision des nombres Ex : Ça coûte 155€...</p> <p>Les actes de paroles : À mon avis, Pour moi...</p>	<p>Pour + infinitif Ex : Pour gagner de l'argent...</p> <p>Le verbe « falloir » Il faut + obligation Ex : Pour gagner de l'argent, il faut travailler. Il faut + nom (besoin) Ex : Pour sortir le week-end, il faut de l'argent.</p> <p>Le verbe « devoir » Ex : Je dois garder mon petit frère.</p> <p>Les verbes liés à l'argent : gagner, acheter, payer, coûter, dépenser, économiser, recevoir...</p> <p>L'adjectif démonstratif Ex : Ce pull coûte 30€.</p> <p>Consolidation des pronoms interrogatifs : Comment je gagne cet argent ? Qu'est-ce que je fais pour le gagner ? Qui me le donne ?</p>	<p>La valeur de l'argent</p> <p>L'argent de poche versé aux jeunes</p> <p>Aider à la maison</p>	<p> SPEAKING I can talk about money and pocket money and state how I earn it and how I spend it. I can talk about different types of jobs and household chores I perform in order to earn my pocket money I can discuss with others about how they earn their pocket money, how they spend/save it. I can discuss with others the reason why they save money and what they plan to spend it on.</p> <p> READING I can understand written texts about pocket money, part-time jobs, tasks I have to perform/have performed at home etc.</p> <p> LISTENING I can understand spoken texts about pocket money, part-time jobs and/or tasks others have to perform and/or have performed at home etc. I can understand when others talk about the way they earn their pocket money and what they do and/or have done with it.</p> <p> WRITING I can write a simple text about the tasks that I do or have done in order to earn my pocket money.</p>

					<p>I can write about the ways I spend or I have spent and/or intend to spend my pocket money.</p> <p>I can express my views about the way household chores are/should be divided among different persons.</p>
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	SUBJECT FOCUS	VOCABULARY	GRAMMAR	TRANSVERSAL THEMES	LEARNING OUTCOMES
UNITÉ 3	Nature et environnement	<p>La nature et l'environnement Ex : La montagne, le lac, les rochers, la forêt, l'océan, la faune et la flore, les espèces, les animaux marins...</p> <p>Les animaux familiers (Reprise et Consolidation) S'occuper d'un animal domestique Ex : Lui donner à boire et à manger, promener le chien... Les animaux sauvages, ceux en voie d'extinction, les espèces menacées, la protection des espèces...</p> <p>Comment on traite/maltraite la nature, la pollution, qu'est-ce que nous pouvons faire pour protéger la nature, recycler, éviter de, le gaspillage (gaspiller), le tri des déchets...</p>	<p>Le Passé Composé (Reprise du Passé Composé, verbes se conjuguant avec « avoir », les irréguliers) + les verbes se conjuguant avec « être » et les verbes pronominaux</p> <p>Les Pronoms Relatifs « qui » et « que »</p> <p>Comment éviter les répétitions dans un récit</p> <p>Les Pronoms Compléments d'Objet Direct (notamment le/la/l'/les)</p>	<p>La protection de l'environnement</p> <p>La lutte en faveur de l'environnement</p> <p>Les bonnes actions pour sauver la nature</p>	<p> SPEAKING I can discuss issues relating to pets and responsibilities pertaining to owning a pet. I can state what I do to protect the environment and ask others what they do. I can interact with others in order to organise a project/actions to protect the environment. I can discuss with others simple issues which affect our environment in a negative way. I can propose different types of simple measures in order to improve/protect the environment. I can talk about endangered species. I can talk about ways how endangered species can be protected. I can talk about some basic measures which have been taken to protect the environment.</p> <p> READING I can understand texts about environmental issues in my country and other countries. I can understand a written text which is about negative effects left on the environment. I can understand a text about taking care of a pet/my pet. I can understand a text about endangered species. I can understand a text which gives advice about ways to protect endangered species.</p>



LISTENING

I can understand spoken texts about environmental issues in my country and other countries.

I can understand when others discuss issues concerning ways how to protect the environment.

I can understand a text about the negative effects left on the environment.

I can understand when others talk in some detail about ways on how to take care of a pet and/or my pet.

I can understand a text which talks about endangered species.

I can understand a text which gives advice about ways to protect endangered species.



WRITING

I can write a short text about my pet, describing it and saying how I take care of it.


I can write a text asking others for help in order to take care of my pet.

I can write a simple text about what one can do to protect the environment.

I can write a simple text where I talk about activities in which I have participated in, in order to protect the environment.

I can invite others to participate in activities which help to protect pet/animals and/or the environment.

I can accept and/or refuse an invitation to participate in activities dealing with protecting pets/animals and/or the environment.

	SUBJECT FOCUS	VOCABULARY	GRAMMAR	TRANSVERSAL THEMES	LEARNING OUTCOMES
UNITÉ 4	<p>Voyages et Vacances</p> <p><i>(Reprise de Year 7 et consolidation)</i></p>	<p>Vocabulaire des voyages et des vacances Ex : une excursion, un séjour, le logement, un hôtel, un camping, une auberge de jeunesse, voyager, partir en voyage, partir en vacances, visiter un pays, un lieu, un musée, admirer, voir, explorer...</p> <p>Les activités qu'on fait en vacances (à la mer / en montagne / en ville...)</p> <p>Raconter des événements / des souvenirs / un séjour de vacances au passé / décrire des personnes / des lieux au passé</p> <p>Raconter une bonne/ mauvaise expérience d'un séjour à l'étranger</p>	<p>L'Imparfait</p> <p>Le Passé Composé et l'Imparfait</p> <p>Modes de vie et habitudes du passé Ex : Quand j'étais petit(e), je buvais du lait au chocolat... Quand grand-mère était jeune, elle n'avait pas d'ordinateur...</p> <p>Les Prépositions + noms de villes / de pays Ex : Je suis allé au Portugal / en France / aux Etats-Unis / à Paris...</p>	<p>Les voyages (éducatifs et formateurs de la personnalité)</p> <p>Les sports, les loisirs et les vacances</p> <p>La Francophonie</p> <p>La prise de conscience de la diversité, des pays et leurs sites d'intérêt culturels, touristiques et historiques</p> <p>Les traditions et les changements dans la société</p>	<p> SPEAKING I can describe places, people and events in the past. I can describe my feelings on a specific day and/or experience in the past. I can describe habitual actions which I used to do in the past. I can compare different ways of life. I can talk about how I spent a holiday. I can state what I saw and did during my stay abroad. I can ask others about past trips, how they have travelled, what they saw and did. I can ask a friend to come over and spend some time with me. I can accept and refuse an invitation to go abroad.</p> <p> READING I can read and understand texts which compare present lifestyles with those in the past. I can understand texts which talk about habitual actions and/or traditions in the past. I can understand texts which give descriptions of people, places and events which took place in the past. I can understand texts about trips others have made, how they have travelled, what they saw and did.</p>



LISTENING

I can understand spoken texts which talk about habitual actions and/or traditions in the past.

I can understand when a person compares present lifestyles with those in the past.

I can understand spoken texts which give descriptions of people, places and past events.

I can understand someone describing his/her travels.



WRITING

I can write a short descriptive text about lifestyles in the past.

I can write about my, and/or others' past experiences.




I can write about habitual actions and/or traditions in the past.

I can write texts which give descriptions of people, places and events which took place in the past.

I can write texts about past trips others/I have made, how we have travelled, what we saw and did.

I can ask a friend to come over and spend a holiday with me.

I can accept or refuse an invitation to go abroad.

	SUBJECT FOCUS	VOCABULARY	GRAMMAR	TRANSVERSAL THEMES	LEARNING OUTCOMES
UNITÉ 5	Les médias	<p>Vocabulaire des médias Ex : la télévision, l'émission, le programme, les séries, les documentaires, les différents types de films, les journaux...</p> <p>Décrire un personnage du monde de la télé / sport / cinéma... (un chanteur / une chanteuse / un acteur / une actrice / un sportif...) Rédiger la biographie d'une vedette française / internationale</p> <p>Faire une interview</p>	<p>Continuation : Passé Composé et Imparfait</p> <p>Eviter les répétitions dans un écrit Les Pronoms Compléments d'Object Indirect (notamment lui/leur)</p> <p>La Négation (avec ne...plus / ne...personne)</p> <p>Expressions des goûts et préférences (Consolidation) Ex : J'aime les films d'horreur / Je n'aime pas du tout les comédies / J'adore les films américains / Je préfère les séries...</p>	<p>Respecter les différentes opinions des autres</p> <p>La négociation et l'expression de l'opinion</p> <p>Personnages français, francophones, internationaux</p>	<p> SPEAKING I can ask others about their favourite star/TV programme/film/music/books or other literature etc. I can talk about my favourite star/TV programme/film/music/books or other literature etc. I can present arguments and reasons for my choice/other people's choice. I can describe different kinds of films/video games/music/TV programmes that I enjoy/do not enjoy. I can talk about the way I communicate with others by means of different social media.</p> <p> READING I can understand written texts providing descriptions and biographical details of others. I can understand short texts describing different types of free time activities related to music, TV, books and/or other literature, video-games etc. I can understand when others talk about the way they communicate with others by means of different social media.</p> <p> LISTENING I can understand spoken texts providing descriptions and biographical details of others. I can understand short spoken texts describing different types of free time activities related to music, TV, books, video-games and other</p>

					<p>sources of entertainment such as cinema/television etc.</p> <p>I can understand when others give their opinion about famous personalities.</p> <p>I can follow when others give their opinion about different media.</p> <p>I can understand when others talk about the way they communicate with others by means of different social media.</p> <p> WRITING</p> <p>I can write some biographical details about well-known personalities.</p> <p>I can write a short text about my opinions related to books/music/video games/ films/TV programmes...</p> <p>I can write about books/music/video-games/films/TV programmes that I like/do not like.</p>
UNITÉ 6	Bilan et Révision	Faisons le point ! Une révision de tous ces thèmes.			