



	SUBJECT FOCUS	VOCABULARY	GRAMMAR	TRANSVERSAL THEMES	LEARNING OUTCOMES
<p>UNITÉ 1</p>	<p>Les relations amicales</p>	<p>Parler des sentiments</p> <p>États d'Âme : déçu/e, content/e, stressé/e, calme, triste, en colère...</p> <p>Disputes entre amis : S'entendre bien/mal, Se sentir bien...</p> <p>Les Ados et les Réseaux Sociaux : Le respect La solidarité Le harcèlement...</p>	<p>Raconter des événements au passé (Reprise du Passé Composé/Imparfait)</p> <p>Introduction du Plus-que-parfait</p> <p>Le Gérondif</p> <p>Les Adverbes</p>	<p>Je me respecte : on se respecte</p> <p>Être un bon ami</p> <p>Résoudre des conflits</p>	<p> SPEAKING I can talk about my feelings. I can ask others about their feelings and give relevant advice related to stressful situations. I can talk about events/people that have affected my feelings. I can interact with others when they talk about past/present experiences which have left an impact on them.</p> <p> LISTENING I can understand when others talk about their feelings and emotions. I can understand when others talk about a sequence of events in the past. I understand when others talk about solidarity and good practice. I can understand texts about various issues such as bullying, negative effects of social media, fear/stress from exams and peer pressure.</p>

					<p> READING I can understand written texts about feelings and emotions. I can understand written texts related to a sequence of events in the past. I understand written texts about solidarity and good practice. I can understand written texts about various issues such as bullying, negative effects of social media, fear/stress from exams and peer pressure.</p> <p> WRITING I can write about my feelings. I can write about others' feelings and give relevant advice on how to deal with a stressful situation. I can write about events/people that have affected my feelings. I can write about personal past/present experiences which have left an impact on me.</p>
UNITÉ 2	Bilan et révision générale				