

Scheme of Work

Year Term	<i>Dynamo 3 Vert</i> Unit number, title Learning objectives	Builds on (previous learning) Learning outcomes	Grammar Cultural capital Key Language examples	Digital resources
Dynamo 3 Vert Module 1: Mon monde à moi				
Week(s) _____	<i>Point de départ</i> , pp. 8-9 Talking about likes and dislikes Using <i>aimer</i> + noun and <i>aimer</i> + infinitive	<p>Builds on Knowledge of opinion verbs with definite articles (D2 M3 PdD, D1 M1 U3) Knowledge of opinion verbs with infinitives (D2 M2 PdD, D1 M3 U4 & U5) Knowledge of giving opinions with reasons (<i>c'est</i> + adjective) (D2 M2 PdD, D1 M3 U4, D1 M4 U2, D1 M5 PdD) Knowledge of connectives (D2 M2 PdD, D2 M3 PdD, D2 M4 U1, D1 M1 U3, D1 M2 U5) Knowledge of <i>Est-ce que ...</i> and <i>Qu'est-ce que ...</i> questions (D2 M4 U2, D2 M5 U5, D1 M3 U5)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils understand and say what they like and dislike • Pupils give opinions with <i>c'est</i> + adjective • Pupils understand how to follow verbs of opinion with definite articles or infinitives • Pupils revise a range of 	<p>Grammar Using <i>aimer</i>, <i>adorer</i> or <i>détester</i> + a noun Using <i>aimer</i>, <i>adorer</i> or <i>détester</i> + a verb in the infinitive</p> <p>Cultural capital -</p> <p>Key Language examples <i>Qu'est-ce que tu aimes?</i> <i>Qu'est-ce que tu n'aimes pas?</i> <i>J'adore ...</i> <i>J'aime (beaucoup) ...</i> <i>Je n'aime pas ...</i> <i>Je déteste ...</i> <i>le cinéma / le sport</i> <i>la lecture / la musique / la télé</i> <i>écouter du rap / du hip-hop / du R'n'B</i> <i>jouer au basket / au foot / ...</i> <i>regarder des comédies / ...</i> <i>aller au cinéma</i> <i>faire du judo / de la gymnastique</i> <i>danser</i></p>	<p>Front-of-class p.009 Thinking skills worksheet</p> <p>Homework -</p>

		<p>connectives to use in their speaking and writing</p> <ul style="list-style-type: none"> Pupils write a paragraph about their likes and dislikes in their free time, using connectives 	<p><i>nager</i> <i>prendre des selfies</i> <i>tchatter</i> <i>surfer</i></p> <p>... <i>parce que c'est amusant / génial / intéressant / ennuyeux / nul.</i></p>	
<p>Week(s) _____</p>	<p><i>Unité 1</i>, pp. 10–11 <i>Qu'est-ce que tu fais comme activités extrascolaires?</i></p> <p>Talking about after-school clubs and activities</p> <p>Using verbs in the present tense</p>	<p>Builds on</p> <p>Knowledge of days of the week (D1 M1 Quiz, D1 M2 PdD)</p> <p>Knowledge of present tense verbs (D2 M2 U1, D1 M2 U3, D1 M3 U2, D1 M5 U1)</p> <p>Knowledge of pronouncing cognates (D2 M2 U3, D2 M3 PdD, D2 M5 U3 & U5)</p> <p>Knowledge of articles (<i>à</i> + article) (D2 M5 U2, D1 M3 U1, D1 M5 U1)</p> <p>Knowledge of articles (<i>de</i> + article) (D2 M2 U4, D1 M4 U3)</p> <p>Knowledge of negatives (<i>ne ... pas / rien</i>) (D2 M3 U3, D2 M4 U2, D1 M3 U1)</p> <p>Knowledge of TRAPS strategies (spotting positive or negative) (D2 M1 U3, D2 M2 <i>En focus</i>)</p> <p>Knowledge of giving opinions with reasons (<i>c'est</i> + adjective) (D3 M1 PdD, D2 M2 PdD, D1 M3 U4, D1 M4 U2, D1 M5 PdD)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> Pupils listen/read and understand phrases about after-school clubs Pupils revise the conjugations 	<p>Grammar</p> <p>Verbs in the present tense</p> <p>Cultural capital</p> <p>After-school clubs and activities in a French school</p> <p>Key Language examples</p> <p><i>Qu'est-ce que tu fais comme activités extrascolaires?</i></p> <p><i>Je chante dans la chorale.</i> <i>Je joue au badminton.</i> <i>Je joue du violon dans l'orchestre.</i> <i>Je fais du théâtre.</i> <i>Je fais de la gymnastique.</i> <i>Je vais au club de danse.</i> <i>Je vais au club d'informatique.</i> <i>Je ne fais rien.</i></p> <p><i>Je fais ça ...</i> <i>le (lundi) / après les cours / à midi avec mon copain / ma copine / mon équipe / mes amis.</i></p> <p><i>C'est (assez / très) amusant / intéressant. / C'est génial!</i></p>	<p>Front-of-class</p> <p>p.010 Flashcards p.010 Grammar video 1 p.010 Grammar video 2 p.010 Grammar video 3 p.010 Grammar quiz p.010 Pronunciation quiz</p> <p>Homework</p> <p>Listening Reading Vocabulary</p>

		<p>of <i>-er</i> verbs and some key irregular verbs (<i>aller, faire</i>)</p> <ul style="list-style-type: none"> • Pupils use picture prompts to speak about the activities they do on different days of the week, being careful to pronounce cognates correctly • Pupils read and understand posts on a web forum about extracurricular activities, being careful to spot negative verbs • Pupils write about their extracurricular activities, including opinions 		
<p>Week(s) _____</p>	<p><i>Unité 2, pp. 12–13</i> <i>Amis pour toujours!</i></p> <p>Describing yourself and your friends</p> <p>Using the verbs <i>avoir</i> and <i>être</i></p>	<p>Builds on Knowledge of physical descriptions (D1 M4 U1) Knowledge of <i>avoir</i> and <i>être</i> (D2 M1 PdD, D1 M1 U1 & U4) Knowledge of describing a photo (D2 M2 U1, D2 M3 U3, D2 M5 U3, D1 M2 U2, D1 M3 U1) Knowledge of silent consonants at the end of words (D2 M1 PdD, D2 M5 U1, D1 M2 U1, D1 M5 U2) Knowledge of personality adjectives (D2 M3 PdD, D1 M1 U4)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils revise their knowledge of physical descriptions, matching descriptions to photos • Pupils listen and understand a description of a photo of some 	<p>Grammar Using <i>avoir</i> and <i>être</i></p> <p>Cultural capital –</p> <p>Key Language examples <i>Je suis ...</i> <i>Il / Elle est assez / très ...</i> <i>grand(e) / petit(e) / ...</i></p> <p><i>J'ai les yeux ...</i> <i>Il / Elle a les yeux ...</i> <i>bleus / gris / marron / verts.</i></p> <p><i>J'ai les cheveux ...</i> <i>Il / Elle a les cheveux ...</i> <i>bruns / longs / bouclés / raides / ...</i></p> <p><i>Voici une photo de mes amis.</i> <i>Sur la photo, il y a (un garçon).</i></p>	<p>Front-of-class p.012 Flashcards p.012 Grammar video 1 p.012 Grammar video 2 p.012 Class game p.013 Description skills worksheet</p> <p>Homework Listening Grammar Pronunciation Vocabulary</p>

		<ul style="list-style-type: none"> friends Pupils understand information about relationships with friends Pupils understand and write a description of a friend including appearance, personality and their relationship 	<p><i>Au centre / À droite / À gauche, il y a ...</i> <i>C'est ...</i> <i>mon meilleur ami / ma meilleure amie.</i></p> <p><i>Je m'entends bien avec ...</i> <i>Je me dispute avec ...</i> <i>Il / Elle est ...</i> <i>très / assez / un peu ...</i> <i>impatient(e) / drôle / / sympa / ...</i></p>	
<p>Week(s) _____</p>	<p><i>Unité 3</i>, pp. 14–15 <i>Comment as-tu fêté ton anniversaire?</i></p> <p>Describing birthday celebrations</p> <p>Using the perfect tense</p>	<p>Builds on</p> <p>Knowledge of the perfect tense (D2 M1, D2 M3 U4, D2 M4 U4)</p> <p>Knowledge of sequencers (D2 M1 U3, D2 M4 U3, D1 M2 U3, D1 M5 U4)</p> <p>Vocabulary for leisure activities (D2 M3, D1 M3)</p> <p>Giving opinions about things in the past using <i>c'était</i> + adjective (D2 M1 U1, D2 M3 U4)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> Pupils listen/read and understand phrases in the perfect tense and using sequencers (describing a birthday) Pupils speak about a birthday using prompts as support, including sequencers Pupils read and understand a longer text about a birthday, and translate part of the text into English 	<p>Grammar</p> <p>The perfect tense</p> <p>Cultural capital</p> <p>–</p> <p>Key Language examples</p> <p><i>Comment as-tu fêté ton anniversaire?</i></p> <p><i>J'ai ouvert mes cadeaux.</i> <i>J'ai fait une fête d'anniversaire.</i> <i>J'ai joué au laser tag.</i> <i>J'ai mangé du gâteau d'anniversaire.</i> <i>Je suis allé(e) au cinéma.</i> <i>J'ai bu du coca.</i> <i>J'ai vu ...</i> <i>J'ai reçu ...</i></p> <p><i>Samedi dernier, j'ai fêté mon anniversaire.</i> <i>D'abord, j'ai ...</i> <i>Ensuite, / Puis, / Après, / ...</i></p> <p><i>C'était ...</i> <i>amusant / génial / hyper-cool / marrant / sympa.</i></p>	<p>Front-of-class</p> <p>p.014 Flashcards p.014 Grammar video 1 p.014 Grammar video 2 p.014 Grammar quiz p.015 Class game</p> <p>Homework</p> <p>Listening Reading Vocabulary</p>

		<p>Extension (exs 6–8)</p> <ul style="list-style-type: none"> • Pupils listen and understand birthday activities and opinions on them using <i>c'était</i> + adjective • Pupils listen to/read a song in the perfect tense and use strategies to decode unfamiliar words • Pupils write about a birthday using the perfect tense, sequencers and opinions with <i>c'était</i> + adjective 		
<p>Week(s) _____</p>	<p><i>Unité 4</i>, pp. 16–17 <i>Qu'est-ce que tu as fait?</i></p> <p>Describing what you did and what you wore</p> <p>Using the present tense and the perfect tense</p>	<p>Builds on</p> <p>Knowledge of clothes items and colours (D2 M2 U1, D2 M5 U3, D1 M2 U2, D1 M3 PdD)</p> <p>Knowledge of the perfect tense (D3 M1 U3, D2 M1, D2 M3 U4, D2 M4 U4)</p> <p>Knowledge of French phonics to decode tenses (D2 M1 U1, D1 M1 PdD)</p> <p>Knowledge of time phrases to decode tenses (D2 M3 U5, D2 M4 U5, D2 M5 U5, D1 M5 U5)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils read/listen and understand extracts about what people did and what they wore • Pupils distinguish between statements in the perfect and present tenses about what people wore vs what they 	<p>Grammar</p> <p>Using the present tense and the perfect tense</p> <p>Cultural capital</p> <p>–</p> <p>Key Language examples</p> <p><i>Qu'est-ce que tu as fait, le weekend dernier?</i></p> <p><i>Qu'est-ce que tu as porté?</i></p> <p><i>Normalement, le weekend, je porte ...</i></p> <p><i>Cependant, le weekend dernier, j'ai porté ...</i></p> <p><i>un blouson / un jogging / un pull / ...</i></p> <p><i>une jupe / une robe / une veste / ...</i></p> <p><i>des baskets / des chaussures / ...</i></p> <p><i>bleu(e)(s) / noir(e)(s) / blanc(he)(s) / rouge(s) / orange / marron / ...</i></p>	<p>Front-of-class</p> <p>p.016 Class game</p> <p>p.017 Thinking skills worksheet</p> <p>p.017 Video story</p> <p>p.017 Video worksheet</p> <p>Homework</p> <p>Listening</p> <p>Translation</p> <p>Pronunciation</p> <p>Vocabulary</p>

		<p>normally wear, using their knowledge of French phonics</p> <ul style="list-style-type: none"> • Pupils write their own statements about what they normally wear and what they wore for a special occasion using present and perfect tenses <p>Extension (exs 7–8)</p> <ul style="list-style-type: none"> • Pupils read a longer interview about the life of a teenager including leisure, clubs, friendships, how they celebrated their last birthday and what they wore recently • Pupils create an interview in two time frames with a partner based on the same questions as the interview in ex. 7 		
<p>Week(s) —</p>	<ul style="list-style-type: none"> • <i>En focus 1: lire et écouter</i> pp. 20–21: Double page unit with a variety of reading and listening tasks, covering language from the module. • <i>En focus 2: parler et écrire</i> pp. 22–23: Double page unit with a variety of speaking and writing tasks, covering language from the module. 			
<p>Week(s) —</p>	<p>Revision and Assessment</p> <ul style="list-style-type: none"> • <i>Bilan and Révisions</i> pp. 18–19 • <i>Grammaire</i> pp. 26–27 • <i>Vocabulaire</i> pp. 28–29 • Assessment Pack End-of-Module 1 tests <p>Extension</p> <ul style="list-style-type: none"> • <i>En plus</i> pp. 24–25 • <i>À toi</i> p. 121 			

Year _____ Term	Dynamo 3 Vert Unit number, title Learning objectives	Builds on (previous learning) Learning outcomes	Grammar Cultural capital Key Language examples	Digital resources
Dynamo 3 Vert Module 2: Projets d'avenir				
Week(s) _____	<p><i>Point de départ,</i> pp. 32–33</p> <p>Talking about earning money</p> <p>Using <i>on peut</i> + infinitive to say what people can do</p>	<p>Builds on</p> <p>Knowledge of modal verbs (<i>on peut</i> + infinitive) (D2 M4 U1)</p> <p>Knowledge of giving opinions with reasons (<i>c'est</i> + adjective) (D3 M1 PdD & U1, D2 M2 PdD, D1 M3 U4, D1 M4 U2, D1 M5 PdD)</p> <p>Knowledge of <i>-er</i> verb conjugations (D2 M2 U1, D1 M3 U1)</p> <p>Understanding surprise questions in the context of a role play (D2 M2 U3, D2 M5 <i>En focus</i>)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils read/listen and understand extracts about what teenagers do to earn money • Pupils understand and use simple opinions (<i>c'est</i> + adjective) • Pupils speak about what they do to earn money, giving their opinion • Pupils listen and understand people's activities and earnings, and a surprise question • Pupils complete a role play, including surprise questions on how they earn money 	<p>Grammar <i>on peut</i> + infinitive</p> <p>Cultural capital –</p> <p>Key Language examples <i>Qu'est-ce qu'on peut faire pour gagner de l'argent?</i></p> <p><i>Pour gagner de l'argent, ... on peut aider à la maison. on peut trouver un petit boulot. [...]</i></p> <p><i>Je pense que / À mon avis, c'est ... amusant / ennuyeux / difficile / ...</i></p> <p><i>Qu'est-ce que tu fais pour gagner de l'argent?</i></p> <p><i>Je lave la voiture pour ma voisine. Je fais la cuisine. Je range ma chambre. [...]</i></p> <p><i>Je n'aide pas à la maison.</i></p> <p><i>Combien est-ce que tu gagnes? Je gagne (8) euros par semaine/mois.</i></p>	<p>Front-of-class p.032 Flashcards p.033 Grammar video 1 p.033 Grammar video 2</p> <p>Homework Vocabulary</p>

<p>Week(s) _____</p>	<p><i>Unité 1, pp. 34–35</i> <i>Qu'est-ce que tu veux faire comme métier?</i></p> <p>Talking about what job you want to do and why</p> <p>Using <i>vouloir</i> + infinitive to say 'I want to ...'</p>	<p>Builds on Understanding of masculine and feminine word endings (D2 M3 PdD, D2 M4 U4) Knowledge of pronouncing cognates (D3 M1 U1, D2 M2 U3, D2 M3 PdD, D2 M5 U3 & U5) Knowledge of <i>vouloir</i> + infinitive (D1 M5 U2) Knowledge of giving opinions with reasons (<i>c'est</i> + adjective) (D3 M1 PdD & U1, D3 M2 PdD, D2 M2 PdD, D2 M5 U1, D1 M3 U4) Knowledge of question words (D3 M1 U1, D2 M3 U1, D2 M4 U5)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils understand and use words for jobs in the masculine and feminine form correctly, paying attention to how they pronounce the cognates • Pupils agree and disagree with each other using adjectives of opinion with <i>c'est</i> ... • Pupils understand and use <i>vouloir</i> + infinitive to talk about what they want to do at the age of 16 and beyond • Pupils read/listen to more extended reasons for future aspirations • Pupils pay attention to question words in an interview that they hear 	<p>Grammar <i>vouloir</i> + infinitive</p> <p>Cultural capital –</p> <p>Key Language examples <i>Qu'est-ce que tu veux faire comme métier?</i> <i>Je veux être ... scientifique / pilote ingénieur/ingénieure danseur/danseuse dessinateur/dessinatrice infirmier/infirmière [...]</i></p> <p><i>Est-ce que tu veux être (scientifique)?</i> <i>Oui / Non, c'est ... varié / dangereux / ennuyeux / fatigant / créatif / bien payé / ...</i></p> <p><i>Je veux travailler ... seul(e) / en équipe / avec des enfants / avec des animaux. Je veux aider les autres.</i></p>	<p>Front-of-class p.034 Flashcards p.034 Grammar video p.035 Class game p.035 Thinking skills worksheet</p> <p>Homework Listening Pronunciation Vocabulary</p>
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		<ul style="list-style-type: none"> • Pupils conduct an interview about jobs and aspirations using prompts • Pupils write a short text about themselves and their future career aspirations, including connectives 		
<p>Week(s) _____</p>	<p><i>Unité 2, pp. 36–37</i> <i>Qu'est-ce que tu vas faire à l'avenir?</i></p> <p>Talking about what you are going to do in the future</p> <p>Using the near future tense</p>	<p>Builds on</p> <p>Knowledge of the near future tense (D2 M2 U4 & U5, D2 M3 U2, D2 M5 U4)</p> <p>Knowledge of substitution to create new sentences (D1 M4 U5)</p> <p>Knowledge of giving extended answers using connectives (D3 M1 PdD, D2 M4 U1, D1 M2 U5)</p> <p>Knowledge of using the negative (<i>ne ...pas</i>) (D3 M1 U1, D2 M1 U3, D2 M3 U3)</p> <p>Knowledge of TRAPS strategies (spotting positive or negative) (D3 M1 U1, D2 M1 U3, D2 M2 <i>En focus</i>)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils match the French and English phrases for a range of verbs in the near future tense • Pupils work on creating new sentences in speaking by substituting new words/ideas • Pupils listen and understand what people do and don't plan to do, spotting where <i>ne ... pas</i> is used • Pupils use TRAPS (spotting 	<p>Grammar</p> <p>The near future tense</p> <p>Cultural capital</p> <p>Learning a French proverb</p> <p>Key Language examples</p> <p><i>Qu'est-ce que tu vas faire à l'avenir?</i></p> <p><i>À l'avenir, / Dans dix ans, / Dans vingt-cinq ans, ...</i></p> <p><i>je vais habiter à l'étranger.</i> <i>je vais acheter une grande maison.</i> <i>je vais être heureux/heureuse.</i> <i>je vais avoir (5) enfants.</i> <i>je vais aller à New York / en Chine.</i> <i>je vais faire du travail bénévole.</i></p> <p><i>Je ne vais pas avoir d'enfants.</i> <i>Je ne vais pas être célèbre.</i></p> <p><i>Ce sera ...</i></p>	<p>Front-of-class</p> <p>p.036 Flashcards p.037 Grammar video p.037 Grammar quiz p.037 Class game</p> <p>Homework</p> <p>Listening Translation Vocabulary</p>

		<p>positive or negative) to do a reading exercise</p> <p>Extension (exs 6–7)</p> <ul style="list-style-type: none"> • Pupils write a more extended paragraph on their future, using negatives, future expressions and connectives • Pupils listen and sing along to a song using the near future tense 		
<p>Week(s) _____</p>	<p><i>Unité 3, pp. 38–39</i> <i>Au travail, les robots!</i></p> <p>Talking about what you did yesterday</p> <p>Using the perfect tense with <i>ne ... pas</i></p>	<p>Builds on</p> <p>Knowledge of the perfect tense (D3 M1 U3 & U4, D2 M1, D2 M3 U4, D2 M4 U4)</p> <p>Knowledge of using the negative <i>ne ... pas</i> with the perfect tense (D2 M1 U3)</p> <p>Knowledge of time expressions and sequencers (D3 M1 U3, D2 M1 U3, D2 M4 U3)</p> <p>Giving opinions about things in the past using <i>c'était</i> + adjective (D3 M1 U3, D2 M1 U1, D2 M3 U4)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils listen/read and understand phrases in the perfect tense on what people/robots did and didn't do • Pupils talk about what they did or didn't do from the point of view of a robot or its owner • Pupils read/listen and understand more extended 	<p>Grammar</p> <p>The perfect tense (including <i>ne ... pas</i>)</p> <p>Cultural capital</p> <p>–</p> <p>Key Language examples</p> <p><i>Qu'est-ce que tu as fait hier?</i></p> <p><i>J'ai rangé les chambres.</i> <i>J'ai préparé les repas.</i> <i>J'ai travaillé dans le jardin.</i> <i>J'ai fait la vaisselle.</i> <i>Je suis allé(e) au supermarché.</i></p> <p><i>Je n'ai pas aidé à la maison.</i> <i>Je ne suis pas allé(e) au supermarché.</i> <i>Je suis resté(e) à la maison.</i> <i>J'ai bu un café avec ma copine.</i></p> <p><i>hier / d'abord / ensuite / après / l'après-midi / cependant</i></p> <p><i>C'était très fatigant / relax / ennuyeux.</i></p>	<p>Front-of-class</p> <p>p.038 Class game p.039 Reading skills worksheet p.039 Video story p.039 Video worksheet</p> <p>Homework</p> <p>Listening Grammar Reading Vocabulary</p>

		<p>extracts including sequencers, time phrases, negatives and opinions, about what robots did and didn't do</p> <ul style="list-style-type: none"> Pupils write texts in the perfect tense about what a robot and its owner did and didn't do, using sequencers, time phrases, negatives and opinions 		
<p>Week(s) _____</p>	<p><i>Unité 4, pp. 40–41</i> <i>Des ados entrepreneurs</i></p> <p>Talking about different ways of making money</p> <p>Using two tenses together</p>	<p>Builds on Knowledge of the near future tense (D3 M2 U2, D2 M2 U4 & U5, D2 M3 U2, D2 M5 U4) Knowledge of how to refer to two time frames (D2 M3 U5, D2 M4 U5, D1 M5 U5) Knowledge of time expressions that can be used with different time frames (D2 M2 U5, D2 M4 U2)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> Pupils listen/read and understand extracts about how young entrepreneurs earn money Pupils ask and answer questions from the point of view of the entrepreneurs Pupils read/listen and answer questions about two teenage entrepreneurs Pupils find examples in the interview of verbs in the present and near future tenses 	<p>Grammar Recognising two different tenses (present and near future)</p> <p>Cultural capital Lives of two (fictional) YouTubers</p> <p>Key Language examples <i>Qu'est-ce que tu fais (à la maison) pour gagner de l'argent?</i></p> <p><i>J'ai un blog ...</i> <i>J'ai une chaîne YouTube ...</i> <i>Je fais des vidéos ...</i> <i>J'écris un poste ... sur le sport / la musique / le ski.</i></p> <p><i>Je fais des bracelets / des gâteaux.</i> <i>Je vends ... en ligne / au collège.</i></p> <p><i>Qu'est-ce que tu veux faire comme métier? Pourquoi?</i> <i>Je veux être (ingénieur) parce que c'est (varié).</i> <i>Je veux (aider les autres) mais je ne veux pas (travailler seul).</i></p>	<p>Front-of-class p.041 Grammar quiz p.041 Writing skills worksheet</p> <p>Homework Listening Reading Translation Vocabulary</p>

		<ul style="list-style-type: none"> • Pupils find time expressions in French in the interview • Pupils write an interview with a fictional young entrepreneur, incorporating language in two tenses, with time expressions and negatives 	<p><i>Qu'est-ce que tu vas faire à l'avenir? À l'avenir, je vais (avoir une chaîne YouTube).</i></p> <p><i>En ce moment ... Tous les jours ... Le weekend ... Demain soir ... À l'avenir ...</i></p>	
Week(s) —	<ul style="list-style-type: none"> • <i>En focus 1: lire et écouter</i> pp. 44–45: Double page unit with a variety of reading and listening tasks, covering language from the module. • <i>En focus 2: parler et écrire</i> pp. 46–47: Double page unit with a variety of speaking and writing tasks, covering language from the module. 			
Week(s) —	<p>Revision and Assessment</p> <ul style="list-style-type: none"> • <i>Bilan and Révisions</i> pp. 42–43 • <i>Grammaire</i> pp. 50–51 • <i>Vocabulaire</i> pp. 52–53 • Assessment Pack End-of-Module 2 tests <p>Extension</p> <ul style="list-style-type: none"> • <i>En plus</i> pp. 48–49 • <i>À toi</i> p. 122 			

Year _____ Term	Dynamo 3 Vert Unit number, title Learning objectives	Builds on (previous learning) Learning outcomes	Grammar Cultural capital Key Language examples	Digital resources
Dynamo 3 Vert Module 3: Ma vie en musique				
Week(s) _____	<p><i>Point de départ,</i> pp. 56–57</p> <p>Talking about songs and musical instruments</p> <p>Using adjectival agreement</p>	<p>Builds on</p> <p>Knowledge of noun gender (D2 M3 PdD, D2 M5 PdD & U1, D1 M1 U2, D1 M4 U3)</p> <p>Knowledge of giving opinions using <i>aimer</i>, etc. (D3 M1 PdD, D2 M3 PdD)</p> <p>Knowledge of language of agreement/disagreement (D2 M5 U1 & U3)</p> <p>Knowledge of adjectival endings (D3 M1 U4, D2 M3 PdD, D2 M4 U4)</p> <p>Knowledge of pronouncing cognates (D3 M1 U1, D3 M2 U1, D2 M2 U3, D2 M3 PdD, D2 M5 U3 & U5)</p> <p>Knowledge of describing a photo (D3 M1 U2, D2 M2 U1, D2 M3 U3, D2 M5 U3)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils listen/read and understand extracts which express opinions on a piece of music, using <i>aimer</i> etc., and reasons • Pupils express opinions in speaking on a piece of music, giving reasons, and agreeing/disagreeing with their partner • Pupils read and understand statements from a forum on 	<p>Grammar Adjectival agreement (singular nouns)</p> <p>Cultural capital Talking about favourite music (mentions music by Soprano, Toofan, Zaz)</p> <p>Key Language examples <i>Est-ce que tu aimes la chanson?</i> <i>Pourquoi (pas)?</i></p> <p><i>J'adore / J'aime / Je n'aime pas / Je déteste la chanson, parce que ...</i> <i>... le chanteur est bon.</i> <i>... le rythme est intéressant.</i> <i>... la mélodie est nulle.</i> <i>... la chanson est démodée.</i></p> <p><i>J'adore les paroles.</i> <i>Ça me donne envie de danser!</i></p> <p><i>Ma chanson préférée, c'est ...</i></p> <p><i>Je suis d'accord. / Je ne suis pas d'accord.</i></p> <p><i>Je / Il / Elle chante / joue ... du piano / du saxo(phone) / ... de la batterie / de la trompette / ...</i></p>	<p>Front-of-class p.057 Flashcards p.057 Speaking skills worksheet</p> <p>Homework Vocabulary</p>

		<p>musical preferences, understanding more extended reasons for these preferences</p> <ul style="list-style-type: none"> • Pupils write about their favourite music using language of opinions, and giving reasons • Pupils listen and understand descriptions of band members • Pupils guess the missing words in a song about a band, using knowledge of what might rhyme • Pupils describe a photo of a band with prompts as support 	<p><i>Sur la photo, il y a un groupe. Dans le groupe, il y a ... À gauche, / À droite, / Au fond, ... il y a une fille / un garçon qui ... Elle a les cheveux ... / Il porte ...</i></p>	
<p>Week(s) ——</p>	<p><i>Unité 1, pp. 58–59</i> <i>Qu'est-ce que tu écoutes?</i></p> <p>Discussing your musical preferences</p> <p>Using the comparative</p>	<p>Builds on</p> <p>Knowledge of opinion verbs with definite articles (D3 M1 PdD, D2 M3 PdD, D1 M1 U3)</p> <p>Knowledge of giving opinions with reasons (<i>c'est</i> + adjective) (D3 M1 PdD & U1, D3 M2 PdD & U1, D2 M2 PdD, D2 M5 U1, D1 M3 U4)</p> <p>Knowledge of adverbs of frequency (D2 M5 PdD, D1 M3 U2)</p> <p>Knowledge of negative (<i>ne ... jamais</i>) (D2 M3 U3)</p> <p>Knowledge of comparatives (<i>plus ... que ...</i>) (D2 M5 U1)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils listen/read and understand extracts on the type of music that teenagers like, including some traditional music from the francophone 	<p>Grammar</p> <p>Using the comparative</p> <p>Cultural capital</p> <p>Learning about traditional music in French-speaking countries</p> <p>Key Language examples</p> <p><i>Qu'est-ce que tu aimes comme musique?</i></p> <p><i>J'aime (beaucoup), etc. ... le hip-hop / le rap / le R'n'B / ... la musique classique / la techno / ...</i></p> <p><i>J'aime toutes sortes de musique. J'aime un peu de tout.</i></p> <p><i>À mon avis, / Pour moi, c'est (très) ... cool / relaxant / amusant / original / intéressant / ennuyeux / nul.</i></p>	<p>Front-of-class</p> <p>p.058 Class game</p> <p>p.059 Grammar quiz</p> <p>Homework</p> <p>Listening</p> <p>Reading</p> <p>Translation</p> <p>Vocabulary</p>

		<p>world</p> <ul style="list-style-type: none"> • Pupils talk about their own preferences for different types of music, using definite articles (<i>le/la</i>), adverbs of frequency and the negative (<i>ne ... jamais</i>) • Pupils listen/read and understand simple statements comparing different types of music • Pupils can translate sentences into French using opinion verbs, definite articles, adverbs of frequency, negatives and comparatives 	<p><i>Est-ce que tu écoutes souvent de la musique?</i> <i>Oui, parfois / tout le temps / de temps en temps.</i> <i>Je n'écoute jamais de (jazz).</i></p> <p><i>Le R'n'B est plus ... que le hip-hop.</i> <i>La musique classique est plus ... que le hip-hop.</i> <i>... est meilleur(e) que ...</i></p>	
<p>Week(s) _____</p>	<p><i>Unité 2, pp. 60–61</i> <i>De jeunes réfugiés</i></p> <p>Describing future plans</p> <p>Using two time frames (present and near future)</p>	<p>Builds on Knowledge of the near future tense (D3 M2 U2 & U4, D2 M2 U4 & U5, D2 M3 U2, D2 M5 U4) Knowledge of modes of transport (D2 M1 U4) Knowledge of TRAPS strategies (listening/reading for tenses) (D3 M1 U4, D3 M2 <i>En focus 1</i>, D2 M3 U5)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils listen/read and understand statements in the near future tense, matching beginnings and ends of statements • Pupils listen and understand an interview with a young refugee musician in the near 	<p>Grammar Using the near future tense</p> <p>Cultural capital Material on a real-life refugee (Hekmat) who has moved from Syria to Switzerland (including samples of his music in the Front-of-class product)</p> <p>Key Language examples <i>Je viens du / de la / de l' / des ...</i> <i>J'habite (en / au / aux) ...</i> <i>Je suis membre ...</i> <i>d'un orchestre</i> <i>d'une chorale</i> <i>d'un groupe de musique.</i></p> <p><i>Qu'est-ce que tu vas faire l'année prochaine / l'été prochain /</i></p>	<p>Front-of-class p.060 Grammar video p.060 Class game p.060 Flashcards p.061 Reading skills worksheet</p> <p>Homework Listening Translation Vocabulary</p>

		<p>future tense, answering questions</p> <ul style="list-style-type: none"> • Pupils have a conversation on behalf of a young musician refugee using picture prompts for support • Pupils read/listen and understand further extracts in the present and near future tenses about other young refugees and are able to distinguish between sections about the present and sections about the future, using verbs • Pupils write a text from the point of view of a refugee musician using both present and near future tenses correctly and using prompts for support 	<p><i>la semaine prochaine / à l'avenir?</i></p> <p><i>Je vais ...</i></p> <p><i>... faire une tournée avec la chorale.</i></p> <p><i>... visiter les États-Unis et le Canada.</i></p> <p><i>... voyager en avion et en car.</i></p> <p><i>... chanter toutes sortes de chansons.</i></p> <p><i>... écrire un blog sur la tournée.</i></p> <p><i>... prendre beaucoup de photos.</i></p> <p><i>... être musicien(ne) professionnel(le).</i></p>	
<p>Week(s)</p> <p>_____</p>	<p><i>Unité 3, pp. 62–63</i></p> <p><i>Je suis allé(e) à un concert!</i></p> <p>Describing a trip to a concert</p> <p>Using the perfect tense</p>	<p>Builds on</p> <p>Knowledge of the perfect tense (D3 M1 U3 & U4, D3 M2 U3, D2 M1, D2 M3 U4, D2 M4 U4)</p> <p>Knowledge of question words (D3 M1 U1, D3 M2 U1, D2 M3 U1, D2 M4 U5)</p> <p>Knowledge of using the negative <i>ne ... pas</i> with the perfect tense (D3 M2 U3, D2 M1 U3)</p> <p>Knowledge of TRAPS strategies (spotting positive or negative) (D3 M1 U1, D3 M2 U2, D2 M1 U3, D2 M2 <i>En focus</i>)</p> <p>Giving opinions about things in the</p>	<p>Grammar</p> <p>Using the perfect tense</p> <p>Negatives in the perfect tense</p> <p>Cultural capital</p> <p>Reference to Matt Pokora, a French singer-songwriter</p> <p>Key Language examples</p> <p><i>Samedi dernier, je suis allé à un concert à Paris.</i></p> <p><i>Je suis allé à Paris en train.</i></p> <p><i>J'ai vu ma chanteuse préférée, (...).</i></p> <p><i>J'ai acheté un billet en ligne.</i></p> <p><i>J'ai retrouvé mes amis au stade.</i></p>	<p>Front-of-class</p> <p>p.062 Flashcards</p> <p>p.062 Grammar video</p> <p>p.063 Pronunciation quiz</p> <p>p.063 Writing skills worksheet</p> <p>Homework</p> <p>Grammar</p> <p>Listening</p> <p>Pronunciation</p> <p>Vocabulary</p>

		<p>past using <i>c'était</i> + adjective (D3 M1 U3, D3 M2 U3, D2 M1 U1, D2 M3 U4)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils read and understand statements in the perfect tense about a trip to a concert • Pupils listen and understand interviews with two speakers using a variety of question words • Pupils make up their own interview about a trip to a concert • Pupils listen to statements and spot negatives with the perfect tense • Pupils do an oral drill, creating negative sentences in response to questions • Pupils read and understand a longer text about a trip to a concert, answering questions in English • Pupils write a longer text about a trip to a concert, including negatives and opinions with <i>c'était</i> + adjective 	<p><i>J'ai dansé et j'ai chanté. J'ai pris beaucoup de photos. J'ai mangé un hamburger-frites. J'ai bu un coca. Je n'ai pas mangé de pizza.</i></p> <p><i>C'était ... super top! fantastique / trop cher.</i></p> <p><i>Quand est-ce que tu es allé(e) au concert? Comment est-ce que tu es allé(e) au concert? Qui est-ce que tu as vu? Qu'est-ce que tu as fait aussi?</i></p>	
<p>Week(s) _____</p>	<p><i>Unité 4, pp. 64–65 La musique, c'est ma vie!</i></p>	<p>Builds on Knowledge of using the present and perfect tenses together (D3 M1 U4, D3 M2 U3)</p>	<p>Grammar Using the present tense and the perfect tense together</p>	<p>Front-of-class p.064 Grammar quiz p.064 Class game p.065 Video story</p>

	<p>Interviewing a young musician</p> <p>Using the present tense and the perfect tense together</p>	<p>Knowledge of how to decode questions (<i>Est-ce que ...</i>, <i>Qu'est-ce que ...</i>, <i>Quelle ...</i>) (D3 M1 PdD, D2 M3 U5, D1 M3 U5)</p> <p>Knowledge of music, musical instruments and favourite artists (D3 M3 U1, U2 & U3)</p> <p>Giving opinions about things in the past using <i>c'était</i> + adjective (D3 M1 U3, D3 M2 U3, D3 M3 U3, D2 M1 U1, D2 M3 U4)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils listen/read and understand an interview with a musician, noting down key facts about him • Pupils are able to recognise whether the musician's statements are about the present or the past by spotting the present and perfect tenses • Pupils read and decode questions and match them to the paragraphs of the interview • Pupils invent an interview with a different young musician, using the same questions, and prompts for support <p>Extension (exs 5–7)</p> <ul style="list-style-type: none"> • Pupils read and understand an interview with Marwa and complete sentences about her 	<p>Cultural capital</p> <p>–</p> <p>Key Language examples</p> <p><i>Est-ce que tu joues d'un instrument?</i> <i>Je joue de la guitare (etc.).</i> <i>Je chante, mais je ne joue pas d'un instrument.</i></p> <p><i>Qu'est-ce que tu aimes comme musique?</i> <i>J'aime surtout le R'n'B.</i></p> <p><i>Quelle est ta chanson préférée – et pourquoi?</i> <i>Ma chanson préférée, c'est (...), parce que le rythme est bon.</i></p> <p><i>Est-ce que tu es allé à un concert récemment?</i> <i>Je suis allé à un concert de/d' (...).</i> <i>C'était fabuleux!</i></p> <p><i>Qu'est-ce que tu as fait, (dimanche)?</i> <i>J'ai joué avec mon groupe.</i> <i>J'ai fait du vélo.</i> <i>Je suis allé(e) au cinéma avec (...).</i> <i>J'ai mangé au restaurant avec (...).</i></p>	<p>p.065 Video worksheet</p> <p>Homework</p> <p>Grammar</p> <p>Listening</p>
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		<ul style="list-style-type: none"> • Pupils listen and understand a more extended interview with another young musician • Pupils write an interview with themselves, using two tenses (present and perfect) and including extended reasons, opinions with <i>c'était</i> + adjective, and possibly also negatives or comparatives 		
Week(s) —	<ul style="list-style-type: none"> • <i>En focus 1: lire et écouter</i> pp. 68–69: Double page unit with a variety of reading and listening tasks, covering language from the module. • <i>En focus 2: parler et écrire</i> pp. 70–71: Double page unit with a variety of speaking and writing tasks, covering language from the module. 			
Week(s) —	<p>Revision and Assessment</p> <ul style="list-style-type: none"> • <i>Bilan and Révisions</i> pp. 66–67 • <i>Grammaire</i> pp. 74–75 • <i>Vocabulaire</i> pp. 76–77 • Assessment Pack End-of-Module 3 tests <p>Extension</p> <ul style="list-style-type: none"> • <i>En plus</i> pp. 72–73 • <i>À toi</i> p. 123 			

Year _____ Term	Dynamo 3 Vert Unit number, title Learning objectives	Builds on (previous learning) Learning outcomes	Grammar Cultural capital Key Language examples	Digital resources
Dynamo 3 Vert Module 4: Le meilleur des mondes				
Week(s) _____	<p><i>Point de départ,</i> pp. 80–81</p> <p>Talking about food</p> <p>Describing a photo</p>	<p>Builds on</p> <p>Knowledge of food vocabulary (D2 M2 U3 & U4, D1 M4 U3, D1 M5 U3)</p> <p>Knowledge of the partitive article (D3 M1 U1, D3 M3 PdD, D2 M2 U4, D1 M4 U3)</p> <p>Knowledge of countries vocabulary in French (D2 M1, D2 M4 Quiz, D1 M3 Quiz)</p> <p>Knowledge of opinion phrases (D3 M1 U1, D2 M4 U2)</p> <p>Knowledge of giving opinions with reasons (<i>c'est</i> + adjective) (D3 M1 PdD & U1, D3 M2 PdD & U1, D3 M3 U1, D2 M2 PdD, D2 M5 U1)</p> <p>Knowledge of describing a photo (D3 M1 U2, D3 M3 PdD, D2 M2 U1, D2 M3 U3, D2 M5 U3)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils read/listen and understand extracts on what pupils in France and Britain eat for their school lunches • Pupils are able to translate texts on school lunches into English, knowing how to translate the partitive article • Pupils write their own text about school lunches giving 	<p>Grammar</p> <p>The partitive article (<i>du, de la, de l', des</i>)</p> <p>Cultural capital</p> <p>Comparing school meals in different countries in the French-speaking world</p> <p>Key Language examples</p> <p><i>Qu'est-ce qu'on mange à la cantine scolaire?</i></p> <p><i>Dans le repas, il y a ...</i> <i>un fruit / un jus de fruits</i> <i>du fromage / du pain / du lait / du riz</i> <i>de la viande / de la soupe</i> <i>de l'eau</i> <i>des légumes / des frites / ...</i></p> <p><i>À mon avis, / Je pense que ...</i> <i>le repas à la cantine ...</i> <i>en France / au Canada / au Gabon / ...</i> <i>est / n'est pas ...</i> <i>délicieux / savoureux / sain / simple</i> <i>car ...</i> <i>j'aime / je déteste ...</i> <i>le riz / la viande / les légumes.</i></p> <p><i>Mon repas préféré, c'est le repas à la cantine en / au ...</i></p>	<p>Front-of-class</p> <p>p.080 Flashcards</p> <p>Homework</p> <p>Vocabulary</p>

		<p>extended opinions with opinion verbs (<i>j'aime / je déteste</i>)</p> <ul style="list-style-type: none"> • Pupils complete a short reading comprehension about a photo of a boy collecting litter • Pupils listen and apply the four Ws to further photo descriptions • Pupils speak to describe a new photo using the four Ws 	<p><i>Sur la photo, il y a (un garçon). Il est au collège / à la plage / ... Il porte un tee-shirt / un gilet vert. Il mange une glace. Elle boit de l'eau. Elle ramasse des déchets. Il pleut. Il fait beau. / Il fait mauvais.</i></p>	
<p>Week(s) _____</p>	<p><i>Unité 1, pp. 82–83 Est-ce que tu manges de la viande?</i></p> <p>Discussing eating habits</p> <p>Using <i>ne ... pas</i> and <i>ne ... jamais</i></p>	<p>Builds on</p> <p>Knowledge of food vocabulary (D3 M4 PdD, D2 M2 U3 & U4, D1 M4 U3, D1 M5 U3)</p> <p>Knowledge of negatives (D3 M1 U1, D2 M3 U3, D1 M3 U1)</p> <p>Knowledge of language of agreement/disagreement (D3 M3 PdD, D2 M5 U1 & U3)</p> <p>Knowledge of pronouncing cognates (D3 M1 U1, D3 M2 U1, D3 M3 PdD, D2 M2 U3, D2 M3 PdD, D2 M5 U3 & U5)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils listen/read and understand extracts about people's dietary preferences and habits • Pupils understand sentences containing negatives <i>ne ... pas</i> and <i>ne ... jamais</i> • Pupils are able to conduct conversations about what they 	<p>Grammar</p> <p>Using <i>ne ... pas</i> and <i>ne ... jamais</i></p> <p>Cultural capital</p> <p>Debating veganism</p> <p>Key Language examples</p> <p><i>Est-ce que tu manges de la viande?</i></p> <p><i>Je mange du poisson / de la viande. Je mange beaucoup de fruits et de légumes. Je bois du lait. Je ne mange pas ... Je ne mange jamais ... de poisson / de viande. de produits d'origine animale. Je ne bois pas de lait.</i></p> <p><i>Est-ce que tu es pour ou contre le végétarisme?</i></p> <p><i>Je suis pour / contre le végétarisme.</i></p> <p><i>À mon avis, / Pour moi, ...</i></p>	<p>Front-of-class</p> <p>p.082 Class game</p> <p>p.082 Grammar quiz</p> <p>p.083 Pronunciation quiz</p> <p>p.083 Thinking skills worksheet</p> <p>Homework</p> <p>Grammar</p> <p>Listening</p> <p>Reading</p> <p>Vocabulary</p>

		<p>eat, using negatives, with the support of prompts</p> <ul style="list-style-type: none"> • Pupils are able to write a text about whether or not they eat meat, including simple connectives and negatives • Pupils read and understand statements for and against veganism • Pupils listen and understand arguments including phrases of agreement and disagreement • Pupils hold a discussion about the pros and cons of veganism 	<p><i>C'est sain.</i> <i>La production de viande, c'est mauvais pour l'environnement.</i> <i>Manger les animaux, c'est cruel.</i> <i>Il y a beaucoup de vitamines dans la viande, le lait et le poisson.</i> <i>La viande, c'est très savoureux.</i> <i>Manger des animaux, c'est normal.</i></p> <p><i>Tu es d'accord?</i> <i>Je (ne) suis (pas) d'accord.</i></p>	
<p>Week(s) _____</p>	<p><i>Unité 2, pp. 84–85</i> <i>Action pour la nature!</i></p> <p>Talking about animals and the natural world</p> <p>Using <i>il faut</i> + infinitive</p>	<p>Builds on Strategies for decoding texts (D3 M1 U3, D3 M2 <i>En focus 1</i>, D2 M2 U4) Translation of articles into English (D3 M1 PdD, D2 M2 U4, D1 M4 U3) Using <i>il faut</i> + infinitive (D2 M5 U3) Using <i>pour</i> + infinitive to say 'in order to ...' (D3 M2 PdD) Knowledge of how to express opinions (D3 M2 PdD, D3 M3 U1, D3 M4 PdD)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils read through information cards and decode unknown words using reading strategies • Pupils are able to listen and identify which animal is being talked about, understanding 	<p>Grammar Using <i>il faut</i> + infinitive</p> <p>Cultural capital Animal facts Discussing how to protect endangered animals</p> <p>Key Language examples <i>Le panda géant / Le tigre (etc.)</i> <i>La tortue marine</i> <i>L'ours polaire</i> <i>... habite dans le pôle Nord / dans la forêt / dans l'eau / à la campagne.</i></p> <p><i>Il mange du poisson / de la viande / des plantes.</i></p> <p><i>Il / Elle est menacé(e) par ... le changement climatique / la déforestation / la pollution /</i></p>	<p>Front-of-class p.085 Class game p.085 Reading skills worksheet</p> <p>Homework Listening Reading Translation Vocabulary</p>

		<p>the new vocabulary from the information cards</p> <ul style="list-style-type: none"> • Pupils write a short text about an endangered animal • Pupils read/listen and understand statements with <i>il faut</i> about what we need to do to protect animals • Pupils translate the statements requiring <i>il faut</i>, understanding that definite articles don't always need to be translated • Pupils are able to hold a group discussion about how to protect endangered animals • Pupils are able to translate phrases into French which require <i>il faut</i> <p>Extension (ex. 8)</p> <ul style="list-style-type: none"> • Pupils write a text about how to protect endangered animals, including <i>il faut</i>, <i>pour</i> + infinitive and opinion phrases 	<p><i>la chasse.</i></p> <p><i>Qu'est-ce qu'il faut faire pour protéger les animaux menacés?</i></p> <p><i>À mon avis ...</i> <i>Pour protéger les animaux, ...</i> <i>Il faut ...</i> <i>ramasser les déchets.</i> <i>recycler le papier et les bouteilles.</i> <i>aller à pied ou à vélo.</i></p> <p><i>Il ne faut pas ...</i> <i>manger trop de viande.</i> <i>utiliser trop d'énergie.</i> <i>laisser de sacs en plastique sur la plage.</i></p>	
<p>Week(s) _____</p>	<p><i>Unité 3, pp. 86–87</i> <i>Mission Écolo</i></p> <p>Talking about helping the environment</p> <p>Using the perfect tense</p>	<p>Builds on Knowledge of the perfect tense (D3 M1 U3, D3 M2 U3, D3 M3 U3, D2 M1, D2 M3 U4, D2 M4 U4) Understanding the meaning of <i>on</i> (D3 M2 PdD, D2 M1 U2, D2 M4 U1) Knowledge of using two tenses together (present/perfect) (D3 M1 U4, D3 M2 U3, D3 M3 U4, D2 M3 U5, D2 M4 U5)</p>	<p>Grammar The perfect tense</p> <p>Cultural capital Environmental issues where you live Actions to save the environment</p> <p>Key Language examples <i>Qu'est-ce qu'on a fait récemment pour aider l'environnement?</i></p>	<p>Front-of-class p.086 Flashcards p.087 Speaking skills worksheet</p> <p>Homework Grammar Listening Vocabulary</p>

		<p>Knowledge of adverbs of frequency and time expressions (D3 M2 U3, D2 M3 U4, D2 M4 U2)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils read/listen and understand extracts in the perfect tense about what people have done recently to help the environment • Pupils recognise and understand expressions of time and frequency • Pupils have a conversation in the perfect tense, using time expressions, about what they have done recently to help the environment • Pupils read/listen and understand interviews with teenagers about the environmental problems in their area and what they have done recently to help, understanding examples of the present and perfect tenses • Pupils write an interview from their own point of view, using present and perfect tenses, as well as time and frequency expressions, correctly 	<p><i>J'ai ramassé des déchets. J'ai recyclé du papier et du plastique. J'ai acheté des produits bio. Je suis allé au collège à pied. On a utilisé moins d'énergie. On a organisé une campagne anti-plastique.</i></p> <p><i>J'habite dans ... un village / une ville / une grande ville en Angleterre / en Écosse / ... au pays de Galles.</i></p> <p><i>Dans mon pays, les problèmes sont ... la déforestation / la pollution le changement climatique.</i></p> <p><i>Tous les jours, ... je recycle le plastique / le papier. j'utilise moins d'énergie / de l'énergie solaire. je ramasse les déchets. je vais au collège à pied.</i></p> <p><i>Hier, ... j'ai recyclé du plastique / du papier. j'ai utilisé moins d'énergie / de l'énergie solaire. j'ai ramassé des déchets. je suis allé(e) au collège à pied.</i></p>	
<p>Week(s) _____</p>	<p><i>Unité 4, pp. 88–89 Je voudrais changer le monde ...</i></p>	<p>Builds on Knowledge of using <i>je voudrais</i> to say what you would like (D2 M2 U3, D1 M5 U3)</p>	<p>Grammar Using <i>je voudrais</i> + infinitive</p> <p>Cultural capital</p>	<p>Front-of-class p.088 Flashcards p.088 Grammar quiz p.089 Class game</p>

	<p>Talking about what you would like to do</p> <p>Using <i>je voudrais</i> + infinitive</p>	<p>Knowledge of using <i>aimer</i> + infinitive (D3 M1 PdD, D2 M2 PdD)</p> <p>Knowledge of <i>il faut</i> + infinitive (D3 M4 U2, D2 M5 U3)</p> <p>Knowledge of how to form questions (<i>Est-ce que ...</i>) (D3 M1 PdD, D2 M3 U5, D1 M3 U5)</p> <p>Knowledge of how to refer to two/three time frames (D3 M1 U4, D3 M2 U4, D3 M3 U2 & U4, D2 M5 U5)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils listen/read and understand <i>je voudrais</i> statements followed by an infinitive to talk about helping the environment • Pupils listen/read and understand <i>il faut</i> statements referring to what should be done • Pupils are able to hold conversations on what they would like to do to help the environment, using <i>Est-ce que ...</i> questions • Pupils read and understand a longer text on helping the environment in three time frames • Pupils write a text on protecting the planet in three time frames using prompts for support • Pupils conduct a conversation 	<p>–</p> <p>Key Language examples</p> <p><i>Qu'est-ce que tu voudrais faire pour changer le monde?</i></p> <p><i>Je voudrais utiliser moins de plastique.</i> <i>Je voudrais acheter moins de vêtements.</i> <i>Je voudrais manger moins de viande.</i> <i>Je voudrais organiser une campagne anti-déchets.</i> <i>Je voudrais faire du travail bénévole.</i> <i>Je voudrais être membre d'un groupe écolo.</i></p> <p><i>Il faut aider les animaux menacés.</i> <i>Il faut protéger la planète.</i> [...]</p> <p><i>Qu'est-ce qu'il faut faire pour protéger les animaux menacés?</i> <i>Il faut ..., mais il ne faut pas ...</i></p> <p><i>Qu'est-ce que tu as fait récemment pour protéger la planète?</i> <i>J'ai ... et je suis ...</i></p> <p><i>Qu'est-ce que tu voudrais faire pour changer le monde?</i> <i>Je voudrais ...</i></p>	<p>p.089 Video story</p> <p>p.089 Video worksheet</p> <p>Homework</p> <p>Listening</p> <p>Pronunciation</p> <p>Vocabulary</p>
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		on the same topic in three time frames using prompts for support		
Week(s) —	<ul style="list-style-type: none"> • <i>En focus 1: lire et écouter</i> pp. 92–93: Double page unit with a variety of reading and listening tasks, covering language from the module. • <i>En focus 2: parler et écrire</i> pp. 94–95: Double page unit with a variety of speaking and writing tasks, covering language from the module. 			
Week(s) —	<p>Revision and Assessment</p> <ul style="list-style-type: none"> • <i>Bilan and Révisions</i> pp. 90–91 • <i>Grammaire</i> pp. 98–99 • <i>Vocabulaire</i> pp. 100–101 • Assessment Pack End-of-Module 4 tests <p>Extension</p> <ul style="list-style-type: none"> • <i>En plus</i> pp. 96–97 • <i>À toi</i> p. 124 			

Year _____ Term	Dynamo 3 Vert Unit number, title Learning objectives	Builds on (previous learning) Learning outcomes	Grammar Cultural capital Key Language examples	Digital resources
Dynamo 3 Vert Module 5: Le monde francophone (Grammaire)				
Week(s) _____	<p><i>Unité 1</i>, pp. 102–103 <i>Quel pays voudrais-tu visiter?</i></p> <p>Using different articles</p> <p>Talking about countries you would like to visit</p>	<p>Builds on</p> <p>Knowledge of destinations in the francophone world (D2 M1–4 Quiz, D1 M3 Quiz)</p> <p>Knowledge of food vocabulary (D3 M4 PdD & U1, D2 M2 U3 & U4, D1 M4 U3, D1 M5 U3)</p> <p>Knowledge of articles (<i>à</i> + article) (D3 M1 U1, D2 M5 U2, D1 M3 U1, D1 M5 U1)</p> <p>Knowledge of articles (<i>de</i> + article) (D3 M1 U1, D3 M3 PdD, D3 M4 PdD, D2 M2 U4, D1 M4 U3)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils listen/read and understand extracts in French about Brussels and other francophone destinations • Pupils are able to complete translations into English, paying attention to how articles are translated • Pupils are able to say sentences about different francophone destinations, using correct articles with support • Pupils listen and understand extracts including <i>à</i> + article and the partitive article for 	<p>Grammar</p> <p>Indefinite and definite articles Definite articles with <i>à</i> and <i>de</i> (partitive articles)</p> <p>Cultural capital</p> <p>Learning about different French-speaking countries</p> <p>Key Language examples</p> <p><i>Quel pays francophone voudrais-tu visiter?</i></p> <p><i>Je voudrais visiter ...</i> <i>le Laos / le Canada / le Vietnam / ...</i> <i>la Belgique / la Martinique / ...</i> <i>les Seychelles</i> <i>... car il y a ...</i> <i>un musée d'art / un festival de jazz</i> <i>une mosquée</i> <i>des éléphants / des plages</i> <i>et ...</i> <i>j'adore / j'aime ...</i> <i>le surf / la musique / l'histoire</i> <i>les animaux.</i></p> <p><i>Je voudrais aller ...</i> <i>au lac de Genève / au parc national</i> <i>à la plage</i> <i>aux temples bouddhistes.</i></p>	<p>Front-of-class</p> <p>p.103 Class game p.103 Cultural skills worksheet</p> <p>Homework</p> <p>Listening Translation</p>

		<p>food</p> <ul style="list-style-type: none"> • Pupils are able to say/memorise sentences using articles correctly • Pupils are able to translate a passage into English, showing awareness of how articles translate 	<p><i>Je voudrais manger ... du poulet fumé / de la soupe des fruits de mer.</i></p>	
<p>Week(s) _____</p>	<p><i>Unité 2, pp. 104–105 On va voir des choses extraordinaires!</i></p> <p>Using adjectives</p> <p>Describing impressive places</p>	<p>Builds on Knowledge of monuments and attractions in the francophone world (D2 M4 Quiz, D1 M1 Quiz, D1 M5 U1) Knowledge of adjective endings and word order (D3 M1 U4, D3 M3 PdD, D2 M3 PdD, D2 M4 U4) Knowledge of silent consonants at the end of words (D3 M1 U2, D2 M1 PdD, D2 M5 U1, D1 M2 U1, D1 M5 U2)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils listen and understand adjectives associated with each historical site • Pupils speak/write to describe historical sites using a variety of adjectives, including correct adjectival agreement • Pupils pronounce masculine and feminine adjectival endings correctly • Pupils listen/read and understand extracts about UNESCO sites, including a range of adjectives that come before the noun 	<p>Grammar Adjective agreement (adjective after noun) Adjective agreement (adjective before noun)</p> <p>Cultural capital Learning about UNESCO</p> <p>Key Language examples <i>Le Mont-Saint-Michel (etc.) ... La tour Eiffel (etc.) ... est (très / vraiment) ... intéressant(e) / impressionnant(e) fabuleux / fabuleuse mystérieux / mystérieuse beau / belle vieux / vieille unique / célèbre.</i></p> <p><i>C'est un /une ... grand(e) ... beau / belle ... vieux / vieille ... pont / château (etc.) ... montagne / mosquée (etc.) ... impressionnant(e) fabuleux / fabuleuse</i></p>	<p>Front-of-class p.105 Class game p.105 Grammar quiz</p> <p>Homework Listening Pronunciation Vocabulary</p>

		<ul style="list-style-type: none"> Pupils complete sentences about UNESCO sites, putting adjectives and nouns into the correct order 	<i>historique (etc.).</i>	
Week(s) _____	<p><i>Unité 3, pp. 106–107</i> <i>Réserver des excursions</i></p> <p>Using verbs with the infinitive</p> <p>Talking about holiday activities</p>	<p>Builds on Knowledge of opinion verbs with infinitives (D3 M1 PdD, D2 M2 PdD, D1 M3 U4 & U5) Knowledge of modal verbs (<i>on peut</i> + infinitive) (D3 M2 PdD, D2 M4 U1) Knowledge of <i>vouloir</i> + infinitive (D3 M2 U1, D1 M5 U2) Knowledge of negatives (D3 M1 U1, D3 M4 U1, D2 M3 U3, D1 M3 U1)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> Pupils listen and understand extracts about what people like to do on holiday, understanding the opinion verb and the activity Pupils are able discuss what they themselves like to do on holiday Pupils can translate sentences into French using opinion verbs, negatives and question formation Pupils read/listen and understand extracts of tourists in the tourist office using modal verbs (<i>vouloir</i> and <i>pouvoir</i> + infinitive) Pupils conduct their own dialogue in the tourist office 	<p>Grammar Using the infinitive after verbs of opinion Using the infinitive after modal verbs (<i>pouvoir</i> and <i>vouloir</i>)</p> <p>Cultural capital Booking an excursion to a French chateau</p> <p>Key Language examples <i>Est-ce que tu aimes (visiter les musées)?</i> <i>J'adore ... / J'aime ...</i> <i>Je n'aime pas ... / Je déteste ...</i> <i>visiter les monuments historiques.</i> <i>manger au resto.</i> <i>aller à la piscine / à la plage.</i> <i>faire du surf / des promenades.</i></p> <p><i>Qu'est-ce qu'on peut faire ici?</i> <i>On peut ...</i> <i>aller à la plage / à la piscine.</i> <i>jouer au mini-golf / au tennis / ...</i> <i>faire du surf.</i> <i>manger dans des restaurants.</i> <i>visiter le château / le lac.</i> <i>porter un costume médiéval.</i> <i>faire un pique-nique.</i></p> <p><i>Je veux ... / Je ne veux pas ...</i> <i>visiter des monuments historiques.</i></p>	<p>Front-of-class p.106 Flashcards</p> <p>Homework Grammar Listening Vocabulary</p>

		using a picture stimulus	<i>faire du sport.</i> <i>manger au restaurant.</i>	
Week(s) _____	<p><i>Unité 4, pp. 108–109</i> <i>Projet! Visite à un pays francophone!</i></p> <p>Showcasing what you have learned</p> <p>Preparing a fact file and advert for a French-speaking country</p>	<p>Builds on Learning from D3 M5 U1, U2 & U3 Knowledge of vocabulary for geographical features (D2 M4 U1) Knowledge of using <i>je voudrais</i> + infinitive (D3 M4 U4, D2 M2 U3, D1 M5 U3) Knowledge of comparatives (<i>plus ... que ...</i>) (D3 M3 U1, D2 M5 U1)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils read profiles of / listen to extracts about different francophone destinations to understand facts about them • Pupils are able to discuss which destinations they would like to visit using a variety of structures/opinions correctly • Pupils start to research a francophone destination of their own choice, with support • Pupils listen/read and understand extracts about what you can do in different francophone destinations, identifying infinitives used with <i>on peut</i> • Pupils research their chosen destination further, using dictionary skills • Pupils are able to write an advertisement for their chosen destination, using a model for 	<p>Grammar Using the comparative (<i>plus ... que ...</i>)</p> <p>Cultural capital Learning about/Research on things to see and do in a variety of French-speaking countries</p> <p>Key Language examples <i>Le pays est sur quel continent?</i> <i>La principauté de Monaco / Le Gabon / Le Laos est ... en Europe / Afrique / Asie.</i> <i>Les îles de Wallis-et-Futuna sont en Océanie.</i></p> <p><i>C'est comment, le paysage?</i> <i>Il y a des plages / montagnes / forêts (tropicales) / rivières / volcans fabuleux / fabuleuses impressionnants / impressionnantes.</i></p> <p><i>Qu'est-ce qu'on peut visiter ici?</i> <i>On peut visiter ...</i> <i>Je (ne) veux (pas) visiter ...</i> <i>le port / le parc national</i> <i>la rivière / la nature</i> <i>l'église / les églises</i> <i>les monuments historiques.</i> <i>J'adore le surf / la plage.</i></p> <p><i>À mon avis, / Je pense que ...</i> <i>Monaco est plus célèbre que le Laos.</i> <i>les îles de Wallis-et-Futuna sont plus</i></p>	<p>Front-of-class p.109 Research skills worksheet p.109 Video story p.109 Video worksheet</p> <p>Homework Vocabulary</p>

		support and ideas	<i>tranquilles que Monaco.</i>	
Week(s) _____	<p><i>Unité 5, pp. 110–111</i> <i>Rencontrer des jeunes francophones</i></p> <p>Using the present tense</p> <p>Describing people and what they do</p>	<p>Builds on Knowledge of interesting people from the francophone world (D3 M2 Quiz, D3 M3 Quiz, PdD, U2 & U3) Knowledge of the present tense (D3 M1 U1, D3 M4 U3, D2 M2 U1) Awareness that the present tense has two meanings (D3 M4 PdD, D2 M5 U3) Knowledge of French phonics to decode tenses (D3 M1 U4, D2 M1 U1, D1 M1 PdD)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils listen/read and understand statements describing photos using a variety of verbs in the present tense • Pupils can read sentences out loud, understanding how a variety of endings in regular <i>-er</i> verbs are pronounced • Pupils are able to use present tense verbs correctly in the third person to describe photos, with support prompts • Pupils read and understand an interview with a journalist from Gabon, identifying meanings of key verbs • Pupils prepare an interview with another French celebrity, using prompts and verbs in 	<p>Grammar Conjugating verbs in the present tense (regular <i>-er</i> verbs, irregular verbs) Irregular verbs: <i>faire</i></p> <p>Cultural capital An introduction to some famous young French-speakers, including the singer Jain</p> <p>Key Language examples <i>Je suis ... / Il/Elle est ...</i> <i>acteur / actrice</i> <i>athlète (paralympique)</i> <i>chanteur / chanteuse</i> <i>cuisinier / cuisinière.</i></p> <p><i>Je porte ... / Il/Elle porte ...</i> <i>Ils/Elles portent ...</i> <i>un tee-shirt blanc / des lunettes.</i></p> <p><i>J'ai ... / Il/Elle a ...</i> <i>Ils/Elles ont ...</i> <i>les cheveux ...</i> <i>longs / courts / noirs / bruns.</i> <i>Il/Elle est grand(e).</i></p> <p><i>J'habite en / au ...</i> <i>Je fais des albums.</i> <i>Nous faisons du karaté.</i> <i>Je joue à des jeux vidéo.</i> <i>Nous jouons au tennis.</i> <i>Je marque des buts.</i> <i>Je poste des vidéos.</i></p>	<p>Front-of-class p.110 Flashcards p.110 Grammar video 1 p.110 Grammar video 2 p.110 Grammar video 3 p.111 Grammar video</p> <p>Homework Grammar Listening Vocabulary</p>

		the present tense	<i>Qu'est-ce que tu fais comme métier? Qu'est-ce que tu fais pendant ton temps libre?</i>	
Week(s) _____	<i>Unité 6, pp. 112–113 On va jouer au foot!</i> Using the near future tense Talking about future plans	<p>Builds on Knowledge of interesting people from the francophone world (D3 M2 Quiz, D3 M3 Quiz, PdD, U2 & U3, D3 M5 U5) Knowledge of the near future tense (D3 M2 U2 & U4, D3 M3 U2, D2 M2 U4 & U5, D2 M3 U2, D2 M5 U4) Knowledge of negatives (D3 M1 U1, D3 M4 U1, D3 M5 U3, D2 M3 U3) Knowledge of question words (D3 M1 U1, D3 M2 U1, D3 M3 U3, D2 M3 U1, D2 M4 U5) Knowledge of time expressions (D3 M2 U2, D3 M3 U2, D2 M2 U5, D2 M5 U4)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils read/listen and understand extracts in the near future tense about what footballers plan to do after major tournaments • Pupils spot and understand negative phrases in the near future tense • Pupils are able to create dialogues on behalf of players using prompts, including negatives (<i>ne ... pas</i>) 	<p>Grammar The near future tense</p> <p>Cultural capital Footballers from francophone countries</p> <p>Key Language examples <i>Qu'est-ce que tu vas faire après la Coupe du Monde?</i></p> <p><i>Je vais ... / Je ne vais pas passer du temps avec ma famille. ... jouer au foot / au volley. ... manger beaucoup de pizza! ... regarder des vidéos. ... aller à la plage. ... faire du sport / les magasins. ... lire des romans. ... dormir. ... poster des photos sur Instagram.</i></p> <p><i>Quel est ton sport préféré? Mon sport préféré, / Ma passion, ... c'est le cyclisme / le ping-pong / ...</i></p> <p><i>Qu'est-ce que tu vas faire l'année prochaine / un jour? Où est-ce que tu vas habiter à l'avenir?</i></p> <p><i>Je vais habiter ...</i></p>	<p>Front-of-class p.112 Flashcards p.112 Grammar video p.113 Translation skills worksheet</p> <p>Homework Reading Translation Vocabulary</p>

		<ul style="list-style-type: none"> • Pupils read/listen and understand interviews in the near future tense, including questions with questions words • Pupils can translate sentences using the near future tense into French, including the negative <i>ne ... pas</i> <p>Extension (ex. 7)</p> <ul style="list-style-type: none"> • Pupils read and understand an article in the near future tense (3rd person) about a young footballer, <i>Manu</i> 	<p><i>en Australie / au Canada / ...</i> <i>Je vais ...</i> <i>gagner une compétition importante.</i> <i>faire une formation.</i> <i>être joueur/joueuse professionnel(le).</i></p>	
<p>Week(s) _____</p>	<p><i>Unité 7, pp. 114–115</i> <i>On a fait le tour du monde!</i></p> <p>Using the perfect tense</p> <p>Talking about a past trip</p>	<p>Builds on</p> <p>Knowledge of interesting people from the francophone world (D3 M2 Quiz, D3 M3 Quiz, PdD, U2 & U3, D3 M5 U5 & U6)</p> <p>Knowledge of question words (D3 M1 U1, D3 M2 U1, D3 M3 U3, D3 M5 U6, D2 M3 U1, D2 M4 U5)</p> <p>Knowledge of the perfect tense (D3 M1 U3, D3 M2 U3, D3 M3 U3, D3 M4 U3, D2 M1, D2 M3 U4, D2 M4 U4)</p> <p>Giving opinions about things in the past using <i>c'était</i> + adjective (D3 M1 U3, D3 M2 U3, D3 M3 U3 & U4, D2 M1 U1, D2 M3 U4)</p> <p>Knowledge of pronouncing cognates (D3 M1 U1, D3 M2 U1, D3 M3 PdD, D3 M4 U1, D2 M2 U3, D2 M3 PdD, D2 M5 U3 & U5)</p>	<p>Grammar</p> <p>The perfect tense Using <i>c'était</i> and <i>il y avait</i></p> <p>Cultural capital</p> <p>Real-life adventurer, Xavier Rosset, and his experiences</p> <p>Key Language examples</p> <p><i>Comment est-ce que tu as fait le tour du monde?</i> <i>J'ai fait le tour du monde ...</i> <i>en bus / en train / en avion</i> <i>à vélo / à pied.</i> <i>Je n'ai pas voyagé en / à ...</i></p> <p><i>Où est-ce que tu es allé(e)?</i> <i>Je suis allé(e) dans (trente) pays différents.</i></p>	<p>Front-of-class</p> <p>p.114 Grammar video p.115 Class game</p> <p>Homework</p> <p>Grammar Listening Vocabulary</p>

		<p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils read/listen and understand extracts in the perfect tense about explorers' journeys round the world • Pupils understand questions from an interview with question words • Pupils can hold similar dialogues from the point of view of explorers using picture prompts for support • Pupils read/listen and understand longer extracts about unusual trips, including descriptions with <i>c'était</i> and <i>il y avait</i> • Pupils can translate sentences into French, requiring the perfect tense, as well as <i>c'était</i> and <i>il y avait</i> 	<p><i>Qu'est-ce que tu as fait?</i> <i>J'ai fait des vidéos.</i> <i>J'ai pris beaucoup de photos.</i> <i>J'ai vu beaucoup de sites extraordinaires.</i> <i>J'ai logé (dans une tente).</i> <i>J'ai travaillé dans un camp de réfugiés.</i></p> <p><i>Il y avait ...</i> <i>un lac / une forêt tropicale des animaux sauvages.</i></p> <p><i>C'était ...</i> <i>vraiment intéressant.</i> <i>absolument fabuleux.</i> <i>très difficile.</i></p>	
<p>Week(s) _____</p>	<p><i>Unité 8, pp. 116–117</i> <i>Projet! On découvre des artistes francophones</i></p> <p>Using three different tenses together</p> <p>Giving a presentation about a French-speaking star</p>	<p>Builds on</p> <p>Research skills (D3 M5 U4) Knowledge of interesting people from the francophone world (D3 M2 Quiz, D3 M3 Quiz, PdD, U2 & U3, D3 M5 U5, U6 & U7) Knowledge of three tenses together (present, perfect, near future) (D3 M4 U4, D2 M5 U5)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils read and understand sentences about Angèle van 	<p>Grammar</p> <p>Using three tenses together (present, perfect, near future)</p> <p>Cultural capital</p> <p>Popular French-speaking artists today: Angèle van Laeken (singer), Antoine Olivier Pilon (actor), A'salfo (member of the band 'Magic System')</p> <p>Key Language examples</p> <p><i>Mon artiste francophone s'appelle ...</i> <i>Il/Elle est né(e) le ...</i></p>	<p>Front-of-class</p> <p>p.116 Grammar quiz p.117 Speaking skills worksheet</p> <p>Homework</p> <p>Vocabulary</p>

		<p>Laeken in three tenses, filling in a profile in French about her</p> <ul style="list-style-type: none"> • Pupils listen and understand information on Antoine Olivier Pilon, correcting mistakes in a profile • Pupils complete sentences in French on Antoine Olivier Pilon, using verbs in three tenses correctly • Pupils read and understand a text about A'salfo, member of the band 'Magic System', from the Ivory Coast • With support, pupils research a francophone artist that interests them and prepare a presentation about them using three tenses (present, perfect, near future) 	<p><i>Il/Elle habite (au Canada).</i> <i>Il/Elle est (musicien(ne)).</i> <i>Il/Elle est membre du groupe ...</i></p> <p><i>Son premier succès, c'était ...</i> <i>la chanson ... / le film ... / la série ...</i> <i>Il/Elle a chanté la chanson ...</i> <i>Il/Elle a joué dans le film ... / la série ...</i> <i>Il/Elle a fait l'album ...</i> <i>Il/Elle a gagné un prix pour ...</i></p> <p><i>Il/Elle va faire une tournée en ...</i> <i>Il/Elle va jouer dans ...</i> <i>Il/Elle va continuer son travail avec (une organisation charitable).</i></p>	
<p>Week(s) _____</p>	<p>Revision and Assessment</p> <ul style="list-style-type: none"> • <i>Vocabulaire</i> pp. 118–120 • <i>Les verbes</i> pp. 125–129 • Assessment Pack End-of-Module 5 and End-of-Year tests 			