Pupil Book references	Workbook references	PoS references	SoW references
Pages 8–9	Pages 6–8	GV4.2, LC1.1, LC1.5, LC3.1, LC5.1, LC5.4	Week 1

Learning outcomes	Collins digital resources
• Say how I feel and ask other people • Use the correct spelling of some adjectives	Language presentation PL1.1 Vocabulary presentation PV1.1 Image presentation PI1.1 Video V1.1 Interactive activity I1.1
Language and grammar focus	
• Asking how someone is • Telling someone how you are • Using adjectives correctly • Pronunciation of *é* and *ç*	
Topic focus	
• Making introductions • Talking about how you feel	

Topic introduction	Resource ideas	Skills
If pupils have seen the video opener, show pictures of people with speech bubbles containing *b__, s__* and *j_ m'_a_* and elicit from pupils what these stand for (*bonjour, salut* and *je m'appelle*).Otherwise, write these on the board and introduce yourself to the class. Practise the pronunciation and then ask pupils to form two concentric circles (each with an equal number of pupils), the inner one facing out and the outer one facing in. Pupils greet each other and then the inner circle stays put and the outer circle moves round. Explain to pupils that in France people normally greet each other with *la bise*. They could be shown either a picture or a video demonstrating this.	Images of people with speech bubbles Picture or video illustrating 'la bise' (search online for *l'art de la bise* or *les gestes des Français*)	S1 L1

Classroom activities	Resource ideas	Skills
Present emoticons or pictures illustrating *Ça va bien/mal* and *comme ci comme ça* to pupils in terms of *positif* and *négatif*. Pupils should write down the numbers 1–6, listen to the short dialogues in **exercise 1**, note down which of speech bubbles a–f corresponds to what has been said and draw the appropriate emoticon, listening to clues in the intonation of the speakers' voices. Pupils listen again and note the different ways of asking someone how they are: *Ça va?, Comment ça va?* and *Comment allez-vous?* Draw their attention to the explanations in the *Langue et grammaire* box. Use chorus repetition to drill the questions and answers, accompanied by gestures (thumbs up/down/horizontal).	Presentation slides with emoticons	L1 S1
Pupils copy the names in **exercise 2** and study the expressions on the faces of the characters before listening to the dialogues to match up the names with the pictures A–F. Use gestures and pictures to demonstrate to pupils that they are going to conduct a survey. Model the dialogue for conducting the survey (**exercise 3**) prior to pupils doing this for themselves.	Survey grids Picture illustrating the concept of a survey Survey grid on the board with the dialogue	L1 S2

Write the following on the board: *ça, comme, merci* and *comment*. Say them out loud and ask pupils to classify them under two headings, 's' and 'k', according to how the *c* is pronounced. Draw pupils' attention to the cedilla mark (*cédille*) on the word *ça*. Help pupils to work out that the cedilla is a special accent that changes the pronunciation of the *c* (before *a* or *o*) from 'k' to 's'. Show them some words (illustrated) which have a cedilla and challenge pupils to pronounce them.	Pictures (labelled) of common words spelled with a cedilla, e.g. *façade, français, leçon, garçon, glaçon* and *reçu*	L1 S1 R1
Pupils read the two conversations in **exercise 4** in silence to see if they can spot the difference and work out why. They discuss this with a partner. Write the two versions of *Je suis fatigué(e)* on the board and say them out loud so that pupils can hear that there is no difference in pronunciation. Read the dialogue together; one half of the class could read one part and the other half could read the other. Emphasise the intonation of phrases such as *et toi?*, *ah bon* and *pourquoi?*	Flashcards or presentation slide illustrating masculine and feminine of *fatigué(e)* Dialogues in exercise 4 on a presentation slide	R2 S1
Introduce and drill the other new adjectives (*malade, triste, stressé).* Draw attention to the fact that only *stressé* changes in the feminine in the same way as *fatigué*. Pupils use the pictures in **exercise 5** to write their own dialogues. They choose one dialogue to act out with a partner (**exercise 6**).	Flashcards or presentation of adjectives Writing frame	S2 W1–3
Topic plenary	**Resource ideas**	**Skills**
Show pupils a selection of photos (include a range of ages and emotions) as a stimulus for them to ask and say how they feel and give a reason. Alternatively they could be given anagrams of some words from this unit to unscramble.	Photos showing a range of emotions and states	S2 W1

Differentiation and Fast Track (*Voie express*)

Encourage more able pupils to use French in their explanations, for example, in **exercise 4**: *Lucas est un garçon, c'est masculin, Maeva est une fille, c'est féminin.* They could also be encouraged to write and perform from memory (**exercises 5** and **6**), using their Pupil Book to check spellings.

Less able pupils could be given a writing frame where they just have to fill in the adjectives (**exercise 5**).

Extension and homework ideas

Pupils could cut out small pictures of people in different moods from magazines, stick them into their exercise books and write a suitable caption. More able pupils, and those who have already done some French, should be encouraged to write a reason as well.

Pupils should be encouraged to learn vocabulary on a regular basis. Discuss with them what strategies they could use to memorise words and phrases and how they could use the *Vocabulaire* box to help them. Point out to them, if they do not come up with the idea themselves, that they could adopt the 'look, cover, write, check' approach to learning vocabulary.

Personal learning and thinking skills and cross-curricular links

Literacy: similarity between French and English words (cognates) such as *fatigué* and 'fatigue'.

Citizenship: culturally specific ways of greeting people.

ICT opportunities

Pupils complete Interactive activity I1.1 *Sauvez la tour Eiffel* on Collins Connect.

Pupils use an online comic strip generator to write their dialogues (**exercise 5**).

Pupils record the dialogues they have written for peer-assessment (**exercise 6**).

If there is access to iPads pupils could use the Sock Puppets app to record some short dialogues asking and saying how they feel.

Pupil Book references	Workbook references	PoS references	SoW references
Pages 10–11	Pages 9–11	GV1.1, GV2.6, GV2.10, LC1.1, LC5.1, LC8.1, LC8.2	Week 2

Learning outcomes	Collins digital resources
• Describe myself and other people • Make negative sentences	Language presentation PL1.2 Vocabulary presentation PV1.2 Image presentation PI1.2 Interactive I1.2
Language and grammar focus	
• Using the verb *être* • Making a negative sentence • Asking what someone is like • Pronunciation of silent final consonants *t*, *s* and *d*	
Topic focus	
• Describing my personality • Describing the personalities of other people	

Topic introduction	Resource ideas	Skills
Mime *fatigué, malade, stressé, triste* and ask pupils to guess the adjectives from Topic 1. Encourage them to use the phrases: *Je pense que c'est…* or *À mon avis c'est…* Write the adjectives on the board and ask pupils for the feminine forms. They should be able to say that *fatigué* and *stressé* add an extra –*e* but that it does not affect the pronunciation.		R1 S2

Classroom activities	Resource ideas	Skills
Use pictures and gestures to introduce and drill the new adjectives in both masculine and feminine forms prior to doing **exercises 1** and **2.** Draw pupils' attention to the ones that add an –*e* or change in the feminine form, highlighting also the differences in pronunciation in the feminine form. Point out the silent endings when words end in a *t* or *d* (*impatient, intelligent, bavard*) and also –*eux*. Ask pupils to feed back their answers to **exercise 1** and encourage them to use the phrases *c'est vrai/faux*.	Pictures of people of both genders representing adjectives from the vocabulary list Flashcards to represent *c'est vrai* (a tick) and *c'est faux* (a cross)	L2 R1 S1 W1
Display the correct sentences about the characters on the board and model the dialogue in **exercise 3**. Drill the question *<Name> est comment?* and encourage responses using *c'est faux/vrai*. Explain to the pupils that they are going to play a *jeu de mémoire*. Give them a few minutes to repeat and memorise as many of the characters' names and personality traits as possible, while you gradually erase or cover up all or part of the names. Pupils take it in turns to test each other, using the model dialogues in their Pupil Book. The tester can look at the book while asking the questions.	Flashcards of *je pense que, à mon avis, c'est vrai* and *c'est faux* phrases	S2 R1
Introduce the negative either by asking the pupils to look at one of the characters pictured in **exercise 1** or by showing them a picture projected on the IWB and making a deliberately false statement about him/her. Pupils should respond with *c'est faux*, which you can follow up with *il/elle n'est pas*... Model further examples and draw out the rule for the position of *ne* and *pas* from pupils. They could then work in pairs and ask each other what they are like (*tu es comment?*). See if more able pupils can come up with their own examples using *il* and *elle*.	Pictures of people of both genders representing adjectives from the vocabulary list	L1 S1–2

Introduce the concept of intensifiers by writing the English for the intensifiers in **exercise 5** (very, not at all, quite, too) on the board and asking pupils to look at the text and find the French equivalents. Then ask them to look at the *Vocabulaire* box and find another one which is not included in the text (*un peu*) before solving the anagrams (**exercise 4**) and writing them in the order shown in English. This could also be done as a whole-class kinaesthetic exercise, with five pupils each holding a card on which one of the intensifiers is written. The other pupils tell them where to stand and you ask *C'est vrai/faux?*	Cards with the intensifiers written on them	R2–3 W1
When pupils have completed **exercise 5**, ask them to look at the text again and discuss in pairs which (high frequency) words they think are the most useful to know and why, which are useful for joining sentences and which could be used in any context, not just for describing people. Pupils then write their own similar paragraph in **exercise 6**.	Writing frame	R2 W1–3
Drill the main element of the dialogue in **exercise 7**, *Il/elle s'appelle comment?*, before getting pupils to work in pairs describing the people pictured. These dialogues could be recorded.	Digital voice recorders	S2
Topic plenary	**Resource ideas**	**Skills**
Display pictures of two flags on the board with the captions *en anglais* and *en français*. Pupils draw a tick on one side of a mini whiteboard and a cross on the other and hold up the appropriate side in response to some quick-fire questions on the topic, such as*: Je suis en anglais c'est 'I am', c'est vrai ou c'est faux? Très en anglais c'est 'too', c'est vrai…?*	Mini whiteboards Pictures of French and UK/US flags	L1–2

Differentiation and Fast Track (*Voie express*)

More able pupils use dictionaries to find other adjectives for describing people. They use the **exercise 5** text as a model to write descriptions of other people, using either the first (*je*) or third (*il/elle*) person.

Less able pupils could be given a partly completed paragraph for **exercise 6** which they just complete with their chosen adjectives, for example.

Extension and homework ideas

Pupils could think of (and use dictionaries to find) other intensifiers, for example: *complètement, extraordinairement, un (tout) petit peu, super, hyper, plutôt, tellement, vraiment*.

Pupils work out the anagrams in **En plus exercise 5** and put the words into sentences. Pupils could write short portraits of themselves and another person, taking **exercises 6** and **7** as models and using both *je suis* and *je ne suis pas* to describe their own personality.

Personal learning and thinking skills and cross-curricular links

Literacy: the concept and use of intensifiers to produce a varied piece of writing.

Reflective learners: pupils peer- and self-assess digital recordings.

ICT opportunities

Pupils complete Interactive activity I1.2 *Faites tourner la roue* on Collins Connect.

Pupils could use the internet to find pictures of well-known people and write a description of them, expressing their opinion. Pupils use digital voice recorders to record their dialogues in **exercise 7**.

Pupil Book references	Workbook references	PoS references	SoW references
Pages 12–13	Pages 12–14	GV2.3, LC1.3, LC2.1, LC6.3	Week 3

Learning outcomes	Collins digital resources
• Describe myself and other people • Use adjectives correctly	Language presentation PL1.3 Vocabulary presentation PV1.3 Image presentation PI1.3 Interactive I1.3

Language and grammar focus	
• Using the verb *avoir* • Using adjectives correctly • Pronunciation of *aille* and the silent last consonant *x*	

Topic focus	
• Describe someone's height and build	

Topic introduction	Resource ideas	Skills
Take a picture of a well known cartoon character from the Francophone world (for example Tintin, Astérix), cover it with some shapes in a presentation slide and use the 'slow reveal technique' (see technology section for guidance on how to do this) to reveal another part of the picture each time pupils respond correctly to questions testing them on vocabulary and phrases from Topic 2. Encourage pupils to guess who it is using the phrase *je pense que c'est*... Use pictures of other characters from the same cartoon to present the vocabulary for describing people's height and size in both masculine and feminine forms.	Pictures of cartoon characters	L2 S2

Classroom activities	Resource ideas	Skills
Write the names of the five characters pictured in **exercise 1** on the board and ask the pupils if they can work out how to pronounce the names. Focus particularly on the two silent 'd's in Bernard Bavard, and on the words with accents (Daphné, Irène) as well as on how to say the relevant letters of the alphabet. Pupils then look at the pictures and match them to the adjectives given by writing down the character's initials. After checking the answers, pupils listen to the seven statements in **exercise 1b**, look at the pictures and write the initials of the character to which each statement corresponds.	Cards with letters of the alphabet on them	L1 S1 R1
Model the speaking **exercise 3** by thinking of a character and describing his or her height and personality; pupils should be encouraged to use *je pense que c'est...* in response. This can be developed into a game with the class divided in two teams of, for example, 15 pupils. Each member of each team should be given a number (1–15) so that there are two of each number in the class. Describe the character and then slowly choose a number at random (it could be pulled out of a hat). The two pupils with this number compete to be the first to put up their hand to answer; if they do so correctly they win a point for their team.	Numbers in a hat or a random number picker on the IWB	S2 L2

Review *ne ... pas* by showing pictures of people with speech bubbles. Ask pupils *Qu'est-ce qu'il/elle dit?* and try to elicit from pupils what these people might say. Write some examples on the board; for example, a tall woman could say *Je ne suis pas petite*. Draw pupils' attention to the feminine forms before they do **exercise 2**.	Pictures of people of different heights, sizes and gender with speech bubbles Pictures of emoticons	R2
Present the language for describing someone's hair and eyes, drawing pupils' attention to the *eux* sound and to the liaison in *les yeux*, before doing the listening **exercise 4**.	Selection of photos or images to introduce hair and eyes	L1–2
Pupils take it in turns to describe the characters from this topic. The dialogue could be simplified to a description and a question: *Il a les cheveux… et les yeux… C'est qui?* Less able pupils could be given a prompt sheet showing the different combinations of hair and eyes.	Prompt sheets	S2
Before pupils correct the written descriptions of the characters in **exercise 5**, check that they remember the first-person forms *je suis* and *j'ai* and remind them or elicit from them that *j'ai* is used when describing hair and eyes.		R2 W2
Topic plenary	**Resource ideas**	**Skills**
Pupils spend a few minutes reminding themselves of the singular forms of verbs *avoir* and *être*. Show some sentences on the board which have these verbs blanked out. Pupils write down or say the missing verbs.	Mini whiteboards	R1–2 W2 S1

Differentiation and Fast Track (*Voie express*)

More able pupils could look at the surnames of the characters in this topic and use different adjectives to invent and describe their own characters; they should be reminded to make sure that the adjectives agree and that their pronunciation is correct. They could also be encouraged to extend their sentences using the word *qui*. More able pupils should attempt to write out the sentences in **exercise 5** in the *il/elle* form.

Extension and homework ideas

Pupils build up a list of words that contain the same phoneme. Pupils research and choose a cartoon character, or a famous person, to describe. **En plus exercises 3** and **7** could be done at this stage.

Personal learning and thinking skills and cross-curricular links

Literacy: using cartoon characters to introduce the language of describing people is an opportunity to talk about genres of text.

Citizenship: pupils can be made aware of the cultural significance of *bandes dessinées* in the French-speaking world and the fact that many originate in Belgium.

Art: pupils could also be introduced to well-known French works of art as a prompt for describing people.

ICT opportunities

Pupils complete Interactive activity I1.3 *Champion cycliste* on Collins Connect.

Pupils could use a website such as www.voki.com to create their own avatar. They could then use recording software such as Audacity to record and upload a description of it. See the technology guidance pages for more information.

Pupil Book references	Workbook references	PoS references	SoW references
Pages 14–15	Pages 15–17	GV2.4, GV2.7, LC5.2, LC6.3	Week 4

Learning outcomes	Collins digital resources
• Talk about my family • Say how old I am and how old other people are	Language presentation PL1.4 Vocabulary presentation PV1.4 Image presentation PI1.4 Interactive I1.4

Language and grammar focus	
• Using masculine and feminine nouns • Making a noun plural • Using 'my' and 'your' • Numbers 1–20 • Talking about age	

Topic focus	
• Talking about my family • The concept of a 'typical' family	

Topic introduction	Resource ideas	Skills
Write the numbers one to ten in figures in random order in a column on the board. In the adjacent column write the letters A–J and next to them, again in random order, the French for numbers. Ask pupils to match up the numbers and words and then discuss the strategies they used: words that are the same or similar to English words, those they already knew, guessing…	Mini whiteboards	R1

Classroom activities	Resource ideas	Skills
Use flashcards to drill numbers, focusing on pronunciation. Follow up with number games such as counting all the odd numbers (*impair*), then the even numbers (*pair*), counting backwards. Pupils can then do **exercise 1**, writing out the numbers from the word snake. They can check their answers and practise the pronunciation by listening to the audio clip and repeating the numbers. Pupils could also test each other.	Number flashcards, electronic or physical	S1 L1 R1 W1
Show pupils a picture of a family or draw a simple family tree to introduce the concept of family. Explain to pupils that they are going to hear Justine, Lucas and Manon talking about their families. Pupils look at the list of sentences in **exercise 2**, write the numbers 1–9 in their exercise books, listen to the audio clip and note the names. Prior to doing this listening activity, pupils could discuss strategies they could employ to do the task, such as just jotting down a letter to represent each person so that they can focus on what is coming next.	Picture of family or family tree List of sentences in exercise 2 for less able pupils to annotate	R2 L2
Draw simple family trees for Manon, Lucas and Justine and get pupils to work out from the context how to say 'brother', 'sister', 'only child', 'big' and 'small'. Drill the pronunciation of these words. Pupils look at the infographic in **exercise 4** and work out who from exercise 2 belongs to the most common type of family unit in France. Draw pupils' attention to the position of the adjective (*une grande/petite famille*). Pupils can then copy and complete the sentences in **exercise 3**.	Pictures of family trees	R1 S1 W2

Model the language needed to conduct a survey (**exercise 5**) and the use of intonation to ask a question: *Tu as une grande/petite famille? Tu as un(e) frère/sœur?* Pupils could divide into groups to do this and use *il/elle* to feed back. Discuss with the class how the results could be presented, for example as a bar and/or pie chart. The survey results could be compared with the French statistics in the exercise 3 pie chart.	Grids for pupils to collect survey data	S2
Present the numbers 11–20 and drill the pronunciation. Introduce the question *Tu as quel âge?* Remind pupils of the verb *avoir* and get them to practise asking each other their age. Show pupils pictures of young people labelled with a name and an age between 1 and 20, and get them to ask each other questions such as: *<name> a quel âge?*, to which they reply *Il/elle a <age> ans.* Pupils can then do **exercise 6**.	Pictures of young people labelled with names and ages	S2 R2
Exercise 7 could be done at this point to end the lesson.		W1–3
Topic plenary	**Resource ideas**	**Skills**
Play bingo: Give pupils a strip of paper and tell them to divide it into eight sections. Write or project 10–20 phrases in English on the board, for example 'I think that', 'a small family', 'my little sister'. Pupils choose any eight of the phrases and write each in a separate section. Next, read out a phrase in French. Pupils check whether it is one of the ones they have chosen. If it is at either end of the strip of paper, they tear it off. The winner is the first to get rid of all their phrases. Phrases already read out can be repeated later in the game to allow for the fact that a phrase that was in the middle of a strip may now be at the end.	Presentation slide with phrases on it Strips of paper	L2

Differentiation and Fast Track (*Voie express*)

More able pupils could use dictionaries to include other family members (e.g. *mère* and *père*) in **exercise 7**. They could be given a checklist of details to include, such as name, age and personality.

Less able pupils could be given the list of sentences to annotate in **exercise 2**. They will probably need a writing frame **for exercise 7** or could be shown how to adapt the texts in exercise 6.

Extension and homework ideas

Pupils draw their own immediate family tree and label it with *mon*…, *ma*… and *mes*… Pupils write a short description of themselves and members of their family (**exercise 7**).

Personal learning and thinking skills and cross-curricular links

Literacy: links to related English words, for example, numbers such as *quatre* (quarter/quartet) and *sept* (septet); the importance of writing in full sentences.

PSHE: different family types.

Numeracy: gathering and analysing data in a survey, producing a simple bar chart from the data collected and calculating percentages to create a pie chart.

Independent enquirers: internet research.

Reflective learners: pupils look back at previous writing tasks they have done and make sure that they have taken on board any suggestions or targets for improvement.

ICT opportunities

Pupils complete Interactive activity I1.4 *Traversez la glace* on Collins Connect. Pupils enter data into a spreadsheet to create a bar or pie chart which can form part of an infographic created as a result of the class survey (**exercise 5**). Pupils use the internet to research statistics on typical family units from other Francophone countries. Pupils record an oral presentation about their family.

Pupil Book references	Workbook references	PoS references	SoW references
Pages 16–17, 6–7	Pages 18–20	GV1.1, LC1.3, LC6.3, LC8.1	Week 5

Learning outcomes	Collins digital resources
• Talk about countries, nationalities and languages • Use the correct form of a regular –er verb	Language presentation PL1.5 Vocabulary presentation PV1.5 Image presentation PI1.5 Interactive I1.5 Video V1.1
Language and grammar focus	
• Using –er verbs • Using où to ask questions	
Topic focus	
• Countries, nationalities and languages • *Le monde francophone*	

Topic introduction	Resource ideas	Skills
Pupils look at some flags labelled with the name of the country in French. Include both Francophone and non-Francophone countries, for example *Angleterre, France, Suisse, Bénin, Sénégal, Mali, Tunisie, Écosse, Irlande, Italie, Algérie, Maroc, Canada*. Pupils work in pairs to categorise them, giving a reason for their choices; this is an open-ended exercise. Pupils could then be shown the map from page 6 and/or a clip from Video V1.1 to appreciate where Francophone countries are located.	Map of the world Images of flags of Francophone countries	S1 R1

Classroom activities	Resource ideas	Skills
Use pictures of flags and of towns with which pupils are familiar to illustrate the meaning of the words *pays* and *ville* prior to doing **exercise 1**. Pupils could also say (or guess) which towns and countries match up prior to listening to the audio. Ask them which country would be the odd one out and why (England is not a Francophone country).	Pictures of flags of England, France, Martinique, Senegal, Canada and Tunisia Pictures of towns	L1 R1
Drill the pronunciation of *au* and *en* prior to doing **exercise 2**, and discuss strategies for listening, such as noting whether it is *au* or *en* on the first hearing and then the name of the person on the second. Draw pupils' attention to the gender of countries and explain that use of *en* and *au* is a clue to gender. Follow this up by modelling the conversation in **exercise 3**, highlighting the correct use of *en, au* and *à*. Pupils then do the exercise in pairs. **Exercise 4** could be done at this point or for homework.	List of sentences in exercise 2 for less able pupils to annotate Summary of the information in exercises 1 and 2 in the form of a table	L2 S2 R2 W2
To introduce the text in **exercise 5**, have pupils follow the text and raise their hands every time you say something different from what is printed. Pupils follow the text and say the next word whenever you pause. Pupils read the text with you and then in pairs to practise pronunciation. Once they have found the answers, pupils say what strategies they used to work out the meaning of new words. Pupils ask each other what languages they speak, using the question form *Tu parles…?* and respond with *Oui, je parle…* or *Non, je ne parle pas….*	Flags of countries to denote languages	L2–3 S2 R2–3

	Mini whiteboards	W1–3
Write the phrases *j'habite, je parle* and *je suis* on the board. Pupils say which is the odd one out and why. Pupils focus on the form of the verb ending and look at the *Langue et grammaire* box to see how regular *–er* verbs work. Dictate phrases using the singular forms of these verbs for pupils to write in French on mini whiteboards. Pupils can now write about themselves in **exercise 6**.		

Topic plenary	Resource ideas	Skills
Pupils do a 'Quiz, quiz, trade' activity. Give each pupil a card with a different sentence (or set of sentences) on it in both French and English, for example: *Il habite au Canada/He lives in Canada, Il est canadien/He is Canadian*. Pupils pair up, test each other on the sentences (quiz, quiz) and then swap cards (trade) before moving on to a new partner. Pupils could either be asked to give the French for the English sentence or vice versa, thus making it a differentiated activity. Alternatively, put two sentences on each card, one to be tested in French and the other in English.	Set of cards (one per pupil) with sentences from this topic in French and English	L2 S2 R2

Differentiation and Fast Track (*Voie express*)

Less able pupils may need a summary of the key information from exercises 1 and 2 in order to complete **exercise 3** or could just be given the gapped sentences on a sheet to complete. Less able pupils could be given a writing frame to help them write some simple sentences about where they live. A writing frame would also help them with **exercise 6**.

More able pupils could do more extensive research on Francophone countries and use dictionaries for **exercises 4** and **6**. They could use the text in **exercise 5** as a model to create a reading activity for their classmates, and could also rewrite it in the third person, using *il* and *elle*.

Extension and homework ideas

Pupils use the dialogue in **exercise 3** as a model to write their own dialogues (**exercise 4**).

Pupils look at a list of some Francophone countries, such as *Algérie, Bénin, Togo, Cameroun, Mali, Côte d'Ivoire, Suisse and Belgique* and say whether they are masculine or feminine and whether *au* or *en* should be used with them.

Personal learning and thinking skills and cross-curricular links

History: ask pupils why they think French is spoken in certain parts of the world; comparisons could be drawn with where English and Spanish are spoken.

Geography and Citizenship: locating the Francophone world on a map and appreciating that in many countries people speak more than one language.

Reflective learners: pupils self and peer assess what they write about themselves.

ICT opportunities

Pupils complete Interactive activity I1.5 *Sauvez la tour Eiffel* on Collins Connect.

Pupils research information about the French-speaking world by doing an internet search on *Le monde francophone*. They word process their written work. A blog on the school's VLE or a programme such as TitanPad could be used to enable pupils to contribute simultaneously to a document.

Pupil Book references	Workbook references	PoS references	SoW references
Pages 18–19	Pages 21–23	GV2.2, LC1.3, LC6.3, LC8.1, LC8.2	Week 6

Learning outcomes	Collins digital resources
• Talk about the place I live in • Use *un*, *une* and *des*	Language presentation PL1.6 Vocabulary presentation PV1.6 Image presentation PI1.6 Interactive I1.6
Language and grammar focus	
• The phrase *il y a* • Using *des*	
Topic focus	
• Talking about what there is and isn't in a place • Learning about some Francophone places	

Topic introduction	Resource ideas	Skills
Pupils unscramble the following anagrams for countries: naFrec, gAreternle, uinrtMaiqe, aaandC, uisneTi, éSngléa and match them to pictures from each country. These could be numbered and pupils could be encouraged to speculate using the phrase *Je pense que l'image numéro X est la France…* Explain that they are going to look more closely at some places in the Francophone world.	Pictures of France, England, Martinique, Canada, Tunisia and Senegal Mini whiteboards	R1 W1 S2–3

Classroom activities	Resource ideas	Skills
Pupils write a–h in their exercise books and use the word snake to write a caption for each picture in **exercise 1**. Stress that they must write *un*, *une* or *des* as well. Pupils should say why it is important to know the gender of a noun. Draw their attention to the use of *des* in the plural: *des ruines*. Pupils use this list to note down the order in which these places are mentioned by the speaker in **exercise 2**. They could also listen out for and practise the pronunciation.		R1–3 W1 L3
Pupils listen to Emma in **exercise 2** again and see if they can work out how to say 'there is/there are' – *il y a*. Ask pupils to predict which things they think from Emma's list will be mentioned by Hugo when he talks about Montreal (**exercise 3**). They could either note down what there is and what there is not in Montreal, or just note four things (less able). Use flashcards to drill and practise *il y a un/une/des….*	Flashcards of things to see in a town or region	L3
Ask pupils what they notice about the use of the negative (*pas de*) and draw their attention to the fact that *de* is used for both singular and plural. (Refer pupils to the *Langue et grammaire* box if necessary.) Drill this using flashcards as before, but with an X over each picture. Model the dialogue in **exercise 4** before pupils work in pairs asking each other about the four 'towns'. Pupils could then invent their own 'towns' for a similar exercise or research real places.	Flashcards	S2–3

Ask pupils what else they might expect to find in a big city before looking at the texts in **exercise 5**. Use these texts to practise whole-class and paired reading aloud, focusing on the ɛ sound (*train, canadien, magasin*). Once pupils have done the true/false exercise, ask them to list the new words for places/things to see in two columns: Fort de France and Maskinongé. Drill the pronunciation of the new words. Pupils could practise this new vocabulary alongside that from exercise 1 using a 'Battleships' grid. Each pupil 'hides' the things to see on the grid and their partner asks questions, such as: *B4 il y a une ferme?* to which the answer could be either *oui, il y a une ferme* or *non, il n'y a pas de ferme.*		R3 S3
Project a copy of the text in **exercise 5** on the board and ask pupils to use different coloured highlighters to highlight the following: masculine words, feminine words, verbs, adjectives, connectives. Then ask them what they could keep from that text and what they would change or adapt if they were to write about the place where they live. Before they do this, in **exercise 7**, more able students can correct the false statements from **exercise 5** (**exercise 6**).	Copies of text from exercise 5 for pupils to annotate (optional) Writing frame	R3 W3
Topic plenary	**Resource ideas**	**Skills**
Start by saying *Dans ma ville il y a* (place)… Ask a pupil to repeat this and add another place. The next pupil repeats everything that has been said so far and adds another item, and so on. A variation would be to start with *Dans ma ville il n'y a pas de…*	Flashcards as prompts	S3 L3

Differentiation and Fast Track (*Voie express*)

Less able pupils could just note four things in **exercise 3** or could be given a list of things to tick. They could be given a writing frame for **exercise 7** or asked just to write a list.

More able pupils can correct the false statements from **exercise 5** and could translate these texts.

More able pupils could use dictionaries to brainstorm further ideas of what can or can't be seen in their town or region. They could write a portrait of their town, using a dictionary to find out the French for words not covered in this topic. They could also add detail to their portrait by using adjectives such as 'big' and 'small' to describe places in their town.

Extension and homework ideas

Pupils listen to what there is in Paris (**En plus étoile exercise 5**) and draw a diagram to make comparisons between Paris and Montreal (**exercise 3**).

The use of the negative *il n'y a pas* can be reinforced with **En plus étoile exercises 6** and **7**.

Pupils create an oral presentation about a real or imaginary place (**En plus étoile exercise 8**).

Personal learning and thinking skills and cross-curricular links

Geography: comparing towns and villages in different Francophone countries.

Independent enquirers and team workers: creating a presentation.

ICT opportunities

Pupils complete Interactive activity I1.6 *Jouez l'inspecteur* on Collins Connect.

Pupils use the internet to research and create an audio-visual presentation about one of the towns featured in Topic 5 (Sidi Bou Saïd, Paris, Dakar) or another town from a Francophone country; this activity could be done in pairs or groups.

Pupils use digital voice recorders to record a presentation about their town.

Pupil Book references	PoS references	SoW references	
Pages 28–29	GV3.4, LC6.5	Week 7–8	
Stratégies linguistiques		**Collins digital resources**	
• Reasons for learning a language • Reasons for learning French		Language skills presentation PS1	
Topic introduction		**Resource ideas**	**Skills**
Show pupils some pictures of some well-known personalities who have linguistic skills (internet search on 'celebrity linguists' or look at www.thirdyearabroad.com) and either ask pupils what these people have in common, or list the language(s) they speak and ask pupils to match them to photos. Feedback on this could be in French: <name> parle... Je pense que…		List of celebrity linguists Photos of celebrities who can speak languages	S2
Classroom activities		**Resource ideas**	**Skills**
Write *Pourquoi apprendre une langue?* on the board and give pupils a sticky note. Ask them to think of as many reasons as they can for learning a language and write these down (**exercise 1**). Ask them to talk to their partner and compare what they have written down. Finally they should share this with another pair and compare notes. Feedback from groups could be partly in French: *Il y a … raisons pour apprendre une langue.* Alternatively pupils could work in groups and record their reasons on A3 or flipchart paper.		Sticky notes Large sheets of paper	S2–3
Pupils do the quiz (**exercise 2**) in pairs or in the groups already formed. Ask pairs or groups to feed back their answers and then discuss the statistics briefly. Can they add any further reasons to their list from **exercise 1**?			
Pupils look at the symbols in **exercise 3** and predict what the young people interviewed are going to say about the benefits of learning languages. Once they have listened to the interviews, ask pupils how many of these reasons are on their list already. Are there any they hadn't thought of? Pupils could carry out a survey in the class to find out what languages are spoken at home or in the school community.			
Pupils are now challenged to think why they should learn French. Ask pupils to think of the vocabulary they have learned so far and which words have been easy to learn and why. Before pupils read the text in **exercise 4**, remind them of the word *le monde* from the video opener. Pupils read the text to find the French for the English words listed. Then they discuss what strategies they used. The concept of gender, the use of the definite article and spellings of adjectives could all be reinforced at this point.			R4
Pupils re-read the text in **exercise 4** and find answers to the questions about the French-speaking world in **exercise 5**. Pupils have a competition in groups to name as many French-speaking countries as they can. The winner could be the group that has named the most countries not named by any of the other groups. Encourage the correct pronunciation of these countries.			R4 S2

Before pupils look at the pictures in **exercise 6**, ask them if they can pick out some other words in the **exercise 4** text which are the same as or similar to English (cognates). Pictures illustrating the sentences in exercise 6 could be shown on the board and pupils asked to provide 'oral captions' for them prior to doing this task in writing.	Images similar to those in exercise 6 in a presentation	R4 W2 S2
Topic plenary	**Resource ideas**	**Skills**
Pupils watch a video of well-known personality, such as Bradley Wiggins, speaking French and discuss their impressions and how language skills are of benefit to this person.	Video of a well-known personality speaking French sourced from Youtube	L2–4

Differentiation and Fast Track (*Voie express*)

Less able pupils may benefit from having the text in **exercise 4** in a form that they can annotate. They can then highlight all the words they know and can see that there are very few 'new' words, which makes it a less daunting task for them. Less able pupils could choose just one or two of the pictures in **exercise 6** to caption.

More able pupils could be challenged to say which words in **exercise 4** they already know from Module 1 without looking at the text first. Pupils could also be asked whether a word is *masculin ou féminin* and to note the feminine form of adjectives such as *officielle* and *parlée*.

Extension and homework ideas

Pupils look out for French words that are commonly used in the English language and create a poster. Alternatively there could be a 'cognates wall' in the classroom where pupils write down all the French words they come across which are the same or similar to English.

Pupils produce a poster of images showing why it is important to learn French, with captions taken from **exercises 4** and **6.**

Personal learning and thinking skills and cross-curricular links

Literacy: awareness of links across languages, using strategies such as context and cognates to work out the meaning of new words.

Team workers: brainstorming and discussion.

Independent enquirers: finding out information.

ICT opportunities

Internet research on statistics about the importance of languages and celebrities with linguistic skills; an internet search on 'Why learn languages?' or 'Why learn French?' can be useful. Relevant articles can be found on the website www.diplomatie.gouv.fr by searching for *la langue française*.

Pupils look at a French website, for example for a shop, and write down all the words that are cognates and those that they can work out from the context.

Pupils use publishing or word-processing software to produce a poster illustrating why it is important to learn French. Pupils create a presentation on the importance of learning French.

Pupil Book

Opener spread

2 l'Europe (Europe), l'Asie (Asia), l'Amérique du nord (North America), l'Amérique du sud (South America), l'Antarctique (Antarctica), l'Australie (Australia), l'Afrique (Africa)

Topic 1

1 1 f ☹   2 b ☺   3 a ☺
   4 e 😐   5 c ☹   6 d 😐

2 Sophie D, Félix B, Maeva E, Madame Leroy A, Lucas F

4 The spelling of *fatiguée* in the second dialogue is different since it is describing a female and therefore has a feminine ending.

Topic 2

1 1V, 2V, 3F, 4F, 5V, 6F, 7V, 8F

2 Maeva est raisonnable.
   Nicolas est impatient.
   Sophie est intelligente.

4 pas du tout, un peu, assez, très, trop

5 b à mon avis, c trop impatient, d aussi assez intelligent, e Je pense que, f pas du tout timide, g mais

Topic 3

1 a 1 PP, 2 II, 3 PP, 4 DD, 5 BB, 6 RR, 7 II
  b 1 PP, 2 DD, 3 II, 4 PP, 5 BB, 6 II, 7 RR

2 BB 3, DD 2, RR 5, II 1, PP 4

4 a 1 DD c, 2 BB a, 3 PP d, 4 II b, 5 RR e
  b 1 marron, 2 bleus, 3 verts, 4 marron, 5 gris

5 b Salut! Je m'appelle Bernard Bavard. Je suis grand et mince. J'ai les cheveux courts et blonds et j'ai les yeux bleus.
   c Bonjour! Je m'appelle Irène Intelligente. Je suis très grande et mince. J'ai les cheveux mi-longs et noirs et j'ai les yeux marron.
   d Bonjour! Je m'appelle Daphné Drôle. Je suis petite et j'ai les cheveux longs et bruns.
   e Salut! Je m'appelle Ronald Raisonnable. Je suis de taille moyenne et j'ai les cheveux courts et bruns.

Topic 4

1 neuf (nine), sept (seven), un (one), trois (three), dix (ten), huit (eight), quatre (four), deux (two), cinq (five), six (six)

2 2 Justine, 3 Justine, 4 Lucas, 5 Manon, 6 Manon, 7 Lucas, 8 Manon, 9 Lucas

3 1 petite, 2 frère, 3 n'ai, 4 suis

4 Manon (since the pie chart shows that the most common type of family is a family with just one child.)

6 a Justine 12, b Lucie 14, c Chloé 17, d Lucas 12, e Max 9, f Zoé 6

Topic 5

1 1 b (Paris); 2 c (Dakar); 3 e (Saint–Pierre); 4 d (Manchester); 5 f (Sidi Bou Saïd); 6 a (Montréal)

2 1 *en*, Emma; 2 *en*, Manon; 3 *au*, Marie; 4 *en*, Ben; 5 *au*, Hugo; 6 *en*, Amal

5 1 Martinique, 2 Two, 3 Tunisian, 4 French and Arabic, 5 French, 6 Yes

Topic 6

1 b des magasins, c un musée, d une église, e un volcan, f un marché, g une plage, h des ruines

2 a 2, b 6, c 4, d 3, e 7, f 5, g 1, h 8

3 There are museums, markets, churches, a port, ice-rinks and shops. There aren't ruins or a volcano.

5 1V, 2F, 3V, 4F, 5F, 6V, 7F, 8F, 9V, 10F

6 2 Fort de France est la capitale de la Martinique.
   4 Il y a un centre commerciale à Fort de France.
   5 Il n'y a pas de train en Martinique.
   7 Il y a un magasin à Maskinongé.
   8 Il y a une ferme à Maskinongé.
   10 Il n'y a pas de stade à Maskinongé.

En plus

1 2 Ça va mal.; 3 Ça va bien.; 4 Comme ci comme ça.

3 je suis (I am), tu es (you are), il est (he is), elle est (she is)

4 Salut, Hugo! Ça *va*?
   Ça *va* bien merci, Manon. Et *toi*?
   Ça va *mal*.
   Ah bon, *pourquoi*?
   Parce que je suis *fatiguée*.

5 sad (triste), tired (m) (fatigué), stressed (m) (stressé), tired (f) (fatiguée), stressed (f) (stressée)

7 j'ai (I have), tu as (you have), il a (he has), elle a (she has)

8 2 ma sœur (my sister), 3 ma tante (my aunt), 4 mon frère (my brother), 5 mes parents (my parents), 6 mon oncle (my uncle)

9 a 1F, 2V, 3F, 4V, 5F, 6F
  b 1 Marie thinks she has a big family.
    3 Marie has one big brother and one little brother.
    5 Marie's little sister is five years old.
    6 Marie's big sister is fifteen years old.

10 2 sympa – Hélène est sympa.
   3 timide – Hélène est timide.
   4 drôle – Jean-Paul est drôle.
   5 intelligent – Jérôme est intelligent.
   6 impatiente – Monique est impatiente.
   7 bavard – Jérôme n'est pas bavard.

En plus étoile

1 2 Lucas a douze ans.
   3 Lucas est français.
   4 Lucas habite en France.
   5 Lucas habite à Paris.
   6 Lucas a une grande famille.
   7 Lucas a deux sœurs et un frère.

2 2 Max, 3 Zoé, 4 Chloé, 5 Christine, 6 Hugo

3 Answers will vary.
   Hugo: only child, normal height, short brown hair, brown eyes, looks friendly/fun, lives in Montreal in Canada, mum called Christine, aunt called Véronique, cousin called Lucas, speaks French and English.
   Véro: lives in Montreal in Canada, is small and thin/slim with long brown hair, green eyes, looks smiley/kind.

4 1 Ma grande sœur est un peu impatiente.
   2 Ma petite sœur est très intelligente.
   3 Mon petit frère est drôle.
   4 Il est trop bavard.
   5 Je pense que je suis assez intelligent
   6 Je suis aussi un peu parresseux.
   7 Mon cousin, Hugo, est super sympa.

5 f, c, e, d, h

6 À Paris, il n'y a pas de ferme.
   À Paris, il n'y a pas de ruines.
   À Paris, il n'y a pas de volcan.

Stratégies linguistiques

2 1 c, 2 c, 3 c
3 a People who can speak another language earn more (on average 8–20% more than people who do not).
b Studies have shown that people who speak more than one language are more able in general.
c Employers often look for people who have a second language, so it makes you more employable.
d It makes learning another language easier and can help you to understand how your own language works.
e Improves intercultural understanding: it's not just the language you learn about.
f Learning a language is fun.
4 French (le français), people (personnes), country (un pays), the world (le monde), language (la langue), official (officiel/le), important (important/e), speak (parler), read (lire), write (écrire), understand (comprendre)
5 a 43, b 200 million, c 29
6 1 important dans le monde de la mode.
2 une langue officielle des Jeux olympiques.
3 important dans le monde des affaires.
4 important dans le monde de la cuisine.
5 important dans le monde de la danse.

Workbook
Topic 1
1 b Ça va? c Comment allez-vous? d Comment ça va?
2 b Ça va? c Ça va? d Comment ça va?
e Comment allez-vous?
3 2a, 3d, 4b, 5e
4 2 toi, 3 Ça, 4 très, 5 que, 6 suis
5 b malade, c triste, d stressée, e fatigué, f malade
6 b why?
c very
d and you?
e not bad
f because
7 b T, c F, d T, e F, f T
8 b Ça va mal.
c Ça va bien.
d Je suis triste.
e Je suis stressé(e).

Topic 2
1 pas du tout (not at all), un peu (a bit), assez (quite), mais (but), aussi (also), vrai (true), faux (false), très (very)
2 b impatiente, c intelligente, d timide, e paresseux, f drôle, g sympa
3 b raisonnable, c bavard, d paresseux, e impatient, f sympa, g intelligent
4 b F, c F, d M, e F, f M, g M/F, h M
5 b isn't, c quite, d isn't, e a bit, f very
6 b est, c est, d suis, e suis, f est

Topic 3
1 b Marielle, c Marielle, d Nathan, e Marielle, f Nathan
4 he has (il a), I am (je suis), I have (j'ai), you are (tu es), she has (elle a), he is (il est), you have (tu as)
5 1M, 2F, 3MF, 4M, 5F, 6F, 7M
6 b petit, c grand, d mince, e gros, f grande
7 b She's of medium build.
c She isn't tall.
d He isn't small.
e She has brown hair.
f She has medium-length hair.
g He's tall but he isn't fat.
h She's tall and she's also slim.
8 b Elle n'est pas grande.
c Il est petit et mince.
d Il a les cheveux roux.
e Elle a les yeux verts.
f Elle est de taille moyenne.

Topic 4
1 b 13, c 11, d 14, e 20, f 18, g 16, h 15
3 3 trois, 4 quatre, 7 sept, 8 huit, 10 dix, 12 douze, 15 quinze, 17 dix-sept, 19 dix-neuf, 20 vingt
4 b Marielle c Nathan, d Fatima, e Charlie
5 ta sœur (your sister), mes sœurs (my sisters), ma sœur (my sister), ton frère (your brother), mes frères (my brothers), tes frères (your brothers), tes sœurs (your sisters)
6 b tes, c ma, d tes, e ta, f ton
7 Noam, 3, Amir, 15; Maya; 5
8 Salut! Je m'appelle Marine et j'ai onze ans. J'ai une grande famille. J'ai deux sœurs et un frère. Ma petite sœur s'appelle Olivia et elle a huit ans. Ma grande sœur s'appelle Anne et elle a seize ans. Mon petit frère s'appelle Lucas et il a six ans.

Topic 5
1 b Senegal, c Canada, d England, e Martinique, f France
2 b au, c en, d au, e en, f en
4 b Tu parles français?
c Il parle arabe.
d Tu t'appelles comment?
e Tu habites où?
f Elle habite au Canada.
g Elle s'appelle Agnès.
h Il parle créole.
5 b J'habite, 3 Je parle, 4 Je suis, 5 J'ai
6 b girl, c girl, d boy, e girl, f boy
7 b Il est canadien.
c Elle est tunisienne.
d Il est français.
e Elle est anglaise.
8 b English, c Canadian, d English and French, e Montreal

Topic 6
1 b non, c oui, d oui, e non, f oui, g oui, h non
2 Il y a un marché.
Il y a un cinéma.
Il y a une église.
Il y a un stade.
3 b un, c une, d une, e un, f un, g un, h une
4 a church (une église), some churches (des églises), a shop (un magasin), a beach (une plage), some cinemas (des cinémas), some beaches (des plages), a cinema (un cinéma)
5 a there is/are, b a shop, c there isn't/ aren't, d a library, e some shops
6 b M, c M, d F, e M, f M, g F, h F
7 b Non. Il n'y a pas de ferme.
c Non. Il n'y a pas de magasin.
d Non. Il n'y a pas de volcan.
8 b Il y a une plage mais il n'y a pas de marché.
c Il y a une gare mais il n'y a pas de patinoire.
d Il y a un cinéma mais il n'y a pas de port.