

Pupil Book references	Workbook references	PoS references	SoW references
Pages 8–9	Pages 6–8	GV1.4, GV1.6, GV2.6, LC1.2, LC1.3, LC3.1, LC5.4	Week 1
<b>Learning outcomes</b>		<b>Collins digital resources</b>	
<ul style="list-style-type: none"> <li>Talk about going back to school after the holidays</li> <li>Use the infinitive of a verb in different ways</li> </ul>		Language presentation PL1.1 Vocabulary presentation PV1.1 Image presentation PI1.1 Video V1.1 Interactive activity I1.1	
<b>Language and grammar focus</b>			
<ul style="list-style-type: none"> <li><i>vouloir</i> + infinitive</li> <li>The near future</li> </ul>			
<b>Topic focus</b>			
<ul style="list-style-type: none"> <li>Going back to school after the holidays</li> </ul>			
<b>Topic introduction</b>		<b>Resource ideas</b>	<b>Skills</b>
Remind pupils of what <i>la rentrée</i> is all about: <i>Septembre, c'est la fin des vacances et le début de l'année scolaire</i> . Give pupils a piece of paper and ask them to divide it into four sections headed: <i>question</i> , <i>phrase négative</i> , <i>déclaration</i> and <i>au choix</i> . Show pupils some images to illustrate the start of the school year and end of holidays. Pupils write as many sentences or phrases as they can under each heading within a time limit. Then let them share their ideas with each other.			W2–3
<b>Classroom activities</b>		<b>Resource ideas</b>	<b>Skills</b>
Write the following on the board or in a presentation slide: <i>je suis + inquiet, calme, content, impatient, excité</i> and <i>j'ai peur</i> . Check that pupils understand what these mean and then ask them to look at the image of Lucas and Félix accompanying <b>exercise 1</b> and challenge them to speculate what they might be saying, for example: <i>C'est la rentrée, tu vas comment?</i> Elicit from pupils what they might expect to hear when they do the true/false activity. This initial listening could be followed by a discussion about the different dates for the start of the school year in different parts of the world and the reasons for this.		Presentation slide with words for expressing feelings and emotions	R1 L3–4
Before pupils listen to the audio again, see if they can remember whether Lucas or Félix says the phrases in the first part of <b>exercise 2</b> . They should then listen and check. This could be followed by a discussion of the question <i>Tu aimes la rentrée?</i> in pairs or groups. Video V1.1 could be shown at this point.		Video V1.1	R3 L3–4 S3
Ask pupils to sort the words in the box in <b>exercise 3</b> into categories: <i>Catégorisez ces mots</i> . Elicit from pupils what the categories are (verbs and pronouns) and also the fact that the verbs are all in the infinitive. Make sure that they understand what these words mean before they decide which word goes in each gap. Once they have checked their answers by listening to the dialogue between Justine and Abdou, write <i>je veux</i> , <i>je ne veux pas</i> and <i>nous allons</i> on the board. Elicit from pupils that these are all followed by a verb in the infinitive. Challenge groups to come up with some sentences of their own that follow the same pattern.		Image presentation PI1.1 to display words in the box in exercise 3	R3 W2 L3 S3

<p>Introduce pupils to the concept of advice: <i>Voici des conseils, c'est une bonne idée? C'est une mauvaise idée?</i> (with thumbs up or down). Divide the class into groups and ask them to read through the advice in <b>exercice 4</b> and decide which advice should be followed (<i>à suivre</i>) and which avoided (<i>à éviter</i>), using the <i>Vocabulaire</i> box to help them if necessary. Get the pupils to practise reading the advice out loud. This could be done as a competition to find the group that can say the phrases completely accurately from start to finish in the shortest possible time. Draw pupils' attention to the effect of <i>ne pas</i> + verb before they change the sentences in <b>exercice 5</b>.</p>	<p>Image presentation PI1.1 to display the advice in exercise 4</p>	<p>R3 S1 W3</p>
<p>Ask pupils to look at the pictures in <b>exercice 6</b>. Check that they understand what these show before they match the pictures to the phrases a–d. Draw their attention to the use of the infinitive for giving instructions. Pupils can then take it in turns to suggest advice based on these pictures (<b>exercice 7</b>).</p>		<p>R1 S2</p>
<p><b>Topic plenary</b></p>	<p><b>Resource ideas</b></p>	<p><b>Skills</b></p>
<p>Ask pupils to write down or say one way of expressing how they feel at the start of the school year, two pieces of advice (good or bad!) and three different ways of using the infinitive in French. Get them to compare what they have written with a partner and then with another pair.</p>	<p>Mini whiteboards Sticky notes</p>	<p>W2–3 S2–3</p>
<p><b>Differentiation and Fast Track (Voie express)</b></p>		
<p>Less able pupils could work in pairs or groups to do the starter activity. They could be given support to change the 'bad' advice into 'good' advice in <b>exercice 5</b>. More able pupils could imagine the dialogue in <b>exercice 1</b>. They could be reminded of the verb <i>devoir</i>, from Pupil Book 1, which can be used for giving advice or instructions. They could even be introduced to <i>il faut</i> + infinitive for giving advice and could use dictionaries to generate their own ideas for advice.</p>		
<p><b>Extension and homework ideas</b></p>		
<p>Pupils write and act out their own <i>rentrée</i> dialogue, saying what they like/dislike about it, what they can/are going to do, and so on. Pupils create a 'hub and spoke' diagram to illustrate the use of the infinitive after <i>je vais / je dois</i>. Pupils use dictionaries to find vocabulary for <i>matériel scolaire</i> and/or to create a 'mood' mind map of possible responses to the question <i>Qu'est-ce qu'il y a?</i></p>		
<p><b>Personal learning and thinking skills and cross-curricular links</b></p>		
<p>Geography: different seasons and climate zones in the world, affecting such things as the school year. Social and emotional aspects of learning: pupils imagine how others feel about events. Citizenship: pupils compare their own experience with that of young people in another country. Literacy: word families and words that are both a noun and a verb, for example <i>devoir</i>.</p>		
<p><b>ICT opportunities</b></p>		
<p>Pupils contribute to an online 'mood' wall (<a href="http://www.padlet.com">www.padlet.com</a>) about <i>la rentrée</i> under the title of <i>Tu aimes la rentrée?</i> Pupils use desktop-publishing, word-processing or presentation software to produce a poster of advice for the start of the school year. Pupils use the internet to access some authentic text or video about how young people feel about the start of the school year.</p>		

Pupil Book references	Workbook references	PoS references	SoW references
Pages 10–11	Pages 9–11	GV1.2, GV1.3, LC4.4, LC8.1	Week 2
<b>Learning outcomes</b>		<b>Collins digital resources</b>	
<ul style="list-style-type: none"> <li>Use adverbs to talk about a sequence of events</li> <li>Use the perfect tense to talk about what I did during the holidays</li> </ul>		Language presentation PL1.2 Vocabulary presentation PV1.2 Image presentation PI1.2 Interactive activity I1.2	
<b>Language and grammar focus</b>			
<ul style="list-style-type: none"> <li>Adverbs</li> <li>Reminder of the perfect tense</li> <li><i>C'est</i> and <i>c'était</i></li> </ul>			
<b>Topic focus</b>			
<ul style="list-style-type: none"> <li>What I did in the summer holidays</li> </ul>			
<b>Topic introduction</b>		<b>Resource ideas</b>	<b>Skills</b>
Introduce the regions of France with a collective memory activity. Remind pupils of the points of the compass and then divide them into groups of four, assigning each pupil in each group a number 1–4. Invite all the pupils of a particular number to come up and study the 'master' map for a limited time, for example 30 seconds. They go back to their group and tell the other members what to write and where: <i>la Bretagne, B,R,E,T,A,G,N,E, c'est ici dans l'ouest de la France</i> . Pupils then discuss what strategies they used and suggest other contexts where these strategies might be useful.		Blank maps of France, one per group Map of France showing the regions mentioned in the <i>Vocabulaire</i> box and some neighbouring countries such as <i>l'Espagne</i> and <i>l'Italie</i>	R1 S2 L2 W1
<b>Classroom activities</b>		<b>Resource ideas</b>	<b>Skills</b>
Remind pupils of the phrase <i>les vacances</i> and the question <i>Tu es allé(e) où?</i> Ask a few pupils this question to establish the difference between <i>ici</i> and <i>à l'étranger</i> before they listen to the dialogues in <b>exercise 1</b> and use the visual clues to say where Lucas, Maeva, Sophie, Félix, Thomas and Manon spent their holidays. Make sure they realise that for the characters in the dialogue <i>ici</i> will be <i>en France</i> . Drill the pronunciation of the countries and regions mentioned.		Image presentation PI1.2 to show visual stimuli from exercise 1	L2 S2
Before pupils do <b>exercise 2</b> , elicit from them how to say 'in' or 'to' a country. If necessary prompt them to think about what they have just heard in exercise 1. Point out that the same rules for using <i>en</i> , <i>au</i> and <i>aux</i> , according to gender and whether they are singular or plural, apply to regions as well. Pupils could list the countries and regions in this exercise in a table headed <i>en</i> , <i>au</i> and <i>aux</i> and mark them 'R' or 'P' to indicate whether they are a <i>région</i> or a <i>pays</i> .		Presentation slide or equivalent of the table in exercise 2 with the countries and regions as moveable text boxes, or with the correct answers animated in	R1 W1
Write the English for the model dialogue in <b>exercise 3</b> on the board or on a presentation slide and challenge pupils to work in pairs to translate it into French, first using a boy's name 'Lucas' and then a girl's. Remind them about the past participle agreement with <i>être</i> if necessary. The more able could follow this up with a question about what their partner did on holiday. Alternatively they could imagine they are a celebrity when responding to the questions.		Presentation slide of the model dialogue in exercise 3 in English with the French translation animated in	S2 W3–4 T

<p>Ask pupils to look at the pictures in <b>exercise 4</b> and come up with at least one word for each picture that they might find in the reading text. Pupils could then scan the text to find the correct order for the pictures. Read the text aloud with pupils, focusing on the correct pronunciation, and then get them to read it in pairs. Then read it out again, pausing for example at every past participle, time phrase, feminine word and so on; challenge pupils to spot the pattern. They should then be able to find the French for the phrases in <b>exercise 5</b>.</p>	<p>Image presentation P11.2 to show the images in exercise 4</p>	<p>R5–6 W2</p>
<p>Before pupils tackle the writing activity in <b>exercise 6</b> discuss with them the use of <i>c'était</i> + adjective to express an opinion or describe something in the past. The text in exercise 6 could be projected onto the board and pupils asked to discuss ways in which it could be adapted in readiness for the writing activity in <b>exercise 7</b>. Pupils could discuss in pairs what the criteria for assessing the written work in exercise 7 should be. These ideas could be noted on the board and pupils then self- and peer-assess what they have written.</p>	<p>Presentation slide of the text in exercise 6 with answers animated in</p>	<p>R5 W3–6</p>
<p><b>Topic plenary</b></p>	<p><b>Resource ideas</b></p>	<p><b>Skills</b></p>
<p>Pupils write brief notes about what they think are the main learning points in this topic, what language they think will be most useful in other contexts, and which areas they have found difficult and why. They share these observations first with a partner and then with another pair, and come up with strategies to support each other.</p>	<p>Mini whiteboards</p>	<p>S W</p>
<p><b>Differentiation and Fast Track (<i>Voie express</i>)</b></p>		
<p>More able pupils could add other countries and regions to the table in <b>exercise 2</b>. They could think of other holiday activities to describe in the past tense. Less able pupils could be given a bank of words to help them complete the model dialogue in <b>exercise 3</b>. They could complete a gapped copy of the <b>exercise 6</b> text instead of copying out the whole text. They could be given a shorter description of a holiday as a model on which to base a description of their own holidays (<b>exercise 7</b>) and/or be given a bank of words to help them with this activity.</p>		
<p><b>Extension and homework ideas</b></p>		
<p>Pupils research different regions of France, identifying the sort of activities you can do in the area. Pupils produce a mind map to illustrate the use of <i>c'était</i> + adjective in different contexts. Pupils write about their holidays using adverbs to describe a sequence of events (exercise 6). Pupils produce a wall display illustrating how to form the perfect tense.</p>		
<p><b>Personal learning and thinking skills and cross-curricular links</b></p>		
<p>Team workers: starter and plenary activities. Literacy: use of adverbs to describe a sequence of activities. Reflective learners: self- and peer-assessment. Creative thinkers/independent enquirers: use of dictionaries when describing a holiday.</p>		
<p><b>ICT opportunities</b></p>		
<p>Pupils could use the internet to research other regions of France and their location, for example <i>le Languedoc, la Bourgogne, le val de Loire, le Limousin</i>. Pupils could use word-processing or desktop-publishing software to write a description of their holidays.</p>		

Pupil Book references	Workbook references	PoS references	SoW references
Pages 12–13	Pages 12–14	GV2.4, LC1.3, LC2.1, LC2.2, LC4.1, LC4.3, LC5.3, LC8.2	Week 3
<b>Learning outcomes</b>		<b>Collins digital resources</b>	
<ul style="list-style-type: none"> <li>Express my opinion and compare ideas</li> <li>Say what I want to do</li> </ul>		Language presentation PL1.3 Vocabulary presentation PV1.3 Image presentation P11.3 Interactive activity I1.3	
<b>Language and grammar focus</b>			
<ul style="list-style-type: none"> <li>Expressing opinions</li> <li>Intensifiers and comparatives</li> </ul>			
<b>Topic focus</b>			
<ul style="list-style-type: none"> <li>Elections for a class rep</li> </ul>			
<b>Topic introduction</b>		<b>Resource ideas</b>	<b>Skills</b>
Set the context by saying to pupils: <i>On va voter pour un délégué de classe. Quelles sont les caractéristiques les plus importantes?</i> To familiarise them with some of the new vocabulary, write the words <i>réaliste, idéaliste, sérieux and fiable</i> on the board and drill the pronunciation. Ask pupils to suggest what they have in common and which might be the odd one out and why. Reasons could vary. At this stage pupils could be introduced to the vocabulary for talking about language: <i>Il n'y a pas d'accent aigu. C'est un mot apparenté.</i>		Presentation slide showing a ballot box with the heading <i>Election d'un(e) délégué(e) de classe</i> and adjectives for personal characteristics underneath	R1 S2
<b>Classroom activities</b>		<b>Resource ideas</b>	<b>Skills</b>
Draw pupils' attention to the texts in <b>exercice 1</b> : <i>Voici les idées de Manon et de Thomas</i> . Challenge them to match the images in exercise 1 to the manifestos without referring to the <i>Vocabulaire</i> box. Ask them what strategies they used, such as key words, process of elimination, and get them to work in pairs to translate the leaflets into English. Focus their attention particularly on the words <i>plus de</i> and <i>moins de</i> . Pupils could also be asked what they think of the ideas: <i>Qu'est-ce que c'est comme idées? Elles sont réalistes?</i>			R3 S3 T
Tell pupils that they are going to hear Lucas, Abdou and Maeva discussing the two manifestos and will hear several adjectives. Before they listen to the dialogues, ask them to look at the list in <b>exercice 2</b> and challenge them to pronounce these correctly and to explain why they have different endings (masculine/feminine and singular/plural). Tell them that they will need to use these words to complete the table in the second part of the exercise.		Presentation slide listing the adjectives from exercise 2a Presentation slide of table in exercise 2b, with answers animated in	S1 L4–5 W3
Ask pupils for their opinion of the candidates: <i>Qu'est-ce que tu penses – qui va gagner? Tu vas voter pour qui? ...</i> Model the dialogue in <b>exercice 3a</b> . Pupils could follow the text at first but could then be encouraged to speak more and more from memory by being shown the dialogue with just the initial letter of each word. Write <i>je vais voter...</i> and <i>je veux faire...</i> on the board and elicit from pupils what kind of word <i>voter</i> and <i>faire</i> are. Challenge them to say what other verbs can be followed by an infinitive. Pupils can then carry out the survey in <b>exercice 3b</b> and analyse the results to see who will win.		Presentation slides with the dialogue in exercise 3a shown both in full and in 'skeleton' form	S2–4 R2

<p>Ask pupils to look at the gapped French sentences in <b>exercise 4</b> and match them to the English translations. If necessary, focus their attention on the names. Then ask them to fill in the gaps, using the English translations as clues. Remind them that the adjective endings also provide clues to what goes in each gap. Elicit from pupils the pattern <i>plus/moins</i> + adjective to describe something as being more/less + adjective. Model the use of the comparative by building up sentences. Use highlighters to indicate what can be changed (adjective, person, opinion phrase, etc.). Pupils could then be shown some pictures and be challenged to extend this to describing people as being bigger/smaller etc.</p>	<p>Animated presentation slide modelling how a sentence can be 'built up' using the comparative: <i>plus juste, Thomas est plus juste, Je pense que Thomas est plus juste, Je pense que Thomas est plus juste que Manon.</i></p>	<p>R3–4 W2</p>
<p>Using the posters in exercise 1 as a model, pupils write down their own ideas for a class representative's manifesto and create their 'election poster' (<b>exercise 5</b>).</p>	<p>Flip chart or large sheet of paper</p>	<p>W3–4</p>
<p><b>Topic plenary</b></p>	<p><b>Resource ideas</b></p>	<p><b>Skills</b></p>
<p>Hold a mini election. Pupils work in groups to compare and pool the ideas on their election posters (<b>exercise 5</b>) and present their joint manifesto to the class. Each group could be questioned by other members of the class about their 'programme' or told what other members of the class think of their ideas. Finally, the 'election' could be held, using either ballot papers or electronic scoring devices.</p>	<p>Ballot box and slips of paper Electronic voting pads</p>	<p>S3–5</p>
<p><b>Differentiation and Fast Track (Voie express)</b></p>		
<p>Less able pupils could be given a copy of the list of adjectives in <b>exercise 2</b> to annotate and the table to fill in. They could be told to focus on just one column at a time in this exercise.</p> <p>Less able pupils could be paired with more able pupils to tackle <b>exercise 5</b>. Alternatively, they could be given a bank of words to help them complete this task.</p> <p>More able pupils could write a few sentences about who they are going to vote for and why, based on the dialogue in <b>exercise 3</b>.</p>		
<p><b>Extension and homework ideas</b></p>		
<p>Pupils create their own election leaflet (<b>exercise 5</b>).</p> <p>Pupils produce a mind map of the vocabulary for this topic to help them learn it.</p> <p>Pupils write a description comparing two people and their ideas, using <i>plus</i> and <i>moins</i>.</p> <p>Pupils could also read the quiz and do <b>exercises 1–5</b> on the <b>En plus étoile</b> spread.</p>		
<p><b>Personal learning and thinking skills and cross-curricular links</b></p>		
<p>Citizenship: elections, democracy and voting procedures.</p> <p>Numeracy: gathering and analysing data (survey in <b>exercise 3</b>).</p> <p>Team workers: group work in <b>exercise 5</b></p>		
<p><b>ICT opportunities</b></p>		
<p>Pupils could use film cameras to record an 'election manifesto'. Pupils could use spreadsheet software to display the results of the survey in <b>exercise 3b</b> as a bar or pie chart. Pupils use word-processing or desktop-publishing software to produce an election poster.</p>		

Pupil Book references	Workbook references	PoS references	SoW references
Pages 14–15	Pages 15–17	GV1.6, GV1.7, GV2.17, LC3.3, LC6.4	Week 4
<b>Learning outcomes</b>		<b>Collins digital resources</b>	
<ul style="list-style-type: none"> <li>Use the verb <i>pouvoir</i> to talk about what I can do</li> <li>Use the imperative to tell someone what to do</li> </ul>		Language presentation PL1.4 Vocabulary presentation PV1.4 Image presentation PI1.4 Interactive activity I1.4	
<b>Language and grammar focus</b>			
<ul style="list-style-type: none"> <li><i>pouvoir</i> + infinitive</li> <li>Imperative (<i>vous</i>)</li> <li>Giving advice</li> </ul>			
<b>Topic focus</b>			
<ul style="list-style-type: none"> <li>Communicating using technology</li> </ul>			
<b>Topic introduction</b>		<b>Resource ideas</b>	<b>Skills</b>
Challenge pupils to match up key words from this topic, such as <i>un texto</i> , <i>un cybercafé</i> and <i>une émission</i> , to corresponding images. Encourage them to do this without referring to the <i>Vocabulaire</i> box and to recall other related vocabulary that they have already come across, such as <i>un ordi(nateur)</i> and <i>un portable</i> .			R1 W1
<b>Classroom activities</b>		<b>Resource ideas</b>	<b>Skills</b>
Tell the pupils that they are going to hear a text ( <b>exercise 1</b> ) about communications: <i>Vous allez écouter un texte au sujet des communications</i> . Before pupils listen to the audio clip to match the English adjectives given to the people speaking, ask them what opinion words they might expect to hear. A copy of the audio transcript could be projected onto the board to highlight, for example, all the words to do with communication or all the verbs.		Module 1 audio transcript to display script for exercise 1	L3–5
Get pupils to read the speech bubbles in <b>exercise 2</b> and ask them what the French for 'You can...' is ( <i>on peut</i> ). Elicit from pupils that <i>on peut</i> is followed by a verb in the infinitive and get them to find the verbs in part <b>a</b> of this exercise. They should then work in pairs to ask each other what one can send, read, etc. To consolidate the language from this exercise, the answers to part <b>b</b> could be projected onto the board as sentence halves for pupils to match up.		Presentation slide with a word cloud of the sentences in exercise 2 (optional) Presentation slide of the sentences in exercise 2b as two halves for pupils to join up	R4 W1 S2
Ask pupils to look at the jumbled-up sentences in <b>exercise 3</b> and unscramble them. Refer them back to the previous exercise, if necessary, to establish the pattern of <i>on peut</i> + verb in the infinitive. Pupils should then match the sentences to the images. They could brainstorm ideas and use dictionaries to complete the sentences in <b>exercise 4</b> and think of new sentences.		The jumbled-up sentences from exercise 3 as moveable text boxes Dictionaries	R2 W4

<p>Pupils could predict what would be on a list of advice for using the internet before they look at the text in <b>exercise 5</b>. This text could be used as a whole class reading activity. Read the statements together, then read them again pausing, for example, at every verb used after <i>il est important de</i>; on a subsequent reading it could be before every use of the imperative and so on. Challenge pupils to spot the pattern. Pupils could then read the statements again together and find the answers to the questions in exercise 5.</p>	<p>Presentation slide of the text in exercise 5a for pupils to annotate</p>	<p>R5</p>
<p>Ask pupils to look at the <b>exercise 5</b> text again. Refer them to the grammar explanation and draw their attention to how the negative form of the imperative is expressed and the fact that the verb <i>être</i> is irregular. They should then decide which piece(s) of advice is/are appropriate for the people in <b>exercise 6</b>.</p>		<p>R4</p>
<p><b>Topic plenary</b></p>	<p><b>Resource ideas</b></p>	<p><b>Skills</b></p>
<p>Pupils do a 'Quiz, quiz, trade' activity. Each pupil has a card with sentences in French and English on it (for example: <i>on peut lire des blogs/you can read blogs</i>, <i>ne restez pas connectés tout le temps/don't stay online all the time</i>). Pupils pair up, test each other on the phrases (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 there could be two sentences on each card, one to be given in French and the other in English.</p>	<p>Set of cards prepared in advance (one per pupil), each with a different sentence from this topic in both English and French</p>	<p>L2 S2 R2</p>
<p><b>Differentiation and Fast Track (Voie express)</b></p>		
<p>More able pupils could say what additional information or reason for their opinion the people in the audio clip for <b>exercise 1</b> give. Less able pupils could be given the unjumbled sentences in <b>exercise 3</b> to match up to the images. They could be given a bank of words to help them complete <b>exercise 4</b>.</p>		
<p><b>Extension and homework ideas</b></p>		
<p>Pupils could create a poster or a presentation on how to use the internet. Pupils could produce a poster or a piece of writing about what one can and can't do in school. Pupils could create a grammar poster on how to form the imperative, with some examples. They could be encouraged to think of other scenarios where they might use it. Pupils create a mind map of vocabulary and phrases on the theme of communication. Pupils could carry out the survey in <b>exercise 6</b> on the <b>En plus étoile</b> spread.</p>		
<p><b>Personal learning and thinking skills and cross-curricular links</b></p>		
<p>PSHE, citizenship, ICT: responsible and safe internet use. Independent enquirers: use of dictionaries to expand vocabulary.</p>		
<p><b>ICT opportunities</b></p>		
<p>Pupils use an online poster creation tool to create a poster about safe internet use. Pupils use video or flip cameras to record a presentation about how to use the internet. Pupils use Skype or write emails to communicate with pupils in a partner school. Pupils post suggestions about internet use on an online 'wall', using a tool such as <a href="http://www.padlet.com">www.padlet.com</a>.</p>		



# 1 Topic 5 Et si on allait...?

Pupil Book references	Workbook references	PoS references	SoW references	
Pages 16–17	Pages 18–20	GV1.6, GV2.1, LC3.4, LC4.3, LC5.1, LC5.2	Week 5	
Learning outcomes		Collins digital resources		
<ul style="list-style-type: none"> <li>Discuss where to go</li> <li>Make arrangements to meet</li> </ul>		Language presentation PL1.5 Vocabulary presentation PV1.5 Image presentation P11.5 Interactive activity I1.5		
Language and grammar focus				
<ul style="list-style-type: none"> <li><i>Si on allait...?</i></li> <li><i>devoir</i> + infinitive</li> <li><i>préférer</i> + infinitive</li> </ul>				
Topic focus				
<ul style="list-style-type: none"> <li>Discussing where to go</li> <li>Making arrangements to meet</li> </ul>				
Topic introduction		Resource ideas	Skills	
Give each student a sticky note. Ask them to write down as many words for places as they can in one minute. Get them to compare their list with a partner's, adding any words that they don't already have, and then share this with another pair. Tell them to practise saying these words with a partner and to test each other.		Sticky notes Picture prompts (optional)	W1 S1	
Classroom activities		Resource ideas	Skills	
Pupils write the words in the word snake in <b>exercise 1</b> under the headings <i>masculin</i> and <i>féminin</i> . They could add any further words from the starter activity to this table. Elicit from them the importance of knowing the gender and the fact that this dictates whether you use <i>au</i> or <i>à la</i> with a place. This should prepare them for the writing task in <b>exercise 2</b> . Before they tackle this, check that pupils understand the construction <i>Si on allait...?</i> and drill the pronunciation with them. Once they have completed the exercise they can listen to check their answers.		Presentation slide with the answers to exercise 1 animated in	R1 W2 S1 L2	
Pupils could attempt the speaking activity in <b>exercise 3</b> using the picture prompts in exercise 2 without referring to their answers from this exercise. Alternatively pupils could make some simple cue cards for places, place them face down and take it in turns to turn one over and make the suggestion: <i>Si on allait...</i>		Simple small cue cards of places made by pupils (optional)	S3	
Revise the days of the week with pupils. This could be done by using an 'odd one out and why' exercise: <i>patinoire, lundi, supermarché, piscine</i> and then challenging them to name the other days of the week. Discuss with them what strategies they will use to find the answers to <b>exercise 4</b> . Make sure they realise the importance of understanding high frequency words and expressions such as <i>je dois, ah non, ça va, à mon avis, je préfère</i> .			R4–5	

<p>Ask pupils to pick out all the examples of prepositions in exercise 4, such as <i>en face de</i>, <i>près de</i>, etc. Elicit from them the reason why it is <i>près de la piscine</i> but <i>en face du supermarché</i> before they find the French for the phrases in <b>exercice 5</b>. Once they have done this, ask them to recall other prepositions that follow the same pattern, such as <i>à gauche de</i>..., and to come up with some phrases.</p>	<p>Flashcards for places, electronic or otherwise</p>	<p>R4 W3 S2</p>
<p>Work through the example in <b>exercice 6</b> and make sure that pupils know what verbs they need to follow <i>je dois</i>.... Encourage them to use dictionaries to come up with other reasons why they might not be able to meet at a suggested place and time. Pupils could then be challenged to list six different suggestions for an outing, six different meeting places and times, six reasons for not being able to do that and six alternative suggestions. Pupils could then throw dice to construct their dialogues (<b>exercice 7</b>).</p>	<p>Dictionaries Dice</p>	<p>W4 S4</p>
<p><b>Topic plenary</b></p>	<p><b>Resource ideas</b></p>	<p><b>Skills</b></p>
<p>Show pupils some short phrases using words for places that have not been used in this topic but which should be straightforward to work out, such as: <i>à côté du théâtre</i>, <i>en face de la poste</i>, <i>je vais aller à la pharmacie</i>. Ask pupils to translate these phrases into English and to say what the gender of the underlined words is and how they know. They could then be challenged to translate some simple phrases into French using these words, for example: 'next to the theatre'.</p>	<p>Presentation slides with sentences to translate into English/French Mini whiteboards</p>	<p>R2 W2</p>
<p><b>Differentiation and Fast Track (Voie express)</b></p>		
<p>More able pupils could use dictionaries to come up with other reasons why they might not be able to meet at a suggested place and time. They could do <b>exercice 3</b> as a more extended group speaking activity, using some of the language from the dialogue in <b>exercice 2</b> to express an opinion in response to suggestions made: <i>Ah non! Je ne veux pas... pas vraiment. C'est une bonne/mauvaise/super idée</i>. Less able pupils could refer to their answers in <b>exercice 2</b> for support when doing the speaking activity (<b>exercice 3</b>). <b>Exercice 6</b> could be done as a whole class or group activity with less able pupils.</p>		
<p><b>Extension and homework ideas</b></p>		
<p>Pupils work in groups to script and act out a dialogue making suggestions for doing something. Pupils could produce a comic strip of a discussion between friends trying to make arrangements to go out. Pupils produce a display chart showing the use of the prepositions followed by <i>de</i>. Pupils could produce a collaborative poster of reasons for not being able to do something. Pupils could read chapter 1 of the story on the <b>En plus</b> spread at this point and do <b>exercices 1–3</b>, which focus on verbs + infinitive. Point out the use of <i>savoir</i> + infinitive to mean 'can/know how to' do something.</p>		
<p><b>Personal learning and thinking skills and cross-curricular links</b></p>		
<p>Reflective learners: self- and peer-assessment. Literacy: understanding the importance of knowing the gender of a word. Independent enquirers: using dictionaries to build up vocabulary. Effective participators: taking part in a dialogue making arrangements for where and when to meet.</p>		
<p><b>ICT opportunities</b></p>		
<p>Pupils record their dialogues and role plays using digital recorders or for self- or peer-assessment. Pupils use an online tool such as <a href="http://www.padlet.com">www.padlet.com</a> to 'post' different reasons for not being able to accept a suggestion to do something.</p>		

Pupil Book references	Workbook references	PoS references	SoW references
Pages 18–19	Pages 21–23	GV1.7, LC1.2	Week 6
Learning outcomes		Collins digital resources	
<ul style="list-style-type: none"> <li>Talk about the different parts of a school building</li> <li>Ask for directions and tell someone where something is</li> </ul>		Language presentation PL1.6 Vocabulary presentation PV1.6 Image presentation PI1.6 Interactive activity I1.6	
Language and grammar focus			
<ul style="list-style-type: none"> <li>Ordinal numbers</li> <li>Imperative (<i>tu</i>)</li> <li>Using <i>il</i> and <i>elle</i> as pronouns</li> </ul>			
Topic focus			
<ul style="list-style-type: none"> <li>Showing a new pupil around school</li> </ul>			
Topic introduction		Resource ideas	Skills
Show pupils the following scrambled words from the <i>Vocabulaire</i> box: <i>salle des ospfr, DIC, ictanne, ttoiteles, gmaynse, crou, slale ed slesca, ciroluo, bearoloatris, erz-ed-cesahsué, rerpmei, meprièer, dexuième, tsrioième</i> . Ask pupils to unscramble them with the aid of the <i>Vocabulaire</i> and to note the gender, where applicable. Challenge pupils to work out the pronunciation before drilling these words.		Presentation slide with some words from the <i>Vocabulaire</i> scrambled up for pupils to unscramble	R1 W1 S1
Classroom activities		Resource ideas	Skills
Explain to pupils: <i>On va écouter une conversation entre Maeva et son petit frère. Il va au collège pour la première fois</i> . Ask pupils to look at the statements 1–6 in <b>exercise 1</b> , and discuss in pairs what key words they might expect to hear if those statements are true. Some of them re-use vocabulary that pupils have met before ( <i>faim, aussi, préfère</i> ), but others will require pupils to look at the <i>Vocabulaire</i> . Collate their responses, and make sure that they know how these are pronounced before they listen to the dialogue and decide whether the statements are true or false.			S1 R1 L5
Check that pupils understand what each of the pictures in <b>exercise 2</b> represents before they listen to the audio clip. These words could be further drilled and practised either as a whole class or by pupils working in pairs. They should then listen and note the order in which the rooms etc. are mentioned. Before they listen for the second time, refer pupils to examples in the grammar explanation of how to say which floor a room is on. Focus their attention also on <i>rez-de-chaussée</i> .		Image presentation PI1.6 to display places illustrated in exercise 2	S1 L4
Model the pairwork speaking activity in <b>exercise 3</b> , drawing pupils' attention to the use of <i>est</i> and <i>sont</i> . Elicit from them the reason for the difference. The activity could be drilled with the whole class first, using flashcards as prompts. A card is held up and pupils have to make the question: <i>Où sont les salles de classe/toilettes/laboratoires? Où est la cantine/le CDI?</i> etc. Pupils then practise this in pairs, using the plans from school 1 and school 2. The use of <i>est</i> and <i>sont</i> could be consolidated by pupils writing out questions and answers.		Flashcards of places illustrated in exercise 2 (optional)	S3 W3

<p>Revise school subjects and <i>à gauche/droite</i> with pupils and remind them how to use <i>de</i> or <i>d'</i> when talking about a room or teacher of a particular subject. Use a diagram of a school building to illustrate how to give directions: <i>monte au...</i>, <i>prends...</i> and <i>descends au...</i> (<b>exercise 4</b>). Pupils could then be given two copies of the plan of the school building with none of the rooms labelled. On one of the plans they choose the location of each place and write the room names in the blanks, not showing anyone else what they are writing. They then work in pairs, using the model dialogue, to find out where the various rooms etc. are on their partner's school plan, filling them in on their second unlabelled plan. In the end, the pair should end up with two identical school plans.</p>	<p>Unlabelled cross-section of a school building, similar to that shown in exercise 4 (two copies per pupil)</p>	<p>S3 L3 W1</p>
<p>Challenge pupils to work out the meaning of the words in <b>exercise 5</b> on their own before comparing with a partner. If necessary, tell them to think what other places there are around the school.</p>	<p>Slide of the words in exercise 5 with the answers animated in</p>	<p>R2 W3–4</p>
<p><b>Topic plenary</b></p>	<p><b>Resource ideas</b></p>	<p><b>Skills</b></p>
<p>Divide the class into two teams. Number the pupils in each team 1, 2 and so on. Say a phrase in English, such as <i>Go up to the first floor</i> (said to someone you know well) or <i>Go down to the canteen</i> (said to a group of people) and call out one of the numbers. The first person with that number who writes the French phrase correctly on the board (aided by their team members) wins a point for their team.</p>		<p>W2</p>
<p><b>Differentiation and Fast Track (Voie express)</b></p>		
<p>More able pupils could translate the statements in <b>exercise 1</b> into French and could be encouraged to produce further sentences using <i>si</i> along the lines of the example in the dialogue: <i>Si tu as un problème,...</i> (<i>Si tu n'as pas de stylo,...</i> etc). They could respond with <i>il(s)</i> and <i>elle(s) est/sont</i> in <b>exercise 3</b>. Less able pupils could be given a list of the places <b>a–h</b> in <b>exercise 2</b> to annotate; they could also be given the English for the words in <b>exercise 5</b> to match up.</p>		
<p><b>Extension and homework ideas</b></p>		
<p>Pupils could produce a simple labelled plan of their own school. Pupils could write a description of their school, using the transcript of <b>exercise 2</b> as a model. They could extend it by adding an opinion about the facilities. Pupils could write short directions to places in their school. Pupils could read chapter 2 of the story on the <b>En plus</b> spread and do <b>exercises 4–6</b> to consolidate the perfect tense. Pupils could also do <b>En plus étoile exercises 7–9</b> at this stage and could write the verbs in exercise 7 in the <i>vous</i> form of the imperative as well.</p>		
<p><b>Personal learning and thinking skills and cross-curricular links</b></p>		
<p>Reflective learners: pupils think of different contexts where they might give directions using the imperative (such as in a department store, museum, gallery). Team workers: plenary exercise and pairwork activities. Geography: sense of space/location, giving directions and using a map or plan.</p>		
<p><b>ICT opportunities</b></p>		
<p>Pupils use movie or flip cameras to produce a video guide to their school, describing what the facilities are and where they are located. Pupils use the internet to find an example of a layout of a French school which they could describe and for which they could give directions.</p>		

Pupil Book references	PoS references	SoW references	
Pages 28–29	GV3.5, GV4.2, LC6.4, LC8.2	Weeks 7–8	
Stratégies linguistiques		Collins digital resources	
<ul style="list-style-type: none"> <li>• Translation</li> <li>• Using a dictionary</li> <li>• <i>Faux amis</i></li> </ul>		Language presentation PL1.S Image presentation PI1.S	
Topic introduction	Resource ideas	Skills	
<p>Show pupils a selection of words, either as individual cards or on the board, and ask them to sort them into categories. Make sure that they include several cognates. How many different categories can they come up with? What do the words have in common? What are the differences? Pupils should discuss their reasoning, such as: <i>tous les mots sont des mots apparentés/masculins/féminins, des verbes</i>, etc. Some words may fall into more than one category.</p>	Language skills presentation PS1	R1 S2–3	
Classroom activities	Resource ideas	Skills	
<p>Ask pupils to read the first boxed text before they do <b>exercise 1</b>. Once they have translated the three sentences and checked the underlined words in a dictionary, ask them what the pitfall here is. Refer them to the second boxed text, which introduces the concept of ‘false friends’, and challenge them to spot the semi false friend in the rubric for this activity (phrase/sentence). Pupils may notice when they look up <i>passer</i> that it has several meanings, so they need to think about the context.</p>	Dictionaries	R4	
<p>Before pupils look up the underlined words in <b>exercise 2</b> ask them to think why they might have to be careful when looking these words up in the dictionary. Elicit from them that some words can be a verb as well as a noun and/or an adjective. If pupils have not had much experience of using a dictionary, explore a few dictionary entries with them so that they are familiar with the notation used to indicate a verb, noun, adjective, adverb, and so on. They should then say what type of word each underlined word is and find the correct French word. Make sure that they realise that even the adjective ‘light’ can have more than one meaning.</p>	Dictionaries, preferably all the same edition	R4 W2	
<p>Explain to pupils that, although they may be tempted to use an online translator when writing French, the sentences they are going to look at have been produced by an online translator and they illustrate why this is not always a good idea. Challenge pupils to work in pairs/groups to identify the problems with each of the sentences in <b>exercise 3</b> (1 – online translator cannot recognise that the speaker is female, so the agreement is missing; 2 – online translators are inaccurate when French and English structures don’t match and there are additional phrases such as ‘a bit’; 3 – online translators are poor at translating chunks of idiomatic language and often produce ‘nonsense’ sentences. To find more examples online, search on ‘Bad examples of machine translation English to French’. (A search on ‘Fresh Prince Google translated’ will produce a link to an amusing YouTube video!)</p>	Access to an online translator or to articles that illustrate how different online translators might translate the same phrase or sentence	R3	

<p>Invite pupils to reconstruct the translation of the paragraph in <b>exercise 4</b> using the phrases given. They could simply write the numbers of the phrases in the correct order. Alternatively the phrases could be written on cards for pupils to move into the correct order, or in moveable text boxes on the IWB. Pupils could then do the activity of translating sentences back into English in pairs or groups (<b>exercise 5 star</b>), discussing any difficulties they had.</p>	<p>Phrases in exercise 4 printed on cards or as moveable text boxes in a presentation slide</p>	<p>R4 W4 T</p>
<p>Once pupils have read the boxed text in <b>exercise 6</b> ask them whether any of them have been interpreters (using a pupil as an interpreter to ensure that everyone understands instructions or comments made in French is one way of embedding the use of target language in the classroom whilst making it accessible to all). Pupils first listen to an example of interpreting in action (part <b>a</b>) before listening to some sentences for them to translate (part <b>b</b>). Make sure that there is a sufficient pause after each statement for pupils to work out in their heads what they would say. Play the clip a second time for them to write this down.</p>	<p>Mini whiteboards</p>	<p>L4–5</p>
<p><b>Topic plenary</b></p>	<p><b>Resource ideas</b></p>	<p><b>Skills</b></p>
<p>Ask pupils to summarise the key skills required for translating and interpreting and what the pitfalls are. They could do this in groups and present their summary to the class.</p>	<p>Flip chart or large sheet of paper</p>	<p>T</p>
<p><b>Differentiation and Fast Track (<i>Voie express</i>)</b></p>		
<p>More able pupils could think of other English words that have more than one function. They could attempt the translation in <b>exercise 4</b> without reference to the phrases. Less able pupils could work together to do part <b>b</b> of <b>exercise 6</b>, or this could be done as a whole class speaking activity.</p>		
<p><b>Extension and homework ideas</b></p>		
<p>Pupils work in groups to produce a poster of English words which have more than one meaning and can be translated by more than one French word. Each group could be assigned a different section of the alphabet to do this task: A–F, G–K, L–O and so on. Pupils could work in groups to practise translation/interpreting skills: one pupil reads out a text and the others either interpret this simultaneously or write down the translation. Pupils produce a <i>Faux amis</i> poster. Pupils produce a ‘guide’ for translators and interpreters, or ‘how to use a dictionary’.</p>		
<p><b>Personal learning and thinking skills and cross-curricular links</b></p>		
<p>Literacy: knowledge of parts of speech and awareness of use of idiom and dictionary use. ICT: an understanding of the pros and cons of online translators. Reflective learners: plenary activity.</p>		
<p><b>ICT opportunities</b></p>		
<p>Pupils use the internet to find and familiarise themselves with lists of common ‘false friends’. Pupils use word-processing or presentation software to produce a ‘false friends’ poster. Pupils could create Vokis (<a href="http://www.voki.com">www.voki.com</a>) making short statements for their fellow pupils to translate/interpret.</p>		

**Pupil Book****Opener spread**

1 1 P 2 PP 3 P 4 P 5 PP 6 P 7 P 8 PP 9 P 10 P

**Topic 1**

- 1 a V b V c F d F e V f V  
 2 1 F 2 L 3 L 4 F 5 F 6 L 7 F 8 F  
 3 1 toi 2 Moi 3 aller 4 travailler 5 faire 6 aller 7 apprendre  
 8 jouer  
 4 1 E 2 S 3 E 4 E 5 S 6 E 7 S 8 S  
 5 1 te coucher à 22h 3 le matin, prendre un bon petit  
 déjeuner 4 participer en classe 6 faire tes devoirs  
 avant la date limite  
 6 1 c 2 a 3 d 4 b

**Topic 2**

- 1 2 Félix, à l'étranger, le Maroc 3 Manon, à l'étranger, les  
 États-Unis 4 Thomas, France, le Pays basque 5 Lucas,  
 France, l'Ardèche 6 Maeva, à l'étranger, la Grèce  
 2 Pays: au Maroc, en Espagne, aux États-Unis,  
 en Angleterre, au Canada, au Portugal, en Italie  
 Région: en Bretagne, en Normandie, en Provence,  
 au Pays basque, en Dordogne  
 4 b, d, f, c, e, a  
 5 a c'était très amusant b c'était drôle c c'était reposant  
 d C'était un peu ennuyeux e nous avons mangé f nous  
 avons visité g nous sommes allés h nous avons fait  
 6 1 suis, 2 France, 3 Rhône-Alpes, 4 passé,  
 5 fait, 6 c'était, 7 joué, 8 j'ai, 9 nagé

**Topic 3**

- 1 Manon: a, c, e; Thomas: b, d, f  
 2 a 1, 3, 4, 6, 7, 9, 10, 11, 12  
 2 b Lucas: T / très fiable / supers / faire les devoirs moins  
 souvent; Abdou: M / sérieuse, très juste / réalistes /  
 avoir déléguée qui écoute tout le monde; Maeva: M /  
 raisonnable plus réalistes que les idées de Thomas;  
 idées de Thomas sont amusantes / aller en Angleterre  
 4 1 c, trop paresseux 2 d, plus fiable 3 a, moins sérieuse  
 4 b, moins réalistes 5 f, plus raisonnables 6 e, très juste

**Topic 4**

- 1 a Marie b Véronique c Abdou d Hugo  
 2 a 1 envoyer 2 lire 3 apprendre 4 avoir 5 trouver 6 chatter  
 7 rester 8 partager  
 3 1 b On peut lire des livres. 2 d On peut exprimer une  
 opinion. 3 e On peut participer à une émission. 4 c On  
 peut parler en ligne. 5 a On peut prendre des photos.  
 6 1 C 2 F 3 D, E 4 B 5 A

**Topic 5**

- 1 m café, parc, cinéma, centre-ville, skate-parc  
 f piscine, bibliothèque, patinoire  
 2 Sophie: au parc, Lucas: au cinéma, Abdou: au skate-parc,  
 Manon: au café, Félix: au centre-ville, Thomas: à la  
 patinoire, Manon: à la bibliothèque, Justine: à la piscine  
 4 a Sophie b Manon c Thomas d Manon e Abdou  
 f Maeva g Abdou h Maeva  
 5 a en face du supermarché b près de la piscine  
 c à côté du café d Je ne peux pas aller  
 e Je préfère f Je dois rendre visite à  
 g Je dois faire h Je dois aller  
 6 Lucas: Je dois aller au supermarché. Moi je préfère mardi,  
 et je préfère un rendez-vous près de la bibliothèque.  
 Justine: Je dois aller au concert. Moi, je préfère lundi, et je

préfère un rendez-vous à quatre heures en face de  
 la piscine.

Félix: Je dois rendre visite à ma tante. Moi, je  
 préfère dimanche, et je préfère un rendez-vous à  
 dix heures à côté du cinéma.

**Topic 6**

- 1 1 V 2 F 3 V 4 F 5 F 6 V  
 2 c 1, 2 a 3 d R, 2, 3 b 1 e R f R h R g 2  
 5 1 the headteacher's office 2 the school office  
 3 the IT room 4 the technology workshop  
 5 the sports field 6 the caretaker's office

**En plus**

- 1 a V b F c F d F e V  
 2 a 1 Gabriel 2 Papi 3 Papi 4 Louis 5 Jasper 6 Zoé  
 3 a to go to school. / Je ne veux pas aller à l'école.  
 b read stories. / Je ne sais pas lire les histoires.  
 c to listen to stories. / J'adore écouter les histoires.  
 d go to school. / Je ne vais pas aller à l'école.  
 e to go to school. / Tu dois aller à l'école.  
 4 1 hungry 2 signpost 3 read 4 nice meal 5 read  
 5 je suis parti (I left), j'ai marché (I walked), je me  
 suis arrêté (I stopped), j'ai décidé (I decided), tu es  
 rentré (you went back), j'ai vu (I saw), j'ai pensé (I  
 thought), je suis allé (I went), j'ai commencé (I  
 started), j'ai pleuré (I cried), j'ai crié (I shouted)

**En plus étoile**

- 1 Oui l'environnement, le collège, la terre,  
 la responsabilité. Non la cantine, les vacances,  
 l'Internet, le délégué de classe, la Bretagne  
 2 b  
 3 a que tu peux recycler b fournie par le collège  
 c tu vas tout décider d même si e deux ans de suite  
 f si tu vois un cartable g tu dois acheter h tu peux  
 bouger un peu i un produit écolabellisé j moins vite  
 k environ l tu ne veux pas aller à pied  
 4 b l'année prochaine (next year), l'année dernière,  
 (last year) c rien (nothing) tout (everything) d le  
 moins (the least), le plus (the most) e jeter (to throw  
 away), garder (to keep) f mauvaise idée (bad idea),  
 bonne idée (good idea) g possible (possible),  
 impossible (impossible) h vieux (old), nouveau  
 (new) i beaucoup (a lot), un peu (a little) j lent  
 (slow), fast (vite)  
 6 pense (think), recycle (recycle), achète (buy),  
 prends (take), va (go), réveille-toi (wake up),  
 réfléchis (think), décide (decide), sois (be)  
 7 a A b B c C d B e A f C g A h C i B

**Stratégies linguistiques**

- 1 1 We went to Spain by coach.  
 2 I took a French exam.  
 3 Do you have a pencil please?  
 2 1 pleuvoir 2 courrier 3 léger 4 allumer  
 3 Je suis allée à l'étranger. J'ai un peu peur.  
 Si on allait à la plage?  
 4 9, 1, 4, 5, 7, 2, 10, 3, 11, 8, 6  
 6 a 1 B 2 M – winter not summer 3 B  
 6 b 1 Today we're going to vote for the class rep.  
 2 Who are you going to vote for, Sophie?  
 3 I think I'm going to vote for Manon. 4 Why?  
 5 Because, in my opinion, she's sensible, fair and  
 very reliable.

**Workbook**

**Topic 1**

- 1** a X b X c ✓ d X e X f ✓ g ✓ h ✓
- 2** b want c will d will e will f want g will h want
- 3** b travailler (to work) c retrouver (to meet) d se lever (to get up) e faire (to do) f jouer (to play) g apprendre (to learn) h aller (to go)
- 4** 1 b Préparer les vêtements le soir. 2 d Se lever à 7h. 3 f Préparer le matériel scolaire. 4 e Aller au collège avec les copains. 5 c Jouer avec les copains. 6 a Prendre un bon petit déjeuner.
- 6** a France b Nouvelle-Calédonie c Canada d Nouvelle-Calédonie e Nouvelle-Calédonie
- 7** a Antoine habite en Nouvelle-Calédonie. b La rentrée, c'est au mois de février. c Les grandes vacances sont en décembre et janvier. d Il veut jouer pendant la récré. e Il ne veut pas faire les devoirs.
- 8** a Je vais retrouver les copains. b Je veux beaucoup apprendre. c Je ne veux pas faire mes devoirs. d Nous allons / On va beaucoup travailler. e Je veux jouer pendant la récré. f Nous allons / On va prendre un bon petit déjeuner.

**Topic 2**

- 1** a P b R c R d P e P f P g R h R i P
- 2** a aux États-Unis b au Pays Basque c en Dordogne d en Italie e au Maroc f en Espagne g en Bretagne h en Provence i en Angleterre
- 3** a Normandie b Bretagne c Dordogne d Pays Basque e Provence
- 4** a PAYS BASQUE b PROVENCE c ITALIE d ÉTATS-UNIS e PORTUGAL f ESPAGNE g DORDOGNE h GRÈCE **Word = BRETAGNE**
- 5** passé, allée, visité, mangé, allées, joué
- 7** a In Spain. b No, with his family. c He doesn't like it. d In the city centre. e He ate paella. f They went windsurfing. g It was fun but tiring. h It was comfortable but a bit expensive.

**Topic 3**

**1**

r	é	a	l	i	s	t	e	a	h	i
a	b	n	t	o	é	f	i	a	i	d
i	h	g	n	k	r	r	f	i	d	é
s	x	r	m	f	i	a	b	l	e	a
o	p	a	r	j	e	p	s	s	a	l
n	e	i	o	j	u	s	t	e	e	i
n	j	s	é	z	x	r	t	p	s	s
a	u	l	p	a	m	u	s	a	n	t
b	ê	t	e	i	v	a	u	c	r	e
l	c	b	a	m	u	s	p	l	f	m
e	p	a	r	e	s	s	e	u	x	l
d	e	i	d	é	a	p	r	h	a	d

- 2** À mon avis ... plus fiable; Je pense que ... moins sérieux; Je trouve que ... moins réaliste
- 3** a want b will c want d want e will f will
- 4** a plus fiable b moins raisonnable c plus réaliste d moins juste e plus sérieux
- 5** Vote for me if you want to: use computers more often; do more sport in the afternoon; have three months of holidays; abolish homework; go on a class trip to America; eat chips at break

**Topic 4**

- 1** a connection, to contact, a programme, to send, to share, to post, a text

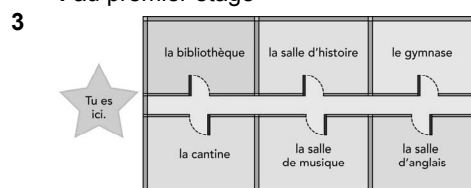
- 2** On peut... a lire des blogs b envoyer un texto c contacter les copains d avoir accès à l'internet e aller au cybercafé f rester en contact sur les réseaux sociaux g trouver des informations h partager des photos
- 3** You can... a read blogs b send a text c contact friends d have internet access e go to an internet café f stay in touch on the social networks g find information h share photos
- 4** a Faites attention. b Parlez avec un adulte. c Soyez gentils. d Pensez aux images. e Ne restez pas connectés.
- 5** a T b F c T d F e T f T g F
- 6** Chat with friends, share photos, express opinions, stay in touch with friends, go online with a mobile.
- 7** a Last weekend. b She went to a party and danced like crazy. c She took photos of her and posted them on the internet. d Her parents. e Stay at home and not look at the social networks.

**Topic 5**

- 1** a à la b au c au d à la e au f au g au h à la i au j à la k à la l au
- 2** a Si on allait au parc? b Si on allait à la plage? c Si on allait au centre-ville? d Si on allait à la patinoire? e Si on allait à la bibliothèque?
- 5** a près de la piscine b à côté du parc c en face du cinéma d près du centre-ville e à côté de la plage f en face de la patinoire
- 6** 1 d 2 a 3 e 4 b 5 c
- 7** b Je ne peux pas aller au café parce que je dois rendre visite à ma tante. c Je ne peux pas aller à la piscine parce que je dois aller au supermarché. d Je ne peux pas aller au parc parce que je dois aller au concert. e Je ne peux pas aller au cinéma parce que je dois aller chez le dentiste.
- 8** a T b F c T d F e F

**Topic 6**

- 1** la cantine, le CDI, le gymnase, les toilettes, la salle des profs, les laboratoires, la salle de classe, la cour
- 2** b au premier étage c au troisième étage d au deuxième étage e au deuxième étage f au premier étage



- 5** a Prends le couloir. b Monte au premier étage. c Descends au rez-de-chaussée. d Continue tout droit. e Tourne à droite.
- 6** To find the ITC room, take the corridor and it's the first door on the left. To find the staffroom, go up to the first floor, take the corridor and it's the first door on the right. To find the canteen, go down to the ground floor. Take the corridor and it's the third door on the left.
- 7** a Monte au premier étage. Prends le couloir et c'est la deuxième porte à gauche. b Descends au rez-de-chaussée. Prends le couloir et c'est la troisième porte à droite.