

# S1 Long-Term Plan French

Term	Main contexts	Main activities	Strands	Skills	Grammar
1	Greetings	<ul style="list-style-type: none"> <li>Recycling of language from P6/P7</li> <li>Whole-class work on greetings</li> <li>Role plays</li> <li>Listening activities on cassette + grid</li> </ul>	<ul style="list-style-type: none"> <li><b>Listening</b> and reacting to others</li> <li><b>Listening</b> for information and instructions</li> <li><b>Speaking</b> and interacting with others</li> <li><b>Speaking</b> about feelings</li> <li><b>Reading</b> for information</li> <li><b>Reading</b> aloud</li> <li><b>Writing</b> to exchange information</li> </ul>	<ul style="list-style-type: none"> <li>Cultural awareness</li> <li>Eye contact</li> <li>Speaking with confidence</li> <li>Social register</li> <li>Expressing feelings</li> <li>Recycling known foreign language</li> </ul>	<ul style="list-style-type: none"> <li><i>Tu/vous</i></li> <li>Asking for and giving name</li> <li>Singular and plural forms of address</li> </ul>
	Talking about yourself	<ul style="list-style-type: none"> <li>Recycling greetings</li> <li>Whole-class question and answer session</li> <li>Listening to cassette + grid</li> <li>Paired speaking</li> <li>Song</li> <li>Role play</li> <li>Cross-curricular link</li> <li>Preparing interview + video for peer and self assessment</li> <li>Adapting story</li> </ul>	<ul style="list-style-type: none"> <li><b>Listening</b> and reacting to others</li> <li><b>Listening</b> for information</li> <li><b>Speaking</b> and interacting with others</li> <li><b>Reading</b> for information</li> <li><b>Reading</b> aloud</li> <li><b>Reading</b> for enjoyment</li> <li><b>Writing</b> to exchange information</li> <li><b>Writing</b> imaginatively</li> </ul>	<ul style="list-style-type: none"> <li>Comparing first and foreign language</li> <li>Knowing 'tu' questions answered by 'je'</li> <li>Picking out key points in listening</li> <li>Listening to more than one speaker</li> <li>Cultural awareness through story</li> </ul>	<ul style="list-style-type: none"> <li>Question forms</li> <li><i>Où habites-tu?</i></li> <li><i>Comment t'appelles-tu?</i></li> <li><i>À + town</i></li> <li><i>Il/elle ...</i></li> </ul>
	Talking about yourself: nationalities and countries	<ul style="list-style-type: none"> <li>Consolidating themes (1) and (2)</li> <li>Giving flashcard presentation of nationalities</li> <li>Question and answer session</li> <li>Guessing game</li> <li>Listen and match</li> <li><i>Trouvez votre partenaire</i></li> <li>Salad Bowl game (nationalities)</li> </ul>	<ul style="list-style-type: none"> <li><b>Listening</b> for information</li> <li><b>Listening</b> and reacting to others</li> <li><b>Speaking</b> and interacting with others</li> <li><b>Reading</b> for information</li> <li><b>Writing</b> to exchange information</li> </ul>	<ul style="list-style-type: none"> <li>Gender affective adjectives</li> <li>Cultural awareness: <i>les pays francophones</i></li> <li>Close listening</li> <li>Dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li><i>Tu/vous</i></li> <li><i>Vous êtes d'où?</i></li> <li><i>Je suis + nationality</i></li> <li><i>J'habite à ... en ...</i></li> <li><i>Au/aux</i></li> </ul>

## S1 Long-Term Plan French (p. 2)

Term	Main contexts	Main activities	Strands	Skills	Grammar
1	Talking about yourself: numbers	<ul style="list-style-type: none"> <li>• Reinforcement of numbers from P6/P7</li> <li>• Game of 'bring me ...'</li> <li>• Listening to cassette</li> <li>• Recycling where people live with number: speaking and writing</li> <li>• Game of Loto</li> <li>• <i>Calcul mental</i></li> <li>• Beat the clock: numbers game</li> <li>• Telephone numbers</li> <li>• Dice game</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Listening</b> for information and instructions</li> <li>• <b>Speaking</b> to convey information</li> <li>• <b>Reading</b> for information</li> <li>• <b>Reading</b> aloud</li> <li>• <b>Writing</b> to exchange information</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Developing concentration and close listening</li> <li>• Working cooperatively</li> <li>• Developing memory and recall</li> <li>• Listening to intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Commands to whole class and to one person</li> <li>• <i>Répétez</i></li> <li>• <i>Répète</i></li> <li>• <i>Combien de ... y a-t-il?</i></li> </ul>
	Talking about yourself: asking and giving age	<ul style="list-style-type: none"> <li>• Consolidation of age from P6/P7</li> <li>• Flashcard presentation of age</li> <li>• Listening to cassette + grid</li> <li>• Preparing an ad.</li> <li>• Information-gap activity on age</li> <li>• Reading letters</li> <li>• Designing birthday card</li> <li>• Matching questions and answers</li> <li>• <i>Carte d'identité</i></li> <li>• Reading and writing post-cards</li> <li>• Preparing interview</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Listening</b> for information and instructions</li> <li>• <b>Listening</b> and reacting to others</li> <li>• <b>Speaking</b> to convey information</li> <li>• <b>Speaking</b> and interacting with others</li> <li>• <b>Reading</b> for information and instructions</li> <li>• <b>Writing</b> to establish and maintain personal contact</li> <li>• <b>Writing</b> imaginatively</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing first and foreign language related to age</li> <li>• Familiarisation with pronoun system</li> <li>• Gist extraction from longer written text</li> <li>• Close-reading skills</li> <li>• Writing from memory</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Tu/vous</i></li> <li>• <i>Il/elle</i></li> <li>• <i>Avoir</i> + age</li> <li>• Verb endings for – <i>tu/je</i> parts of –ER verbs</li> </ul>
	Talking about yourself: spelling	<ul style="list-style-type: none"> <li>• Revision of alphabet</li> <li>• Alphabet song</li> <li>• Spelling own names</li> <li>• Dictation of high-frequency words</li> <li>• Game of Loto</li> <li>• I-Spy ...</li> <li>• Listening activities on cassette</li> <li>• Alphabet frieze for classroom</li> <li>• Chinese Whisper</li> <li>• Hangman</li> <li>• <i>Kim's Game</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Listening</b> for information and instructions</li> <li>• <b>Listening</b> for enjoyment</li> <li>• <b>Speaking</b> to convey information</li> <li>• <b>Reading</b> for information</li> <li>• <b>Reading</b> aloud</li> <li>• <b>Reading</b> for enjoyment</li> <li>• <b>Writing</b> to exchange information</li> <li>• <b>Writing</b> imaginatively</li> </ul>	<ul style="list-style-type: none"> <li>• Decoding skills</li> <li>• Developing close listening skills</li> <li>• Writing accurately</li> <li>• Thinking about accents and their function</li> <li>• Intervening to ask for repetition during the dictation</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Il manque ...</i></li> <li>• <i>L'alphabet</i></li> <li>• Knowledge of accents</li> <li>• More commands: <i>épelez/épèle</i></li> <li>• <i>répétez/répète</i></li> </ul>

## S1 Long-Term Plan French (p. 3)

Term	Main contexts	Main activities	Strands	Skills	Grammar
2	Talking about your family	<ul style="list-style-type: none"> <li>Flashcard activities to present the family</li> <li>Listening to cassette + grid</li> <li>Reading and matching</li> <li>Group speaking</li> <li>Family tree</li> <li>Written 'bio-pic' of family</li> <li>Happy Families</li> <li>Non-fiction reading</li> <li>Role play</li> </ul>	<ul style="list-style-type: none"> <li><b>Listening</b> for information</li> <li><b>Speaking</b> to convey information</li> <li><b>Speaking</b> and interacting with others</li> <li><b>Reading</b> for information</li> <li><b>Reading</b> aloud</li> <li><b>Writing</b> to exchange information</li> <li><b>Writing</b> imaginatively</li> </ul>	<ul style="list-style-type: none"> <li>Recycling language from P6/P7 and S1 themes</li> <li>Using knowledge of context and the world in reading</li> <li>Relating gender of word to possessive adjective</li> <li>Links to first language</li> <li>Extended speaking using connectors</li> </ul>	<ul style="list-style-type: none"> <li><i>Voici ...</i></li> <li><i>Mon/ma/mes</i></li> <li><i>Ton/ta/tes</i></li> <li><i>C'est/ce sont ...</i></li> <li><i>As-tu des frères/soeurs?</i></li> <li><i>J'ai ...</i></li> <li><i>Je n'ai pas de ... l</i></li> <li>Use of 'et' and 'mais'</li> </ul>
	Talking about your family: names and ages	<ul style="list-style-type: none"> <li>Photos of famous people to revise <i>il/elle</i></li> <li>Introduce name, age and where s/he lives with <i>il/elle</i></li> <li>Listening + grid</li> <li>Paired speaking to present imaginary characters</li> <li>Paired interview on family</li> <li>Reading + multiple choice</li> <li>Writing a personal profile</li> <li>Extended reading: letter</li> </ul>	<ul style="list-style-type: none"> <li><b>Listening</b> for information</li> <li><b>Speaking</b> and reacting to others</li> <li><b>Speaking</b> to convey information</li> <li><b>Reading</b> aloud</li> <li><b>Reading</b> for information</li> <li><b>Writing</b> to establish and maintain contact</li> <li><b>Writing</b> imaginatively</li> <li><b>Writing</b> to exchange information</li> </ul>	<ul style="list-style-type: none"> <li>Extended speaking using connectors e.g. 'qui'</li> <li>Reacting to what other people say</li> <li>Awareness of register</li> <li>Dictionary skills</li> <li>Extending a conversation using connectors and follow-up questions</li> <li>Politely introducing people</li> <li>Using 'vous' when talking to adults</li> <li>Coping with unfamiliar language in familiar context</li> </ul>	<ul style="list-style-type: none"> <li>Emphatic pronoun 'moi, je ...'</li> <li>Connector 'qui'</li> <li>Possession using 'de'</li> <li>Revision of questions</li> <li>Descriptive language</li> </ul>
	Pets	<ul style="list-style-type: none"> <li>Flashcard presentation of animals</li> <li><i>Kim's Game</i></li> <li><i>Le Jeu du Morpion</i></li> <li>Listening + grid</li> <li>Likes and dislikes: question and answer session</li> <li>Writing: zoo poster</li> <li>Revision of directions</li> <li>Endangered species: website search</li> <li><i>Un peu de géo</i> + endangered species: listening + map</li> <li><i>Le Zoo de la Palmyre</i>: reading non-fiction</li> <li>Paired speaking about pets</li> <li>Sondage</li> <li><i>Opération Adoption</i>: reading and speaking</li> <li>Reading for enjoyment: <i>Visite chez le Vété</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Listening</b> for information and instructions</li> <li><b>Listening</b> and reacting to others</li> <li><b>Listening</b> for enjoyment</li> <li><b>Speaking</b> about experiences, feelings and opinions</li> <li><b>Speaking</b> and interacting with others</li> <li><b>Reading</b> for information</li> <li><b>Reading</b> aloud</li> <li><b>Reading</b> for enjoyment</li> <li><b>Writing</b> imaginatively</li> </ul>	<ul style="list-style-type: none"> <li>Memorising skills</li> <li>Gist extraction from listening and reading</li> <li>Using reading to support writing</li> <li>Using knowledge of the world to read website non-fiction</li> <li>Linking the written and spoken word</li> <li>Seeing the foreign language being used to talk about important issues</li> </ul>	<ul style="list-style-type: none"> <li><i>Voici ...</i></li> <li><i>Il y a des ...</i></li> <li><i>Tu aimes ...?</i></li> <li>Prepositions: <i>près de/à côté de ...</i></li> <li><i>As-tu un animal à la maison?</i></li> <li><i>J'ai ...</i></li> <li><i>Je n'ai pas de ...</i></li> <li><i>Il/elle s'appelle ...</i></li> <li><i>Il/elle a ... ans</i></li> </ul>

## S1 Long-Term Plan French (p. 4)

Term	Main contexts	Main activities	Strands	Skills	Grammar
2	Dates	<ul style="list-style-type: none"> <li>• Revision of daily routine from P6/P7: register, date and weather</li> <li>• Revision of age</li> <li>• Flashcards of days and months</li> <li>• Question and answer session on birthdays</li> <li>• Sondage of birthday months</li> <li>• Listening + grid</li> <li>• Reading cartoon</li> <li>• Festivals and <i>fêtes</i></li> <li>• <i>Un peu d'histoire</i>: dates</li> <li>• Reading text from website on '<i>les fêtes</i>'</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Listening</b> for information and instructions</li> <li>• <b>Listening</b> and reacting to others</li> <li>• <b>Speaking</b> and interacting with others</li> <li>• <b>Speaking</b> about experiences, feelings and opinions</li> <li>• <b>Reading</b> for enjoyment</li> <li>• <b>Reading</b> for information</li> <li>• <b>Writing</b> to exchange information</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing that there is more than one way of expressing an idea in French, e.g. date</li> <li>• Intercultural awareness</li> <li>• ICT skills</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Aujourd'hui c'est/on est ...</i></li> <li>• <i>Quelle est la date de ton/votre anniversaire?</i></li> <li>• <i>C'est le ...</i></li> <li>• Affective language, e.g. <i>chouette!/génial!/bof!</i></li> </ul>
	The time	<ul style="list-style-type: none"> <li>• Revision of numbers 30–60</li> <li>• Introduce time with clock face (o'clock, quarter/half past, quarter to)</li> <li>• Combine analogue and digital time</li> <li>• Introduce meal times</li> <li>• Listening and matching</li> <li>• Paired speaking</li> <li>• Physical activity: pupils form hands of the clock</li> <li>• Time zones</li> <li>• Non-fiction reading</li> <li>• Dominoes</li> <li>• Times of TV programmes</li> <li>• Role plays</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Listening</b> for information</li> <li>• <b>Listening</b> and reacting to others</li> <li>• <b>Speaking</b> to convey information</li> <li>• <b>Reading</b> for information</li> <li>• <b>Reading</b> aloud</li> <li>• <b>Writing</b> to exchange information</li> </ul>	<ul style="list-style-type: none"> <li>• Gist extraction</li> <li>• Using knowledge of the world to help listening</li> <li>• Cross-curricular links to geography</li> <li>• Asking for repetition</li> <li>• Strategies for non-fiction reading</li> </ul>	<ul style="list-style-type: none"> <li>• Ordinal and cardinal numbers</li> <li>• <i>Quelle heure est-il? Il est ...</i></li> <li>• <i>A quelle heure ...?</i></li> <li>• <i>A trois heures</i></li> <li>• Language to express surprise</li> </ul>
	Celebrations: birthdays	<ul style="list-style-type: none"> <li>• Revision of dates</li> <li>• Talk about own birthday</li> <li>• Signs of the zodiac</li> <li>• Talking about what you do to celebrate your birthday</li> <li>• Question and answer session – listening and matching</li> <li>• Writing invitation</li> <li>• Reading recipe</li> <li>• Sequence recipe instructions</li> <li>• Paired speaking</li> <li>• Sondage</li> <li>• Wall display</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Listening</b> for information</li> <li>• <b>Listening</b> and reacting to others</li> <li>• <b>Speaking</b> to convey information</li> <li>• <b>Speaking</b> and interacting with others</li> <li>• <b>Speaking</b> about experiences</li> <li>• <b>Reading</b> aloud</li> <li>• <b>Reading</b> for enjoyment</li> <li>• <b>Writing</b> to exchange information</li> <li>• <b>Writing</b> imaginatively</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionary skills</li> <li>• Coping with extended listening</li> <li>• Copy-writing with accuracy</li> <li>• Working cooperatively</li> <li>• Politely making suggestions</li> <li>• Politely refusing</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Que fais-tu?</i></li> <li>• <i>Que faites-vous?</i></li> <li>• <i>Je vais à/à la/au/aux</i></li> <li>• <i>Je</i> + range of verbs</li> <li>• <i>Il/elle</i> + range of verbs</li> <li>• Partitive</li> </ul>

## S1 Long-Term Plan French (p. 5)

Term	Main contexts	Main activities	Strands	Skills	Grammar
2	Parties: buying food and drink	<ul style="list-style-type: none"> <li>Flashcard presentation of food and drink</li> <li>Loto</li> <li><i>Kims' Game</i></li> <li>Listening + grid</li> <li>Reading tape transcript</li> <li>Individual speaking</li> <li>Role plays: <i>on fait les courses</i></li> <li>Information-gap activities</li> <li>Using the telephone</li> <li>Guessing game</li> <li>Writing lists</li> <li>Gap-filling exercise</li> <li>Paired-speaking: card game</li> </ul>	<ul style="list-style-type: none"> <li><b>Listening</b> for information and instructions</li> <li><b>Listening</b> and reacting to others</li> <li><b>Speaking</b> to convey information</li> <li><b>Speaking</b> and interacting with others</li> <li><b>Reading</b> for information</li> <li><b>Reading</b> aloud</li> <li><b>Writing</b> to exchange information</li> <li><b>Writing</b> to establish and maintain personal contact</li> </ul>	<ul style="list-style-type: none"> <li>Using tapescript as model for speaking</li> <li>Writing accurately</li> <li>Using polite conventions when shopping</li> <li>Coping with the telephone</li> <li>Asking for repetition</li> <li>Note-making from telephone calls</li> <li>Non-fiction reading strategies for recipes</li> </ul>	<ul style="list-style-type: none"> <li><i>Je/tu/il/elle</i> + regular verbs</li> <li><i>Tu vas?</i></li> <li><i>Je vais ...?</i></li> <li>Partitive</li> <li>Instructions in 'tu' form for recipes</li> <li>Affective language</li> </ul>
3	In town	<ul style="list-style-type: none"> <li>Flashcard/OHP presentation of 'the town'</li> <li><i>Kim's Game</i></li> <li>Loto</li> <li>Listening and matching</li> <li>OHP presentation of directions</li> <li>Reading road signs using dictionary</li> <li>Non-fiction reading</li> <li>Reading: true/false</li> <li>I-Spy</li> <li>Hangman</li> <li>Writing speech bubbles</li> <li>Paired speaking</li> <li>Blindfold game</li> </ul>	<ul style="list-style-type: none"> <li><b>Listening</b> for information and instructions</li> <li><b>Speaking</b> to convey information</li> <li><b>Speaking</b> and interacting with others</li> <li><b>Reading</b> for information</li> <li><b>Writing</b> imaginatively</li> </ul>	<ul style="list-style-type: none"> <li>Listening for gist extraction</li> <li>Mediating for others</li> <li>Confidence to perform in front of others</li> <li>Recycling language from previous modules</li> <li>Reading brochures sent by <i>Syndicat d'Initiative</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Où est ...?</i></li> <li><i>C'est ici ...</i></li> <li><i>C'est là-bas</i></li> <li><i>C'est à gauche</i></li> <li><i>C'est à droite</i></li> <li>Commands: <i>tournez à gauche</i></li> <li><i>Je suis ...</i></li> <li><i>Vous êtes ...</i></li> <li><i>Il y a ...</i></li> <li><i>À la/à l'/au/aux ...</i></li> <li><i>Je vais/tu vas/il va ...</i></li> <li><i>On va ...</i></li> </ul>
	Eating out	<ul style="list-style-type: none"> <li>Flashcard presentation of foods, e.g. hamburgers, chips</li> <li>Revising birthday food</li> <li>Recognising eating places</li> <li>Listening + grid</li> <li><i>Kim's Game</i></li> <li>Listening + matching</li> <li>Paired speaking activities</li> <li>Role plays</li> <li>Sondage</li> <li>Board game</li> <li>Healthy living</li> </ul>	<ul style="list-style-type: none"> <li><b>Listening</b> for information and instructions</li> <li><b>Listening</b> and reacting to others</li> <li><b>Speaking</b> and interacting with others</li> <li><b>Reading</b> for information</li> <li><b>Reading</b> for enjoyment</li> <li><b>Reading</b> aloud</li> <li><b>Writing</b> to exchange information</li> </ul>	<ul style="list-style-type: none"> <li>Coping with unpredictable language</li> <li>Coping with money</li> <li>Refusing politely</li> <li>Using connectors e.g. 'alors ...'</li> <li>Cross-curricular work with home economics</li> <li>Non-fiction text on healthy living</li> </ul>	<ul style="list-style-type: none"> <li><i>Aller</i> + infinitive</li> <li><i>Vous avez ...?</i></li> <li><i>Pour moi ...</i></li> <li><i>J'aime</i></li> <li><i>Je n'aime pas</i></li> <li><i>J'ai soif</i></li> <li><i>J'ai faim</i></li> <li>French money</li> <li><i>C'est combien?</i></li> <li><i>C'est ... francs</i></li> <li><i>Ça fait ... francs.</i></li> </ul>

## S1 Long-Term Plan French (p. 6)

Term	Main contexts	Main activities	Strands	Skills	Grammar
3	Homes: describing the home	<ul style="list-style-type: none"> <li>• Revision of where you live</li> <li>• Flashcard presentation of different types of houses</li> <li>• Team game + OHT</li> <li>• Paired speaking on types of houses</li> <li>• Saying where one's home is</li> <li>• Sondage</li> <li>• Role play</li> <li>• Talking about one's home</li> <li>• Listening and locating</li> <li>• Talking about floors</li> <li>• Writing description of houses</li> <li>• Talking about furniture in the house using flashcards/OHP</li> <li>• Non-fiction reading</li> <li>• <i>Jeu de devinette</i></li> <li>• Gap-filling: writing</li> <li>• Writing based on model letter</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Listening</b> for information and instructions</li> <li>• <b>Listening</b> and reacting to others</li> <li>• <b>Speaking</b> and interacting with others</li> <li>• <b>Speaking</b> to convey information</li> <li>• <b>Speaking</b> about feelings</li> <li>• <b>Reading</b> for information</li> <li>• <b>Reading</b> aloud</li> <li>• <b>Writing</b> to exchange information</li> <li>• <b>Writing</b> to establish and maintain personal contact</li> <li>• <b>Writing</b> imaginatively</li> </ul>	<ul style="list-style-type: none"> <li>• Extended speaking using connectors and place-holders</li> <li>• Using strategies for non-fiction reading</li> <li>• Listening to extended text for gist extraction and close listening</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive language</li> <li>• <i>Il/elle habite une grande maison</i>, etc.</li> <li>• <i>C'est en ville</i>, etc.</li> <li>• <i>Au premier étage il y a ...</i>, etc.</li> <li>• Prepositions</li> <li>• Presenting one's house</li> </ul>
	Bedrooms: talking about contents and colours of bedrooms; saying what you do there	<ul style="list-style-type: none"> <li>• Flashcard presentation of furniture and rooms</li> <li>• Revision of colours</li> <li>• <i>Kim's Game</i></li> <li>• Word-bank to write sentences about bedroom</li> <li>• Listening + grid</li> <li>• Role play</li> <li>• Writing an ad. for bedroom</li> <li>• Recording ads</li> <li>• Listening and matching</li> <li>• Drawing bedroom and writing description</li> <li>• <i>Ma chambre idéale</i></li> <li>• Paired speaking</li> <li>• <i>Jeu de mémoire</i></li> <li>• Non-fiction reading from website</li> <li>• <i>Je me présente</i>: recycle language from modules 1–17</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Listening</b> for information and instructions</li> <li>• <b>Listening</b> and reacting to others</li> <li>• <b>Speaking</b> to convey information</li> <li>• <b>Speaking</b> and interacting with others</li> <li>• <b>Speaking</b> to express opinions</li> <li>• <b>Reading</b> for information</li> <li>• <b>Reading</b> for enjoyment</li> <li>• <b>Writing</b> to exchange information</li> <li>• <b>Writing</b> to establish and maintain personal contact</li> <li>• <b>Writing</b> imaginatively</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of relationship between gender and adjective agreement</li> <li>• Expressing opinions</li> <li>• Showing someone around the house: formal and informal registers</li> <li>• Memorisation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Agreement and position of adjectives</li> <li>• Prepositions</li> <li>• Present tense of regular verbs</li> <li>• Present tense of <i>aller</i> and <i>faire</i></li> <li>• Introduction of irregular verbs + pattern of <i>je/tu</i> and <i>il/elle/on</i></li> <li>• Affective language</li> </ul>