

## SECOND HALF-TERM

### **1) Expo 3 rouge (Sets 1 + 2) Module 6, unit 1 (pages 96 and 97)**

#### *Lesson Objectives:*

- i) To be able to talk about the school system in France
- ii) To be able to use possessive adjectives (my, our, your, their)

Using the text on page 96 for support as well as any personal experience they might have, pupils are to write a paragraph to compare British and French schools. They should mention:

On which days pupils go to school in England and France  
What time school begins in both countries  
Whether or not pupils must wear a uniform  
Which lessons pupils do and do not have  
Whether school books and equipment are provided  
What happens if a teacher is absent

Pupils may also wish to include their own opinions of both systems (using the expressions in the blue box on page 97 for support), including the advantages and disadvantages of each system. They may also wish to describe which system they prefer and why, “Je préfère le collège en France, parce que ...” If pupils have already visited a school in France, they may choose to describe their own experiences.

Pupils will read their descriptions to their partners the following lesson and discuss and the descriptions will be peer-assessed according to level 5 - 6 criteria.

### **2) Expo 3 vert (sets 3 + 4) Module 6, unit 1 (pages 96 and 97)**

#### *Lesson Objectives:*

- i) To be able to talk about the school system in France
- ii) To be able to use possessive adjectives (my, your, his/her)

Using the information on page 96 and the text on page 97 for support as well as any personal experience they might have, pupils are to write a paragraph to compare British and French schools. They should mention:

On which days pupils go to school in England and France  
What time school begins in both countries  
Whether or not pupils must wear a uniform  
Which lessons pupils do and do not have  
Whether school books and equipment are provided

Pupils should then include a paragraph to describe what they believe the advantages and disadvantages of British and French schools to be and their opinion of French schools, using the blue vocabulary box on page 97 of their Expo textbooks for support. Pupils should try to include as much detail as they can in their paragraphs and if pupils have already visited a school in France, they may choose to describe their own experiences.

Pupils will read their descriptions to their partners the following lesson and discuss and the descriptions will be peer-assessed according to level 5 criteria.