

## Framework chart for Dynamo

### Dynamo 1

Inspiring cultural content	
Cultural quizzes	<p><b>M1Q pp. 6–7:</b> Introduction to French planets and festivals (e.g. <i>mardi gras, poisson d'avril</i>)</p> <p><b>M2Q pp. 32–33:</b> Introduction to famous French people, e.g. Claude Debussy, Jeanne d'Arc, and the French school day.</p> <p><b>M3Q pp. 56–57:</b> Introduction to Francophone countries and popular French sports.</p> <p><b>M4Q pp. 80–81:</b> Introduction to French animal sounds and French people, e.g. Quasimodo, Marie Antoinette, Maître Gims.</p> <p><b>M5Q pp. 104–105:</b> Introduction to Paris landmarks and French café snacks, e.g. <i>le croquemonsieur, la crêpe au sucre</i>.</p>
Topics that open a window to the Francophone world	<p><b>M1U2 pp. 12–13:</b> describing a classroom in France and the Ivory Coast</p> <p><b>M1U4 p. 17:</b> texts on comics and mangas that are popular with French teens (<i>Tintin</i> and <i>Sailor Moon</i>)</p> <p><b>M2U2 pp. 38–39:</b> learning about what French pupils wear to school</p> <p><b>M2U3 pp. 40–41:</b> the French school day</p> <p><b>M3U2 p. 63:</b> introduction to French <i>colonies de vacances (colos)</i></p> <p><b>M3U3 pp. 64–65:</b> discovering sports in French-speaking countries, e.g. <i>la lutte suisse</i> and winter sports in Quebec</p> <p><b>M4U2 pp. 86–87:</b> texts describing homes in Brussels and the Ivory Coast</p> <p><b>M4U3 pp. 88–89:</b> learning about breakfast in France</p> <p><b>M4U4 pp. 90–91:</b> learning about Bastille Day</p> <p><b>M4U5 pp. 92–93:</b> learning about the characters in French cartoon, <i>Cédric</i></p> <p><b>M5U3 pp. 112–113:</b> exploring a French café menu</p> <p><b>M5U5 pp. 116–117:</b> learning about what you can do in Paris</p>
Authentic texts	<b>M1Enpl p. 26:</b> authentic cultural poem about the days of the year – <i>Il y a trente jours...</i>

	<p><b>M2Enf</b> p. 49: extract from teen magazine, <i>Okapi</i>, about a Harry Potter-themed school  <b>M2Enpl</b> p. 51: <i>Vive le vent</i> traditional Christmas song  <b>M3Enpl</b> p. 74: extract from <i>Le Petit Nicholas</i> about playing rugby  <b>M5Enpl</b> p. 122: calligramme poem about the Eiffel tower written by Apollinaire.</p>
Cultural tips	<p><b>M1U2</b> p. 13: tip about French-speaking countries around the world.  <b>M1U4</b> p. 17: tip about the popularity of BD and mangas (and manfras)  <b>M2Q</b> p. 33: tip about <i>Le Petit Nicholas</i>  <b>M2U3</b> p. 40 &amp; 41: tips about French school – greeting with <i>une bise</i> and calling lunchtime <i>midi</i>  <b>M3Q</b> p. 56: tip about French being the official language of certain countries  <b>M3Q</b> p. 57: tips about the <i>Tour de France</i> and Winter Olympics in France  <b>M4Q</b> p. 80: tip about French animal sounds  <b>M4U5</b> p. 92: tip about French cartoon, <i>Cédric</i>  <b>M5Q</b> p. 104: tip about Paris  <b>M5Q</b> p. 105: tip about French cafés  <b>M5Pdd</b> p. 107: tip about saying and writing prices in French</p>
<b>Strong focus on skills</b>	
Listening/Reading spreads	<p><b>M1U5</b> pp. 18–19: <i>Qu'est-ce que tu fais?</i> – listening and reading for gist and detail  <b>M2U4</b> pp. 42–43: <i>C'est comment, un collège français?</i> – listening and reading for gist and detail  <b>M3U3</b> pp. 64–65: <i>Le sport dans les pays francophones</i> – using cognates and context  <b>M4U4</b> pp. 90–91: <i>On fait la fête</i> – using a glossary  <b>M5U4</b> pp. 114–115: <i>Qu'est-ce que tu vas faire?</i> – using prediction</p>
Speaking spreads	<p><b>M1U6</b> pp. 20–21: <i>Mon interview par vidéo!</i> – pronouncing key sounds, asking and answering simple questions  <b>M3U5</b> pp. 68–69: <i>Questions, questions, questions!</i> – forming and answering questions  <b>M5U5</b> pp. 116–116: <i>Je vais visiter Paris!</i> – speaking using two tenses (present and near future)</p>
Writing spreads	<p><b>M2U5</b> pp. 44–45: <i>Un collège super cool!</i> – saying what there is and what there isn't, using questions to help structure your writing  <b>M4U5</b> pp. 92–93: <i>Une drôle de famille</i> – adapting texts to make your own</p>
Phonics and pronunciation throughout	<p>Introduction to French sounds in <b>M1Pdd</b> p. 8 and <b>M3Pdd</b> p. 58.  Further support in pronunciation boxes, e.g.</p>

	<ul style="list-style-type: none"> <li>● <b>M1U1 p. 10:</b> silent ‘s’ at the end of words</li> <li>● <b>M1U3 p. 14:</b> nasal sounds</li> <li>● <b>M1U3 p. 15:</b> intonation for questions</li> <li>● <b>M2U2 p. 39:</b> silent ‘s’ at the end of words and the difference with feminine adjectives</li> <li>● <b>M3U1 p. 60:</b> pronouncing cognates</li> </ul> <p>Additional pronunciation worksheets included in the FoC resources.</p>
<b>Careful sequencing of grammar and skills (some examples!)</b>	
Teaching of verbs:	<p><b>Verbs are introduced in a sequence to build up knowledge gradually of how they work in French:</b></p> <ul style="list-style-type: none"> <li>● <b>M1U1 pp. 10–11:</b> present tense of <i>avoir</i> in the singular (brothers and sisters)</li> <li>● <b>M1U3 pp. 14–15:</b> <i>aimer</i> + the definite article, (likes and dislikes)</li> <li>● <b>M1U4 pp. 16–17:</b> present tense of <i>être</i> (describing yourself and others)</li> <li>● <b>M1U5 pp. 18–19:</b> -er infinitives</li> <li>● <b>M2U1 pp. 36–37:</b> regular -er verbs in the present tense (<i>aimer, détester, adorer</i>)</li> <li>● <b>M2U3 pp. 40–41:</b> more regular -er verbs in the present tense (the school day)</li> <li>● <b>M3U1 pp. 60–61:</b> using <i>jouer à</i> in the present tense (sports)</li> <li>● <b>M3U2 pp. 62–63:</b> present tense of <i>faire</i> (free time activities)</li> <li>● <b>M3U4 pp. 66–67:</b> <i>aimer</i> + the infinitive (what you like doing)</li> <li>● <b>M4U2 pp. 86–87:</b> using the <i>nous</i> form of -er verbs in the present tense (where you live)</li> <li>● <b>M4U3 pp. 88–89:</b> <i>manger</i> and <i>boire</i> in the present tense (breakfast)</li> <li>● <b>M4U4 pp. 90–91:</b> present tense endings for regular -er verbs with <i>is</i> or <i>elles</i></li> <li>● <b>M5U1 pp. 108–108:</b> present tense of <i>aller</i> (weekend plans)</li> <li>● <b>M5U2 pp. 110–111:</b> present tense of <i>vouloir</i> (invitations)</li> <li>● <b>M5U3 pp. 112–113:</b> <i>tu</i> and <i>vous</i> forms of the verb</li> <li>● <b>M5U4 pp. 114–115:</b> near future tense (<i>aller</i> + infinitive)</li> </ul>
Teaching of adjectives	<ul style="list-style-type: none"> <li>● <b>M1U2 pp. 12–13:</b> describing your classroom: <i>C'est... sympa, nul, moderne ...</i></li> <li>● <b>M1U4 pp. 16–17:</b> adjective agreement – describing yourself and others</li> <li>● <b>M1U5 pp. 18–19:</b> possessive adjectives in first person (<i>mon, ma, mes</i>)</li> <li>● <b>M2Pdd pp. 34–35:</b> colours</li> <li>● <b>M2U1 pp. 36–37:</b> opinion phrases with <i>c'est</i></li> <li>● <b>M2U2 pp. 38–39:</b> adjective position and feminine and plural agreement</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>M4U1 pp. 84–85:</b> possessive adjectives <i>mon, ma, mes</i> and <i>ton, ta, tes</i></li> <li>● <b>M1Pdd pp. 10–11:</b> <i>Comment ...?</i></li> <li>● <b>M1U3 pp. 14–15:</b> using intonation</li> <li>● <b>M1U6 pp. 20–21:</b> asking questions to get to know somebody using a range of question words</li> <li>● <b>M2U3 pp. 40–41:</b> <i>à quelle heure?</i> and <i>Qu'est-ce que tu ...?</i></li> <li>● <b>M2U5 pp. 44–45:</b> <i>Combien ...?, Combien de ...?</i></li> <li>● <b>M3U2 pp. 62–63:</b> <i>Est-ce que ...?</i> and <i>Qu'est-ce que ...?</i></li> <li>● <b>M3U5 pp. 68–69:</b> identifying, using and responding to <i>Est-ce que ...?</i> and <i>Qu'est-ce que ...?</i></li> </ul>
<b>Accessible differentiated materials</b>	
Quiz and Point de départ spreads introduce new topics at a lower level	<ul style="list-style-type: none"> <li>● A Quiz spread starts each module, recapping topics that pupils may have previously studied in preparation for core modules. See pp. 6–7, pp. 32–33, pp. 56–57, pp. 80–81, pp. 104–105.</li> <li>● Point de départ spreads follow the Quiz pages and introduce new topics at a lower level, including familiar language. See pp. 8–9, pp. 34–35, pp. 58–59, pp. 82–83, pp. 106–107.</li> </ul>
Modules reach a higher level, combining and recycling language at the end of each Module	See final unit in each module: pp. 20–21, pp. 44–45, pp. 68–69, pp. 92–93, pp. 116–117.
Level 2 and 3 Pupil Books are differentiated into Rouge and Vert	N/A
Differentiated listening and reading activities in our interactive homework package	<p><b>For example:</b></p> <ul style="list-style-type: none"> <li>● <b>M1U1:</b> Listening A tests smaller numbers, whereas Listening B focusses on higher numbers.</li> <li>● <b>M1U1:</b> Reading A is a simple matching exercise, whereas Listening B is a short comprehension task.</li> </ul>
Differentiated Workbooks (A and B)	<p><b>For example:</b></p> <ul style="list-style-type: none"> <li>● <b>M1U1 p. 4 :</b> In WB B, pupils need to identify the correct form of <i>avoir</i> in simple sentences for Exercise 2, whereas in WB A, the task is more lexical. WB A builds up to a comprehension task with a short text, whereas the text in WB B is longer and contains more details.</li> </ul>
<b>Flexibility</b>	

A blended print and digital proposition allows you to pick and choose the right selection of resources for your school and your classes	<p><b>For example:</b></p> <p><b>M1U5 resources:</b> answer presentations, audio files, transcript, flashcards, video story, video worksheet, digital homework exercises, equivalent page in Workbooks A and B</p> <p><b>M2U3 resources:</b> answer presentations, audio files, transcript, digital pelmanism game on -er verbs, writing skills worksheet, grammar video on <i>chanter</i>, grammar quiz on regular -er verbs, digital homework exercises, equivalent page in Workbooks A and B</p>
A range of assessments at different levels, including all four skills and grammar, allow for assessments which targets different abilities	<ul style="list-style-type: none"> <li>● Pupil Book exercises build up to the 6th Step on the Pearson Progression Scale by the end of M5.</li> <li>● In the assessment pack, End-of-module tests have the option of Test A or B for each skill. E.g. M1 Listening paper: Test A begins with a word-based matching task, whereas in Listening Test B, it begins with a sentence-level task.</li> <li>● For Dynamo 1, End-of-module tests are matched against the Pearson Progression 1st–6th Steps.</li> </ul>
<b>Formative assessment</b>	
Bilan and Révisions pages help pupils take stock of their learning	<ul style="list-style-type: none"> <li>● Bilan ‘I can...’ checklists appear at the end of each module in the Pupil Book. See p. 22, p. 46, p. 70, p. 94, p. 118.</li> <li>● Révision pages appear at the end of each module in the Pupil book. Exercises are split into ‘Ready’, ‘Get set’ and ‘Go!’ to provide clear progression. See p. 23, p. 47, p. 71, p. 95, p. 119.</li> </ul>
En focus pages allow pupils to revisit language and skills with less support and exam-style questions	<p><b>For example:</b></p> <ul style="list-style-type: none"> <li>● <b>M1Enf pp. 24–25:</b> listening, reading and writing tasks as well as a photo description task (Ex.3) and a translation exercise (Ex.5).</li> <li>● <b>M2Enf pp. 48–49:</b> listening, reading and writing tasks as well as a role play task (Ex.3), a photo description task (Ex.4) and a translation exercise (Ex.6).</li> </ul>

## Dynamo 2 Rouge

Inspiring cultural content	
Cultural quizzes	<p><b>M1Q pp. 6–7:</b> Introduction to the French school year and famous French people such as Julie Payette and Louis Blériot</p> <p><b>M2Q pp. 30–31:</b> Introduction to French festivals, e.g. la chandeleur, le Nouvel an, l'Aïd, saints' days.</p> <p><b>M3Q pp. 54–55:</b> Introduction to French TV programmes such as <i>Nouvelle Star</i> and <i>La France a un incroyable talent</i>.</p> <p><b>M4Q pp. 78–79:</b> Introduction to some Francophone cities, e.g. Tunis, Québec, Bamako, and some landmarks and features that make certain French places well-known</p> <p><b>M5Q pp. 102–103:</b> Introduction to sports in France, as well as French sportspeople.</p>
Topics that open a window to the Francophone world	<p><b>M1Pdd pp. 8–9:</b> school holidays in France and in other Francophone countries</p> <p><b>M1U2 pp. 12–13:</b> unit built around a visit to a French theme park, with authentic photos and details about <i>Park Astérix</i> and <i>Futuroscope</i></p> <p><b>M1U3 p. 15:</b> Summary of <i>Le tour du monde en quatre-vingts jours</i> by Jules Verne</p> <p><b>M2U1 pp. 34–35:</b> learning about festivals in Francophone countries, e.g. <i>le Carnaval, la fête de la musique</i></p> <p><b>M2U2 pp. 36–37:</b> buying food at a French market</p> <p><b>M2U3 pp. 38–39:</b> reading about traditional French dishes</p> <p><b>M2U4 pp. 40–41:</b> learning about Christmas markets in Colmar</p> <p><b>M2U5 pp. 42–43:</b> New Year celebrations in the Francophone world</p> <p><b>M3Pdd p. 56:</b> text about French singer, Voyou</p> <p><b>M3U3 p. 62–63:</b> discovering leisure activities of young people in French-speaking Africa</p> <p><b>M3Enp p. 72:</b> Reading a French TV guide</p> <p><b>M3Enp p. 74:</b> Profile of actor, Omar Sy</p> <p><b>M4U1 pp. 82–83:</b> descriptions of different regions of France, and of Mali, and what you can do there</p> <p><b>M4U2 p. 85:</b> texts about life in Francophone countries, e.g. Vietnam, Libanon</p> <p><b>M4U5 p. 90–91:</b> text about life in Corsica, combining language from throughout the module</p>

	<p><b>M4Enpl p. 96:</b> descriptions of paintings by French artists</p> <p><b>M4Enpl p. 97:</b> memory card game using profiles of French-speaking towns</p> <p><b>M5Q p. 103:</b> text about <i>Astérix aux Jeux Olympiques</i></p> <p><b>M5U3 p. 110–111:</b> learning about French sportspeople, e.g. Marie-Amélie le Fur, Florent Manaudou</p>
Authentic texts	<p><b>M1Enpl p. 24:</b> extract from a novel, <i>Accès direct à la plage</i>, by Jean-Philippe Blondel</p> <p><b>M1Enpl p. 25:</b> descriptive poem called <i>La mer</i> by Paul Fort</p> <p><b>M2Enf p. 47:</b> adapted article about New Year's in <i>La Réunion</i> from tourism website</p> <p><b>M3Q p. 54:</b> authentic poster advertising <i>La Fête du Cinéma</i></p> <p><b>M3Enf p. 71:</b> adapted extract from <i>Aller au cinéma</i> from Philippe Delerm's collection, <i>C'est toujours bien</i></p> <p><b>M3Enpl p. 72:</b> adapted TV guide</p> <p><b>M5Enpl p. 120:</b> extract from <i>L'école des champions</i> by Jacques Lindecker</p>
Cultural tips	<p><b>M2Q p. 31:</b> tips about celebrating name days linked to saints</p> <p><b>M2U1 p. 34:</b> tip about the <i>fête de la musique</i> and <i>carnaval</i></p> <p><b>M2U5 p. 43:</b> tip about the <i>fête des Rois</i> and <i>galettes des Rois</i></p> <p><b>M3Q p. 54:</b> tip about French TV programmes</p> <p><b>M3U3 p. 62:</b> tip about French-speaking African countries</p> <p><b>M4Q p. 79:</b> tip about French natural and manufactured features, such as the <i>Viaduc de Millau</i></p> <p><b>M5Q p. 102:</b> tip about the popularity of handball in France</p>
<b>Strong focus on skills</b>	
Listening/Reading spreads	<p><b>M1U4 pp. 16–17:</b> <i>Quel désastre!</i> – listening for negatives in the perfect tense, reading to spot the perfect tense and decoding meaning</p> <p><b>M2U3 pp. 38–39:</b> <i>Miam-mian, c'est bon!</i> – using prediction for listening tasks, lifting details from a reading text to help with answering in French</p> <p><b>M3U4 pp. 64–65:</b> <i>Tu as fait des achats?</i> – spotting synonyms, looking up perfect tense verbs in the dictionary</p> <p><b>M4U2 pp. 84–85:</b> <i>Qu'est-ce qu'on doit faire pour aider à la maison?</i> – listening for different persons of the verb, decoding strategies for reading exercises</p> <p><b>M5U3 pp. 110–111:</b> <i>Qu'est-ce qu'il faut faire?</i> – using <i>il faut</i>, using reading strategies to translate into English</p>

Speaking spreads	<b>M1U5 pp. 18–19:</b> <i>Mon voyage extraordinaire!</i> – asking and answering questions, using the present and perfect tenses together <b>M3U5 pp. 66–67:</b> <i>Normalement, hier et demain</i> – using three tenses when speaking and using notes to prepare for a longer piece of speaking <b>M5U5 pp. 114–115:</b> <i>Allez, les champions!</i> – interviewing, asking and answering questions in three tenses (present, perfect and near future)
Writing spreads	<b>M2U5 pp. 42–43:</b> <i>Bonne année!</i> – using verbs in the present and near future tenses together <b>M4U5 pp. 90–91:</b> <i>À la découverte d'une nouvelle région</i> – using three tenses, using (online) dictionaries to find and translate nouns into French accurately
Phonics and pronunciation throughout	Further pronunciation support in pronunciation boxes, e.g. <ul style="list-style-type: none"> <li>● <b>M1Pdd p. 8:</b> silent ‘s’ at the end of words and liaison</li> <li>● <b>M1U1 p. 10:</b> -ai and -é sounds</li> <li>● <b>M2Pdd p. 33:</b> silent consonants at the end of words</li> <li>● <b>M2U1 p. 35:</b> silent ‘ent’ with plural verb forms</li> <li>● <b>M2U2 p. 36:</b> pronouncing cognates</li> <li>● <b>M3Pdd p. 57:</b> using key sounds learned in Dynamo 1 to pronounce new vocabulary correctly</li> </ul> Additional pronunciation worksheets included in the FoC resources
<b>Careful sequencing of grammar and skills (some examples!)</b>	
Teaching of verbs	<b>Verbs are introduced in a sequence to build up knowledge gradually of how they work in French:</b> <ul style="list-style-type: none"> <li>● <b>M1Pdd pp. 8–9:</b> revision of present tense of <i>avoir</i> and <i>être</i> (school holidays)</li> <li>● <b>M1U1 pp. 10–11:</b> perfect tense of regular -er verbs e.g. <i>regarder</i> (talking about holidays)</li> <li>● <b>M1U2 pp. 12–13:</b> irregular past participles (a visit to a theme park)</li> <li>● <b>M1U2 pp. 12–13:</b> <i>c'était</i> + adjective</li> <li>● <b>M1U3 pp. 14–15:</b> forming the perfect tense with <i>être</i> (holidays)</li> <li>● <b>M1U4 pp. 16–17:</b> negatives in the perfect tense</li> <li>● <b>M1U4 pp. 16–17:</b> -ir and -re verbs in the perfect tense</li> <li>● <b>M2U1 pp. 34–35:</b> conjugating regular -er, -ir and -re verbs in the present tense</li> <li>● <b>M2U2 pp. 36–37:</b> present tense of <i>vouloir</i> (at the market)</li> <li>● <b>M2U4 pp. 40–41:</b> forming the near future (talking about a school trip)</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>M3U3 pp. 62–63:</b> <i>lire</i> in the present tense (hobbies)</li> <li>● <b>M3U5 pp. 66–67:</b> <i>prendre</i> in the present tense</li> <li>● <b>M4U1 pp. 82–83:</b> modal verb – <i>pouvoir</i> in the present tense, with an infinitive (what you can do where you live)</li> <li>● <b>M4U2 pp. 84–85:</b> modal verb – <i>devoir</i> in the present tense (helping out at home)</li> <li>● <b>M4U3 pp. 86–87:</b> reflexive verbs in the present tense (daily routine)</li> <li>● <b>M5U2 pp. 108–109:</b> imperatives in <i>vous</i> and <i>tu</i> forms (directions)</li> <li>● <b>M5U3 pp. 110–111:</b> <i>il faut</i> + infinitive (what you must (not) do to be a champion)</li> </ul>
Teaching of adjectives	<ul style="list-style-type: none"> <li>● <b>M3Pdd pp. 56–57:</b> describing celebrities and TV programmes – feminine and plural adjective agreement</li> <li>● <b>M3U3 pp. 62–63:</b> possessive adjectives <i>mon, ma, mes, ton, ta, tes, son, sa, ses</i></li> <li>● <b>M4U4 pp. 88–89:</b> irregular adjectives that come before the noun (e.g. <i>beau, nouveau, vieux</i>)</li> <li>● <b>M5U1 pp. 106–107.</b> : comparative adjectives (<i>plus... que</i> and <i>moins...que</i>)</li> <li>● <b>M5Enpl pp. 120–121:</b> interrogative adjectives (<i>quel, quelle, quels, quelles</i>)</li> </ul>
Teaching of questions	<ul style="list-style-type: none"> <li>● <b>M1U1 pp. 10–11:</b> using intonation</li> <li>● <b>M1U3 pp. 14–15:</b> using intonation</li> <li>● <b>M1U5 pp. 18–19:</b> asking questions about holidays using <i>Qu'est-ce que</i></li> <li>● <b>M2U4 pp. 40–41:</b> questions in the near future using question word + <i>est-ce que</i> + verb (<i>qu', comment, avec qui, pourquoi, où, quand</i>)</li> <li>● <b>M3U1 pp. 58–59:</b> using question word + <i>est-ce que</i> + verb (<i>avec qui, comment, où, quand, qu', pourquoi</i>)</li> <li>● <b>M3U3 pp. 62–63:</b> using question words (<i>quels, qu', pourquoi</i>) to ask about hobbies</li> <li>● <b>M3U5 pp. 66–67:</b> asking questions in three tenses (<i>Qu'est-ce que tu fais normalement le weekend?</i>; <i>Qu'est-ce que tu as fait le weekend dernier?</i>; <i>Qu'est-ce que tu vas faire le weekend prochain?</i>)</li> <li>● <b>M4U5 pp. 90–91:</b> asking questions using question words from the rest of the module (<i>où, comment, quel, qu'</i>)</li> <li>● <b>M5U5 pp. 114–115:</b> <i>Est-ce que ...?</i> and <i>Qu'est-ce que ...?</i> in three tenses</li> </ul>
Accessible differentiated materials	

Quiz and Point de départ spreads introduce new topics at a lower level	<ul style="list-style-type: none"> <li>A Quiz spread starts each module, recapping topics that pupils may have previously studied in preparation for core modules. See pp. 6–7, pp. 30–32, pp. 54–55, pp. 78–79, pp. 102–104.</li> <li>Point de départ spreads follow the Quiz pages and introduce new topics at a lower level, including familiar language. See pp. 8–9, pp. 32–33, pp. 56–57, pp. 80–81, pp. 104–105.</li> </ul>
Modules reach a higher level, combining and recycling language at the end of each Module	See final unit in each module: pp. 18–19, pp. 42–43, pp. 66–67, pp. 90–91, pp. 114–115.
Level 2 and 3 Pupil Books are differentiated into Rouge and Vert	<p><b>For example:</b></p> <ul style="list-style-type: none"> <li>M1, U1: the Rouge book teaches the perfect tense using a selection of regular -er verbs. The Vert book introduces the perfect tense using <i>visiter</i> in the first instance.</li> </ul>
Differentiated listening and reading activities in our interactive homework package	<p><b>For example:</b></p> <ul style="list-style-type: none"> <li><b>M5, U2, Listening exercise:</b> the Rouge version is a multiple choice gap-fill exercise where pupils complete an English summary of the audio they hear. The Vert version is a true or false exercise based on similar audio tracks.</li> </ul>
Differentiated Workbooks (A and B or Rouge and Vert)	Differentiation is similar to the Pupil Books and interactive homework package.
<b>Flexibility</b>	
A blended print and digital proposition allows you to pick and choose the right selection of resources for your school and your classes	<p><b>For example:</b></p> <p><b>M1, U4 resources:</b> answer presentations, audio files, transcript, digital maze game on building sentences, video story, video worksheet, thinking skills worksheet, digital homework exercises, equivalent page in Workbooks A and B</p> <p><b>M2, U3 resources:</b> answer presentations, audio files, transcript, digital pelmanism game on market foods, flashcards, learning skills worksheet, speaking skills worksheet, grammar video on <i>vouloir</i>, digital homework exercises, equivalent page in Workbooks A and B</p>
A range of assessments at different levels, including all four skills and grammar, allow for assessments which targets different abilities	<ul style="list-style-type: none"> <li>Pupil Book 2 Rouge exercises build up to the 7th Step on the Pearson Progression Scale by the end of M5.</li> <li>In the assessment pack, End-of-module tests have the option of Test A or B for each skill. E.g. M1 Listening paper: Test A begins at 1st Step, testing the understanding of short sentences, whereas in Listening Test B, it begins at 3rd Step with understanding a short passage.</li> </ul>

	<ul style="list-style-type: none"> <li>For Dynamo 2 Rouge, End-of-module tests are matched against the Pearson Progression 1st–7th Steps.</li> </ul>
<b>Formative assessment</b>	
Bilan and Révisions pages help pupils take stock of their learning	<ul style="list-style-type: none"> <li>Bilan ‘I can...’ checklists appear at the end of each module in the Pupil Book. See p. 20, p. 44, p. 68, p. 92, p. 116.</li> <li>Révision pages appear at the end of each module in the Pupil book. Exercises are split into ‘Ready’, ‘Get set’ and ‘Go!’ to provide clear progression. See p. 21, p. 45, p. 69, p. 93, p. 117.</li> </ul>
En focus pages allow pupils to revisit language and skills with less support and exam-style questions	<p><b>For example:</b></p> <ul style="list-style-type: none"> <li><b>M1Enf pp. 22–23:</b> listening and reading tasks as well as a role play task (Ex.3), a translation into English exercise (Ex.6) and a translation into French exercise (Ex.7).</li> <li><b>M3Enf pp. 70–71:</b> listening, reading and writing tasks, including an authentic reading text. As well as a photo description task (Ex.3) and a translation into French exercise (Ex.5).</li> </ul>

## Dynamo 2 Vert

Inspiring cultural content	
Cultural quizzes	<p><b>M1Q pp. 6–7:</b> Introduction to the French school year and famous French people such as Julie Payette and Louis Blériot</p> <p><b>M2Q pp. 28–29:</b> Introduction to French festivals, e.g. la chandeleur, le Nouvel an, l'Aïd, saints' days.</p> <p><b>M3Q pp. 52–53:</b> Introduction to French TV programmes such as <i>Nouvelle Star</i> and <i>La France a un incroyable talent</i>.</p> <p><b>M4Q pp. 76–78:</b> Introduction to some Francophone countries, e.g. Paris, Québec, Bamako, and some landmarks and features that make certain French places well-known</p> <p><b>M5Q pp. 100–101:</b> Introduction to sports in France, as well as French sportspeople.</p>
Topics that open a window to the Francophone world	<p><b>M1Pdd pp. 8–9:</b> school holidays in France and in other Francophone countries</p> <p><b>M1U1 pp. 10–11:</b> talking about what you visited on holiday in Geneva</p> <p><b>M1U3 pp. 14–15:</b> unit built around a visit to a French theme park, with authentic photos and details about <i>Park Astérix</i> and <i>Futuroscope</i></p> <p><b>M2U1 pp. 32–33:</b> learning about <i>le carnaval</i> in Francophone countries</p> <p><b>M2U2 pp. 34–35:</b> learning about <i>la fête de la musique</i></p> <p><b>M2U3 pp. 36–37:</b> buying food at a French market</p> <p><b>M2U4 pp. 38–39:</b> reading about traditional French dishes eaten during celebrations</p> <p><b>M2U5 pp. 40–41:</b> learning about Christmas markets in Colmar</p> <p><b>M3U3 p. 60–61:</b> discovering leisure activities of young people in French-speaking Africa</p> <p><b>M3Enf p. 69:</b> reading a French TV guide</p> <p><b>M3Enp p. 71:</b> profile of actor, Omar Sy</p> <p><b>M4U1 pp. 80–81:</b> descriptions of different regions of France, and of Mali, and what you can do there</p> <p><b>M4U2 p. 83:</b> texts about life in Francophone countries: Vietnam, Libanon</p> <p><b>M4U5 p. 88–89:</b> text about life in Corsica, combining language from throughout the module</p> <p><b>M4Enpl p. 94:</b> descriptions of paintings by French artists</p> <p><b>M4Enpl p. 95:</b> memory card game using profiles of French-speaking towns</p>

	<b>M5Q p. 101:</b> text about <i>Astérix aux Jeux Olympiques</i> <b>M5U3 p. 108–109:</b> text about French paralympic athlete, Marie-Amélie le Fur
Authentic texts	<b>M1Enpl p. 23:</b> descriptive poem called <i>La mer</i> by Paul Fort <b>M2Enf p. 45:</b> adapted article about New Year's in <i>La Réunion</i> from tourism website <b>M3Q p. 54:</b> authentic poster advertising <i>La Fête du Cinéma</i> <b>M3Enf p. 69:</b> adapted TV guide <b>M3Enpl p. 70:</b> adapted extract from <i>Aller au cinéma</i> from Philippe Delerm's collection, <i>C'est toujours bien</i> <b>M5Enpl p. 118:</b> extract from <i>L'école des champions</i> by Jacques Lindecker
Cultural tips	<b>M1Q p. 6:</b> tip about the French school year <b>M1U1 p.10:</b> tip about Geneva in Switzerland <b>M2Q p. 29:</b> tips about celebrating name days linked to saints <b>M2Q p. 29:</b> tip about markets around the French-speaking world <b>M2U1 p. 32:</b> tip about <i>carnaval</i> and <i>mardi gras</i> <b>M2U2 p. 34:</b> tip about <i>la fête de la musique</i> <b>M2U5 p. 41:</b> tip about Colmar in Alsace and its relationship with Germany <b>M2Enf p. 45:</b> tip about <i>la fête des lumières</i> in Lyon <b>M3Q p. 52:</b> tip about French TV programmes <b>M3Q p. 53:</b> tip about the French film industry <b>M3U3 p. 60:</b> tip about French-speaking African countries <b>M5Q p. 100:</b> tip about the popularity of handball in France
<b>Strong focus on skills</b>	
Listening/Reading spreads	<b>M1U3 pp. 14–15:</b> <i>Qu'est-ce que tu as fait?</i> – understanding the perfect tense pf irregular verbs, listening and reading for negatives in the perfect tense <b>M2U2 pp. 34–35:</b> <i>La fête de la musique</i> – identifying the subject when listening and reading <b>M3U4 pp. 62–63:</b> <i>Tu as fait des achats?</i> – spotting synonyms when listening and reading, spotting perfect tense verbs in a song <b>M4U4 pp. 86–87:</b> <i>J'ai déménagé!</i> – reading texts for overall meaning, spotting alternative ways of saying the same thing <b>M5U3 pp. 108–109:</b> <i>Qu'est-ce qu'il faut faire?</i> – listening for cognates, using reading strategies to translate into English

Speaking spreads	<b>M1U4 pp. 16–17:</b> <i>Mon voyage extraordinaire!</i> – asking and answering questions, using the perfect tense of <i>aller</i> , pronunciation of cognates and liaison <b>M3U5 pp. 64–65:</b> <i>Ça c'est la question!</i> – asking and answering questions in two tenses <b>M5U5 pp. 112–113:</b> <i>Allez, les futurs champions!</i> – asking and answering questions in three tenses (present, perfect and near future), using time expressions to help you
Writing spreads	<b>M2U5 pp. 40–41:</b> <i>Le marché de Noël</i> – using the near future tense to write about a future trip <b>M4U5 pp. 88–89:</b> <i>Bienvenue en Corse</i> – using two tenses, bringing together what you've learned in a piece of writing
Phonics and pronunciation throughout	Further pronunciation support in pronunciation boxes, e.g. <ul style="list-style-type: none"><li>● <b>M1Pdd p. 9:</b> silent 's' at the end of words and liaison</li><li>● <b>M1U1 p. 10:</b> -ai and -é sounds</li><li>● <b>M1U4 p. 16:</b> pronouncing cognates</li><li>● <b>M2Pdd p. 31:</b> revising key sounds</li><li>● <b>M2U5 p.40:</b> ch and ain / aine sounds</li><li>● <b>M3U1 p.56:</b> que sound</li><li>● <b>M3U2 p.58:</b> using key sounds from Dynamo 1 to pronounce new vocabulary</li></ul> Additional pronunciation worksheets included in the FoC resources
<b>Careful sequencing of grammar and skills (some examples!)</b>	
Teaching of verbs	Verbs are introduced in a sequence to build up knowledge gradually of how they work in French: <ul style="list-style-type: none"><li>● <b>M1Pdd pp. 8–9:</b> revision of present tense of <i>avoir</i> and <i>être</i> (school holidays)</li><li>● <b>M1U1 pp. 10–11:</b> perfect tense of <i>visiter</i> (talking about visiting Geneva)</li><li>● <b>M1U2 pp. 12–13:</b> perfect tense of regular -er verbs e.g. <i>acheter</i></li><li>● <b>M1U3 pp. 14–15:</b> irregular past participles (<i>bu, vu, fait, pris</i>)</li><li>● <b>M1U3 pp. 14–15:</b> negatives in the perfect tense</li><li>● <b>M1U4 pp. 16–17:</b> using the perfect tense of <i>aller</i> (with <i>être</i>)</li><li>● <b>M2U1 pp. 32–33:</b> present tense of regular -er verbs</li><li>● <b>M2U2 pp. 34– 35:</b> forming -ir and -re verbs in the present tense</li><li>● <b>M3U2 pp. 58–59:</b> forming the near future (<i>aller</i> + infinitive)</li><li>● <b>M3U3 pp. 60–61:</b> more negatives in the present tense (<i>pas, jamais, rien</i>)</li><li>● <b>M3U4 pp. 62–63:</b> using the 1-2-3 rule to form the perfect tense of regular, irregular and verbs that take <i>être</i></li></ul>

	<ul style="list-style-type: none"> <li>● <b>M3U5 pp. 64–65:</b> using verbs in both the present and perfect tenses</li> <li>● <b>M4U1 pp. 80–81:</b> modal verb – <i>pouvoir</i> in the present tense, with an infinitive (what you can do where you live)</li> <li>● <b>M4U2 pp. 82–83:</b> modal verb – <i>devoir</i> in the present tense (helping out at home)</li> <li>● <b>M4U3 pp. 84–85:</b> reflexive verbs in the present tense (daily routine)</li> <li>● <b>M5U2 pp. 106–107:</b> imperatives in <i>vous</i> form (directions)</li> <li>● <b>M5U3 pp. 108–109:</b> <i>il faut</i> + infinitive (what you must (not) do to be a champion)</li> </ul>
Teaching of adjectives	<ul style="list-style-type: none"> <li>● <b>M3Pdd pp. 54–55:</b> describing celebrities – feminine adjective agreement</li> <li>● <b>M3U3 pp. 60–61:</b> possessive adjectives <i>mon, ma, mes, son, sa, ses</i></li> <li>● <b>M4U4 pp. 86–87:</b> irregular adjectives that come before the noun (e.g. <i>beau, nouveau, vieux</i>)</li> <li>● <b>M5U1 pp. 104–105:</b> adjective agreement</li> <li>● <b>M5U1 pp. 104–105:</b> comparative adjectives (<i>plus... que</i>)</li> <li>● <b>M5Enpl pp. 118–119:</b> interrogative adjectives (<i>quel, quelle, quels, quelles</i>)</li> </ul>
Teaching of questions	<ul style="list-style-type: none"> <li>● <b>M1U4 pp. 16–17:</b> asking questions about holidays</li> <li>● <b>M2U5 pp. 40–41:</b> questions in the near future using question word + <i>est-ce que</i> + verb (<i>qu', comment, où</i>)</li> <li>● <b>M3U1 pp. 56–57:</b> using question word + <i>est-ce que</i> + verb (<i>avec qui, comment, où, quand, qu'</i>)</li> <li>● <b>M3U5 pp. 64–65:</b> asking questions in two tenses (<i>Quels sont tes loisirs?; Qu'est-ce que tu as fait le weekend dernier?</i>)</li> <li>● <b>M4U5 pp. 88–89:</b> asking questions using question words from the rest of the module (<i>où, comment, quel, qu'</i>)</li> <li>● <b>M5U2 pp. 106–107:</b> using intonation</li> <li>● <b>M5U5 pp. 112–113:</b> <i>Qu'est-ce que ...?</i> in three tenses</li> </ul>
<b>Accessible differentiated materials</b>	
Quiz and Point de départ spreads introduce new topics at a lower level	<ul style="list-style-type: none"> <li>● A Quiz spread starts each module, recapping topics that pupils may have previously studied in preparation for core modules. See pp. 6–7, pp. 28–29, pp. 52–53, pp. 76–77, pp. 100–101.</li> <li>● Point de départ spreads follow the Quiz pages and introduce new topics at a lower level, including familiar language. See pp. 8–9, pp. 30–31, pp. 54–55, pp. 78–79, pp. 102–103.</li> </ul>

Modules reach a higher level, combining and recycling language at the end of each Module	See final unit in each module: pp. 16–17, pp. 40–41, pp. 64–65, pp. 88–89, pp. 112–113.
Level 2 and 3 Pupil Books are differentiated into Rouge and Vert	<p><b>For example:</b></p> <ul style="list-style-type: none"> <li>M1, U1: the Rouge book teaches the perfect tense using a selection of regular -er verbs. The Vert book introduces the perfect tense using <i>visiter</i> in the first instance.</li> </ul>
Differentiated listening and reading activities in our interactive homework package	<p><b>For example:</b></p> <ul style="list-style-type: none"> <li><b>M5, U2, Listening exercise:</b> the Rouge version is a multiple choice gap-fill exercise where pupils complete an English summary of the audio they hear. The Vert version is a true or false exercise based on similar audio tracks.</li> </ul>
Differentiated Workbooks (A and B or Rouge and Vert)	Differentiation is similar to the Pupil Books and interactive homework package.
<b>Flexibility</b>	
A blended print and digital proposition allows you to pick and choose the right selection of resources for your school and your classes	<p><b>For example:</b></p> <p><b>M1, U4 resources:</b> answer presentations, audio files, transcript, digital odd one out game on holidays, flashcards, grammar video on <i>aller</i>, video story, video worksheet, learning skills worksheet, pronunciation quiz, grammar quiz, digital homework exercises, equivalent page in Workbooks A and B</p> <p><b>M2, U3 resources:</b> answer presentations, audio files, transcript, digital noughts and crosses game on prices, flashcards, speaking skills worksheet, digital homework exercises, equivalent page in Workbooks A and B</p>
A range of assessments at different levels, including all four skills and grammar, allow for assessments which targets different abilities	<ul style="list-style-type: none"> <li>Pupil Book 2 Vert exercises build up to the 7th Step on the Pearson Progression Scale by the end of M5.</li> <li>In the assessment pack, End-of-module tests have the option of Test A or B for each skill. E.g. M1 Listening paper: Test A begins at 1st Step, testing the understanding of short sentences, whereas in Listening Test B, it begins at 3rd Step with understanding a short passage.</li> <li>For Dynamo 2 Vert, End-of-module tests are matched against the Pearson Progression 1st–7th Steps.</li> </ul>
<b>Formative assessment</b>	
Bilan and Révisions pages help pupils take stock of their learning	<ul style="list-style-type: none"> <li>Bilan ‘I can...’ checklists appear at the end of each module in the Pupil Book. See p. 18, p. 42, p. 66, p. 90, p. 114.</li> </ul>

	<ul style="list-style-type: none"> <li>Révision pages appear at the end of each module in the Pupil book. Exercises are split into ‘Ready’, ‘Get set’ and ‘Go!’ to provide clear progression. See p. 19, p. 43, p. 67, p. 91, p. 115.</li> </ul>
En focus pages allow pupils to revisit language and skills with less support and exam-style questions	<p><b>For example:</b></p> <ul style="list-style-type: none"> <li><b>M1Enf pp. 20–21:</b> listening and reading tasks as well as a role play task (Ex.3), a translation into English exercise (Ex.4) and a translation into French exercise (Ex.6).</li> <li><b>M3Enf pp. 68–69:</b> listening, reading and writing tasks. As well as a role play task (Ex.), a photo description task (Ex.4) and a translation into French exercise (Ex.6).</li> </ul>