

SCHOOL:		YEAR:
DATE:		CLASS:
<i>Studio 1 Module 2 Mon collège</i> <i>Unité 1 pp. 28–29 Mes matières</i>		
Programme of Study		GV2 Grammatical structures (questions, definite articles, connectives) LC1 Listening and responding
Lesson starters		1 Review language for expressing likes and dislikes; use reading strategies 2 Review language for likes/dislikes and school subjects <i>Alternative:</i> review school subjects and opinions using ActiveTeach p. 029 Class activity
Plenary		Review and practise asking for and giving opinions about school subjects
Learning objectives		Talking about school subjects Asking questions
Grammar		forming questions (intonation/with <i>Est-ce que ...?</i>)
FCSE links		Unit 2: Education and future plans (School: subjects)
Learning outcomes ...		
Listening	L1–2	Understand school subjects Understand opinions of school subjects Distinguish between <i>assez</i> and <i>aussi</i>
Speaking	L2–4	Ask for and give opinions of school subjects
Reading	L3	Understand opinions of school subjects
Writing	L3–4	Write sentences giving opinion of school subjects
Key language		<i>le français, le théâtre</i> <i>la géographie/la géo, la musique, la technologie</i> <i>l'anglais (m), l'EPS (f), l'histoire (f), l'informatique (f)</i> <i>les arts plastiques (m), les maths (f), les sciences (f)</i> <i>Tu aimes/Est-ce que tu aimes ...?</i> <i>J'aime ...</i> <i>J'aime beaucoup ...</i> <i>J'aime assez ...</i> <i>J'adore ...</i> <i>Je n'aime pas ...</i> <i>Je déteste ...</i> <i>C'est ma matière préférée.</i>
PLTS		I Independent enquirers
Cross-curricular		ICT: present survey results
Grammar practice		<i>Studio Grammaire</i> page 44, ex. 1
Differentiation		<i>Reinforcement:</i> Sketch and name school subjects Cahier d'exercices A, page 12 <i>Extension:</i> Cahier d'exercices B, page 12
Resources		<i>Audio files:</i> 13_Module2_Unit1_Ex1.mp3 14_Module2_Unit1_Ex2.mp3 15_Module2_Unit1_Ex4.mp3 Accès Studio pages 12–13 & 14–15

	<p>Cahier d'exercices A & B, page 12</p> <p><i>ActiveTeach:</i></p> <p>p.028 Flashcards</p> <p>p.028 Speaking skills</p> <p>p.029 Class activity</p> <p>p.029 Learning skills</p> <p><i>ActiveLearn:</i></p> <p>Listening A</p> <p>Listening B</p> <p>Reading A</p> <p>Reading B</p> <p>Grammar</p> <p>Vocabulary</p> <p>Vocabulary (Accès – Classroom objects)</p>
Homework	
Notes	

SCHOOL:		YEAR:
DATE:		CLASS:
<i>Studio 1 Module 2 Mon collège</i> <i>Unité 2 pp. 30–31 C'est génial!</i>		
Programme of Study	GV2	Grammatical structures (connectives and intensifiers)
	LC1	Listening and responding
	LC4	Expressing ideas (speaking)
Lesson starters	1	Review and introduce adjectives for giving an opinion
	2	Review adjectives for giving an opinion on school subjects <i>Alternative:</i> review and practise the adjectives used to give opinions on school subjects using ActiveTeach p. 030 Flashcards
Plenary	Practise giving opinions on school subjects and disagreeing	
Learning objectives	Giving opinions and reasons Agreeing and disagreeing	
Grammar		
FCSE links	Unit 2: Education and future plans (School: subjects)	
Learning outcomes ...		
Listening	L3–4	Identify opinions from tone of voice as well as words used Understand opinions of school subjects and reasons for those opinions
Speaking	L3–4	Discuss school subjects, giving positive and negative opinions and agreeing or disagreeing
Reading	L1, L4	Understand opinions Understand opinions of school subjects and reasons for those opinions Identify French expressions in a text
Writing	L3–4	Write sentences giving own opinion on different school subjects Write a paragraph responding to a chatroom posting, giving own opinions and the reasons for them
Key language	<i>C'est ...</i> <i>difficile</i> <i>génial</i> <i>nul</i> <i>marrant</i> <i>ennuyeux</i> <i>intéressant</i> <i>facile</i> <i>On a beaucoup de devoirs.</i> <i>Le/La prof est sympa.</i> <i>Le/La prof est trop sévère.</i> <i>Moi aussi.</i> <i>T'es fou/folle.</i> <i>parce que</i>	
PLTS	T Team workers	
Cross-curricular	ICT: word processing	
Differentiation	<i>Reinforcement:</i> <i>À toi A</i> page 120, exs 3 & 4 Cahier d'exercices A, page 13	

	<p><i>Extension:</i> Give opinions about school subjects <i>A toi B</i> page 121, ex. 1 Cahier d'exercices B, page 13</p>
Resources	<p><i>Audio files:</i> 16_Module2_Unit2_Ex1.mp3 17_Module2_Unit2_Ex4.mp3 Cahier d'exercices A & B, page 13 <i>ActiveTeach:</i> Starter 1 resource p.030 Flashcards <i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Vocabulary</p>
Homework	
Notes	

SCHOOL:		YEAR:
DATE:		CLASS:
<i>Studio 1 Module 2 Mon collège</i> <i>Unité 3 pp. 32–33 J'ai cours!</i>		
Programme of Study	GV2	Grammatical structures (definite article; time)
	LC1	Listening and responding
	LC3	Conversation
Lesson starters	1	Review numbers 1–20 <i>Alternative:</i> review and practise numbers 1–20 using <i>Accès Studio</i> ActiveTeach p. 007 Class activity
	2	Review the language for time <i>Alternative:</i> review and practise the language for time using ActiveTeach p. 032 Flashcards
Plenary	Review and practise times	
Learning objectives	Describing your timetable Using the 12-hour clock	
Grammar		
FCSE link	Unit 2: Education and future plans (School: timetable; Future plans: time)	
Learning outcomes ...		
Listening	L2–5	Understand the time Identify a problem in a longer listening passage
Speaking	L3–4	Make up dialogues saying the time and what school subject is then Play a memory game using time and school subjects
Reading	L2, L4	Understand times and school subjects Understand a school timetable
Writing	L2	Write sentences based on a school timetable
Key language	<i>Quelle heure est-il?</i> <i>Il est ...</i> <i>neuf heures</i> <i>neuf heures cinq/dix/vingt/vingt-cinq</i> <i>neuf heures et quart/et demie</i> <i>dix heures moins vingt-cinq/vingt/dix/cinq</i> <i>dix heures moins le quart</i> <i>midi</i> <i>minuit</i> <i>midi/minuit et demi</i> <i>l'emploi du temps</i> <i>lundi, mardi, mercredi, jeudi, vendredi</i> <i>À (neuf heures), j'ai (sciences).</i> <i>tous les jours</i> <i>le matin</i> <i>l'après-midi</i> <i>la récréation/la récré</i> <i>le déjeuner</i>	
PLTS	C Creative thinkers	
Cross-curricular		
Differentiation	<i>Reinforcement:</i> À toi A page 120, exs 1 & 2	

	<p>Cahier d'exercices A, page 14</p> <p><i>Extension:</i></p> <p>Compile a timetable in French and write sentences about it</p> <p>Cahier d'exercices B, page 14</p>
Resources	<p><i>Audio files:</i></p> <p>18_Module2_Unit3_Ex1.mp3</p> <p>19_Module2_Unit3_Ex2.mp3</p> <p>20_Module2_Unit3_Ex7.mp3</p> <p>Accès Studio pages 6–7 & 8–9</p> <p>Cahier d'exercices A & B, page 14</p> <p><i>Accès Studio ActiveTeach:</i></p> <p>p.007 Class activity</p> <p><i>ActiveTeach:</i></p> <p>p.032 Flashcards</p> <p>p.033 Thinking skills</p> <p><i>ActiveLearn:</i></p> <p>Listening A</p> <p>Listening B</p> <p>Reading A</p> <p>Reading B</p> <p>Vocabulary</p> <p>Vocabulary (Accès – Days of the week + Months)</p>
Homework	
Notes	

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DATE:		CLASS:
<i>Studio 1 Module 2 Mon collège</i>		
<i>Unité 4 pp. 34–35 Au collège en France</i>		
Programme of Study	GV1	Tenses (present; <i>on</i> form)
	LC5	Speak coherently and confidently
Lesson starters	1	Review singular verb forms of regular <i>-er</i> verbs + <i>avoir</i> and <i>être</i>
	2	Review the <i>on</i> form
Plenary	Review and practise the <i>on</i> form	
Learning objectives	Describing your school day Using <i>on</i> to say 'we'	
Grammar	<i>on</i> form (<i>-er</i> verbs, <i>avoir</i> and <i>être</i>)	
FCSE links	Unit 2: Education and future plans (School: type of school)	
Learning outcomes ...		
Listening	L1, L4	Understand a text about school Listen and repeat for pronunciation practice
Speaking	L3–4	Talk about own school
Reading	L4	Understand a text about school Understand a more detailed text about school
Writing	L4	Write a blog about own school
Key language	<i>On a cours (le lundi, ...).</i> <i>On commence les cours à ...</i> <i>On a (quatre) cours le matin/l'après-midi.</i> <i>On étudie (neuf) matières.</i> <i>À la récré, on bavarde et on rigole.</i> <i>On mange à la cantine.</i> <i>On finit les cours à ...</i>	
PLTS	R Reflective learners	
Cross-curricular	ICT: word processing/creating a blog	
Grammar practice	<i>Studio Grammaire</i> pages 44–45, exs 3–4	
Differentiation	<i>Reinforcement:</i> Cahier d'exercices A, page 15 <i>Extension:</i> Translate a text into English Cahier d'exercices B, page 15	
Resources	<i>Audio files:</i> 21_Module2_Unit4_Ex1.mp3 22_Module2_Unit4_Ex3.mp3 Cahier d'exercices A & B, page 15 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource p.034 Video 3 p.034 Video worksheet 3 p.034 Reading skills p.035 Learning skills <i>ActiveLearn:</i> Listening A Listening B	

	Reading A Reading B Grammar
Homework	
Notes	

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<i>Studio 1 Module 2 Mon collège</i> <i>Unité 5 pp. 36–37 Miam-miam!</i>		
Programme of Study	GV2	Grammatical structures (the partitive article; question forms)
	LC4	Expressing ideas (writing)
Lesson starters	1	Review parts of speech (noun/subject, adjective, verb) using ActiveTeach p. 036 Worksheet 2.4 Parts of speech, exercises A and B
	2	Review the definite article and partitive article using ActiveTeach p. 036 Worksheet 2.4 Parts of speech, exercises C and D <i>Alternative:</i> review the partitive article using ActiveTeach p. 036 Grammar activity
Plenary	Review and practise the partitive article	
Learning objectives	Talking about food Using the partitive article (<i>du/de la/de l'/des</i>)	
Grammar	the partitive article (<i>du, de la, de l', des</i>) <i>Qu'est-ce que ...?</i> and <i>Est-ce que ...?</i>	
FCSE link	Unit 5: Healthy lifestyle (Food/drink; Eating and drinking) Unit 6: Food and drink (Food/drink vocabulary items)	
Learning outcomes ...		
Listening	L1, L4–5	Understand what pupils eat in the school canteen Listen and repeat for pronunciation practice Understand a song about food
Speaking	L3–5	Play a memory game with food items Have a dialogue about food items Sing new verses for a song about food
Reading	L4–5	Understand a song about food
Writing	L3–4	Write sentences saying what different people eat Write an ideal menu for the school canteen Write verses for a song about food
Key language	<i>Je mange ...</i> <i>du fromage</i> <i>du poisson</i> <i>du poulet</i> <i>du steak haché</i> <i>du yaourt</i> <i>de la pizza</i> <i>de la glace à la fraise</i> <i>de la mousse au chocolat</i> <i>de la tarte au citron</i> <i>des crudités</i> <i>avec ...</i> <i>de la purée de pommes de terre</i> <i>des frites</i> <i>des haricots verts</i> <i>Bon appétit!</i>	
PLTS	S Self-managers	

Cross-curricular	
Grammar practice	<i>Studio Grammaire</i> page 44 ex. 2; <i>Studio Grammaire</i> page 45, exs 5 & 6
Differentiation	<p><i>Reinforcement:</i> Cahier d'exercices A, page 16</p> <p><i>Extension:</i> Practise identifying cognates and near-cognates <i>À toi B</i> page 121, exs 2–4 Cahier d'exercices B, page 16</p>
Resources	<p><i>Audio files:</i> 23_Module2_Unit5_Ex1.mp3 24_Module2_Unit5_Ex4.mp3 25_Module2_Unit5_Ex7.mp3 Accès Studio pages 6–7 & 24–25 Cahier d'exercices A & B, page 16</p> <p><i>ActiveTeach:</i> p.036 Video 4 p.036 Video worksheet 4 p.036 Flashcards p.036 Grammar p.036 Grammar practice p.036 Grammar skills p.037 Class activity p.037 Grammar p.037 Grammar practice p.037 Grammar skills</p> <p><i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Grammar Vocabulary Vocabulary (Accès – Food and drink)</p>
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<i>Studio 1 Module 2 Mon collège</i>		
<i>En plus 1 pp. 40–41 Mon collègue au paradis</i>		
Programme of Study	LC6 Reading comprehension	
Lesson starter	Introduce some different countries where French is spoken	
Plenary	Review strategies for working out unknown words	
Learning objectives	Schools in other French-speaking countries Developing reading skills	
Grammar		
FCSE links	Unit 2: Education and future plans (School: facilities)	
Learning outcomes ...		
Listening	L4	Identify topics not mentioned
Speaking	L4	Ask and answer questions in the role of a character
Reading	L4	Read longer texts for gist Translate French expressions (in context) into English Check translations in a dictionary Guess the meaning of new words to complete translations of French sentences
Writing		
Key language	Review of language from the module	
PLTS	C Creative thinkers	
Cross-curricular	Geography: French-speaking countries	
Differentiation		
Resources	<i>Audio files:</i> 27_Module2_EnPlus1_Ex2.mp3 <i>ActiveTeach:</i> p.041 Assignment 2 p.041 Assignment 2: prep	
Homework		
Notes		

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<i>Studio 1 Module 2 Mon collège</i> <i>En plus 2 pp. 42–43 Joyeux Noël!</i>		
Programme of Study	LC3 Conversation LC6 Reading comprehension	
Lesson starters	Introduce Christmas vocabulary	
Plenary	Review facts about how Christmas is celebrated in France	
Learning objectives	Talking about winter celebrations Developing speaking skills	
Grammar		
FCSE links	Unit 1: Relationships, family and friends (Family celebrations) Unit 8: Celebrations (Various festivals; Special celebrations)	
Learning outcomes ...		
Listening	L4–5	Understand what people like about Christmas Identify words and phrases to do with Christmas Listen to check answers to a quiz
Speaking	L4–5	Ask and answer questions about Christmas Do a short presentation on Christmas in own country
Reading	L2, L4	Translate French expressions (in context) into English; check translations in a dictionary Do a quiz about Christmas in France
Writing	L4	Write and illustrate an acrostic poem about Christmas
Key language	<i>les bonnes choses à manger</i> <i>les cadeaux</i> <i>la messe de minuit</i> <i>les décorations</i> <i>les chants de Noël</i> <i>les vacances scolaires</i> <i>un sapin de Noël</i> <i>le père Noël</i> <i>On mange de la dinde.</i> <i>Douce nuit, sainte nuit</i> <i>Je suis catholique/musulman(e).</i> <i>la veille de Noël</i> <i>le jour de Noël</i> <i>Joyeux Noël!</i>	
PLTS	E Effective participators	
Cross-curricular		
Differentiation		
Resources	<i>Audio files:</i> 28_Module2_EnPlus2_Ex1.mp3 29_Module2_EnPlus2_Ex3.mp3 30_Module2_EnPlus2_Ex6.mp3 <i>ActiveTeach:</i> p.043 Thinking skills	
Homework		
Notes		

