

SCHOOL:		YEAR:
DATE:		CLASS:
Studio 1 Module 6 Studio découverte		
Unité 1 pp. 110–111 Animaux		
Programme of Study	GV1	Tenses (perfect)
	GV3	Developing vocabulary
Lesson starters	1	Review verb structures; use grammatical knowledge to work out connections
	2	Review language for talking about animals
Plenary	Make up a class presentation on a fantasy animal	
Learning objective	Talking about animals	
Grammar	the perfect tense	
FCSE links		
Learning outcomes ...		
Listening	L5	Understand what the speaker of a presentation has found out about an animal
Speaking	L1–5	Discuss strategies for tackling texts Research an animal, then give a presentation on your findings
Reading	L2–3, L5	Understand texts about animals Match animals with their cries Understand what the writer of a presentation has found out about an animal Identify perfect tense verbs in a text
Writing		
Key language	<i>J'ai choisi (le zèbre).</i> <i>On peut trouver (des tigres) en ...</i> <i>J'ai étudié son habitat.</i> <i>(Le loup) habite ...</i> <i>J'ai examiné son caractère.</i> <i>J'ai observé son aspect physique.</i> <i>Il/Elle est ...</i> <i>Il/Elle aime/n'aime pas ...</i> <i>J'ai recherché son alimentation.</i> <i>En général, il/elle mange ...</i> <i>J'ai trouvé son ennemi.</i> <i>Ses prédateurs sont ...</i>	
PLTS	E Effective participators	
Cross-curricular	Science: animals and their habitats English: vocabulary groups (animal sounds)	
Grammar practice	<i>Studio Grammaire</i> page 116 exs 2 & 3	
Differentiation	<i>Reinforcement:</i> Cahier d'exercices A, pages 52–53 <i>Extension:</i> Find out how the perfect tense is formed; practise forming the perfect tense Cahier d'exercices B, pages 52–53	
Resources	<i>Audio files:</i> 79_Module6_Unit1_Ex6.mp3 Accès Studio pages 18–19 Cahier d'exercices A & B, pages 52–53 <i>ActiveTeach:</i> p.110 Reading skills	

	p.111 Thinking skills <i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Vocabulary (Accès – Animals)
Homework	
Notes	

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Studio 1 Module 6 Studio découverte		
Unité 2 pp. 112–113 Poésie		
Programme of Study		GV1 Tenses (perfect) GV3 Developing vocabulary GV4 Accuracy LC8 Writing creatively
Lesson starters		1 Introduce the topic of poetry 2 Review the features of poems; look at a poem critically
Plenary		Read own poem aloud and give constructive feedback on others' poems <i>Alternative:</i> review and practise the perfect tense using ActiveTeach p. 116 Grammar practice activities
Learning objective		Writing a poem
Grammar		the perfect tense
FCSE links		
Learning outcomes ...		
Listening	L3–4	Understand a poem Identify the missing words in a gap-fill version of a poem
Speaking	L4	Read a poem aloud and comment on partner's pronunciation
Reading	L3–5	Understand a poem Understand biographical details in a text
Writing	L4	Write and illustrate a poem
Key language		Review of language from throughout the course <i>Il est né ...</i> <i>Il a travaillé ...</i> <i>Il a écrit ...</i> <i>Il est allé ...</i> <i>Il est décédé ...</i>
PLTS		C Creative thinkers
Cross-curricular		English: discussing and writing poetry
Grammar practice		<i>Studio Grammaire</i> page 116 ex. 1
Differentiation		<i>Reinforcement:</i> Cahier d'exercices A, pages 54–55 <i>Extension:</i> Identify verbs using <i>être</i> in the perfect tense Cahier d'exercices B, pages 54–55
Resources		<i>Audio files:</i> 80_Module6_Unit2_Ex1.mp3 81_Module6_Unit2_Ex3.mp3 Cahier d'exercices A & B, pages 54–55 <i>ActiveTeach:</i> p.113 Learning skills p.116 Grammar p.116 Grammar practice <i>ActiveLearn:</i> Listening A Listening B Reading A

	Reading B
Homework	
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Studio 1 Module 6 Studio découverte		
Unité 3 pp. 114–115 Peintures		
Programme of Study	GV1	Tenses (perfect)
	GV3	Developing vocabulary
	LC3	Conversation
Lesson starters	1	Review adjectives
	2	Review language for expressing opinions; use grammatical knowledge to work out connections
Plenary	Review and practise perfect tense forms	
Learning objective	Describing a painting	
Grammar	the perfect tense	
FCSE links		
Learning outcomes ...		
Listening	L4	Understand a description of a painting Understand comments and opinions on a painting
Speaking	L4	Describe a painting and give an opinion of it Draw or paint a scene in the style of Henri Rousseau, then present the scene to the class
Reading	L4–5	Understand a description of a painting Identify French prepositions and other phrases in a text Identify French verbs in a text
Writing	L5	Research a painting and write a description of what you found out
Key language	Review of language for expressing opinions <i>J'ai fait des recherches sur ...</i> <i>J'ai choisi un tableau qui s'appelle ...</i> <i>J'ai bien regardé.</i> <i>J'ai identifié (douze) couleurs différentes.</i> <i>J'ai trouvé ...</i> <i>au centre</i> <i>sur la gauche/droite</i> <i>devant</i> <i>derrière</i> <i>il y a .../on peut voir ...</i>	
PLTS	I Independent enquirers	
Cross-curricular	Art: famous painters ICT: internet research	
Grammar practice	<i>Studio Grammaire</i> page 117 exs 4–7	
Differentiation	<i>Reinforcement:</i> Practise prepositions Cahier d'exercices A, pages 56–57 <i>Extension:</i> Cahier d'exercices B, pages 56–57	
Resources	<i>Audio files:</i> 82_Module6_Unit3_Ex1.mp3 83_Module6_Unit3_Ex3.mp3 84_Module6_Unit3_Ex4.mp3 Accès Studio pages 16–17	

	Cahier d'exercices A & B, pages 56–57 <i>ActiveTeach:</i> p.115 Learning skills <i>ActiveLearn:</i> Listening A Listening B Reading A Reading B
Homework	
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