

SCHOOL:		YEAR:
DATE:		CLASS:
Studio 1 Module 1 C'est perso		
Unité 1 pp. 8–9 Mon autoportrait		
Programme of Study		GV1 Tenses (present)
Lesson starters		1 Review greetings and giving your name <i>Alternative:</i> review and practise the language for greetings using <i>Accès Studio</i> ActiveTeach p. 004 Flashcards 2 Review talking about likes/dislikes with <i>j'aime/je n'aime pas</i>
Plenary		Practise categorising vocabulary using ActiveTeach p. 009 Thinking skills, Worksheet 1.1 Inventing categories <i>Alternative:</i> review regular <i>-er</i> verbs using ActiveTeach p. 009 Grammar practice
Learning objectives		Talking about likes and dislikes Using regular <i>-er</i> verbs (<i>je, tu, il/elle</i>)
Grammar		the definite article (<i>le, la, l', les</i>) <i>-er</i> verbs (singular)
FCSE links		Unit 4: Leisure (Hobbies; Preferences)
Learning outcomes ...		
Listening	L2–3	Understand likes and dislikes Understand opinions
Speaking	L2–3	Ask and answer questions on likes and dislikes Include opinions when talking about likes and dislikes
Reading	L2–3	Understand likes and dislikes Understand more detailed expression of likes and dislikes
Writing	L3	Write sentences about the likes and dislikes of famous people
Key language		<i>J'aime ...</i> <i>Je n'aime pas ...</i> <i>Tu aimes ...?</i> <i>Il/Elle aime ...</i> <i>Oui, j'aime ça.</i> <i>Non, je n'aime pas ça.</i> <i>les animaux</i> <i>les araignées</i> <i>les chats</i> <i>les chiens</i> <i>le cinéma</i> <i>les consoles de jeux</i> <i>la danse</i> <i>le foot</i> <i>le hard rock</i> <i>l'injustice</i> <i>les insectes</i> <i>les jeux vidéo</i> <i>les mangas</i> <i>les maths</i> <i>la musique</i> <i>la Nintendo DS</i> <i>les pizzas</i> <i>le racisme</i> <i>le rap</i>

	<p> <i>les reptiles</i> <i>le roller</i> <i>le rugby</i> <i>les spaghettis</i> <i>le sport</i> <i>la tecktonik</i> <i>le tennis</i> <i>la violence</i> <i>les voyages</i> <i>les weekends</i> <i>C'est ...</i> <i>génial/cool/bien/ennuyeux/nul</i> </p>
PLTS	C Creative thinkers
Cross-curricular	English: the definite article
Grammar practice	<i>Studio Grammaire</i> page 22, exs 1 & 2
Differentiation	<p><i>Reinforcement:</i> Write sentences using <i>j'aime</i> and <i>je n'aime pas</i> Cahier d'exercices A, page 2</p> <p><i>Extension:</i> Rework in the third person texts given in the first person, in writing or orally Cahier d'exercices B, page 2</p>
Resources	<p><i>Audio files:</i> 01_Module1_Unit1_Ex1.mp3 02_Module1_Unit1_Ex4.mp3 Accès Studio pages 4–5, 6–7, 12–13 & 14–15 Cahier d'exercices A & B, page 2</p> <p><i>Accès Studio ActiveTeach:</i> p.004 Flashcards</p> <p><i>ActiveTeach:</i> p.008 Video 1 p.008 Video worksheet 1 p.008 Speaking skills video p.008 Speaking skills p.009 Grammar p.009 Grammar practice p.009 Thinking skills</p> <p><i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Grammar Vocabulary Vocabulary (Accès – Greetings + Numbers)</p>
Homework	
Notes	

SCHOOL:		YEAR:
DATE:		CLASS:
<i>Studio 1 Module 1 C'est perso</i> <i>Unité 2 pp. 10–11 Mon kit de survie</i>		
Programme of Study	GV2 Grammatical structures (questions; negatives)	
Lesson starters	1 Introduce language for school bag/survival kit items; use reading strategies <i>Alternative:</i> review and practise further language for school bag items using ActiveTeach p. 010 Flashcards 2 Review survival kit language using ActiveTeach p. 010 Thinking skills, Worksheet 1.2 Odd one out!	
Plenary	Practise dictionary skills using ActiveTeach p. 010 Learning skills, Worksheet 1.3 Using a dictionary (i) <i>Alternative:</i> play matching pairs with survival kit items using ActiveTeach p. 011 Class activity	
Learning objectives	Talking about your survival kit Using <i>avoir</i> (<i>je, tu, il/elle</i>)	
Grammar	<i>avoir</i> (present singular) <i>qu'est-ce que ...?</i>	
FCSE links	Unit 2: Education and future plans (School: items in a school bag)	
Learning outcomes ...		
Listening	L2–3	Understand vocabulary for personal items Understand the relative importance of a selection of personal items
Speaking	L2–3	Ask and answer questions about what you have in your bag Compare the relative importance of personal items
Reading	L1–2	Sort nouns by gender and singular/plural Understand a text about personal items
Writing	L3	Write a sentence about personal items suitable for a specific purpose, using a dictionary
Key language	<i>J'ai ...</i> <i>Tu as ...</i> <i>Il/Elle a ...</i> <i>un appareil photo</i> <i>une barre de céréales</i> <i>un bâton de colle</i> <i>un cahier</i> <i>des chips</i> <i>des clés</i> <i>une clé USB</i> <i>une gourde</i> <i>des kleenex</i> <i>des lunettes de soleil</i> <i>un magazine</i> <i>un miroir</i> <i>un MP3</i> <i>un portable</i> <i>un portemonnaie</i> <i>un paquet de mouchoirs</i>	

	<i>des surligneurs fluo</i> <i>une trousse</i> <i>Je n'ai pas de ...</i> <i>C'est ...</i> <i>essentiel/important</i>
PLTS	I Independent enquirers
Cross-curricular	
Grammar practice	<i>Studio Grammaire</i> page 22, ex. 3
Differentiation	<i>Reinforcement:</i> Cahier d'exercices A, page 3 <i>Extension:</i> Note and learn personalised vocabulary Cahier d'exercices B, page 3
Resources	<i>Audio files:</i> 03_Module1_Unit2_Ex1.mp3 04_Module1_Unit2_Ex4.mp3 Accès Studio pages 10–11 & 18–19 Cahier d'exercices A & B, page 3 <i>ActiveTeach:</i> Starter 1 resource p.010 Video 2 p.010 Video worksheet 2 p.010 Flashcards p.010 Thinking skills p.010 Learning skills p.011 Class activity <i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Grammar Vocabulary Vocabulary (Accès – Items in school bag)
Homework	
Notes	

SCHOOL:		YEAR:
DATE:		CLASS:
<i>Studio 1 Module 1 C'est perso</i>		
<i>Unité 3 pp. 12–13 Comment je me vois</i>		
Programme of Study	GV1	Tenses (present)
	GV3	Developing vocabulary (high-frequency words)
Lesson starters	1	Review <i>avoir</i> and introduce/review the present singular of <i>être</i> ; use reading strategies
	2	Recognise adjective agreement
Plenary	Practise describing yourself and agreeing/disagreeing with a statement <i>Alternative:</i> review and practise <i>avoir</i> and <i>être</i> using ActiveTeach p. 013 Grammar practice	
Learning objectives	Describing yourself Understanding adjective agreement (singular)	
Grammar	adjective agreement (singular) <i>être</i> (present singular)	
FCSE links	Unit 1: Relationships, family and friends (Personal information)	
Learning outcomes ...		
Listening	L1, L3	Understand adjectives used to describe character Understand someone's responses to a quiz
Speaking	L3	Do a quiz on what kind of person you are and ask a friend if he/she agrees
Reading	L3–4	Understand a text in which someone describes his character and his likes/dislikes Understand a text in which someone describes a friend's character and likes/dislikes
Writing	L3	Write a paragraph describing your character and a friend's character
Key language	<i>Je suis/Je ne suis pas ...</i> <i>Tu es ...</i> <i>Il/Elle est ...</i> <i>branché(e)</i> <i>charmant(e)</i> <i>curieux/curieuse</i> <i>drôle</i> <i>généreux/généreuse</i> <i>gentil(le)</i> <i>intelligent(e)</i> <i>modeste</i> <i>poli(e)</i> <i>Tu es d'accord?</i> <i>Je suis d'accord.</i> <i>Je ne suis pas d'accord.</i>	
PLTS	R Reflective learners	
Cross-curricular	ICT: e-mailing	
Grammar practice	<i>Studio Grammaire</i> page 22, ex. 4; page 23, exs 5 & 6	
Differentiation	<i>Reinforcement:</i> <i>À toi A</i> page 118, ex. 1 Cahier d'exercices A, page 4 <i>Extension:</i>	

	<p>Work out the feminine forms of adjectives given in masculine form</p> <p><i>À toi B</i> page 119, exs 1, 2 & 4</p> <p>Cahier d'exercices B, page 4</p>
Resources	<p><i>Audio files:</i></p> <p>05_Module1_Unit3_Ex1.mp3</p> <p>06_Module1_Unit3_Ex2.mp3</p> <p>Accès Studio pages 16–17 & 26–27</p> <p>Cahier d'exercices A & B, page 4</p> <p><i>ActiveTeach:</i></p> <p>Starter 1 resource</p> <p>p.012 Grammar skills</p> <p>p.013 Grammar</p> <p>p.013 Grammar practice</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>
Homework	
Notes	

SCHOOL:		YEAR:
DATE:		CLASS:
<i>Studio 1 Module 1 C'est perso</i> <i>Unité 4 pp. 14–15 Et les autres?</i>		
Programme of Study	LC1	Listening and responding (gist and detail)
	LC4	Expressing ideas (writing)
	GV2	Grammatical structures (adjective agreement)
Lesson starters	1	Review language for describing hair and eyes <i>Alternative:</i> review and practise colours using <i>Accès Studio</i> ActiveTeach p. 016 Flashcards
	2	Review possessive adjectives <i>Alternative:</i> review possessive adjectives using ActiveTeach p. 015 Grammar practice
Plenary	Practise describing people <i>Alternative:</i> review adjectives using ActiveTeach p. 014 Grammar practice	
Learning objectives	Talking about other people Understanding adjective agreement (plural)	
Grammar	adjective agreement (plural) possessive adjectives (<i>mon/ma/mes, ton/ta/tes</i>)	
FCSE links	Unit 1: Relationships, family and friends (Personal details about friends; Descriptions)	
Learning outcomes ...		
Listening	L3–4	Understand descriptions of what people look like Understand a song describing a person (character, physical appearance, likes/dislikes)
Speaking	L3	Ask and answer questions to identify people using details of what they look like
Reading	L3–4	Understand a song describing a person (character, physical appearance, likes/dislikes) Understand a text about family members (character, physical appearance)
Writing	L4	Write a paragraph describing a family member (character, physical appearance)
Key language	<i>C'est un garçon/une fille.</i> <i>Il a .../Elle a ...</i> <i>les yeux bleus/gris/marron/verts</i> <i>les cheveux longs/courts/mi-longs/</i> <i>frisés/raides/blonds/bruns/noirs/roux</i> <i>Il/Elle est ...</i> <i>grand(e)</i> <i>petit(e)</i> <i>de taille moyenne</i> <i>Il/Elle s'appelle ...</i>	
PLTS	S Self-managers	
Cross-curricular		
Grammar practice	<i>Studio Grammaire</i> page 23, exs 7 & 8	
Differentiation	<i>Reinforcement:</i> Describe and identify a person in the class <i>À toi A</i> page 118, exs 2 & 3 Cahier d'exercices A, page 5	

	<p><i>Extension:</i> Write sentences describing pictured people (hair and eyes) Cahier d'exercices B, page 5</p>
Resources	<p><i>Audio files:</i> 07_Module1_Unit4_Ex1.mp3 08_Module1_Unit4_Ex3.mp3 Accès Studio pages 16–17 & 20–21 Cahier d'exercices A & B, page 5 <i>Accès Studio ActiveTeach:</i> p.016 Flashcards <i>ActiveTeach:</i> p.014 Grammar p.014 Grammar practice p.014 Listening skills p.015 Grammar p.015 Grammar practice <i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Grammar Vocabulary Vocabulary (Accès – Colours + Family)</p>
Homework	
Notes	

SCHOOL:		YEAR:
DATE:		CLASS:
<i>Studio 1 Module 1 C'est perso</i> <i>Unité 5 pp. 16–17 Il est hypercool!</i>		
Programme of Study	LC4 Expressing ideas (writing) GV1 Tenses (present)	
Lesson starters	1 Review language for describing people; review the first person singular of key verbs <i>Alternative:</i> review adjectives for describing appearance using ActiveTeach p. 014 Flashcards 2 Review grammar from the module; use reading strategies	
Plenary	Review and practise key present tense verbs in the singular <i>Alternative:</i> practise sentence formation using language from the module, ActiveTeach p. 017 Class activity	
Learning objectives	Describing a musician Using the present tense (<i>je, tu, il/elle</i>)	
Grammar	the present tense (singular: <i>aimer, s'appeler, être, avoir</i>)	
FCSE links		
Learning outcomes ...		
Listening	L2	Understand descriptions of people in the third person (physical appearance and likes/dislikes) Listen to and repeat a tongue twister
Speaking	L3	Describe people in the third person (physical appearance and likes/dislikes) using prompts Describe an imaginary singer
Reading	L4	Read and complete a detailed description of someone (physical appearance and likes/dislikes) Understand a detailed description of a group of people (character, what they do, likes/dislikes) Check and correct a partner's text
Writing	L4	Write a web page for a real or imaginary musician
Key language	Review of vocabulary from Units 3 & 4: <i>Il/Elle s'appelle ...</i> <i>Il/Elle aime ...</i> <i>Il/Elle est ...</i> <i>Il/Elle a ...</i>	
PLTS	T Team workers	
Cross-curricular	ICT: word processing	
Grammar practice	<i>Studio Grammaire</i> page 22, exs 1–2	
Differentiation	<i>Reinforcement:</i> Cahier d'exercices A, page 6 <i>Extension:</i> Develop vocabulary learning strategies À toi B page 119, ex. 3 Cahier d'exercices B, page 6	
Resources	<i>Audio files:</i> 09_Module1_Unit5_Ex1.mp3 10_Module1_Unit5_Ex2.mp3 Cahier d'exercices A & B, page 6 <i>ActiveTeach:</i>	

	Starter 1 resource Starter 2 resource p.014 Flashcards p.016 Writing skills p.017 Class activity p.017 Thinking skills <i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Grammar
Homework	
Notes	

SCHOOL:		YEAR:
DATE:		CLASS:
<i>Studio 1 Module 1 C'est perso</i> <i>En plus pp. 20–21 C'est moi!</i>		
Programme of Study	LC4 Expressing ideas (writing)	
Lesson starter	Develop reading skills: reading for gist <i>Alternative:</i> review adjectives that describe character using ActiveTeach p. 012 Flashcards	
Plenary	Practise talking about yourself	
Learning objectives	Introducing yourself in detail	
Grammar		
FCSE links		
Learning outcomes ...		
Listening	L4	Understand a longer text in which someone talks about himself and his life
Speaking	L1–4	Give a detailed presentation about yourself
Reading	L4	Understand a longer text in which someone talks about himself and his life; identify key features in the text Match pictures and captions Identify French expressions in a text
Writing	L1–4	Write a detailed presentation about yourself
Key language	Review of language from the module	
PLTS	E Effective participators	
Cross-curricular		
Differentiation	<i>Reinforcement:</i> Identify language features in a text	
Resources	<i>Audio files:</i> 12_Module1_EnPlus_Ex1.mp3 <i>ActiveTeach:</i> p.012 Flashcards p.012 Grammar p.020 Assignment 1 p.020 Assignment 1: prep	
Homework		
Notes		