

SCHOOL:		YEAR:
DATE:		CLASS:
<i>Studio 1 Module 4 Ma zone</i> <i>Unité 1 pp. 70–71 Là où j'habite</i>		
Programme of Study		GV2 Grammatical structures (<i>il y a .../il n'y pas de...</i>) LC1 Listening and responding LC3 Conversation LC4 Expressing ideas (writing)
Lesson starters		1 Practise reading strategies; review the indefinite article 2 Review the language for places in town <i>Alternative:</i> review and practise the language for buildings in town using ActiveTeach p. 070 Flashcards
Plenary		Review and practise giving an opinion on a town, with details of the amenities it has/doesn't have
Learning objectives		Talking about your town/village Using <i>il y a .../il n'y a pas de ...</i>
Grammar		<i>il y a .../il n'y a pas de ...</i>
FCSE links		Unit 7: Local area and environment (Facilities; Local area)
Learning outcomes ...		
Listening	L2, L4	Understand places in town Understand which amenities a town has and hasn't got Understand people's opinions about the town/village where they live
Speaking	L2, L4	Describe and identify a town using picture prompts Create conversations with different opinions of towns (very positive, quite positive, quite negative and very negative)
Reading	L4	Understand chatroom postings about amenities towns have/haven't got and residents' opinions
Writing	L4	Write a paragraph about own town or village
Key language		<i>Qu'est-ce qu'il y a ...?</i> <i>Il y a ...</i> <i>un café</i> <i>un centre commercial</i> <i>un centre de loisirs</i> <i>un château</i> <i>un cinéma</i> <i>un hôtel</i> <i>un marché</i> <i>un parc</i> <i>un restaurant</i> <i>un stade</i> <i>une église</i> <i>une patinoire</i> <i>une piscine</i> <i>des magasins</i> <i>des musées</i> <i>Il n'y a pas de (café).</i> <i>Tu aimes ta ville/ton village?</i> <i>Je pense que ...</i> <i>À mon avis, ...</i> <i>c'est ...</i>

	<i>bien/super/joli/intéressant/ennuyeux vraiment nul/trop petit Tu es d'accord? Oui, je suis d'accord. Non, je ne suis pas d'accord.</i>
PLTS	T Team workers
Cross-curricular	
Differentiation	<i>Reinforcement:</i> Practise understanding expressions of opinion À toi A page 124, ex. 1 Cahier d'exercices A, page 32 <i>Extension:</i> Cahier d'exercices B, page 32
Resources	<i>Audio files:</i> 47_Module4_Unit1_Ex1.mp3 48_Module4_Unit1_Ex2.mp3 49_Module4_Unit1_Ex4.mp3 Accès Studio pages 22–23 Cahier d'exercices A & B, page 32 <i>ActiveTeach:</i> Starter 1 resource p.070 Flashcards p.070 Thinking skills p.071 Learning skills p.071 Writing skills <i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Grammar Vocabulary Vocabulary (Accès – Where you live)
Homework	
Notes	

SCHOOL:		YEAR:
DATE:		CLASS:
<i>Studio 1 Module 4 Ma zone</i>		
<i>Unité 2 pp. 72–73 Perdu dans le parc d'attractions!</i>		
Programme of Study	GV2	Grammatical structures
	LC1	Listening and responding
	LC3	Conversation (using modes of address)
Lesson starters	1	Review <i>être</i>
	2	Review vocabulary from the unit <i>Alternative:</i> review and practise general sentences about town using ActiveTeach p. 073 Class activity
Plenary	Identify language areas for review; review the distinction between <i>tu</i> and <i>vous</i> and practise the <i>vous</i> form	
Learning objectives	Giving directions Understanding when to use <i>tu</i> and <i>vous</i>	
Grammar	<i>tu</i> and <i>vous</i>	
FCSE links		
Learning outcomes ...		
Listening	L2–3	Understand theme park attractions and directions Understand directions in order to locate theme park attractions
Speaking	L2–3	Ask for and give directions to theme park attractions Make up conversations asking for and giving directions in the theme park, using <i>tu</i> and <i>vous</i>
Reading	L3–4	Translate a text giving directions into English Understand written directions and find the destination on a map
Writing	L3	Write text messages giving directions
Key language	<i>Pardon ...</i> <i>Où est ...?</i> <i>Où sont ...?</i> <i>C'est ...</i> <i>à gauche</i> <i>à droite</i> <i>tout droit</i> <i>au carrefour</i> <i>entre</i> <i>derrière</i> <i>devant</i> <i>le bateau pirate</i> <i>le café</i> <i>le Cheval de Troie</i> <i>le manège</i> <i>le restaurant</i> <i>le petit train</i> <i>le toboggan géant</i> <i>le trampoline magique</i> <i>la grotte mystérieuse</i> <i>la rivière enchantée</i> <i>la soucoupe volante</i> <i>l'hôtel</i> <i>les autos tamponneuses</i> <i>les chaises volantes</i>	

PLTS	R Reflective learners
Cross-curricular	
Differentiation	<p><i>Reinforcement:</i> Practise theme park vocabulary Cahier d'exercices A, page 33</p> <p><i>Extension:</i> Read authentic theme park brochures and summarise information Cahier d'exercices B, page 33</p>
Resources	<p><i>Audio files:</i> 50_Module4_Unit2_Ex1.mp3 51_Module4_Unit2_Ex5.mp3 Cahier d'exercices A & B, page 33</p> <p><i>ActiveTeach:</i> Starter 2 resource p.073 Class activity p.074 Video 7 p.074 Video worksheet 7</p> <p><i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Grammar Vocabulary</p>
Homework	
Notes	

SCHOOL:		YEAR:
DATE:		CLASS:
<i>Studio 1 Module 4 Ma zone</i> <i>Unité 3 pp. 74–75 Le weekend</i>		
Programme of Study	GV1	Tenses (present)
	GV2	Grammatical structures (<i>à</i> + the definite article)
	LC1	Listening and responding
	LC3	Conversation
	LC4	Expressing ideas (speaking/writing)
Lesson starters	1	Review <i>à</i> + the definite article <i>Alternative:</i> review and practise <i>à</i> + the definite article using ActiveTeach p. 074 Grammar practice
	2	Review talking about going to places in town
Plenary	Review and practise <i>à</i> + the definite article with places in town <i>Alternative:</i> review and practise <i>aller</i> and <i>faire</i> using ActiveTeach p. 074 Grammar practice	
Learning objectives	Talking about where you go Using <i>à</i> + the definite article	
Grammar	<i>à</i> + the definite article <i>aller</i> (present tense)	
FCSE links	Unit 4: Leisure (Around town) Unit 7: Local area and environment (Preferences; Activities)	
Learning outcomes ...		
Listening	L3	Understand where people go at the weekend and who with
Speaking	L4	Make up dialogues about where they go at the weekend and who with Carry out a class survey on where people go at the weekend Play a board game (<i>Jeu du Weekend</i>)
Reading	L3–4	Understand texts about where people go at the weekend Understand the results of a survey and draw a graph
Writing	L4	Write a description of survey results
Key language	Review of vocabulary for places in town (from Unit 2) <i>d'habitude</i> <i>normalement</i> <i>quelquefois</i> <i>tous les weekends</i> <i>J'aime ça./J'adore ça.</i>	
PLTS	I Independent enquirers	
Cross-curricular	ICT: drawing a graph to show survey results	
Grammar practice	<i>Studio Grammaire</i> page 84 exs 1–4	
Differentiation	<i>Reinforcement:</i> <i>À toi A</i> page 124, ex. 3 Cahier d'exercices A, page 34 <i>Extension:</i> <i>À toi B</i> page 125, ex. 1 Cahier d'exercices B, page 34	
Resources	<i>Audio files:</i> 52_Module4_Unit3_Ex2.mp3 Cahier d'exercices A & B, page 34	

	<i>ActiveTeach:</i> Starter 1 resource p.074 Grammar p.074 Grammar practice p.074 Grammar skills p.075 Grammar skills <i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Grammar Vocabulary
Homework	
Notes	

SCHOOL:		YEAR:
DATE:		CLASS:
<i>Studio 1 Module 4 Ma zone</i> <i>Unité 4 pp. 76–77 Coucou!</i>		
Programme of Study	GV2	Grammatical structures (<i>vouloir</i> + infinitive)
	LC3	Conversation
	LC4	Expressing ideas (writing)
	LC5	Accurate pronunciation and intonation
Lesson starters	1	Review infinitives; review grammatical terms
	2	Review the days of the week
Plenary	Review and practise <i>vouloir</i> + infinitive	
Learning objectives	Asking someone to go somewhere Using <i>je veux/tu veux</i> + infinitive	
Grammar	<i>vouloir</i> + infinitive	
FCSE links	Unit 1: Relationships, family and friends (Meeting up with friends/activities)	
Learning outcomes ...		
Listening	L1, L3–4	Understand the places mentioned in invitations Listen to a song and sing along Listen and repeat to practise pronunciation of <i>eux</i> and fillers
Speaking	L4	Make up a conversation, suggesting an outing and responding to the invitation; then comment on pronunciation and the language used
Reading	L4	Understand a song about suggestions for going out Identify French expressions in a text
Writing	L4	Write a song or poem based on invitations to go out and responses
Key language	<i>je veux, tu veux, il/elle/on veut</i> <i>Tu veux aller (au cinéma) (samedi soir)?</i> <i>Bonne idée!</i> <i>Super!</i> <i>Génial!</i> <i>D'accord.</i> <i>Oui, c'est super top.</i> <i>Oui, je veux bien.</i> <i>Non, je n'ai pas envie.</i> <i>Si tu veux.</i> <i>Non merci.</i> <i>C'est vraiment nul!</i> <i>C'est ennuyeux.</i>	
PLTS	C Creative thinkers	
Cross-curricular	English: grammatical terms	
Differentiation	<i>Reinforcement:</i> Practise understanding whether an invitation is accepted or refused Cahier d'exercices A, page 35 <i>Extension:</i> Cahier d'exercices B, page 35	
Resources	<i>Audio files:</i> 53_Module4_Unit4_Ex1.mp3	

	54_Module4_Unit4_Ex2.mp3 55_Module4_Unit4_Ex3.mp3 Accès Studio pages 8–9 Cahier d'exercices A & B, page 35 <i>ActiveTeach:</i> Starter 1 resource <i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Grammar Vocabulary
Homework	
Notes	

SCHOOL:		YEAR:
DATE:		CLASS:
Studio 1 Module 4 Ma zone		
Unité 5 pp. 78–79 Qu'est-ce qu'on peut faire à ...?		
Programme of Study	GV2	Grammatical structures (<i>pouvoir</i> + infinitive)
	LC1	Listening and responding
	LC4	Expressing ideas (writing)
Lesson starters	1	Review verb structures
	2	Review vocabulary for activities in town; practise using grammar to make connections <i>Alternative:</i> review and practise the language for activities in town using ActiveTeach p. 078 Flashcards
Plenary		Review and practise <i>on peut</i> + infinitive <i>Alternative:</i> review and practise general vocabulary from the module using ActiveTeach p. 079 Class activity
Learning objectives		Saying what you can do in town Using <i>on peut</i> + infinitive
Grammar		<i>pouvoir</i> + infinitive
FCSE links		Unit 7: Local area and environment (Facilities; Activities)
Learning outcomes ...		
Listening	L2, L4	Understand things you can do in a town Understand a detailed passage on a town (what you can do there, which things are/aren't available, which activities the speaker does, opinion)
Speaking	L4	Make up dialogues about what there is to do in different towns Prepare and give a presentation on own town or village
Reading	L4	Understand a detailed text on a town (what you can do there, which things are/aren't available, which activities the writer does, opinions)
Writing	L4	Write a description of an ideal virtual town
Key language		<i>Qu'est-ce qu'on peut faire à ...?</i> <i>je peux, tu peux, il/elle/on peut</i> <i>aller au concert</i> <i>faire du bowling</i> <i>faire du roller ou du skate</i> <i>faire du vélo</i> <i>faire une promenade en barque</i> <i>jouer au babyfoot et au flipper au café</i> <i>manger au restaurant</i> <i>visiter les jardins/les monuments/les musées</i>
PLTS		S Self-managers
Cross-curricular		ICT: word processing/DTP, scanning/using a drawing package
Grammar practice		<i>Studio Grammaire</i> page 85 exs 5–7
Differentiation		<i>Reinforcement:</i> À toi A page 124, ex. 2 Cahier d'exercices A, page 36 <i>Extension:</i> Read a text aloud and translate it into English Develop vocabulary learning strategies: using mnemonics

	<p>À toi B page 125, exs 2–4 Cahier d'exercices B, page 36</p>
Resources	<p><i>Audio files:</i> 56_Module4_Unit5_Ex1.mp3 57_Module4_Unit5_Ex4.mp3 Cahier d'exercices A & B, page 36</p> <p><i>ActiveTeach:</i> Starter 1 resource Starter 2 resource p.078 Video 8 p.078 Video worksheet 8 p.078 Flashcards p.078 Grammar p.078 Grammar practice p.079 Learning skills p.079 Speaking skills p.079 Class activity</p> <p><i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Grammar Vocabulary Vocabulary (Accès – Countries)</p>
Homework	
Notes	

SCHOOL:		YEAR:
DATE:		CLASS:
<i>Studio 1 Module 4 Ma zone</i> <i>En plus pp. 82–83 Destination France</i>		
Programme of Study	GV2 Grammatical structures (<i>si</i> clauses) LC1 Listening and responding	
Lesson starter	Introduce key places in France	
Plenary	Review facts about France <i>Alternative:</i> discuss stereotypes and opinions of France	
Learning objectives	Facts about France Researching a region of France	
Grammar		
FCSE links	Unit 7: Local area and environment (Locations)	
Learning outcomes ...		
Listening	L4–5	Listen to check whether predicted language is used Understand a detailed passage about someone's town Understand detailed information about France
Speaking	L3–4	Research a region of France, then prepare and give a presentation on it
Reading	L4	Understand a detailed text about France
Writing	L2	Predict language that is going to come up in a listening passage
Key language	Review of language from the module <i>un pays</i> <i>la région</i> <i>diverse</i> <i>au nord-ouest, au sud, à l'ouest</i> <i>la mer du Nord, la Manche, la Méditerranée, l'océan Atlantique</i> <i>la Belgique, le Luxembourg, l'Allemagne, la Suisse, l'Italie, l'Espagne</i> <i>le Rhône, la Loire, la Seine, la Garonne</i> <i>les Pyrénées, les Alpes</i> <i>Les villes principales sont ...</i> <i>Il y a ...</i> <i>des plateaux/des plaines/des forêts/des lacs/des fleuves/des rivières/des montagnes/des plages</i>	
PLTS	E Effective participators	
Cross-curricular	ICT: Internet research Geography: France	
Differentiation		
Resources	<i>Audio files:</i> 59_Module4_EnPlus_Ex2.mp3 60_Module4_EnPlus_Ex3.mp3 61_Module4_EnPlus_Ex4.mp3 <i>ActiveTeach:</i> p.083 Assignment 4 p.083 Assignment 4: prep	
Homework		
Notes		