

SCHOOL:		YEAR:
DATE:		CLASS:
<i>Studio 2 Vert Module 1 T'es branché(e)?</i> <i>Unité 1 pp. 8–9 La télé</i>		
Programme of Study	GV2	Grammatical structures (subject pronouns; <i>ne ... pas</i>)
	GV3	Developing vocabulary
	LC3	Conversation
	LC6	Reading comprehension
Lesson starters	1	Introduce language for television programmes; use reading strategies <i>Alternative:</i> introduce television programme vocabulary using ActiveTeach p.008 Flashcards
	2	Review language for giving opinions <i>Alternative:</i> Practise regular <i>-er</i> verbs using ActiveTeach p.008 Grammar practice
Plenary	Review making verbs negative with <i>ne ... pas</i>	
Learning objectives	Talking about television programmes Using subject pronouns: <i>je, tu, il, elle</i>	
Grammar	<i>-er</i> verbs (singular) <i>ne ... pas</i> questions with <i>Qu'est-ce que</i> and <i>Est-ce que</i>	
FCSE links	Unit 1: Relationships, family and friends (Hobbies/free-time activities) Unit 4: Leisure (Hobbies; Free time/hobbies; Television; Hobbies/activities; Preferences)	
Learning outcomes ...		
Listening	L2–3	Understand types of television programmes Understand opinions on television programmes
Speaking	L3–4	Discuss television programmes, giving opinions Carry out a survey on television preferences
Reading	L3	Understand what people watch on television and their opinions of the programmes
Writing	L4	Write a paragraph on their own television preferences
Key language	<i>Qu'est-ce que tu regardes à la télé?</i> <i>Je regarde ...</i> <i>les documentaires</i> <i>les émissions de sport</i> <i>les émissions de télé-réalité</i> <i>les infos</i> <i>les jeux télévisés</i> <i>les séries (policières/américaines)</i> <i>Est-ce que tu aimes (les séries)?</i> <i>Oui, j'aime ça.</i> <i>Non, je n'aime pas ça.</i> <i>C'est ...</i> <i>amusant, génial, intéressant</i> <i>ennuyeux, nul, barbant</i> <i>j'adore, j'aime bien</i>	

	<i>je n'aime pas, je déteste</i> <i>je ne regarde pas</i>
PLTS	I Independent enquirers
Cross-curricular	ICT: emailing English: subject pronouns
Grammar practice	<i>Studio Grammaire</i> page 22, exs 1–4; page 23, ex. 8
Differentiation	<i>Reinforcement:</i> Create a dialogue about their own television preferences <i>À toi A</i> page 114, exs 2 & 3 <i>Extension:</i> List as many <i>-er</i> verbs as possible There are further reinforcement/extension activities on Cahier d'exercices Vert, page 3
Resources	Audio files: 01_Module1_Unit1_Ex1.mp3 02_Module1_Unit1_Ex2.mp3 Workbooks: Cahier d'exercices Vert, page 3 ActiveTeach: Starter 1 resource Starter 2 resource p.008 Flashcards p.008 Grammar p.008 Grammar practice ActiveLearn: Listening, Reading Grammar, Vocabulary
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DATE:		CLASS:
<i>Studio 2 Vert Module 1 T'es branché(e)?</i>		
<i>Unité 2 pp. 10–11 J'ai une passion pour le cinéma</i>		
Programme of Study		GV2 Grammatical structures (adjectival agreement) GV3 Opinions and discussions LC4 Expressing ideas (speaking) LC5 Speaking coherently and confidently
Lesson starters		1 Introduce language for talking about cinema; use reading strategies <i>Alternative:</i> introduce film vocabulary using ActiveTeach p.010 Flashcards 2 Review vocabulary for talking about cinema
Plenary		Review and practise expressing cinema preferences
Learning objectives		Talking about films Using <i>j'aime, j'adore</i> and <i>je déteste</i>
Grammar		adjective agreement present tense of <i>être</i> (singular)
FCSE links		Unit 4: Leisure (Films; Cinema; Preferences)
Learning outcomes ...		
Listening	L1, 3–4	Listen to check answers to reading task Understand types of films Listen to a text about film preferences
Speaking	L4	Have a conversation about film preferences Prepare and give a presentation about film preferences
Reading	L1, 4	Understand types of films Understand a text about film preferences
Writing	L4	Write sentences expressing opinions of different types of films
Key language		<i>Qu'est-ce que tu aimes comme films?</i> <i>J'ai une passion pour ...</i> <i>Je suis/ne suis pas fan de ...</i> <i>J'aime ...</i> <i>J'adore ...</i> <i>Je déteste ...</i> <i>les comédies</i> <i>les films d'action</i> <i>les films d'arts martiaux</i> <i>les films fantastiques</i> <i>les films d'horreur</i> <i>les films de science-fiction</i> <i>les westerns</i> <i>les dessins animés</i> <i>Qui est ton acteur préféré?</i> <i>Mon acteur préféré, c'est ...</i> <i>Qui est ton actrice préférée?</i> <i>Mon actrice préférée, c'est ...</i> <i>Quel est ton film préféré?</i> <i>Mon film préféré, c'est ...</i>

	<i>intelligent(e)</i>
PLTS	E Effective participators
Cross-curricular	
Grammar practice	
Differentiation	<p><i>Reinforcement:</i> Recall the forms of <i>être</i> (singular)</p> <p><i>Extension:</i> Practise talking to a French assistant about cinema <i>À toi B</i> page 115, ex. 2 There are further reinforcement/extension activities on Cahier d'exercices Vert, page 4</p>
Resources	<p>Audio files: 03_Module1_Unit2_Ex2.mp3 04_Module1_Unit2_Ex3.mp3 05_Module1_Unit2_Ex5.mp3</p> <p>Workbooks: Cahier d'exercices Vert, page 4</p> <p>ActiveTeach: Starter 1 resource p.010 Flashcards p.011 Grammar p.011 Video 1 p.011 Video worksheet 1 p.011 Learning skills</p> <p>ActiveLearn: Listening, Reading Grammar, Vocabulary</p>
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SCHOOL:		YEAR:
DATE:		CLASS:
Studio 2 Vert Module 1 T'es branché(e)?		
Unité 3 pp. 12–13 La lecture		
Programme of Study references	GV2	Grammatical structures (indefinite and definite articles)
	GV3	Opinions and discussions
	LC3	Conversation
	LC6	Reading comprehension
Lesson starters	1	Introduce language for talking about books; use reading strategies <i>Alternative:</i> introduce book vocabulary using ActiveTeach p.012 Flashcards
	2	Review the definite and indefinite articles; review vocabulary from the unit
Plenary	Review and practise <i>avoir</i> and <i>être</i> <i>Alternative:</i> review and practise <i>avoir</i> and <i>être</i> using ActiveTeach p.013 Grammar practice	
Learning objectives	Talking about reading Using <i>un, une</i> and <i>le, la, les</i>	
Grammar	the definite article the indefinite article adjective agreement present tense of <i>avoir</i> (singular)	
FCSE links	Unit 1: Relationships, family and friends (Hobbies/free-time activities) Unit 4: Leisure (Hobbies; Free time/hobbies; Hobbies/activities; Preferences)	
Learning outcomes ...		
Listening	L2, 4	Listen to check answers to a reading task Understand types of books and opinions on them
Speaking	L4	Create and perform dialogues on reading habits Do a quiz on reading habits
Reading	L2, 4	Understand types of books Classify adjectives (positive/negative) Understand details of a text about a book
Writing	L4	Write a paragraph of their own reading preferences
Key language	<i>Qu'est-ce que tu lis, en ce moment?</i> <i>Je lis ...</i> <i>une BD</i> <i>un livre sur les animaux</i> <i>un livre d'épouvante</i> <i>un magazine sur les célébrités</i> <i>un roman fantastique</i> <i>un roman policier</i> <i>C'est bien?</i> <i>À mon avis, c'est ...</i> <i>assez bien</i> <i>amusant</i> <i>intéressant</i>	

	<i>passionnant</i> <i>ennuyeux</i> <i>nul</i> <i>Qui est ton auteur préféré?</i> <i>Mon auteur préféré, c'est ...</i>
PLTS	R Reflective learners
Cross-curricular	
Grammar practice	<i>Studio Grammaire</i> page 23, exs 5–6
Differentiation	<i>Reinforcement:</i> Distinguish between <i>avoir</i> and <i>être</i> forms aurally Identify adjectives as masculine or feminine and give the alternative form <i>À toi A</i> page 114, ex. 1 There are further reinforcement/extension activities on <i>Cahier d'exercices Vert</i> , page 5
Resources	Audio files: 06_Module1_Unit3_Ex2.mp3 07_Module1_Unit3_Ex4.mp3 Workbooks: <i>Cahier d'exercices Vert</i> , page 5 ActiveTeach: Starter 1 resource p.012 Flashcards p.012 Speaking skills p.013 Grammar p.013 Grammar practice p.013 Grammar p.013 Grammar practice p.013 Class activity p.013 Grammar skills p.013 Thinking skills ActiveLearn: Listening, Reading Grammar, Vocabulary
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DATE:		CLASS:
Studio 2 Vert Module 1 T'es branché(e)?		
Unité 4 pp. 14–15 Que fais-tu quand tu es connecté(e)?		
Programme of Study references	GV2	Grammatical structures (<i>je</i> form of present tense verbs; <i>faire</i>)
	LC3	Conversation
	LC5	Accurate pronunciation and intonation
	LC6	Reading comprehension
Lesson starters	1	Predict vocabulary in a given topic <i>Alternative:</i> introduce internet vocabulary using ActiveTeach p.014 Flashcards
	2	Review the present tense of <i>avoir</i> , <i>être</i> and <i>faire</i>
Plenary	Review and practise the present tense of <i>faire</i> and the vocabulary of the unit	
Learning objectives	Talking about the internet Using the verb <i>faire</i>	
Grammar	present tense of <i>faire</i> (singular)	
FCSE links	Unit 1: Relationships, family and friends (Hobbies/free-time activities) Unit 4: Leisure (Hobbies; Free time/hobbies; Hobbies/activities; Preferences)	
Learning outcomes ...		
Listening	L3–4	Understand internet activities Understand details of internet use
Speaking	L4	Create and perform dialogues on internet use
Reading	L2, 4	Solve anagrams of time expressions Understand a text on how young French people use the internet Complete a gap-fill text on internet use
Writing		
Key language	<i>Que fais-tu quand tu es connecté(e)?</i> <i>J'envoie des e-mails.</i> <i>Je fais beaucoup de choses.</i> <i>Je fais des recherches pour mes devoirs.</i> <i>Je fais des achats.</i> <i>Je fais des quiz.</i> <i>Je joue à des jeux en ligne.</i> <i>Je lis des blogs.</i> <i>Je trouve ça ...</i> <i>chouette, pratique, stupide, barbant</i>	
PLTS	S Self-managers	
Cross-curricular		
Grammar practice		
Differentiation	<i>Reinforcement:</i> Practise <i>faire</i> (singular) orally <i>Extension:</i> Try out strategies for improving French pronunciation Write a paragraph on their own internet use Try out strategies for mastering spelling of French vocabulary	

	<p>À toi B page 115, ex. 1</p> <p>There are further reinforcement/extension activities on Cahier d'exercices Vert, page 6</p>
Resources	<p>Audio files:</p> <p>08_Module1_Unit4_Ex1.mp3</p> <p>09_Module1_Unit4_Ex3.mp3</p> <p>Workbooks:</p> <p>Cahier d'exercices Vert, page 6</p> <p>ActiveTeach:</p> <p>p.014 Flashcards</p> <p>p.014 Grammar</p> <p>p.015 Video 2</p> <p>p.015 Video worksheet 2</p> <p>p.015 Writing skills</p> <p>Plenary resource</p> <p>ActiveLearn:</p> <p>Listening, Reading</p> <p>Grammar, Vocabulary</p>
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<i>Studio 2 Vert Module 1 T'es branché(e)?</i>		
<i>Unité 5 pp. 16–17 Quand il fait beau, on va au parc</i>		
Programme of Study references		GV2 Grammatical structures (<i>on</i>) GV4 Accuracy (grammar) LC5 Accurate pronunciation and intonation LC8 Writing creatively
Lesson starters		1 Review subject pronouns <i>Alternative:</i> review weather and activities using ActiveTeach p.016 Flashcards (x 2) 2 Review complex sentences <i>Alternative:</i> practise <i>aller</i> and <i>faire</i> using ActiveTeach p.016 Grammar practice
Plenary		Review and practise <i>on</i> verb forms
Learning objectives		Talking about what you do in different weather Using <i>on</i>
Grammar		<i>on</i> verb forms present tense of <i>aller</i> (singular)
FCSE links		Unit 1: Relationships, family and friends (Hobbies/free-time activities) Unit 4: Leisure (Going out; Around town) Unit 7: Local area and environment (Weather)
Learning outcomes ...		
Listening	L3–4	Understand activities done in different weathers Listen and sing a song about activities done in different weathers
Speaking	L3	Make up complex sentences saying what activities you do in different weathers
Reading	L4	Understand a text on what people do in different weathers Identify French expressions in a text
Writing	L4	Write a version of a song about what they and their friends to in different weathers
Key language		<i>Qu'est-ce qu'on fait quand il (fait beau)?</i> <i>Quand ...</i> <i>il fait beau</i> <i>il fait froid</i> <i>il fait chaud</i> <i>il pleut</i> <i>on fait du VTT</i> <i>on fait du skate</i> <i>on fait du bowling</i> <i>on regarde des DVD</i> <i>on va ...</i> <i>au café, au centre de loisirs, au cinéma, au parc</i> <i>on joue ...</i> <i>au foot, au basket</i> <i>on surfe sur Internet</i>

	<i>avec mes copains</i>
PLTS	T Team workers
Cross-curricular	
Grammar practice	<i>Studio Grammaire</i> page 23, ex. 7
Differentiation	<p><i>Reinforcement:</i> Make up complex sentences orally</p> <p><i>Extension:</i> À toi B page 115, ex. 3 There are further reinforcement/extension activities on Cahier d'exercices Vert, page 7</p>
Resources	<p>Audio files: 010_Module1_Unit5_Ex1.mp3 011_Module1_Unit5_Ex3.mp3 012_Module1_Unit5_Ex5.mp3</p> <p>Workbooks: Cahier d'exercices Vert, page 7</p> <p>ActiveTeach: Starter 2 resource p.016 Flashcards p.016 Flashcards p.016 Grammar p.016 Grammar practice p.017 Class activity p.017 Grammar skills p.017 Thinking skills</p> <p>ActiveLearn: Listening, Reading Grammar, Vocabulary</p>
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Studio 2 Vert Module 1 T'es branché(e)? En plus pp. 20–21 À ne pas rater!		
Programme of Study references		GV3 Opinions and discussions LC5 Speaking coherently and confidently LC5 Accurate pronunciation and intonation LC6 Reading comprehension
Lesson starter		Develop reading skills: reading for gist
Plenary		Practise giving an opinion on their favourite book, film or television programme
Learning objectives		Talking about your favourite television programmes, films and books
Grammar		
FCSE links		Unit 4: Leisure (Television; Films; Cinema)
Learning outcomes ...		
Listening	L1, 4	Listen to people talking about their favourite things (television series, film and book, respectively) Listen and repeat words ending in <i>-ant</i> and <i>-eux</i>
Speaking	L4	Prepare and give a presentation on their favourite book, film or television programme
Reading	L4	Understand a text about people talking about their favourite things (television series, film and book, respectively) Identify French expressions in a text Correct the errors in sentences summarising a text Copy and complete a gap-fill text
Writing	L4	Identify and write French expressions in a text
Key language		Review of language from the module <i>mon personnage préféré</i> <i>le scénario est drôle</i> <i>je recommande (ce film) à tout le monde</i>
PLTS		C Creative thinkers
Cross-curricular		
Differentiation		
Resources		Audio files: 014_Module1_EnPlus_Ex1.mp3 015_Module1_EnPlus_Ex5.mp3 ActiveTeach : p.021 Assignment 1 p.021 Assignment 1: prep
Homework		
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