

SCHOOL:		YEAR:
DATE:		CLASS:
Studio 2 Vert Module 3 Mon identité Unité 1 pp. 48–49 Mon caractère		
Programme of Study references	GV2 Grammatical structures (adjectival agreement; possessive adjectives) LC1 Listening and responding LC4 Expressing ideas (writing; speaking) LC6 Reading comprehension	
Lesson starters	1 Review adjective agreement; identify patterns and work out rules <i>Alternative:</i> introduce adjectives of personality using ActiveTeach p.048 Flashcards 2 Review adjectives used to describe character <i>Alternative:</i> practise adjectives using ActiveTeach p.048 Grammar practice	
Plenary	Review and practise adjective agreement	
Learning objectives	Talking about personality Adjectival agreement	
Grammar	adjective agreement possessive adjectives (<i>mon/ton</i>) the present tense of <i>être</i> (singular)	
FCSE links	Unit 1: Relationships, family and friends (Girlfriend, boyfriend; Personal information; Descriptions)	
Learning outcomes ...		
Listening	L1–3	Understand adjectives used to describe character Listen and note the adjectives mentioned Listen and complete sentences by choosing from the two options each time
Speaking	L4	Create and perform dialogues on their favourite celebrities
Reading	L3–4	Copy and complete texts, unscrambling words presented as anagrams Understand character descriptions Complete sentences summarising a text
Writing	L2, 4	Write a description of a family member Write an interview on their favourite celebrities
Key language	<i>Je suis ...</i> <i>Tu es ...</i> <i>Il est ...</i> <i>Elle est ...</i> <i>Je ne suis pas ...</i> <i>drôle, égoïste, intelligent(e)</i> <i> paresseux/paresseuse</i> <i>patient(e), pénible</i> <i>sportif/sportive</i> <i>sympa, timide</i> <i>mon frère</i>	

	<i>ma sœur</i> <i>mes parents</i> <i>mon meilleur ami</i> <i>ma meilleure amie</i>
PLTS	C Creative thinkers
Cross-curricular	
Grammar practice	<i>Studio Grammaire</i> page 62, exs 1–5
Differentiation	Reinforcement: Identify adjectives as masculine or feminine There are further reinforcement/extension activities on Cahier d'exercices Vert, page 23
Resources	Audio files: 32_Module3_Unit1_Ex1.mp3 33_Module3_Unit1_Ex3.mp3 34_Module3_Unit1_Ex6.mp3 Workbooks: Cahier d'exercices Vert, page 23 ActiveTeach: Starter 1 resource p.048 Flashcards p.048 Grammar p.048 Grammar practice p.048 Grammar p.048 Grammar practice p.049 Class activity p.049 Grammar skills ActiveLearn: Listening, Reading Grammar, Vocabulary
Homework	
Notes	

SCHOOL:		YEAR:
DATE:		CLASS:
Studio 2 Vert Module 3 Mon identité		
Unité 2 pp. 50–51 Ma bande de copains		
Programme of Study references	LC3 Conversation LC4 Expressing ideas (speaking) LC5 Speaking coherently and confidently LC5 Accurate pronunciation and intonation	
Lesson starters	1 Review the <i>il/elle</i> form of key verbs 2 Review weather vocabulary <i>Alternative:</i> practise activities with friends using ActiveTeach p.050 Flashcards	
Plenary	Review and practise the <i>on</i> form	
Learning objectives	Talking about friendships More practice with the pronoun <i>on</i>	
Grammar	<i>on</i> verb forms	
FCSE links	Unit 1: Relationships, family and friends (Relationships and reasons for good and bad relations within family and friends; Family/friends; Meeting up with friends/activities)	
Learning outcomes ...		
Listening	L3–4	Listen to check answers to a reading task Listen and identify which activity isn't mentioned
Speaking	L3–4	Create and perform dialogues on what they do with their friends Prepare and give a presentation on what they do with their friends
Reading	L3–4	Understand activities using <i>on</i> verb forms Understand a text in which people talk about what they do with their friends
Writing	L3	Write a dialogue on what they do with their friends Write out the jumbled sentences in the correct order
Key language	<i>Tu fais quoi avec tes copains/copines?</i> <i>On écoute de la musique.</i> <i>On joue à des jeux vidéo.</i> <i>On va en ville.</i> <i>On fait du shopping.</i> <i>On rigole.</i> <i>Tu parles de quoi avec tes copains?</i> <i>On parle de sport.</i> <i>On parle de mode.</i> <i>On parle de films.</i> <i>Je fais beaucoup de choses.</i> <i>On s'entend très bien.</i>	
PLTS	E Effective participators	
Cross-curricular		
Grammar practice		
Differentiation	<i>Reinforcement:</i> Translate verbs into French using <i>on</i>	

	<p><i>Extension:</i> Translate texts into English orally There are further reinforcement/extension activities on Cahier d'exercices Vert, page 24</p>
Resources	<p>Audio files: 35_Module3_Unit2_Ex2.mp3 36_Module3_Unit2_Ex3.mp3</p> <p>Workbooks: Cahier d'exercices Vert, page 24</p> <p>ActiveTeach: Starter 1 resource Starter 2 resource p.050 Flashcards p.051 Thinking skills</p> <p>ActiveLearn: Listening, Reading Vocabulary</p>
Homework	
Notes	

SCHOOL:		YEAR:
DATE:		CLASS:
Studio 2 Vert Module 3 Mon identité		
Unité 3 pp. 52–53 Quelle musique écoutes-tu?		
Programme of Study references	GV3 Opinions and discussions LC2 Transcription LC5 Accurate pronunciation and intonation LC6 Reading comprehension	
Lesson starters	1 Introduce the vocabulary for different types of music <i>Alternative:</i> introduce music vocabulary using ActiveTeach p.052 Flashcards 2 Review language for discussing music preferences	
Plenary	Review and practise the language for giving and justifying opinions about music	
Learning objectives	Talking about music Giving opinions	
Grammar	the present tense of <i>venir</i> (singular)	
FCSE links	Unit 1: Relationships, family and friends (Hobbies/free-time activities) Unit 4: Leisure (Hobbies; Free time/hobbies; Music; Preferences)	
Learning outcomes ...		
Listening	L2, 4	Understand types of music Listen and complete a gap-fill text on music preferences Listen to and sing a song
Speaking	L2	Carry out a survey on music preferences
Reading	L4	Identify French expressions in a text Identify sentences which correctly summarise a text
Writing	L4	Write a paragraph on the music they listen to
Key language	<i>Quelle musique écoutes-tu?</i> <i>J'écoute du R'n'B.</i> <i>J'écoute du rap.</i> <i>J'écoute du jazz.</i> <i>J'écoute du pop-rock.</i> <i>J'écoute de la musique classique.</i> <i>J'écoute beaucoup d'artistes différents.</i> <i>J'aime la musique de X.</i> <i>Je n'aime pas la musique de X.</i> <i>Mon groupe préféré, c'est ...</i> <i>Mon chanteur préféré, c'est ...</i> <i>Ma chanteuse préférée, c'est ...</i> <i>J'adore la chanson ...</i> <i>les mélodies</i> <i>les paroles</i>	
PLTS	I Independent enquirers	
Cross-curricular	Music: justifying preferences Maths: averages	

Grammar practice	
Differentiation	<p><i>Reinforcement:</i> À toi A page 118, ex. 3</p> <p><i>Extension:</i> Write opinions, saying whether they agree or disagree with views expressed There are further reinforcement/extension activities on Cahier d'exercices Vert, page 25</p>
Resources	<p>Audio files: 37_Module3_Unit3_Ex1.mp3 38_Module3_Unit3_Ex4.mp3 39_Module3_Unit3_Ex7.mp3</p> <p>Workbooks: Cahier d'exercices Vert, page 25</p> <p>ActiveTeach: Starter 2 resource p.052 Flashcards p.053 Thinking skills</p> <p>ActiveLearn: Listening, Reading Grammar</p>
Homework	
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SCHOOL:		YEAR:
DATE:		CLASS:
Studio 2 Vert Module 3 Mon identité Unité 4 pp. 54–55 Mon style		
Programme of Study references	GV1 Tenses (near future) GV2 Grammatical structures (adjectival agreement) GV3 Developing vocabulary LC3 Conversation	
Lesson starters	1 Review colours; review adjective agreement 2 Review vocabulary for clothes <i>Alternative:</i> practise clothing items using ActiveTeach p.054 Flashcards	
Plenary	Review and practise the near future tense <i>Alternative:</i> practise the near future tense using ActiveTeach p.055 Grammar practice	
Learning objectives	Talking about clothes Using the near future tense	
Grammar	adjective agreement near future tense	
FCSE links	Unit 1: Relationships, family and friends (Clothes) Unit 4: Leisure (Going out)	
Learning outcomes ...		
Listening	L3–4	Understand descriptions of clothes with colours Understand what people are going to do and what they are going to wear
Speaking	L3–4	Carry out a survey on what people are going to wear to a party Create and perform dialogues on what they are going to do and what they are going to wear
Reading	L1, 3	Understand types of clothing items Match text openings and endings by making logical connections between events and clothes
Writing	L5	Write a blog on what they are going to do and wear this weekend
Key language	<i>Qu'est-ce que tu vas porter à la fête?</i> <i>Je vais porter ...</i> <i>des baskets, des bottes</i> <i>des chaussures (de skate)</i> <i>une chemise</i> <i>un jean, une jupe, un pantalon</i> <i>un pull, un sweat à capuche</i> <i>un tee-shirt, une veste</i> <i>les vêtements</i> <i>beige, blanc(he), bleu(e)</i> <i>marron, noir(e)</i> <i>orange, vert kaki</i> <i>Ce weekend, je vais ...</i>	

	<i>manger au restaurant</i> <i>aller en ville</i> <i>jouer au foot</i> <i>faire du camping</i> <i>aller au cinéma</i> <i>faire de la rando</i>
PLTS	T Team workers
Cross-curricular	
Grammar practice	<i>Studio Grammaire</i> page 63, exs 6–7
Differentiation	<i>Reinforcement:</i> Write phrases about clothes using colours À toi A page 118, exs 1–2 <i>Extension:</i> Practise near future tense forms using a chant There are further reinforcement/extension activities on Cahier d'exercices Vert, page 26
Resources	Audio files: 40_Module3_Unit4_Ex2.mp3 41_Module3_Unit4_Ex4.mp3 Workbooks: Cahier d'exercices Vert, page 26 ActiveTeach: p.054 Flashcards p.054 Grammar p.054 Grammar practice p.054 Video 5 p.054 Video worksheet 5 p.055 Grammar p.055 Grammar practice p.055 Video 6 p.055 Video worksheet 6 p.055 Writing skills p.055 Grammar skills ActiveLearn: Listening, Reading Grammar, Vocabulary
Homework	
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SCHOOL:		YEAR:
DATE:		CLASS:
Studio 2 Vert Module 3 Mon identité Unité 5 pp. 56–57 Le weekend dernier		
Programme of Study references	GV1 Tenses (perfect) GV4 Accuracy (spelling) LC4 Expressing ideas (writing) LC6 Reading comprehension	
Lesson starters	1 Practise reading for gist 2 Practise using the correct tense <i>Alternative:</i> practise the perfect tense with <i>être</i> using ActiveTeach p.056 Grammar practice	
Plenary	Review and practise the perfect tense	
Learning objectives	Talking about last weekend Using the perfect tense	
Grammar	the perfect tense	
FCSE links	-	
Learning outcomes ...		
Listening	L5	Listen to someone talking about herself and what she did in the recent past Understand someone talking about his music preferences and what he did in the recent past
Speaking	L4–5	Read text out loud and comment on their partner's pronunciation Play 'bip' (reading aloud/following the text)
Reading	L4–5	Understand a text in which someone is talking about herself and what she did in the recent past Identify French expressions in a text Match sentence openings and endings using the perfect tense
Writing	L5	Write a blog, introducing themselves and describing what they did last weekend
Key language	<i>Le weekend dernier ...</i> <i>je suis allé(e) au stade</i> <i>je suis allé(e) au parc</i> <i>je suis allé(e) au café</i> <i>je suis allé(e) en ville</i> <i>je suis allé(e) à un concert</i> <i>je suis allé(e) à la piscine</i> <i>je suis allé(e) à Paris</i> <i>je suis allé(e) à la discothèque</i> <i>j'ai mangé des frites</i> <i>j'ai écouté de la musique</i> <i>j'ai regardé un match de foot</i> <i>j'ai dansé</i> <i>j'ai joué au tennis</i> <i>j'ai visité le musée du Louvre</i> <i>j'ai acheté un jean</i> <i>j'ai nagé</i>	

PLTS	S Self-managers
Cross-curricular	ICT: word-processing; creating a blog
Grammar practice	<i>Studio Grammaire</i> page 63, exs 8–10
Differentiation	<p><i>Extension:</i> Write sentences about last weekend, using the perfect tense Identifying a learning strategy <i>À toi B</i> page 119, exs 1–3 There are further reinforcement/extension activities on Cahier d'exercices Vert, page 27</p>
Resources	<p>Audio files: 42_Module3_Unit5_Ex1.mp3 43_Module3_Unit5_Ex5.mp3</p> <p>Workbooks: Cahier d'exercices Vert, page 27</p> <p>ActiveTeach: Starter 2 resource p.056 Grammar p.056 Grammar practice p.056 Grammar practice p.056 Listening skills p.057 Class activity p.057 Grammar skills</p> <p>ActiveLearn: Listening, Reading Grammar</p>
Homework	
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SCHOOL:		YEAR:
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Studio 2 Vert Module 3 Mon identité		
En plus pp. 60–61 L'identité régionale		
Programme of Study references	GV4 Accuracy (spelling; punctuation) LC4 Expressing ideas (speaking; writing) LC5 Accurate pronunciation and intonation LC5 Speaking coherently and confidently	
Lesson starter	Use reading strategies	
Plenary	Review information about different regions in France	
Learning objectives	Talking about different regions in France	
Grammar		
FCSE links	Unit 4: Leisure (Going Out)	
Learning outcomes ...		
Listening	L4	Listen to descriptions of French regions
Speaking	L4	Prepare a presentation on a French region
Reading	L4–5	Copy and complete identity cards, using information in a text Complete the sentences summarising a text in English
Writing	L4	Write a presentation on a French region
Key language	Review of language from the module ... <i>est situé dans</i> ... <i>On parle</i> ... <i>Le plat typique, c'est</i> <i>est un événement traditionnel</i> <i>Le symbole de la région, c'est</i> ...	
PLTS	R Reflective learners	
Cross-curricular	ICT: internet research	
Differentiation	<i>Extension:</i> Research information on a new region of France as a topic for their presentation	
Resources	Audio files: 45_Module3_EnPlus_Ex1.mp3 ActiveTeach: p.061 Assignment 3 p.061 Assignment 3: prep	
Homework		
Notes		