

SCHOOL:		YEAR:
DATE:		CLASS:
<i>Studio 2 Rouge Module 5 Quel talent?!</i>		
<i>Unité 1 pp. 90–91 La France a du talent!</i>		
Programme of Study references	GV2 Grammatical structures (infinitives; <i>vouloir</i>) LC2 Transcription LC5 Speaking coherently and confidently LC8 Writing creatively	
Lesson starters	1 Introduce the topic 2 Review talent vocabulary; use grammar knowledge	
Plenary	Give constructive feedback on each other's presentations; identify areas for improvement	
Learning objectives	Talking about talent and ambition Infinitives and the verb <i>vouloir</i>	
Grammar	using infinitives <i>vouloir</i> + infinitive	
FCSE links	Unit 2: Education and future plans (Plans for after school; Plans for jobs and careers; Plans for future study) Unit 4: Leisure (Music; Clubs)	
Learning outcomes ...		
Listening	L4–5	Understand details of a text about a talent contest Understand details about acts taking part in a talent contest
Speaking	L4–5	Play a memory game about acts taking part in a talent contest Prepare and give a presentation as though they were introducing themselves at a talent show audition
Reading	L4–5	Understand details of a text about a talent contest Understand details of an internet chat about talent contests
Writing	L5	Write an application letter for a talent contest
Key language	<i>Mon/Notre talent, c'est ...</i> <i>chanter</i> <i>danser</i> <i>être pom-pom girl</i> <i>faire de la magie</i> <i>jouer du piano, du violon</i> <i>jouer de la guitare (électrique)</i> <i>Je veux être ...</i> <i>chanteur/chanteuse</i> <i>danseur/danseuse</i> <i>guitariste</i> <i>musicien/musicienne</i> <i>magicien/magicienne</i> <i>Un jour, je veux/on veut gagner le concours</i> <i>J'ai déjà gagné un concours.</i> <i>l'été dernier, l'année dernière</i> <i>un candidat, une candidate</i> <i>Je veux participer au concours parce que ...</i>	
PLTS	E Effective participators	
Cross-curricular		
Grammar practice	<i>Studio Grammaire 1 page 104, exs 1–2</i>	
Differentiation	<i>Extension:</i>	

	<p>Practise <i>vouloir</i> + infinitive structure</p> <p>There are further reinforcement/extension activities on Cahier d'exercices Rouge, page 43</p>
Resources	<p>Audio files:</p> <p>61_Module5_Unit1_Ex1.mp3 62_Module5_Unit1_Ex2.mp3</p> <p>Workbooks:</p> <p>Cahier d'exercices Rouge, page 43</p> <p>ActiveTeach:</p> <p>Starter 2 resource p.091 Grammar p.091 Reading skills</p> <p>ActiveLearn:</p> <p>Listening, Reading Grammar</p>
Homework	
Notes	

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<i>Studio 2 Rouge Module 5 Quel talent?!</i>		
<i>Unité 2 pp. 92–93 Je dois gagner!</i>		
Programme of Study references	GV2 Grammatical structures (<i>pouvoir</i> and <i>devoir</i>) GV4 Accuracy (grammar) LC5 Accurate pronunciation and intonation LC6 Reading comprehension	
Lesson starters	1 Review infinitives <i>Alternative:</i> introduce <i>devoir</i> + infinitive using ActiveTeach Flashcards p.092 2 Review language for encouraging/persuading someone	
Plenary	Practise <i>vouloir</i> , <i>devoir</i> and <i>pouvoir</i> <i>Alternative:</i> review and practise modal verbs using ActiveTeach p.092 Grammar practice	
Learning objectives	Encouraging or persuading someone <i>pouvoir</i> and <i>devoir</i>	
Grammar	<i>pouvoir</i> and <i>devoir</i>	
FCSE links	Unit 4: Leisure (Going out)	
Learning outcomes ...		
Listening	L3–4	Understand advice Understand dialogues featuring excuses and advice
Speaking	L3–4	Ask questions and give advice in response Make up dialogues featuring excuses and advice
Reading	L4	Understand texts featuring excuses and advice
Writing	L3–4	Write a dialogue with one person asking questions and the other giving advice in response Write an email giving excuses why they can't take part in a talent contest
Key language	<i>Je/Tu dois ...</i> <i>Je ne peux pas ...</i> <i>aller à l'audition</i> <i>répéter tous les jours</i> <i>avoir confiance en moi/toi</i> <i>remplir la fiche d'inscription</i> <i>faire un clip vidéo</i> <i>participer au concours</i> <i>Tu peux répéter chez moi.</i> <i>Je ne peux pas.</i> <i>Si, tu peux!</i> <i>Je vais t'aider.</i> <i>Tu peux .../On peut ...</i> <i>faire du babysitting</i> <i>Je dois faire mes devoirs</i> <i>J'ai trop de devoirs.</i> <i>Je n'ai pas de caméra.</i>	
PLTS	T Team workers	
Cross-curricular		
Grammar practice	<i>Studio Grammaire 1 page 104, ex. 3</i>	
Differentiation	<i>Reinforcement:</i> Practise giving advice using <i>tu dois</i>	

	<p><i>Extension:</i> Identify verb patterns to help memorisation There are further reinforcement/extension activities on Cahier d'exercices Rouge, page 44</p>
Resources	<p>Audio files: 63_Module5_Unit2_Ex1.mp3 64_Module5_Unit2_Ex5.mp3</p> <p>Workbooks: Cahier d'exercices Rouge, page 44</p> <p>ActiveTeach: Starter 1 resource Starter 2 resource p.092 Flashcards p.092 Grammar p.092 Grammar practice p.093 Grammar skills</p> <p>ActiveLearn: Listening, Reading Grammar, Vocabulary</p>
Homework	
Notes	

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DATE:		CLASS:
<i>Studio 2 Rouge Module 5 Quel talent?!</i>		
<i>Unité 3 pp. 94–95 Ne fais pas ça!</i>		
Programme of Study references	GV2 Grammatical structures (the imperative) LC1 Listening and responding LC6 Reading comprehension LC7 Literary texts	
Lesson starters		
Plenary	Review the imperative	
Learning objectives	Rehearsing for the contest The imperative	
Grammar	the imperative	
FCSE links	Unit 1: Relationships, family and friends (Relationships and reasons for good and bad relations within family and friends; Taking sides in an argument)	
Learning outcomes ...		
Listening	L3–5	Listen to check answers Understand details of instructions given to a group of people Listen to and read a song
Speaking	L3–5	Make up conversations in which one person gives advice and the other responds Sing along to a song
Reading	L2, L5	Understand instructions Understand a problem page letter Read a song Identify French expressions in a text
Writing	L3–4	Write out instructions using the imperative
Key language	<i>Enlève ton blouson!</i> <i>Éteins ton portable!</i> <i>Fais plus d'efforts!</i> <i>Jette ton chewing-gum!</i> <i>Regarde la caméra!</i> <i>N'oublie pas ta casquette!</i> <i>Souris!</i> <i>Réveille-toi!</i> <i>Ne fais pas ça!</i> <i>Chante plus fort!</i> <i>Change ton attitude!</i>	
PLTS	I Independent enquirers	
Cross-curricular	English: imperatives	
Grammar practice	<i>Studio Grammaire 1</i> page 105, ex. 5	
Differentiation	There are reinforcement/extension activities on Cahier d'exercices Rouge, page 45	
Resources	Audio files: 65_Module5_Unit3_Ex2.mp3 66_Module5_Unit3_Ex6.mp3 67_Module5_Unit3_Ex7.mp3 Workbooks:	

	<p>Cahier d'exercices Rouge, page 45</p> <p>ActiveTeach: Starter 1 resource Starter 2 resource p.094 Flashcards p.094 Grammar p.094 Grammar practice p.095 Learning skills</p> <p>ActiveLearn: Listening, Reading Grammar</p>
Homework	
Notes	

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<i>Studio 2 Rouge Module 5 Quel talent?!</i>		
<i>Unité 4 pp. 96–97 C'est qui le meilleur?</i>		
Programme of Study references	GV2 Grammatical structures (superlative adjectives) GV3 Opinions and discussions LC3 Conversation (dealing with the unexpected) LC4 Expressing ideas (writing)	
Lesson starters	1 Introduce more adjectives to describe people; use reading strategies 2 Review superlative adjectives <i>Alternative:</i> review and practise superlative adjectives using ActiveTeach p.096 Grammar practice	
Plenary	Review superlative adjectives	
Learning objectives	Saying who is the best, the most, the least Superlative adjectives	
Grammar	superlative adjectives	
FCSE links	Unit 1: Relationships, family and friends (Taking sides in an argument)	
Learning outcomes ...		
Listening	L4–5	Understand opinions expressed of acts in a talent contest Judge acts in a talent contest
Speaking	L4–5	Challenge each other's opinions Discuss acts in a talent contest in detail
Reading	L4	Understand details of application letters
Writing	L5	Write a paragraph giving their opinion on acts in a talent contest, including reasons Write an article for a music magazine
Key language	<i>le/la meilleur(e)</i> <i>le/la plus/moins ...</i> <i>ambitieux/ambitieuse</i> <i>arrogant(e)</i> <i>beau/belle</i> <i>modeste</i> <i>passionné(e)</i> <i>professionnel(le)</i> <i>sûr(e) de lui/d'elle</i> <i>travailleur/travailleuse</i> <i>Pour moi/À mon avis/Je pense que ...</i> <i>X a chanté le mieux</i> <i>X va gagner le concours</i> <i>car/parce qu'il/elle a...</i> <i>la plus belle voix</i> <i>le plus de talent</i> <i>il/elle a fait le plus d'efforts</i> <i>il/elle a chanté le plus juste/le plus fort</i> <i>Tu as raison/tort!</i> <i>Je (ne) suis (pas) d'accord!</i> <i>T'es fou/folle!</i>	
PLTS	S Self-managers	

Cross-curricular	English: the superlative ICT: using a DTP package
Grammar practice	<i>Studio Grammaire 1</i> page 105, ex. 6
Differentiation	<i>Reinforcement:</i> À toi A page 126, exs 1–2 <i>Extension:</i> Practise writing sentences using the superlative À toi B page 127, ex. 1 There are further reinforcement/extension activities on Cahier d'exercices Rouge, page 46
Resources	Audio files: 68_Module5_Unit4_Ex2.mp3 69_Module5_Unit4_Ex4.mp3 Workbooks: Cahier d'exercices Rouge, page 46 ActiveTeach: Starter 1 resource Starter 2 resource p.096 Grammar p.096 Grammar practice p.097 Video 9 p.097 Video worksheet 9 p.097 Class activity p.097 Writing skills ActiveLearn: Listening, Reading Grammar, Vocabulary
Homework	
Notes	

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<i>Studio 2 Rouge Module 5 Quel talent?!</i>		
<i>Unité 5 pp. 98–99 Et le gagnant est ...</i>		
Programme of Study references	GV2 Grammatical structures (infinitive constructions) GV4 Accuracy (grammar) LC1 Listening and responding LC4 Expressing ideas (speaking)	
Lesson starters	1 Review structures using the infinitive 2 Review verb + infinitive structures <i>Alternative:</i> review and practise verbs + infinitive using ActiveTeach p.099 Class activity	
Plenary	Review verb + infinitive structures; practise answering questions in different tenses <i>Alternative:</i> review and practise verb + infinitive structures using ActiveTeach p.098 Grammar practice	
Learning objectives	Showing how much you can do with the French language Using a variety of structures and tenses	
Grammar	using a range of structures and tenses	
FCSE links	Unit 2: Education and future plans (Plans for jobs and careers)	
Learning outcomes ...		
Listening	L4–5	Identify speakers' opinions Understand details of talent contest results and the competitors' reactions; <i>say whether they agree or disagree with the decision</i>
Speaking	L5–6	Adapt a conversation, asking and answering questions using verb + infinitive structures Prepare and give a short presentation on their leisure activities, plans and dreams
Reading	L6	Understand details of what talent contest competitors' have done/will do in the future
Writing	L5–6	Complete a gap-fill text, supplying the correct verb forms Write a paragraph on what they are going to do after winning a talent contest
Key language	<i>le/la candidat(e)</i> <i>le/la gagnant(e)</i> <i>J'aime gagner.</i> <i>Je dois gagner.</i> <i>Je peux gagner.</i> <i>Je voudrais gagner.</i> <i>Je vais gagner.</i> <i>Je veux gagner.</i> <i>un jour</i> <i>content(e)</i>	
PLTS	R Reflective learners	
Cross-curricular		
Grammar practice	<i>Studio Grammaire 1</i> page 105, ex. 4; <i>Studio Grammaire 2</i> pages 106–7, exs 1–6	
Differentiation	<i>Reinforcement:</i> À toi A page 126, exs 3–4 <i>Extension:</i> Choose two language learning strategies and try them to	

	<p>memorise vocabulary <i>À toi B</i> page 127, exs 2–3 There are further reinforcement/extension activities on Cahier d'exercices Rouge, page 47</p>
Resources	<p>Audio files: 70_Module5_Unit5_Ex1.mp3 71_Module5_Unit5_Ex4.mp3</p> <p>Workbooks: Cahier d'exercices Rouge, page 47</p> <p>ActiveTeach: Starter 1 resource p.098 Video 10 p.098 Video worksheet 10 p.098 Grammar p.098 Grammar practice p.099 Grammar skills</p> <p>ActiveLearn: Listening, Reading Grammar</p>
Homework	
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<i>Studio 2 Rouge</i> Module 5 Quel talent?!		
<i>En plus pp. 102–103 Tout sur Nouvelle Star</i>		
Programme of Study references	GV2 Grammatical structures (<i>il y a</i>) LC4 Expressing ideas (writing) LC6 Reading comprehension (authentic) LC8 Writing creatively	
Lesson starter	Develop reading skills	
Plenary	Practise talking about a talent show	
Learning objectives	Understanding and writing a biography	
Grammar	using a range of structures and tenses	
FCSE links	-	
Learning outcomes ...		
Listening	L5	Listen to and read a text
Speaking		
Reading	L5–6	Identify French expressions in a text Understand details about acts in a talent contest Understand a profile of a competitor in a talent contest
Writing	L5–6	Write answers to questions on a text about a talent contest Write an email to a friend about the experience of being a finalist on a talent contest Write a biography of a music star
Key language	Review of language from the module	
PLTS	C Creative thinkers	
Cross-curricular		
Differentiation		
Resources	Audio files: 73_Module5_EnPlus_Ex1.mp3 ActiveTeach: p.103 Assignment 5 p.103 Assignment 5: prep	
Homework		
Notes		