

SCHOOL:		YEAR:
DATE:		CLASS:
<i>Studio 2 Rouge</i> Module 2 Paris, je t'adore! Unité 1 pp. 28–29 Une semaine à Paris		
Programme of Study references	GV1 Tenses (perfect: regular verbs) LC1 Listening and responding LC4 Expressing ideas (writing) LC6 Reading comprehension	
Lesson starters	1 Review regular <i>-er</i> verbs in the perfect tense; apply grammatical patterns <i>Alternative:</i> introduce places in Paris using ActiveTeach p.028 Flashcards 2 Review the perfect tense; apply grammatical patterns <i>Alternative:</i> review things done in Paris using ActiveTeach p.029 Class activity	
Plenary	Review the perfect tense <i>Alternative:</i> review to the perfect tense with <i>avoir</i> using ActiveTeach p.029 Grammar practice	
Learning objectives	Saying what you did in Paris The perfect tense of regular verbs	
Grammar	the perfect tense: regular verbs the perfect tense: negative forms	
FCSE links	Unit 3: Holidays and travel (Activities)	
Learning outcomes ...		
Listening	L5	Understand what people did on a trip to Paris and what they didn't do
Speaking	L3–5	Play a memory game recalling what they did in Paris Play a guessing game about what they did in Paris
Reading	L5	Understand details of a trip to Paris
Writing	L5	Write an email saying what they did on a trip to London
Key language	<i>J'ai passé une semaine à Paris.</i> <i>J'ai visité la cathédrale de Notre-Dame/la tour Eiffel.</i> <i>J'ai mangé au restaurant.</i> <i>J'ai admiré la Pyramide du Louvre.</i> <i>J'ai regardé le feu d'artifice.</i> <i>J'ai acheté des souvenirs.</i> <i>J'ai rencontré un beau garçon/une jolie fille.</i> <i>J'ai attendu le bus.</i> <i>J'ai envoyé des cartes postales.</i>	
PLTS	T Team workers	
Cross-curricular	English: verb tenses	
Grammar practice	<i>Studio Grammaire</i> page 42, exs 1 & 3	
Differentiation	<i>Reinforcement:</i> Identify verbs in the present tense and explain why they are used in a text <i>Extension:</i> Listen and note reasons why someone didn't do certain activities	

	There are further reinforcement/extension activities on Cahier d'exercices Rouge, page 13
Resources	<p>Audio files: 17_Module2_Unit1_Ex1.mp3 18_Module2_Unit1_Ex4.mp3</p> <p>Workbooks: Cahier d'exercices Rouge, page 13</p> <p>ActiveTeach: Starter 1 resource Starter 2 resource p.028 Flashcards p.029 Grammar p.029 Grammar practice p.029 Class activity p.029 Grammar skills p.029 Grammar skills</p> <p>ActiveLearn: Listening, Reading Grammar, Vocabulary</p>
Homework	
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SCHOOL:		YEAR:
DATE:		CLASS:
Studio 2 Rouge Module 2 Paris, je t'adore!		
Unité 2 pp. 30–31 Mon album photos		
Programme of Study references		GV1 Tenses (perfect: irregular verbs) LC3 Conversation LC5 Accurate pronunciation and intonation LC8 Writing creatively
Lesson starters		1 Review the perfect tense 2 Review time expressions <i>Alternative:</i> review the perfect tense (irregular past participles) using ActiveTeach p.030 Grammar practice
Plenary		Review past participles
Learning objectives		Saying when you did things The perfect tense of irregular verbs
Grammar		the perfect tense: irregular verbs
FCSE links		Unit 3: Holidays and travel (Activities; Holidays experiences)
Learning outcomes ...		
Listening	L1–2, L5	Understand what someone did on a trip to Paris and when Listen and repeat words to practise <i>u/ou</i> sounds Listen to and read a rap
Speaking	L1–2, L4–5	Ask and answer questions about what they have done Read a rap aloud and give an opinion of it
Reading	L5	Understand what someone did on a trip to Paris
Writing	L4–5	Write a blog about what they have done Write more pairs of lines for a rap
Key language		<i>Qu'est-ce que tu as fait à Paris?</i> <i>J'ai pris des photos/beaucoup de photos.</i> <i>J'ai vu la Joconde.</i> <i>Je n'ai pas visité Notre-Dame.</i> <i>On a fait les magasins.</i> <i>On a bu un coca.</i> <i>On a fait un tour de la ville en segway.</i> <i>On a fait une balade en bateau-mouche.</i> <i>hier, avant-hier, aujourd'hui, (lundi) dernier</i>
PLTS		E Effective participators
Cross-curricular		
Grammar practice		<i>Studio Grammaire</i> page 42, ex. 2
Differentiation		<i>Reinforcement:</i> À toi A page 120, exs 1 & 2 There are further reinforcement/extension activities on Cahier d'exercices Rouge, page 14
Resources		Audio files: 19_Module2_Unit2_Ex2.mp3 20_Module2_Unit2_Ex3.mp3 21_Module2_Unit2_Ex6.mp3 Workbooks: Cahier d'exercices Rouge, page 14

	ActiveTeach: p.030 Video 3 p.030 Video worksheet 3 p.030 Grammar p.030 Grammar practice p.031 Grammar skills p.031 Reading skills ActiveLearn: Listening, Reading Grammar
Homework	
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SCHOOL:		YEAR:
DATE:		CLASS:
Studio 2 Rouge Module 2 Paris, je t'adore!		
Unité 3 pp. 32–33 C'était comment, les catacombes?		
Programme of Study references	GV2 Grammatical structures (<i>c'était ...</i> and <i>j'ai trouvé ça ...</i>) GV3 Opinions and discussions LC6 Reading comprehension (adapted from authentic) LC8 Writing creatively	
Lesson starters	1 Introduce adjectives for describing an experience <i>Alternative:</i> introduce adjectives for describing an experience using ActiveTeach p.032 Flashcards 2 Review adjectives for describing an experience	
Plenary	Review adjectives for describing experiences	
Learning objectives	Understanding information about a tourist attraction <i>c'était ...</i> and <i>j'ai trouvé ça ...</i>	
Grammar	<i>c'était/j'ai trouvé ça</i> + adjective	
FCSE links	Unit 3: Holidays and travel (Activities)	
Learning outcomes ...		
Listening	L5	Understand adjectives used to describe an experience
Speaking	L4–5	Play a game miming and guessing what they did in Paris and what it was like Answer questions using information from a text
Reading	L5	Identify errors of logic in a text Identify topics not covered in a text Identify French expressions in a text
Writing	L5	Write a paragraph about what they did in Paris and what it was like Write an advert for a tourist attraction
Key language	<i>C'était comment, la visite des catacombes?</i> <i>C'était ...</i> <i>J'ai trouvé ça ...</i> <i>bien, bizarre, cool</i> <i>cher, effrayant, ennuyeux</i> <i>fabuleux, génial, horrible</i> <i>intéressant, marrant, nul</i> <i>Ce n'était pas mal.</i> <i>ouvert du (mardi) au (dimanche)</i> <i>de 10h00 à 17h00</i> <i>fermé (le lundi et les jours fériés)</i> <i>tarifs d'entrée</i> <i>plein tarif, tarif jeune</i> <i>gratuit (pour les enfants jusqu'à 13 ans)</i> <i>visites guidées</i> <i>(pas de) toilettes</i>	
PLTS	C Creative thinkers	
Cross-curricular	ICT: internet research	
Grammar practice		
Differentiation	<i>Reinforcement:</i> Give an opinion of a tourist attraction À toi A page 120, ex. 3	

	<p><i>Extension:</i> Listen and note intensifiers used in a dialogue There are further reinforcement/extension activities on Cahier d'exercices Rouge, page 15</p>
Resources	<p>Audio files: 22_Module2_Unit3_Ex1.mp3</p> <p>Workbooks: Cahier d'exercices Rouge, page 15</p> <p>ActiveTeach: p.032 Flashcards p.033 Thinking skills p.033 Learning skills</p> <p>ActiveLearn: Listening, Reading Vocabulary</p>
Homework	
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SCHOOL:		YEAR:
DATE:		CLASS:
Studio 2 Rouge Module 2 Paris, je t'adore!		
Unité 4 pp. 34–35 24 heures chrono!		
Programme of Study references	GV1 Tenses (perfect with <i>être</i>) LC2 Transcription LC6 Reading comprehension LC4 Expressing ideas (writing)	
Lesson starters	1 Introduce transport vocabulary; identify patterns and work out techniques for memorising <i>Alternative:</i> introduce transport vocabulary using ActiveTeach p.034 Flashcards 2 Identify verbs that use <i>être</i> in the perfect tense <i>Alternative:</i> review the perfect tense with <i>être</i> using ActiveTeach p.034 Grammar practice	
Plenary	Review the perfect tense with <i>avoir</i> and <i>être</i>	
Learning objectives	Saying where you went and how The perfect tense with <i>être</i>	
Grammar	the perfect tense with <i>être</i>	
FCSE links	Unit 3: Holidays and travel (Travel; Holiday experiences)	
Learning outcomes ...		
Listening	L5	Understand means of transport Listen to check answers Understand details of different trips to Paris
Speaking	L4–5	Play a game miming and guessing means of transport Describe a trip to Paris
Reading	L5	Copy out sentences in logical order to make a paragraph Understand details of a trip to Paris
Writing	L4–5	Research details of a Francophone city and write details of a trip there
Key language	<i>Je suis allé(e)</i> <i>On est allé(e)s ...</i> <i>en avion</i> <i>en bus</i> <i>en car</i> <i>en métro</i> <i>en train</i> <i>en voiture</i> <i>à vélo</i> <i>à pied</i> <i>Je suis allé(e) (à Paris).</i> <i>Je suis parti(e)/arrivé(e) à (dix heures).</i> <i>Le train est parti/arrivé à (huit heures).</i> <i>Je suis sorti(e).</i> <i>Je suis resté(e) (chez moi).</i> <i>Je suis rentré(e) (chez moi).</i> <i>Je suis monté(e).</i>	
PLTS	R Reflective learners	
Cross-curricular	ICT: internet research, word-processing	
Grammar practice	<i>Studio Grammaire</i> page 43, exs 4 & 5	

Differentiation	<p><i>Reinforcement:</i> Identify perfect tense verbs in a text</p> <p><i>Extension:</i> Identify French expressions in a text to support or correct statements in English about it À toi B page 121, exs 1 & 4 There are further reinforcement/extension activities on Cahier d'exercices Rouge, page 16</p>
Resources	<p>Audio files: 23_Module2_Unit4_Ex1.mp3 24_Module2_Unit4_Ex4.mp3 25_Module2_Unit4_Ex5.mp3</p> <p>Workbooks: Cahier d'exercices Rouge, page 16</p> <p>ActiveTeach: p.034 Flashcards p.034 Grammar p.034 Grammar practice p.035 Video 4 p.035 Video worksheet 4 p.035 Grammar skills</p> <p>ActiveLearn: Listening, Reading Grammar, Vocabulary</p>
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SCHOOL:		YEAR:
DATE:		CLASS:
<i>Studio 2 Rouge Module 2 Paris, je t'adore!</i>		
<i>Unité 5 pp. 36–37 Qui a volé la Joconde?</i>		
Programme of Study references		GV2 Grammatical structures (question forms in the perfect tense) GV3 Developing vocabulary LC4 Expressing ideas (writing) LC8 Writing creatively
Lesson starters		1 Review question words <i>Alternative:</i> review the perfect tense using ActiveTeach p.037 Class activity 2 Review the perfect tense of <i>avoir</i> and <i>être</i> verbs <i>Alternative:</i> review questions in the perfect tense using ActiveTeach p.036 Grammar practice
Plenary		Review questions
Learning objectives		Interviewing a suspect Asking questions in the perfect tense
Grammar		the perfect tense: questions
FCSE links		-
Learning outcomes ...		
Listening	L2, L5	Listen and complete questions using question words Understand details of an alibi
Speaking	L5	Do a roleplay in which an inspector questions two suspects
Reading	L3, L5	Match questions and answers Use details of a text to work out who is the thief
Writing	L5	Write a plan for a trip to the Louvre and describe what they did there
Key language		<i>Tu as visité le Louvre quand?</i> <i>Tu es allé(e) avec qui?</i> <i>Tu es allé(e) comment?</i> <i>Tu es arrivé(e)/parti(e) à quelle heure?</i> <i>Après, tu es allé(e) où?</i> <i>Tu es resté(e) combien de temps?</i> <i>Qu'est-ce que tu as fait ensuite?</i> <i>Est-ce que tu as volé la Joconde?</i>
PLTS		S Self-managers
Cross-curricular		
Grammar practice		<i>Studio Grammaire</i> page 43, ex. 6
Differentiation		<i>Extension:</i> Use a strategy to help with learning vocabulary <i>À toi B</i> page 121, exs 2 & 3 There are further reinforcement/extension activities on <i>Cahier d'exercices Rouge</i> , page 17
Resources		Audio files: 26_Module2_Unit5_Ex1.mp3 27_Module2_Unit5_Ex3.mp3 Workbooks:

	<p>Cahier d'exercices Rouge, page 17</p> <p>ActiveTeach: Starter 1 resource Starter 2 resource p.036 Grammar p.036 Grammar practice p.037 Class activity p.037 Thinking skills p.037 Speaking skills</p> <p>ActiveLearn: Listening, Reading Grammar</p>
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Studio 2 Rouge Module 2 Paris, je t'adore!		
En plus pp. 40–41 Présent ou passé?		
Programme of Study references	GV1 Tenses (past and present) LC2 Transcription LC3 Conversation (dealing with the unexpected) LC8 Writing creatively	
Lesson starter	Review time expressions in the context of tense usage	
Plenary	Review the perfect tense	
Learning objectives	Talking about things you've done and things you usually do Using two tenses together (present and perfect)	
Grammar		
FCSE links	Unit 3: Holidays and travel (Holiday experiences)	
Learning outcomes ...		
Listening	L5	Identify tenses used in a text, giving reasons/examples Understand details in a dialogue – the activities people do/did, when they do/did them and their opinions of them
Speaking	L5	Make up a dialogue about a trip to Paris (when they go, what they do, their opinion)
Reading	L5	Read a text for gist Identify tenses used in a text
Writing	L5	Write two short paragraphs about the activities people do/did, when they do/did them and their opinions of them Write a blog entry about what they did in New York last week
Key language	Review of language from the module <i>tous les (samedis)</i> <i>normalement, d'habitude, souvent, quelquefois, de temps en temps</i> <i>(samedi) dernier</i> <i>d'abord, ensuite, puis, après, le soir</i>	
PLTS	I Independent enquirers	
Cross-curricular		
Differentiation		
Resources	Audio files: 29_Module2_EnPlus_Ex3.mp3 30_Module2_EnPlus_Ex4.mp3 ActiveTeach: p.041 Assignment 2 p.041 Assignment 2: prep	
Homework		
Notes		