

SCHOOL:		YEAR:
DATE:		CLASS:
<i>Studio 2 Rouge Module 3 Mon identité</i> <i>Unité 1 pp. 48–49 Mon caractère</i>		
Programme of Study references	GV2 Grammatical structures (adjectival agreement) GV4 Accuracy (spelling) LC3 Conversation LC5 Accurate pronunciation and intonation	
Lesson starters	1 Review adjective agreement; identify patterns and work out rules 2 Review adjectives used to describe character <i>Alternative:</i> review and practise adjectives used to describe character using ActiveTeach p.048 Grammar practice	
Plenary	Review adjectives for describing character and agreements	
Learning objectives	Talking about personality Adjectival agreement	
Grammar	adjective agreement	
FCSE links	Unit 1: Relationships, family and friends (Personal details about friends; Personal information; family/friends; Meeting up with friends/activities; Descriptions)	
Learning outcomes ...		
Listening	L2, L4	Listen to and read an interview in which someone talks about their character, hobbies and friends Understand details of people talking about their character, their hobbies and what they talk about with their friends Listen to and repeat a tongue twister
Speaking	L4	Ask people questions about their character, their hobbies and what they talk about with their friends
Reading	L4–5	Understand details of someone talking about their character, hobbies and best friend Identify adjectives used to describe character in a text Match people according to similarities in their characters and interests
Writing	L3–4	Write four sentences describing different friends Write a text on their own character, hobbies and friends
Key language	<i>Quelles sont tes qualités?</i> <i>Quels sont tes défauts?</i> <i>Quelles langues parles-tu?</i> <i>Je parle (français et anglais).</i> <i>Tu passes des heures à faire quoi?</i> <i>Je passe des heures à (jouer).</i> <i>Tu parles de quoi avec tes copains?</i> <i>Je/On parle de ...</i> <i>sport/mode/musique/football/cinéma</i> <i>Parle-moi de ton meilleur ami/ta meilleure amie.</i> <i>Je passe des heures à ...</i> <i>écouter/parler avec .../rigoler/jouer/lire</i> <i>Je suis ...</i> <i>Je pense que je suis ...</i> <i>Je ne suis pas (du tout) ...</i>	

	<p><i>Mon meilleur ami/Ma meilleure amie est assez/très ...</i> <i>curieux/curieuse</i> <i>débrouillard(e)</i> <i>drôle</i> <i>égoïste</i> <i>gentil(le)</i> <i>intelligent(e)</i> <i>optimiste</i> <i> paresseux/paresseuse</i> <i>patient(e)</i> <i>pénible</i> <i>pessimiste</i> <i>rigolo(te)</i> <i>sociable</i> <i>sympa</i></p>
PLTS	C Creative thinkers
Cross-curricular	
Grammar practice	<i>Studio Grammaire</i> page 62, ex.1
Differentiation	<p><i>Reinforcement:</i> Read a text aloud and translate it into English There are further reinforcement/extension activities on Cahier d'exercices Rouge, page 23</p>
Resources	<p>Audio files: 31_Module3_Unit1_Ex1.mp3 32_Module3_Unit1_Ex5.mp3 33_Module3_Unit1_Ex6.mp3</p> <p>Workbooks: Cahier d'exercices Rouge, page 23</p> <p>ActiveTeach: Starter 1 resource p.048 Grammar p.048 Grammar practice p.049 Grammar skills</p> <p>ActiveLearn: Listening, Reading Grammar</p>
Homework	
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SCHOOL:		YEAR:
DATE:		CLASS:
Studio 2 Rouge Module 3 Mon identité		
Unité 2 pp. 50–51 On se dit tout		
Programme of Study references	GV2 Grammatical structures (reflexive verbs; possessive adjectives) LC1 Listening and responding LC4 Expressing ideas (writing) LC6 Reading comprehension	
Lesson starters	1 Review reflexive verbs <i>Alternative:</i> introduce language to talk about relationships using ActiveTeach p.050 Flashcards 2 Review possessive adjectives <i>Alternative:</i> review and practise reflexive verbs using ActiveTeach p.050 Grammar practice	
Plenary	Review language for talking about relationships	
Learning objectives	Talking about relationships Reflexive verbs	
Grammar	reflexive verbs possessive adjectives	
FCSE links	Unit 1: Relationships, family and friends (Family and step family; Personal details about family; Relationships and reasons for good and bad relations within family and friends; Family and friends)	
Learning outcomes ...		
Listening	L4	Listen to check answers Listen and identify adjectives; translate adjectives using the <i>Mini-dictionnaire</i>
Speaking	L4	Make up dialogues about relationships Ask and answer questions on relationships
Reading	L4–5	Match sentences and pictures Match pairs of texts Identify a range of word types in a text
Writing	L5	Write two paragraphs about their relationships with family and friends
Key language	<i>adorable</i> <i>arrogant(e)</i> <i>casse-pieds</i> <i>pénible</i> <i>rigolo(te)</i> <i>sympa</i> <i>Je m'entends (très) bien avec ...</i> <i>Je ne m'entends pas bien avec ...</i> <i>Je me dispute avec ...</i> <i>Je m'amuse bien avec ...</i> <i>Je me chamaille avec ...</i> <i>Je me fâche avec ...</i> <i>Avec mes copines ...</i> <i>on se dit tout</i> <i>on se confie des secrets</i>	

	<i>on se dispute rarement/tout le temps on s'amuse bien ensemble</i>
PLTS	I Independent enquirers
Cross-curricular	
Grammar practice	<i>Studio Grammaire</i> pages 62–63, exs 2–4
Differentiation	<i>Reinforcement:</i> Write out the paradigm of <i>se disputer</i> Translate a text orally There are further reinforcement/extension activities on Cahier d'exercices Rouge, page 24
Resources	Audio files: 34_Module3_Unit2_Ex2.mp3 35_Module3_Unit2_Ex3.mp3 Workbooks: Cahier d'exercices Rouge, page 24 ActiveTeach: Starter 1 resource Starter 2 resource p.050 Flashcards p.050 Grammar p.050 Grammar practice p.051 Thinking skills ActiveLearn: Listening, Reading, Grammar, Vocabulary
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SCHOOL:		YEAR:
DATE:		CLASS:
<i>Studio 2 Rouge</i> Module 3 Mon identité		
<i>Unité 3 pp. 52–53 Quelle musique écoutes-tu?</i>		
Programme of Study references	GV3 Developing vocabulary; opinions and discussions LC3 Conversation LC4 Expressing ideas (writing) LC6 Reading comprehension	
Lesson starters	1 Practise reading for gist <i>Alternative:</i> introduce music vocabulary using ActiveTeach p.052 Flashcards 2 Review language for discussing music preferences	
Plenary	Review language for giving and justifying opinions about music	
Learning objectives	Talking about music Agreeing, disagreeing and giving reasons	
Grammar	the present tense: <i>venir</i>	
FCSE links	Unit 4: Leisure (Hobbies; Music; Hobbies/activities)	
Learning outcomes ...		
Listening	L4–5	Understand people talking about their music preferences Listen to a song and sing along
Speaking	L4	Discuss people's music preferences
Reading	L4–5	Understand details of people's music preferences Identify French expressions in a text Understand details of someone's music preferences
Writing	L3, L5	Write a paragraph on the music they listen to Rewrite a song, changing the details
Key language	<i>Quelle musique écoutes-tu?</i> <i>Mon chanteur/Ma chanteuse préféré(e), c'est ...</i> <i>Mon groupe préféré, c'est ...</i> <i>J'aime/J'adore (la musique de) ...</i> <i>Ça me donne envie de chanter/danser/pleurer/dormir.</i> <i>Ça me rend (joyeux/joyeuse/triste).</i> <i>... car j'aime les paroles/les mélodies/les chorégraphies.</i> <i>J'ai téléchargé ...</i> <i>J'ai acheté ...</i> <i>Mais je n'aime pas du tout la musique de ...</i> <i>Et je déteste ...</i> <i>le hard rock</i> <i>le jazz</i> <i>la musique classique</i> <i>le pop-rock</i> <i>le rap</i> <i>le R'n'B</i> <i>un (petit) peu de tout</i>	
PLTS	S Self-managers	
Cross-curricular	Music: justifying preferences	
Grammar practice		
Differentiation	<i>Reinforcement:</i> À toi A page 122, ex. 1 <i>Extension:</i>	

	<p>Rewrite false sentences to make them true</p> <p>There are further reinforcement/extension activities on Cahier d'exercices Rouge, page 25</p>
Resources	<p>Audio files:</p> <p>36_Module3_Unit3_Ex1.mp3</p> <p>37_Module3_Unit3_Ex6.mp3</p> <p>Workbooks:</p> <p>Cahier d'exercices Rouge, page 25</p> <p>ActiveTeach:</p> <p>p.052 Flashcards</p> <p>p.053 Thinking skills</p> <p>ActiveLearn:</p> <p>Listening</p> <p>Reading</p> <p>Grammar</p>
Homework	
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SCHOOL:		YEAR:
DATE:		CLASS:
<i>Studio 2 Rouge Module 3 Mon identité</i> <i>Unité 4 pp. 54–55 Mon style</i>		
Programme of Study references	GV1 Tenses (near future) GV2 Grammatical structures (adjectival endings) GV3 Developing vocabulary; opinions and discussions LC1 Listening and responding	
Lesson starters	1 Review colours; review adjective agreement <i>Alternative:</i> introduce clothes and review colours using ActiveTeach p.054 and p.055 Flashcards 2 Review vocabulary for clothes <i>Alternative:</i> review and practise clothes and colours using ActiveTeach p.055 Class activity	
Plenary	Review the near future tense <i>Alternative:</i> practise the near future tense using ActiveTeach p.055 Grammar practice	
Learning objectives	Talking about clothes The near future tense	
Grammar	the near future tense	
FCSE links	Unit 1: Relationships, family and friends (Clothes) Unit 4: Leisure (Going out)	
Learning outcomes ...		
Listening	L3–5	Understand the vocabulary for clothes Understand the vocabulary for different styles Understand details of what people are going to do and going to wear
Speaking	L3–4	Ask and answer questions on personal style Ask and answer questions on what they are going to do and going to wear
Reading	L5	Understand details of what people are going to do and going to wear
Writing	L5	Write about their own style, saying what they usually wear and what they're going to wear this weekend
Key language	<i>Qu'est-ce que tu portes, normalement?</i> <i>Normalement, je porte ...</i> <i>un jean</i> <i>un tee-shirt</i> <i>un chapeau</i> <i>un sweat à capuche</i> <i>un pantalon</i> <i>un pull</i> <i>une jupe</i> <i>une veste</i> <i>une chemise</i> <i>des bottes</i> <i>des baskets</i> <i>des chaussures de skate</i> <i>beige</i> <i>blanc(he)</i>	

	<i>bleu turquoise</i> <i>gris(e)</i> <i>marron chocolat</i> <i>noir(e)</i> <i>orange</i> <i>vert kaki</i> <i>C'est quoi, ton style?</i> <i>J'ai un style plutôt classique/décontracté/skateur/sportif.</i> <i>Qu'est-ce que tu vas faire ce weekend/cet été?</i> <i>Je vais ...</i> <i>Qu'est-ce que tu vas porter?</i> <i>Je vais porter ...</i> <i>Non! C'est moche/horrible.</i> <i>Ouah! C'est cool/chic.</i>
PLTS	T Team workers
Cross-curricular	
Grammar practice	<i>Studio Grammaire</i> page 63, exs 5–7
Differentiation	<i>Reinforcement:</i> <i>À toi A</i> page 122, exs 2–3 <i>Extension:</i> Practise the near future tense of <i>porter</i> <i>À toi B</i> page 123, exs 1–2 There are further reinforcement/extension activities on <i>Cahier d'exercices Rouge</i> , page 26
Resources	Audio files: 38_Module3_Unit4_Ex1.mp3 39_Module3_Unit4_Ex2.mp3 40_Module3_Unit4_Ex4.mp3 Workbooks: <i>Cahier d'exercices Rouge</i> , page 26 ActiveTeach: p.054 Flashcards p.054 Video 5 p.054 Video worksheet 5 p.055 Video 6 p.055 Video worksheet 6 p.055 Grammar p.055 Grammar practice p.055 Flashcards p.055 Class activity p.055 Writing skills ActiveLearn: Listening, Reading Grammar, Vocabulary
Homework	
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<i>Studio 2 Rouge Module 3 Mon identité</i> <i>Unité 5 pp. 56–57 De quoi es-tu fan?</i>		
Programme of Study references	GV1 Tenses (past, present and future) LC5 Speaking coherently and confidently LC6 Reading comprehension LC8 Writing creatively	
Lesson starters	1 Practise the near future tense 2 Review tenses and time expressions <i>Alternative:</i> review and practise using three tenses using ActiveTeach p.057 Class activity	
Plenary	Review the perfect and near future tenses	
Learning objectives	Talking about your passion Past, present and future tenses	
Grammar	using a range of tenses (present, perfect, near future)	
FCSE links	Unit 4: Leisure (Free time/hobbies; Going out)	
Learning outcomes ...		
Listening	L6	Understand details of someone's passion
Speaking	L6	Make up sentences featuring a different tense and an appropriate time phrase, and identify the time period referred to Prepare and give a presentation on their own passion
Reading	L6	Understand details of someone's passion Identify tenses used in a text
Writing	L6	Write a blog entry about their own passion
Key language	Review of language from the module	
PLTS	E Effective participators	
Cross-curricular	ICT: word-processing	
Grammar practice		
Differentiation	<i>Extension:</i> Identify tense usage, giving reasons Work out a strategy for learning vocabulary <i>À toi B</i> page 123, ex. 3 There are further reinforcement/extension activities on Cahier d'exercices Rouge, page 27	
Resources	Audio files: 41_Module3_Unit5_Ex1.mp3 42_Module3_Unit5_Ex4.mp3 Workbooks: Cahier d'exercices Rouge, page 27 ActiveTeach: Starter 2 resource p.057 Grammar p.057 Class activity p.057 Grammar skills	

	p.057 Listening skills Plenary resource ActiveLearn: Listening, Reading Grammar
Homework	
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SCHOOL:		YEAR:
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Studio 2 Rouge Module 3 Mon identité <i>En plus pp. 60–61 L'identité régionale</i>		
Programme of Study references	LC3 Conversation LC4 Expressing ideas (speaking; writing) LC5 Speaking coherently and confidently LC6 Reading comprehension	
Lesson starter	Use reading strategies	
Plenary	Review language used to talk about regions of France	
Learning objectives	Finding out about French regional identities Using a range of tenses	
Grammar		
FCSE links	-	
Learning outcomes ...		
Listening	L6	Listen to and read information about different regions of France
Speaking	L4, L6	Make up a conversation about a region of France Prepare and give a presentation on a region of France
Reading	L4, L6	Match French and English questions Understand details about a region of France
Writing	L6	Write a paragraph about a visit to a region of France
Key language	<i>le costume traditionnel (pour les femmes/hommes)</i> <i>la langue</i> <i>le(s) plat(s) typique(s)</i> <i>un événement traditionnel</i> <i>le sport traditionnel</i> <i>le symbole de la région</i> <i>J'ai fait des recherches sur les traditions (au Pays basque).</i> <i>Je vais parler de ...</i> <i>Au Pays basque, on ...</i> <i>Comme sport traditionnel, on peut jouer ...</i>	
PLTS	R Reflective learners	
Cross-curricular	ICT: internet research	
Differentiation	<i>Extension:</i> Research a region of France in preparation for a presentation on it	
Resources	Audio files: 44_Module3_EnPlus_Ex1.mp3 ActiveTeach: p.061 Assignment 3 p.061 Assignment 3: prep	
Homework		
Notes		