

<b>SCHOOL:</b>		<b>YEAR:</b>
<b>DATE:</b>		<b>CLASS:</b>
<i>Studio 2 Rouge Module 4 Chez moi, chez toi</i> <i>Unité 1 pp. 68–69 Là où j'habite</i>		
<b>Programme of Study references</b>	<b>GV2</b> Grammatical structures (comparative adjectives) <b>LC6</b> Translation into English <b>LC5</b> Accurate pronunciation and intonation <b>LC8</b> Writing creatively	
<b>Lesson starters</b>	<b>1</b> Focus on the position of adjectives <b>2</b> Practise adjective position <i>Alternative:</i> review and practise adjectives and their position using ActiveTeach p.068 Grammar practice	
<b>Plenary</b>	Review comparative adjectives <i>Alternative:</i> review and practise comparative adjectives using ActiveTeach p.069 Grammar practice	
<b>Learning objectives</b>	Describing where you live Comparative adjectives	
<b>Grammar</b>	irregular adjectives: <i>beau, vieux, nouveau</i> comparative adjectives	
<b>FCSE links</b>	Unit 7: Local area and environment (Locations; Preferences)	
<b>Learning outcomes ...</b>		
<b>Listening</b>	<b>L2–4</b>	Understand a description of where people live Practise pronunciation of word endings Listen to check answers
<b>Speaking</b>	<b>L4</b>	Play a memory game based on a text
<b>Reading</b>	<b>L3–4</b>	Understand a description of where people live Identify adjectives in a text Match pictures and texts
<b>Writing</b>	<b>L2, L4</b>	Write out and translate noun/adjective phrases Write a comic sketch using comparative adjectives
<b>Key language</b>	<i>J'habite ...</i> <i>un appartement</i> <i>une maison</i> <i>à la campagne</i> <i>dans un village</i> <i>dans une (grande) ville</i> <i>dans une (petite) rue</i> <i>petit</i> <i>grand</i> <i>beau/belle</i> <i>joli(e)</i> <i>vieux/vieille</i> <i>nouveau/nouvelle</i> <i>neuf/neuve</i> <i>moderne</i> <i>confortable</i> <i>gros(se)</i> <i>Mon jardin est moins joli que ton jardin.</i> <i>Ma piscine est plus grande que ta piscine.</i>	
<b>PLTS</b>	<b>C</b> Creative thinkers	

<b>Cross-curricular</b>	<b>English:</b> comparatives
<b>Grammar practice</b>	<i>Studio Grammaire 1</i> page 82, exs 1–3
<b>Differentiation</b>	<p><i>Reinforcement:</i> Identify comparative adjectives in a text</p> <p><i>Extension:</i> Act out sketches they have written and give constructive feedback on each other's work</p> <p>There are further reinforcement/extension activities on Cahier d'exercices Rouge, page 33</p>
<b>Resources</b>	<p><b>Audio files:</b> 45_Module4_Unit1_Ex1.mp3 46_Module4_Unit1_Ex3.mp3 47_Module4_Unit1_Ex6.mp3</p> <p><b>Workbooks:</b> Cahier d'exercices Rouge, page 33</p> <p><b>ActiveTeach:</b> Starter 1 resource p.068 Grammar p.068 Grammar practice p.069 Grammar p.069 Grammar practice p.069 Writing skills p.069 Grammar skills</p> <p><b>ActiveLearn:</b> Listening, Reading Grammar</p>
<b>Homework</b>	
<b>Notes</b>	

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<i>Studio 2 Rouge Module 4 Chez moi, chez toi</i> <i>Unité 2 pp. 70–71 Dans mon appart'</i>		
<b>Programme of Study references</b>	<b>GV2</b> Grammatical structures (prepositions) <b>LC2</b> Transcription <b>LC4</b> Expressing ideas (speaking; writing) <b>LC8</b> Writing creatively	
<b>Lesson starters</b>	<b>1</b> Review comparative adjectives <i>Alternative:</i> introduce vocabulary for describing your home using ActiveTeach p.070 Flashcards <b>2</b> Review the language for places in a house	
<b>Plenary</b>	Review prepositions	
<b>Learning objectives</b>	Describing your home Prepositions	
<b>Grammar</b>	prepositions	
<b>FCSE links</b>	Unit 1: Relationships, family and friends (Prepositions)	
<b>Learning outcomes ...</b>		
<b>Listening</b>	<b>L4</b>	Understand the language for places in a home Understand where rooms are in a home Listen to and read a song, then sing along to it
<b>Speaking</b>	<b>L3–4</b>	Describe what is/isn't in a home Give a tour of a home, saying where rooms are
<b>Reading</b>	<b>L4</b>	Identify the French for different sorts of items in a text and translate the items into English
<b>Writing</b>	<b>L4</b>	Write a description of their own home Write an additional verse for a song
<b>Key language</b>	<i>le salon</i> <i>le jardin</i> <i>la salle de bains</i> <i>la cuisine</i> <i>la salle à manger</i> <i>la chambre ... de mon frère</i> <i>... de ma mère</i> <i>... de mes parents</i> <i>ma chambre</i> <i>Chez moi, il y a (six) pièces.</i> <i>Il y a le (salon), la (cuisine), ...</i> <i>Il n'y a pas de (jardin).</i> <i>Voici le/la/les ...</i> <i>dans, devant, derrière, entre, sous, sur</i> <i>à côté de, à droite de, à gauche de, en face de</i> <i>l'armoire, le bureau, le canapé, le lit</i> <i>la chaise, la douche, la fenêtre, la machine à laver, la télé (satellite)</i>	
<b>PLTS</b>	<b>I</b> Independent enquirers	
<b>Cross-curricular</b>	<b>English:</b> prepositions	
<b>Grammar practice</b>	<i>Studio Grammaire 1 page 83, ex. 4</i>	

<b>Differentiation</b>	<p><i>Reinforcement:</i> Practise prepositions À toi A page 124, ex. 1</p> <p><i>Extension:</i> Listen and note adjectives and rooms a home doesn't have There are further reinforcement/extension activities on Cahier d'exercices Rouge, page 34</p>
<b>Resources</b>	<p><b>Audio files:</b> 48_Module4_Unit2_Ex1.mp3 49_Module4_Unit2_Ex4.mp3 50_Module4_Unit2_Ex6.mp3</p> <p><b>Workbooks:</b> Cahier d'exercices Rouge, page 34</p> <p><b>ActiveTeach:</b> Starter 2 resource p.070 Flashcards p.071 Video 7 p.071 Video worksheet 7 p.071 Thinking skills</p> <p><b>ActiveLearn:</b> Listening, Reading Vocabulary</p>
<b>Homework</b>	
<b>Notes</b>	

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<i>Studio 2 Rouge Module 4 Chez moi, chez toi</i> <i>Unité 3 pp. 72–73 À table, tout le monde!</i>		
<b>Programme of Study references</b>	<b>GV1</b> Tenses (present: <i>boire</i> and <i>prendre</i> ) <b>GV2</b> Grammatical structures (partitive article) <b>GV3</b> Developing vocabulary <b>LC4</b> Expressing ideas (writing; speaking)	
<b>Lesson starters</b>	<b>1</b> Introduce food/drink vocabulary; use reading strategies <b>2</b> Review the partitive; review vocabulary for breakfast food/drinks <i>Alternative:</i> practise breakfast vocabulary using ActiveTeach p.072 Flashcards	
<b>Plenary</b>	Review the partitive article	
<b>Learning objectives</b>	Talking about meals <i>boire</i> and <i>prendre</i>	
<b>Grammar</b>	the partitive article <i>boire</i> and <i>prendre</i>	
<b>FCSE links</b>	Unit 6: Food and drink (Food/drink vocabulary items; Opinions about food and drink; Food and drink habits)	
<b>Learning outcomes ...</b>		
<b>Listening</b>	<b>L4–5</b>	Understand what people have for breakfast Understand the topic of a text
<b>Speaking</b>	<b>L5</b>	Ask and answer questions about what people have for breakfast Give a presentation on their own eating habits (breakfast/dinner)
<b>Reading</b>	<b>L2, L4–5</b>	Label food items in a picture Understand the topic of a text Identify French expressions in a text
<b>Writing</b>	<b>L4–5</b>	Write out the results of a survey Write a text about their own eating habits (breakfast/dinner)
<b>Key language</b>	<i>Qu'est-ce que tu prends pour le petit déjeuner?</i> <i>D'habitude/Normalement, je prends/mange/bois ...</i> <i>Mais quelquefois/le dimanche, ...</i> <i>Ce matin, j'ai pris/mangé/bu...</i> <i>du beurre, du pain, de la confiture, des céréales</i> <i>du café, du thé, du chocolat chaud, du lait, du jus d'orange</i> <i>un croissant, un pain au chocolat</i> <i>une brioche, une tartine, une baguette</i> <i>Je ne prends/mange/bois rien.</i> <i>Je n'ai rien pris/mangé/bu.</i> <i>du fromage, du poisson, du poulet, du riz</i> <i>de la soupe, de la viande</i> <i>des crêpes, des crudités, des escargots, des légumes, des pâtes, des plats à emporter, des pommes de terre, des tomates</i> <i>un fruit, un steak-frites, un yaourt</i> <i>une mousse au chocolat</i> <i>Je suis végétarien(ne).</i>	
<b>PLTS</b>	<b>E</b> Effective participators	
<b>Cross-curricular</b>		
<b>Grammar practice</b>	<i>Studio Grammaire 1 page 83, ex. 5</i>	

<b>Differentiation</b>	<p><i>Reinforcement:</i> Write out vocabulary in different colours to help memorisation À toi A page 124, exs 2–3 There are further reinforcement/extension activities on Cahier d'exercices Rouge, page 35</p>
<b>Resources</b>	<p><b>Audio files:</b> 51_Module4_Unit3_Ex2.mp3 52_Module4_Unit3_Ex5.mp3</p> <p><b>Workbooks:</b> Cahier d'exercices Rouge, page 35</p> <p><b>ActiveTeach:</b> Starter 2 resource p.072 Flashcards p.073 Grammar skills p.073 Reading skills</p> <p><b>ActiveLearn:</b> Listening, Reading Grammar, Vocabulary</p>
<b>Homework</b>	
<b>Notes</b>	

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<i>Studio 2 Rouge Module 4 Chez moi, chez toi</i> <i>Unité 4 pp. 74–75 Il faut faire des crêpes!</i>		
<b>Programme of Study references</b>	<b>GV2</b> Grammatical structures ( <i>il faut; de</i> after quantities) <b>LC2</b> Transcription <b>LC3</b> Conversation (dealing with the unexpected) <b>LC4</b> Expressing ideas (writing)	
<b>Lesson starters</b>	<b>1</b> Review infinitives; review grammatical terms <i>Alternative:</i> introduce ingredients vocabulary using ActiveTeach p.074 Flashcards <b>2</b> Practise <i>il faut</i> + infinitive	
<b>Plenary</b>	Review <i>il faut</i> + infinitive	
<b>Learning objectives</b>	Discussing what food to buy <i>il faut</i>	
<b>Grammar</b>	<i>il faut</i> + infinitive quantities with <i>de</i>	
<b>FCSE links</b>	Unit 6: Food and drink (Food/drink vocabulary items; Opinions about food; shopping for food) Unit 8: Celebrations (Various festivals; Parties)	
<b>Learning outcomes ...</b>		
<b>Listening</b>	<b>L4–5</b>	Understand details in a conversation about food Identify foods when given with quantities
<b>Speaking</b>	<b>L4–5</b>	Ask and answer question about food preferences Play a vocabulary memory game
<b>Reading</b>	<b>L5</b>	Understand details of two texts about how people are going to celebrate Pancake Day
<b>Writing</b>	<b>L5</b>	Write an email inviting friends to come to a party or to go out
<b>Key language</b>	<i>Il faut acheter ...</i> <i>du chocolat, du fromage, du jambon, du lait</i> <i>de la crème Chantilly, de la farine</i> <i>des bananes, des œufs, des champignons, des fraises, des pommes</i> <i>un litre de ...</i> <i>un paquet de ...</i> <i>une tranche de ...</i> <i>cinq cents grammes de ...</i> <i>un kilo de ...</i> <i>une tablette de ...</i> <i>une bombe de ...</i>	
<b>PLTS</b>	<b>R</b> Reflective learners	
<b>Cross-curricular</b>	<b>Food technology:</b> recipes and quantities	
<b>Grammar practice</b>	<i>Studio Grammaire 2</i> page 84, exs 1–3	
<b>Differentiation</b>	<i>Reinforcement:</i> Read and identify <i>il faut</i> + infinitive structure and verbs in the near future tense <i>Extension:</i> Listen and identify <i>il faut</i> + infinitive structure There are further reinforcement/extension activities on Cahier d'exercices Rouge, page 36	

<b>Resources</b>	<b>Resources</b> 53_Module4_Unit4_Ex1.mp3 54_Module4_Unit4_Ex3.mp3 55_Module4_Unit4_Ex4.mp3 <b>Workbooks:</b> Cahier d'exercices Rouge, page 36 <b>ActiveTeach:</b> Starter 1 resource p.074 Video 8 p.074 Video worksheet 8 p.074 Flashcards p.075 Learning skills <b>ActiveLearn:</b> Listening, Reading Vocabulary
<b>Homework</b>	
<b>Notes</b>	



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<i>Studio 2 Rouge Module 4 Chez moi, chez toi</i> <i>Unité 5 pp. 76–77 On est allés au carnaval!</i>		
<b>Programme of Study references</b>	<b>GV1</b> Tenses (past, present and future) <b>LC1</b> Listening and responding <b>LC3</b> Conversation <b>LC8</b> Writing creatively	
<b>Lesson starters</b>	<b>1</b> Review the present, perfect and near future tenses; use grammatical knowledge <b>2</b> Review the present, perfect and near future tenses <i>Alternative:</i> review and practise vocabulary from Module 4 or review and practise using three tenses using either of the ActiveTeach p.077 Class activities	
<b>Plenary</b>	Practise answering questions in different tenses <i>Alternative:</i> review and practise using three tenses at the same time using ActiveTeach p.076 Grammar practice	
<b>Learning objectives</b>	Talking about an event Using three tenses	
<b>Grammar</b>	using three tenses (present, perfect, near future)	
<b>FCSE links</b>	Unit 8: Celebrations (Various festivals; Carnival; Opinions)	
<b>Learning outcomes ...</b>		
<b>Listening</b>	<b>L6</b>	Understand details of a description of a carnival Identify tenses in a text
<b>Speaking</b>	<b>L6</b>	Ask and answer questions about a carnival (what they usually do/did last year/are going to do next year) Read a conversation aloud Make up conversations about a carnival (what they usually do/did last year) and what they are going to do tomorrow)
<b>Reading</b>	-	Understand details of a description of a carnival Identify tenses in a text
<b>Writing</b>	<b>L6</b>	Write a description of a party, covering what they usually do/did last year/are going to do this year or next year
<b>Key language</b>	<i>le défilé</i> <i>le char</i> <i>le feu d'artifice</i> <i>un costume de (vampire, pirate)</i>	
<b>PLTS</b>	<b>S</b> Self-managers	
<b>Cross-curricular</b>		
<b>Grammar practice</b>	<i>Studio Grammaire 2</i> page 85, exs 4–9	
<b>Differentiation</b>	<i>Extension:</i> Write some notes on an event in their own area and use them to put together a simple dialogue Choose a learning strategy and try it out to memorise vocabulary <i>À toi B</i> page 125, exs 1–3 There are further reinforcement/extension activities on Cahier d'exercices Rouge, page 37	
<b>Resources</b>	<b>Audio files:</b>	

	<p>56_Module4_Unit5_Ex1.mp3  57_Module4_Unit5_Ex2.mp3  58_Module4_Unit5_Ex4.mp3</p> <p><b>Workbooks:</b>  Cahier d'exercices Rouge,  page 37</p> <p><b>ActiveTeach:</b>  Starter 1 resource  p.076 Grammar  p.076 Grammar practice  p.077 Class activity  p.077 Class activity  p.077 Thinking skills</p> <p><b>ActiveLearn:</b>  Listening, Reading  Grammar</p>
<b>Homework</b>	
<b>Notes</b>	

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<i>Studio 2 Rouge Module 4 Chez moi, chez toi</i> <i>En plus pp. 80–81 Mon chez moi</i>		
<b>Programme of Study references</b>	<b>GV4</b> Accuracy (grammar) <b>LC4</b> Expressing ideas (writing) <b>LC5</b> Speaking coherently and confidently; accurate pronunciation and intonation <b>LC6</b> Reading comprehension	
<b>Lesson starter</b>	Identify tenses	
<b>Plenary</b>	Practise describing a celebration	
<b>Learning objectives</b>	Understanding and producing texts using a range of tenses	
<b>Grammar</b>	using a range of tenses (present, perfect, near future)	
<b>FCSE links</b>	Unit 6: Food and drink (Food and drink habits) Unit 7: Local area and environment (Locations) Unit 8: Celebrations (Various festivals; Opinions)	
<b>Learning outcomes ...</b>		
<b>Listening</b>	<b>L6</b>	Understand texts about the lives of people who live in Francophone countries
<b>Speaking</b>	<b>L6</b>	Prepare and give a presentation on living in New Caledonia or Tunisia
<b>Reading</b>	<b>L6</b>	Understand texts about the lives of people who live in Francophone countries Identify French expressions in a text; identify tenses in a text
<b>Writing</b>	<b>L5</b>	Write a text on a place they are going to visit, giving reasons why they are going there
<b>Key language</b>	Review of language from the module	
<b>PLTS</b>	<b>T</b> Team workers	
<b>Cross-curricular</b>	<b>ICT:</b> using presentation software; internet research; emailing	
<b>Differentiation</b>	<i>Extension:</i> Exchange information on local events with pupils at a partner school in France	
<b>Resources</b>	<b>Audio files:</b> 60_Module4_EnPlus_Ex1.mp3 <b>ActiveTeach:</b> p.081 Assignment 4 p.081 Assignment 4: prep	
<b>Homework</b>		
<b>Notes</b>		